

Investing in America's Future

EDUCATION MATTERS

FISCAL YEAR 2024
BUDGET ANALYSIS

April 2023

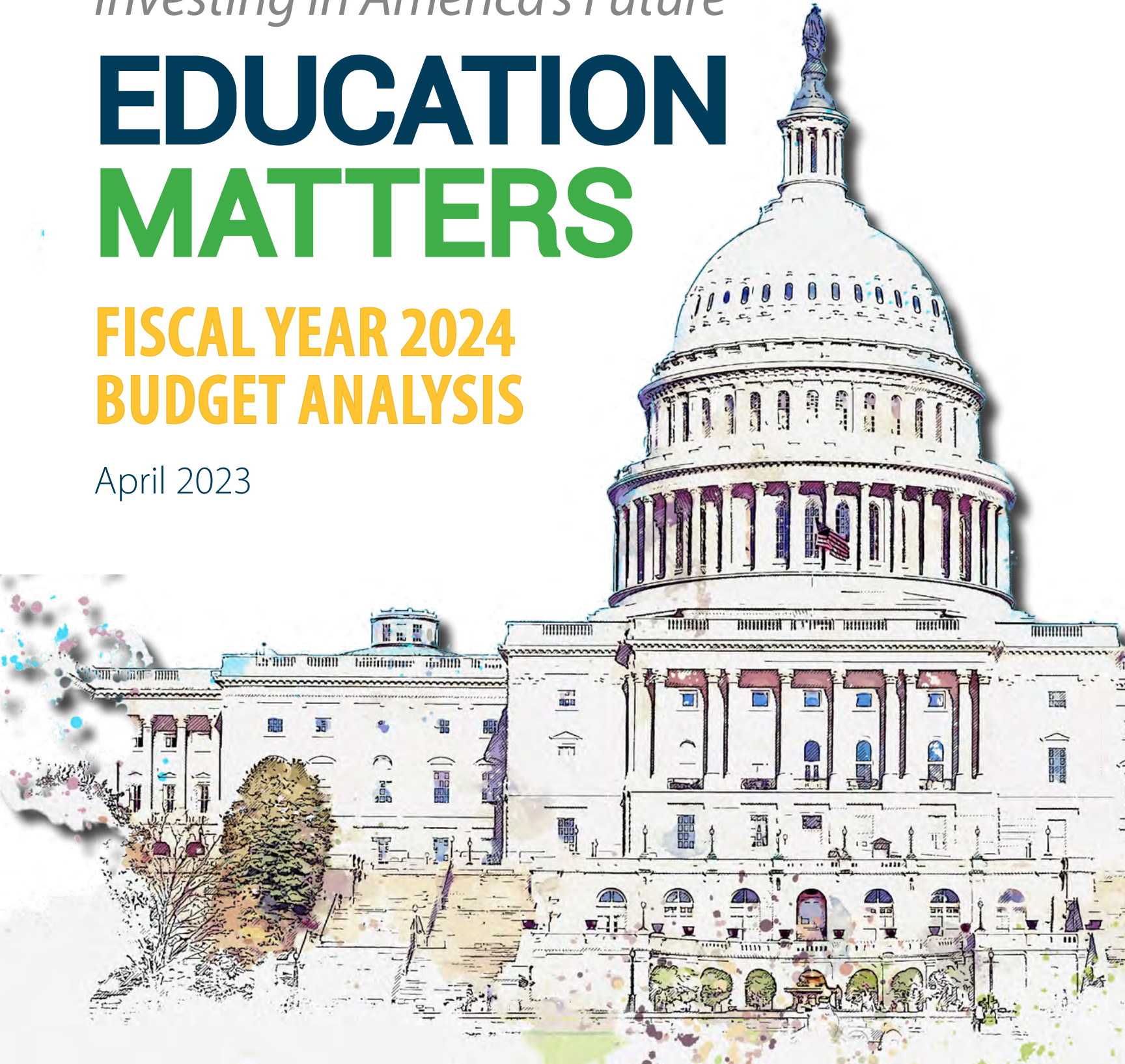




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Introduction

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, other school employees, school board members, librarians, and education-related organizations.

CEF provides its members, the public, the U.S. Congress, the Executive Branch, and the media with information in support of federal investments in education. CEF's [#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. Its [#Time4EdFunding](#) advocacy campaign highlights the need to increase federal investments in education, which have failed to keep pace with either inflation or growing need for services over the last decade.

CEF is managed by ACG 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 president Jenny Smulson at jmulson@ajcunet.edu.

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

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MANAGING EDITOR

Myrna Mandlawitz, MRM Associates, LLC

SECTION EDITORS

Part I: Elementary and Secondary Education

Nicole Fuller, National Center for Learning Disabilities
Zachary Keita, National Association for Music Education
Eric Masten, American Speech-Language-Hearing Association
Kenneth Polishchuk, American Psychological Association

Part II: Education, Careers, and Lifelong Learning

Kevin Maher, American Library Association

Part III: Higher Education

Peter DeYoe, Harvard University
Rachel Rotunda, National Association of Student Financial Aid Administrators
Carl Welliver, University of California–San Diego

Part IV: Educational Research and Statistics

Christy Talbot, American Educational Research Association

Part V: Education-Related Programs in Other Federal Agencies

Caden Fabbi, MENTOR National
Kelly Vaillancourt Strobach, National Association of School Psychologists

Charts and Graphs

Sarah Abernathy, Committee for Education Funding

Book Design and Interactive Layout

Karen Seidman, Seidman Says! Communications

COMMITTEE FOR EDUCATION FUNDING STAFF

Sarah Abernathy, Executive Director
Sheryl Cohen, Senior Advisor
Olisa Obioha, Associate

CEF Position Statement

President's Fiscal Year 2024 Education Budget

“The President’s 2024 budget builds on the increased education investments Congress provided for this year, with new support for teaching and learning focused in areas designed to help high-need students and to address unmet needs across the education continuum.”

The Committee for Education Funding (CEF), the nation’s oldest and largest education coalition, is a nonprofit, non-partisan 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.

The president's FY 2024 budget builds on the increased education investments Congress provided for FY 2023, with a \$10.8 billion (13.6 percent) increase in discretionary funding for Department of Education programs, similarly large percentage increases for early childhood education and child care programs in the Department of Health and Human Services, and proposals for large new multiyear mandatory spending investments in free preschool, child care, and college affordability. If enacted, the president's budget would increase education spending to 2.9 percent of the federal budget, representing an increase over the historic average of only about 2 cents of every federal dollar for education—a level, according to polls, that the American public thinks is not sufficient.

However, even with the increases in the president's FY 2024 budget, funding for the Department of Education would remain almost \$3 billion below the FY 2011 level in inflation-adjusted dollars. Education funding has failed to keep pace with inflation since then, and the result is a funding gap of more than \$90 billion from 2012 through 2023, even as education needs have continued to grow. The president's FY 2024 budget includes vital increases to start meeting some of those needs, but funding for many programs is frozen. The pandemic increased the need for federal support for education across the continuum. Many students lost significant educational time, with their achievement reflecting the gaps. [High school graduation rates declined from 2020 to 2021](#) in more than half of the 50 states. Undergraduate postsecondary enrollment is [8 percent lower than before the pandemic](#). There is a [nationwide teacher shortage](#) with a majority of states reporting unfilled vacancies of teachers, school leaders, specialized instructional support personnel, and other school personnel.

Investments in education are among the most important and profitable that the nation can make. Simply put, education pays—for students, families, communities, and the economy. CEF urges Congress to provide at least the president's level of increased investments in education to maximize opportunities for students and their families, schools, and our nation.

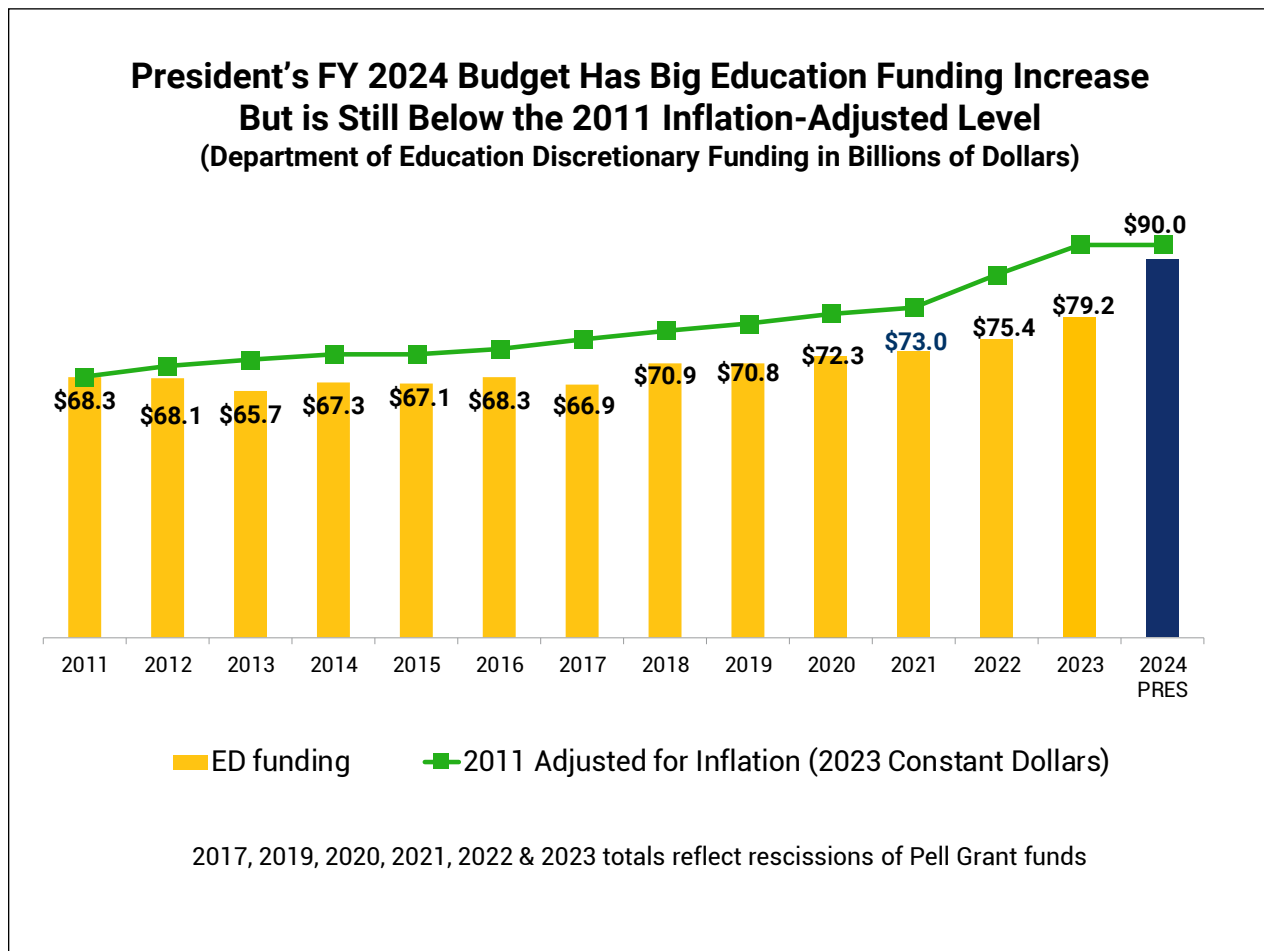
Summary & Analysis

President's Fiscal Year 2024 Budget for Education

April 2023

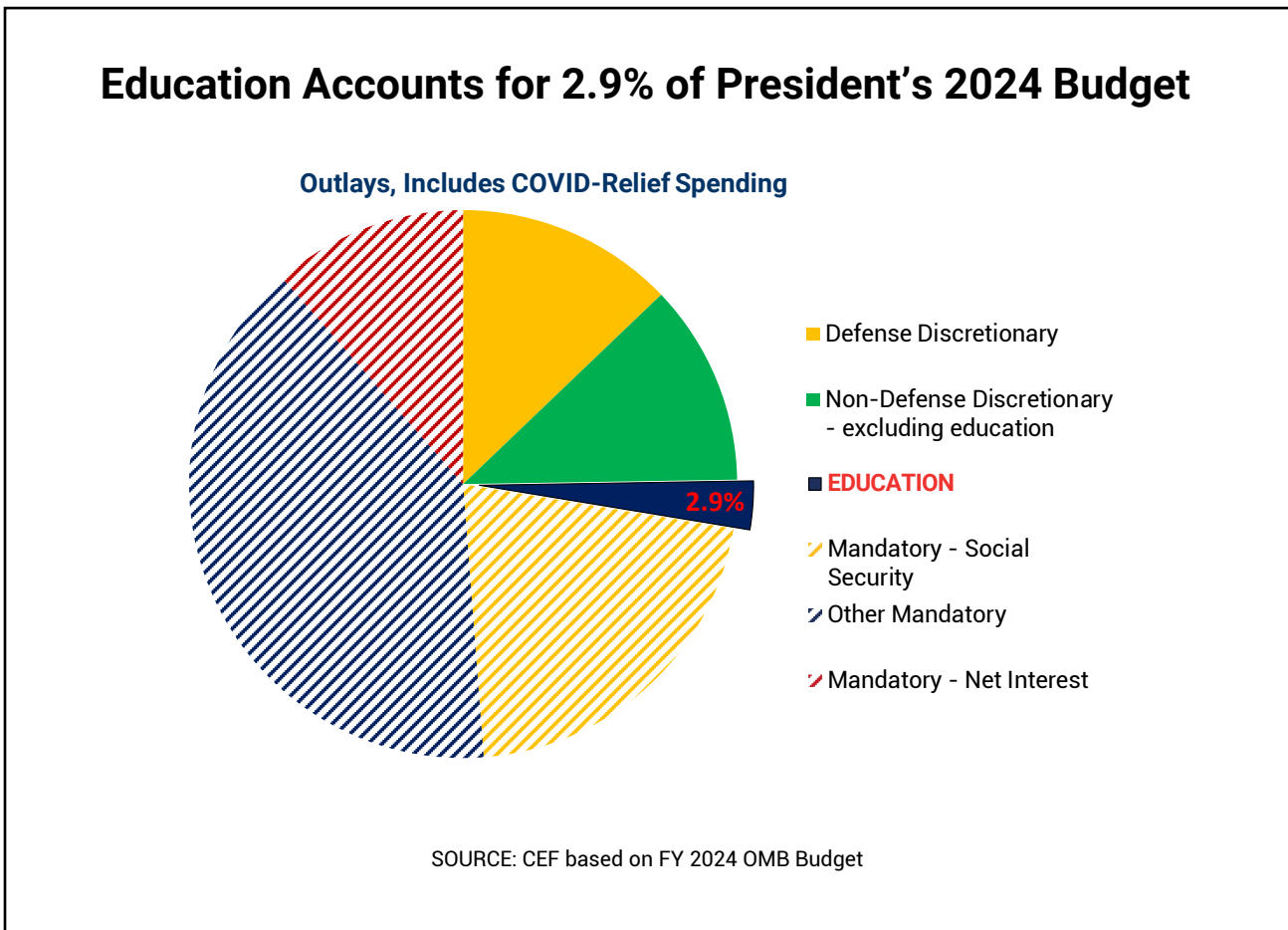
OVERVIEW

The president's FY 2024 budget provides a large increase in discretionary education funding and new multiyear mandatory spending investments in education. For FY 2024, it provides \$90 billion in discretionary funding for the Department of Education, a \$10.8 billion (13.6 percent) increase over the FY 2023 net enacted level. While this would be the largest increase in regular funding, the total is still below the Department's FY 2011 funding level in inflation-adjusted terms. The president's budget also includes large increases for education programs in the Department of Health and Human Services (HHS) but freezes funding at current levels for libraries and museums. The budget's new mandatory funding creates a universal preschool program and makes college more affordable by supporting an increase in the maximum Pell grant, making community college free, and subsidizing tuition for eligible students at some Historically Black Colleges and Universities (HBCUs), minority-serving institutions (MSIs), and tribally controlled colleges and universities (TCCUs).



The president's FY 2024 budget builds on the largest single year increase provided for regular education funding (excluding Pell grant funding, for which one year's funding may not reflect the level of spending that year). However, this budget follows almost a decade of declining or stagnant education funding after Congress imposed statutory caps on discretionary spending for FY 2013 through FY 2021. Even with the sizeable increase for FY 2023, current funding for the Department of Education is still \$13.6 billion below the FY 2011 level in inflation-adjusted terms. The president's FY 2024 discretionary budget still leaves Education below that FY 2011 adjusted level but exceeds that level if the budget's new mandatory funding proposals for education programs are included.

Americans support greater investments in education, which historically have averaged only about 2 percent of the federal budget. That share increases to 2.9 percent with the funding increases in the president's FY 2024 budget.



The president's budget focuses on several key areas, with about three-quarters of the funding increases for just 12 programs, including \$1.1 billion for three new programs, a total increase of \$4.2 billion for the two largest formula grant programs (Title I and IDEA), mental health support for students, and administration of the Department of Education programs. Several large programs get no boost over current funding, including Title II, 21st Century Community Learning Centers, Impact Aid, and campus-based aid. The president's request is described in depth in this book's individual articles.

The budget creates three new discretionary programs and three new mandatory programs within the Department of Education as well new mandatory early childhood programs within HHS:

- **Early childhood programs** – The budget creates a new \$500 million discretionary Preschool Incentive Demonstration Program within Education, and provides \$600 billion over ten years within HHS to expand child care support and create a new universal free preschool program in partnership with states. It also provides large increases for three existing discretionary early childhood education-related programs at HHS: a \$1.11 billion (9 percent) increase for Head Start; a \$979 million (12 percent) increase for the Child Care and Development Block Grant; and a \$45 million (14 percent) increase for Preschool Development Grants.
- **Fostering Diverse Schools** – This new \$100 million program has been proposed in each of President Biden's budgets but has not been enacted.
- **Free Community College** – This new \$500 million discretionary program provides two years of free community college for those heading for a four-year degree or a "good paying job." The budget also includes \$90 billion over ten years for a new mandatory spending program to expand free community college.
- **Pell Grants** – The budget increases the maximum Pell Grant award by \$820, to a total of \$8,215, with \$500 of the increase from discretionary funding and \$320 from new mandatory spending. The mandatory spending is part of the budget's proposal for \$96 billion over ten years in new mandatory funds to double the maximum Pell grant by 2029.
- **Student affordability for college** – The budget includes \$30.5 billion over ten years for tuition subsidies for eligible students at HBCUs, MSIs, and TCCUs.

In addition to those new programs, the budget's other largest education funding increases are for the following programs:

- **Title I** – The budget does not repeat last year's proposal to provide new mandatory funding for Title I but does increase state grant funding by \$2.15 billion (12 percent), to a total of \$20.54 billion. Most of the other Title I programs see no funding increases.
- **Special education** – The budget increases total funding for special education state grant programs by \$2.54 billion (17 percent) over the FY 2023 enacted level, with funding for Part B state grants receiving a \$2.07 billion increase. Grants for infants and toddlers receive a \$392 million (73 percent) increase. In addition to the state grant funding, the special education personnel preparation program receives a \$135 million (117 percent) increase.
- **School-based health professionals** – The budget proposes \$578 million in funding to increase the number of school counselors, school psychologists, school social workers, and other health professionals in schools. This increase is spread among three programs: \$428 million split between the School-Based Mental Services Grant and Mental Health Services Professional Demonstration Grant, which received funding in FY 2022 but not in FY 2023, and \$150 million within the Fund for the Improvement of Postsecondary Education (FIPSE) for colleges to address student mental health needs.
- **Fund for the Improvement of Postsecondary Education (FIPSE)** – For FY 2023, Congress used this account to provide \$430 million for specific higher education projects (community project spending or congressionally directed spending, known colloquially as "earmarks"), which the president's budget does not include for FY 2024. Instead, the budget provides \$725 million (an increase of \$541 million) that includes \$150 million for mental health services for college students and \$350 million to expand research and development at HBCUs, TCCUs, and MSIs.
- **English language acquisition** – The budget increases funding by \$305 million (34 percent) for this formula grant program, part of the focus on creating "pathways for global engagement." There are also small increases for other programs that support multilingual teaching.

- **Full-service community schools** – The budget increases funding by \$218 million (145 percent) for integrated services at 365 new community schools.
- **Career and technical education (CTE)** – On top of a \$43 million (3 percent) increase for state grants, the budget provides \$215 million for CTE national programs (an increase of \$183 million, or 564 percent), of which \$200 million is for competitive grants for a Career-Connected High Schools initiative to integrate programs among high schools, institutions of higher education, and employers.
- **Education innovation and research** – The budget increases funding by \$121 million (43 percent) to improve student achievement for underserved, high-need students, with a priority on helping students in foster care.
- **TRIO programs** – The budget increases funding for TRIO programs by \$107 million (9 percent), to a total of \$1.3 billion.
- **Staffing at ED** – The budget includes sizeable increases (24 percent to 31 percent) for student aid administration, overall staffing, and the Office for Civil Rights.

CEF BUDGET BOOK

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



CEF VIDEO

Articles that include 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 2024 budget. The articles are written by CEF members, and their contact information is provided for those who have more questions.

The table starting on page 14, "Changes in the FY 2024 Education Budget," shows programs where the president's budget provides increases over the FY 2023 level, programs where funding is frozen at the FY 2023 level, and the few areas where funding is less than the FY 2023 level.

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.

President's FY 2024 Budget Request for Selected Department of Education & Related Programs

Discretionary Dollars in Billions

	2019	2020	2021	2022	2023	2024 President	Pres 2024 +/- 2023	% change vs 2023
<i>New proposals highlighted in grey.</i>								
Department of Education, selected discretionary programs								
Title I, Education for the Disadvantaged								
Title I grants to local educational agencies	15.860	16.310	16.537	17.537	18.387	20.537	2.150	11.7%
Comprehensive literacy development grants (previously striving readers)	0.190	0.192	0.192	0.192	0.194	0.194	0.000	0.0%
Innovative approaches to literacy	0.027	0.027	0.028	0.029	0.030	0.030	0.000	0.0%
State agency program: Migrant.....	0.375	0.375	0.376	0.376	0.376	0.376	0.000	0.0%
State agency: Neglected & delinquent	0.048	0.048	0.048	0.048	0.049	0.052	0.003	5.6%
Special programs for migrant students (HEP/CAMP)	0.045	0.046	0.046	0.048	0.052	0.066	0.014	26.9%
Total, including President's mandatory request for FY 2023.....	16.544	16.997	17.227	18.230	19.088	21.255	2.167	11.4%
Impact Aid	1.446	1.486	1.501	1.557	1.618	1.618	0.000	0.0%
School Improvement Programs								
Title II - Supporting effective instruction state grants	2.056	2.132	2.143	2.170	2.190	2.190	0.000	0.0%
Nita M. Lowey 21st century community learning centers	1.222	1.250	1.260	1.290	1.330	1.330	0.000	0.0%
State assessments	0.378	0.378	0.378	0.390	0.390	0.469	0.079	20.3%
Education for homeless children and youths	0.094	0.102	0.107	0.114	0.129	0.129	0.000	0.0%
Native Hawaiian education	0.036	0.037	0.037	0.039	0.046	0.046	0.000	0.0%
Alaska Native education	0.035	0.036	0.036	0.038	0.045	0.045	0.000	0.0%
Training and advisory services	0.007	0.007	0.007	0.007	0.007	0.007	0.000	0.0%
Rural education	0.181	0.186	0.188	0.195	0.215	0.215	0.000	0.0%
Supplemental education grants (Compact of Free Association Act)**	0.017	0.017	0.017	0.020	0.024	0.000	-0.024	-100.0%
Comprehensive centers	0.052	0.052	0.052	0.054	0.055	0.055	0.000	0.0%
Title IV-A - Student support and academic enrichment grants	1.170	1.210	1.220	1.280	1.380	1.405	0.025	1.8%
Total, including advance funding	5.247	5.405	5.444	5.596	5.811	5.890	0.080	1.4%
New: Preschool Incentive Demonstration Program (there is also mandatory spending for a larger preschool proposal)						0.500	0.500	100.0%
Safe Schools and Citizenship Education								
School safety national activities other than those listed below	0.095	0.105	0.106	0.201	0.216	0.173	-0.043	-19.9%
School-Based Mental Health Services Grants***		0.020	0.001	0.056	0.056	0.214	0.159	283.6%
Mental Health Services Professional Demonstration Grants***	0.010			0.055	0.056	0.214	0.158	279.7%
Subtotal, school safety national activities.....	0.095	0.105	0.106	0.201	0.216	0.601	0.385	178.2%
Promise neighborhoods	0.078	0.080	0.081	0.085	0.091	0.106	0.015	16.5%
Full-service community schools	0.018	0.025	0.030	0.075	0.150	0.368	0.218	145.3%
Total	0.191	0.210	0.217	0.361	0.457	1.075	0.618	135.2%
Indian Education	0.180	0.181	0.181	0.189	0.195	0.202	0.007	3.6%
Innovation and Improvement								
Education innovation and research	0.130	0.190	0.194	0.234	0.284	0.405	0.121	42.6%
Teacher and school leader incentive grants (previously TIF)	0.200	0.200	0.200	0.173	0.173	0.200	0.027	15.6%
American history and civics academies and national activities	0.005	0.005	0.005	0.008	0.023	0.073	0.050	217.4%
Supporting effective educator development (SEED)	0.075	0.080	0.080	0.085	0.090	0.093	0.003	3.3%
Charter schools grants	0.440	0.440	0.440	0.440	0.440	0.440	0.000	0.0%
Magnet schools assistance	0.107	0.107	0.109	0.124	0.139	0.149	0.010	7.2%
Ready to learn programming	0.028	0.029	0.030	0.0305	0.031	0.031	0.000	0.0%
Community Project Funding/Congressionally Directed Spending				0.140	0.200	0.000	-0.200	-100.0%
Arts in education	0.029	0.030	0.031	0.037	0.037	0.037	0.000	0.0%
Javits gifted and talented students.....	0.012	0.013	0.014	0.015	0.017	0.017	0.000	0.0%
Statewide family engagement centers	0.010	0.010	0.013	0.015	0.020	0.020	0.000	0.0%
School leader recruitment and support.....				0.000	0.000	0.040	0.040	100.0%
New: Fostering Diverse Schools.....						0.100	0.100	100.0%
Total	1.036	1.104	1.114	1.301	1.453	1.604	0.151	10.4%

FY 2024 President's Budget for selected programs, continued

<i>New proposals highlighted in grey.</i>	2019	2020	2021	2022	2023	2024 President	Pres 2024 +/- 2023	% change vs 2023
English Language Acquisition	0.737	0.787	0.797	0.831	0.890	1.195	0.305	34.3%
Special Education (Individuals with Disabilities Education Act)								
State grants:								
Grants to States	12.364	12.764	12.937	13.344	14.194	16.259	2.065	14.6%
Preschool grants	0.391	0.394	0.398	0.410	0.420	0.503	0.083	19.7%
Grants for infants and families	0.470	0.477	0.482	0.496	0.540	0.932	0.392	72.6%
Subtotal, State grants	13.225	13.636	13.817	14.250	15.154	17.694	2.540	16.8%
State personnel development	0.039	0.039	0.039	0.039	0.039	0.054	0.015	38.8%
Technical assistance and dissemination	0.044	0.044	0.044	0.044	0.045	0.055	0.010	22.1%
Special Olympics education	0.018	0.020	0.024	0.031	0.036	0.036	0.000	0.0%
Personnel preparation	0.087	0.090	0.090	0.095	0.115	0.250	0.135	117.4%
Parent information centers	0.027	0.027	0.027	0.030	0.033	0.049	0.016	48.3%
Educational technology, media, and materials	0.028	0.030	0.030	0.030	0.031	0.041	0.010	31.8%
Total, Appropriation	13.469	13.885	14.071	14.519	15.453	18.179	2.726	17.6%
Career and technical education								
State grants.....	1.263	1.283	1.335	1.380	1.430	1.473	0.043	3.0%
National programs.....	0.007	0.007	0.007	0.007	0.032	0.215	0.183	564.4%
Adult education								
Adult basic and literacy state grants and national activities.....	0.656	0.671	0.689	0.704	0.729	0.759	0.030	4.1%
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	-0.360	0.000		
<i>Maximum grant, total including mandatory-funded portion (in actual dollars) ..</i>	<i>\$ 6,195</i>	<i>\$ 6,345</i>	<i>\$ 6,495</i>	<i>\$ 6,895</i>	<i>\$ 7,395</i>	<i>\$ 8,215</i>	<i>\$ 820</i>	<i>11.1%</i>
Campus-based programs:								
Federal supplemental educational opportunity grants (SEOG)	0.840	0.865	0.880	0.895	0.910	0.910	0.000	0.0%
Federal work-study	1.130	1.180	1.190	1.210	1.230	1.230	0.000	0.0%
Temporary Expanded Public Service Loan Forgiveness	0.350	0.050	0.050	0.025	0.000	0.000	0.000	0.0%
Free Community College (there is also mandatory spending for this proposal)						0.500	0.500	100.0%
Aid for institutional development:								
Strengthening institutions	0.100	0.108	0.109	0.110	0.122	0.209	0.087	71.2%
Strengthening tribally controlled colleges and universities	0.032	0.037	0.038	0.044	0.052	0.053	0.002	3.0%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.016	0.018	0.019	0.021	0.024	0.025	0.001	2.5%
Strengthening HBCUs	0.282	0.325	0.338	0.363	0.396	0.403	0.007	1.7%
Strengthening historically black graduate institutions	0.073	0.084	0.087	0.093	0.101	0.102	0.002	1.5%
Strengthening HBCU masters programs	0.009	0.010	0.011	0.015	0.020	0.021	0.001	5.1%
Strengthening predominantly black institutions	0.011	0.013	0.014	0.018	0.022	0.023	0.001	4.1%
Strengthening Asian Amer- & Native Amer Pacific Islander-serving insts.....	0.004	0.004	0.005	0.011	0.019	0.020	0.002	8.2%
Strengthening Native American-serving nontribal institutions	0.004	0.004	0.005	0.008	0.011	0.012	0.001	6.3%
Minority science and engineering improvement	0.011	0.013	0.013	0.015	0.016	0.018	0.002	12.2%
Aid for Hispanic-serving institutions (Title V, Parts A & B).....	0.136	0.156	0.163	0.203	0.255	0.266	0.011	4.1%
International education and foreign language studies	0.072	0.076	0.078	0.082	0.086	0.086	0.000	0.0%
Transition programs for students with intellectual disabilities	0.012	0.012	0.014	0.014	0.014	0.015	0.001	10.0%
Tribally controlled postsecondary career & technical institutions	0.010	0.010	0.011	0.011	0.012	0.012	0.000	0.0%
Assistance for students:								
Federal TRIO programs	1.060	1.090	1.097	1.137	1.191	1.298	0.107	9.0%
Gaining early awareness & readiness for undergrad programs (GEAR UP)...	0.360	0.365	0.368	0.378	0.388	0.408	0.020	5.2%
Graduate assistance in areas of national need	0.023	0.023	0.024	0.024	0.024	0.024	0.000	0.0%
Child care access means parents in school	0.050	0.053	0.055	0.065	0.075	0.095	0.020	26.7%
Fund for the Improvement of Postsecondary Education (FIPSE)	0.005	0.025	0.041	0.068	0.184	0.725	0.541	294.0%
Community Project Funding/Congressional Directed Spending within FIPSE.....				0.249	0.430	0.000	-0.430	-100.0%
Hawkins Centers of Excellence (funded in FIPSE's total in 2022).....				0.008	0.015	0.030	0.015	100.0%
Teacher quality partnerships	0.043	0.050	0.052	0.059	0.070	0.132	0.062	88.7%

FY 2024 President's Budget for selected programs, continued

<i>New proposals highlighted in grey.</i>	2019	2020	2021	2022	2023	2024 President	Pres 2024 +/- 2023	% change vs 2023
Institute of Education Sciences								
Research, development, and dissemination	0.193	0.196	0.198	0.205	0.245	0.292	0.047	19.1%
Statistics	0.110	0.111	0.112	0.112	0.122	0.127	0.006	4.5%
Regional educational laboratories	0.055	0.056	0.057	0.059	0.059	0.061	0.002	3.4%
Assessment	0.159	0.161	0.173	0.188	0.193	0.198	0.006	2.9%
Research in special education	0.056	0.057	0.059	0.060	0.064	0.064	0.000	0.0%
Statewide longitudinal data systems	0.032	0.033	0.034	0.034	0.039	0.039	0.000	0.0%
Special education studies and evaluations	0.011	0.011	0.011	0.013	0.013	0.013	0.000	0.0%
Program administration.....				0.067	0.074	0.077	0.003	4.6%
Total	0.615	0.623	0.642	0.737	0.808	0.871	0.063	7.8%
Program Administration	0.430	0.430	0.430	0.395	0.427	0.528	0.101	23.6%
Student Aid Administration	1.679	1.769	1.854	2.034	2.034	2.654	0.620	30.5%
Office for Civil Rights	0.125	0.130	0.131	0.136	0.140	0.178	0.038	26.9%
DISCRETIONARY APPROPRIATION*	*70.848	*72.251	*73.037	*75.374	*79.233	90.007	10.773	13.6%
DISCRETIONARY TOTAL EXCLUDING PELL GRANTS	48.973	50.276	51.062	53.949	57.118	65.731	8.613	15.1%
Other related programs, not in the Department of Education								
Head Start, including Early Head Start	10.083	10.613	10.748	11.037	11.997	13.112	1.115	9.3%
Child Care and Development Block Grant	5.258	5.826	5.911	6.165	8.021	9.000	0.979	12.2%
Preschool Development Grants	0.248	0.275	0.275	0.290	0.315	0.360	0.045	14.3%
Library Services Technology Act	0.189	0.195	0.195	0.197	0.211	0.211	0.000	0.0%
Museum Services Act, and museum grants.....	0.035	0.039	0.041	0.048	0.055	0.055	0.000	0.0%

* 2019, 2020, 2021, 2022, and 2023 Education Department totals reflect rescissions of previously appropriated funding for Pell Grants.

** The president's budget creates a new mandatory program in the Department of State that would include the Supplemental Education Grants & other programs.

*** Starting in 2022, this program gets an additional \$100 million in mandatory funding each year under the Bipartisan Safer Communities Act.

Funding Changes in the President's FY 2024 Education Budget

Dollars in Billions (all discretionary unless noted)
Listed in order of largest to smallest increase or decrease

	2022	2023	2024 President	Pres 2024 +/- 2023	% change vs 2023
Department of Education, selected discretionary programs					
Programs with increases over the 2023 level					
Title I grants to local educational agencies	17.537	18.387	20.537	2.150	11.7%
Special Education: Grants to states	13.344	14.194	16.259	2.065	14.6%
Discretionary Pell grants	22.475	22.475	24.275	1.800	8.0%
Rescission of previously appropriated Pell Grant funding	-1.050	-0.360			
<i>Maximum grant, total including mandatory-funded portion (in actual dollars)</i> .	\$ 6,895	\$ 7,395	\$ 8,215	\$ 820	11.1%
Student Aid Administration	2.034	2.034	2.654	0.620	30.5%
Fund for the Improvement of Postsecondary Education (FIPSE)	0.068	0.184	0.725	0.541	294.0%
New: Preschool Incentive Demonstration Program (<i>there is also mandatory spending for a larger preschool proposal in HHS</i>).....			0.500	0.500	100.0%
New: Free Community College (<i>there is also mandatory spending for this proposal</i>)			0.500	0.500	100.0%
Special Education: Grants for infants and families	0.496	0.540	0.932	0.392	72.6%
English Language Acquisition	0.831	0.890	1.195	0.305	34.3%
Full-service community schools	0.075	0.150	0.368	0.218	145.3%
Career and technical education national programs.....	0.007	0.032	0.215	0.183	564.4%
School-Based Mental Health Services Grants.....	0.055	0.056	0.214	0.159	283.6%
Mental Health Services Professional Demonstration Grants.....	0.056	0.056	0.214	0.158	279.7%
Special Education: Personnel preparation	0.095	0.115	0.250	0.135	117.4%
Education innovation and research	0.234	0.284	0.405	0.121	42.6%
Federal TRIO programs	1.137	1.191	1.298	0.107	9.0%
Education Department, Program Administration	0.395	0.427	0.528	0.101	23.6%
New: Fostering Diverse Schools.....			0.100	0.100	100.0%
Aid for Institutional Development: Strengthening Institutions	0.110	0.122	0.209	0.087	71.2%
Special Education: Preschool grants	0.410	0.420	0.503	0.083	19.7%
State assessments	0.390	0.390	0.469	0.079	20.3%
Teacher quality partnerships	0.059	0.070	0.132	0.062	88.7%
American history and civics academies and national activities	0.008	0.023	0.073	0.050	217.4%
IES: Research, development, and dissemination	0.205	0.245	0.292	0.047	19.1%
Career and technical education state grants.....	1.380	1.430	1.473	0.043	3.0%
School leader recruitment and support.....	0.000	0.000	0.040	0.040	100.0%
Office for Civil Rights	0.136	0.140	0.178	0.038	26.9%
Adult basic and literacy state grants and national activities.....	0.704	0.729	0.759	0.030	4.1%
Teacher and school leader incentive grants (previously TIF)	0.173	0.173	0.200	0.027	15.6%
Title IV-A - Student support and academic enrichment grants	1.280	1.380	1.405	0.025	1.8%
Child care access means parents in school	0.065	0.075	0.095	0.020	26.7%
Gaining early awareness & readiness for undergrad programs (GEAR UP).....	0.378	0.388	0.408	0.020	5.2%
Special Education: Parent information centers	0.030	0.033	0.049	0.016	48.3%
Promise neighborhoods	0.085	0.091	0.106	0.015	16.5%
Special Education: state personnel development	0.039	0.039	0.054	0.015	38.8%
Hawkins Centers of Excellence (funded in FIPSE's total in 2022).....	0.008	0.015	0.030	0.015	100.0%
Special programs for migrant students (HEP/CAMP)	0.048	0.052	0.066	0.014	26.9%
Aid for Hispanic-serving institutions (Title V, Parts A & B).....	0.203	0.255	0.266	0.011	4.1%
Special Education: Technical assistance and dissemination	0.044	0.045	0.055	0.010	22.1%
Special Education: Educational technology, media, and materials	0.030	0.031	0.041	0.010	31.8%
Magnet schools assistance	0.124	0.139	0.149	0.010	7.2%
Indian Education	0.189	0.195	0.202	0.007	3.6%

Changes in the FY 2024 Education Budget, continued

	2022	2023	2024 President	Pres 2024 +/- 2023	% change vs 2023
Department of Education, selected discretionary programs					
Strengthening HBCUs	0.363	0.396	0.403	0.007	1.7%
IES: Assessment	0.188	0.193	0.198	0.006	2.9%
IES: Statistics	0.112	0.122	0.127	0.006	4.5%
IES: Program administration.....	0.067	0.074	0.077	0.003	4.6%
Supporting effective educator development (SEED)	0.085	0.090	0.093	0.003	3.3%
State agency: Neglected & delinquent	0.048	0.049	0.052	0.003	5.6%
Minority science and engineering improvement	0.015	0.016	0.018	0.002	12.2%
Regional educational laboratories	0.059	0.059	0.061	0.002	3.4%
Strengthening tribally controlled colleges and universities	0.044	0.052	0.053	0.002	3.0%
Strengthening historically black graduate institutions	0.093	0.101	0.102	0.002	1.5%
Strengthening Asian American- & Native American Pacific Islander-serving instns	0.011	0.019	0.020	0.002	8.2%
Transition programs for students with intellectual disabilities	0.014	0.014	0.015	0.001	10.0%
Strengthening HBCU masters programs	0.015	0.020	0.021	0.001	5.1%
Strengthening predominantly black institutions	0.018	0.022	0.023	0.001	4.1%
Strengthening Native American-serving nontribal institutions	0.008	0.011	0.012	0.001	6.3%
Strengthening Alaska Native & Native Hawaiian-serving institutions	0.021	0.024	0.025	0.001	2.5%
Programs with funding frozen at the 2023 level					
Alaska Native education	0.038	0.045	0.045	0.000	0.0%
Arts in education	0.037	0.037	0.037	0.000	0.0%
Charter schools grants	0.440	0.440	0.440	0.000	0.0%
Comprehensive centers	0.054	0.055	0.055	0.000	0.0%
Comprehensive literacy development grants (previously striving readers)	0.192	0.194	0.194	0.000	0.0%
Education for homeless children and youths	0.114	0.129	0.129	0.000	0.0%
Federal supplemental educational opportunity grants (SEOG)	0.895	0.910	0.910	0.000	0.0%
Federal work-study	1.210	1.230	1.230	0.000	0.0%
Graduate assistance in areas of national need	0.024	0.024	0.024	0.000	0.0%
Impact Aid	1.557	1.618	1.618	0.000	0.0%
Innovative approaches to literacy	0.029	0.030	0.030	0.000	0.0%
International education and foreign language studies	0.082	0.086	0.086	0.000	0.0%
Javits gifted and talented students.....	0.015	0.017	0.017	0.000	0.0%
Native Hawaiian education	0.039	0.046	0.046	0.000	0.0%
Nita M. Lowey 21st century community learning centers	1.290	1.330	1.330	0.000	0.0%
Ready to learn programming	0.0305	0.031	0.031	0.000	0.0%
Research in special education	0.060	0.064	0.064	0.000	0.0%
Rural education	0.195	0.215	0.215	0.000	0.0%
Special education studies and evaluations	0.013	0.013	0.013	0.000	0.0%
Special Olympics education	0.031	0.036	0.036	0.000	0.0%
State agency program: Migrant.....	0.376	0.376	0.376	0.000	0.0%
Statewide family engagement centers	0.015	0.020	0.020	0.000	0.0%
Statewide longitudinal data systems	0.034	0.039	0.039	0.000	0.0%
Temporary Expanded Public Service Loan Forgiveness	0.025	0.000	0.000	0.000	0.0%
Title II - Supporting effective instruction state grants	2.170	2.190	2.190	0.000	0.0%
Training and advisory services	0.007	0.007	0.007	0.000	0.0%
Tribally controlled postsecondary career & technical institutions	0.011	0.012	0.012	0.000	0.0%

Changes in the FY-2024 Education Budget, continued

	2022	2023	2024 President	Pres 2024 +/- 2023	% change vs 2023
Programs with funding levels below the 2023 enacted level					
Community Project Funding/Congressional Directed Spending within FIPSE.....	0.249	0.430	0.000	-0.430	-100.0%
Community Project Funding/Congressionally Directed Spending within FIE	0.140	0.200	0.000	-0.200	-100.0%
Supplemental education grants (Compact of Free Association Act)*	0.020	0.024	0.000	-0.024	-100.0%
Other related programs, not in the Department of Education					
Head Start, including Early Head Start	11.037	11.997	13.112	1.115	9.3%
Child Care and Development Block Grant	6.165	8.021	9.000	0.979	12.2%
Preschool Development Grants	0.290	0.315	0.360	0.045	14.3%
Library Services Technology Act	0.197	0.211	0.211	0.000	0.0%
Museum Services Act, and museum grants.....	0.048	0.055	0.055	0.000	0.0%

* The president's budget creates a new mandatory program in the Department of State that includes Supplemental Education Grants & other programs.

President's FY 2024 Department of Education Discretionary Funding vs. 2023

Dollars in Billions, Discretionary Funding

	2022	2023	2024 Pres	2024 Pres +/- 2023
K-12 Education, Including Special Education	42.584	44.965	51.518	6.554
Education for the Disadvantaged	18.230	19.088	21.255	2.167
Impact Aid	1.557	1.618	1.618	0.000
School Improvement Programs	5.596	5.811	5.890	0.080
Preschool Incentive Demonstration Program (new)			0.500	0.500
Indian Education	0.189	0.195	0.202	0.007
Innovation and Improvement	1.301	1.453	1.604	0.151
Safe Schools and Citizenship Education	0.361	0.457	1.075	0.618
English Language Acquisition	0.831	0.890	1.195	0.305
Special Education	14.519	15.453	18.179	2.726
Career, Technical, and Adult Education	2.091	2.191	2.447	0.256
Career and Technical Education	1.387	1.462	1.688	0.226
Adult Education	0.704	0.729	0.759	0.030
Postsecondary Education	28.948	30.195	33.924	3.729
Student Financial Assistance	24.580	24.615	26.415	1.800
Free Community College (new)			0.500	0.500
Rescission of previous Pell grant funding	-1.050	-0.360	0.000	0.360
Temporary Expanded Student Loan Forgiveness	0.025	0.000	0.000	0.000
Student Aid Administration	2.034	2.034	2.654	0.620
Higher Education	2.994	3.526	3.987	0.461
Howard University	0.344	0.359	0.347	-0.012
College Housing & Academic Facilities Loan Program	0.0004	0.0003	0.0003	0.0000
HBCU Financing	0.0205	0.0207	0.0208	0.0001
Other	1.750	1.887	2.117	0.231
Vocational Rehabilitation - discretionary	0.144	0.143	0.152	0.009
Special Institutions for Persons w/ Disabilities	0.275	0.301	0.301	0.000
Institute of Education Sciences	0.737	0.808	0.871	0.063
Departmental Management	0.395	0.427	0.528	0.101
OIG, OCR,	0.200	0.208	0.265	0.058
Total, Department of Education Discretionary Funding	75.374	79.238	90.006	10.769

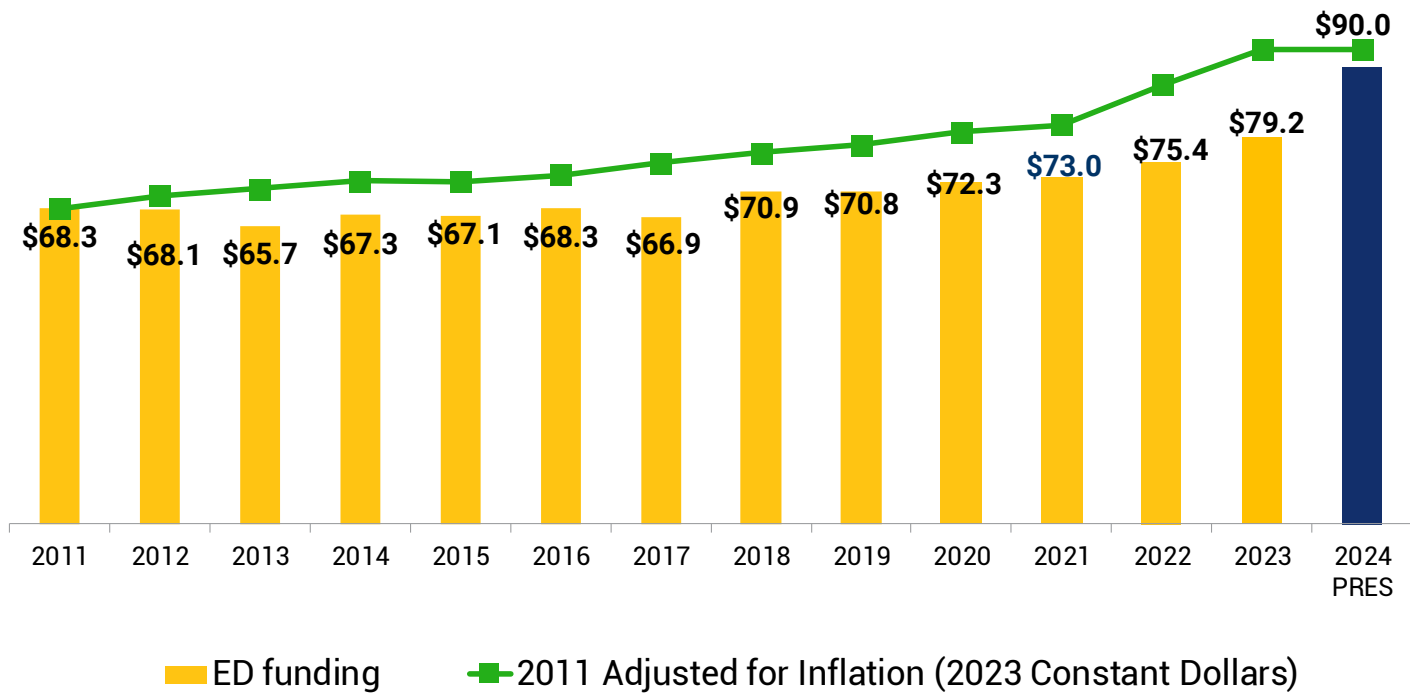
Charts & Graphs

The Need to Invest in Education



President's FY 2024 Budget Has Big Education Funding Increase But is Still Below the 2011 Inflation-Adjusted Level

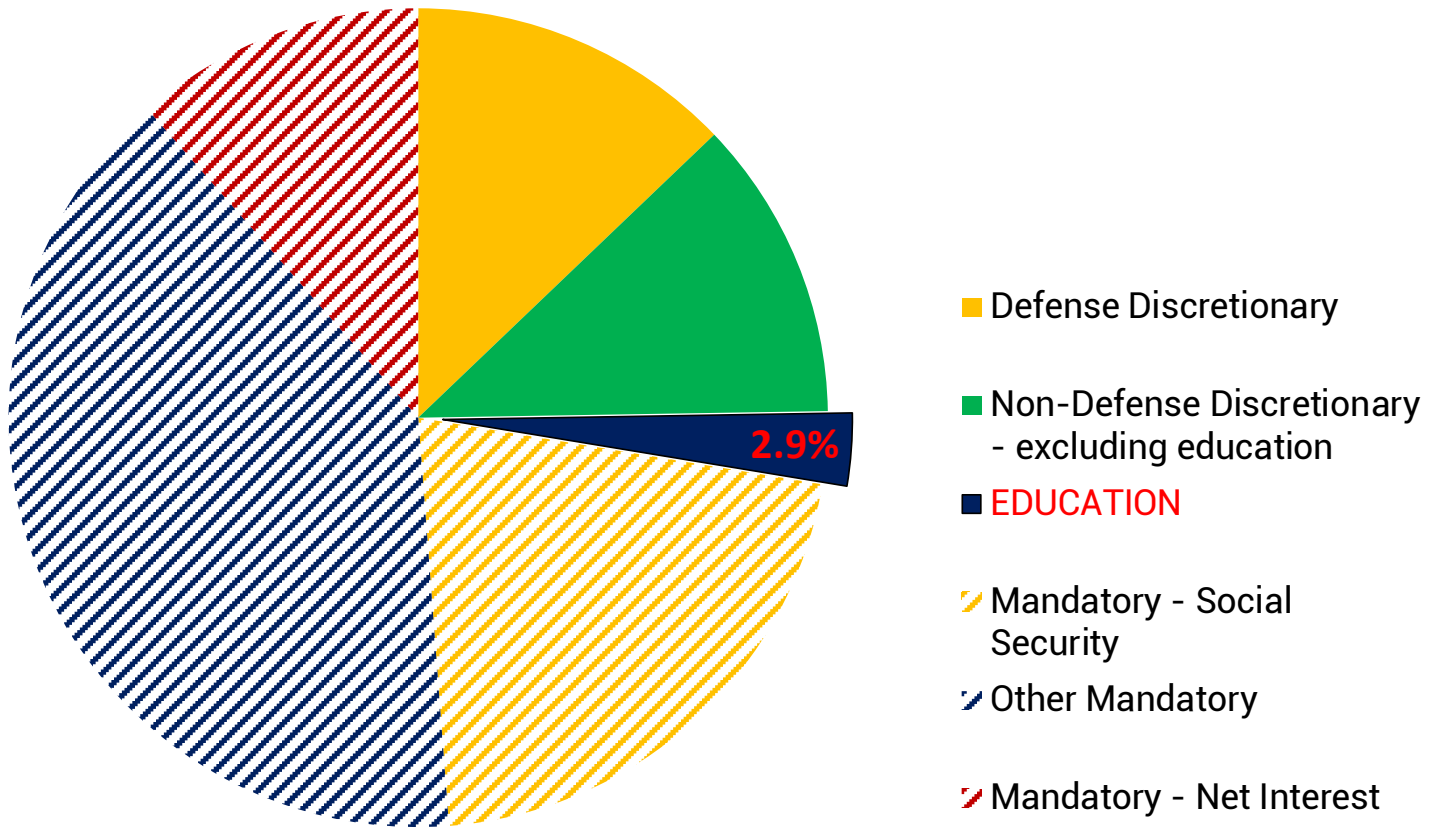
Department of Education Discretionary Funding in Billions of Dollars



2017, 2019, 2020, 2021, 2022 & 2023 totals reflect rescissions of Pell Grant funds

Education Accounts for 2.9% of President's FY 2024 Budget

Outlays, Includes COVID-Relief Spending

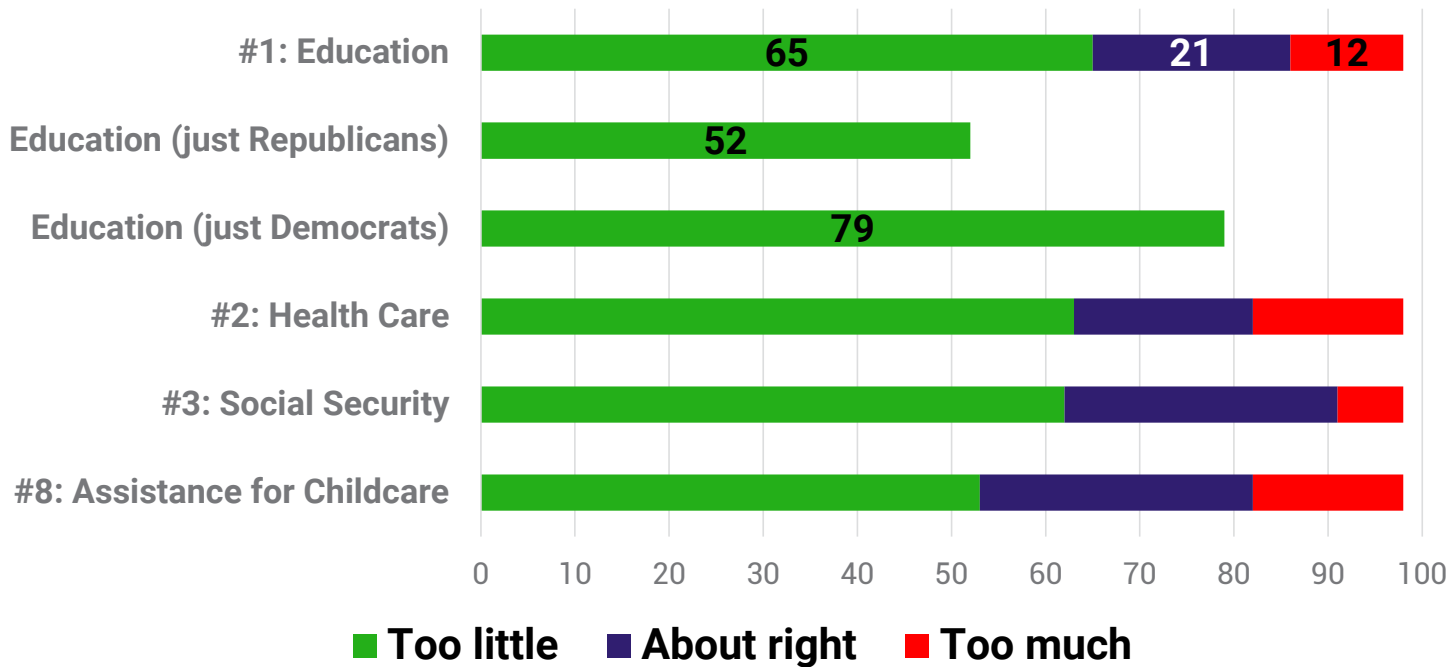


SOURCE: CEF based on FY2024 OMB Budget.

Two-Thirds of Public Want More Funding for Education — The Top Category Where They Think Spending is Too Low

Percent of Adults

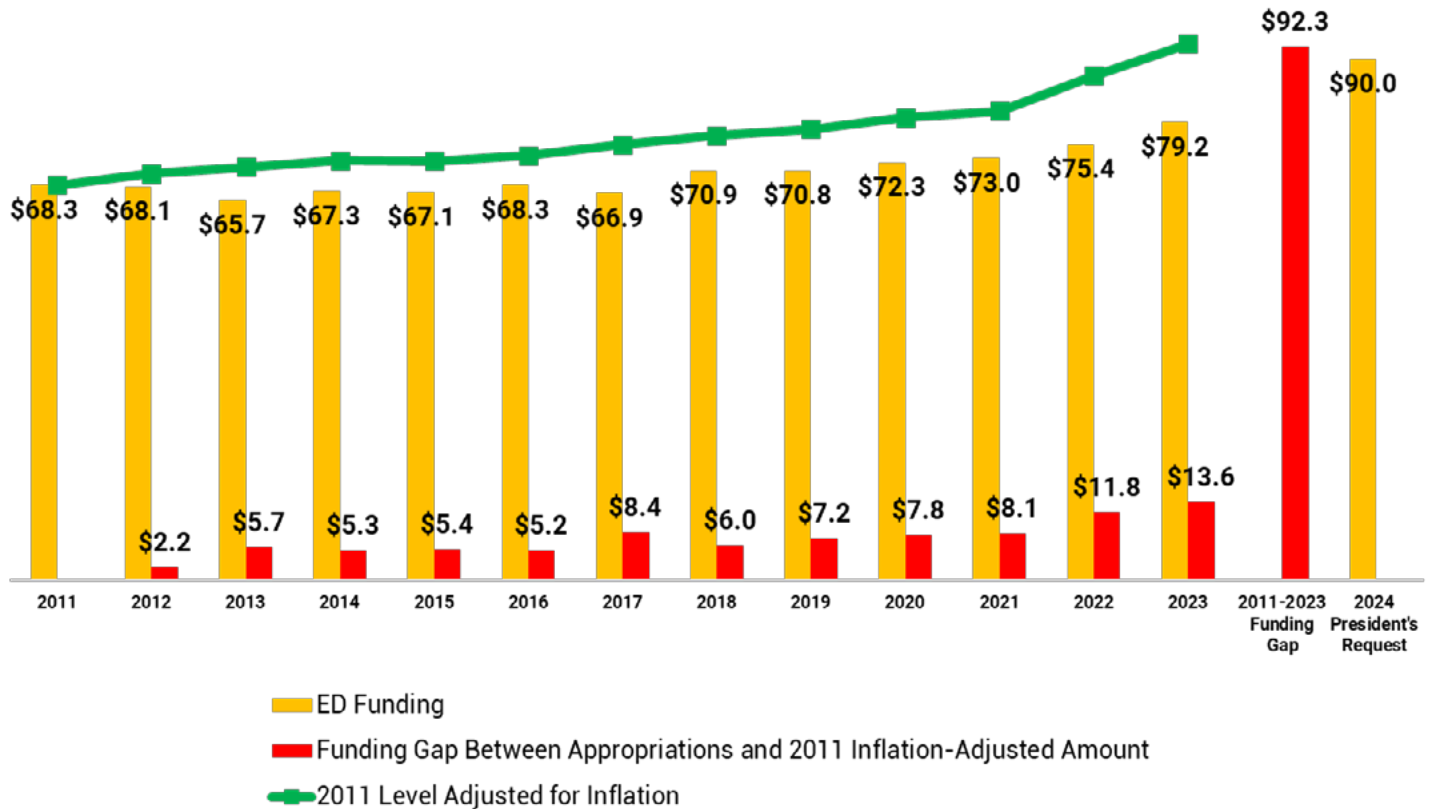
Percent who think federal spending for an area is too little, about right, or too much, in priority order of wanting more spending



SOURCE: [AP-NORC poll](#) on March 20-26, 2023

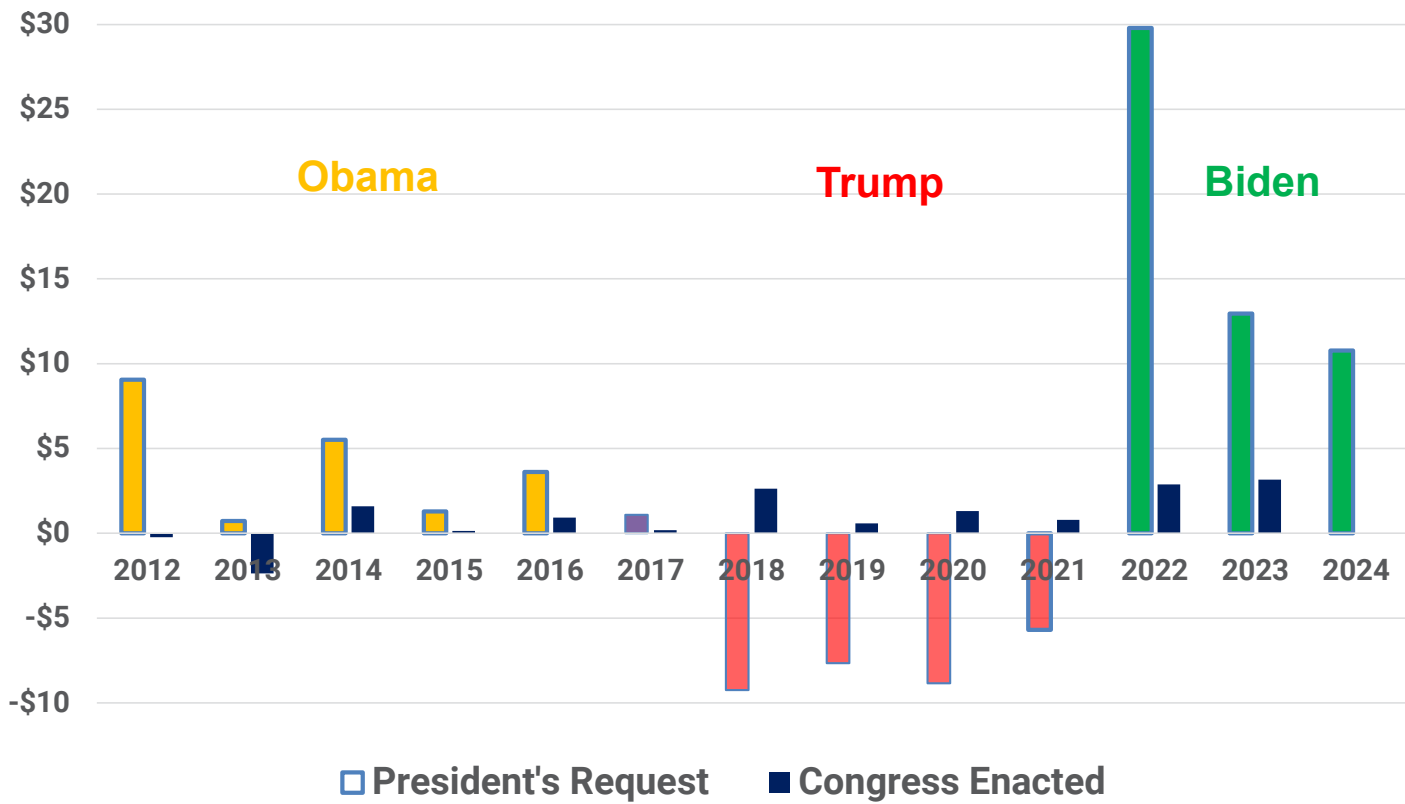
President's FY 2024 Education Budget Does Not Fill Any of the 12-Year Funding Gap Below 2011 Inflation-Adjusted Level

Department of Education Discretionary Funding in Billions of Dollars



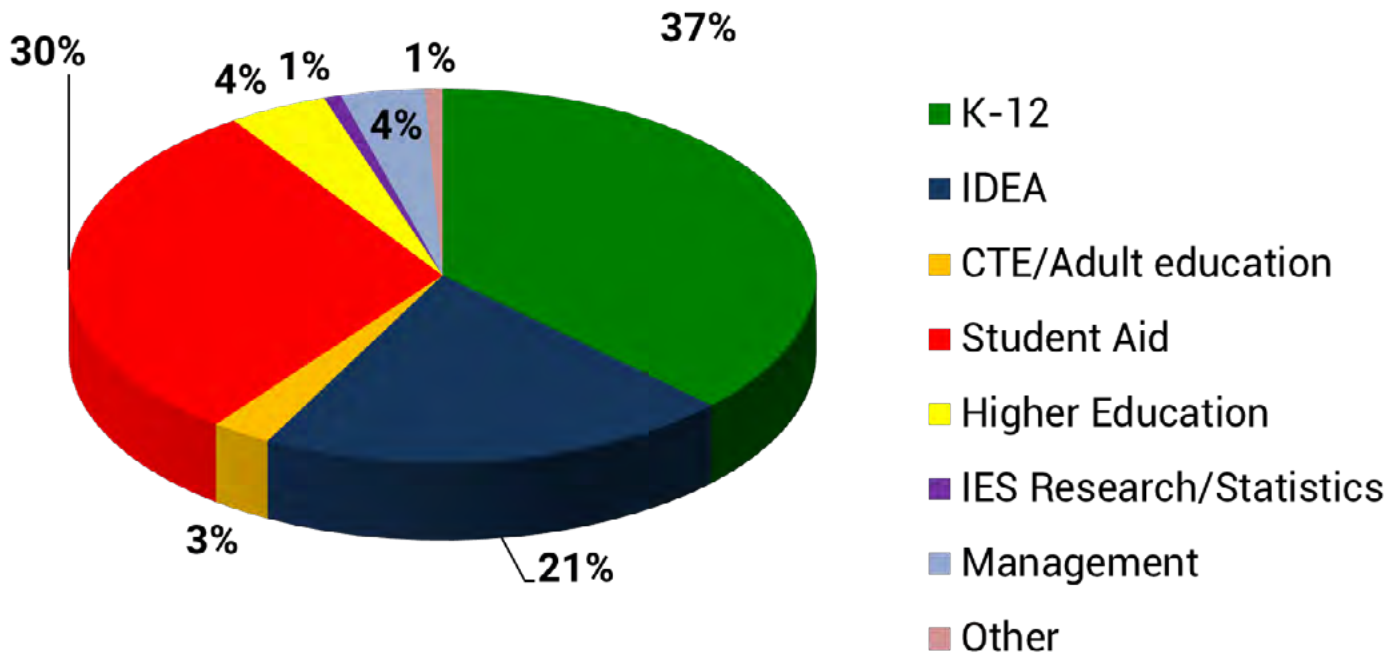
Department of Education Funding: President's Requested Change vs. Change Enacted

Billions of Dollars, Change vs Prior Year



SOURCE: Department of Education 2024 request and budget history tables.

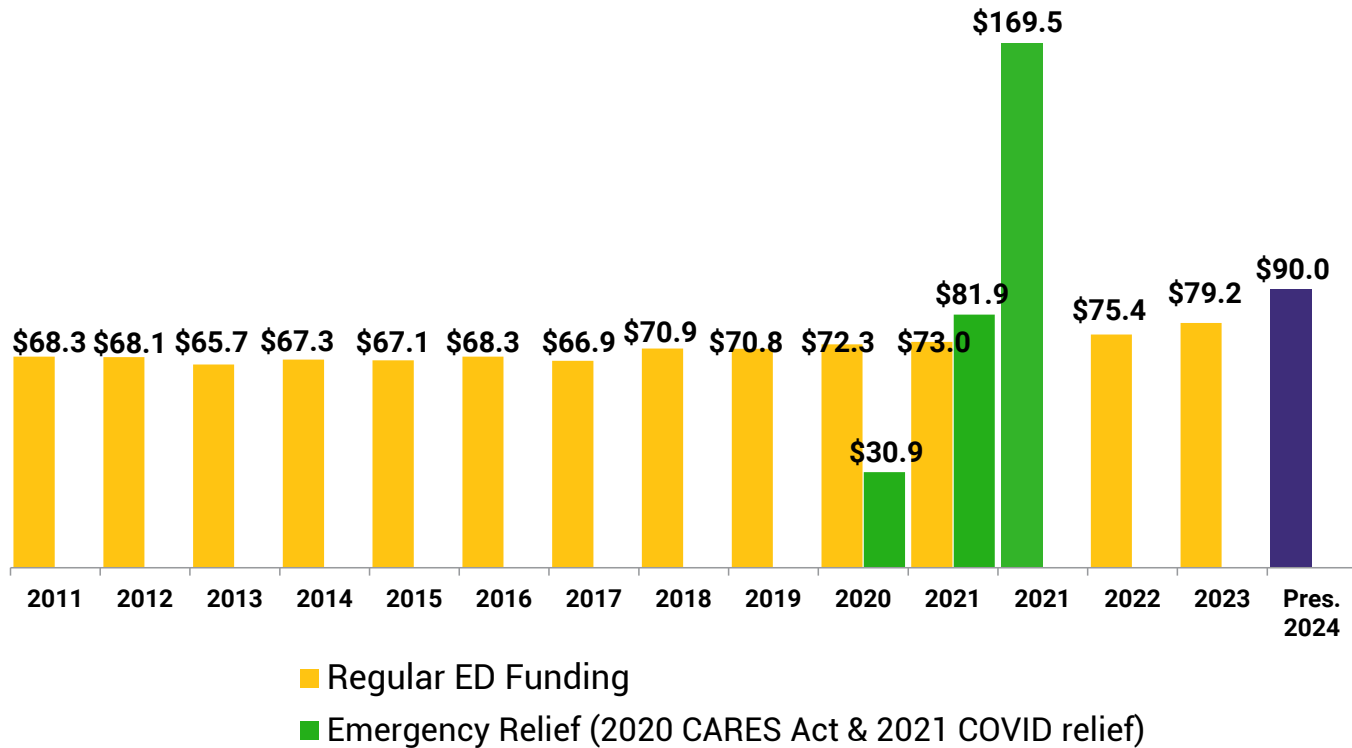
President's FY 2024 Education Department Discretionary Funding



SOURCE: CEF based on Education Department data.

Education Funding Slowly Rises After Years of Stagnation

Department of Education Discretionary Funding in Billions of Dollars



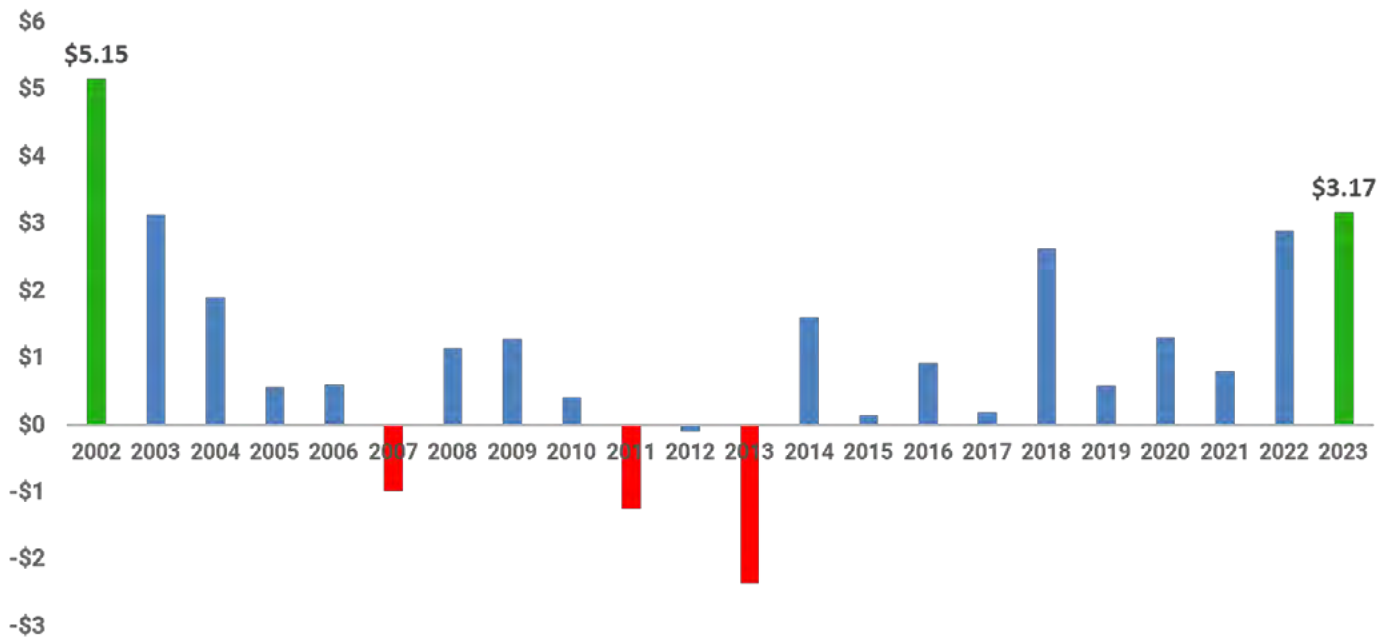
2017, 2019, 2020, 2021, 2022 & 2023 regular totals reflect rescissions of Pell Grant funds.

FY 2023 Education Funding (excluding Pell Grants) Has Largest Increase in 20 Years

Department of Education Discretionary Funding

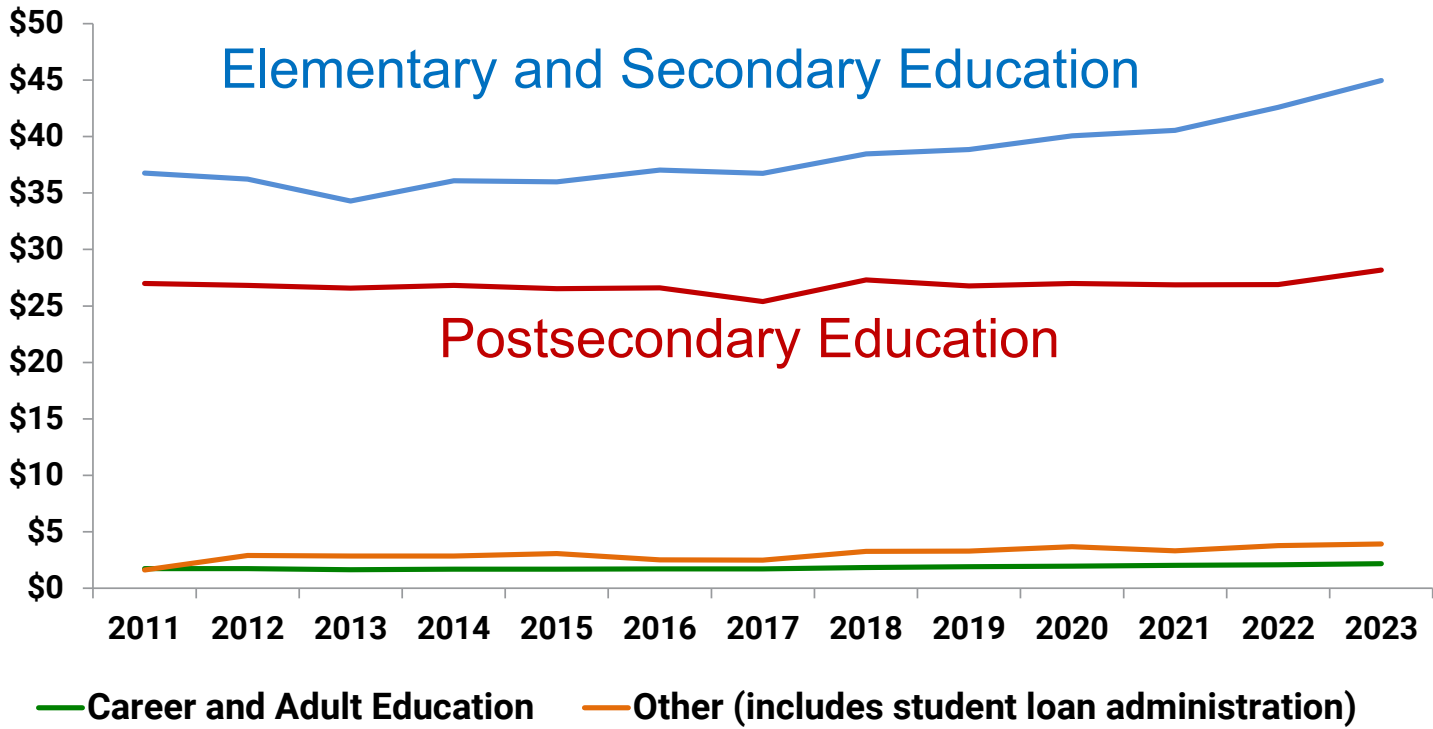
in billions

Dollar Change vs Prior Year



Federal Funding Has Barely Increased Over the Last Decade Except for K-12 Education

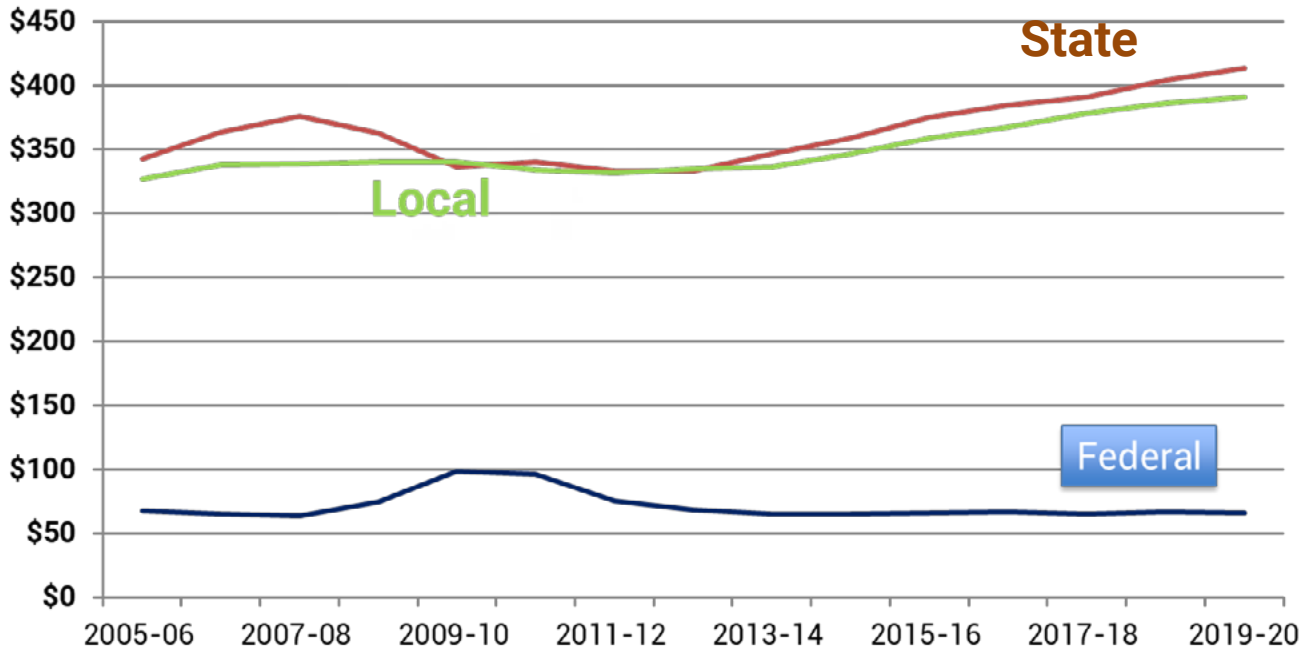
Discretionary nominal dollars, in billions



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

in constant 2021-2022 dollars

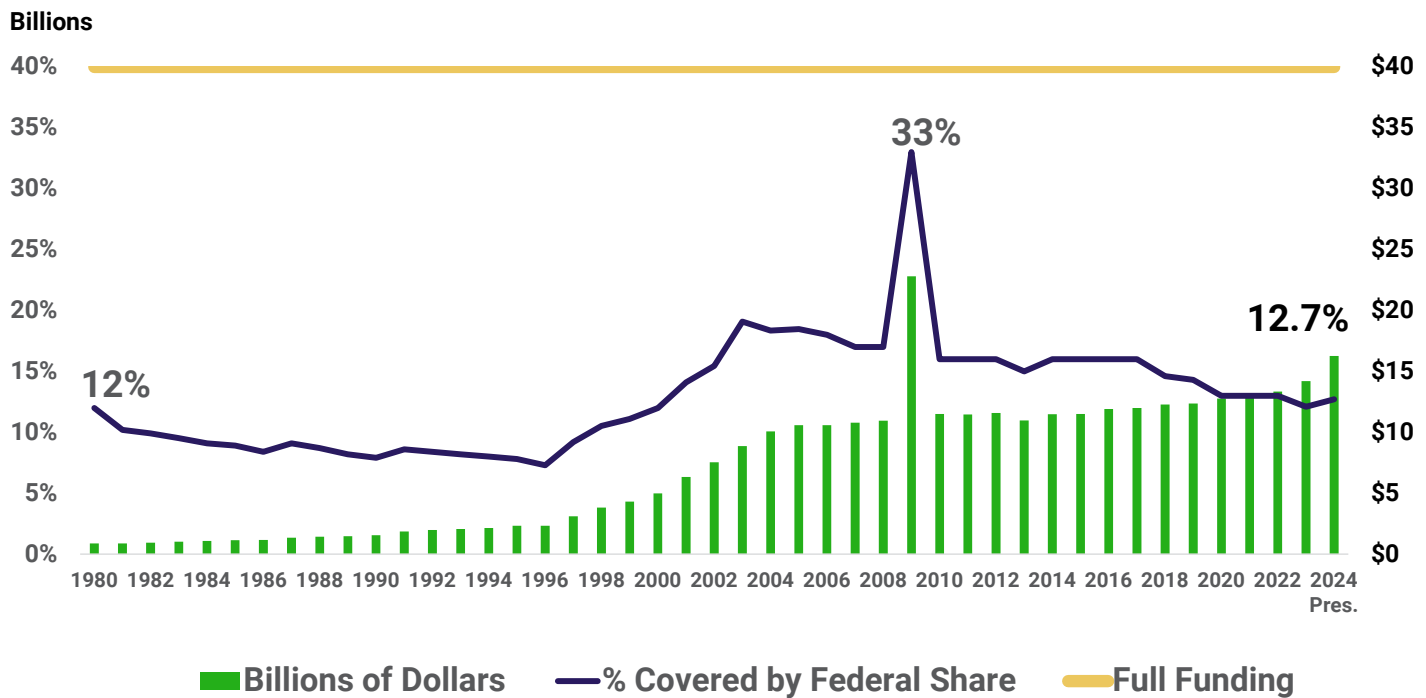
Revenue in billions



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

Special Education: Federal Share Just at 1/3 of “Full Funding” with President’s Big 2024 Funding Increase, Leaving Cost Burden to State and Local Budgets

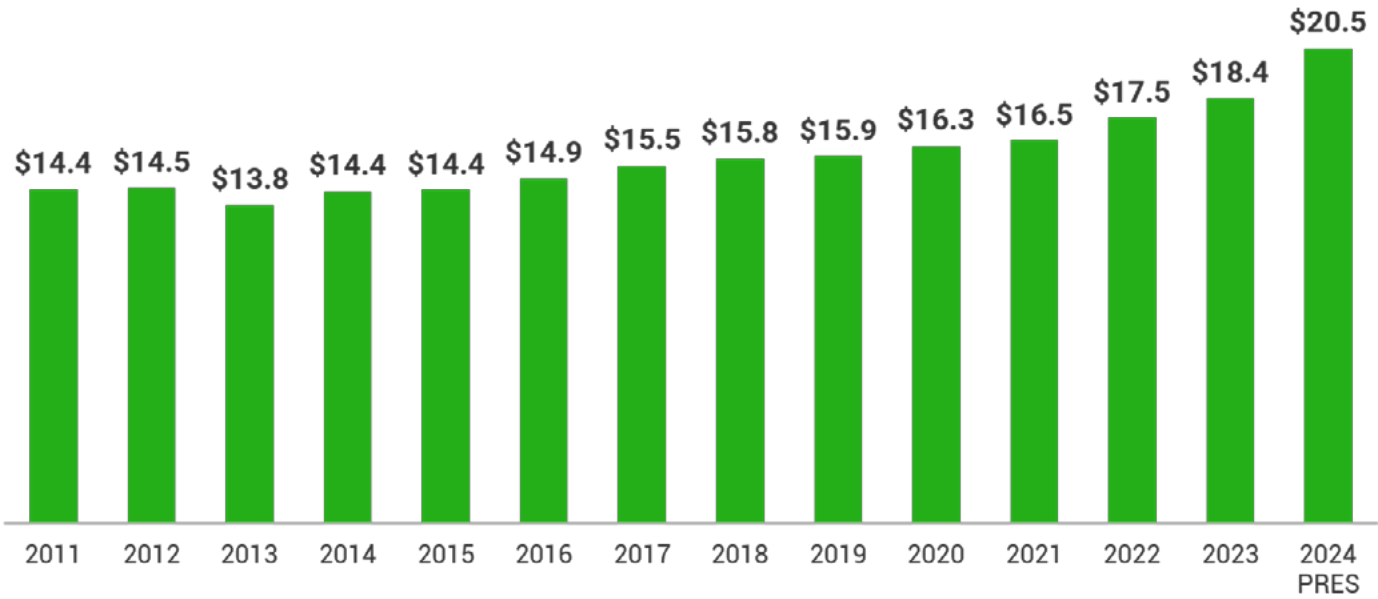
Federal “Full Funding” would cover 40% of excess cost of educating children with disabilities



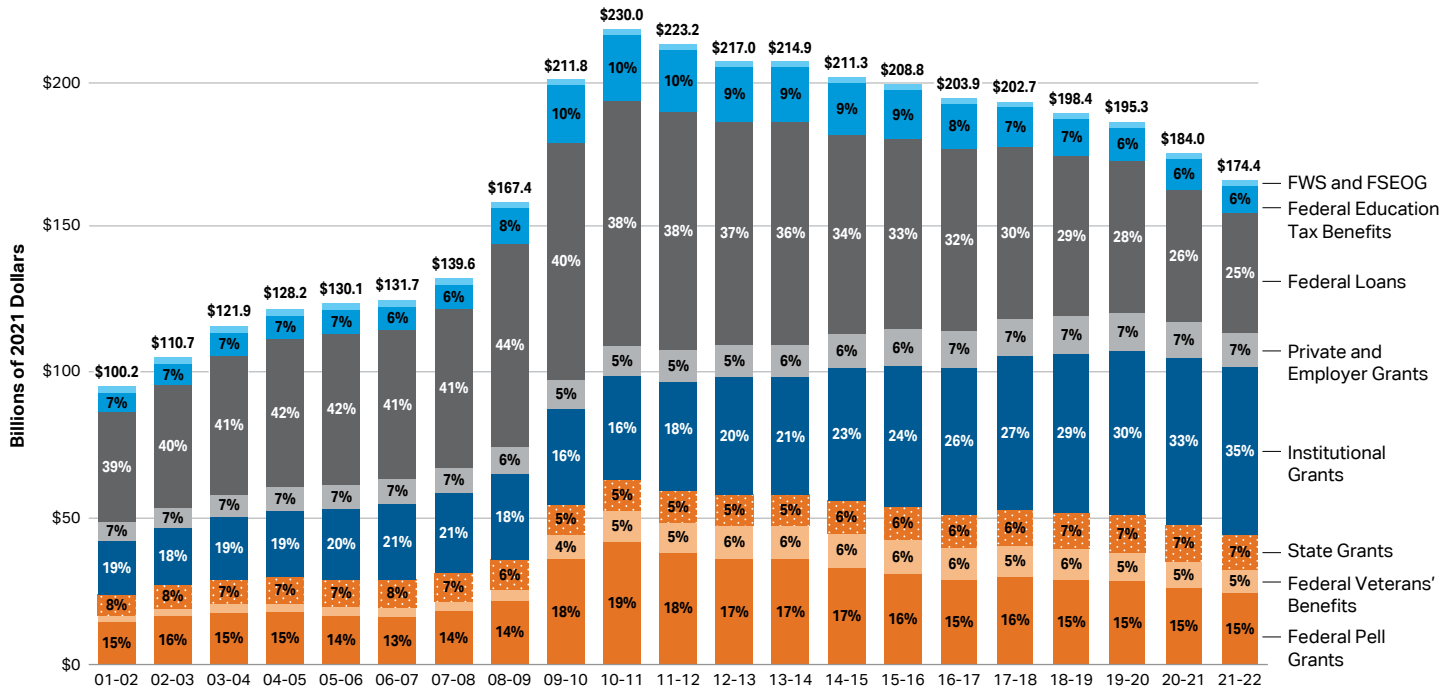
SOURCE: CRS and ED funding history.

President's FY 2024 Budget Provides Large Increase for Title I State Grants

Billions of Dollars, Discretionary and Mandatory



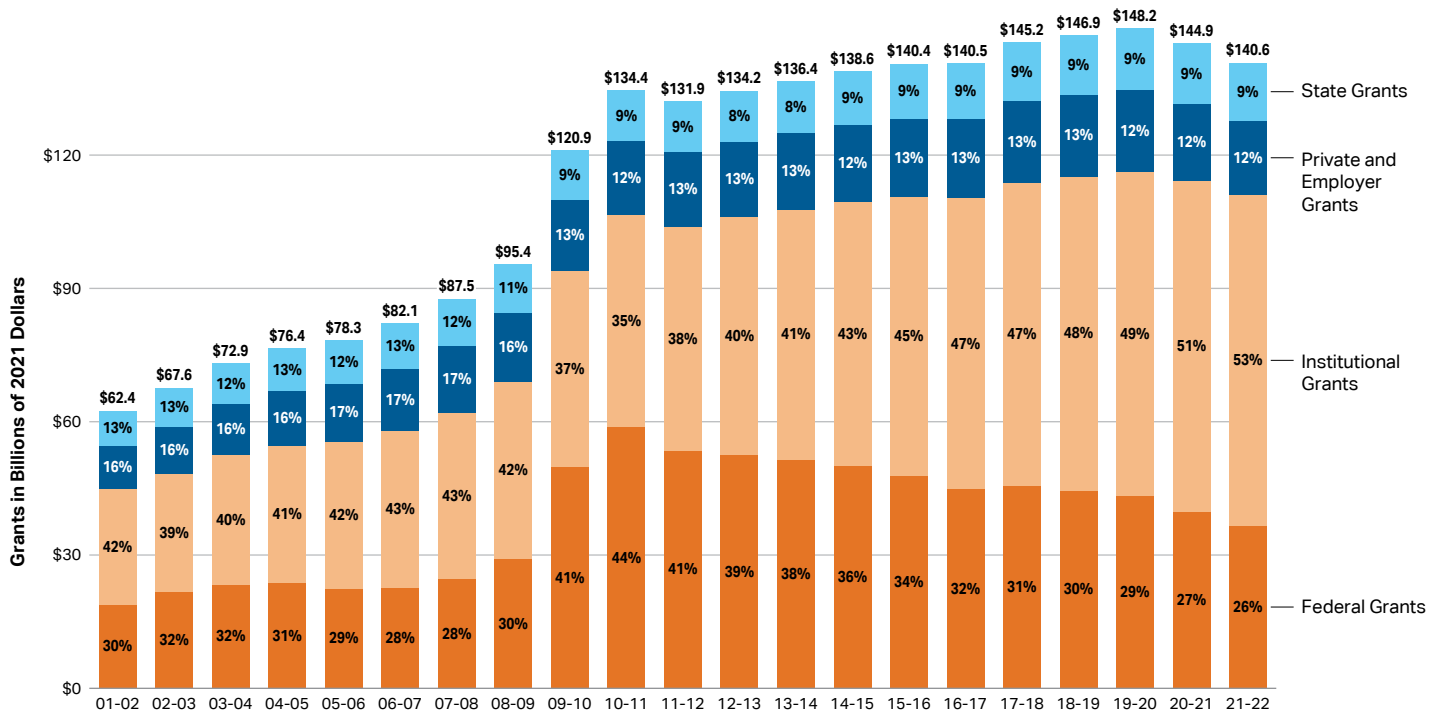
Federal Support Falls to 51% of Undergraduate Student Aid



SOURCE: College Board, Trends in College Pricing and Student Aid 2022, Figure SA-3

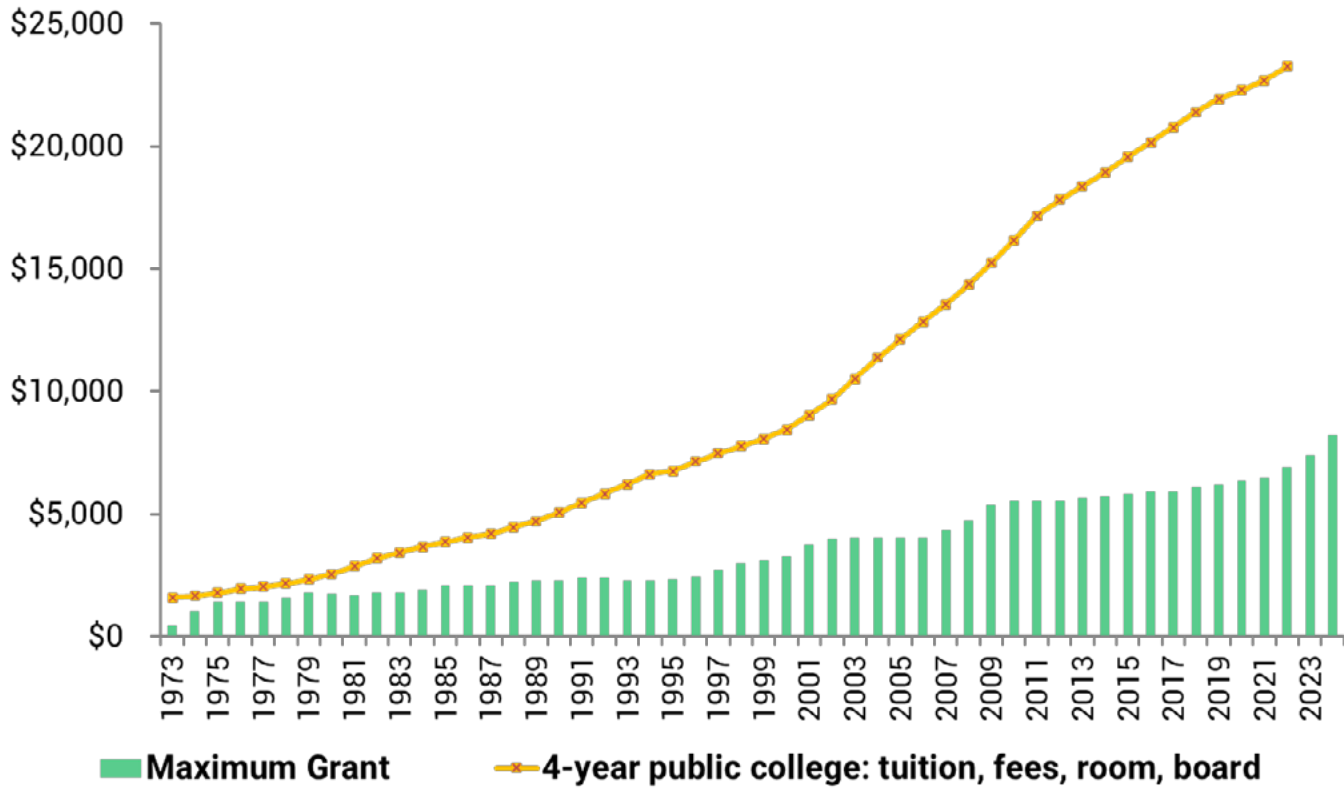
Federal Grants Fall to 26% of all Grant Aid

Data from 2001-02 to 2021-22



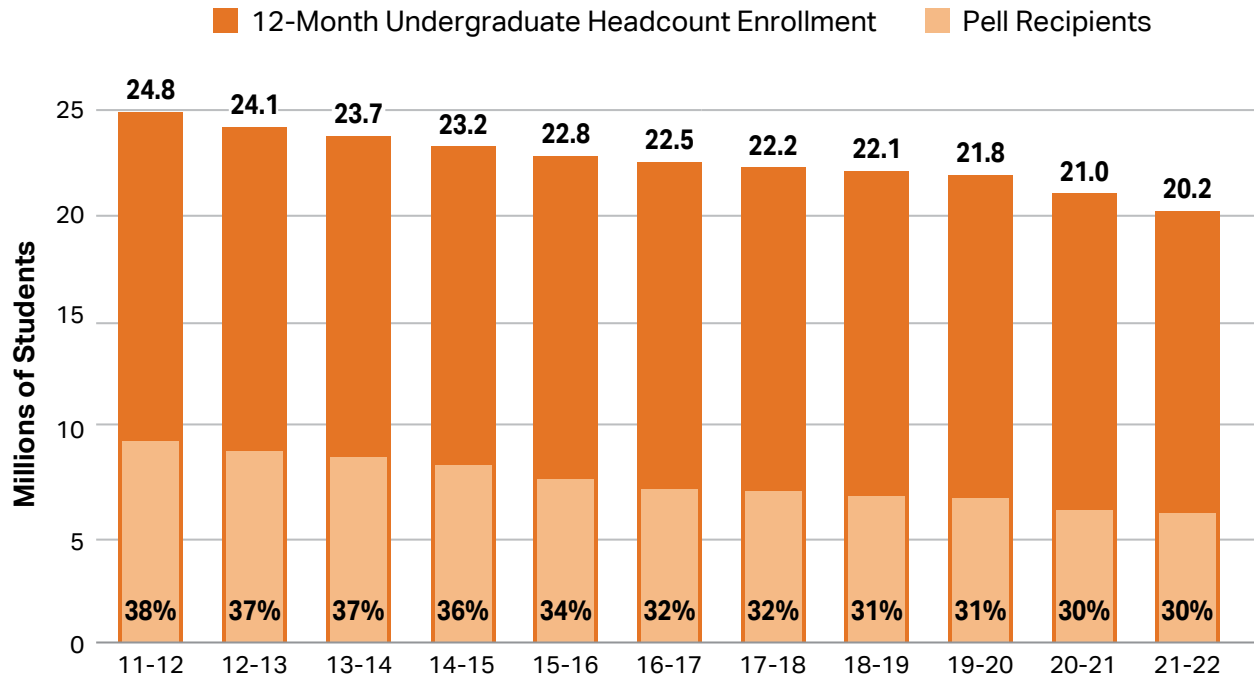
SOURCE: College Board, Trends in College Pricing and Student Aid 2022, Figure SA- 5.

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



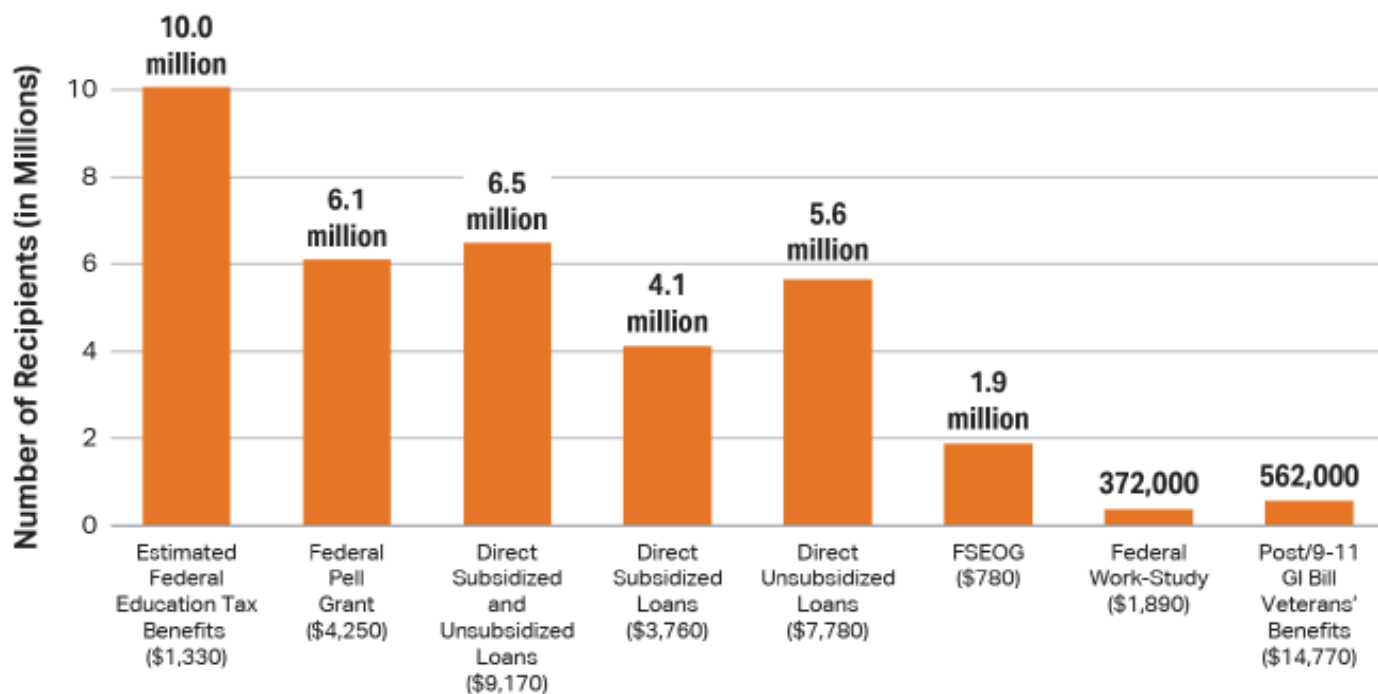
SOURCE: The College Board "Trends in College Pricing 2022" and ED.

Almost One-Third of Undergraduates Receive Pell Grants



SOURCE: The College Board, Trends in College Pricing and Student Aid 2022, Figure SA- 15A.

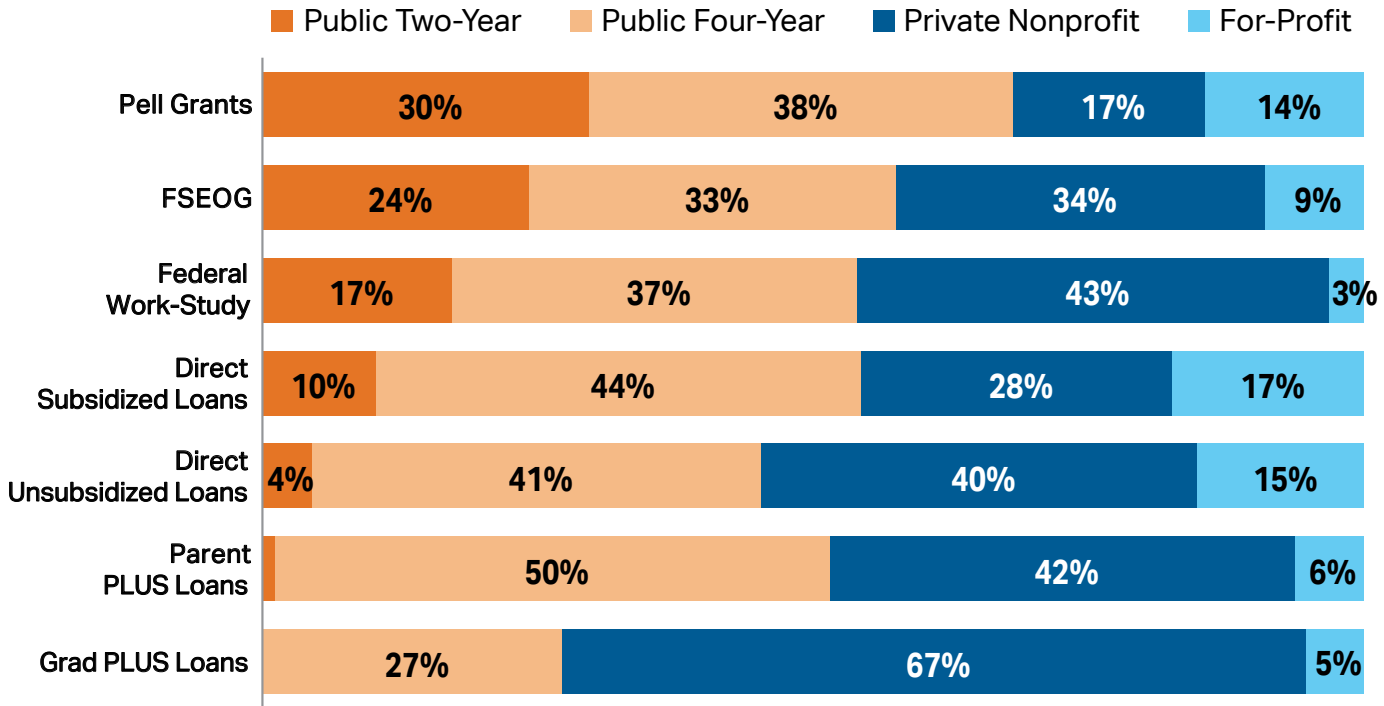
Number of Recipients by Federal Aid Program (with Average Aid Received), 2021-22



SOURCE: The College Board, Trends in College Pricing and Student Aid 2022, Figure SA- 7.

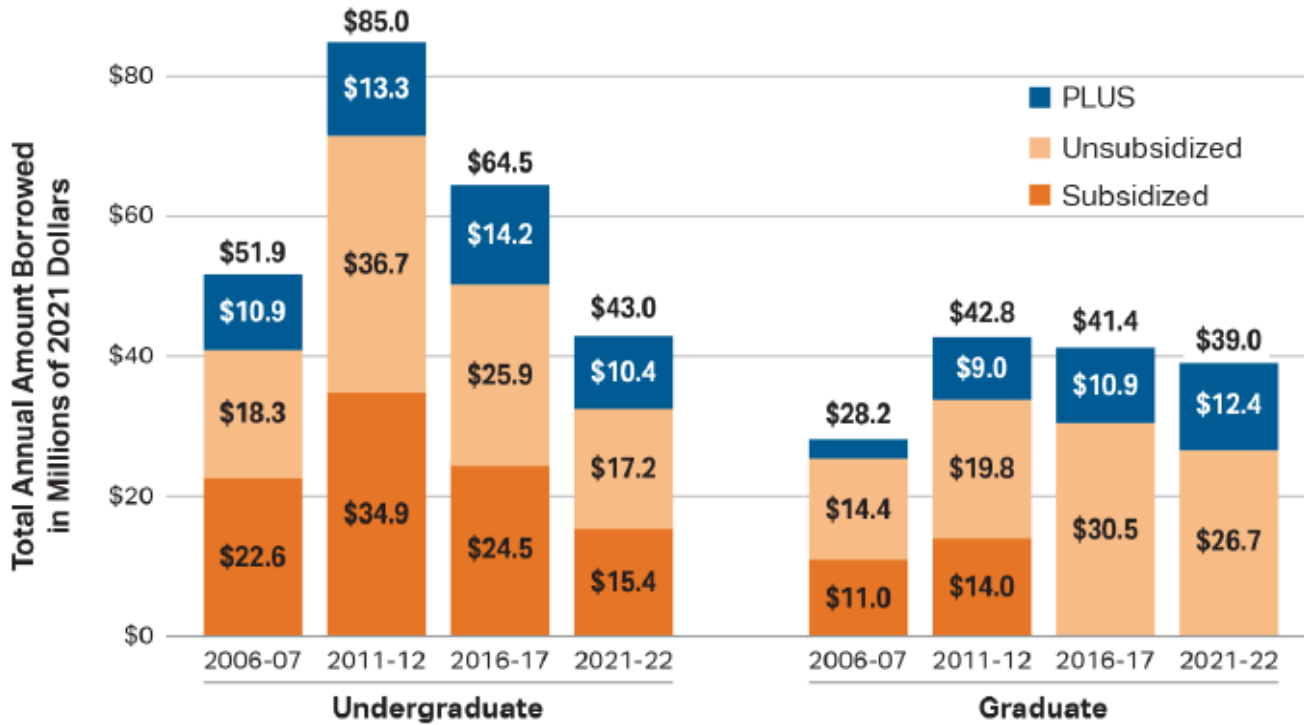
Federal Student Aid by Type of Institution, 2020-21

Fall 2020 enrollment by sector: Public Two-Year: 25%;
Public Four-Year: 45%; Private Nonprofit: 24%; For-Profit: 7%.



SOURCE: The College Board, Trends in College Pricing and Student Aid 2022, Figure SA-8.

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



SOURCE: The College Board, Trends in College Pricing and Student Aid 2022, Figure SA- 9A.

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



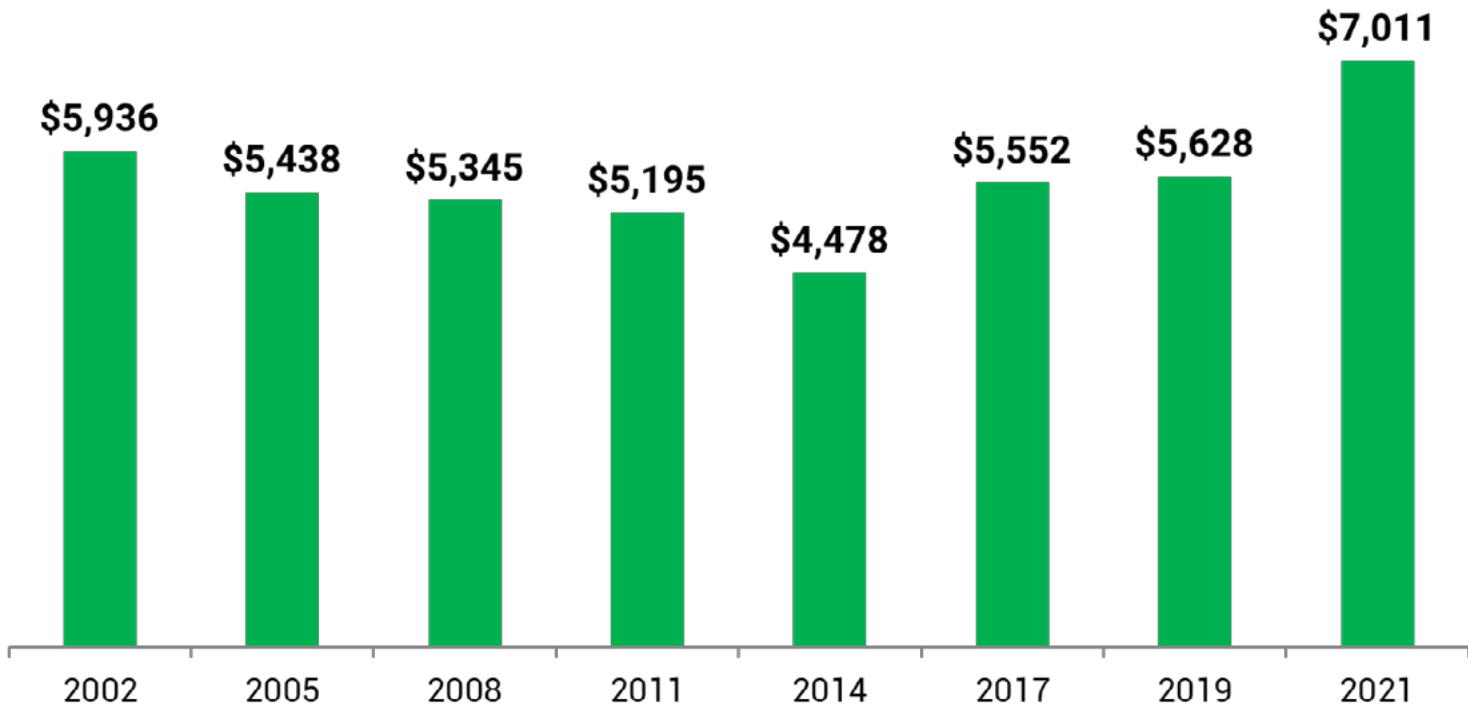
10% of eligible children under 3 had access to Early Head Start

SOURCE: [HHS Report to Congress on Head Start Eligibility, March 2022](#)

State Funding for Preschool Only Recently Exceeds Level of 20 Years Ago

Average State Spending Per Child Enrolled

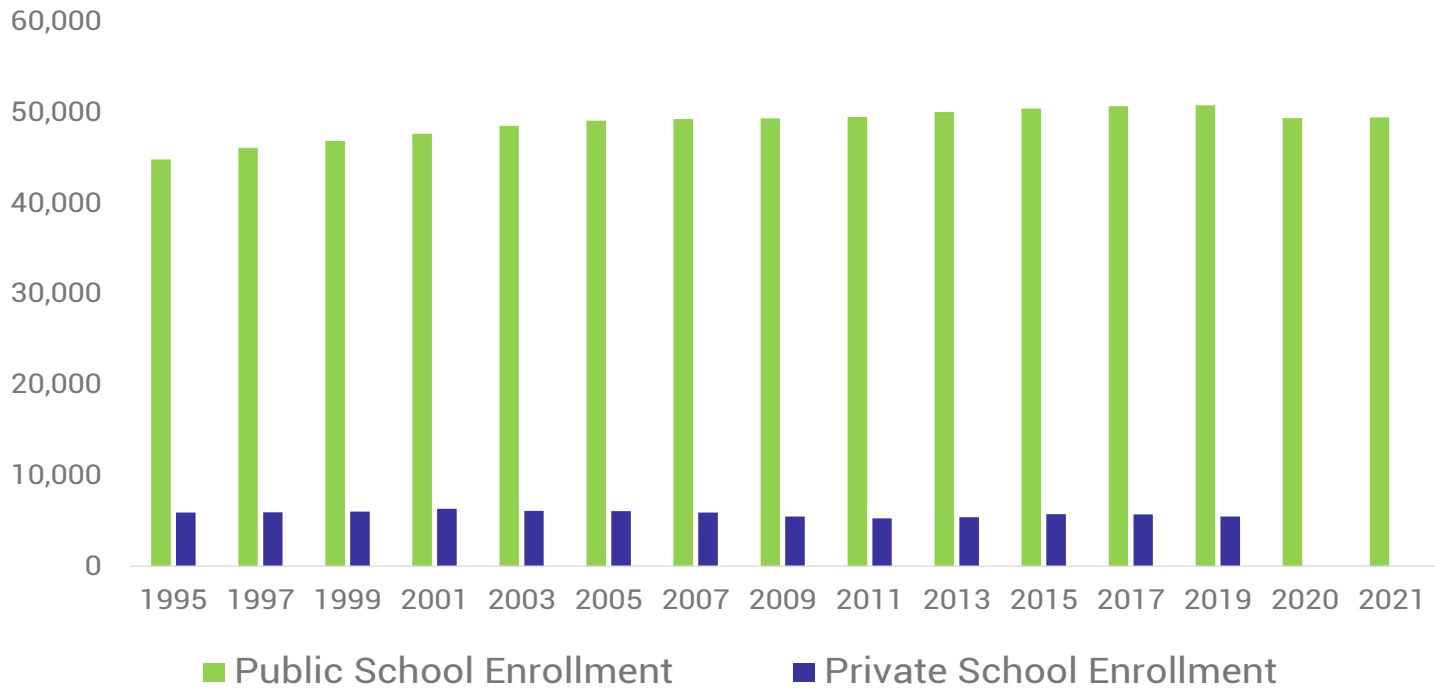
2021 Dollars



SOURCE: *State of Preschool 2021: State Preschool Yearbook*, The National Institute for Early Education Research <http://nieer.org>

U.S. Public K-12 Enrollment Has Grown While Private School Enrollment Has Declined

Students in thousands

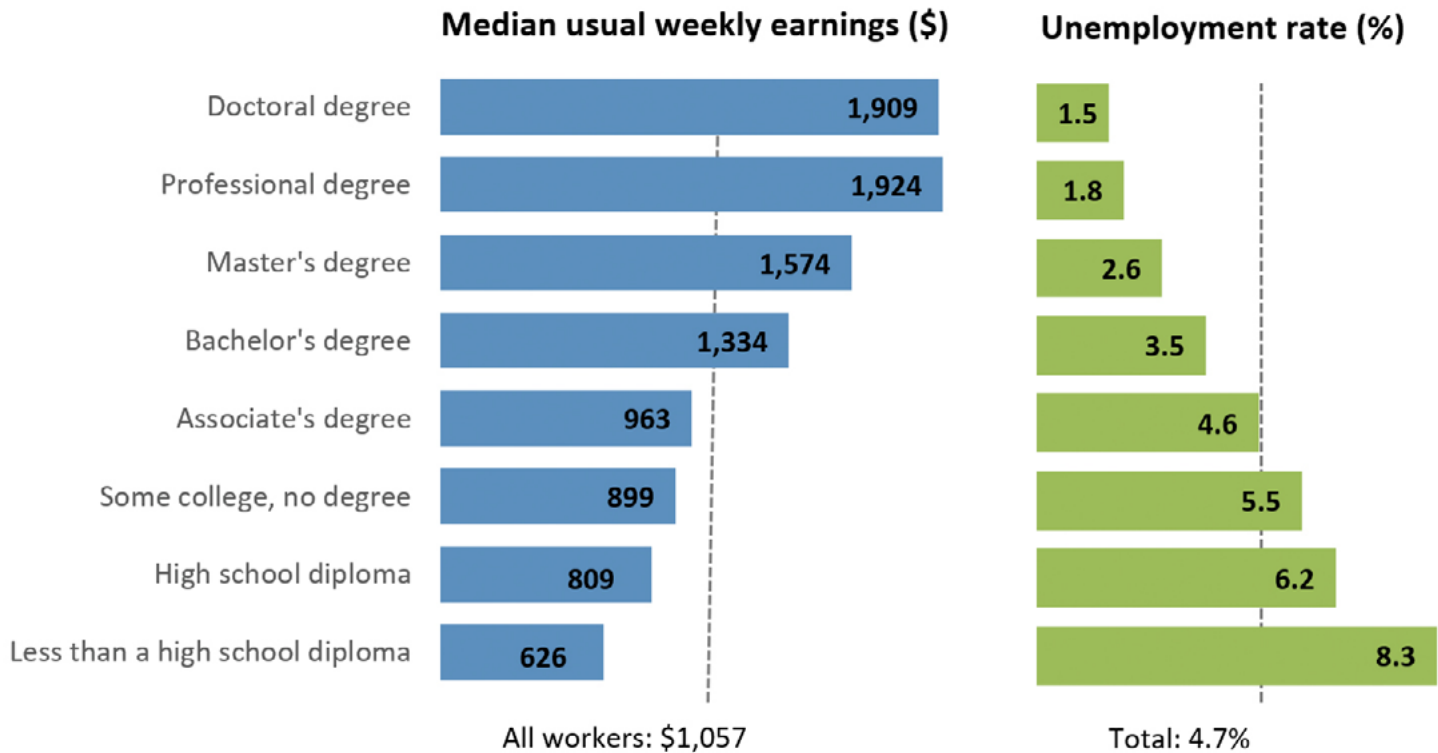


SOURCE: NCES Digest of Education Statistics 2022 table 203.10 and 2021 Table 205.10

EDUCATION PAYS: More Education Leads to Higher Wages and Employment

Earnings and unemployment rates by education attainment

2021



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.

PART 1:

The Foundation for Success:

Elementary and Secondary Education



Section Overview

PART 1: The Foundation for Success

President Biden's FY 2024 education budget focuses new investments on achieving four goals: (1) accelerate learning for all students, with an emphasis on students in high-poverty communities, students with disabilities, and early childhood education; (2) eliminate the educator shortage and support student mental health; (3) support multilingual education and provide a pathway to college and a career; and (4) make postsecondary education more affordable and inclusive.

The president's budget for FY 2024 provides a 15 percent increase for elementary and secondary education programs. The biggest K-12 education increases are for the Department of Education's two largest formula grant programs—special education and Title I—and mark progress towards the president's goals of tripling Title I funding and fully funding special education, among other priorities. The increase also includes \$500 million for new preschool demonstration grants to states within the Department of Education, separate from a new multiyear mandatory spending proposal for universal preschool in the Department of Health and Human Services.

As shown on the table below, Congress enacted notable increases in FY 2023 for early childhood and elementary and secondary education. 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)

	2022	2023	2024 President	2024 Pres +/- 2023	% change
Early Childhood Education in HHS*	17.492	20.333	36.472	16.139	79.4%
Head Start, including Early Head Start	11.037	11.997	13.112	1.115	9.3%
Child Care and Development Block Grant (discretionary)....	6.165	8.021	9.000	0.979	12.2%
Preschool Development Grants	0.290	0.315	0.360	0.045	14.3%
Universal Preschool (new mandatory spending proposal).....			5.000	5.000	100.0%
Affordable Child Care for America (new mandatory spending proposal).....			9.000	9.000	100.0%
K-12 Education	42.584	44.965	51.518	6.554	14.6%
Education for the Disadvantaged.....	18.230	19.088	21.255	2.167	11.4%
Impact Aid.....	1.557	1.618	1.618	0.000	0.0%
School Improvement Programs.....	5.596	5.811	5.890	0.080	1.4%
Preschool Incentive Demonstration Program (new proposal).....			0.500	0.500	100.0%
Indian Education.....	0.189	0.195	0.202	0.007	3.6%
Innovation and Improvement.....	1.301	1.453	1.604	0.151	10.4%
Safe Schools and Citizenship Education.....	0.361	0.457	1.075	0.618	135.2%
English Language Acquisition.....	0.831	0.890	1.195	0.305	34.3%
Special Education.....	14.519	15.453	18.179	2.726	17.6%

Following is a summary of the budget's biggest elementary and secondary education funding increases. The articles in this section provide details for each existing program, including a real-world example of what the program is accomplishing and the impact of the funding in the president's budget.

- **Early childhood education, U.S. Department of Education** – The budget provides \$500 million for a new preschool demonstration program. Within a big boost for special education, the budget also provides a \$392 million increase for grants to serve infants and toddlers with disabilities and an \$83 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, and new mandatory spending for universal preschool and child care)** – The budget provides large increases (9 percent to 14 percent) for all three existing discretionary programs. Also included is a total of \$14 billion in new mandatory funding for FY 2024 for a proposed universal preschool program and additional mandatory child care spending. These programs are described in Part V of this book.
- **K-12 education** – Almost two-thirds of the president’s discretionary funding increases for the Department of Education are for elementary and secondary education programs, with 45 percent of the total Education increase for just two programs: special education and Title I. Many programs do not receive funding increases over the FY 2023 level, but the budget does not cut funding for any program. The biggest funding increases are:
 - **\$2.15 billion increase for Title I grants to local education agencies** – This increase provides a total of \$20.54 billion for the state grant program that reaches 90 percent of school districts. This follows two years of smaller but still substantial increases enacted for this program that the president has pledged to triple.
 - **\$2.73 billion increase for special education** – The budget increases funding for the Individuals with Disabilities Education Act (IDEA) state grant program by \$2.07 billion (15 percent), raising the federal share of special education costs to close to 12.7 percent of the excess costs above the average national per pupil expenditure. That large increase is only enough to accomplish one third of the president’s goal to “fully fund” special education, which would mean increasing 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 \$135 million increase for personnel preparation to train educators to serve children with disabilities.
 - **\$500 million for a new preschool demonstration grant program.**
 - **\$305 million (34 percent) increase for English language learners.**
 - **\$218 million (145 percent) increase for full-service community schools.**
 - **\$317 million increase for two K-12 education mental health services grant programs** – The budget includes a total of \$578 million to increase the number of school-based mental health professionals, including a \$317 million increase for two grant programs for K-12 schools and \$150 million for a new competitive grant program for institutions of higher education to provide services on their campuses.
 - **\$121 million (43 percent) increase for education innovation and research** – The increased funding would be focused on combating the effects of the pandemic and on improving outcomes for students in foster care.
 - **\$100 million for a Fostering Diverse Schools competitive grant program** to support development and implementation of plans to support voluntary changes that increase racial and ethnic diversity in PreK-12 public schools.

Title I Grants to States

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

Los Angeles Unified School District (LAUSD) is the nation's second largest school district, enrolling approximately 430,000 K-12 students, 90 percent minority and 80 percent low-income. In 2020-21, approximately 23 percent of LAUSD's Title I funds were used for centralized programs that provide direct services to schools. The district's "A-G Diploma" Program reengages students who are not on track to meet high school graduation requirements through early identification, intensive case management, enrollment in appropriate educational programs, parent engagement, and support for transitions. For the 2020-21 school year, LAUSD allocated \$12.8 million in Title I funding to support 95 A-G Diploma Counselors who supported academically at-risk students throughout the district with dropout prevention, credit recovery, and college and career readiness. A recent evaluation found that Title I funding for the A-G Diploma Counselors met two primary objectives: an increase in the number of students moving closer to being on track for graduation and a decrease in senior drop-out rates.

LAUSD policy requires a 45 percent minimum poverty level for a school to receive a Title I designation. Using this metric, the district allocates its federal Title I dollars to 717 of its 783 school sites. However, the majority of Title I schools in the district are significantly above that threshold. In 2020-21, 393 of the 717 Title I-funded schools were above 90 percent poverty, 557 Title I schools had more than 80 percent low-income students, and 630 Title I schools were above 70 percent. The school district also uses a tiered funding system to allocate Title I funds, providing \$823 per student at schools above 65 percent poverty, \$625 per student for schools between 50-65 percent poverty, and \$474 per student for schools between 45-50 percent poverty.

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. Funds are allocated to the building level based on the poverty count of students enrolled in each school, with a minimum threshold of low-income children required in ESEA. Children participating in Title I typically receive reading, language arts, and mathematics instruction, as well as support services through schoolwide approaches or targeted assistance strategies. Two-thirds of children served by Title I nationwide are minority students.

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

School districts implement Title I programs under state plans 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. The Title I accountability requirements were temporarily modified to reflect public health protocols and school closures resulting from the COVID-19 pandemic but were revised and reinstated in full under amended state Title I plans for the 2022-23 school year.

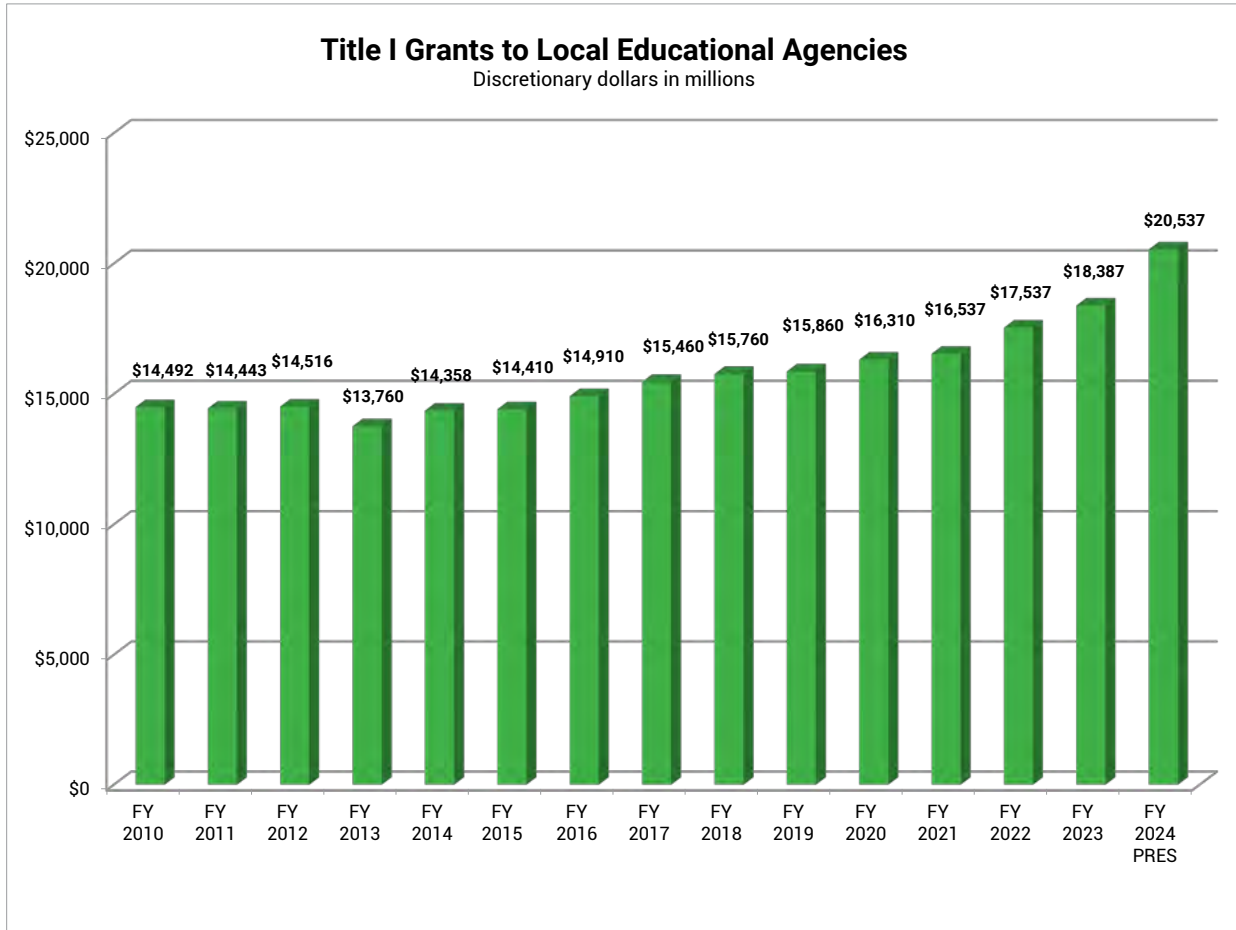
A variety of specialized subprograms are also authorized under Title I, including the Migratory Children and Neglected and Delinquent Children programs and a separate State Assessment Grant program. The previous program authorization for School Improvement Grants has been replaced by a larger state set-aside 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)

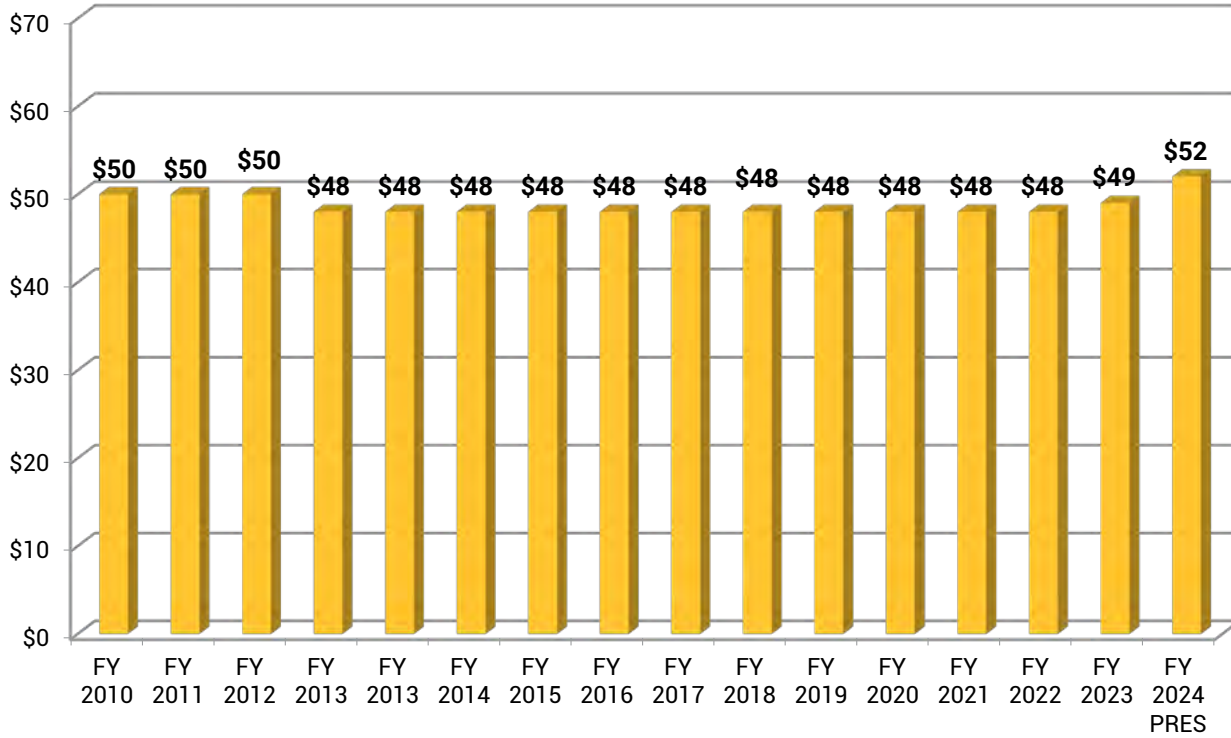
Grants to School Districts	FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST*
Basic Grants*	\$ 6,459.40	\$ 6,459.40	\$ 6,459.40	\$ 6,459.40
Concentration Grants*	\$ 1,362.30	\$ 1,362.30	\$ 1,362.30	\$ 1,362.30
Targeted Grants*	\$ 4,357.55	\$ 4,857.55	\$ 5,282.55	\$ 6,357.55
Education Finance Incentive Grants**	\$ 4,357.55	\$ 4,857.55	\$ 5,282.55	\$ 6,357.55
Subtotal	\$16,536.80	\$17,536.80	\$18,386.80	\$20,536.80
Migrants	\$ 375.63	\$ 375.63	\$ 375.63	\$ 375.63
Neglected/Delinquent/At-Risk	\$ 48.24	\$ 48.24	\$ 49.24	\$ 52.00
Totals	\$16,960.67	\$17,960.67	\$18,811.67	\$20,964.43

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

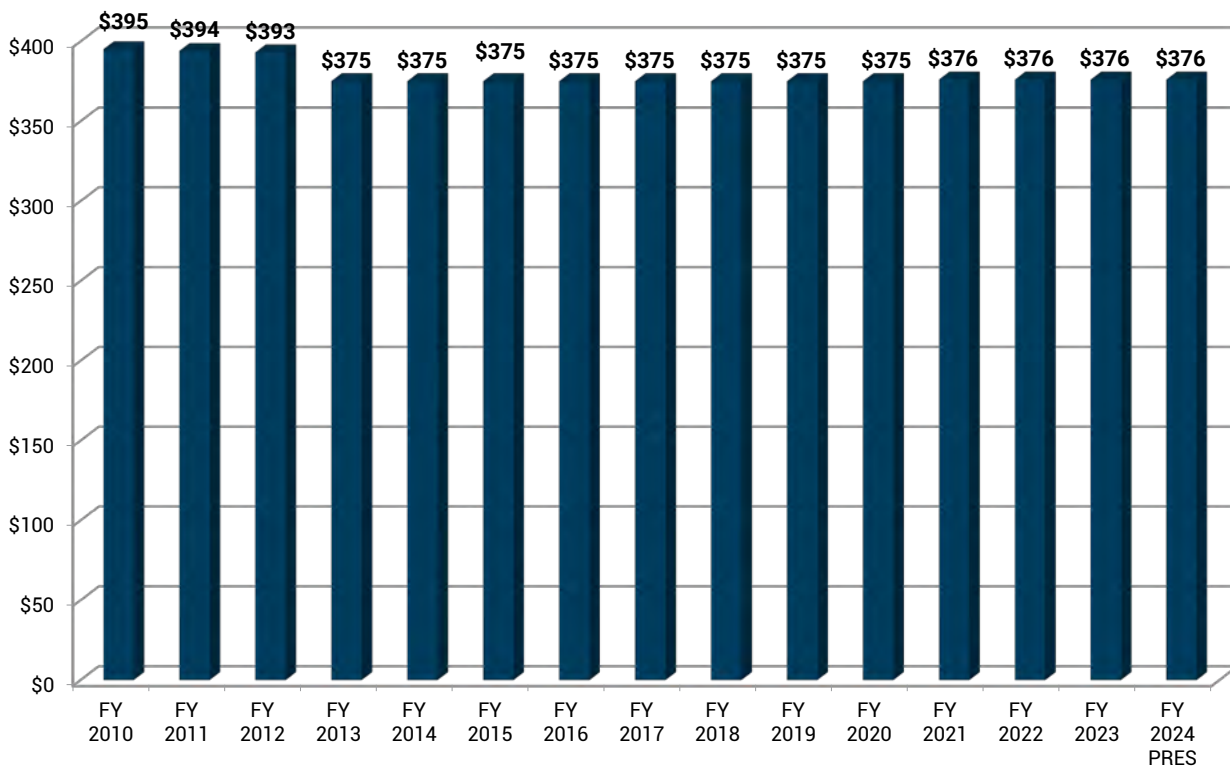
** New \$100 million program proposed in president's budget as a set-aside from Targeted and EFIG appropriations for School Funding Equity grants to state and local education agencies.



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 2024 budget request includes an additional \$2.2 billion for the landmark ESEA Title I program for Disadvantaged Students. The FY 2024 request differs significantly from the Administration's first two budget proposals, both of which included approximately \$20 billion in increased funding as a down payment on President Biden's campaign promise to triple funding for the Title I program. While the comparatively modest FY 2024 request would not allow a major expansion of the Title I program, the proposed \$2.2 billion increase would still represent the largest annual increase in the program's history. The FY 2024 budget request also includes a 5.6 percent increase in funding for the Title I Neglected and Delinquent program and maintains current funding for the Migrant program.

In addition to supporting existing Title I services and staffing, the proposed funding level would provide most school districts with increased allocations to implement the reinstated accountability and intervention requirements in existing and newly identified schools. Increased funding in FY 2024, allocated to schools during school year 2024-25, would also provide districts with additional resources to soften the impact of the loss of American Rescue Plan ESSER funds set to expire in that same school year. Within the \$2.2 billion increase, \$100 million would be designated to address longstanding inequities in the nation's education funding system, with a set-aside from the Targeted and Education Finance Incentive Grant formula allocations supporting voluntary state-level school funding equity commissions and school district resource equity reviews.

Nearly 90 percent of the nation's school districts and over half of all public schools participate in the ESEA Title I program. School-age child poverty continues to rise with 8.6 million students meeting the Census Bureau's poverty threshold under the Title I program this year. The massive funding increases proposed in FY 2022 and FY 2023 represented a significant commitment toward filling the \$25 billion shortfall in Title I LEA Grants, based on the generally accepted Title I "full funding" level of approximately \$44 billion. Under the FY 2024 proposal, school districts will continue to implement the Every Student Succeeds Act, work to meet its accountability requirements, and address learning loss resulting from the pandemic. If funding ever approaches the full funding level, however, school districts will finally have the resources needed to, on a permanent basis, increase the number of students and grade spans served, the number of participating Title I schools, and intensify instructional and support services during the school day, as well as after school and in the summer.

CONTACT INFO

Manish Naik

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

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 Minnesota Department of Education is working to close gaps in services, infrastructure, and opportunities through its Minnesota Blueprint for Literacy, supported by CLSD funding. Prior to this program, the state noticed only minimal gains in literacy proficiency. With these funds, the state is implementing and sustaining high-quality, evidence-based literacy practices, including developing public, nonprofit, and private partnerships to maximize schools, public libraries, and home and community opportunities.

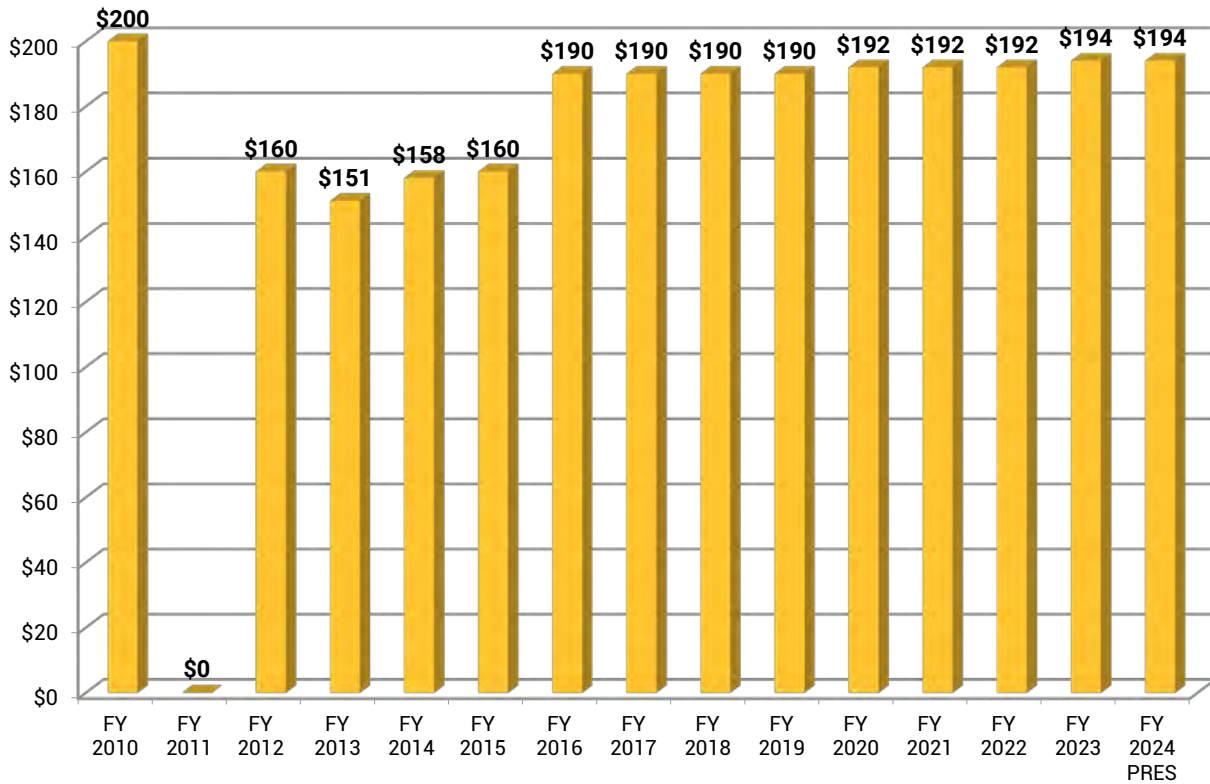
The LEARN program is based on the successes of the Striving Readers Comprehensive Literacy (SRCL) program, which first received funding in 2011 to provide comprehensive literacy development grants to six states (GA, LA, MT, NV, PA, and TX). In fall 2017, SRCL grants were awarded to a cohort of 11 states (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.

DESCRIPTION

Title II (Part B, Subpart 2, Section 2221) of the Every Student Succeeds Act (ESSA) authorizes the "Literacy Education for All, Results for the Nation" (LEARN) comprehensive literacy program. 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. CLSD supports literacy-rich learning beginning in early childhood, vitally 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). LEARN funds critical professional development to improve literacy instruction for struggling readers and writers from birth through high school.

Comprehensive Literacy Development Grants

in millions



FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$192.00	\$192.00	\$194.00	\$194.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget proposes to freeze funding for the CLSD program at \$194 million, which would support the 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. It is essential the program receive no less than \$500 million in FY 2024 as part of an effort to expand the grants to all 50 states and help turn around the effects of lost learning.

CONTACT INFO

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

Innovative Approaches to Literacy

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

Educational Service District 105 of Yakima, Washington, received a three-year IAL grant targeting the Yakama National Tribal School, local schools, and community partners. The grant will provide equitable access and participation to literacy services and materials. Activities supported by this grant include developing bilingual materials and services reflecting inclusive environments, providing materials in alternative formats for persons with visual or hearing impairments (including braille and audio), and targeting professional development to increase the number of supportive teachers and staff. Support from this IAL grant will help ensure the youngest citizens have access to quality literacy resources during their formative years, establishing a sturdy brain architecture, reducing future achievement gaps, and better preparing students for academic and career success.

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 twelfth 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$28.00	\$29.00	\$30.00	\$30.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget recommends \$30 million for IAL to support effective literacy programs through school libraries and nonprofits, the same level as FY 2023. The pandemic placed unprecedented strain on the literacy development of young students and families, particularly for children in underserved communities. Critical resources such as IAL are needed to address this learning loss. The American Academy of Pediatrics reports children introduced to early reading and literacy support through programs like IAL tend to read earlier and excel in school compared to children who lack the same access to books and literacy activities. Early literacy mastery is a strong indicator of future success in school and in life. 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. Boosting investment in effective school library programs through the IAL program will help meet more states' needs.

IAL must be supported at a minimum level of \$50 million in FY 2024, so all students have access to 21st century library and literacy programs. School librarians as educators, along with nonprofits, provide equitable physical and intellectual access to the resources and tools required for literacy and learning in a warm, stimulating, and safe environment.

CONTACT INFO

Kevin Maher

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

Impact Aid

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

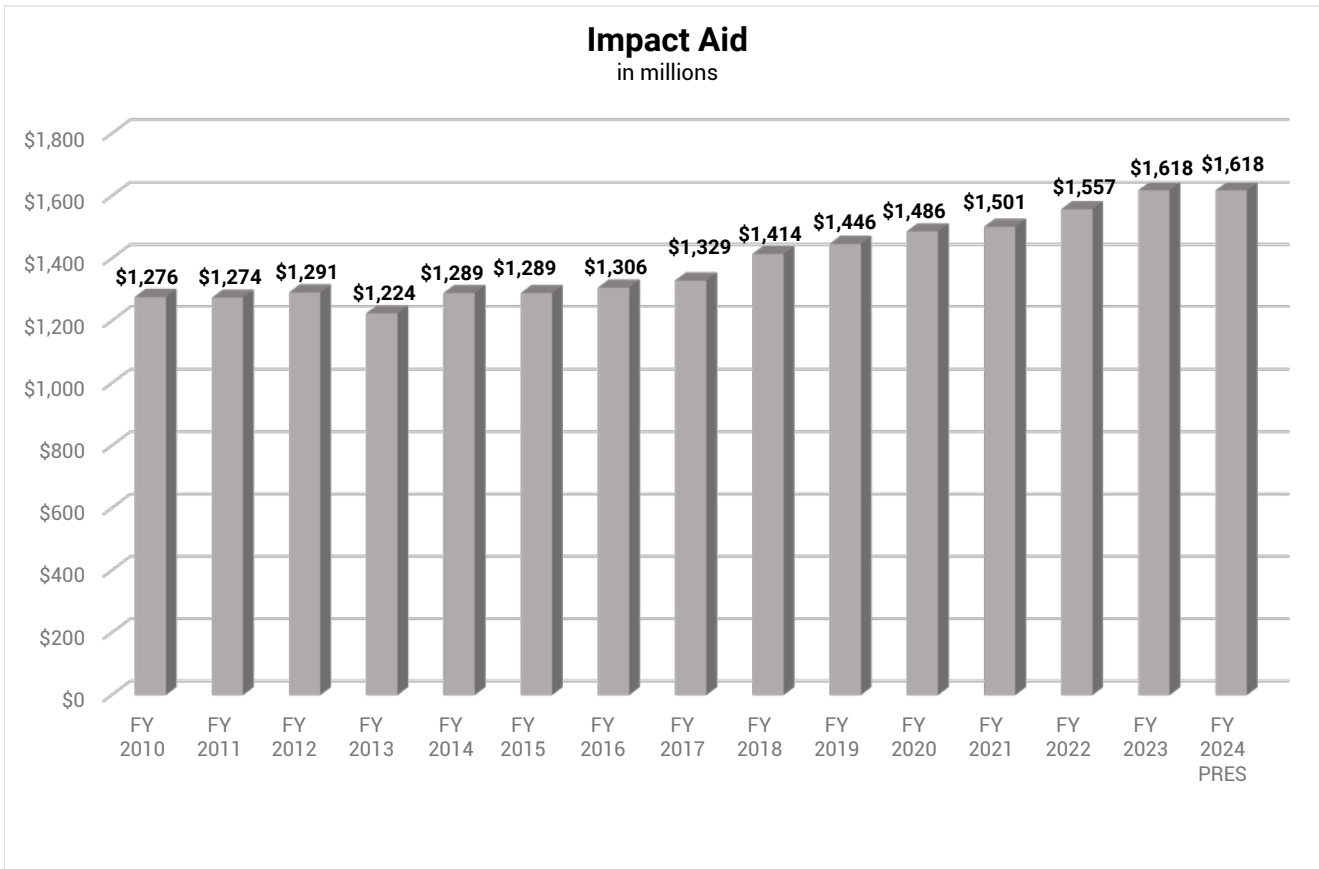
"Impact Aid is a critical source of revenue for the daily operations of North Hanover Township School District. Our district serves Joint Base McGuire Dix Lakehurst, the nation's only tri-service installation, in a rural part of Burlington County, NJ. Seventy percent of the district's students are the children of active-duty military personnel who live and work on the installation. Consequently, only a small proportion of our school community pays property taxes that serve as revenue for the entire district. Impact Aid accounts for about 40 percent of the district's operating budget. Like all districts around the country, we have experienced a significant escalation in costs coinciding with an escalation in students' need for services, coupled with a shortage of personnel. Any decrease in Impact Aid would impede our ability to mitigate those pressures and keep pace with rising costs, resulting in decreases in the qualified staff and services our students need to thrive academically, socially, and emotionally after the impacts of the pandemic."

The district serves 1,450 students in grades PreK-6, 35 percent of whom qualify for free or reduced-price lunch. The installation houses one 800-student school, and two additional schools off the installation serve both local community and military-connected students. Because of the large proportion of military-connected students, the student mobility rate is above 30 percent districtwide. In addition to funding everyday operating expenses and the employment of outstanding support, instructional, and administrative staff, Impact Aid makes it possible for the district to provide student transition coordinators and community involvement specialists, therapeutic mental health services on site, five full-time nurses throughout the district, up to date and well-appointed learning environments in every building, transportation for all students, academic and behavioral intervention and support programs, school counselors in every school, research-based curricular programs, and highly regarded special education services. The district also offers a high-quality STEM program, pre-engineering experiences for all children and a variety of afterschool and summer enrichment and support programs.

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 nontaxable federal property, such as military installations, Indian Treaty, Trust, or Alaska Native Claims Settlement Act lands, federal low-income housing facilities, national parks, and federal dams and reservoirs. 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 10 million students. Impact Aid funding is efficient and flexible. Each year congressional appropriations flow directly from the U.S. Department of Education 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 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST
Federal Properties	\$ 76.31	\$ 77.31	\$ 78.31	\$ 78.31
Basic Support	\$ 1,354.24	\$ 1,409.24	\$ 1,468.24	\$ 1,468.24
Disabilities	\$ 48.32	\$ 48.32	\$ 48.32	\$ 48.32
Construction	\$ 17.41	\$ 17.41	\$ 18.41	\$ 18.41
Facilities	\$ 4.84	\$ 4.84	\$ 4.84	\$ 4.84
Total	\$1,501.11	\$ 1,557.11	\$1,618.11	\$1,618.11

IMPACT OF PRESIDENT'S BUDGET

The Administration fails to meet its obligation to federally connected school districts in its FY 2024 budget. The president's budget allocates \$1.618 billion, which provides no increase over the final FY 2023 figure. With inflation high and schools struggling to address the academic, mental health, and behavioral challenges exacerbated by COVID-19, failure to provide an increase in Impact Aid will in fact be a decrease for school districts as other financial obligations continue to rise. Given 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 meet its obligation to students, schools, and taxpayers in those communities by maintaining the Impact Aid program.

CONTACT INFO

Angela DiLeo
 National Association of Federally Impacted Schools
 (781) 960-3995 | adileo@nafisdc.org

Supporting Effective Instruction State Grants

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

Three percent of Title II, Part A funds may be reserved by states for state-level activities to support preparation of and professional development for school leaders. Currently 27 states are doing just that! States leveraging the set aside can support school leadership preparation and development, critical to shaping productive learning environments, supporting high-quality teachers and teaching, and improving student outcomes.

Since 2020 California has used its leadership development set aside to help launch and run the 21st Century California School Leadership Academy (21CSLA). The 21CSLA ensures availability of professional learning free of charge to local school districts that receive Title II funds, targeted at novice leaders, leaders in high-need settings, and those involved in school improvement. Organized into seven Regional Academies throughout the state and centrally supported by the 21CSLA Center, 21CSLA offers three modes of professional learning to principals and other school leaders – communities of practice, localized professional learning, and leadership coaching.

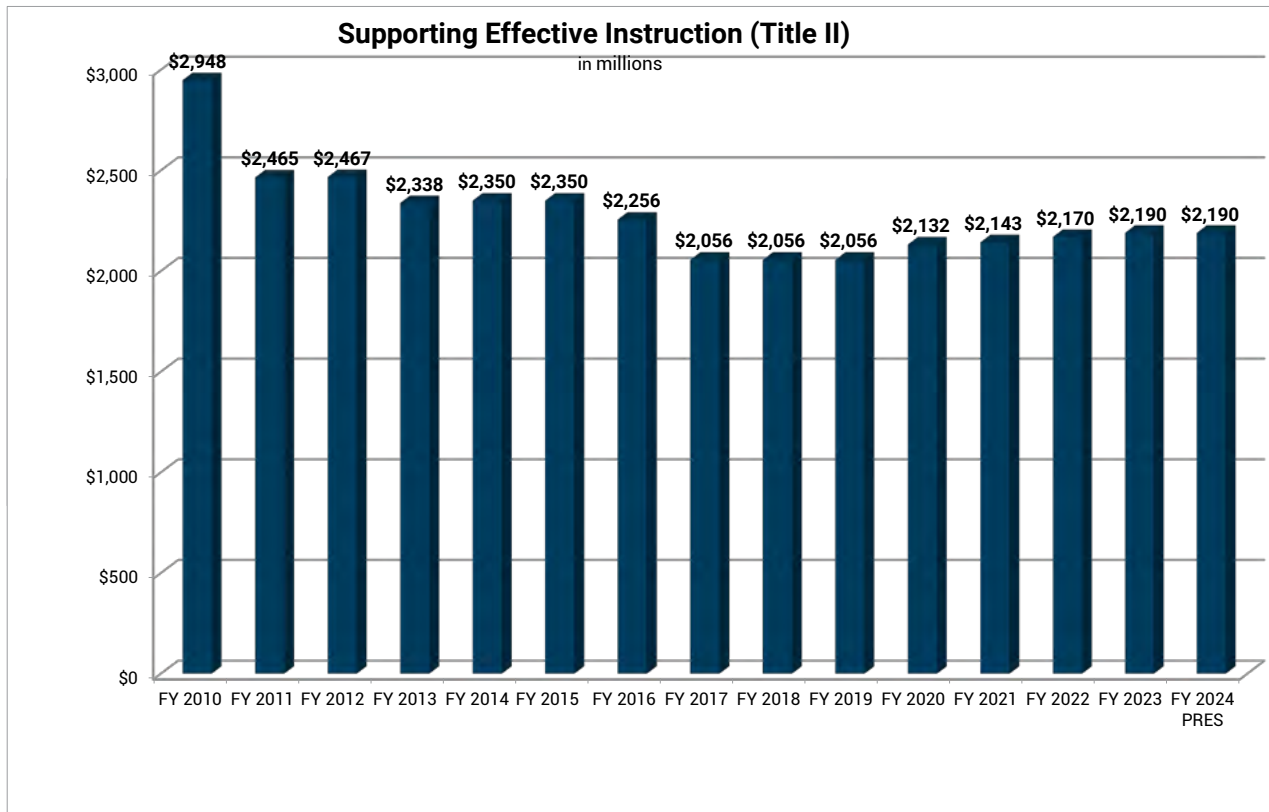
Prior to implementation of 21CSLA, only a few California principals reported having participated in collaborative and applied professional learning. The 21CSLA helps to fill the gap in the availability of such training. A preliminary study of the initiative indicates participants have received support through 21CSLA that encompasses features of effective professional learning such as collaborating on shared problems of practice. Both participants and providers have found school leadership academies help participants build knowledge and skills in continuous improvement and leadership focused on transforming education to improve access, opportunities, and inclusion for student and adults. They also anticipate this information will translate into improved school policies and practice.

DESCRIPTION

The Supporting Effective Instruction State Grant program is authorized under Title II, Part A of the Elementary and Secondary Education Act. 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 high-retention preparation pathways. Examples include teacher and leader residency programs and promising approaches such as Grow Your Own programs that enhance effectiveness and diversity in the workforce. The grant program allows flexibility in the use of funds to support teaching and learning, and states also may reserve up to 3 percent of funds solely for leadership development activities. At least 95 percent of Title II, Part A funding is distributed by formula to local school districts from state grants.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$2,143.08	\$2,170.08	\$2,190.08	\$2,190.08



IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget calls for a funding freeze for the Supporting Effective Instruction State grants, which is a cut when factoring in high inflation and is not sensitive to acute educator shortages.

A study released this past August found nearly 200,000 teaching positions across the country that were vacant or held by underqualified teachers. Moreover, U.S. Department of Education data for the current school year show shortages across all 50 states in more than one area, with more widespread shortages of science, math, and special education teachers. In 2022, the National Education Association also found 90 percent of teachers experienced burnout, 74 percent of teachers had to fill in for colleagues due to shortages, and more than half had decided to leave the profession earlier than originally planned. These experiences reflect the conditions documented this past school year, with school district leaders reporting a 40 percent increase in teacher retirements and resignations as compared to 2019.

At a time of high need for a robust, well-prepared, diverse, and stable educator workforce, a significant increase in Title II, Part A is crucial to address rapidly growing educator shortages through recruitment, preparation, professional development, and supports for teaching and learning such as class size reduction. Having access to high-quality teachers and supportive learning conditions is essential to helping students learn and develop, particularly as students grapple with lost learning time. Professional development for school leaders, including preparation programs and in-service supports such as mentoring and coaching, helps to reduce the likelihood that principals will leave their schools or the profession, which in turn supports both teacher retention and good student outcomes. 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 2024.

CONTACT INFO

Wesley Wei

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

Gregory Waples

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

Nita M. Lowey 21st Century Community Learning Centers

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

The Raider’s ARK (Academics Reinforcing Knowledge) 21st Century Community Learning Center-funded program is based in Arcadia, Wisconsin, and serves a K-5 population of low-income students (99 percent of students participating are from low-income families), students with disabilities, and English language learners (ELL). It is the only afterschool program serving local families.

A whole child approach to learning is embedded within the program’s design: from “family style” table set-ups to daily check-ins, the program fosters a sense of safety and belonging by emphasizing relationships among students, mentors, and staff. This support system empowers vulnerable students, in particular the ELL population, to grow and thrive both in and out of school. The Raider’s ARK’s approach has largely been successful, with 85 percent of teachers reporting an improvement in student behavior and 70 percent reporting an improvement in homework completion and class participation.

In addition to ELL students feeling more comfortable practicing their English, teachers report seeing improved confidence, social skills, and gains in English skills and language acquisition among this student population.

In response to a large majority of Raider’s ARK students having experienced trauma and other adverse experiences, a social and emotional learning approach is central to all programming. While the program does provide academic supports, it is intentionally designed to look and feel different than the school day. Students have multiple opportunities to choose enrichment activities and student interests are incorporated into the curriculum. Working with the University of Wisconsin Extension STEM, University of Wisconsin Extension Nutrition, 4H, Ashley STEM Lab and other programs, various community members come in to lead activities with students. Parents teach cultural classes, including cooking, and reading specialists partner with the program to sponsor family reading nights. Raider’s ARK engages family members and the community, as well, through various supports and parent programming, including free English classes for parents.

DESCRIPTION

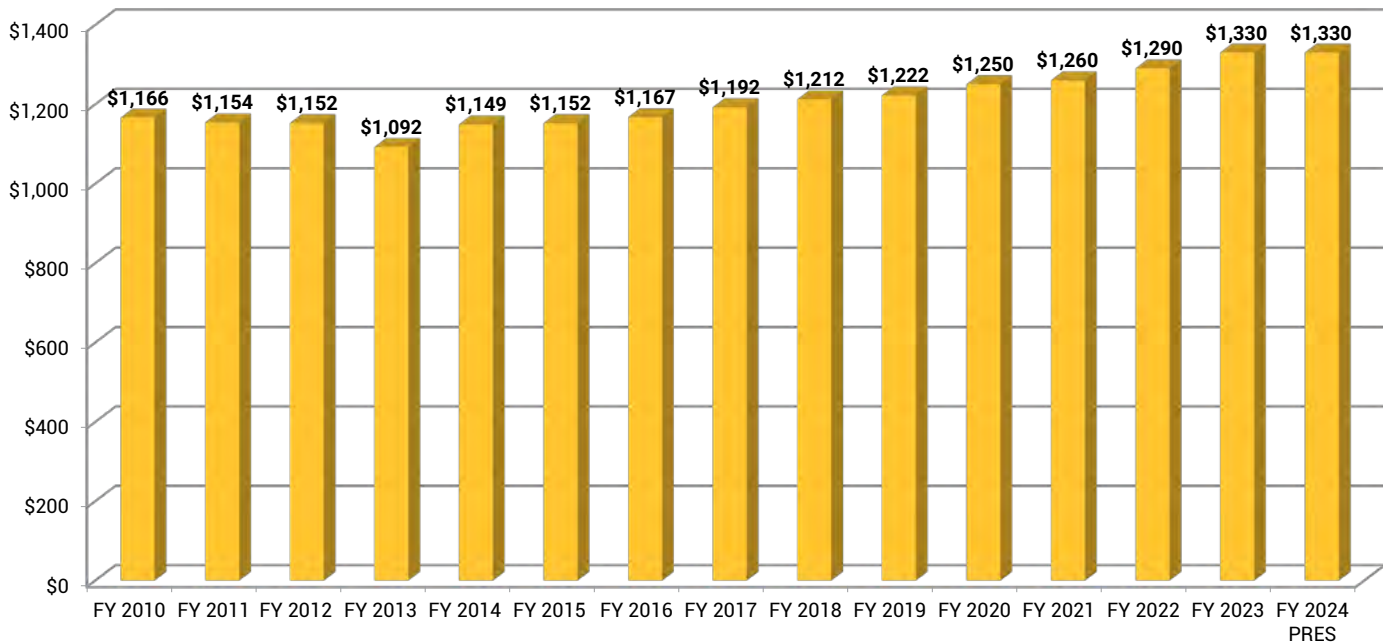
The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) is a formula grant program to state departments of education that enables them to provide financial support through statewide grant competitions to local communities for afterschool, before-school, and summer learning programs serving PreK-12 students in low-performing schools and 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 enrichment activities to complement the regular academic program, such as hands-on experiential learning, counseling programs, youth workforce development, 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. During the 2020-21 school year, 21st CCLC served 1.1 million children, youth, and parents in 10,652 school-based and community centers.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$1,259.67	\$1,289.67	\$1,329.67	\$1,329.67

Nita M. Lowey 21st Century Community Learning Centers

in millions



IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2024 budget freezes funding at \$1.329 billion for Nita M. Lowey 21st Century Community Learning Centers (21st CCLC). Due to inflation and the resulting increased costs for staffing, transportation, food, and supplies, flat funding for 21st CCLC amounts to a funding cut that will result in fewer students having access to quality afterschool, before-school, and summer learning programs. In addition to the need for increased funding to keep up with rising program costs, current funding does not adequately meet the demand for programs. According to the most recent America After 3PM study, there are currently about 11.2 million low-income children who would be participating in out of school time programs if programs were accessible and affordable. The outcomes for students who participate in 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. Regular participation in afterschool programs by students during the elementary years resulted in narrowing the math achievement between high- and low-income fifth graders, improved work habits, and reduced 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—all of which are provided through 21st CCLC programs supported by strong evidence and research. Furthermore, afterschool and summer learning programs continue to be an important strategy in accelerating learning in the wake of pandemic learning loss, as well as providing students with the whole child supports they need in the midst of a youth mental health crisis. A substantially greater investment in 21st CCLC is needed if we are to meet the challenges our families, schools and communities face.

CONTACT INFO

Erik Peterson

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

Grants for State Assessment

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

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 and target student supports. 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.

The State Assessments program as authorized under Title I of ESEA made the administration of state assessments conditional on a minimum annual appropriation, or trigger amount, of \$369.1 million for formula grants to states. When Congress appropriates funds above the \$369.1 million trigger amount, the ESEA requires the U.S. Department of Education to award funds competitively to states to support improved and innovative state assessment practices—the sole federal funding stream dedicated to this purpose. In prior years, competitive Grants for State Assessments have supported states in efforts including developing curriculum-relevant through-year assessments, innovative assessment models that yield diagnostic information during the year, classroom-based assessment systems, and improved state assessments of English Learners.

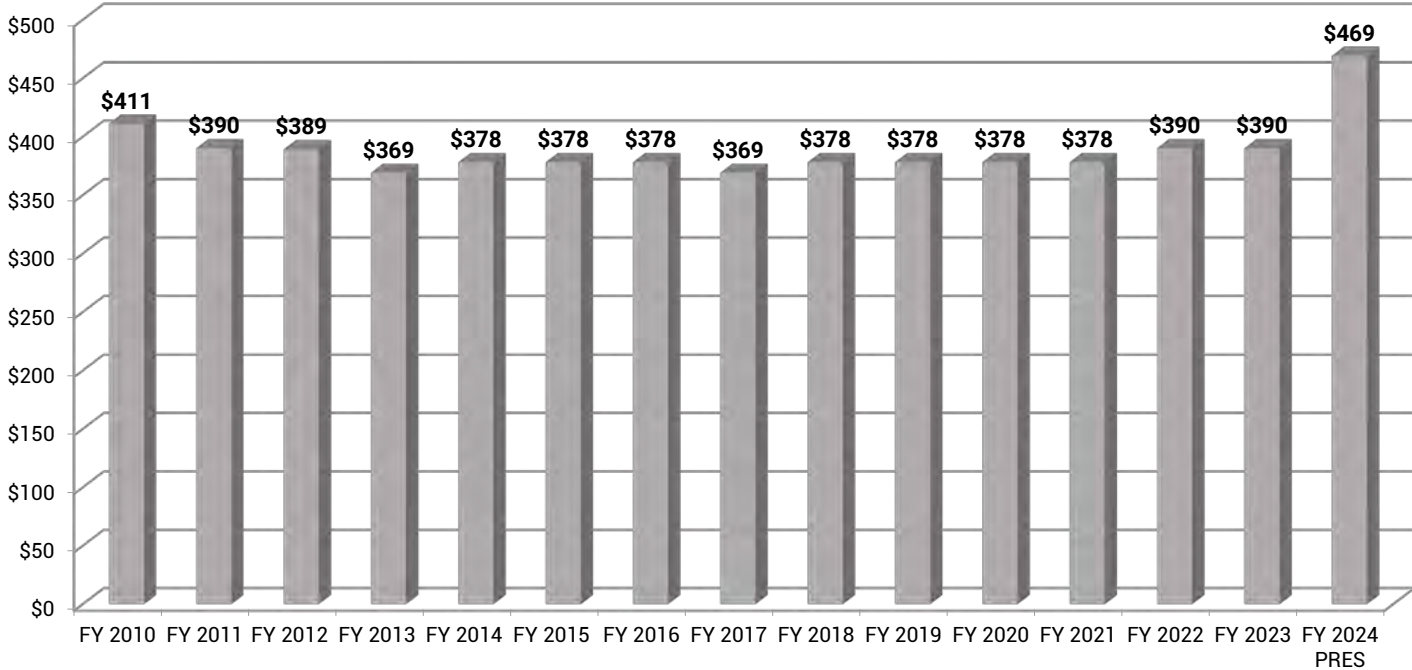
The annual statewide assessments, aligned to the state's academic content standards in reading/language arts and mathematics, provide critical information about student achievement and progress to parents and educators, which can be used to help identify where additional instructional and other support is needed. More specifically, as part of the statewide accountability and improvement systems required by the ESEA, the results of annual assessments in reading and mathematics must be used as a factor in determining whether states, school districts, and schools are meeting long-term goals and interim measures of progress and to differentiate annually and meaningfully the performance of all schools.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$378.00	\$390.00	\$.390.00	\$469.10

State Assessments

in millions



IMPACT OF PRESIDENT'S BUDGET

The president requests \$469.10 million for State Assessment Grants. This amount reflects a freeze for State grants at \$369.1 million, the minimum level required to ensure administration of state assessments under ESEA, plus an additional \$100 million targeted to a new demonstration grant program. The new program would support improving formative and diagnostic assessments, which would require new congressional authorization to supersede ESEA provisions. Increased funding for State Assessment Grants is critical to improving assessments and adequately supporting ESEA implementation.

CONTACT INFO

Peter Zamora

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

Education for Homeless Children and Youth

Title VII-B, McKinney-Vento Homeless Assistance Act



Emily Smith and her three children were living in Texas when COVID hit. After losing her job and being evicted, Emily moved the family to Lake Charles, LA, to stay with extended family in an overcrowded apartment. When Hurricane Laura hit Lake Charles, the family was forced to move again to Houma. Then Hurricane Ida struck Houma, and Emily and her children drove to Lafayette and began sleeping in their car. When she finally sought emergency shelter, the Lafayette Parish Schools Homeless Education Program learned the children had only attended school for a total of six weeks out of the past three school years. Constant moving disrupted their education, as did Emily's fear the children might contract COVID at school, leaving them vulnerable to being barred from wherever they might be staying.

The children finally entered Lafayette schools in the 2022-23 school year and are recovering from the multitude of losses and trauma they experienced. The schools created educational plans for extra support in English Language Arts and Math. Their progress was monitored regularly and adjustments made to interventions to close gaps as quickly as possible. The EHCY program helped Emily access short-term emergency food assistance until the family was approved for SNAP benefits, and social workers created short- and long-term plans to address mental health needs. EHCY also helped secure emergency housing, with community donations for utility deposits. The EHCY program obtained vouchers to purchase clothing and a referral for a variety of medical services. Wraparound supports, focused on identifying students experiencing homelessness and removing barriers, are the hallmark of the EHCY program.

The Smith children's experiences are not unique. Lafayette schools have identified and supported more than 1,000 homeless students in the 2022-23 school year to date. Many have large educational gaps due to homelessness, struggling to attend school and confronting barriers to academic success stemming from trauma, lack of basic needs, and health challenges. Nearly 17 percent also have an identified disability. The Lafayette Parish EHCY program, headed by school district homeless liaison Amy Fontenot, works to remove every possible barrier to identification, enrollment, attendance, and success. Most recently, LA school districts got American Rescue Plan Homeless Children and Youth (ARP-HCY) funding, increasing districts receiving dedicated funding for homeless students from 8 percent under regular annual funding to 96 percent.

DESCRIPTION

In School Year (SY) 2020-21, public schools identified approximately 2.2 percent of all K-12 students, or 1.1 million students nationwide, as homeless. The Education for Homeless Children and Youth (EHCY) Program, the education subtitle of the McKinney-Vento Homeless Assistance Act, is the only federal education program focused on removing barriers caused by homelessness, such as inability to meet enrollment requirements; high mobility resulting in lack of continuity and absenteeism; lack of transportation and supplies; health-related concerns; and emotional and mental health issues. Homelessness has a greater negative impact on academic achievement than poverty: the 2019-20 national average graduation rate for homeless students was 68.2 percent, 13 points below other low-income students and nearly 18 points below all students.

Under EHCY, school districts designate a liaison to help identify children experiencing homelessness, ensure school access and stability, provide direct services, and coordinate with community agencies to meet basic needs. Subgrants support outreach and identification, enrollment assistance, transportation, school records transfer, immunization referrals, tutoring, counseling, school supplies, professional development for educators and community organizations, housing and service navigators, early childhood support, and assistance transitioning to postsecondary education.

The pandemic saw students experiencing homelessness become more disconnected from schools. Total public school enrollment decreased by 3 percent during SY 2020-21, but by 14 percent for students experiencing homelessness. Chronic absence for these students is more than double that of all students (41.9 percent compared to 20.3 percent), even greater during COVID. Students face multiple learning challenges and are disproportionately students with disabilities (20 percent of homeless students versus 15 percent of all students overall) and English learners (18 percent of all homeless students compared to 10 percent overall).

When children experiencing homelessness are not identified, they miss out on other educational protections and services that can stabilize their education and their lives. Underidentification is generally much higher in schools without dedicated homeless education funding. One-quarter of school districts nationwide (4,930) reported no students experiencing homelessness among the 300,599 students they enrolled, highly suggestive of underidentification and/or underreporting. Ninety-two percent of these districts received no dedicated homeless education funding, with 42 percent of students identified as homeless (471,134 students) in districts in SY 2020-21 without dedicated EHCY funding.

There are some encouraging trends. Districts receiving dedicated homeless education funding more than doubled as a result of the American Rescue Plan Act—\$800 million specified for programs for children experiencing homelessness (ARP-HCY). Under current annual funding for the EHCY program, less than one in five districts received a subgrant. Based on early data, as a result of ARP-HCY, this proportion has increased to over 53 percent, providing dedicated funding to respond to student homelessness as long as this funding lasts.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$106.50	\$114.00	\$129.00	\$129.00

IMPACT OF PRESIDENT'S BUDGET

Despite surging housing, mental health, and addiction crises, the president's FY 2024 budget freezes funding for the EHCY program. Without additional funding, more than 80 percent of school districts will still lack support to identify and assist children experiencing homelessness, leaving many of this vulnerable student population without basic access to education. Without this access, students also cannot benefit from other federal, state, or local education programs, leaving them without a real opportunity to thrive. Failure to prioritize these children jeopardizes the nation's recovery and continues to push those furthest from opportunity from the support they need to graduate from high school, transition to career or college, and live healthy lives.

An appropriation of \$800 million—the ARP-HCY amount—is less than 2 percent of the total federal K-12 education budget, yet would sustain that current level of support provided to students experiencing homelessness. That funding level also would allow EHCY subgrants to reach at least half of all school districts nationwide. Ensuring access to EHCY support is an important part of creating a school system that meets the needs of all our nation's children and youth.

CONTACT INFO

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

Rural Education Achievement Program

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

Stephen-Argyle Central is a small rural school district located in the Red River Valley of Northwest Minnesota enrolling 315 PreK-12 students. The REAP grant supports a full-time technology coordinator and annual updates to technology hardware to provide mobile technology equipment, connectivity, and eLearning options for all K-12 students throughout the school year. The technical support and mobile technology options are extremely important in the difficult winters of Northwest Minnesota. The ability to provide eLearning options rather than take snow days prevents the school year from being extended deep into the summer.

Each of the four rural elementary schools in Burleigh County, ND—Apple Creek, Manning, Menoken, and Naughton—have technology for every student and teacher, thanks to the REAP program. This was so important when the pandemic required schools to move to virtual learning. In addition, REAP has also been used to pay for paraprofessional salaries.

Jefferson CSD in New York is a small rural K-12 school district of approximately 150 students. Jefferson uses REAP to fund a communications specialist position, which has helped to improve Jefferson’s outreach to staff members, community members, and students. The communications specialist supports the district’s public relations efforts while also offering information technology assistance. Without REAP’s support, Jefferson would not be able to fund a position so critical to community engagement efforts.

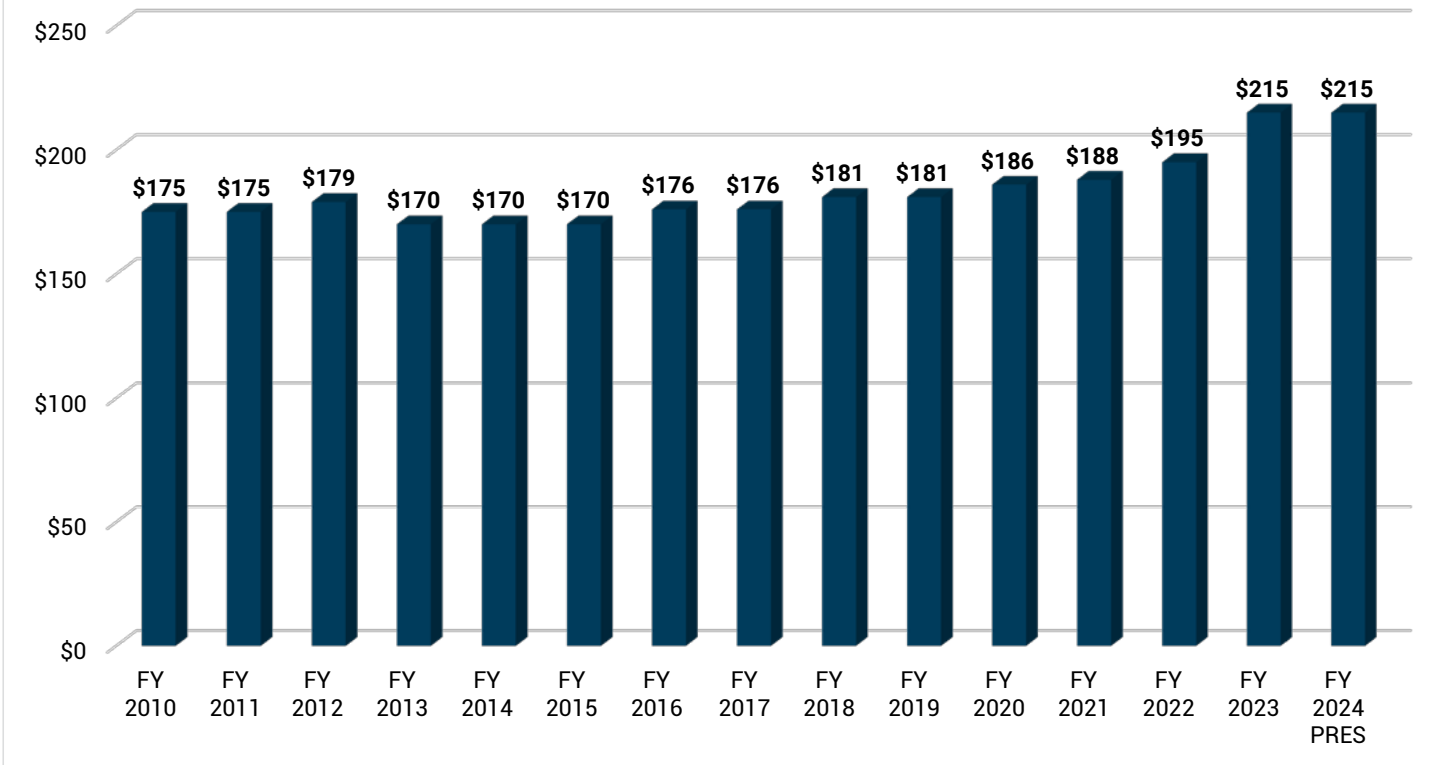
DESCRIPTION

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. REAP received a much needed increase in 2023 to help rural schools address the additional costs associated with their unique geographical situation, a smaller number of students, higher transportation and employee benefit costs, and increased poverty, particularly in light of the enduring COVID pandemic.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$187.84	\$195.00	\$215.00	\$215.00

Rural Education in millions



IMPACT OF PRESIDENT’S BUDGET

The president proposes a freeze in funding for REAP. To meet the needs of small rural districts, the federal investment in this program should be \$220 million in FY 2024. REAP is the only K-12 federal education dedicated to supporting the nation’s rural schools and the students they serve. This level of funding is critical to maintain services and preserve the flexible programming made possible through REAP.

CONTACT INFO

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

Comprehensive Centers

Title II, Sec. 203, Education Technical Assistance Act

In 2022, the National Comprehensive Center (NCC) published the Supporting Students in Poverty with High-Impact Instructional Strategies toolkit. The toolkit provides teachers, principals, district staff, and state agencies with evidence-based, high-impact strategies and supportive actions that have the potential to decrease the negative impacts of poverty on student achievement. The toolkit identifies five high-impact instructional strategies that teachers can implement with the support of their principals. It also includes five recommendations for principals and aligned actions that district or state agency leaders can take to support educators in mitigating the impact of poverty on student achievement outcomes.

DESCRIPTION

The Comprehensive Centers, which include 19 regional centers and a National Center, provide content expertise and resources to help state departments of education implement the Elementary and Secondary Education Act (ESEA) and other federal school improvement programs. The Centers provide training and technical assistance to build states' 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 most recent grant competition occurred in 2018 with initial awards made in 2019.

The 19 Comprehensive Centers provide high-quality, capacity-building services to up to five state departments of education to identify, implement, and sustain effective, individualized, evidence-based practices that support improved educator and student outcomes. Throughout the pandemic, the Comprehensive Centers provided resources and technical assistance to states to meet student and staff needs during the significant disruption. The National Comprehensive Center provides high-quality universal and targeted capacity-building services to the regional centers and states. During ongoing COVID-19 recovery, the NCC 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$52.00	\$54.00	\$55.00	\$55.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget proposes to freeze funding for the Comprehensive Centers at the FY 2023 level. Given the extraordinary needs of states during pandemic recovery and the Administration's desire that states invest in evidence-based interventions, failing to increase investment in the Comprehensive Centers program will negatively impact their ability to grow states' capacity and further hinder ongoing efforts to return to normal.

CONTACT INFO

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

Student Support and Academic Achievement Grants

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

"Our whole fine arts program has benefitted from federal Title IV-A investments and our district is extremely proud of what's been done over the past several years using these funds. In 2018, Tarrant Elementary School was using an old computer lab as a music room, and the music equipment was anywhere from 30 to 50 years old. Now Tarrant Elementary students have access to high quality instruments, and the music teacher has leveraged other partnerships to continue to expand the instruments and equipment available to students. In 2018 Tarrant Intermediate School had no equipment, and classes were taught in a space shared with the art teacher. Now an old science lab has been converted to a music classroom complete with chairs and stands. At Tarrant High School we have purchased new music stands and other equipment, repaired most of our existing instruments, and have leveraged other partnerships to expand our inventory. We are also able to provide our students with reeds free of charge. These funds have supported professional development opportunities, and we are seeing real growth in our music program, thanks to the investment we've had from Title IV-A. In addition to these improvements in the music program, we have also been able to expand the art program, and Tarrant High School may be able to restart the drama department.

"Our students are hungry to be involved in the arts, and the benefits are clear. Arts instruction benefits the whole child academically, physically, mentally, and spiritually. As a small, rural, non-affluent school district, we are unable to invest in proper performance facilities or increase the number of fine arts instructors using local funds alone. However, we committed to providing our students with a well-rounded education that includes comprehensive arts instruction. I believe our school system is a huge testament to the fact that investing in arts education can do wonderful things for students. In our community, students are becoming more engaged in arts education and are more interested in learning other subjects, and importantly, they look forward to being at school. The people of Tarrant City Schools from the top down care about our kids. We want them to be happy, healthy, well-educated citizens of our nation, ready to lead the way in whatever they do. Investments from Title IV-A make this possible."

- John Phillips, Band Director, Tarrant High School
Tarrant City Schools, Tarrant, AL

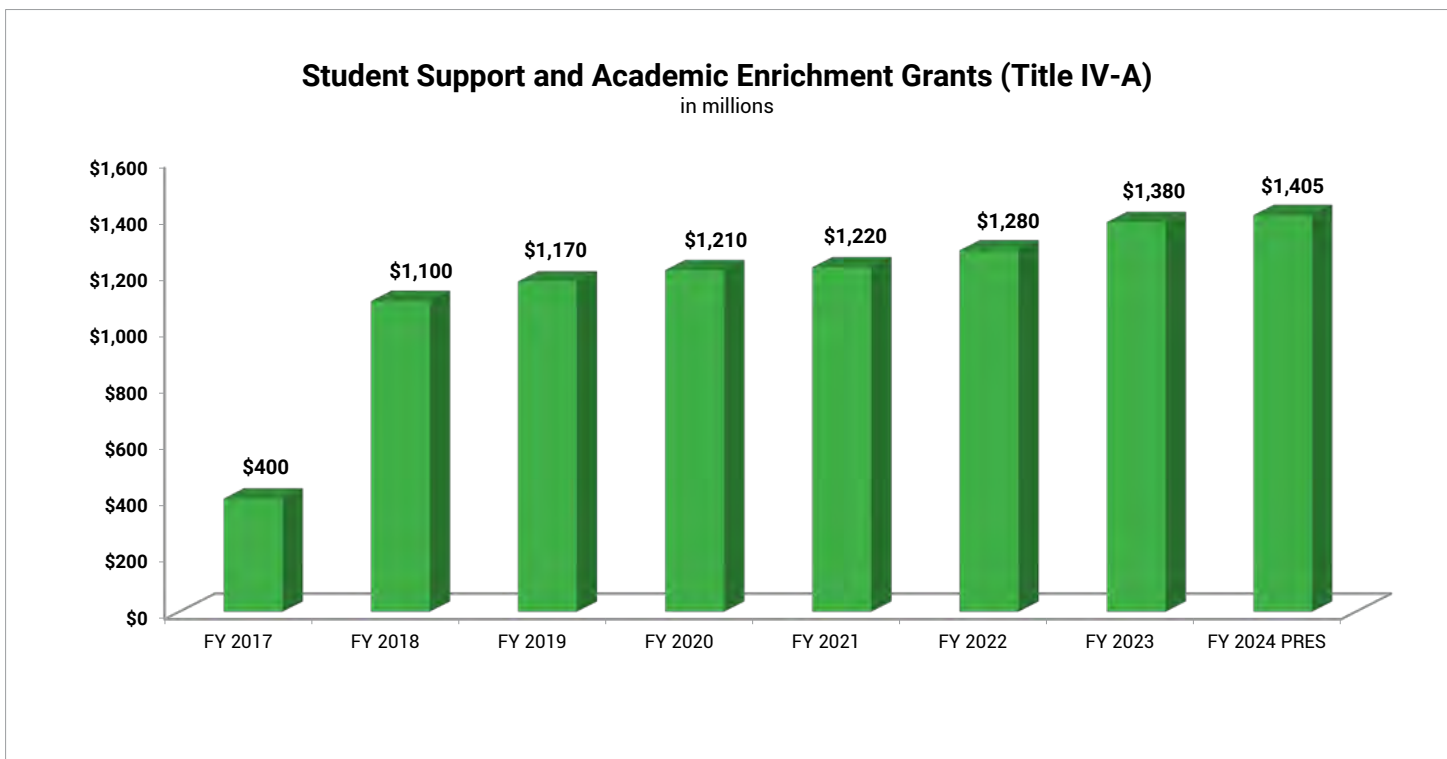
DESCRIPTION

The Student Support and Academic Achievement Grant, also known as Title IV-A, is a flexible, formula grant program that provides critical investments to school districts to support activities across three broad areas: (1) well-rounded education (e.g., college and career counseling, STEM, arts and music, civics, advanced placement courses); (2) safe and healthy students (e.g., comprehensive school mental health services, substance use and violence prevention, health and physical education); and (3) effective use of technology in education. The activities and student support and enrichment services supported by this grant improve school and student outcomes. 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. These investments enable local school districts to provide a full array of services and learning opportunities that meet the unique needs of their school community.

Data gathered from school superintendents and other school leaders confirm the importance of Title IV-A funding. These investments have allowed local school districts to expand upon existing service delivery systems to reach more students and maintain existing programs as state and local funding priorities shift. School leaders also value the flexible use of funds which enables them to target investments into services or programs that are most needed each year. As our schools continue to address the ramifications of the COVID-19 pandemic, consistent and ongoing investments that allow schools to meet students' comprehensive needs are critical.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$1,220.00	\$1,280.00	\$1,380.00	\$1,405.00



IMPACT OF PRESIDENT'S BUDGET

President Biden's request of \$1.405 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 meet the full authorization level of \$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.

CONTACT INFO

TECHNOLOGY PROVISIONS

Jon Bernstein

Bernstein Strategy Group

(202) 263-2572 | jon@bsg-dc.com

SAFE AND HEALTHY PROVISIONS/WELL-ROUNDED PROVISIONS

Kelly Vaillancourt Strobach

National Association of School Psychologists

(703) 727-9301 | kvaillancourt@naspweb.org

School Safety National Activities

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

"Nevada students are benefitting greatly from funds provided through the School-Based Mental Health Services Grant and the Mental Health Services Professional Demonstration Grant Program (MHSP). The School-Based Mental Health grant has allowed Nevada State College to establish Active Recruitment, Training, and Educator Retention to serve our Youth (ARTERY), a career pipeline into the professions of school psychology, school counseling, and school social work. ARTERY supports multiple entry points into the school mental health professions, starting in high school, and offers stacked degree programming leading to employment opportunities for students as they progress through their education. The MHSP grant provides financial support, such as tuition scholarships and internship stipends, to students completing their Education Specialist graduate degree in School Psychology. Without these federal funding sources, the severe shortage of school-based mental health providers could not be addressed in such a timely, comprehensive, and systemic manner. These funds ultimately benefit school-aged children in Nevada as more qualified mental health professionals are trained and hired to work directly with our students."

- Katherine Dockweiler, Ed.D, NCSP
Assistant Professor of School Psychology

DESCRIPTION

School Safety National Activities (SSNA) authorizes a wide range of discretionary activities to support school crisis preparedness and response, improve school and student safety, foster safe and supportive learning environments, and improve student well-being. Annually Congress directs a portion of these funds to be reserved for Project School Emergency Response to Violence (SERV), which supports local school districts and institutions of higher education to recover from a violent and traumatic event that disrupted the learning environment. Most recently, SSNA has supported Project Prevent (FY 2022) to increase the capacity of schools to serve students exposed to violence, as well as two other grant programs intended to improve access to school-based mental health professionals (e.g., school psychologists, school counselors, and school social workers) and comprehensive school mental and behavioral health services. The School-Based Mental Health Professionals Demonstration Grant, established in FY 2019, supports innovative partnerships between local school districts and colleges and universities to improve the pipeline of school mental health professionals. The School-Based Mental Health Services Grant, established in FY 2020, supports states' and local school districts' efforts to recruit, retain, and re-specialize school mental health professionals and improve capacity to provide comprehensive mental health services to all students.

These programs are needed now more than ever. The United States is in the throes of a youth mental health crisis, suicidal ideation is on the rise, and, for the first time ever, gun violence is now the leading cause of death among children. The situation is so dire that the U.S. Surgeon General released an advisory on the youth mental health crisis and multiple professional medical, education, and mental health organizations have called for a National Emergency Declaration on children's mental health. Combatting these dueling public health crises requires serious and immediate action: an expansion of community and school mental health systems to include wellness promotion and early intervention; efforts to ensure every child attends school in a positive, safe, and affirming environment; and, ongoing coordination and collaboration between school and community systems. Unfortunately, student needs greatly outweigh current capacity due to critical shortages of school-based mental health professionals, resulting in significant unmet need. The American School Counselor Association recommends a ratio of one school counselor for every 250 students, yet the national average is 1:408. The National Association of School Psychologists recommends a ratio of 1 school psychologist for every 500 students, with an estimated

need of an additional 63,000 school psychologists to achieve this ratio. The Mental Health Services Professionals Demonstration Grants and the School-Based Mental Health Services Grant Program are the only two federal funding streams specifically dedicated to addressing the shortage of school psychologists and other school-based mental health services providers and increasing access to comprehensive school mental health services. Ongoing and increased investments in these programs is vital to improving the mental health of our youth and is one strategy to reduce the prevalence of gun violence in our communities.

FUNDING HISTORY (in millions)

	FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST
School Safety National Activities (Total)	\$106.00	\$201.00	\$216.00	\$601.00*
Mental Health Services Professional Demonstration Grants	-----	\$155.00**	\$ 55.00	\$214.00
School-Based Mental Health Services Grant Program	\$ 1.00	\$156.00**	\$ 56.00	\$214.00

**This proposed total includes \$428 million divided between the Mental Health Services Professional Demonstration Grants and the School-Based Mental Health Services Grant Program.*

***Reflects an additional \$100 million provided by the Bipartisan Safer Communities Act.*

IMPACT OF PRESIDENT'S BUDGET

The president's budget request reflects a \$385 million increase for SSNA, with \$428 million specifically reserved for the Mental Health Services Professionals Demonstration Grant and the School-Based Mental Health Services Grant. The president also proposes \$150 million to support increased access to mental health services at postsecondary institutions. This level of funding would allow for new competitions of both the MHSP and SBMH grants to address workforce shortages and increase access to mental health services. Remedying the critical workforce shortages requires long-term and sustained federal investment and the president's budget recognizes and affirms this responsibility.

CONTACT INFO

Kelly Vaillancourt Strobach

National Association of School Psychologists
 (301) 347-1652 | kvaillancourt@naspweb.org

Promise Neighborhoods

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

Founded in 2003 as the PEACE Foundation, the Northside Achievement Zone serves as a unified strategy among North Minneapolis community organizations and residents to end multigenerational poverty and the “cradle to prison/grave pipeline” and build a culture of achievement in the community. In 2012, the trajectory of the initiative was changed forever when it was federally recognized as a Promise Neighborhood and awarded a five-year Promise Neighborhood Implementation seed grant totaling \$28 million. From this initial funding, the Northside Achievement Zone built a bedrock foundation that has grown into a successful ongoing lifeline for students in North Minneapolis. The Northside Achievement Zone has partnered with nine area schools ranging from traditional public schools to parochial schools to improve the educational experience for area students. These schools serve as partner sites for the Out-Of-School Time program, which focuses on accelerated reading and math outcomes. Another critical service provided by the Northside Achievement Zone is the Community Wellness initiative, which recognizes the trauma often experienced by students and families living in areas of racially concentrated poverty. Through the Trauma-informed Student Engagement Framework, the initiative seeks to shift how teachers and staff at K-8 schools in the collaborative view and interact with students.

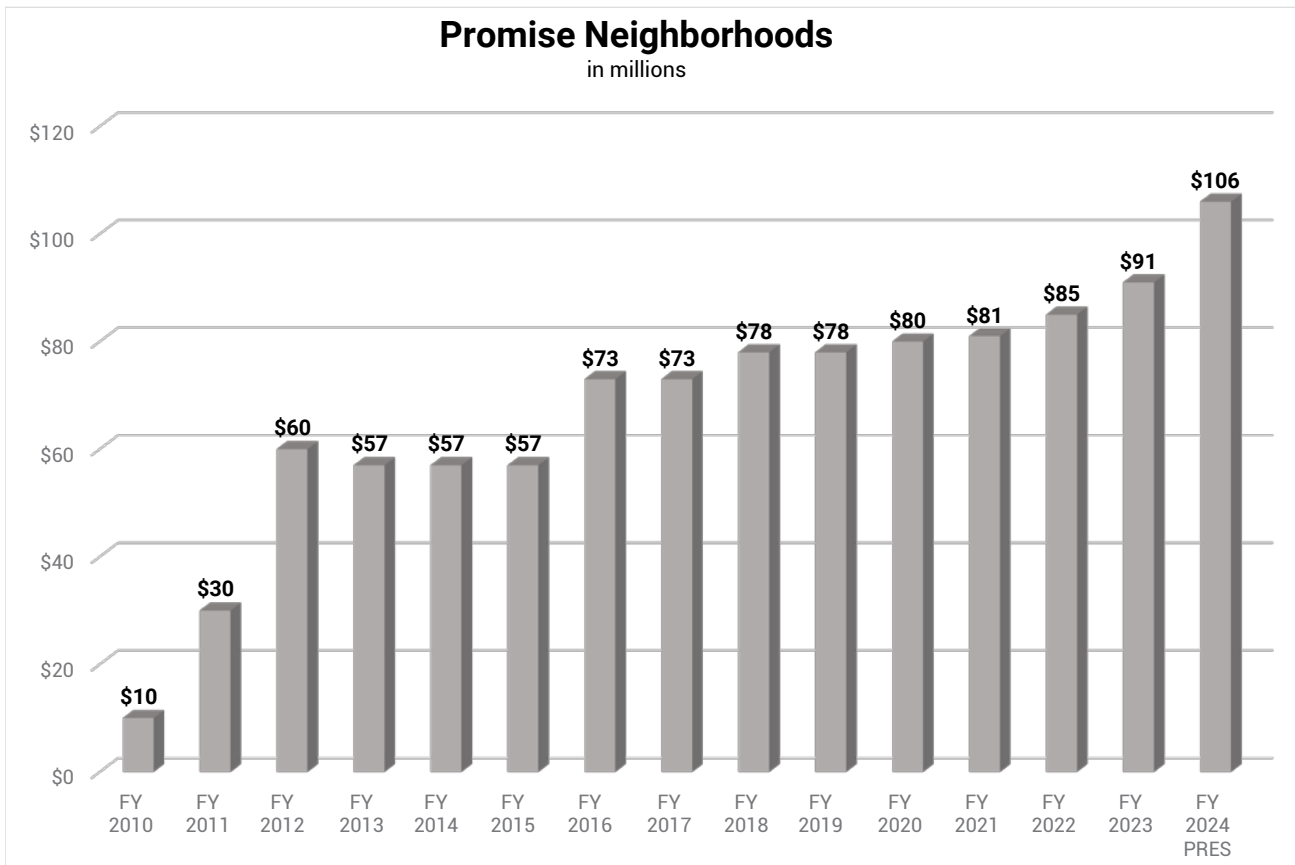
The organization crafts a system of supports from prenatal care through postsecondary completion, with additional services to integrate families into their children’s educational lives. For example, classes are offered through the Family Academy that provide parents with skills and tools to help strengthen family stability and support children’s academic success. Curricula for these courses incorporate real-life experiences of participating families with evidence-based best practices, and Family Achievement Coaches offer one-on-one skill reinforcement for parents. Families can also connect with Family Support Specialists who offer career training and financial education support, as well as assistance with housing stabilization once they have reached certain milestones outlined in an Achievement Plan. These services assist families to establish a nurturing environment for their children and, by extension, help improve the entire North Minneapolis community by bettering families’ economic outcomes.

DESCRIPTION

Established under the U.S. Department of Education’s Fund for the Improvement of Education program, 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 from cradle to career. Inspired by the Harlem Children’s Zone, Promise Neighborhood grants allow community-based organizations, local universities, neighborhood associations, faith-based organizations, and community foundations to provide coordinated, comprehensive services and school supports to break the cycle of poverty. These grants help build partnerships among schools, community organizations, community members, and local businesses that can provide coordinated health, social, community, and educational support pipelines spanning from a child’s birth until entry into the workforce.

The Promise Neighborhoods initiative represents a federal dedication to uplift the nation’s most economically distressed communities by increasing access to high-quality educational opportunities and community-based supportive services. Children residing in communities of concentrated poverty often face barriers—such as lack of access to food, health care, and technology—that make achieving academic success even more challenging. The Promise Neighborhoods initiative is designed to meet the needs of the whole child with educational, family, and community supports to address these barriers in and out of school. These services and supports, in turn, build a continuum of 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.

The COVID-19 pandemic further exposed and exacerbated existing socioeconomic and educational inequities, increasing the urgency of establishing and maintaining holistic programs such as Promise Neighborhoods that support students, parents, and teachers. To date, over 1,000 national, state, and local organizations have partnered with grantees in 29 states and the District of Columbia. 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.



FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$81.00	\$85.00	\$91.00	\$106.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget increases Promise Neighborhoods funding by \$15 million, or 16.5 percent, above FY 2023, reflecting the Administration's commitment to expanding community-school partnerships to better serve students, families, and their communities. Additional Promise Neighborhoods funding is essential if we want more 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 career.

CONTACT INFO

Christian Collins
 Center for Law and Social Policy
 (202) 906-8026 | ccollins@clasp.org

Full-Service Community Schools

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

Bridges Academy at Melrose, an elementary school in Oakland, CA, is part of the district's full-service community schools initiative. Bridges predominantly serves newly arrived English Learners. Faculty and staff have established key practices of a community school, including coordinating afterschool programs, involving parent and family voices in impactful decision-making, developing students' social and emotional skills through restorative practices, and promoting culturally inclusive teaching through strategies that advance language acquisition.

An important element of Bridges' community schools approach is the integration of physical, mental, and emotional health supports. Students have access to tutoring services, vision and dental care, a food pantry, and partnerships with community agencies and organizations that provide behavioral, academic, and mental health assistance. Additionally, teachers incorporate morning meetings to check in regularly with their students, solve problems as needed, respond to how students are feeling, and answer questions. Bridges also employs a part-time teacher who works with newcomers to help students transition into their new lives in the United States and at the school. Bridges Academy at Melrose is intentionally organized to maintain whole child development and guarantee all students have connections to rich academic and social and emotional environments, healthy options for food and medical care, and the ability to successfully engage in school.

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 afterschool 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.

Most community schools 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, prioritizing the full scope of children's development across multiple domains—academic, physical, psychological, cognitive, social, and emotional—and addressing the unique strengths, needs, and interests of students as they engage in learning.

FUNDING HISTORY (in millions)

FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST
\$30.00	\$75.00	\$150.00	\$368.00

IMPACT OF PRESIDENT'S BUDGET

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. Even with most schools open, the pandemic continues to exacerbate economic instability and food insecurity for many children and families, as well as concerns about overall health and mental health.

The president's FY 2024 budget provides \$368 million for the FSCS program. 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. Additional funds would allow 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—to help mitigate lost instructional time and accelerate learning. Full-time community school coordinators, required by the program, will be available 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.

CONTACT INFO

Myrna Mandlawitz
MRM Associates, LLC
(202) 686-1637 | mrmassociates@verizon.net

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

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

DESCRIPTION

Approximately 450,000 or 93 percent of Native children are currently enrolled in public schools, both urban and rural. In addition, there are 187 Bureau of Indian Education-funded schools, and in School Year 2020-21, 34,529 or a little under 7 percent of Native children attended school in the BIE system. Funding for Native students is included in the Department of Education and the Department of the Interior under the BIE.

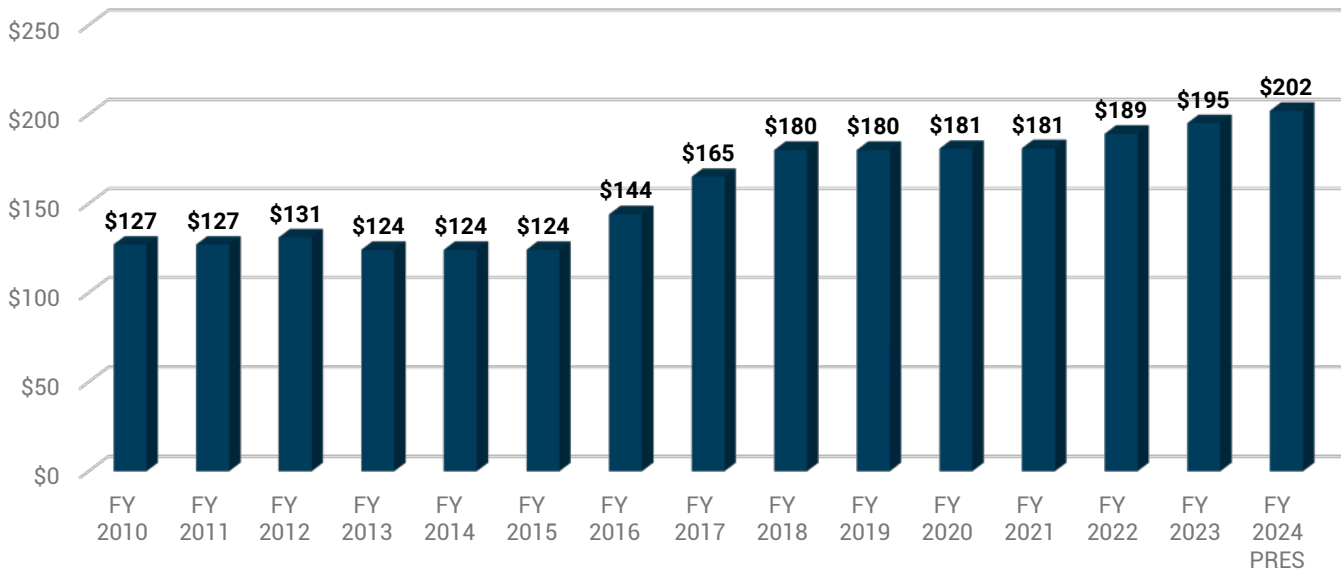
Title VI, Part A, supports educational improvement and reform for Indian students, helping to ensure they receive every opportunity to achieve to high standards. Activities include: (1) direct assistance to local school districts and Department of the Interior BIE schools for the education of Indian 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)

	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
Grants to LEAs	\$105.38	\$109.88	\$110.38	\$117.38
Special Programs for Indian Children	\$ 67.99	\$ 70.00	\$ 72.00	\$ 72.00
National Activities	\$ 7.87	\$ 9.37	\$ 12.37	\$ 12.37
Total	\$181.24	\$189.25	\$194.75	\$201.75

Indian Education

in millions



IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2024 budget provides a \$7 million increase for the Grants to Local Educational Agencies program. The \$117 million request would provide an average estimated \$261 per student.

This would be a welcome increase, since outcomes for Native students still remain significantly below other students. For example, the high school graduation rate for Native students is 49.3 percent nationally as compared to 76.2 percent for their white peers. 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.

CONTACT INFO

Myrna Mandlawitz
MRM Associates, LLC
(202) 686-1637 | mrmassociates@verizon.net

Education Innovation and Research

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

In 2016, two math teachers in urban schools developed the field-initiated Modern Classrooms (MC) instructional model. MC arose out of their frustration with existing models that failed to create in-classroom time to provide individualized instruction and support, particularly for low-performing students, and engage all students in learning. MC is a student-centered instructional model that can be used with any curriculum to provide personalized, individually paced, and mastery-based instruction delivered through coordinated physical and digital learning environments. Teachers develop and use video recordings of instruction, individualized student learning paths, student progress trackers, mastery-based assessments, and technology to meet students' learning needs and promote engagement. The MC instructional model was recognized for its innovation in 2018 with the District of Columbia Public Schools' Excellence in Classroom Innovation Award, and the two teachers who originally developed the model founded Modern Classrooms Project (MCP) to spread its use. MCP trained and supported eight teachers in 2018 and close to 3,000 teachers by the end of 2021.

Individualized Math Instruction with MCP was awarded an early phase Education Innovation and Research (EIR) grant in 2022 to help math teachers in high-need middle schools provide opportunities for all students, including underserved students, to be successful in Science, Technology, Engineering, and Math (STEM). In partnership with districts that serve high-need students, the project will refine, test, and understand the implementation and sustainability of the MC instructional model and associated teacher supports in Grades 6-8 math, followed by an evaluation of a teacher-level randomized control trial to generate rigorous evidence on the impact of the program on two cohorts of teachers.

DESCRIPTION

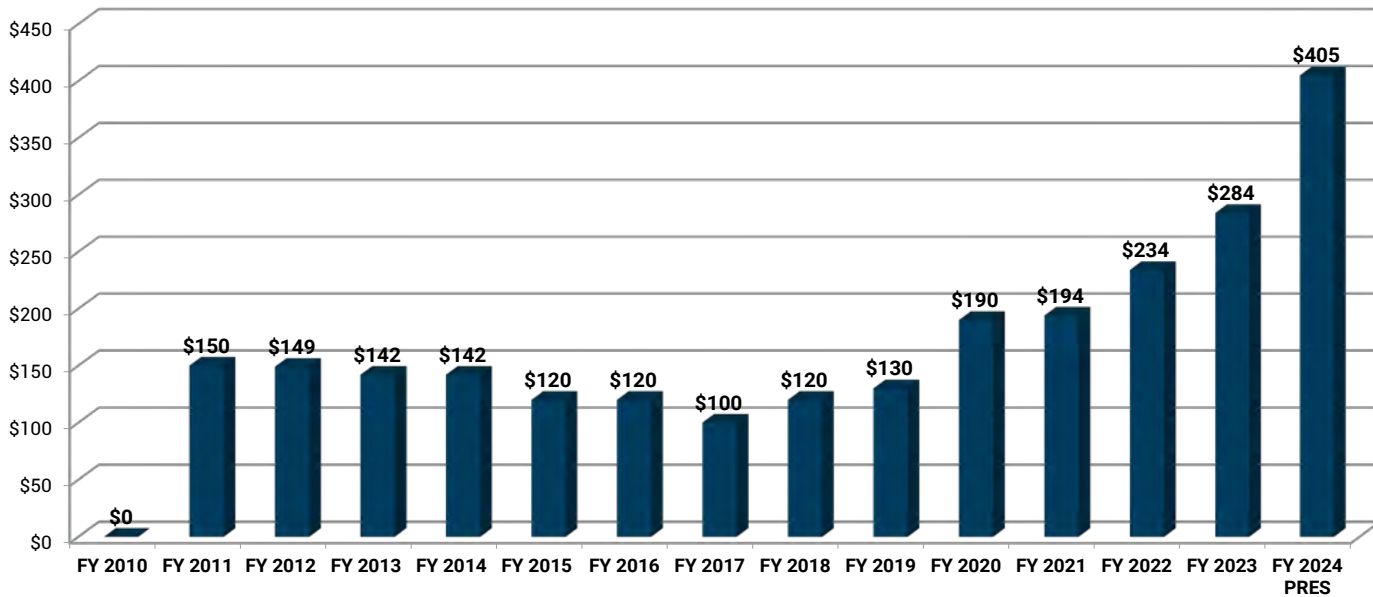
The Education Innovation and Research (EIR) program supports local efforts to develop, implement, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve achievement and attainment for high-need students. The structure of the three EIR grant categories—early-phase, mid-phase and expansion—reflects the scientific principles of scaling up education innovation to produce robust, effective, and replicable outcomes. EIR grants require an independent evaluation of the effectiveness of grant-funded activities to help identify and increase the number of interventions that work and meet the highest levels of evidence as defined in the Every Student Succeeds Act (ESSA). This year—in addition to four absolute priorities focused 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 on underserved students and educators, and promoting equity in student access to educational resources and opportunities.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$194.00	\$234.00	\$284.00	\$405.00

Education Innovation and Research

in millions



ESSA incorporated a revised version of i3 as the new Education Innovation and Research program.

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2024 budget proposes a 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 the requested increase, \$121 million would support a priority focus on improving outcomes for students in foster care through comprehensive academic, social, emotional, mental health, and other services. Students in foster care, who have higher rates of chronic absenteeism than non-foster students, are especially at risk for poor educational outcomes, including low rates of high school completion, and could benefit from innovative practices designed to improve these outcomes.

CONTACT INFO

Rachel Dinkes

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

Teacher and School Leader Incentive Grants

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

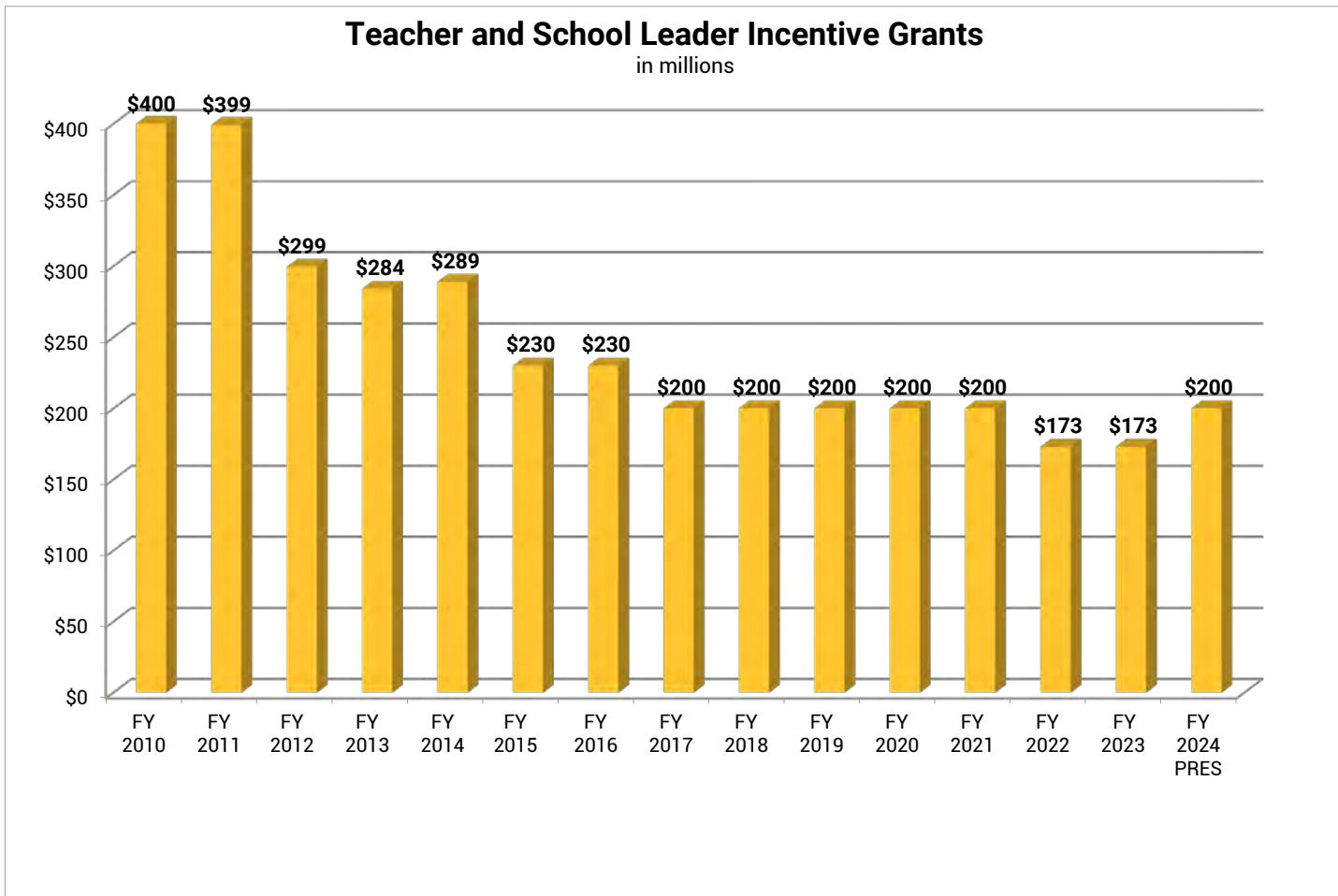
DESCRIPTION

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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$200.00	\$173.00	\$173.00	\$200.00



IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2024 budget of \$200 million for the TSL program represents a nearly 16 percent increase in funding, but would still only restore the program to FY 2021 levels. 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 have the benefit of this resource to help address teacher and school leader attrition at a time when educator shortages continue to impact schools' ability to address learning recovery, particularly in high-need areas such as special education and mathematics. 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.

CONTACT INFO

Noelle Ellerson Ng

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

Supporting Effective Educator Development (SEED) Grants

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

Teach For America Greater New Orleans (TFA GNO), in partnership with Xavier University, Loyola University, the New Teacher Project, New Schools for New Orleans, and Relay Graduate School of Education utilized a Supporting Effective Educator Development (SEED) Program grant to prepare and retain racially and socioeconomically diverse teachers in New Orleans.

“This grant is an excellent example of a unique and innovative partnership working collaboratively across local higher education institutions and nonprofits to solve the teacher pipeline challenges across our city and ensure all our students have access to high-quality teachers. This funding has had enormous impact and has resulted in around 300 new TFA GNO teachers being hired in New Orleans, reaching 70 percent of our city’s schools. Of these teachers, 51 percent identify as Black, Indigenous or people of color, which surpasses the national percentage of educators of color, even in those schools nationwide where most students are people of color. These new educators’ year-to-year retention rate is 80 percent. Forty percent of these teachers were placed in high-need subject areas, like math, science, and special education where it’s particularly challenging to recruit teachers.”

– Joy Okoro, Former Executive Director,
Teach For America Greater New Orleans

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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$80.00	\$85.00	\$90.00	\$93.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget requests a \$93 million funding level for SEED. The request would support continuation and renewal awards as well as a limited number of new awards to support evidence-based efforts to prepare, develop, and retain an effective and diverse teacher and school leader workforce that can meet the social, emotional, mental health and academic needs of their students.

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.

CONTACT INFO

Jean Doyle

Teach For America

(202) 836-0453 | jean.doyle@teachforamerica.org

Charter Schools Program

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

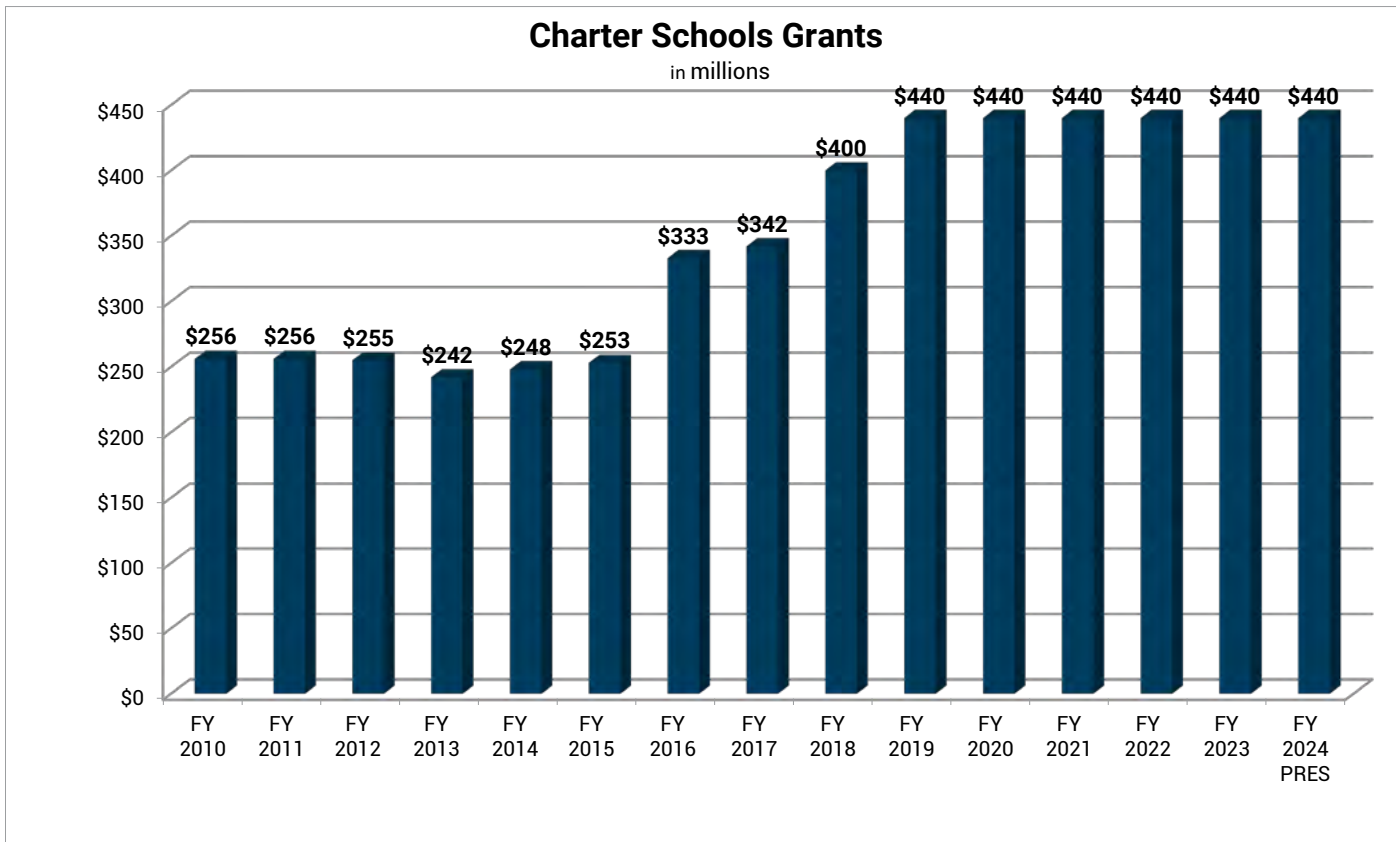
Located in the Morningside Heights neighborhood of Manhattan, KIPP Beyond Middle School launched in 2021 as a diverse-by-design school and currently educates 175 students in 6th and 7th grades. KIPP Beyond is an academically rigorous, intentionally integrated, and unscreened school (no specific academic requirements for admission) that represents the diversity of District 3, where all students can thrive no matter their backgrounds. The school incorporates rich, rigorous, and relevant academics; a robust enrichment program; fitness programming; a focus on identity, relationships, and belonging; and regular practice of meditation—all informed by 27 years of insight and experience of what adolescents need in school to develop. Highlights from year one are impressive: over 25 percent of students read one million words, the average student grew approximately two grade levels in math according to the i-Ready Math end of year exam, and 70 percent of students met their stretch goal (path to proficiency) in math—more than double the i-Ready stretch goal of 30 percent. While teacher recruitment was challenging at the start of the school year, there were no midyear teaching departures, and 100 percent of the school’s founding staff returned for year two. In planning for the school’s second year, KIPP Beyond was increasingly innovative with the depth and breadth of cocurricular offerings, particularly in order to attract a more racially and socioeconomically diverse student body. In year two, the levels of both socioeconomic and racial diversity increased.

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, disseminate information about effective practices within charter schools, 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 (the National Alliance for Public Charter Schools' [2022 Impact Report](#) provides details on spending and structure).

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 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 Schools Program and includes justification language requesting greater flexibility in how the program may allocate funds across its programs. Specifically, the proposal requests no less than 75 percent of appropriated funds, or \$330 million, be reserved for State Entity, Charter Developer, and Charter Management Organizations. The remaining \$110 million would be used for any authorized program purpose, including facilities grants or national activities. 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.

CONTACT INFO

Justin Monk
 KIPP Foundation
 (336) 831-5026 | jmonk@kipp.org

Magnet Schools Assistance Program

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

Grants from the Magnet Schools Assistance Program (MSAP) in 2017 and 2022 have been critical to expanding the vision and capacity of Chicago Public Schools to provide science, technology, engineering and mathematics (STEM)—as well as adding the arts through STEAM—to meet the needs of Chicago students and families. MSAP funds have supported the creation of three new magnet elementary schools with a STEM focus. In addition, funds are currently being used to revise the themes of two Chicago elementary magnet schools to become STEAM schools, with a focus on digital media and creative technology. In all three funded programs through the 2017 grant, diversity in the schools has increased for Black and Hispanic students. STEM has been a significant focus for Chicago Public Schools through its efforts to expand magnet schools and other district initiatives. For example, Chicago Public Schools recently announced a partnership with NASCAR that will feature students from all 43 of the district’s STEM schools participating in a design competition to develop a new racing helmet. Magnet schools, like the ones in Chicago, provide an engaging and relevant public education to students, while focusing on promoting equity, diversity, and inclusion in the classroom.

DESCRIPTION

The Magnet Schools Assistance Program (MSAP) was reauthorized in the Every Student Succeeds Act (ESSA) and provides multiyear 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.

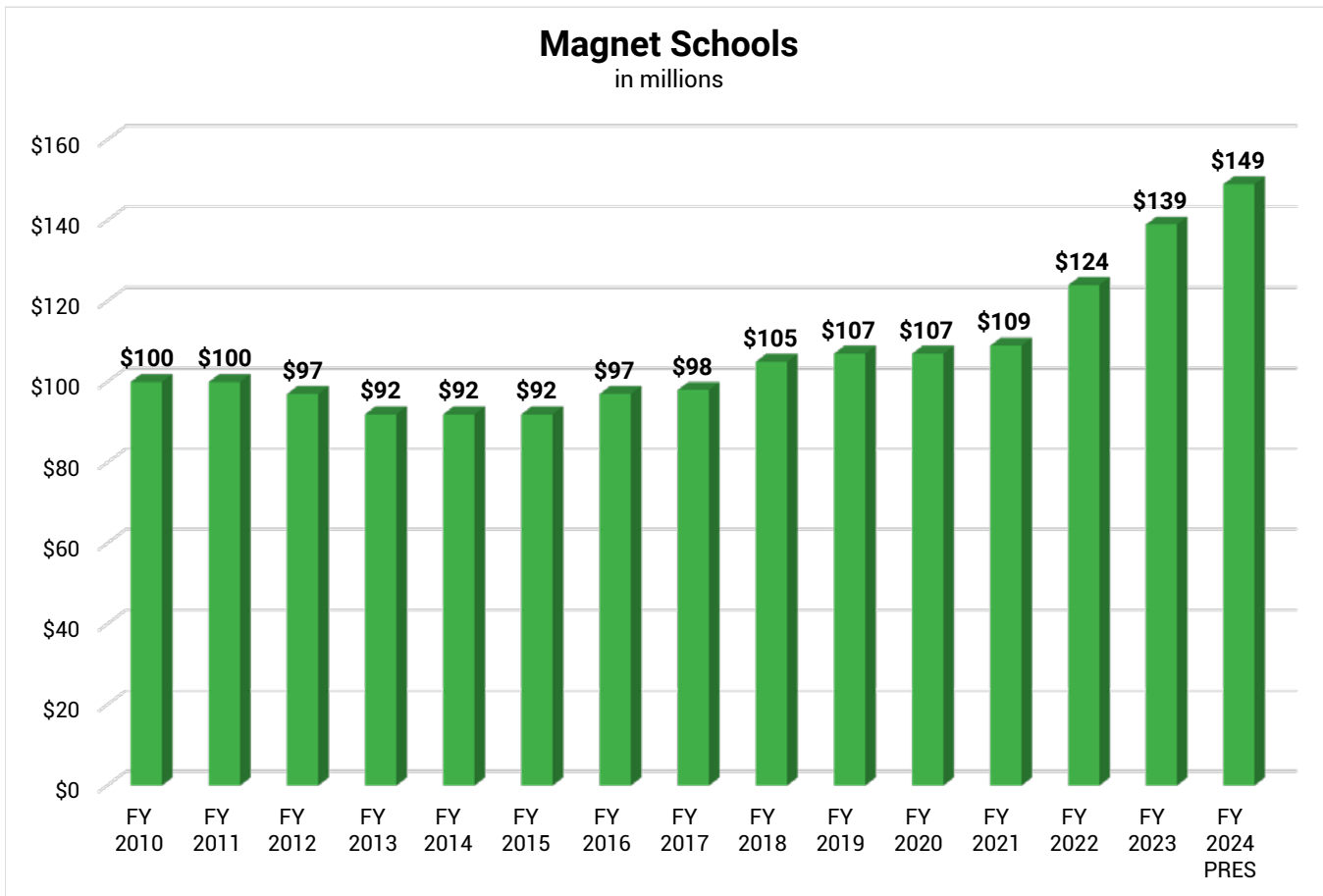
FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$109.00	\$124.00	\$139.00	\$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 increases in funding for MSAP grants in FY 2022 and 2023, MSA believes funding should be further increased to \$175 million, as well as expanding the uses of funding to support schools in sustaining their magnet programs and focusing on the equity mission in the long term.

Magnet schools are the only public schools with a stated purpose of racial desegregation, and are critically needed at a time when levels of segregation in public schools are increasing. 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.



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

CONTACT INFO

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

Ready To Learn

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

As part of their local Ready To Learn work, KERA in Dallas, Texas, is conducting Family & Community Learning workshops in coordination with their community learning partners, United Way of Metropolitan Dallas and the Dallas Regional Chamber of Commerce. In a post-workshop survey, one parent who has attended 12 consecutive family workshops thanked the station for teaching “the power of being engineers or scientists.”

The Ready To Learn KSPS Learning Neighborhood in Spokane, Washington, is using PBS KIDS programs to reach local children in Northeast and East Central Spokane. The program is using personalized learning experiences adapted to celebrate and honor cultural values and heritages, deepen ties to local communities, and teach key academic and world of work skills. KSPS is partnering with Spokane Public Schools and The ZoNe Project.

DESCRIPTION

Ready To Learn (RTL) uses the power of public television's on-air, online, mobile, and on-the-ground educational content to build the math and reading skills of children between the ages of two and eight, especially those from low-income families. RTL funds competitive grants for the research and development of high-quality, scientifically based, multimedia educational content that is 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT's REQUEST</u>
\$29.50	\$30.50	\$31.00	\$31.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget recommends continued funding at the FY 2023 level. This amount would continue to support Ready To Learn funded projects and the ability of Ready To Learn grantees to implement on-the-ground community engagement that ensures the effectiveness of this program. The funding level of \$31 million would also support creation of additional high-quality, proven effective educational media content and on-the-ground community engagement and outreach to ensure these resources reach the children, families, teachers, and schools that need them the most.

In the United States in 2020, 60 percent of children ages three and four did not attend preschool. Without that early education, children miss a critical opportunity to ensure they are prepared to learn when they enter K-12 education. Forty-three percent of children under age six live in low-income households. Research shows these children often struggle with early math and literacy skills and have average standardized test scores as much as 25 points lower than their higher income peers.

There is a compelling need for the high-quality educational media content created by Ready To Learn. This content ensures children and families all over America—in rural, suburban and urban communities alike—have free access to educational resources that help children learn at home. PBS KIDS is considered by 86 percent of parents to be a trusted and safe source of television viewing and digital games and apps for their children, making public television a critical educational resource for families across America.

Local public television stations in all 50 states, U.S. territories, and the District of Columbia leveraged RTL resources to provide families and educators with robust educational content to help support learning. That translates to nearly 97 percent of American families with free access to RTL content. Over the course of a year, 50 percent of all children ages 2-8 watch public television content. Local public television stations annually reach 44 percent of children ages 2-11 from low-income homes, 49 percent of Black children, 47 percent of Hispanic children, and 39 percent of children in rural counties.

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

CONTACT INFO

Kate Riley

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

Assistance for Arts Education

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

DESCRIPTION

Authorized under Title IV, Part F of the Every Student Succeeds Act (ESSA), the Assistance for Arts Education program provides competitive and noncompetitive grant awards that promote arts education (music, dance, theatre, media arts and visual arts) for all students, with an emphasis on disadvantaged students and students with disabilities. Assistance for Arts Education supports funding in the following three categories: (1) development and dissemination of accessible evidence-based instructional materials and arts-based programming; (2) implementation of evidence-based professional development programs for arts educators and other school staff, as well as the integration of standards-based arts instruction in other content areas; and, (3) outreach activities to expand partnerships between education institutions and community/national arts centers.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$30.50	\$36.50	\$36.50	\$36.50

IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2024 proposes a freeze in funding for the Assistance for Arts Education program. Many of the grants awarded under this program support ongoing multiyear projects, making funding continuity imperative. The Assistance for Arts Education program would benefit from increased funding, allowing for more consistent and 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 an increased federal investment will yield improved practices that can be further replicated across the country. Additionally, increased investment would allow further grantmaking opportunities to increase access to arts education for disadvantaged students and students with disabilities, who have historically lacked access to those resources.

Students returned from the COVID-19 pandemic in need of increased educational, emotional, and social support. Access to arts education has been shown to increase student engagement across subject areas and is a useful catalyst for socialization amongst peers, making arts education a useful tool to facilitate student learning recovery. ESSER funding provided stability as schools navigated their initial recovery efforts. However, to facilitate ongoing learning recovery, it is imperative Congress continue making robust investments in a well-rounded education for all students, including the arts.

CONTACT INFO

Zachary Keita

National Association for Music Education
(571) 323-3393 | zacharyk@nafme.org

Gifted and Talented Program

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

With the support of a Javits Gifted and Talented Education grant, the state of Maryland was able to develop online tools to help educators, families, and researchers better identify and serve students historically underrepresented in gifted education classes. The State Department of Education partnered with the Johns Hopkins University Center for Technology in Education to build an online portal, marking the state's first new effort in over a decade to revitalize gifted education. In addition to launching the new website, the grant helped underwrite research and development of new state policies and guidelines for identifying gifted and talented students. By working with local school systems, teachers, national experts, and other stakeholders, the state worked to build consensus and facilitate the implementation of new identification policies. The primary emphasis of the Javits program is on serving students traditionally underrepresented in the nation's gifted and talented programs, particularly economically disadvantaged, multilingual learners, and twice-exceptional students. In addition, the program attempts to help reduce the severe gap in achievement among certain groups of students who have the potential to reach the highest levels of achievement, but lack the supports to do so.

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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$13.50	\$14.50	\$16.50	\$16.50

IMPACT OF PRESIDENT’S BUDGET

The FY 2024 request of \$16.5 million represents a lateral proposal based on existing funding. A significantly larger investment is required to effectively address the needs of high-ability students across the nation. Reports indicate every state has a growing “excellence gap,” with students from low-income or minority backgrounds less likely than their more advantaged peers to reach advanced levels on state and national assessments. The Javits program is the only federally funded national effort that confronts this reality by supporting evidence-based research to inform educators about how to most effectively serve gifted and talented students. An investment of at least \$32 million is essential to assist states in expanding their capacity to provide services to gifted students and implement innovative approaches. 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.

CONTACT INFO

Kuna Tavalin

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

Statewide Family Engagement Centers

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

Families in the Lexington Public Schools Family Literacy program in rural Nebraska, funded through the Nebraska SFEC which is led by the National Center for Families Learning, are engaged in English Language Learner classes, Parent Time, and PACT® time. Transportation is a critical access issue for many parenting adults due to the compounding factors of no public transportation and winter weather conditions, which can lead to a decline in attendance from November to March. Program staff took a creative look at the resources in their town to solve this problem. The result was an agreement with Community Action Partnership of Mid-Nebraska for class participants to get to school via their RYDE transit service, a service for individuals who need transportation support for necessities such as medical appointments or grocery shopping. Parents who need transportation support now get door to door service to the family literacy program for themselves and their children, leading to better attendance and increased learning outcomes for participants. Maria started the program this year with her son who is enrolled in kindergarten. She shared with staff, "I like everything. My son feels happy and supported. I like the classes. I still don't know a lot of English but slowly I will learn. Transportation is important for me because I cannot drive or have a car. Otherwise, I would not be able to go to the program." [Translated from Spanish]

DESCRIPTION

The Statewide Family Engagement Centers (SFEC) program, authorized under the Every Student Succeeds Act (ESSA), provides federal competitive grants to statewide organizations or a consortium of statewide organizations to promote and implement evidence-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.

SFEC grantees are embarking on their first year of a new five-year grant cycle. With anticipated awards upcoming in 2023, there will be approximately 20 SFECs in operation by the end of FY 2023. The grants 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.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$12.50	\$15.00	\$20.00	\$20.00

IMPACT OF PRESIDENT'S BUDGET

The president's budget for FY 2024 freezes funding for the SFEC program. This amount will allow the approximately 20 SFECs grantees who received awards in 2022 and 2023 to receive continuation awards for the new five-year periods, but will hamper the U.S. Department of Education's ability to make additional grants. 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. Centers build ties among the community, families, and schools. This kind of support is valuable for all families and of critical importance to underserved families. A federal investment to expand family engagement in public education through SFECs will help bring more families to the table as partners in their child's education.

CONTACT INFO

Kuna Tavalin

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

Leslie Paluch Treanor

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

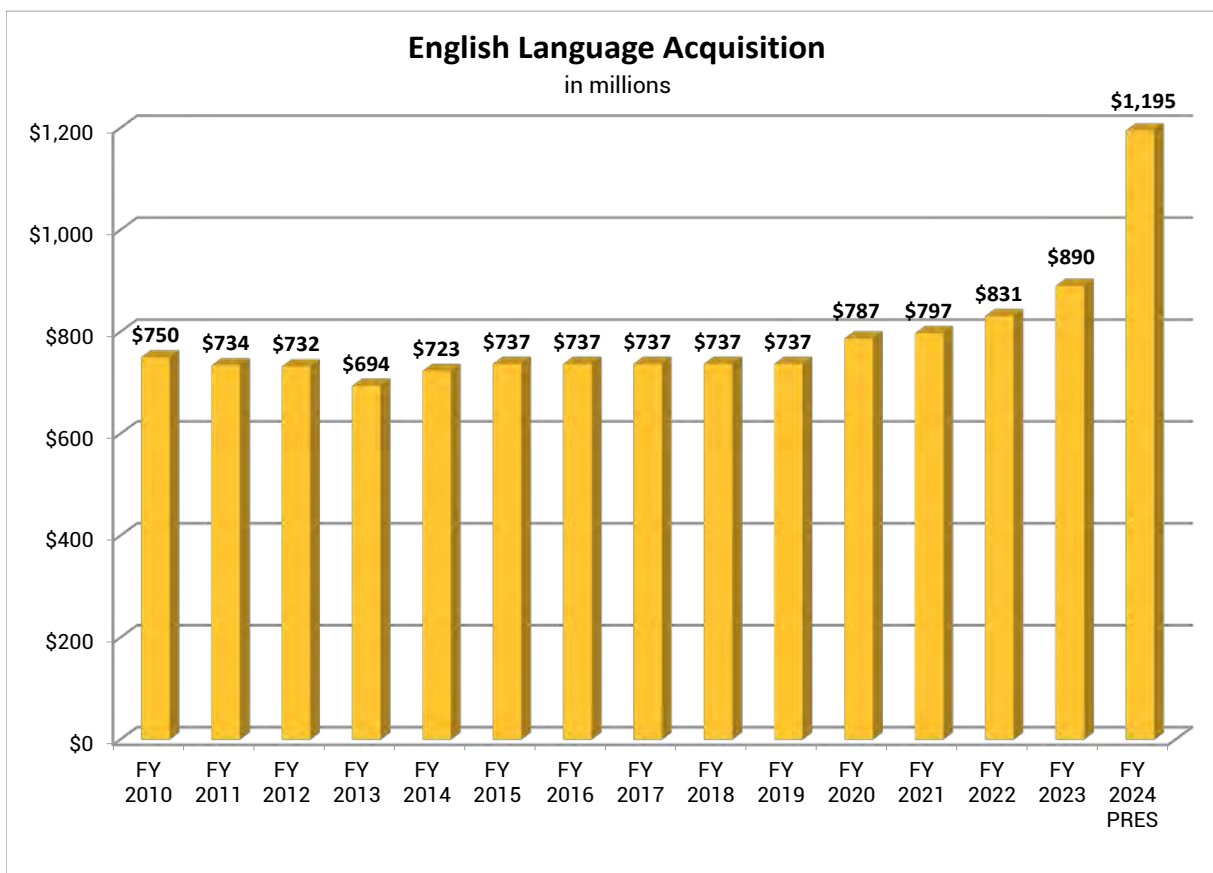
Language Acquisition Grants

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

At Acero Schools in Chicago, Title III funds support collaborative professional development workshops that build systems and structures for whole-network Spanish native language and English as a Second Language program development. Professional development workshop cycles include coaching administrative leaders and Bilingual/ESL-endorsed teachers to effectively implement quality instruction to meet the diverse needs of their English Learners.

DESCRIPTION

Language Acquisition Grants are provided on a formula basis to improve instructional programs for English learners (ELs). Programs aim to develop academic English and high levels of academic achievement that will enable ELs 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 EL 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. According to 2018 data from the National Center for Education Statistics, EL 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. Especially in the post COVID-19 era, Title III funds provide important support to ensure the needs of the growing population of ELs are met as they return to in-person learning.



FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$797.40	\$831.40	\$890.00	\$1,195.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget provides \$1.195 billion for Title III directed to English learners. The request would provide an increase of \$305 million, or 34 percent above the FY 2023 level, increasing state grants by \$265 million. The president's request includes language that would override statutory language to increase the National Activities set-aside from 6.5 to 8 percent. This set-aside would be targeted to support an additional 58 National Professional Development (NPD) awards in a new FY 2024 competition that would expand NPD to address the multilingual teacher shortage, in addition to supporting those already in the field. The additional percentage would also provide \$4 million for the National Clearinghouse for English Language Acquisition to support expanded technical assistance and capacity building for state departments of education and local school districts. The overall increase would help address the disrupted learning that ELs experienced over the past three years of pandemic-related school closures and recruit and prepare more multilingual educators to meet the growing need across the country.

CONTACT INFO

Roxanne Garza

UnidosUS

(956) 655-7677 | rgarza@unidosus.org

Gabriela Uro

Council of the Great City Schools

(202) 393-2427 | guro@cgcs.org

IDEA State Grants

Part B, Individuals with Disabilities Education Act (IDEA)

Ben, a post-high school special education transition teacher from Utah, spends his days ensuring his students have meaningful outcomes when they exit the public school system. Typically, Ben and his team support their students as they transition to adult services, but rebounding from the pandemic has been a challenge due to a shortage of adult service providers. There are also fewer applicants and more paraprofessionals leaving the field. Losing these personnel, who aid students in a program where the majority of instruction takes place in community settings, has resulted in limiting individualized instruction for students with extensive support needs. Despite these challenges, Ben and his team work closely with students and families to determine appropriate goals that foster autonomy and independence within their communities. They continue to work with students to learn how to navigate public transportation, use money to make purchases, be safe, work, and locate important services. They have seen students who were viewed as unemployable due to their disability find meaningful employment and receive high accolades from their employers and coworkers. The stronger the individualized transition services students receive through their Individualized Education Programs (IEP), the more meaningful the outcomes, including greater independence as adults.

DESCRIPTION

The Individuals with Disabilities Education Act State Grant program (IDEA, Part B) provides services and supports to over 7 million students ages 5-21, or approximately 13 percent of all public school students. To be eligible for special education services, students must meet one of 13 enumerated disability categories defined in the law and must require educational supports and services in order to make academic progress. The majority of students with disabilities—67.4 percent—are educated in the general education classroom for 80 percent or more of the school day.

The guarantee of special education supports and services, also referred to as a free appropriate public education, 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: over the last decade, the number of children served under IDEA Part B has increased by about 12 percent.

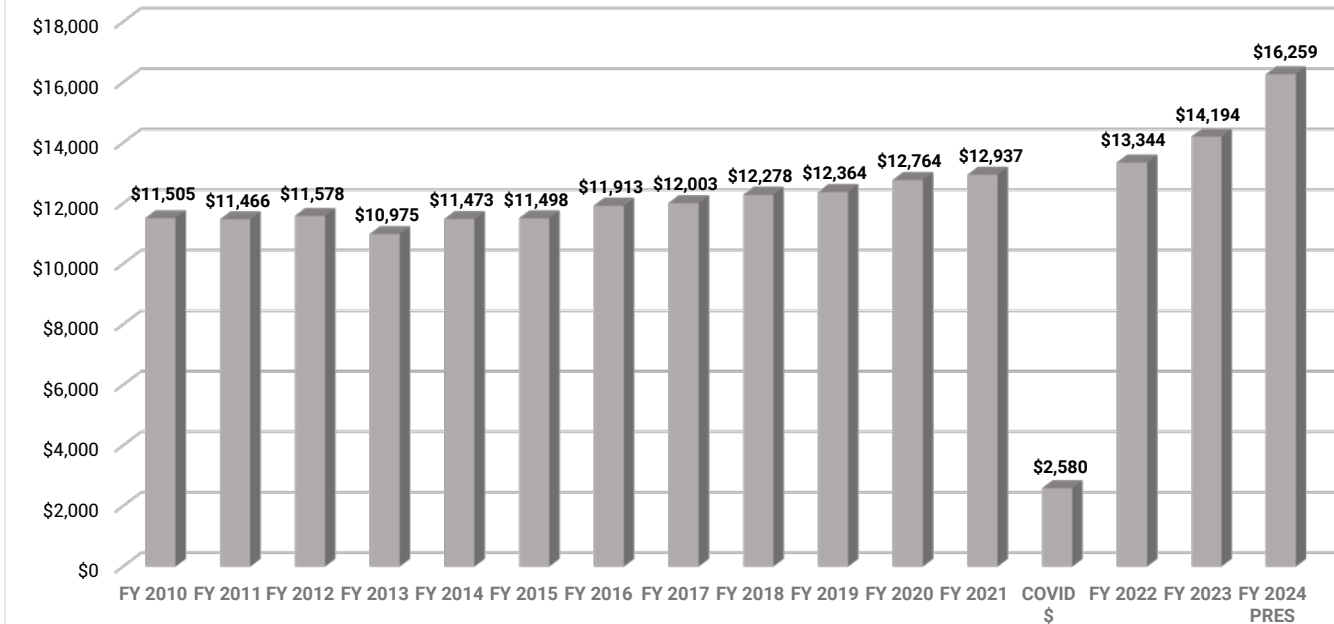
IDEA Part B funds are sent to states through a specific funding formula. States pass the bulk of funds to local school districts to provide students with the essential specialized instruction designed to meet their unique needs and prepare them for further education, employment, and independent living. 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$12,937.46	\$13,343.706	\$14,193.70	\$16,259.19

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

in millions



IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget of \$16.259 billion for IDEA State Grants adds approximately \$2.1 billion, or a roughly 15 percent increase over FY 2023. This additional funding would provide an average federal share of \$2,171 per child. These additional federal dollars are needed, as previous funding increases have only covered a portion of annual inflation. In fact, the 2004 appropriation of \$10.1 billion for IDEA state grants adjusted for inflation would be about \$15.8 billion in today's dollars.

When IDEA was first enacted in 1975, Congress anticipated the cost of providing special education services to students with disabilities would be approximately twice that of the cost to educate nondisabled students. Thus, Congress authorized a federal funding contribution of 40 percent of the national average per pupil expenditure. However, the federal contribution has never reached even half of its promised level of funding. The FY 2024 proposed level would set the federal contribution at about 12.7 percent of the national average per pupil expenditure, far below the 40 percent promised by Congress.

CONTACT INFO

Nicole Fuller

National Center for Learning Disabilities
(301) 966-2234 | nfuller@ncld.org

Audrey Levorse

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

IDEA Preschool Program

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

Aliyah began having concerns about her daughter Fatimah after volunteering in her child care classroom and noticing all the other children seemed to be more engaged with one another than Fatimah. She noticed that Fatimah preferred to play alone and would have a temper tantrum when others tried to take her toys. As an only child, Fatimah had not had opportunities to engage with other children. After conversations with the teachers and the pediatrician, Aliyah contacted the school district through its child find program. An evaluation was promptly initiated by a multidisciplinary team of professionals, including a special educator, speech therapist, occupational therapist, physical therapist, and educational psychologist. With feedback from Fatimah's family, classroom teachers, and the evaluators, the school found Fatimah eligible for IDEA services and created an Individualized Education Program (IEP) based on developmental delay. Through ongoing collaboration, Fatimah was able to receive services under her IEP in her child care classroom with the classmates she was beginning to know and the teachers with whom she already had relationships. Her family felt confident that she had the support she needed to develop socially and emotionally, while improving her language and executive functioning skills. After six months of services, Aliyah shared with the team how impressed she was with Fatimah's overall growth and her confidence that Fatimah would be ready for kindergarten the following year.

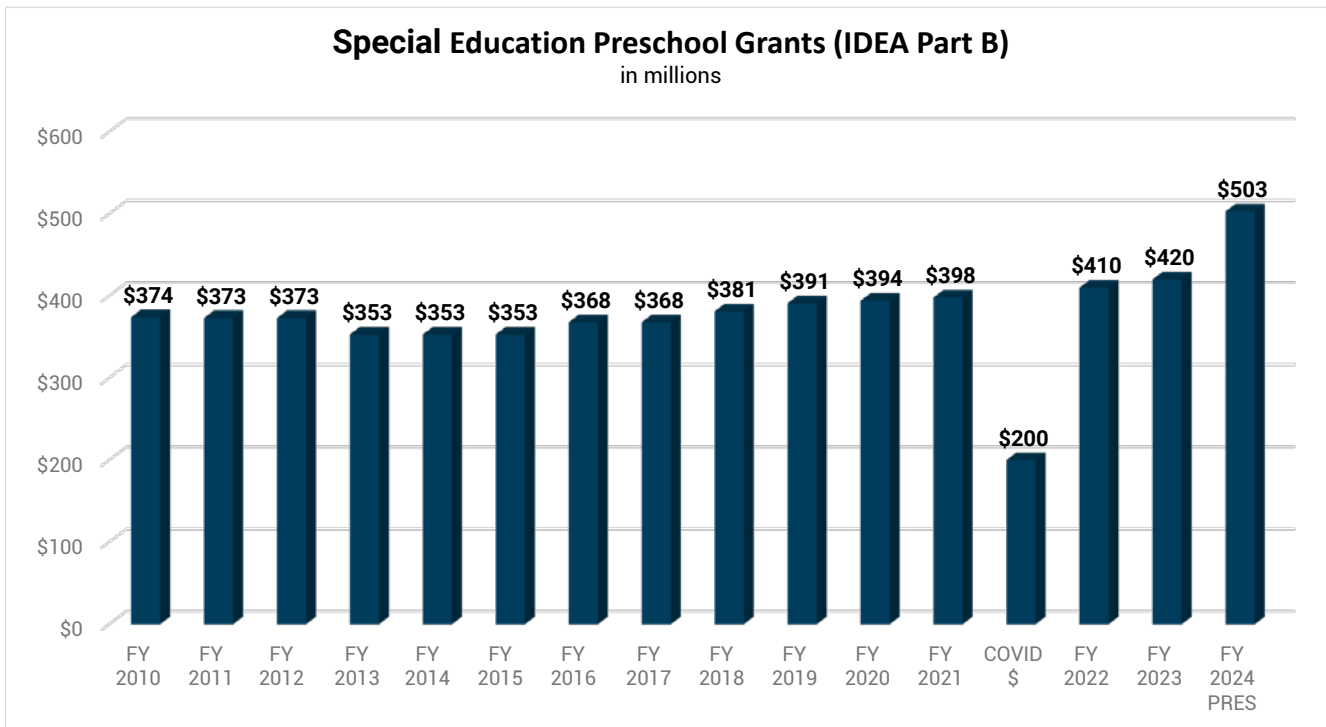
DESCRIPTION

States and local school districts use IDEA Preschool Grants to identify children with disabilities, ages 3 through 5, and ensure they receive a free appropriate public education. Children with disabilities are entitled to special education services and specialized instructional support services in the least restrictive environment to the maximum extent appropriate to the child's needs. Unless a more restrictive setting is needed, this could include their local preschool or child care setting. Federal funds focus on early identification and services for eligible children before they reach kindergarten.

The IDEA Preschool program serves approximately 800,000 children with disabilities. The least restrictive environment mandate of IDEA can support serving children in inclusive community-based programs, such as Head Start, child care, and publicly funded preschool programs. Additionally, child find systems within each state engage strong screening, identification, and eligibility procedures to identify and serve a wide range of children with disabilities who may not otherwise access the individualized services they need. To promote seamless transitions from birth to school age services, the IDEA Preschool program supports families of eligible children as they exit the IDEA, Part C, Infants and Toddlers program (ages birth through 2), serving them appropriately in their preschool years, and assisting them with developmental skills important for school. They also work with the K-12 education system to prepare children and families as the children transition to kindergarten.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$397.62	\$409.55	\$420.00	\$502.62



IMPACT OF PRESIDENT'S BUDGET

Over the past three years, moderate budget increases have allowed nominal changes in services under the IDEA Preschool Grants program. The president's budget request of \$502.6 million provides a much-needed \$82.6 million increase to address the high level of need after the pandemic. This total would translate to an estimated \$1,066 per child for the approximately 806,000 children the program is expected to serve. From FY 2017 to FY 2021, the program saw either modest increases or funding freezes and only moderate increases over the last few years. The president's FY 2024 budget would address a rising need in early childhood classrooms, as a rise in identification of young children with disabilities has accompanied the return to in-person care. Current data show an increasing number of preschoolers identified and served across the country, many of whom were unable to be identified as services were provided virtually and young children were sequestered in their homes with their families. Without adequate funding for the IDEA, Part B, Preschool program, schools and local early childhood programs will struggle to support children who are eligible for and would benefit from critical developmental opportunities and specialized instruction.

CONTACT INFO

Amanda Schwartz and **Sharon Walsh**

Council for Exceptional Children, Division of Early Childhood
 (301) 512-4354 | a_l_schwartz@yahoo.com
 (703) 250-2564 | walshtaylo@aol.com

IDEA Infants and Toddlers with Disabilities

Part C, Individuals with Disabilities Education Act (IDEA)

Michelle's parents began having concerns about her development very early on. This was their first child, and friends and family assured them all babies developed differently. By age one, Michelle's mother knew something didn't feel right, despite reassurances from family, friends, and well-baby exams. The earliest appointment for a developmental evaluation at the children's hospital was nine months ahead. However, the hospital had a strong relationship with the Part C/early intervention team in Michelle's home area and referred her to the program. After a meeting to discuss their initial concerns, the parents consented to a multidisciplinary eligibility evaluation.

The team began with a routines-based assessment to obtain individualized information about Michelle and her family, including conversations with Michelle's parents about Michelle's and the family's daily routines and activities at home and in the community. This information would inform the appropriate supports and services for Michelle and her family. The team followed with a curriculum-based assessment which confirmed Michelle's eligibility and provided a strong foundation for developing an Individualized Family Service Plan (IFSP) with outcomes supporting the concerns, strengths, and priorities of Michelle and her family. These outcomes would provide individualized culturally responsive supports to the family to ensure they received interventions that met the family's needs and Michelle's developmental needs. The Part C team included an early intervention educator designated as the primary service provider, as well as a speech-language pathologist, an infant mental health provider, and a service coordinator.

At the six-month review, an outcome was added to help Michelle's family find child care and for the Part C team to support Michelle and her caregiver in the child care center. An updated routines-based intervention interview was completed with Michelle's parents, adding in the lead child care provider to assure he had the supports needed to provide care and education to Michelle. At the developmental evaluation when Michelle was 24 months old, Michelle was given a diagnosis of autism, by which time Michelle had already received 11 months of early intervention. The Part C team met again after the diagnosis to discuss new supports and services and began planning for transition to Preschool services. Intervening early through IDEA-Part C put Michelle on a trajectory to future success!

– Provided by Dr. Peggy Kemp, Executive Director,
Division for Early Childhood, Council for Exceptional Children

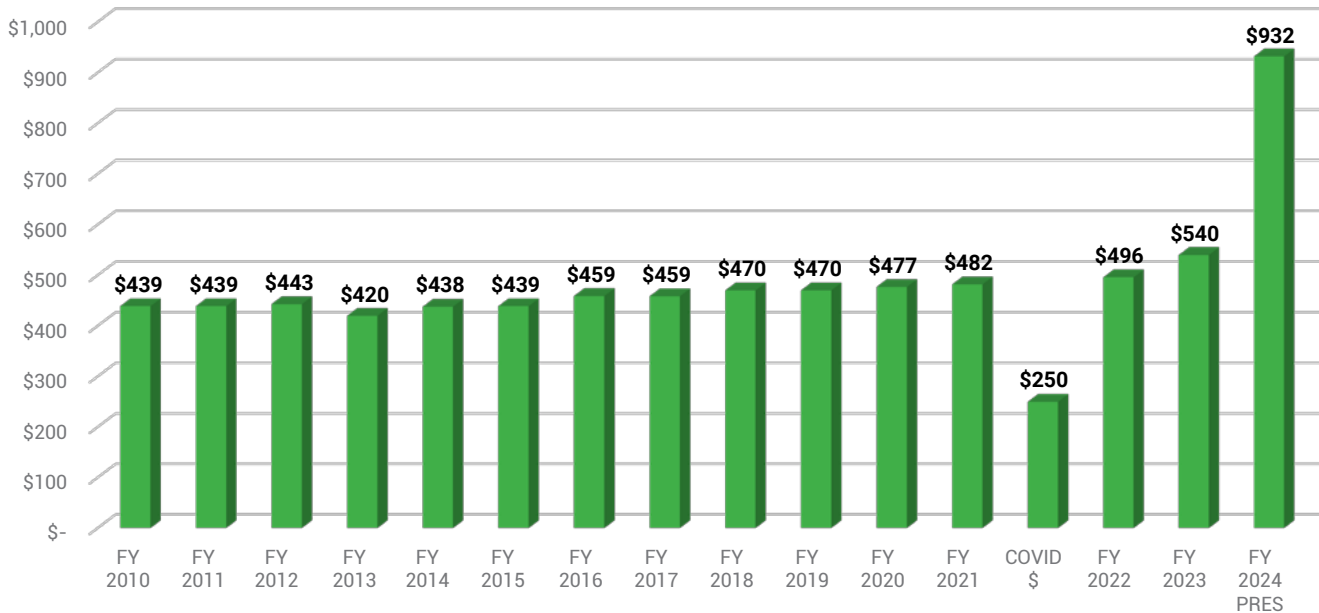
DESCRIPTION

The IDEA-Part C Infants and Toddlers with Disabilities program serves approximately 406,000 children, birth through age two, and their families. Part C programs address the developmental, physical, social and emotional, and mental health 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.

Part C funds are delivered through formula grants to states and 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, including higher salaries later in life.

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

in millions



FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$481.85	\$496.31	\$540.00	\$932.00

IMPACT OF PRESIDENT'S BUDGET

While the number of children served in IDEA, Part C has grown steadily over the last two decades, in 2020-21 the program experienced a decline in the number of children receiving these services. COVID-19 impeded identification and evaluation of some children, which also meant these children did not receive the benefit of important Part C early intervention services. As the pandemic continues to wane, 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. The president's budget request seeks to capture the children who have fallen through the cracks—those who have been traditionally underserved by the program, as well as children at risk of developing disabilities or delays. Funding for IDEA, Part C is a fiscally responsible and cost-effective early intervention investment, as it may reduce the need for more intensive special education services as children transition into preschool and beyond.

CONTACT INFO

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

IDEA National Activities

Part D, Individuals with Disabilities Education Act (IDEA)



The Policy and Research Intensive Special Educators (PRISE) project brings together doctoral programs at Virginia Commonwealth University and George Mason University (VA) to address identified needs for preparing well-qualified personnel to fill higher education faculty positions. These personnel will be highly competent in teaching, research, and service and will be able to bridge the gap between research and policy to address factors that impact teacher shortages (i.e., licensure pathways, teacher retention, and diversifying the teacher pipelines). They will be skilled in designing research focused on these issues and adept at communicating their research findings to state and federal policymakers. The PRISE project combines didactic coursework in research, personnel development, and special education with internship experiences and a series of monthly seminars designed to address policy content not tied to a specific course. Scholars are evaluated annually using an ePortfolio system to be sure they are acquiring skills they need to be qualified for positions in higher education. Collaborative program management involves faculty across both universities. This program represents critical investments in each new doctoral scholar who, in turn, can serve as a faculty member with the potential to teach 25 new teacher candidates a year. Those teacher candidates then go on to teach an average of 20 students with disabilities per year, translating to an investment in one doctoral scholar with the potential to impact annually 500 students with disabilities.

DESCRIPTION

IDEA serves more than 8 million students with disabilities, ranging from birth through age 21, with a wide range of disabilities. 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. IDEA, Part D programs form a network of support for states, school districts, and schools providing education and specialized instructional support services under the IDEA. Through dedicated funding streams, Part D competitive grants fund 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.

Part D grants support educators of all students so they are equipped to provide education based on evidence and be responsive to students' individual needs. Personnel Preparation grants serve as the federal government's core program intended to address shortages in the educator pipeline and diversify the profession for the future. The program helps meet state-identified needs for fully certified personnel to serve children with disabilities. Awards are used to provide research-based training and professional development to prepare special education, specialized instructional support services, early intervention, and regular education personnel to work with children with disabilities; ensure those personnel are fully qualified and possess the necessary skills and knowledge; and, ensure general education teachers have the knowledge and skills to provide instruction to students with disabilities in general education classrooms.

A meaningful investment in Personnel Preparation is critical to fully address gaps in the availability of and accessibility to profession ready educators for children with the most significant needs. During the pandemic, the education system was deeply stressed, and many students fell behind. Part D is needed to help fill in the gaps exacerbated by this national emergency.

FUNDING HISTORY (in millions)

	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
State Personnel Development Grants	\$38.63	\$38.63	\$ 38.63	\$ 53.63
Technical Assistance & Dissemination	\$44.35	\$44.35	\$ 45.35	\$ 55.35
Personnel Preparation	\$90.20	\$95.00	\$115.00	\$250.00
Parent Information Centers	\$27.41	\$30.15	\$ 33.15	\$ 49.15
Technology and Media Centers	\$29.55	\$30.43	\$ 31.43	\$ 41.43
Special Olympics Education Program	\$23.68	\$31.00	\$ 36.00	\$ 36.00

IMPACT OF PRESIDENT'S BUDGET

Ensuring a solid foundation for the delivery of services under Part B of IDEA, the Part D National Activities are a vital federal investment. 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 8.1 million students enrolled in special education programs. The president's request of \$250 million would represent the highest level of funding ever provided to the Personnel Preparation account. This level of investment is critical, particularly as students and educators return to in-person schooling and manage the social, emotional, and academic effects of the pandemic. Continued investments in other Part D programs are also crucial to address the many facets of successfully delivering mandated services for students with disabilities.

CONTACT INFO

Kaitlyn Brennan
Higher Education Consortium for Special Education
(412) 853-8409 | kaitlynbrennan88@gmail.com

School Renovation and Modernization

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

Detroit Public Schools Community School District (DPSCD) serves 53,000 students in 106 schools that comprise over 12.5 million square feet. DPSCD is Michigan's largest school district where nearly 4 in 5 students qualify for free or reduced-price lunch. However, Michigan is one of 13 states that provide no funding for school facilities. Instead, Detroit must rely on local property taxes, voter-approved bond authority, and the state's School Bond Loan program to finance school infrastructure projects. In 2009, voters authorized the district to issue \$500 million in Qualified School Construction Bonds (QSCBs) and Build America Bonds (BABs) from the American Recovery and Reinvestment Act (ARRA). The district used the low-interest BABs and interest-free QSCBs to renovate 11 schools, implement school safety enhancements, and build three new high schools and four new PK-8 elementary schools.

Even with those renovations, a 2018 facilities study reported the majority of DPSCD's facilities were found to be in poor to fair condition. Older buildings built before 1985 showed evidence of structural issues; many roofing, HVAC, and electrical systems had exceeded their statistical service lives; and interior finishes and insulation required asbestos testing. Even buildings built within the last 20 years were at risk of system failure due to lack of funding and resources for routine maintenance. The report further noted the cost of facilities needs could balloon to \$1.5 billion over the next ten years if no action is taken. The district continues to pay off the principal balance on its ARRA bond investments, but school infrastructure needs remain substantial. DPSCD is currently proposing to use \$700 million in COVID-19 relief funds on new construction and renovations as a down payment to address an estimated \$2.1 billion in infrastructure costs.

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. 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.

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 offer 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. The Reopen and Rebuild America's Schools Act was introduced in both the House and Senate in the 117th Congress and would have provided \$130 billion in grants and bonding authority to support long-term health, safety, and technological improvements to public school facilities. However, the bill did not become law. 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.

IMPACT OF PRESIDENT'S BUDGET

President Biden's FY 2024 budget includes no assistance for major school facility repairs, renovations, or new construction. The lack of direct school facilities support in FY 2024 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.

Recent guidance clarifies the allowable use of ESSER funds for repair and renovations, but the remaining ESSER funds are wholly insufficient to address the significant capital needs of schools and limits school districts' ability to invest in other areas. Schools need continuous, substantial investments to ensure students can learn in modern, safe, well-equipped buildings. The 2021 Infrastructure Report Card from the American Society of Civil Engineers gave the nation's schools a grade of D+. A 2020 Government Accountability Office study on school facilities estimated over half of school districts need to update or replace at least two building systems such as HVAC, lighting, plumbing, and security in many 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.

During the height of the pandemic, schools reaffirmed their place as community anchors by delivering essential services to students and families in need. The pandemic also underscored the substantial need for federal school infrastructure programs to modernize school buildings to ensure students have safe and healthy learning environments once they returned to in-person instruction. Federal support for school construction remains long overdue and especially critical as a key component of the nation's infrastructure.

CONTACT INFO

Moses Valle-Palacios

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

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)

At Kaukauna High School’s manufacturing program in Kaukauna, WI, students prepare for rewarding, in-demand careers in the area’s chemical manufacturing facilities through hands-on experiences in machine programming, welding and fabrication, 3D programming, rigorous academic coursework, and early postsecondary credit opportunities. Students can choose to participate in apprenticeships through the Wisconsin Youth Apprenticeship program or with a local union, take part in dual enrollment, and earn up to two state-recognized industry certifications before leaving high school. In recent years, all students in the program graduated from high school, participated in work-based learning and earned postsecondary credit, and 90 percent of these students enrolled in postsecondary education. Learners can earn college credits from postsecondary partners, Fox Valley Technical College (FVTC) and University of Wisconsin Oshkosh (UWO), and earn up to two state-recognized certifications, ensuring they leave the program with both the skills and credentials they need to ensure a smooth transition into postsecondary education or the workplace. To help increase program diversity, the department created a STEM Girls Club that has organized events for middle school girls. Kaukauna’s manufacturing program was awarded a 2019 Excellence in Action Award from Advance CTE.

DESCRIPTION

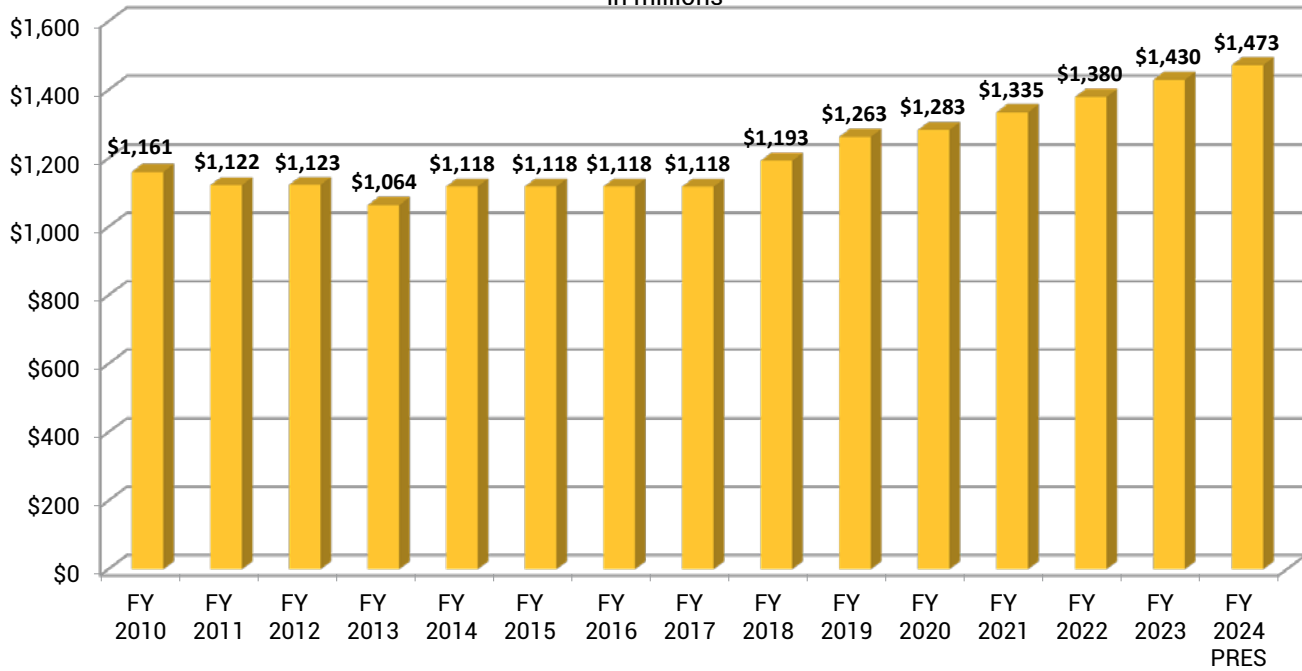
The Carl D. Perkins Career and Technical Education Act, amended by the Strengthening Career and Technical Education for the 21st Century Act in 2018 and more commonly known as Perkins V, provides formula grant investments in Career and Technical Education (CTE) programs to all 50 states and the territories. Perkins-funded CTE programs currently serve roughly 12 million learners a year. CTE programs provide middle and high school, postsecondary, and adult learners with the academic knowledge and technical and employability 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, bridging K-12 and postsecondary education. CTE learners often have the opportunity to participate in work-based learning and internships, engage with employers, and apply their knowledge and skills through hands-on learning 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 needs of learners and are aligned with the ever-evolving needs of employers within the wider economy.

FUNDING HISTORY (in millions)

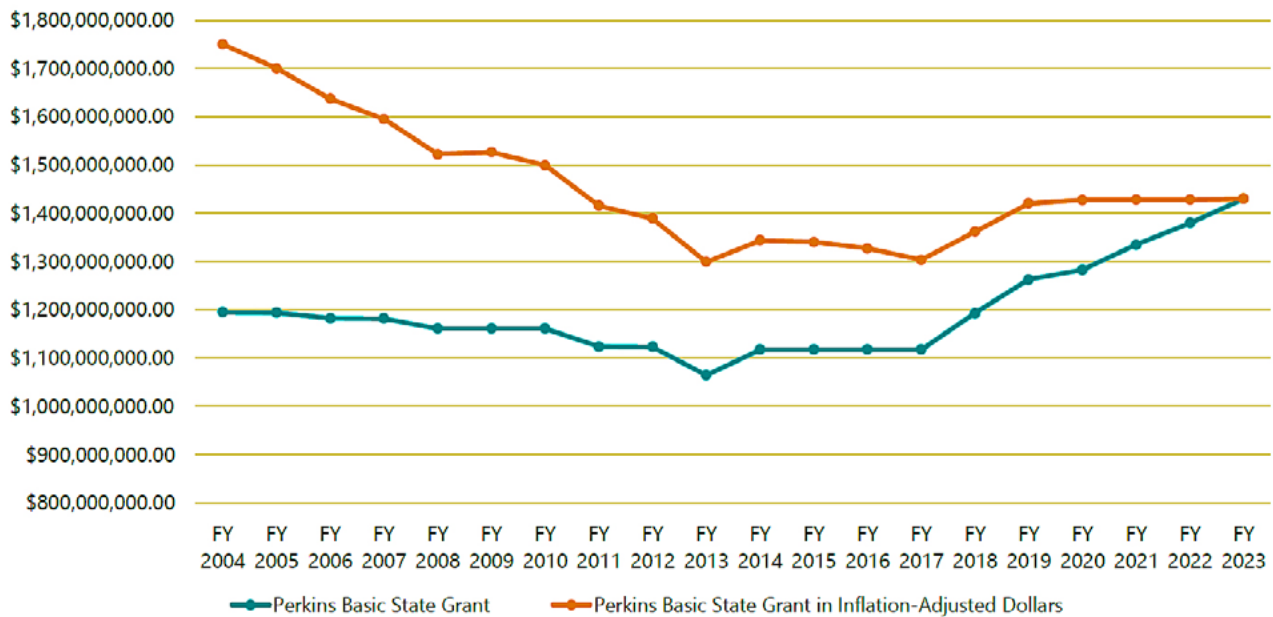
	FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT’S REQUEST
CTE State Grants	\$1,334.85	\$1,379.85	\$1,429.85	\$1,473.31
National Programs	\$ 7.42	\$ 7.42	\$ 32.42	\$ 215.42

Career and Technical Education State Grants

in millions



Perkins Basic State Grant (Title I) Federal Investment: Fiscal Years 2004-2023



IMPACT OF PRESIDENT'S BUDGET

Although Perkins V's state grant program has received modest increased investments in recent budget cycles, it remains historically underfunded. When adjusted for inflation, funding for this program remains \$320 million below FY 2004. While the Administration has requested a significant increase for Perkins, most of this proposed increased investment would be used for the creation of a new competitive grant program known as Career-Connected High Schools (CCHS).

In last year's budget request, the Department of Education estimated funding a CCHS initiative at this amount would serve only 32 programs across the country. Distributing funding in this manner would likely exacerbate longstanding inequities in the nation as it would serve a limited number of students overall. In addition, it would unfairly favor entities that already have capacity to write grants while penalizing smaller and more rural districts and institutions that lack those resources. Equally as concerning the activities envisioned for support under this newly created competitive grant program are duplicative of the existing uses of funds outlined in Perkins V's basic state grant program. Career guidance, work-based learning, and attainment of credentials of value and postsecondary credits—the four main elements of the CCHS proposal—are already widely supported using Perkins V state grant funds.

At the same time, learner demand for CTE programs—especially programs in in-demand sectors—remains greater than supply. The American labor market continues to be incredibly tight, with the latest data indicating nearly two jobs for every unemployed worker in the nation. These tight labor market conditions underscore the immense demand for skilled workers, especially as the nation continues to recover from the impacts of the pandemic and policymakers implement recent federal investments in the nation's infrastructure and advanced manufacturing capacity. CTE remains a critical component of the workforce pipeline for key industries that are needed to sustain the long-term economic growth central to shared economic prosperity.

Additional resources are critical to build, expand, and support high-quality CTE programs at scale. This request unfortunately falls short of the current needs of learners, families, and communities who would benefit from the high-quality CTE programs and pathways Perkins V already effectively supports. It is imperative, therefore, that funding for CTE State Grants is increased above the president's requested level, which would more effectively ensure all students have access to high-quality career and technical education programs.

CONTACT INFO

Steve Voytek

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

Alisha Hyslop

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

Adult Education and Family Literacy Act

Title II, Workforce Innovation and Opportunity Act (WIOA)

Ashley came to the Seeds of Literacy adult education program in deep need. She had mustered the courage to leave her abusive marriage, but then she caught COVID, lost her job and her car, and was evicted from her apartment. With nowhere else to go, she found shelter for herself and her three young children at a women's crisis center and turned to Seeds. "I felt ashamed to admit that I was in a shelter," she remembers. "To my surprise, everyone at Seeds was so understanding." Staff got her set up and working on math in the Virtual Classroom.

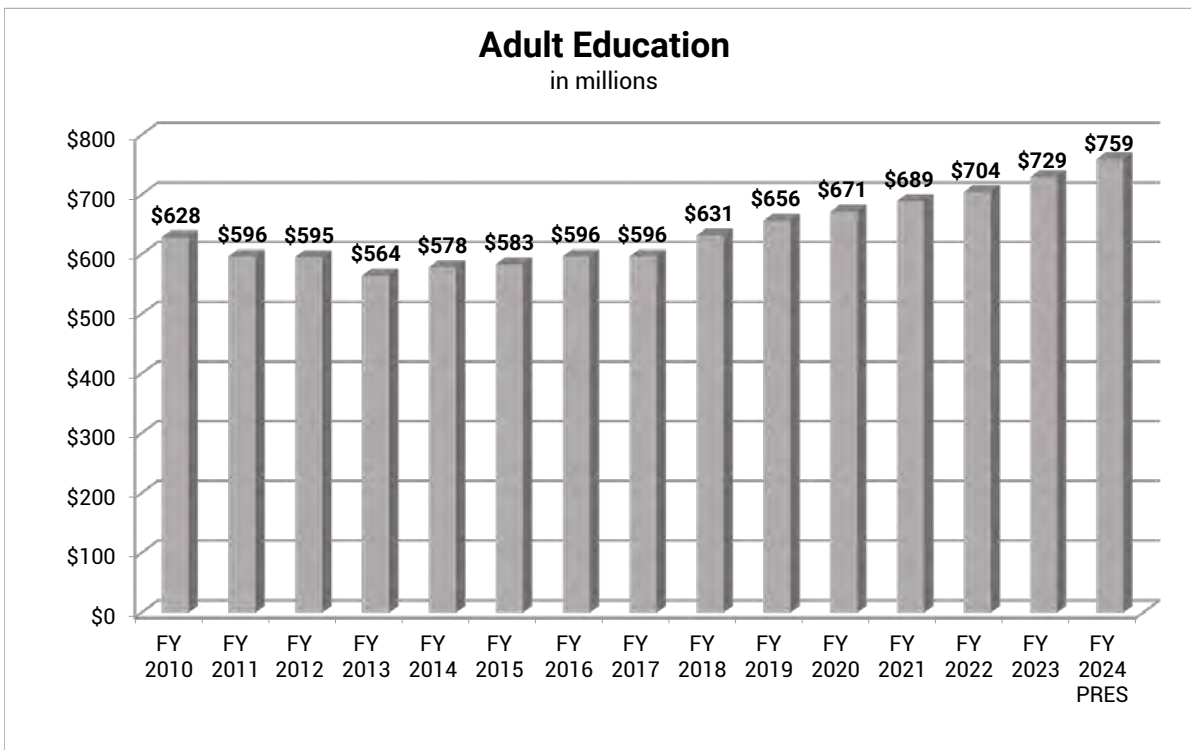
Despite juggling homelessness, unemployment, parenting, and COVID, with the help of Seeds staff Ashley successfully passed the GED test in March of 2021. While still in the shelter and with her new GED, Ashley enrolled in nursing school and one year later graduated as an LPN with a 3.8 GPA. Today Ashley is working and living in a new home with her children. "Every time I had an obstacle to face, Seeds was there to help me move it," Ashley says. "They embraced my circumstances and helped me improve my situation." AEFLA funding is a critical factor for organizations such as Seeds of Literacy in being able to assist students like Ashley.

DESCRIPTION

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 go 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
State Block Grants	\$674.96	\$690.46	\$715.46	\$715.46
National Leadership Activities	\$ 13.71	\$ 13.71	\$ 13.71	\$ 43.71

IMPACT OF PRESIDENT'S BUDGET

The president's budget includes a \$30 million increase for national leadership activities, for a total of \$43.71 million. According to the U.S. Department of Education budget justification, funds would provide technical assistance to correctional institutions using Pell grant funds to provide access to postsecondary education, support growth of college bridge programs for adults without a high school diploma or equivalent, and support a new initiative for disconnected youth who have not yet obtained a secondary credential. In addition, the increase would strengthen programs that provide literacy, English language acquisition, and workforce skills instruction for adults. These national leadership activities are important initiatives with the potential to help address the effects of educational inequity within the adult population.

The president's budget funds AEFLA state block grants at the FY 2023 level (\$715.46 million). While not an increase, the requested amount demonstrates an ongoing commitment to serving the approximately 43 million adults who could benefit from adult education services. Programs supported through these block grants enable adults to develop foundational literacy and numeracy skills needed to enter and succeed in workforce training and apprenticeship and utilize health, financial, digital, and information literacy skills necessary for full participation in family, community, and civic life.

From 2020 through 2022, in the face of severe declines in in-person participation due to the pandemic, these programs developed and adopted innovative distance education approaches to continue serving adult learners. In addition to creating and offering online instructional curriculum, they provided wraparound services to enable persistence, including assistance in securing digital devices and internet access, digital skills training, and assistance with nonacademic needs such as obtaining food, locating child care, and filing for unemployment. They also developed methods for accurate

tracking of online program performance and evidence of effectiveness, and identified ways to use remote instruction for learning options tailored to students' strengths and needs. As a result, in 2020-21, 77 percent of participants in federally funded programs achieved a gain of at least one educational functioning level. In addition, a full 23 percent of program participants completed a high school diploma or equivalency, compared with 14 percent in each program year from 2016 through 2020.

Adult basic education programs have realized these achievements and established the basis for successful models of distance and hybrid education despite severe limitations on funding support. Federal funding for state block grants from 2019 to 2022 did not remotely keep pace with the costs of program provision, despite the great need for services. Federally funded adult basic education programs are able to serve less than 10 percent of the 43 million adults who could benefit from participation, and at least half of those programs have extensive waiting lists due to demand.

Meeting this demand for services is vital to the country's economy and the public good. Research demonstrates 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 IET program models show great promise in enabling adults to achieve educational and career objectives efficiently and effectively. A robust investment for FY 2024 will ensure adult education can continue to empower adults to pursue career opportunities and higher education, 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.

CONTACT INFO

Deborah Kennedy

National Coalition for Literacy
(202) 364-1964 | deborah.kennedy@key-words.us

Library Services and Technology Act

The Museum and Library Services Act

Library patrons have come to value their local libraries and the many services they provide every day. For checking out books, accessing Wi-Fi and computers, attending children’s story time or book talks, applying for jobs online, or accessing veterans’ benefits, a visit to the local library is a regular part of their routine. For Mark, visiting the local library is just not possible because his parents both work and cannot take him and no other transportation options are available. Thanks to a grant from the Library Services and Technology Act, the library now comes to Mark. The Nampa, ID, Public Library received a grant to make a bookmobile a reality. The Nampa bookmobile now travels to its many, often rural, communities and ensures local, rural residents like Mark who cannot get to the library still have regular access to books and materials, Wi-Fi, laptops, 3D printers, robots, and services for job seekers.

DESCRIPTION

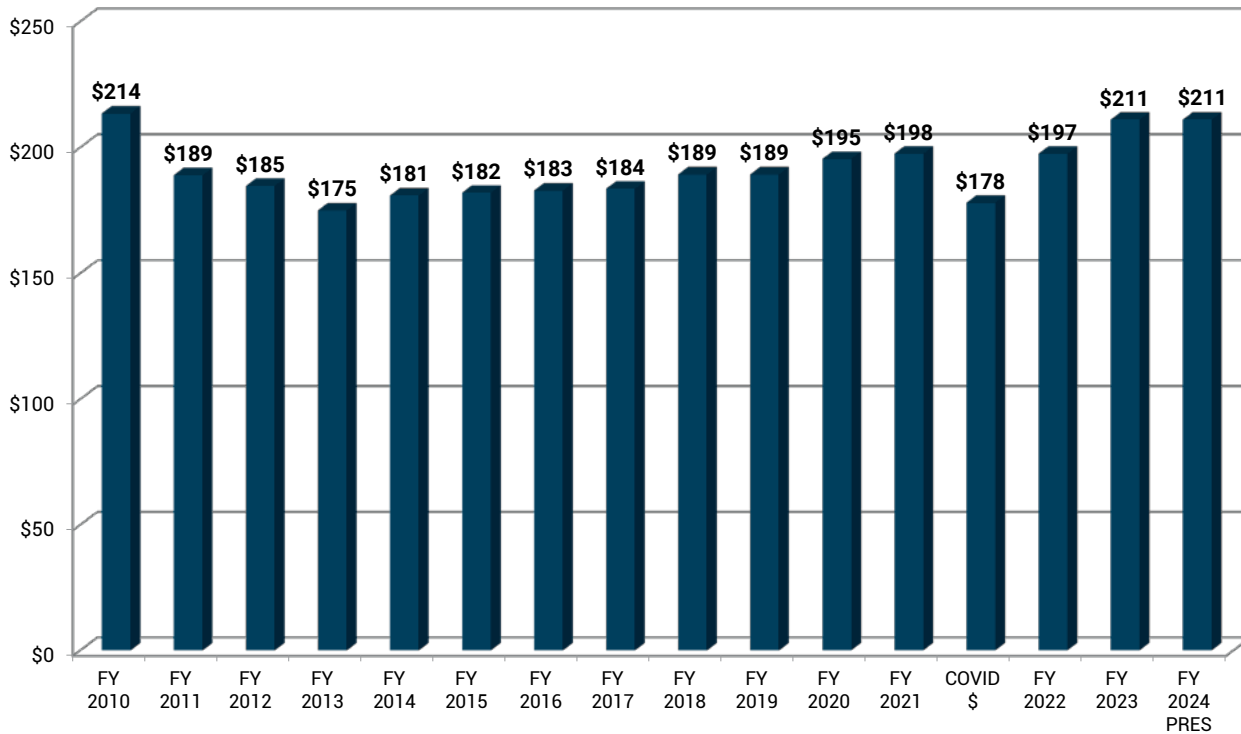
The Library Services and Technology Act (LSTA) promotes equitable access to information services and technology, while cultivating an educated and informed citizenry across all ages. LSTA supports literacy education, lifelong learning, and the development of services that meet local community priorities. Administered by the Institute of Museum and Library Services (IMLS), most LSTA funds are allocated to states through the Grants to States program, a population-based formula grant to all 50 states and territories with a required one-third state match. Each state library agency determines how best to use its funds at the local level. LSTA programs also support tribal and native Alaskan and Hawaiian libraries, as well as training for a high-quality future librarian workforce.

LSTA funds provide patrons with a wide array of services implementing local priorities and recognize that libraries are community resources. Seventy-seven percent of libraries offer online health resources, 95 percent offer online homework assistance, 95 percent provide summer reading programs, 97 percent help patrons complete online government forms, 84 percent offer technology training, and nearly 100 percent offer free Wi-Fi access. LSTA grants allow patrons to participate in a 21st century internet-driven economy. 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. LSTA grants support libraries in offering services to veterans in transition to civilian life, assisting small businesses expand their enterprise, and helping unemployed and underemployed individuals build resumes and find jobs. Funds from LSTA also support afterschool programs for students, summer STEM learning, and family engagement, and improve access to materials for individuals with print disabilities.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$197.47	\$197.47	\$211.05	\$211.05

Library Services and Technology Act in millions



IMPACT OF PRESIDENT’S BUDGET

The president's budget includes a request of \$211.05 million for LSTA in FY 2024. LSTA supports a wide range of services to small businesses, veterans, job seekers, students, families, individuals with disabilities, and many others. LSTA allows states and local public libraries to create services specific to their patrons' needs, many of which would 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.

Federal support for library services has been a national priority since 1956 with the creation of the Library Services Act, the subsequent Library Services and Construction Act in 1962, and the current LSTA created in 1996. Congress reauthorized LSTA in 2018 with bipartisan support, recommending a funding level of \$232 million. The Museum and Library Services Act (P.L. 115-410) strengthened LSTA by support for data-driven tools to tailor services that address and meet community needs, help libraries prepare for and provide services after a disaster or emergency, enhance services for Native Americans, and recruit and train library and information science professionals from a broad range of backgrounds. Congress continues to demonstrate wide bipartisan support for LSTA through annual “Dear Appropriator” letters. Current funding for LSTA—\$211.5 million in FY 2023—remains well below the authorized level of \$232 million and below the funding level of \$213.5 million in FY 2010. Congress must fund LSTA at least at the current authorized level in FY 2024.

CONTACT INFO

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

Office of Museum Services

Institute of Museum and Library Services

In 2019, McWane Science Center in Birmingham, AL, received an Office of Museum Services grant in the amount of \$134,452 to strengthen science engagement experiences within the museum. The grant allowed its education staff and core volunteers to become Certified Interpretive Guides through the National Association of Interpretation and create a novel and defined science engagement framework to support visitor interaction and learning. The grant led to a complete reformatting of engagement and interpretation activities and development of new programs and exhibitions to allow visitors to learn more and relate that new knowledge to their own everyday experiences. In 2021, McWane Science Center received an OMS grant in the amount of \$35,567 to support educational initiatives for the 2021-22 school year, including developing and implementing school-based outreach programs, virtual programming, teacher workshops, and classroom resources. This funding enabled McWane to deliver outreach programs to more than 12,000 children. The center also created and presented professional development programs for early childhood teachers from pre-K to early elementary school, serving nearly 300 teachers during the school year. In addition, funding was used to develop STEM kits for several grade levels that teachers can check out and use in their classrooms. The grant also helped the museum use lessons learned during the pandemic to fully develop an expanded educational delivery model, including digital programming as a regular addition to in-person services.

DESCRIPTION

Despite its small size, the IMLS Office of Museum Services (OMS) is the largest source of federal funding dedicated to helping the nation's museums connect people to information and ideas. OMS supports all 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, the African American History and Culture Act, and the National Museum of the American Latino Act, awards competitive discretionary grants in every state. These grants are used to preserve and digitize collections, educate students, reach new audiences, and enhance community engagement.

Museums are essential community infrastructure. During the COVID-19 pandemic, OMS has provided critical leadership to the museum community. Its Communities for Immunity partnership is working to boost COVID-19 vaccine confidence and access in communities across the country. The IMLS FY 2022-26 Strategic Plan frames how the agency envisions meeting the essential information, education, research, economic, cultural, and civic needs of the American public.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$40.52	\$47.51	\$55.45	\$55.45

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget for OMS is \$55.45 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 this 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 136 representatives and 43 senators signing FY 2023 appropriations letters on its behalf. In addition, National public opinion polling shows 95 percent of voters would approve of lawmakers who support museums, and 96 percent want federal funding for museums to be maintained or increased.

Before the 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. Museums are economic engines and job creators: According to *Museums as Economic Engines: A National Report*, pre-pandemic U.S. museums supported more than 726,000 jobs and contributed \$50 billion to the U.S. economy per year, including significant impact on individual states.

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 \$65.5 million in FY 2024 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.

CONTACT INFO

Barry Szczesny

American Alliance of Museums

(202) 218-7699 | bszczesny@aam-us.org

Workforce Innovation and Opportunity Act (WIOA)

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)

WIOA Title I	FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST
Adult Workforce	\$ 862.65	\$ 870.65	\$ 885.65	\$ 899.99
Youth Workforce	\$ 921.13	\$ 931.83	\$ 948.13	\$ 963.84
Dislocated Workers	\$1,342.41	\$1,375.41	\$1,421.41	\$1,519.66
Other Programs	\$ 537.01	\$ 731.32	\$ 885.72	\$1,037.20

IMPACT OF PRESIDENT'S BUDGET

The president's budget contains a 1.6 percent increase in funding for WIOA Adult activities, a 1.7 percent increase for WIOA Youth activities, a 6.9 percent increase to Dislocated Worker programs, and a 17.1 percent increase in other WIOA Title I programs. These WIOA activities provide essential support for individuals who face barriers to employment, granting them opportunities to gain in-demand skills and the necessary supports that enable sustainable employment.

Two new programs have been introduced under WIOA Title I. The Civilian Climate Corps would provide demonstration grants that focus on connecting participants to high-quality jobs in the clean energy and climate mitigation sectors, and the Sectoral Employment through Career Training for Occupational Readiness (SECTOR) Program would provide funds to support sector partnership models that are both industry-focused and worker-centered. These new programs and increased investments point to further engagement with industries and sectors that require a broadened pipeline of skilled labor to successfully execute programs within the Infrastructure Investment and Jobs Act, the CHIPS and Science Act (CHIPS), and the Inflation Reduction Act.

For years, the United States has suffered from a skills gap with demand for skilled workers outweighing supply. Last year, 77 percent of businesses reported a talent shortage, with a concomitant steady decrease in the labor force participation rate over the past 20 or more years. The scarcity and cost of child care, job inaccessibility, and a reevaluation of work-life balance continue to drive more people out of the labor market. Birth rates have fallen below replacement rates and continue to decline, while Baby Boomers are retiring at record levels. 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 third quarter of 2021 through the second quarter of 2022, the most recent period for which data are available, the approximately 550 local WDBs and more than 2,500 AJCs interacted with over 11 million Americans. More than 2.7 million received direct career services and over 221,000 received training or credentialing, with employment entry rates at 70 percent. Individuals enrolled in WIOA-funded programs often receive wraparound services such as child care, transportation, and internet access that enable them to complete training and gain sustainable employment.

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 economic 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 that are necessary to become and remain employed. Consequently, WIOA's regionally-based framework enables WDBs to act as the convenors, collaborators, and navigators of the workforce ecosystem, implementing customized programs that strengthen local economies.

CONTACT INFO

Kyle Marinelli

National Association of Workforce Boards
(814) 392-2306 | marinelliK@nawb.org

Deborah Kennedy

National Coalition for Literacy
(202) 346-1964 | deborah.kennedy@key-words.us

PART 3:

The Gateway to Opportunity

Higher Education



Section Overview

PART 3: The Gateway to Opportunity – Higher Education

For FY 2024, the Administration proposes \$126 billion in discretionary and mandatory funding for student financial aid and higher education programs. Overall, the discretionary budget represents a solid commitment to foundational programs like the Pell Grant and seeks to expand educational opportunity to ensure individuals realize lifelong benefits from postsecondary study. At the same time, however, funding for some well-established, effective higher education programs is frozen at the FY 2023 level.

Most federal higher education programs are targeted to students with economic need in the form of federal student financial aid. Other federal higher education programs are designed to provide assistance to under-resourced institutions or individuals to contribute to a more equitable pathway to educational opportunity. The cornerstone of federal student aid is the Pell Grant program, which provides grant aid to students with significant economic need to attend the college of their choice. The president's budget proposes an increase of \$820 to the maximum Pell Grant, resulting in a total maximum grant of \$8,215 for award year 2024-25. The current Pell Grant maximum is \$7,395. To reach this goal, the budget proposes a \$500 increase to the maximum award through annual discretionary appropriations, with the additional \$320 increase from mandatory funding. In recent years, only discretionary increases for Pell Grant increases were realized. The Administration continues to align the budget request with the goal of doubling 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, or Dreamers.

Despite the proposed increase to the Pell Grant program, the budget freezes funding for some other established student aid programs including the Federal Supplemental Educational Opportunity Grant (SEOG) program at \$910 million and the Federal Work-Study (FWS) program at \$1.23 billion. Both programs received modest increases in the FY 2023 appropriations package.

The Administration proposes increases above FY 2023 funding levels for the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP), to \$408 million (\$20 million increase), and for the Federal TRIO programs to \$1.297 billion (\$106.8 million increase). These are important programs that promote access to college, enhance academic preparation and support services, and increase opportunities for success for low-income and first-generation students.

The budget includes funding increases for programs targeted to under-resourced institutions that enroll a large proportion of students underrepresented in higher education, including minority and disadvantaged students. The proposal includes \$1.1 billion in combined mandatory and discretionary funding for programs serving high proportions of students of color—nearly \$887 million in discretionary funding for Aid for Institutional Development (Title III programs), a \$103 million increase above FY 2023, and \$155 million in mandatory funding. The budget also calls for \$366 million for Aid for Hispanic-Serving Institutions (Title V), \$266 million in discretionary funds and \$100 million in mandatory spending.

In addition to established programs, the budget includes three new programs to provide (a) free community college; (b) two years of subsidized tuition at certain four-year institutions; and (c) grants to community colleges. The first proposal requests \$90 billion over 10 years in mandatory funding for grants to states, territories and tribes to make community college free for eligible students. The second proposal—Advancing Affordability for Students—provides \$30 billion over 10 years in mandatory funds for grants to HBCUs, TCCUs or MSIs for two years of subsidized tuition. The Biden budget also proposes \$500 million in discretionary funds for the Accelerated Success: Free Community College program, making grants to community colleges to offer tuition-free programs.

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 \$62 million increase over FY 2023, for a total request of \$132.1 million. TQP supports partnerships between local school districts and higher education institutions to produce skilled teachers. Funds are targeted to teacher residencies and “grow your own” programs expected to have a greater impact on teacher retention and attract a more diverse group of trainees to the teaching profession. New dollars would go toward educator shortages, increasing diversity of the teacher workforce, and improving outcomes in high-need schools. The budget also proposes \$30 million for the August F. Hawkins Centers of Excellence focused on increasing the number of high quality teacher preparation programs at HBCUs, TCCUs and MSIs.

Other smaller but important higher education programs receive only minor increases or a freeze in funding. 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 2023 level of \$23.5 million. Title VI-International Education and Foreign Language Studies is also frozen, at \$85.7 million.

Child Care Access Means Parents in School (CCAMPIS), supporting low-income parents to pursue and complete postsecondary study, receives a \$20 million increase for a total of \$95 million. Special programs for Migrant Children receives a small boost to \$66.1 million. Supports for Students with Intellectual Disabilities into Higher Education receives \$15.2 million, a slight increase over FY 2023.

The Fund for Improvement in Postsecondary Education (FIPSE), which funds pilot and experimental projects for innovations in higher education, is slated for \$725 million, a \$541 million increase. FIPSE funds are dedicated to three specific programs: Postsecondary Student Success to assist with retention and completion reforms; HBCU, TCCU and MSI Research and Development Infrastructures Grants for planning and implementation grants to promote investments in research infrastructure; and, the School and Campus-Based Mental Health Service Program, providing grants to address student mental health needs on campuses including increasing the number of mental and behavioral health providers.

The president's FY 2024 budget seeks \$2.7 billion for Student Aid Administration to improve student loan servicing, modernize digital infrastructure and create a more streamlined system for student borrowers. The higher education community is largely united in its effort to double the Federal Pell Grant to \$13,000 and will continue to work with Congress and the Administration to realize this goal. Further, the community recognizes the additional supports necessary to promote access and ensure completion in postsecondary education and will advocate for increased investments in higher education programs that can make a positive and impactful difference to students. Research has shone a light on the barriers that exist and limit educational opportunities for low-income students, and it is clear grant aid plays a positive and significant role in persistence and completion. These educational investments yield public benefits by preparing new and returning students to meet the complexities and challenges of the future and fill the jobs of tomorrow.

In FY 2023 Congress enacted increases in education funding. CEF members are prepared to advocate for higher education funding in FY 2024 that positions our nation for success in areas of innovation, research, creativity, and democratic values. CEF recognizes the federal government's leadership role in ensuring these opportunities are available to all students, regardless of socioeconomic status.

Federal Pell Grant Program

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

A two-time graduate of the State University of New York at Albany, Melissa Henriquez is a Latina and first-generation college student from Queens, New York. She completed her undergraduate studies in 2018 with a Bachelor of Arts in Journalism and a minor in Communications. In 2020, she received a Master of Science in Higher Education. While Melissa always dreamed of going to college, she never saw herself moving three hours away and living on a college campus because she feared how much it would cost. When Melissa was accepted to SUNY Albany, her mom went to speak to a college counselor at her high school because she could not believe Melissa could attend college at such an affordable price by having access to federal student loans and the Federal Work-Study (FWS) program. Melissa really credits her maximum Pell Grant award and the Educational Opportunity Program (EOP) at UAlbany as two of the main things that changed the trajectory of her life. She went on to study Higher Education through UAlbany's graduate school with the goal of serving her community of first-generation and low-income students to ensure they have the tools to make generational change.



Melissa Henriquez
State University of New York at Albany,
Class of 2018 and Class of 2020

DESCRIPTION

The cornerstone of the federal student aid programs, the Federal Pell Grant is the largest grant program administered by the U.S. Department of Education. This foundational student aid program provides grants to low-income undergraduate students to help finance their college education and is key to providing equitable access to postsecondary education for all students. Roughly 7 million students rely on Pell Grants each year to afford college, and students depend on the federal government to maintain consistent funding for the program that is critical to making higher education accessible. Grants vary in amount and are based on financial need, with the highest need students receiving the largest awards.

Doubling the maximum Pell Grant is a vital investment that has been deferred for decades. It is imperative Congress continue taking the necessary steps 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. In addition to doubling the maximum Pell Grant, Congress should restore the annual inflation adjustment to the maximum award—which expired in FY 2017—for FY 2024 and moving forward to ensure the Pell Grant keeps pace with inflation.

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

In addition to ensuring higher education remains accessible to all students, doubling the maximum Pell Grant and restoring the automatic inflation adjustment will aid in long-term economic recovery in the wake of the COVID-19 pandemic. The pandemic hit low-income families and students especially hard. 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.

PELL GRANT FUNDING: COSTS AND FUNDING

	FY 2021	FY 2022	FY 2023	FY 2024 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	\$ 1.14	\$ 1.09	\$ 1.10	\$ 1.11
Regular Mandatory Spending (BA) Add-on	\$ 5.41	\$ 5.10	\$ 4.99	\$ 7.10
Rescission of Unobligated Balances	-\$0.5	-\$1.05	-\$0.36	\$0
Program Costs (per CBO)	\$29.24	\$26.73	\$29.84	\$38.09
Maximum Award (in actual dollars)				
Discretionary Maximum Award	\$5,435	\$5,835	\$6,335	\$6,835
Mandatory Funding	\$1,060	\$1,060	\$1,060	\$1,380
Total Maximum Award	\$6,495	\$6,895	\$7,395	\$8,215

IMPACT OF PRESIDENT'S BUDGET

The Biden Administration's FY 2024 budget provides \$24.28 billion in discretionary funding for the Pell Grant program, \$1.8 billion above the FY 2023 level. This funding level translates to an additional \$500 in the discretionary maximum Pell Grant award. The budget also includes an additional increase to the maximum grant of \$320 through mandatory funding. Combined discretionary and mandatory increases would boost the maximum Pell Grant award by \$820 over FY 2023, for a total maximum Pell Grant of \$8,215 during the 2024-25 award year. The Administration estimates 6.8 million students from low- and middle-income backgrounds would benefit from the added funding for the Pell Grant program in FY 2024.

The budget justification characterizes the \$820 boost for the 2024-25 maximum award as a "significant step in the president's commitment to double the Pell 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's budget expands eligibility for federal student aid, including the Pell Grant, to students who are Deferred Action for Childhood Arrivals (DACA) recipients. The higher education community has long-supported this expansion of eligibility for DACA students.

The combined discretionary and mandatory increase to the maximum award would represent a historic investment in the Pell Grant program. 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 of the Pell Grant program's unobligated balances as seen in previous enacted budgets. Because the program operates as an entitlement, increasing discretionary funding as included in the Administration's FY 2024 request 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.

CONTACT INFO

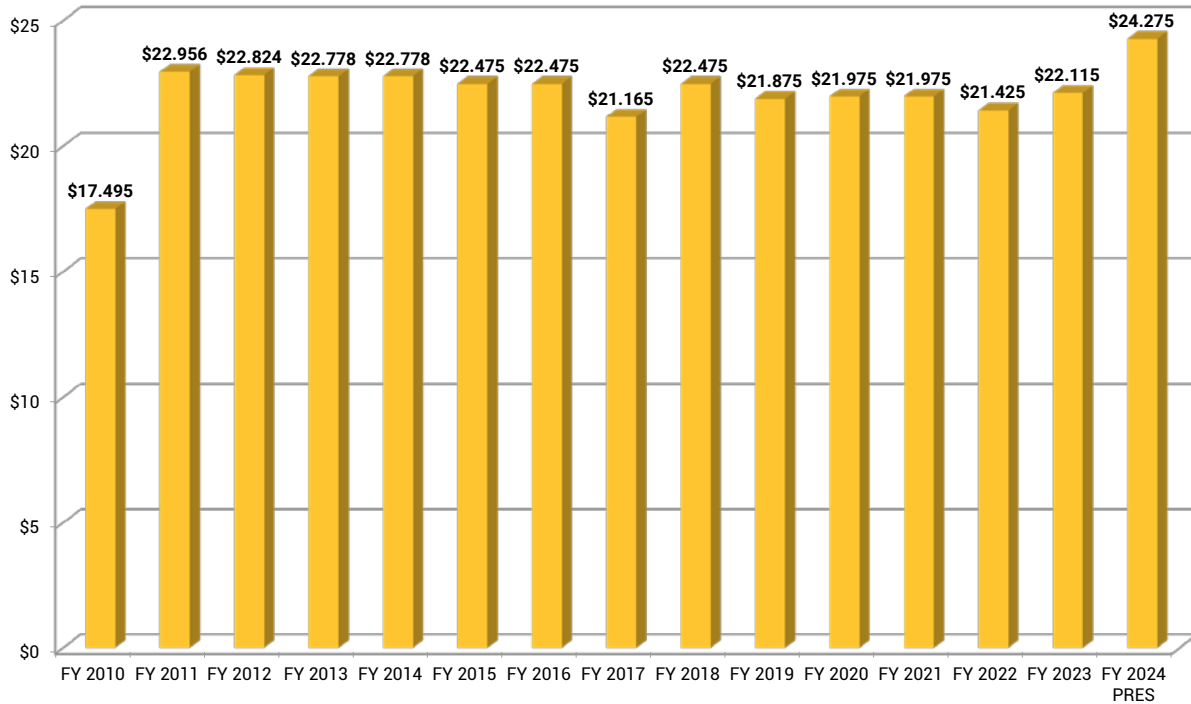
Rachel Rotunda and Nalia Medina

National Association of Student Financial Aid Administrators

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

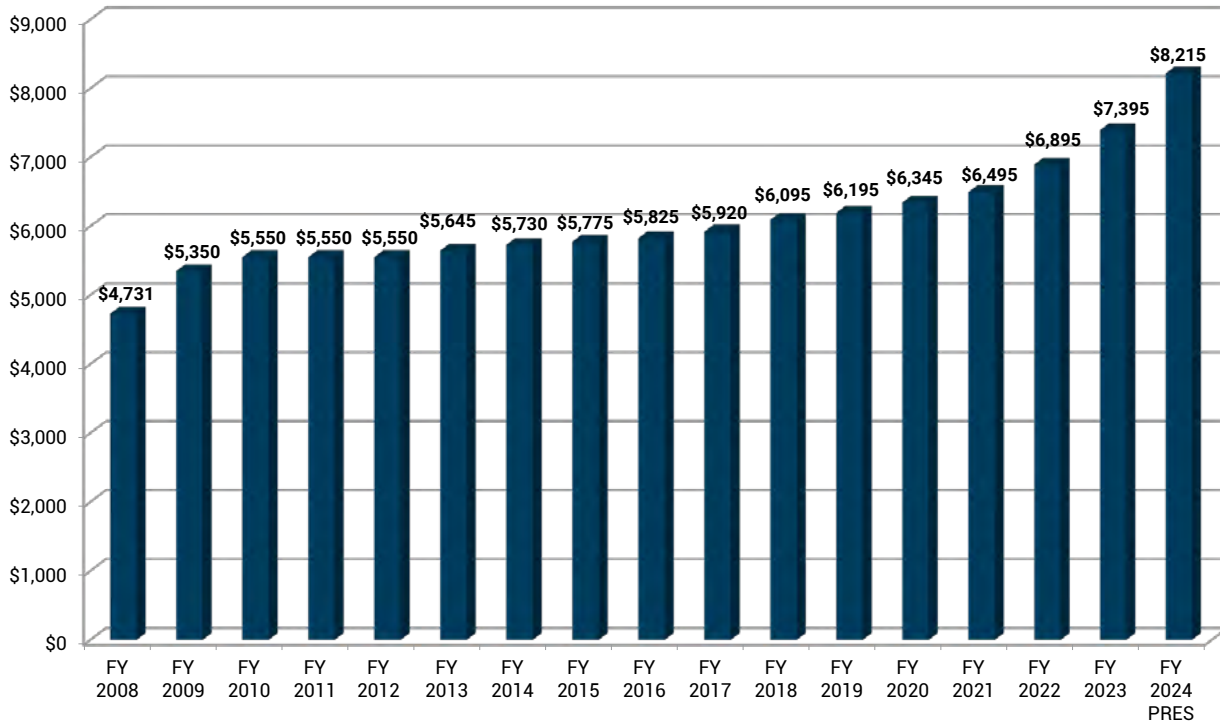
(202) 785-0453 | medinan@nasfaa.org

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.
 FY 2023 reflects \$22.475 billion in appropriations minus a rescission of \$360 million of previously appropriated funding.
 In addition to these discretionary amounts, Pell grants have had varying levels of mandatory funding since FY 2008.

Pell Grant - Maximum Award in actual dollars



Federal Supplemental Educational Opportunity Grants

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

Nosa Omoregbee is a sophomore at Loyola University (MD) majoring in sociology. When Nosa's older siblings were toddlers, her parents emigrated from Benin City, Nigeria, searching for better opportunities. Shortly after Nosa and her younger brother were born in Maryland, the family welcomed her grandmother, aunts, uncles, and cousins into their townhome, as well.

Always ambitious, Nosa participated in the color guard, National Honor Society, environmental club, and more at Charles Herbert Flowers High School in Prince George's County. As she contemplated college, Nosa knew acquiring adequate financial aid, like the Federal Supplemental Educational Opportunity Grant (SEOG), was essential so she could choose—and stay enrolled—at the university of her choice.

Loyola University Maryland has been the right match for Nosa, not only because of its generous aid package. As a Christian with a strong moral compass, she was drawn to the University's Jesuit tradition and comprehensive liberal arts approach, as well as its core values of equity, inclusion, and service. She has been able to get involved in many activities at Loyola, including the Diversity Advisory Board, LoyolaVotes, and an internship focused on Baltimore youth development through the Center for Community, Service, and Justice (CCSJ). Nosa's CCSJ leadership roles and thought-provoking sociology classes have pushed her to think beyond herself and grow in empathy.

With the SEOG and other financial aid in place, Nosa looks forward to gaining the knowledge and experiences that come with completing a rigorous liberal arts degree. She hopes to attend law school and become a civil rights lawyer, advocating for youth in the juvenile system.



Nosa Omoregbee
Loyola University Maryland

DESCRIPTION

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

In 2020-21, over 1.8 million students at 3,600 institutions received SEOG grants. Approximately 67 percent of independent SEOG students had incomes under \$20,000, and 66 percent of dependent SEOG students had incomes under \$30,000. The average award in 2020-21 was \$776, an important contribution toward reducing student borrowing.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$880.00	\$895.00	\$910.00	\$910.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget recommends a funding freeze for the SEOG program. To meet the president's goals to "encourage and allow more low-income students to enroll in postsecondary education programs—and provide them with the means to remain in school," programs like SEOG must be increased. Freezing funding at the FY 2023 level of \$910 million undervalues the importance of the SEOG program and underestimates the myriad needs low-income students encounter along their postsecondary education paths. The SEOG program builds on the foundation of the Federal Pell Grant, providing assistance to students with the greatest demonstrated financial need first and reducing borrowing and financial stressors for that population. This budget proposal seeks to extend eligibility to student financial aid, including SEOG, to Dreamers. This policy recommendation is sound as it will create more opportunities for motivated students to reap the benefits of a postsecondary degree.

Income inequity in the U.S. increased for the first time in 2021 since 2011, according to the U.S. Census Bureau, caused by "declines in real income at the bottom of the income distribution." In an effort to increase access to postsecondary education for students with economic need, investments in grant aid are critical. The pandemic and the uncertain economy are still impacting families, especially in the lowest income categories, with a greater percentage of their earnings dedicated to essential needs like housing, food, and medical care—all of which continue to increase with inflation.

The unemployment rate for bachelor's degree holders is half that of individuals with only a terminal high school degree. Overall, access to postsecondary education remains a more secure pathway to the middle class, and degree completion is critical to realizing the benefits of the postsecondary investment. 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. Funding for the Federal SEOG program must be increased to \$1.11 billion in FY 2024, so more students can realize the dream and promise of a postsecondary education.

CONTACT INFO

Jenny Smulson

Association of Jesuit Colleges and Universities
(202) 862-9893 | [jmulson@ajcunet.edu](mailto:jsmulson@ajcunet.edu)

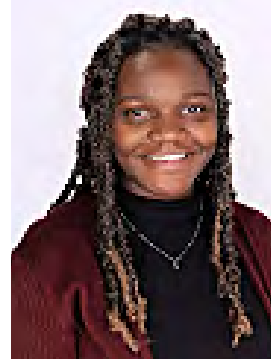
Stephanie Giesecke

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

Federal Work-Study Program (FWS)

Title IV, Part C, Higher Education Act

“Having the chance to be a Federal Work-Study recipient has aided my financial stability as a college student and has given me valuable skills that are transferable to my chosen career path as a Social Worker. Working in the Financial Aid and Student Accounts office, I am able to continuously develop my communication skills as well as provide support and, most importantly, resources to students and families. I am grateful to have gained this FWS experience because it has exposed me to working with a multitude of people from diverse backgrounds. The skills I am practicing daily will be invaluable to me as a future Social Worker.”



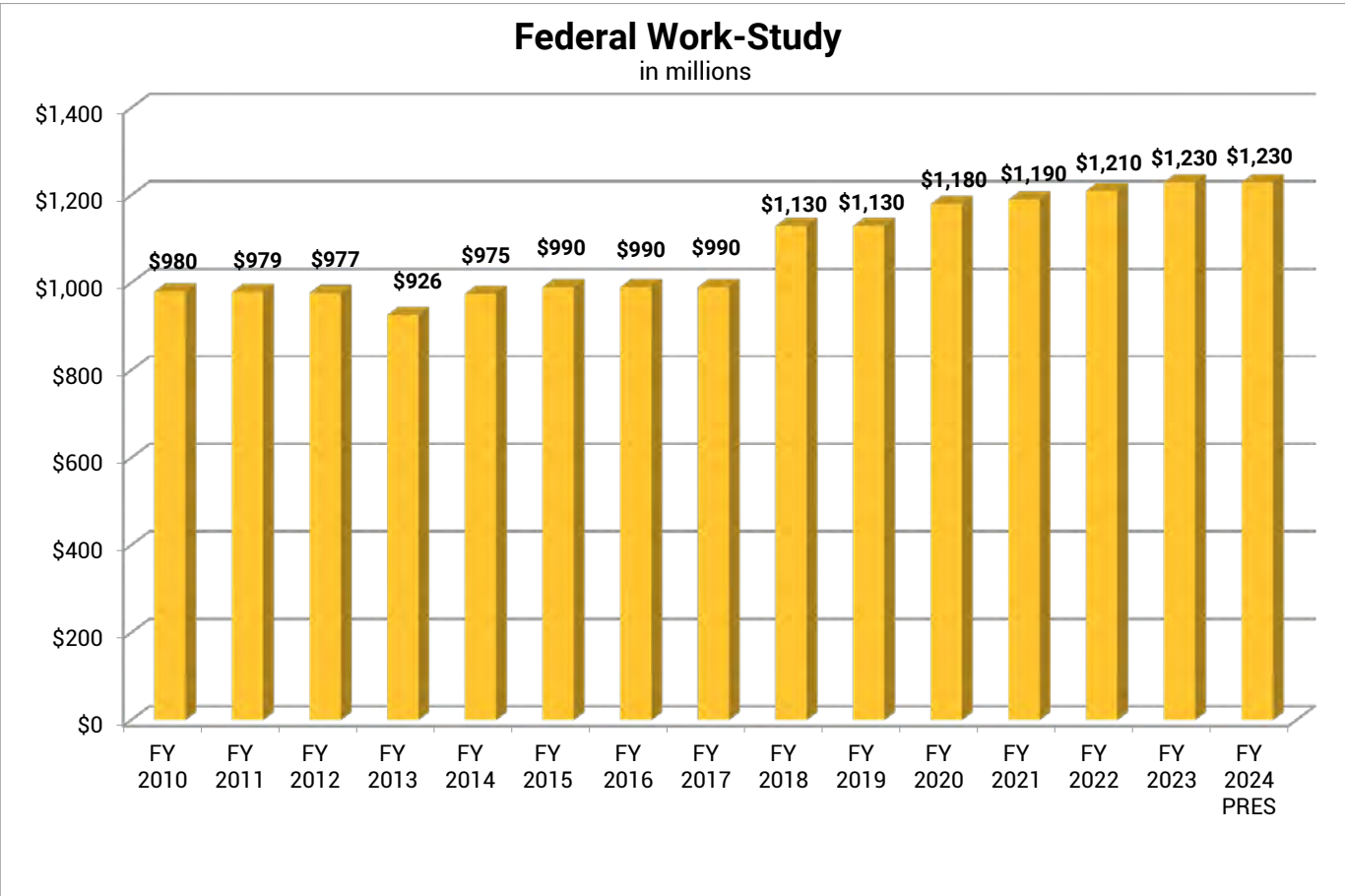
Celestina L. Hertz
Alverno College,
Bachelor of
Social Work,
Class of 2024

DESCRIPTION

The Federal Work-Study (FWS) program provides awards to institutions assisting low- and moderate-income students in financing college costs through part-time employment. The program offers a cost-effective strategy for the federal government since both institutions and employers must have “skin in the game” through matching federal dollars and promoting institutional commitment to federal student aid. To receive FWS funds, institutions must use at least 7 percent of their FWS allocation to employ students in jobs that serve the needs of the community and provide students an enriching and rewarding experience. The FWS program provides much-needed funding and employment opportunities, helping integrate students into college life while promoting persistence through graduation. In 2019-20, roughly 579,000 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$1,190.00	\$1,210.00	\$1,230.00	\$1,230.00



IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2024 budget request freezes funding for the Federal Work-Study program. Unfortunately, the \$1.23 billion included in President Biden’s budget falls short of the increases needed to expand the FWS program’s impact. The FWS program ensures the availability of job opportunities to help students complete their degrees in a timely manner, and its funding levels should be increased to \$1.56 billion in FY 2024. Without sufficient increases, the program’s reach will remain stagnant, hindering students’ abilities to finance their education and likely resulting in higher loan debt. In addition to earning money to help pay for postsecondary expenses, students gain valuable work experience through FWS, enabling them to be more competitive in today’s workforce. Work-study represents an already proven program that multiplies federal dollars through institutional and employer matching to aid students with the necessary funds to complete their college degree.

Even as the country moves toward recovery from the COVID-19 pandemic, many low-income students and families continue to experience financial stress and uncertainty that may last for years to come. The need for a robust FWS 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 receive the financial support and work experience offered by the program.

CONTACT INFO

Rachel Rotunda or **Nalia Medina**
 National Association of Student Financial Aid Administrators
 (202) 785-6948 | rotundar@nasfaa.org
 (202) 785-0453 | medianan@nasfaa.org

William D. Ford Federal Direct Loan Program

Title IV, Part D, Higher Education Act

“Having immigrated to the United States from the Dominican Republic and being the first in my family to attend college, I have always been aware of both my position in society and how my experience differs from those around me. From a young age, I knew that going to college would not only change my life, but my family’s life, too. I often felt significant pressure as I navigated the college process alone, and figuring out how I was going to pay for my education only made it that much more difficult. Without scholarships, the Federal Work-Study (FWS) program, a maximum Pell Grant award, and the Direct Loan program, I would not have been able to move to Washington, DC, from New York and attend The George Washington University. I graduated with a Bachelor of Science degree in Public Health in 2022 and am currently still at GWU working towards a Master’s of Public Health with a concentration in Health Policy. A few months ago, I began working in health-care consulting. Through this work, I hope to continue exploring my passion for changing the healthcare system to make it more equitable and accessible for vulnerable communities and individuals. The Federal Direct Loan Program has allowed me to further my education and, without it, I would not be where I am today.”



Melany Blanco
The George Washington University,
Class of 2022

DESCRIPTION

The Department of Education administers the Direct Loan program, the primary and largest source of federal student loans. Students depend on these federal student loans, a form of self-help aid, to finance the cost of college. Covering four loan types—Federal Direct subsidized loans, Federal Direct unsubsidized loans, Federal Direct PLUS loans for parents of dependent students, and Federal Direct PLUS loans for graduate/professional students (all PLUS loans are unsubsidized)—the program makes low-interest loans available to students and their families to cover 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 Federal Direct undergraduate loans, 9.5 percent for Federal Direct graduate loans, and 10.5 percent for Federal Direct 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.

Direct Loan borrowers pay an origination fee on every new loan disbursed. 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. As established in statute, the origination fee is 1 percent for subsidized and unsubsidized loans and 4 percent for PLUS loans. Origination fees are adjusted annually based on the mandatory sequester-related percentage provided by the Office of Management and Budget. For loans disbursed on or after October 1, 2020, and before October 1, 2023, the direct subsidized and direct unsubsidized loan fee is 1.057 percent, while the fee for direct PLUS loans is 4.228 percent.

As of July 2012, graduate students no longer qualify for an in-school interest subsidy on federal loans.

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.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget makes available approximately \$85.8 million in new Direct Loans to help students and families pay for college. The budget also expresses the Administration's interest in working with Congress "on reforms that make the administration of student loans more effective and efficient." In addition, the Administration expresses support for expanding eligibility for federal student aid to students who are Deferred Action for Childhood Arrivals (DACA) recipients, known as Dreamers.

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. Repayment on student loans is set to resume when the courts resolve the outstanding legal challenges to President Biden's debt relief program. Repayment will begin either 60 days after a decision from the courts or 60 days after June 30, 2023 – whichever comes first. 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 successfully return to repayment.

CONTACT INFO

Rachel Rotunda and **Nalia Medina**

National Association of Student Financial Aid Administrators

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

(202) 785-0453 | medinan@nasfaa.org

Public Service Loan Forgiveness

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

"The Public Service Loan Forgiveness program enabled me to pursue my passion—earning a Master’s in Social Work to serve people in need. With the promise of repayment and my degree, I served as a clinical social worker in a psychiatric hospital, a clinic, and an urban community hospital emergency department where I evaluated children, adolescents, and adults in psychological crisis. Before becoming a clinical social worker, I was a Capitol Hill staffer, a researcher, and newspaper and magazine editor—important and fulfilling work, but not as important to me as my work helping people in mental health crisis. I also used my professional skills to co-edit a book—The Trauma of Racism: Lessons from the Therapeutic Encounter (Routledge 2023)—and write an article, ‘Psychoanalysis, Race and Class in an Urban ER,’ that appeared in The Psychoanalytic Study of the Child (Spring 2021). Each was written to help educate students and clinicians about a pressing issue. Without PSLF, I could not have realized these dreams."

– Michael Slevin
Successful PSLF Program Participant

DESCRIPTION

Created in 2007 with strong 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 use 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 toward PSLF relief, expired on October 31, 2022.

FUNDING HISTORY (in millions)

FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT’S REQUEST
\$50.00*	\$25.00*	\$0.00*	\$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

Although PSLF was not expressly named, the president's FY 2024 budget calls on Congress to work with the Administration to reform the student loan process to make it more effective and efficient. No funding was included in the FY 2024 budget for the TEPSLF program.

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, 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. In addition to attempts to address implementation issues such as the temporary waiver announced by the U.S. 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.

CONTACT INFO

Monica Konaté

AccessLex Institute
(202) 596-3193 | mkonate@accesslex.org

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

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

“When I moved to New York City in my early 30s, it ignited a strong desire to get involved in the community. That desire, paired with my love for all things education, quickly guided me toward public education as a career. I was excited when I found NYU’s Teacher Residency program, but—as a kid who grew up in a trailer park in Arizona—the prospect of attending such a prestigious university seemed impossible. Enter the TEACH grant, which offered me the opportunity to begin my path to teaching with confidence and lower the cost of achieving my dream. The cost of education is an obstacle that we all must confront. The TEACH grant offers support that is specifically catered to future educators.”

— Ronald Vasquez
MAT Student, Secondary Education: English (7-12)
New York University Steinhardt School of Culture, Education, and Human Development

DESCRIPTION

The TEACH program provides up to \$4,000 annually for a maximum total of \$16,000 in grant aid to undergraduate and postbaccalaureate students studying 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$74.96	\$68.85	\$69.69	\$74.55

IMPACT OF PRESIDENT'S BUDGET

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. The TEACH grant program has been successful in attracting teachers to work in the highest need classrooms across the nation and has assisted students in all 50 states, Puerto Rico, and Guam. It is anticipated that more than 28,000 teacher candidates will benefit from TEACH Grants.

CONTACT INFO

Michael Rose

American Association of Colleges for Teacher Education
(202) 478-4506 | mrose@aacte.org

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

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

Elisa was born in Michoacan, Mexico, and traveled to many places in the United States when she was younger because of her parents' work. She was unable to complete her high school education because of all the constant moving that migrant work required. She has been working in the fields and doing agricultural work as long as she can remember but is now ready for a change. The High School Equivalency Program (HEP) at Treasure Valley Community College (TVCC) not only helped Elisa obtain her high school equivalency diploma but also placed her on a path to achieve her dream of getting a nursing degree. The flexibility of the program allowed Elisa to maintain her full employment while attending classes in the evening. Post-completion HEP Students are awarded a scholarship to continue their studies at TVCC. Elisa has now landed a job at Community in Action where she is helping community members with rental assistance—a job she could not have landed without a high school diploma or GED. Apart from working full time, she is furthering her education in nursing, so she can fulfill her long-time dream!

Ramiro was born in Guanajuato, Mexico, where he attended school until the fourth grade. When he was ten, his family of twelve—his parents and nine siblings—immigrated to the United States in search of a better life. The family settled in Arrey, New Mexico, and began working in the fields. This work made him realize the importance of education. Despite limited finances, Ramiro was focused on pursuing higher education. Even though he struggled with the language barrier, he persevered and overcame that barrier. With hard work and determination, he graduated high school in 2020 and was accepted to New Mexico State University where he is working towards a Bachelor's degree in Criminal Justice. Ramiro has always been motivated and focused on his goals, but now, as a father to a 2-year-old son, his motivation is greater. The College Assistance Migrant Program (CAMP) at New Mexico State University provided Ramiro with a supportive community—supporting his studies, providing tuition and book assistance, and offering educational workshops and speakers. CAMP provided Ramiro the opportunity to leave the agriculture fields and pursue a career in Criminal Justice.

DESCRIPTION

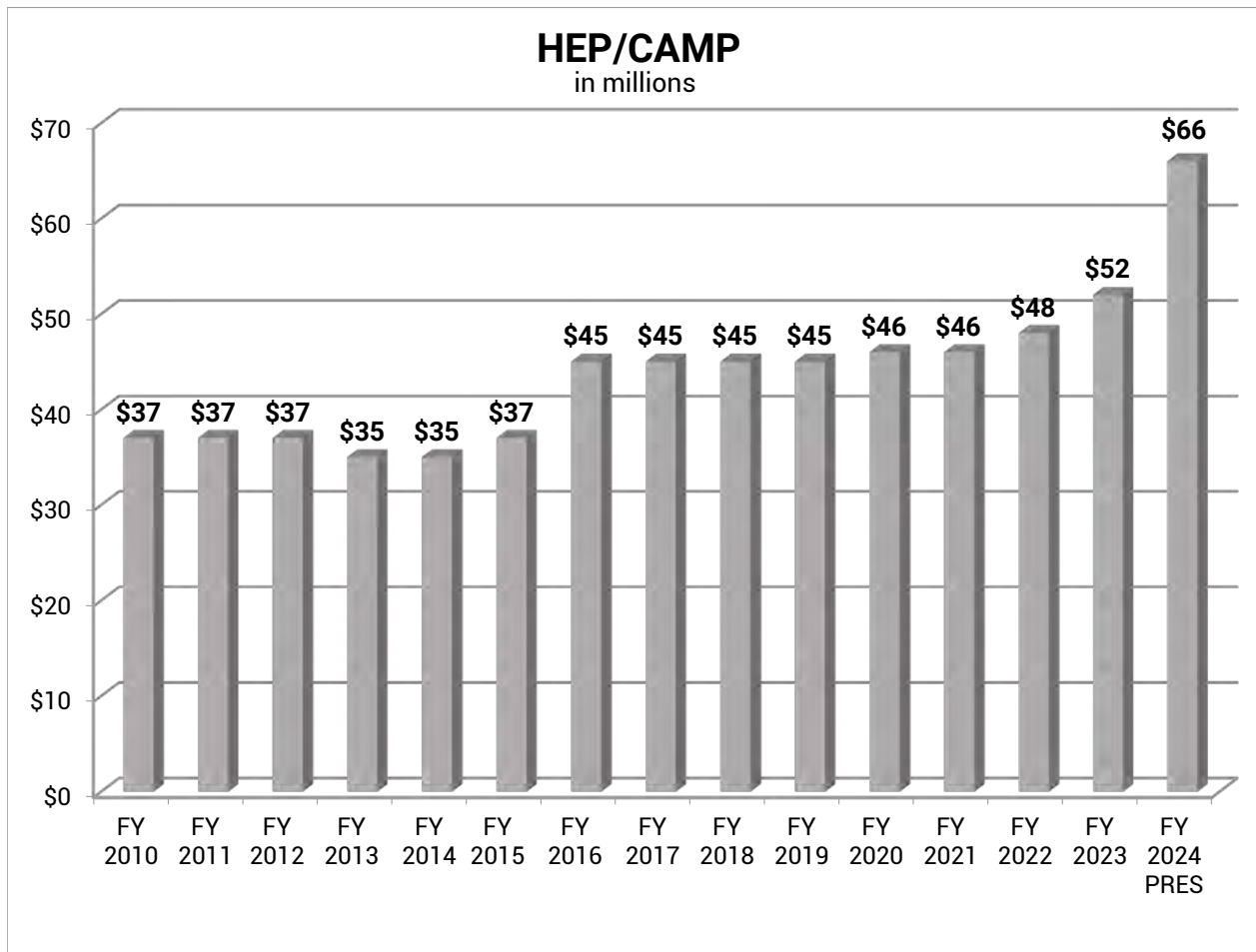
For nearly five decades, the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) projects have helped close the access and completion gaps for children of agricultural workers. HEP and CAMP are the only federal programs that provide this student population with the educational opportunities and supports to succeed in higher education. HEP recruits children of agricultural workers ages 16 and over, providing academic and comprehensive 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)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 203</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$46.12	\$48.12	\$52.12	\$66.12

IMPACT OF PRESIDENT'S BUDGET

President Biden's FY 2024 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. Increased funding also would support efforts to identify and assist individuals who are eligible for and would benefit from the programs.



CONTACT INFO

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

Historically Black Colleges and Universities (HBCUs)

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

"I am a senior at Shaw University, majoring in Business Administration with a concentration in Management. Shaw University gave me a chance even though my high school GPA was not the highest. With the supports Shaw has provided—including developing nurturing relationships with my professors and administrators—I have excelled and can look ahead to the future.

Being a member of the Shaw University Honors Program has allowed me to secure summer internships with State Farm and the Michigan State University Summer Research Opportunity Program. At State Farm, I focused on customer relations, property, and casualty training while learning about sales and billing. The Michigan State University Summer Research Opportunity Program helped prepare me for graduate school through intensive research experiences with faculty mentors. I am grateful my collegiate career helped groom me for these opportunities. I would not have had the fortitude and aptitude for such rigor without my Shaw University experience.

Shaw University's motto is Pro Christo et Humanitate—for Christ and Humanity. In light of this motto, I have been empowered to pursue my dreams, develop my moral purpose, and strengthen my character through the intersection of learning and religion. I am thankful to Congress for the Pell Grants, Work-Study, and Federal Supplemental Educational Opportunity Grants (FSEOG) I have received throughout my collegiate matriculation. Because of these opportunities, I have advanced my education at Shaw and decreased the burden on my family. I ask that Congress not only continue funding HBCUs and the financial aid programs but also increase the appropriations for students to continue their educational aspirations."

— Terry Pettiford
Shaw University 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 103 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 comprise only 8.5 percent of four-year institutions in their home states. They enroll 10 percent of all African American undergraduates (24% within their home states), produce 16 percent of the nation's African American college graduates with bachelor's degrees (26% within their home states), and award 21 percent (32% within their home states) of all African Americans with bachelor's degrees in science, technology, engineering, and mathematics (STEM) fields.

Today over 280,000 students attend HBCUs which include two- and four-year public and private, single-sex, and co-ed 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 endowments 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 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST
Strengthening HBCUs				
(discretionary)	\$ 337.62	\$ 362.82	\$ 395.99	\$ 402.62
(mandatory)*	\$ 80.16	\$ 80.16	\$ 80.16	\$ 85.00
Strengthening HBGLs	\$ 87.31	\$ 93.13	\$ 100.78	\$ 102.31
Master's Degree Programs at HBCUs and PBIs	\$ 10.96	\$ 14.83	\$ 19.94	\$ 20.96
MSEIP	\$ 13.37	\$ 14.54	\$ 16.37	\$ 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. Amounts include a sequester reduction 5.7 percent in 2021.*

IMPACT OF PRESIDENT'S BUDGET

President Biden's FY 2024 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 received funding over its \$375 million authorization in FY 2023 for the first time ever, and President Biden is calling for a \$402.62 million investment in FY 2024. 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.

CONTACT INFO

Emmanuel A. Guillory

American Council on Education
202-939-9300 | eguillory@acenet.edu

Developing Hispanic-Serving Institutions (HSIs) Program

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

Title V, Part A: *Using Developing Hispanic-Serving Institutions grant funding under Title V, Part A, San Diego State University created the Building Bridges between Community and Careers project. This program will strengthen and build capacity for the institution to facilitate healthcare and STEM careers by implementing high-quality, evidence-based practices and professional and workforce development activities—outreach and recruitment, undergraduate applied experiences, enrichment, and multi-dimensional mentoring approaches. The program will ultimately increase the number of students who enter careers that meet the region’s workforce needs by earning globally competitive degrees in healthcare and STEM education.*

Title V, Part B: *Using the Promoting Postbaccalaureate Opportunities for Hispanic Americans Program grant, California State University Channel Islands established the Caminos for Future Counselors, Psychologists, Teachers, and Leaders project to improve the success of the School of Education’s Latinx graduate students. The program will offer supportive services to all master’s level students in the School of Education with the aim to increase enrollment in postbaccalaureate programs, increase enrollment of Latinx postbaccalaureate students, decrease the time to master’s degree completion, increase retention rates, and enhance curriculum redesign.*

Title III, Part F: *Using the Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics and Articulation (HSI STEM) Program funding, California State University, Sacramento established the STEM4Equity Project. This program implements systemic circular change and customized student support through four strategies: (1) engaging STEM faculty in professional development to align their coursework with what STEM employers require, including cultural responsiveness; (2) expanding peer-assisted learning programs to serve students in high enrollment, high fail rate STEM courses; (3) creating a STEM transfer hub to support successful enrollment, seamless advising, and timely degree completion for transfer students; and, (4) extending workforce skill development into leadership activities, micro-internships, and traditional paid internships to assist in creating STEM identity for Hispanic and low-income students preparing for a career in STEM employment.*

DESCRIPTION

An HSI is defined as a nonprofit higher education institution with enrollment of at least 25 percent Hispanic undergraduate full-time equivalent students. In FY 2022, 529 institutions of higher education met the HSI designation compared to 462 in FY 2021, a change of 14.5 percent. The number of HSIs grew from 311 in 2010 to 559 in 2020, with corresponding increases in the number of Hispanic students gaining access to higher education.

This designation provides an institution eligibility to apply for Title V (Part A and B) and Title III (Part F) program grants. Eligibility for each program may vary depending on other criteria (e.g., institutions without postbaccalaureate programs are not eligible for Title V, Part B grants). 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.

In academic year 2020-21, HSIs educated over 5 million undergraduate and graduate students despite persistently low federal funding levels.

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

The Developing Hispanic-Serving Institutions (DHSI) Program provides competitive grants to assist HSIs with expanding educational opportunities for and improving the education of Hispanic students. In FY 2021, 219 out of the 462 total eligible HSIs were funded under this program. In FY 2022, 78 new HSIs were selected and awarded grant funding to expand and enhance institutions' 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. The maximum award size per grant award is \$600,000 per year.

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

The Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program provides grants to expand postbaccalaureate educational opportunities for and improve the academic attainment of Hispanic students. Grants are also used to expand postbaccalaureate academic offerings, enhance program quality in institutions of higher education educating the majority of Hispanic college students, and help increase the number of Hispanic and low-income students completing postsecondary degrees. In FY 2021, 24 of 191 eligible HSIs received Title V, Part B funding. In FY 2022, 10 new HSIs were awarded grant funding.

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

The Hispanic-Serving Institutions Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation Programs fund competitive grants to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or 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 2021, 90 of 473 total eligible institutions received funding.

FUNDING HISTORY (in millions)

REQUEST	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S</u>
Title III—Part F* (mandatory)	\$ 94.30*	\$ 94.30*	\$ 94.30*	\$100.00
Title V—Part A	\$148.73	\$182.85	\$227.75	\$236.73
Title V—Part B	\$ 13.85	\$ 19.66	\$ 27.31	\$ 28.85
TOTAL	\$256.88	\$296.81	\$349.36	\$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.

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget request demonstrates an ongoing commitment to meet the growing needs of HSIs. HSIs educate over 5 million undergraduate and graduate students despite relatively low federal funding levels. While the FY 2024 budget provides enhancements for HSIs, funding for Title V, Parts A and B must be dramatically increased to meet current and future institutional needs.

This would allow HSIs to better serve Hispanic students, whose postsecondary enrollment has surged by over 1 million students since 2010. For example, at the California State University (CSU), 21 of 23 CSU universities qualify as Hispanic-Serving Institutions. The CSU confers 62 percent of all bachelor's degrees granted to California's Hispanic students and serves more than 16,000 Hispanic graduate students, in part due to HSI funding. With Hispanic enrollment in higher education expected to exceed 4.1 million students by 2026, federal investment in this program is critically important.

CONTACT INFO

Annie Nguyen and **Trevor Guthrie**

California State University
(202) 434-8060 | annguyen@calstate.edu | tguthrie@calstate.edu

Xiomara Santos

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

Tribal Colleges and Universities

Title III, Parts A and F, Higher Education Act

In an effort to encourage students to enroll, persist and earn their degree, Diné College will offer grants to students to fully cover tuition, meals and residential halls, as well as books. “We wanted to target the needs we are seeing in our students with this initiative,” said Provost Geraldine Garrity. “We have been discussing what interventions and supports we can provide for our students and we finally just said, ‘let’s think bigger.’”

A recent Dine’ College survey found 75 percent of its students experienced one or more forms of basic needs insecurity. “We live in extraordinary times and we need to take extraordinary steps to help our Navajo people,” said Diné College President Charles Roessel. “Our students are faced with many insecurities—food, economic, health, homelessness—and these all have an impact on their success in college. These efforts will help alleviate some of the hurdles so our students can earn their degree and help themselves.”

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

DESCRIPTION

The goal of the Title III, Strengthening Institutions program is “to improve the academic quality, institutional management, and fiscal stability of eligible institutions, to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.” The Title III program is vital to Tribal Colleges and Universities (TCU)—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)

	FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT’S REQUEST
TOTALLY CONTROLLED COLLEGES & UNIVERSITIES				
Discretionary (Part A)	\$38.08	\$43.90	\$51.55	\$53.08
Mandatory (Part F)	\$28.29	\$28.29	\$28.29	\$30.00

IMPACT OF PRESIDENT’S BUDGET

Under the president's FY 2024 budget, Title III-TCU Part A (discretionary) would be 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.

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. Tribal colleges offer low average tuition, critically important since 75 percent of TCU students receive Pell grants. Because of the Title III program, TCUs can keep costs low while continuing to innovate, serve more students, and meet extensive reporting and administrative requirements. These funds have been instrumental in advancing 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 American Indian Higher Education Consortium requests \$70 million in funding to support tribal college students and to strengthen Tribal Colleges and Universities.

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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
Discretionary	\$19.04	\$21.37	\$24.43	\$25.04
Mandatory	\$14.15	\$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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
Discretionary	\$5.12	\$10.94	\$18.59	\$20.12
Mandatory	\$4.72	\$ 4.72	\$ 4.72	\$ 5.00

Native American-Serving, Nontribal Institutions

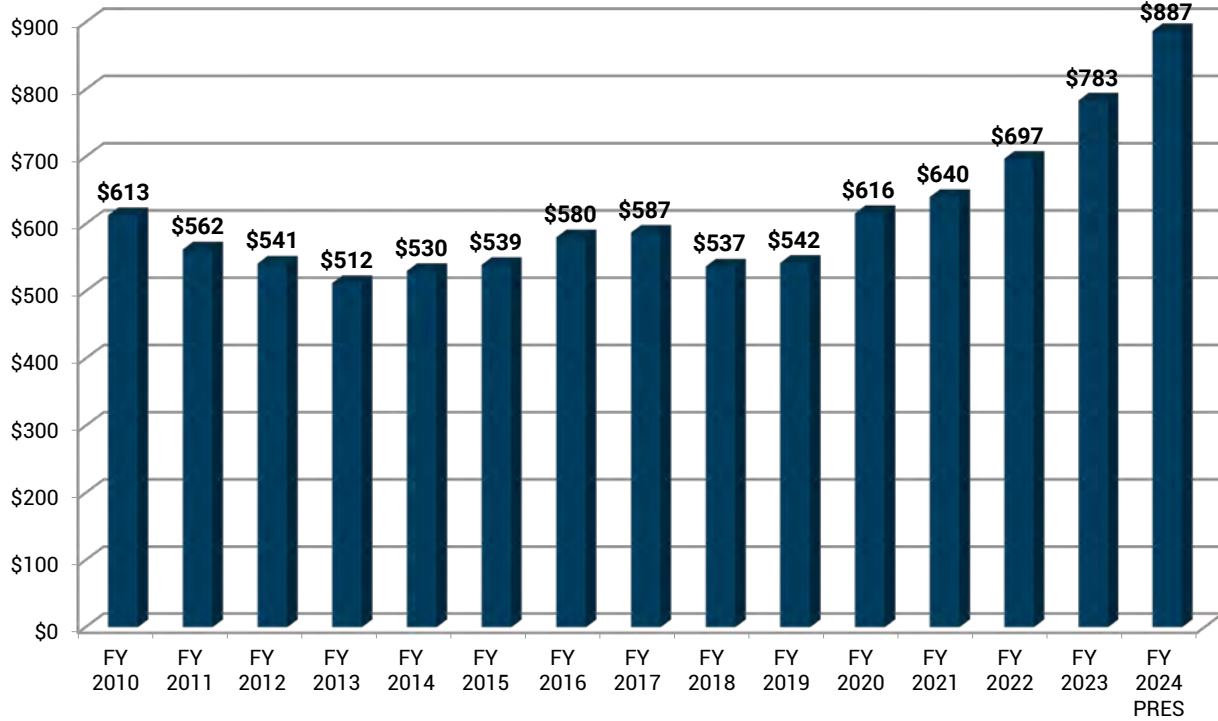
A Native American-serving, nontribal institution (NASNTI) may receive a grant under Title III, Sec. 319, if, at the time of application, it has an enrollment of undergraduate students of whom at least 10 percent are Native American. Students self-identify as American Indian, and no documentation of tribal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

Funding History (in millions)

	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
Discretionary	\$5.12	\$7.83	\$11.41	\$12.12
Mandatory	\$4.72	\$4.72	\$ 4.72	\$ 5.00

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

in millions



There is also mandatory funding provided for Institutional Development

CONTACT INFO

Carrie Billy

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

International Education Programs and Foreign Language Studies

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

To promote stronger cultural and economic ties between the United States and Latin America, former University of Florida President John J. Tigert established the Institute for Inter-American Affairs (IIAA) as the inaugural research center in the U.S. to concentrate on Latin America. Presently referred to as the Center for Latin American Studies, it has focused on recruiting students from Latin America, enhancing its Latin American curriculum, and forming cooperative partnerships with universities in Latin America. Over time, the Center has become one of the most prestigious and longstanding centers for Latin American Studies, celebrated for its diversity of intellectual thought sustained through dialogue among varied perspectives, backgrounds, and identities.

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)

	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
Domestic Programs	\$69.35	\$71.85	\$75.35	\$75.35
Overseas Programs	\$ 8.81	\$ 9.81	\$10.31	\$10.31

IMPACT OF PRESIDENT'S BUDGET

Freezing funding for Title VI programs is an untimely restriction of federal resources when international cooperation and collaboration are essential—particularly in light of a global pandemic that has reinforced the vital importance of bridging international boundaries. 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.

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.

CONTACT INFO

Sarah Mathias
University of Florida
(202) 220-1383 | smathias@ufl.edu

Federal TRIO Programs

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

In Fall 2021, the University of California, Santa Cruz received a new five-year Talent Search award from the U.S. Department of Education as part of the federal TRIO Programs. The \$1.39 million grant allows the university to work with four middle and high schools in the San Jose region, serving predominantly economically disadvantaged, underrepresented, and educationally underperforming students. Serving cohorts of 500 low-income and first-generation students annually, the UC Santa Cruz Talent Search program works to get students on track for graduation and entry into higher education. By engaging students early in their academic careers, the program aims to enroll students in rigorous high school courses, putting them on track to persist in high school and receive sufficient guidance and assistance to apply, enroll, and succeed in college. The U.S. Department of Education and TRIO Program funds are critical in helping disadvantaged students break through the barriers they face daily to achieve academic and career success.

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)

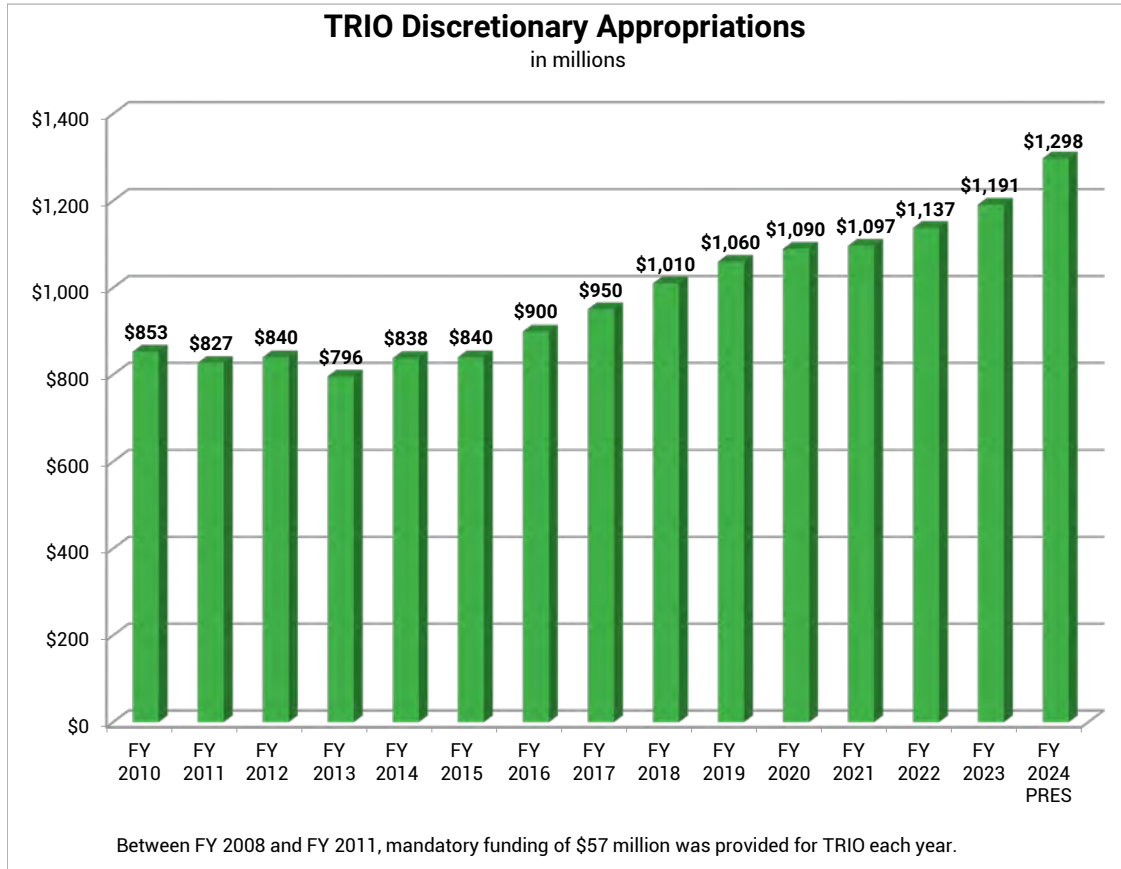
<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$1,097.00	\$1,137.00	\$1,191.00	\$1,297.76

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget includes a \$107 million funding increase for TRIO, for a total proposed appropriation of approximately \$1.3 billion. This proposed increase is a historic investment 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 100,000 more students with individualized college access and support services, bringing to nearly 1 million the number of low-income young people and adults aspiring to improve their lives and those of their families. Last year's increases were particularly impactful, having had a direct effect on the number of grants awarded in the most recent Upward Bound, Upward Bound Math-Science, Veterans Upward Bound, and McNair grant competitions. It is also anticipated that the proposed \$107 million increase will allow funding to expand the number of Educational Opportunity Centers, Student Support Services, and Talent Search programs.

Through 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 necessary even to consider the possibility of college.



CONTACT INFO

Loressa Uson
 University of California, Santa Cruz
 (202) 578-2247 | mluson@ucsc.edu

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

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

“Growing up in North Las Vegas, Nevada is much different than it may sound to most people. There is no exciting nightlife, casino wins, or any value placed on education for youth in my community. My high school had a 42 percent graduation rate when I was a student there. In fact, students were much more interested in gangs, community violence, and various other distractions. GEAR UP helped me defy the odds by ensuring I graduated at the top of my class, earned a full ride scholarship to UNLV, and helped me as I transitioned into the workforce after graduating from college. GEAR UP provided me with free tutoring, college campus tours, and career readiness training that helped me become a much more confident and competent individual. GEAR UP helped me change the trajectory of my future by showing me how beneficial a college education can be. Today I have two master’s degrees, I am the president and cofounder of a nonprofit organization that serves youth in Nevada, and I have been fortunate enough to share my journey across the country, including in front of the U.S House of Representatives. I am most proud of how GEAR UP has inspired me to give back to my community and provide support for young people of color who are struggling with navigating the world around them. GEAR UP works and I am living proof!”

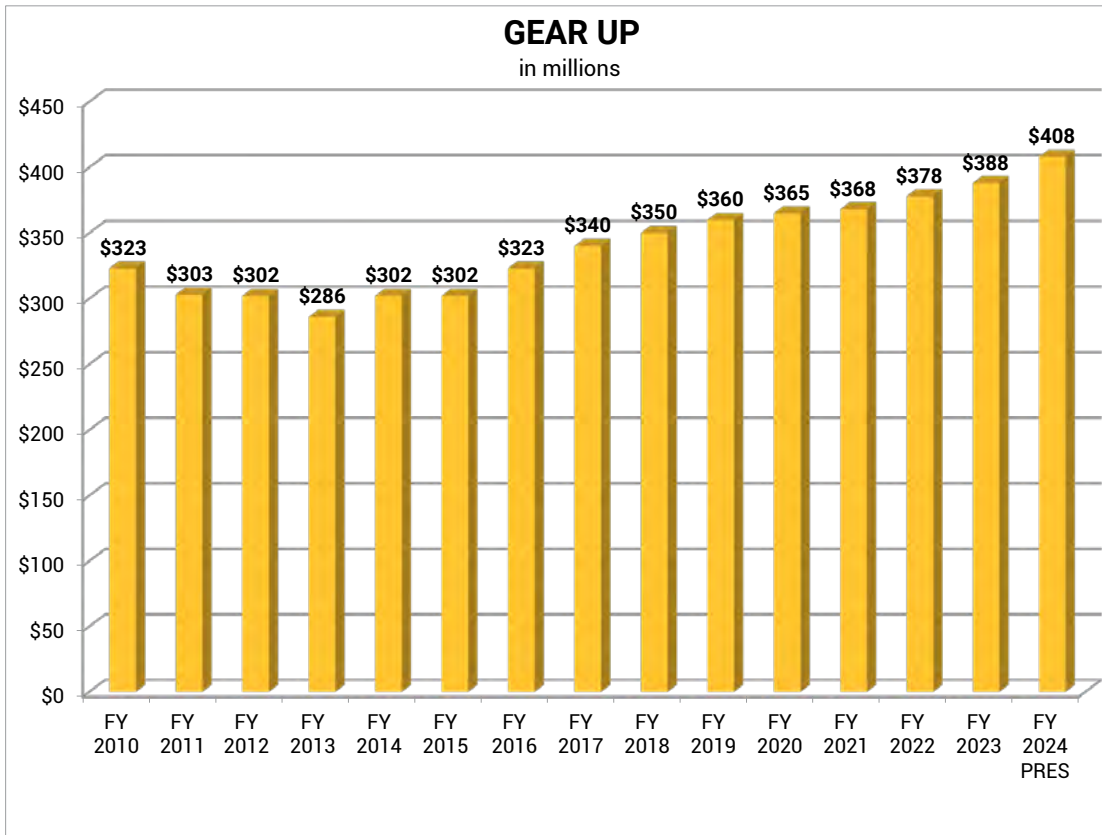
— Nick Mathews, GEAR UP Alumnus

DESCRIPTION

GEAR UP is a highly competitive discretionary grant program that increases the number of low-income, minority, and first-generation students prepared to enter and succeed in college and career pathways. The program is expected to serve over 500,000 students in FY 2023. In 2020, data showed that GEAR UP students enrolled in college at rates higher than the national average for low-income students (87.8 percent as compared to 49 percent). GEAR UP is clearly a catalyst for results. Achieving these outcomes at a modest annual federal investment of just under \$550 per GEAR UP student speaks to the power of these highly flexible, locally led programs. The program serves entire grade levels of students—beginning no later than seventh grade—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, family engagement, and scholarships, as well as 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 careers and 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$368.00	\$378.00	\$388.00	\$408.00



IMPACT OF PRESIDENT’S BUDGET

The president’s budget includes a \$20 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 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.

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 \$408 million in FY 2024 would propel the program’s momentum to strengthen the pathway to postsecondary education and allow an additional 30,000 new students into the program.

CONTACT INFO

Emily Crawford

National Council for Community and Education Partnerships
 (202) 530-1135, ext. 2120 | emily_crawford@edpartnerships.org

Graduate Education

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

UC San Diego's Department of Chemistry and Biochemistry established a Graduate Assistance in Areas of National Need (GAANN) Fellowship program in partnership with the U.S. Department of Education and the campus's Office of Graduate Studies to provide enhanced training in both research and teaching for doctoral students in fields of study critical to supporting and expanding the next generation workforce. The GAANN Program in the Chemical Sciences recruits and retains talented graduate students, particularly those from historically underrepresented groups. The program also provides a graduate education and apprenticeship model that allows for rigorous and integrated research and teaching experiences and prepares students to assume postgraduate leadership roles in chemical research and education.

The UC San Diego program provides fellows with an annual stipend and tuition/fee coverage based on the student's financial need, as well as stipends for research support and corresponding travel. Fellows are provided with a holistic training model that builds on the five major elements of the Department of Chemistry's graduate program: coursework, teaching, research, seminars, and key assessments. In sum, the activities funded by the GAANN award allow for the cultivation of an extensive network of faculty, staff, and peers that support students on their academic journey to leadership in a nationally designated field of need.

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, mathematics and medicine), critically needed foreign languages and area studies, and nursing.

GAANN and other programs tailored for graduate studies are 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. Supporting these endeavors should be of paramount importance in order to sustain and expand our future workforce.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$23.55	\$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, especially in the face of the last several years of inflation. While future graduate students may benefit from the substantial investments made in President Biden's overall FY 2024 budget, the need for additional investment in currently enrolled, diverse, and high-achieving graduate students is evident.

CONTACT INFO

Carl Welliver

University of California–San Diego
(858) 229-9061 | welliver@ucsd.edu

Child Care Access Means Parents in School (CCAMPIS)

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

With assistance from its CCAMPIS grant, Central Georgia Technical College operates two Child Development Centers for student parents, college staff, and community members. Together, the two centers provide services to up to 122 children ages 2 – 8 years old. The centers' mission is "to provide a safe, rich learning environment, one deliberately designed with much to explore and discover, to foster the learning of young children. We are dedicated to providing a model setting for local, state, and national early childhood professionals." The centers' "philosophy and curriculum reflects the belief that children are competent and capable and that knowledge is constructed through exploration, self-expression, problem-solving, and investigation." The centers are accredited by the National Association for the Education of Young Children and draw particular inspiration from the world-famous preschools of Reggio Emilia, Italy. Students in the college's Early Child Care and Education program participate in the centers by observing, documenting, and assessing children's development and facilitating experiences as required by their instructors.

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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$55.00	\$65.00	\$75.00	\$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 states this funding will allow for continuation and new awards.

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 with young children across the country will still lack access to quality child care, often cited as the reason why these students withdraw prior to completing a certificate or degree. 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.

CONTACT INFO

James Hermes
American Association of Community Colleges
(202) 728-0200 | jhermes@aacc.nche.edu

Teacher Quality Partnership Grants

Title II, Part A, Higher Education Act

Housed at the Tulare County Office of Education, California Center on Teaching Careers, the Teacher Residency for Rural Education (TRRE) Project—in partnership with California State University, Bakersfield (CSUB), and five participating rural school districts—is a “grow your own” program serving graduate students seeking a single subject credential with a focus in STEM. Through a cohort model, program residents participate in high-quality computer science training with university faculty, receiving certification for this specialized training. Upon completion of their teaching credential, residents immediately work toward a master’s degree in Education with an emphasis on curriculum and instruction. Teacher Quality Partnership funding allows the TRRE to provide each resident a stipend of \$25,000, along with an investment of \$10,000 from the partner district where they are placed.

Kaylee Nunez-Ornelas graduated from the TRRE program in 2022. During her residency, she taught at Ridgeview Middle School in Visalia working with 7th and 8th graders. Currently, she teaches at Golden West High School in Visalia, teaching Math 1 to freshman and sophomores. The financial support provided through the program allowed Kaylee to focus on the residency. The stipends provided support to pay for credential classes, the master’s program, and daily expenses, eliminating the need for a part-time job while trying to focus on her education.

“As I’m experiencing this first year teaching, I can see my students view me as a person they can relate to. This is not because I’m a younger teacher, but because I listen to them and make sure they have a voice in my class. It makes me happy when I hear a student say they finally understand math or that I make math easier to learn for them. I push my students to not give up and keep trying even though it gets difficult. I show them there are multiple ways to solve a problem. I want them to see that math can be fun, and that they are capable of so much more as long as they don’t give up.”

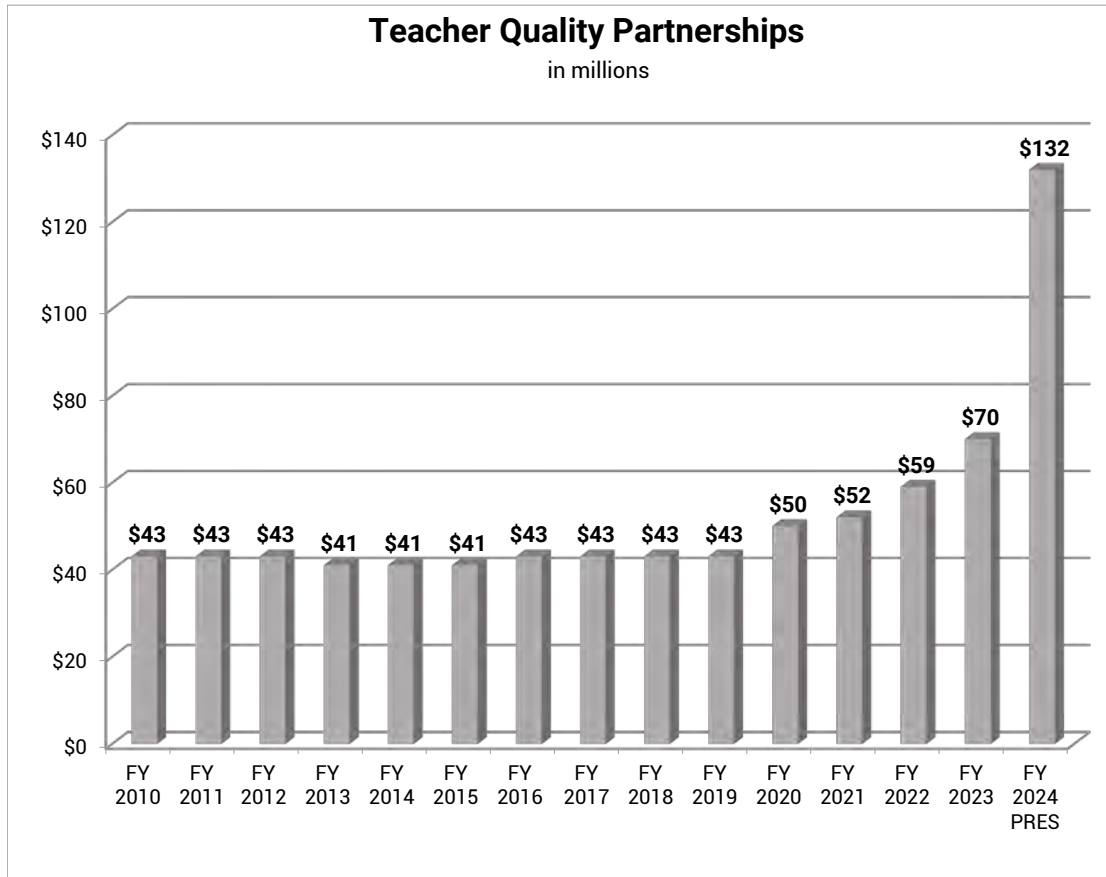
—Ms. Kaylee Nunez-Ornelas

DESCRIPTION

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. Teacher Quality Partnership (TQP) grants support preparation programs to produce graduates prepared to teach in high-need fields and to serve in high-need schools.

TQP funds competitive grants—with a 100 percent match from awardees—to partnerships of higher education institutions, high-need local school districts, and other stakeholders to transform and strengthen educator preparation. TQP focuses on deepening the partnership between PreK-12 and higher education as they collaborate to prepare new educators. Funds can be used to implement a wide range of reforms in the prebaccalaureate preparation of teachers. These include curriculum changes that improve the development of prospective teachers' skills, and developing a high-quality and sustained preservice clinical experience that includes mentoring and effective recruitment strategies, such as Grow Your Own programs. In addition, funds can be used to develop and implement teacher residency programs that provide graduate-level course work to earn a master’s degree alongside a trained and experienced mentor teacher and at least three years' service in a high-need school. TQP also helps awardees develop and implement school leadership programs. TQP grantees develop metrics to evaluate the effectiveness of program graduates once they enter the classroom.

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



FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$52.09	\$59.09	\$70.00	\$132.09

IMPACT OF PRESIDENT'S BUDGET

The Administration requests \$132 million in FY 2024 for the TQP program, \$62.1 million above the FY 2023 funding level. This increased funding will help ensure institutions of higher education are able to successfully train the next generation of profession-ready educators.

Of the funds requested, approximately \$84 million would support new awards and \$42.6 million would support continuation awards. Approximately \$356,000 would be used to prepare the state teacher quality reports required under Title II of the HEA. An additional \$5 million would be used to study outcomes such as the degree to which teachers trained through TQP-funded teaching residency programs (TRPs) are retained in their districts and schools, as well as their impact on student achievement.

CONTACT INFO

Cortney Rowland

National Center for Teacher Residencies (NCTR)
 (419) 509-1414 | crowland@nctrresidencies.org

Michael Rose

AACTE (American Association of Colleges for Teacher Education)
 (202) 478-4506 | mrose@aacte.org

Student Aid Administration

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

Student Aid Administration may not sound exciting, but it is the engine that drives America's efforts to help students pursue their postsecondary educational goals and acquire the 21st century skills that drive our economy. Between providing and processing the Free Application for Federal Student Aid (FAFSA) and helping students and graduates manage their federal student loans, services are provided to tens of millions of Americans every year. College students today encounter many struggles to access and to afford a college education, and the first step to overcome those struggles is for students (and often their parents) to complete a FAFSA. However, this task can be a challenge, especially for first-generation students and their parents. Thanks to the FUTURE Act, enacted in 2019, and the FAFSA Simplification Act, passed in late 2020, the new FAFSA scheduled to be introduced this fall will provide a more simplified experience, including a more automated process for getting the IRS data required both for the FAFSA and to enroll in income-driven repayment plans for student loans.

DESCRIPTION

Student Aid Administration funds are used to administer the federal student financial assistance programs authorized under Title IV of the Higher Education Act. Funds go 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. In addition, funds are used to improve services for students, parents, institutions, and other program participants; protect borrowers' personal data; increase the efficiency of program operations; and oversee student aid processing and delivery systems.

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 recent years, FSA annually processed about 18 million student financial aid applications, disbursing more than \$120 billion each year 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. A recent estimate indicates over 87 million students and parents have visited the FSA website.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$1,853.94	\$2,033.94	\$2,033.94	\$2,654.03

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget includes more than \$2.65 billion for Student Aid Administration, which is an additional \$620 million (30.49 percent increase) compared to the FY 2023 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.

The significant increase over the prior year is largely because the payment pause implemented by President Trump in 2020 and extended by President Biden is set to expire later this year. After the payment pause, the Office of Federal Student Aid will likely instruct its loan servicers to begin collecting payments once again, in turn requiring millions of borrowers to update contact and other information and select a loan repayment plan. As a result, the loan servicing fees paid to the Title IV Additional Servicers (TIVAS) and other loan servicers will be sharply higher in the upcoming federal fiscal year. Fully funding Student Aid Administration at the president's request level will ensure 18 million FAFSA-filing students, their parents, and tens of millions of student-loan borrowers will not need to endure hours-long wait times to get assistance with their FAFSA filing or their loan repayment arrangements.

CONTACT INFO

Frank Ballmann

National Association of State Student Grant and Aid Programs
(518) 429-8773 | frank@nassgap.org

Federally Funded Research

A multidisciplinary and multi-institution research team led by Harvard University's Wyss Institute for Biologically Inspired Engineering developed PhonoGraft, a technology that uses biomaterial to help mimic and ultimately regenerate damaged eardrum tissue, offering a novel, noninvasive, permanent solution for patients with hearing loss. After the 2013 Boston Marathon bombing caused a sudden increase in patients with ruptured ear drums, otologists and neurologists Aaron Remenschneider and Elliott Kozin partnered with scientists Jennifer Lewis and Nicole Black to find an alternative to the standard reconstructive procedures that often resulted in imperfect hearing and even surgical failures, requiring repeat invasive procedures. With funding from the National Institutes of Health (NIH), this team developed a 3D-printed graft that simulates the structure of an eardrum, activates self-healing properties in the ear, and restores the eardrum's sound-conducting properties and a barrier to prevent infections. In 2021, the team founded a startup company called Beacon Bio, which was ultimately acquired by Desktop Health.

DESCRIPTION

Historically, 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 National Aeronautics and Space Administration (NASA); and the Environmental Protection Agency (EPA). In addition to spurring new discoveries, these research investments are central to educating students, playing a significant role in preparing the American workforce in all sectors of the economy.

FUNDING HISTORY (in billions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$79.44	\$92.54	\$97.73	\$101.27

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget seeks \$101.27 billion in basic and applied research funding across more than 15 federal departments and agencies. President Biden's budget requests \$48.6 billion for NIH, \$11.31 billion for NSF, \$2.44 billion for basic research at the Department of Defense, \$8.8 billion for the Department of Energy Office of Science, and \$8.26 billion for the NASA Science Mission Directorate. The budget identifies cancer research, pandemic preparedness, climate change, national security and technological competitiveness, equity, and STEM education as priorities for basic and applied research investments.

Emerging from a global pandemic, preparing for future emergencies, and facing the ever-pressing need to maintain international competitiveness, the nation must make reliable, growing investments in fundamental research. Over the last several years, through legislation like the CHIPS and Science Act, Congress has demonstrated a bipartisan commitment to supporting scientific research, providing increased investment or setting ambitious authorization targets for various science agencies. Now it is critical to build on that momentum and provide funding to ensure the country remains on the leading edge of global innovation. With a proven record of strong returns, federal funding for research is closely tied to the nation's economic prosperity, health, and well-being.

In FY 2024, Congress should provide at least \$50.9 billion in base funding for NIH, \$11.9 billion for NSF, \$3.1 billion for basic research at the Department of Defense, \$4.31 billion for the Defense Advanced Research Projects Agency (DARPA), \$2.5 billion for the Advanced Research Projects Agency for Health (ARPA-H), \$9 billion for the NASA Science Mission Directorate, \$9.5 billion for the Department of Energy Office of Science, \$967 million for EPA Science and Technology, and robust increases across the federal research enterprise.

CONTACT INFO

Peter DeYoe and **Isabella Dominique**

Harvard University

(202) 863-1292 | peter_deyoe@harvard.edu | isabella_dominique@harvard.edu

Fund for Improvement of Postsecondary Education (FIPSE)

Title VII, Part B, Higher Education Act

In January 2023, the Department of Education announced the first Postsecondary Student Success Grant (PSSG) awards, totaling more than \$4.5 million out of FIPSE, to five Historically Black Colleges and Universities (HBCUs), Minority-Serving Institutions (MSIs), and community colleges. Austin Community College (ACC) received a \$770,765 grant to implement their ACC Ensuring Student Success project (ACCESS). The ACCESS project will provide outreach and reenrollment coaching to 7,000 students who stopped out after 2020 but were nearing completion of their degree, in addition to providing advising services to enrolled students at high risk of stopping out. Advising services will include access to a variety of free or low-cost academic, financial, personal, social, family, and technology incentives, resources, and supports—such as child care, transportation vouchers, textbooks, digital devices, tutoring, and personal counseling.

DESCRIPTION

Authorized more than 50 years ago, the Fund for the Improvement of Postsecondary Education (FIPSE) supports a wide range of activities through grants and contracts with institutions of higher education and other public and private nonprofit institutions, agencies, and consortia. The breadth of activities promotes reform, improvement, and innovation in postsecondary education, including career and professional training, education technology, cost-effective instruction and operations, reforming graduate education, and improving access and success for historically underserved populations. A 15-member FIPSE board advises the Secretary of Education, and, over time, FIPSE activities have often reflected the priorities of both the Administration and Congress through the establishment of special programs and congressionally directed spending. Given its expansive authorization and the diverse priorities of the executive and legislative branches, funding and priorities for FIPSE activities may change with each annual budget.

One of those activities is the Postsecondary Student Success Grants (PSSG), a tiered-evidence competition created in the Consolidated Appropriations Act of 2022 to support evidence-based activities to improve retention, transfer, and completion in postsecondary education, particularly at HBCUs, Tribal Colleges and Universities, Hispanic-Serving Institutions, other MSIs, and institutions serving large shares of low-income students. PSSG is intended to help reengage students who have stopped out of higher education, as well as those who are enrolled in higher education but are at risk of not completing their program. Grantees may use funds directly or in collaboration with nonprofit organizations and/or other institutions of higher education for activities such as academic, career, and student support services; emergency financial aid grants for unexpected expenses or to meet basic needs; accelerated learning opportunities, such as dual enrollment and credit for prior learning; and assistance in applying for other support services, such as means-tested federal benefits.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$41.00	\$76.00	\$184.00	\$725.00

PROGRAM-LEVEL FUNDING HISTORY (in millions)

	FY 2021	FY 2022	FY 2023	FY 2024 President's Request
Postsecondary Student Success Grants	—	\$5	\$45	\$165
Historically Black Colleges and Universities (HBCU), Tribally Controlled Colleges and Universities (TCCUs), and Minority Serving Institutions (MSI) Research and Development (R&D) Infrastructure Grants	—	—	\$50	\$350
Postsecondary Advancement and Success Technical Assistance Center	—	—	—	\$30
Systemwide Holistic Student Supports	—	—	—	\$30
School- and Campus-Based Mental Health Service Grants	—	—	—	\$150
Centers of Excellence for Veteran Student Success	\$7	\$8.5	\$9	\$0
Open Textbooks Pilot program	\$7	\$11	\$12	\$0
Basic Needs for Postsecondary Students	\$5	\$8	\$10	\$0
Modeling and Simulations	\$7	\$8	\$8	\$0
Rural Postsecondary and Economic Development	\$10	\$20	\$45	\$0
Transitioning Gang-Involved Youth to Higher Education	\$1	\$1.5	\$5	\$0
Augustus F. Hawkins Centers of Excellence (funded outside of FIPSE in 2023 and 2024 request)	—	\$8	—	—
Center of Excellence in Spatial Computing	\$2	\$2	\$0	\$0
Digital Learning Infrastructure and IT Modernization Pilot	—	\$4	\$0	\$0
Congressionally Directed Spending/Community Project Funding	—	\$249.40	\$429.59	\$0

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget is requesting \$725 million for FIPSE, a \$541 million or 294 percent increase, excluding congressionally directed community projects. If community projects are included in the FIPSE account as Congress has done over the last two years, President Biden's request would be a net increase of \$138 million over FY 2023. In particular, the president's FY 2024 budget provides \$165 million for PSSG, directed to expand the size and scale of grants used to advance retention and completion in higher education, as well as labor market outcomes. The budget provides an increase of \$120 million, or 266 percent, to expand support to states and award new grants to higher education institutions focused on implementation and evaluation of evidence-based student success interventions that improve outcomes, particularly for underserved students.

The president's budget also proposes a \$300 million increase for the current Research and Development Infrastructure Grants and \$210 million for three new initiatives, including \$150 million for a new program to support mental health needs of college students. To achieve most of these spending increases, the president proposes the elimination of funding for eight FIPSE programs and no funding for congressionally directed spending. Since FIPSE grant programs typically are frontloaded to pay full multiyear project costs from a single appropriation, existing multiyear grantees and those awarded during the current year will continue to be funded into FY 2024. However, new grant competitions in FY 2024 will not occur for any programs that do not receive funding in FY 2024.

CONTACT INFO

Roxanne Garza

UnidosUS
(956) 655-7677 | rgarza@unidosus.org

Richard Hershman

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

Segal AmeriCorps Education Award

National and Community Service Act

“Every student deserves to have someone who believes in them. When I graduated from California State University-Sacramento as student body president, it was my goal to not only be a role model for kids like me, but to make sure their abilities were never doubted. I started my career in education with Teach For America (TFA) as a Baltimore 2009 corps member.

As someone who grew up in a low-income community, it would not have been possible for me to become a TFA teacher without AmeriCorps. Graduating from college was a major milestone for me and my family, but further education was financially out of the question. So while I was excited to join TFA, the costs of teacher certification and an education master’s degree were not something I could afford. Without the support of the Segal AmeriCorps Education Award, I—and other dedicated individuals who face many of the same social and financial hurdles as the students we serve—would not have been able to enter teaching.

Today, I am the principal of Patterson Park Public Charter School, working to give my students the education they so richly deserve. My life was forever changed through my AmeriCorps experience.”

— Miguel Cervantes Del Toro,
Principal, Patterson Park Public Charter School

DESCRIPTION

The Segal AmeriCorps Education Award is an earned benefit 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 (\$6,895 for the 2022-23 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$1,121.10	\$1,150.64	\$1,312.81	\$1,478.62

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget seeks close to \$1.48 billion for AmeriCorps, an increase of \$166 million or 13 percent over the FY 2023 enacted level. The Segal AmeriCorps Education Award is tied to the maximum Pell Grant award, which the president's budget proposes increasing, 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.

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.

CONTACT INFO

Jean Doyle

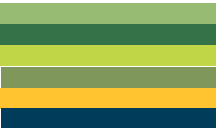
Teach For America

(202) 650-7872 | jean.doyle@teachforamerica.org

PART 4:

Forging Success

Educational Research, Statistics and Improvement



The Institute of Education Sciences

Title I, Education Sciences Reform Act

The results from the 2022 National Assessment of Educational Progress math and reading assessments illuminated the impact of the COVID-19 pandemic on academic outcomes as average scores declined in many states and in most districts that participated in the Trial Urban District Assessment. To meet the call to accelerate student learning, the Institute of Education Sciences (IES) awarded funding to establish the [Leveraging Evidence to Accelerate Recovery Nationwide \(LEARN\) Network](#). Led by SRI International, the LEARN Network is aiming to scale up several IES-supported interventions with evidence of improving reading outcomes. These programs include [Targeted Reading Instruction](#), [Peer-Assisted Learning Strategies \(PALS\) Reading](#), and [Strategic Adolescent Reading Intervention](#). Each of the interventions are being adapted to meet the needs of students who were disproportionately affected by the COVID-19 pandemic, while applying the “Invent-Apply-Transition” framework to bring evidence-based programs to scale for classroom use.

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. IES supports activities across its programs to establish an evidence base for education policy and practice, communicate research-based findings and data, and disseminate resources to policymakers, school and district leaders, and educators. Along with research grants, IES funds training grants that develop the methodological skills of education researchers and broaden participation in education research.

The need for research and evidence to improve education outcomes has always been substantial, but the COVID-19 pandemic underscored the urgency for evidence-based practices to support student learning, instruction, and social and emotional needs. IES responded to this demand through the launch of the National Center for Education Statistics School Pulse Panel, the dissemination of resources from the What Works Clearinghouse and the Regional Educational Laboratories as part of the Department of Education’s Engage Every Student initiative, and funding research that incorporates artificial intelligence to assist professionals in providing supports for students with or at risk of disabilities.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST*</u>
\$642.46	\$737.02	\$807.61	\$870.87

IMPACT OF PRESIDENT’S BUDGET

The FY 2024 budget request would provide an overall 7.8 percent increase for the top line of IES. In addition to the specific programs detailed in this chapter, the budget includes nearly \$77 million for program administration. Beginning in FY 2022, funding for IES salaries and related expenses were moved from the overall Department of Education’s program administration account to IES. This shift provides additional flexibility and resources for IES to hire research program officers, statistical experts, and peer review staff essential to carrying out the agency’s mission.

The president's budget would provide a strong foundation to support longstanding and new IES activities. Despite recent increases in funding for IES, core education research and special education grant competitions were unable to be launched over the past two years due to limited funding. The request would enable IES to run its Education Research Grant competition and launch funding opportunities with the aim of developing and disseminating innovative, cutting-edge practices and tools to encourage dramatic advances in teaching and learning.

Additional funding for IES would 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. Significant investment in the infrastructure to advance education research and development, produce information on key education indicators, and translate research into practice is critical to meet the mission of IES to discover what works, for whom, and under what conditions in education.

The Friends of IES coalition, which supports the mission of IES and seeks to ensure adequate funding for the agency, is requesting at least \$900 million for IES in FY 2024. This amount would enable IES to build on ongoing research and development activities to improve educational outcomes, address added costs for grants and contracts due to recent inflation, and to bolster education research and data infrastructure.

CONTACT INFO

Christy Talbot

American Educational Research Association
(202) 238-3221 | ctalbot@aera.net

Regional Educational Laboratories (RELs)

Title I, Education Sciences Reform Act

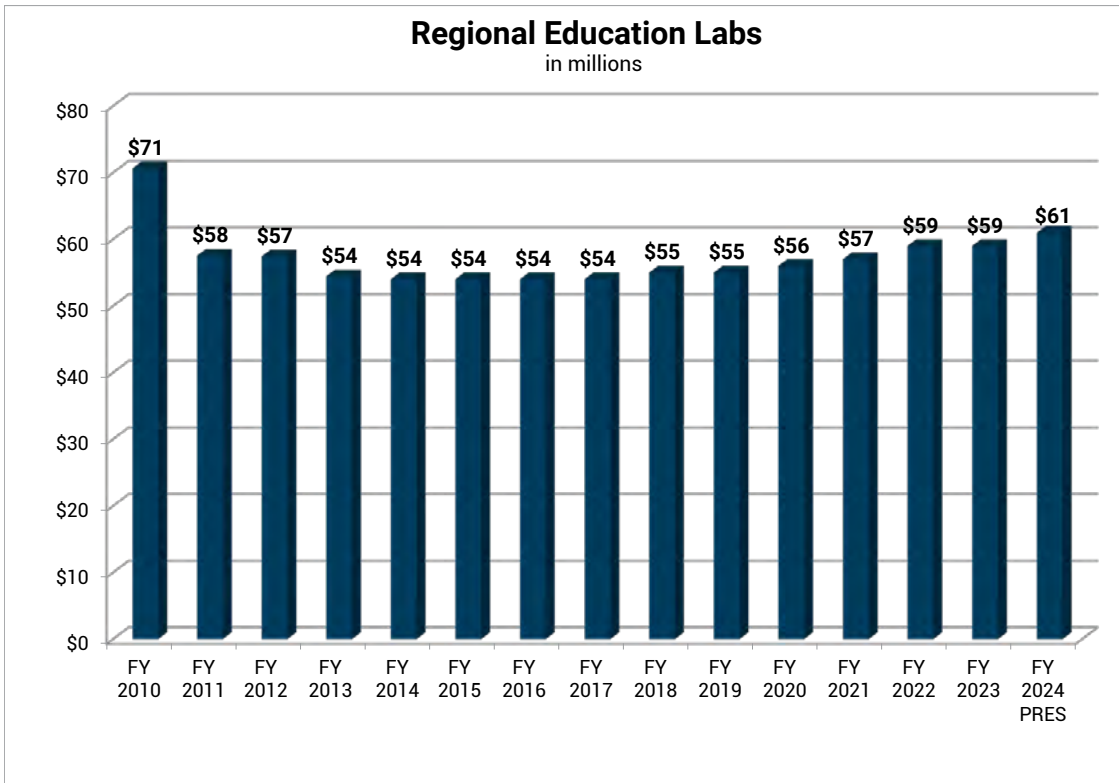
Some districts face challenges in recruiting and retaining high-quality teachers, specifically teachers of color and indigenous teachers. To address this serious issue, REL Midwest and school districts in Minnesota have formed the Supporting Inclusive and Diverse Educator Environments (SIDEE) partnership with support from the Minnesota Department of Education, the state teachers' union, and the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota. The partnership's goal is to develop an approach schools can use to cultivate and sustain a culture and working conditions that increase the retention of teachers of color and Indigenous teachers. The four main components to the SIDEE approach are training for school leaders and staff on cultural proficiency, continuous leadership coaching on building an inclusive school culture and supporting teachers of color and Indigenous teachers, providing teacher peer support through affinity groups, and developing connections between teachers and mentors of the same racial and ethnic background.

DESCRIPTION

The Regional Educational Laboratory program (REL) is a national network of ten regional labs that help states and districts systematically use data and research to improve student outcomes and support school improvement efforts. Created in 1965 and currently authorized under the Education Sciences Reform Act of 2002, RELs carry out three 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 last year for the 2022-27 cycle. Much of the 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 pandemic recovery, 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$57.02	\$58.73	\$58.73	\$60.73



IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2024 budget increases funding for the REL program by \$2 million in contrast to the freeze in funding in FY 2023. 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 ongoing pandemic recovery and the Administration’s desire that states invest in evidence-based interventions, an increased investment in the REL program will positively impact the generation of applied research, the dissemination of findings, and technical support for the use of research.

CONTACT INFO

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

Education Research, Development, and Dissemination

Title I, Education Sciences Reform Act

The University of Wisconsin-Madison Interdisciplinary Training Program for Predoctoral Research in the Education Sciences (ITP) trains doctoral students to conduct education policy research in collaborative partnerships with educational agencies. Initially funded in 2005, the program includes faculty and students from the psychology, educational psychology, sociology, economics, political science, social welfare, educational leadership and policy analysis, and educational policy studies departments. The five-year grant will allow the program to recruit 22 doctoral students for five-year fellowships. ITP fellows participate in an interdisciplinary core curriculum consisting of coursework in quantitative methodology, research design, and education policy. Fellows also participate in year-long research apprenticeships and year-long policy and practice apprenticeships. The research apprenticeships introduce students to the design of rigorous causal research to inform practices and policies that can be applied to educational settings. The translational apprenticeships develop the fellows' capacity to collaborate with practitioners and policymakers, bringing the research to bear on a problem of practice.

DESCRIPTION

The Research, Development, and Dissemination (RDD) program supports IES's core education research topic areas, including reading and writing, early learning, mathematics and science education, teacher effectiveness and pedagogy, and education systems and policies. RDD funds support critical activities in IES, including those administered by the National Center for Education Research (NCER) and the National Center for Education Evaluation and Regional Assistance (NCEE). NCER addresses specific topics such as early childhood development and learning, testing and assessment, reading comprehension, personalizing and improving virtual education, and learning how schools use research. Findings are disseminated to policymakers and practitioners. There are 13 active Research & Development Centers and 21 completed Centers. In addition, through NCEE, RDD funds 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.

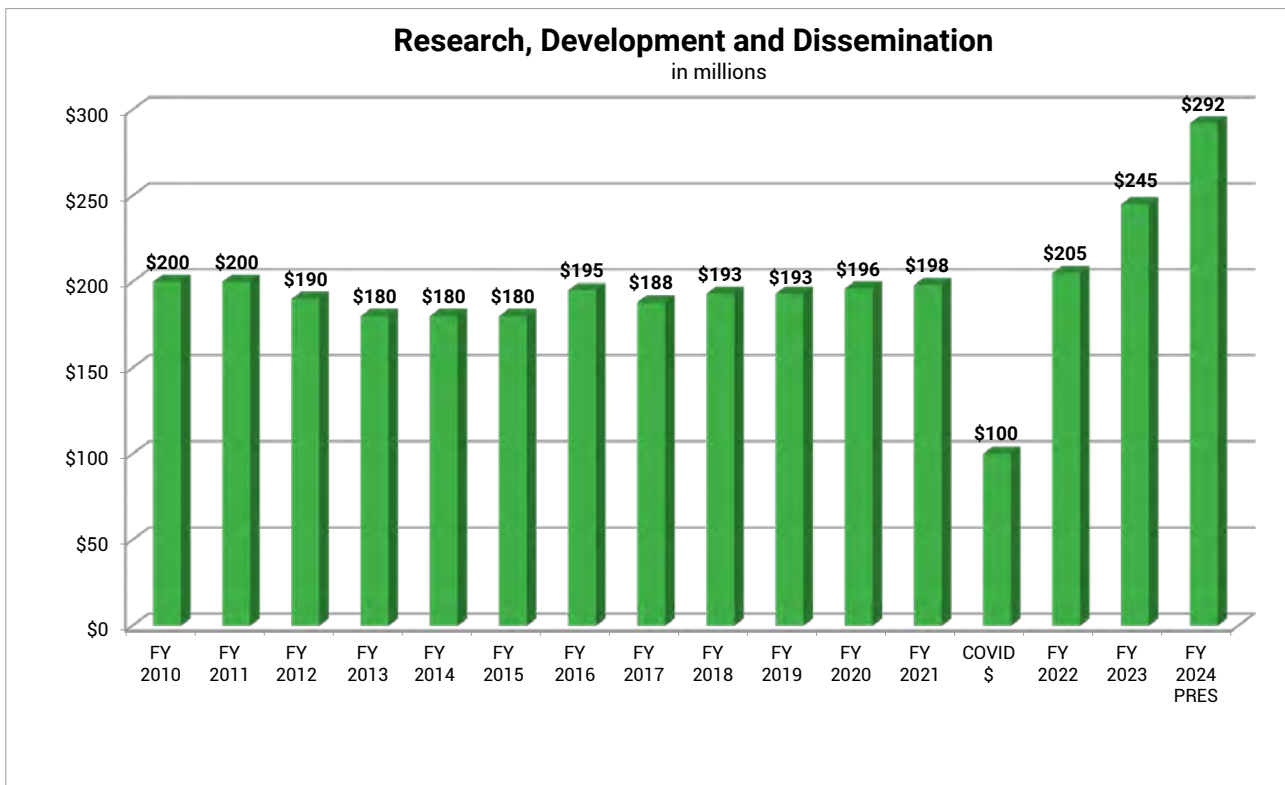
IES programs provide structure and leadership for research, development, and dissemination. The grants provide a consistent source of support for building a high-quality evidence base for what works in education. For many universities, IES funding is an essential source of support for education research.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$197.88	\$204.88	\$245.00	\$291.88

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2024 request provides an increase of \$46.9 million, 19.1 percent above the FY 2023 funding level for Research, Development, and Dissemination (RDD). The budget includes an increased allocation of \$62.7 million for new NCER grants designed to support research to improve the quality of education. It would allocate \$75 million (\$30 million in FY 2023 funds and \$45 million in the FY 2024 request) to establish a research program in the National Center for Advanced Development in Education (NCADE) dedicated to developing and disseminating innovative, cutting-edge practices and tools. In addition, the funding would support grant competitions, including education research grants, research training, research and development centers, and using longitudinal data to support state education policymaking. It also would provide funding for a new competition focused on knowledge synthesis to identify areas with a substantial body of knowledge that can drive practice and identify areas with a strong need for new knowledge.



In addition, the FY 2024 request includes \$2 million for a joint effort with the National Science Foundation on a new AI Institute on Intelligent Tutoring to support research on AI innovations designed to reduce achievement gaps and improve access, building upon the FY 2021 IES Digital Learning Platforms Research Network. Finally, the FY 2024 request includes \$21.4 million for dissemination activities to give policymakers and practitioners high-quality research information through the What Works Clearinghouse, the Education Resources Information Center, and the National Library of Education. This includes funding for logistical and technical support and technical assistance to encourage building and using evidence.

Within RDD, NCER is one of the primary federal funding sources for basic and applied education research and training grants designed to develop the methodological skills of the education research workforce. The funding is critical to developing early career scholars and broadening participation among IES grantees and grantee institutions. Over the last decade, inadequate funding has constrained IES's ability to support vital activities to improve education policy and practice effectiveness and efficiency. Unfortunately, limited funding in FY 2022 prevented the launching of several crucial core grant competitions, thus preventing the funding of eligible awards in FY 2023.

The COVID-19 pandemic disrupted research, detrimentally impacting research in the field. Nonetheless, IES continues to seek experimental transformative research and scale up effective interventions to support learning recovery. 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.

CONTACT INFO

Angela Sharpe

American Psychological Association
 (202) 336-5688 | asharpe@apa.org

National Center for Education Statistics

Title I, Education Sciences Reform Act

The Baccalaureate and Beyond (B&B) Longitudinal Study is a survey of students' education and work experiences after they complete a bachelor's degree, with data collected one, four, and ten years after graduation. The current cohort of more than 17,000 participants in this study received a bachelor's degree in the 2015-16 academic year, with NCES conducting its four-year follow-up in 2020. [The resulting data released in September 2022](#) highlighted the experiences that recent college graduates faced in the months before and during the beginning of the COVID-19 pandemic.

NCES data indicated that nearly 11 percent of recent college graduates were unable to meet essential expenses at the beginning of the pandemic, though disparities existed between recent Black graduates (22.5 percent) and recent White graduates (9 percent). In addition, more than half of respondents who had student loans in administrative forbearance made payments between March and June 2020.

As indicated in the FY 2024 congressional justification for IES, "Given current resource limitations, the study has been discontinued."

DESCRIPTION

The National Center for Education Statistics (NCES) collects and synthesizes statistics 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. Through longitudinal surveys, administrative data collections, and the rapid-response School Pulse Panel survey, NCES provides objective statistical reports on the condition of education in the United States.

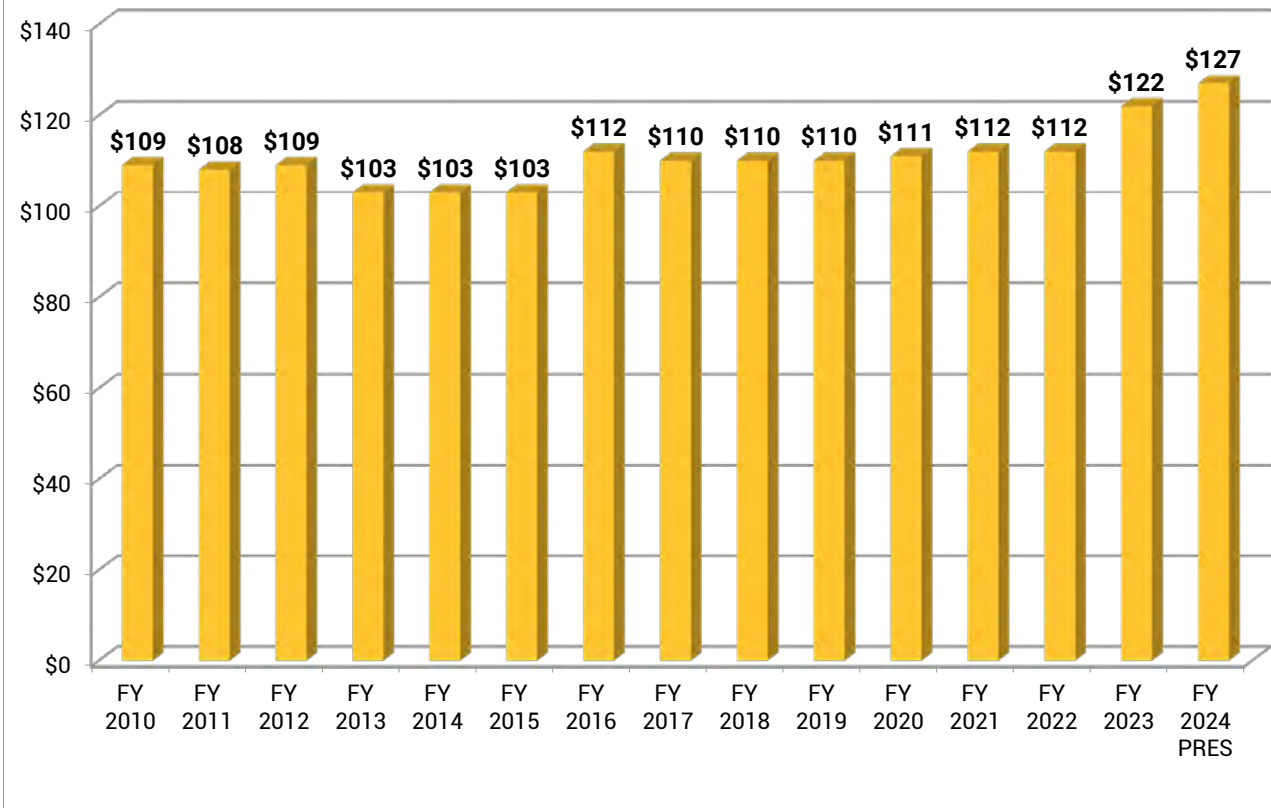
One of the major reports from NCES, the Digest of Education Statistics, provides information on educational outcomes, public school finances, and characteristics of students, teachers, and school leaders. NCES survey data sets also are a vital, cost-effective tool for researchers who would otherwise spend considerable resources on data collection. These data and reports are invaluable to policymakers, practitioners, analysts, and researchers in appraising a range of education topics.

NCES also 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. These comparative data points are essential to inform the development of evidence-based policies to enhance U.S. competitiveness.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$111.50	\$111.50	\$121.50	\$127.00

Statistics in millions



IMPACT OF PRESIDENT’S BUDGET

The president’s FY 2024 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.

The \$127 million included in the budget request would support several NCES longitudinal surveys, including new cycles of data collection for the Early Childhood Longitudinal Survey: Kindergarten and the High School Longitudinal Study delayed due to the COVID-19 pandemic. Increased funding for Statistics would support the expansion of the School Pulse Panel, which has provided valuable, real-time data on policies that schools implemented and student and teacher experiences throughout the pandemic. The budget request would also support a Geospatial Data Initiative that would build on the Education Demographic and Geographic Estimates program to develop new estimates and indicators, including poverty levels of students enrolled in schools.

CONTACT INFO

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

National Assessment of Educational Progress

Title I, Education Sciences Reform Act

As parents, communities, educators and education leaders, and policymakers continue to assess the impact of the COVID-19 pandemic on America's students, many have turned to the results of the National Assessment of Educational Progress (NAEP). In October 2022, NAEP results of student performance on fourth and eighth grade math and reading assessments were made public. For national public schools, results demonstrate significant declines in performance in all four tested grades and subjects. Results for the Trial Urban District Assessment (TUDA) show that for a majority of participating urban districts, student performance held steady in fourth and eighth grade reading, and districts saw significant declines in mathematics, mirroring the pattern seen nationally.

"The pandemic took a heavy toll on our schools and communities, but the reading results from our TUDA districts indicate that the investments and the support from teachers, staff, parents, and the community are bearing fruit," stated Ray Hart, executive director of the Council of the Great City Schools. Fourth grade reading scores remained unchanged for 17 of the 26 participating urban districts (65 percent). Similarly, 21 TUDA districts held steady and one district improved scores in eighth grade reading from 2019 to 2022 (85 percent). NAEP assessment scores are critical to our understanding of student recovery post-pandemic and show the resilient and heroic work of urban school staff in ensuring urban students continue the path forward despite the interruption to in-person instruction.

DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only representative and continuing assessment of American students' achievement. NAEP, the "nation's report card," describes the educational achievement of students at grades 4, 8, and 12, and provides information about special groups of students (e.g., race/ethnicity, gender, free or reduced-price lunch eligibility). Results are provided for several jurisdictions including measures for students in national public and large city jurisdictions, states, and urban districts through the [Trial Urban District Assessment \(TUDA\)](#). TUDA offers a national measure and source for understanding state and urban district educational outcomes on a comparable scale among policymakers, educators, parents, and the public.

The 2022 NAEP assessments are the first NAEP assessments administered since the start of 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 were also administered during the 2021-22 school year, results of which will be publicly available soon. NAEP plays a critical role in benchmarking national education progress, including for the 26 large districts that participated in TUDA in 2022. 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 and for examining performance trends among traditionally underserved student populations.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$165.00	\$180.00	\$185.00	\$189.00

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2024 budget includes \$189 million for the National Assessment of Educational Progress, an increase of \$4 million over FY 2023. This funding level will enable IES to continue to administer fourth and eighth grade assessments in math and reading every two years, as required under the Every Student Succeeds Act (ESSA). It would also continue funding for the administration of assessments under the TUDA program. In addition, the FY 2024 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.

NAEP provides critical information on student learning and outcomes needed to help inform progress towards recovering unfinished learning that occurred as a result of the pandemic. Funding for NAEP is essential for not just test administration, but also for ongoing planning and activities for future assessment cycles.

CONTACT INFO

Akisha Osei Sarfo and **Chester Holland**

Council of the Great City Schools

(302) 383-8466 | asarfo@cgcs.org | cholland@cgcs.org

Research in Special Education / Special Education Studies and Evaluation

Title I, Education Sciences Reform Act

Research that accelerates academic performance for children and youth with disabilities is a priority for the National Center for Special Education Research (NCSER). Since 2015, Dr. Sarah Powell, Associate Professor of Special Education at the University of Texas at Austin, and her colleagues have conducted three large scale mathematics intervention projects funded by NCSEER. These studies are designed to advance the word problem solving skills of students with mathematics difficulties. [One of those projects](#) is a partnership with the Austin, TX, Independent School District, which is examining the impacts of an educator-implemented curriculum, Math SPIRAL, on the mathematics skills of fourth and fifth grade students identified through state mathematics assessments as with or at risk for math disabilities. The project will produce publicly available professional development materials, as well as products that support the use of evidence for education stakeholders, such as practitioners and policymakers.

DESCRIPTION

The National Center for Special Education Research (NCSEER) is one of the largest sources of funding for research and development in special education and specialized instructional support services. NCSEER supports research to address gaps in scientific knowledge necessary to improve special education and early intervention services and results for infants, toddlers, children, and youth with disabilities.

The Center funds research on the full range of issues facing children with disabilities, from early childhood through the transition to adulthood, including research into academic progress and social and behavioral outcomes. NCSEER research has targeted 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.

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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
Research in Special Education	\$58.50	\$60.26	\$64.26	\$64.26
Studies and Evaluation	\$11.32	\$13.32	\$13.32	\$13.32

IMPACT OF PRESIDENT'S BUDGET

Funding for special education research was cut over a decade ago, including through sequestration. Since then, it has remained relatively static, preventing the agency from funding a number of high-quality research proposals. The president's FY 2024 budget includes \$64.3 million for Research in Special Education and \$13.3 million for Special Education Studies and Evaluations, a freeze at the current levels. The budget's FY 2024 level precludes additional high-quality, rigorous research on special education and specialized instructional support 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. NCSER 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 three years. 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 recovery.

CONTACT INFO

Kuna Tavalin

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

Jessica Snyderman

National Center for Learning Disabilities
(301) 909-8399 | ljsnyderman@ncld.org

Statewide Longitudinal Data Systems

Title I, Education Sciences Reform Act

The Nebraska Department of Education has received grants from the State Longitudinal Data Systems (SLDS) program to develop the ADVISER data system. Nebraska was one of 28 states funded in the FY 2019 competition, with an average grant award of \$3.3 million. A priority for Nebraska's use of the SLDS grant resources was to bring coherence to multiple disparate data systems, resulting in a single Longitudinal Data Store (LDS) cloud-based environment for increased privacy and security, effective data use, and business continuity for the future. Using the new LDS creates opportunities for interoperability among other systems and the use of effective data analytics to impact policy and practice in schools. Additional funding support for SLDS can also help states streamline federal reporting of K-12 information—linking early childhood, K-12, postsecondary, and workforce data—and support essential capacity building for researching long-term outcomes of state education and workforce policies.

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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$33.50	\$33.50	\$38.50	\$38.50

IMPACT OF PRESIDENT'S BUDGET

The funding for SLDS included in the president's FY 2024 budget 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 the current four-year 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, along with modernizing data system infrastructure. The FY 2023 grant competition would include the amount proposed in the president's budget request and would also support national activities, such as the Privacy Technical Assistance Center.

CONTACT INFO

Dean Folkers

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

PART 5:

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

Meeting the Human Needs of America's Children



Head Start

Economic Opportunity Act of 1964



CEF VIDEO



CEF VIDEO
[in Spanish]

"I am very grateful to the Head Start program for not only educating my children but myself, as well. Just two years after moving to Frederick, MD, from Puerto Rico, my twin girls are excelling in kindergarten after Head Start helped them acclimate to a different culture, learn a new language, and assist with socialization." Under the McKinney-Vento Homeless Assistance Act, Sheidy was "in transition" and was eligible for the Head Start program. "My social worker, Family Advocate, and Head Start staff helped me secure my own place and encouraged me to work toward my Child Development Associate degree!" Sheidy's hours and training are now complete, and she is just waiting to take the exam. "I am currently employed as a Head Start Teacher Assistant, and every day I get to support and educate children, just like the program did for mine. I enjoy playing games and speaking English and Spanish with the Head Start preschoolers. Without the Head Start program, without their support and encouragement, I would have never progressed as quickly as I have!" The Head Start program doesn't just offer preschool—it changes the lives of everyone in the family!

— Sheidy Maldonado, Head Start parent and employee
Courtesy of the YMCA of Frederick County (MD) Head Start Program

DESCRIPTION

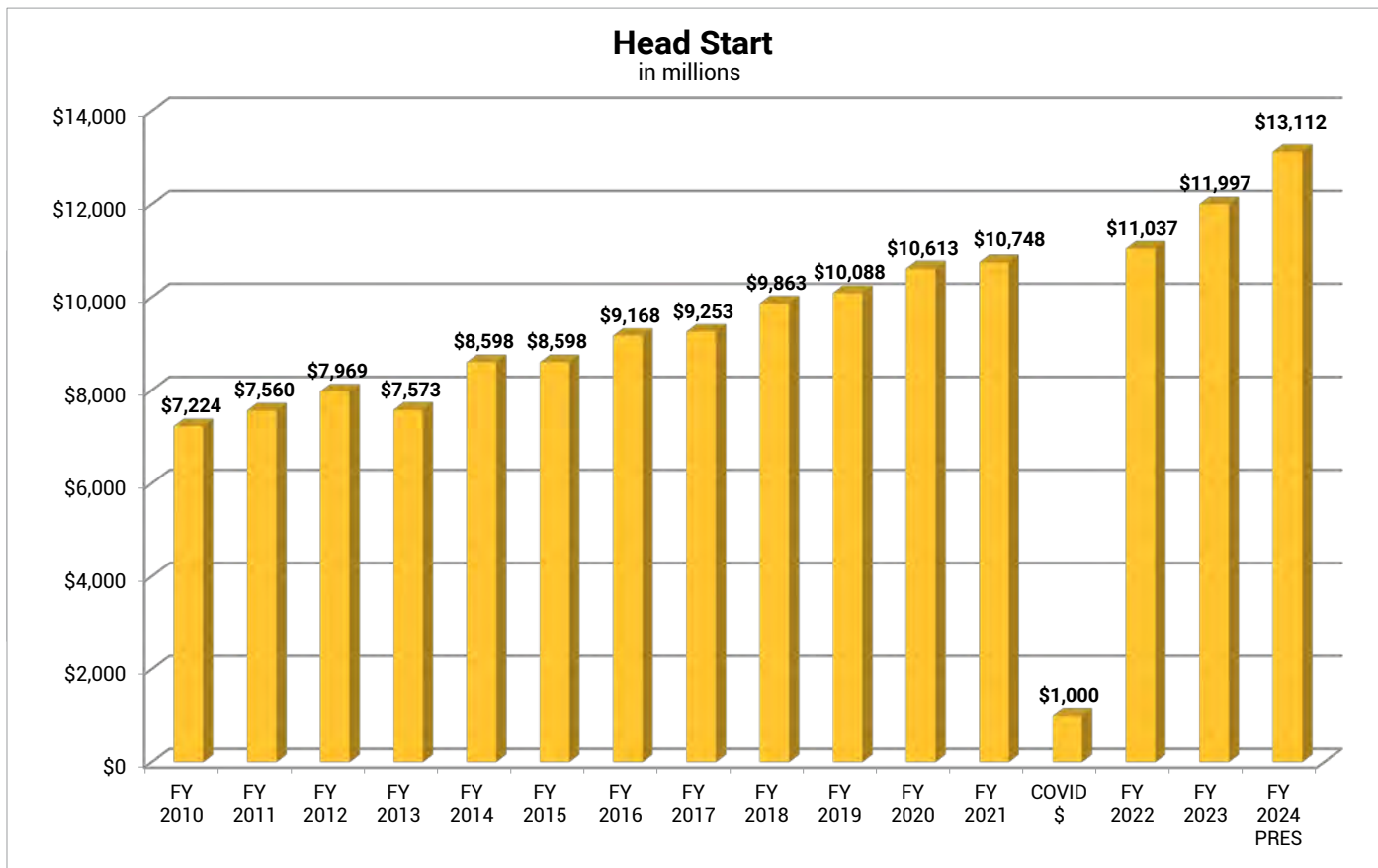
Administered by the U.S. Department of Health and Human Services, Head Start is a federal grant program created as part of the Economic Opportunity Act of 1964. The program was established to provide comprehensive child development services to three- to five-year-old children from economically disadvantaged families to prepare them to succeed in school. Serving more than 586,000 preschool-aged 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. Head Start also emphasizes parents' engagement in their child's learning and development and offers employment and educational support to parents.

Congress established Early Head Start in FY 1995 to serve children from birth to age three. Early Head Start, serving 166,000 infants and toddlers, 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 27,000 children of migrant farmworker families, and the American Indian and Alaska Native Head Start program serves approximately 20,000 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.

Collectively, Head Start programs serve more than 822,000 children and employ nearly 260,000 staff. Head Start programs adhere to rigorous program standards and practices and demonstrate a record of improving child health, development, and school readiness. For 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$10,748.10	\$11,036.82	\$11,996.82	\$13,111.59



* 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 2023 increases in Head Start helped expanded access to Early Head Start and Head Start programs, provided a cost-of-living adjustment to support the Head Start workforce, and supported quality improvement funding allowing programs to address local priorities such as staff training in trauma-informed care. The president's FY 2024 budget reflects continued investment in Head Start, which is necessary to maintain services to children and families currently enrolled, provide ongoing program improvements, support transition to full-day and full-year care, implement trauma-informed approaches, and retain an experienced workforce.

Currently, Head Start funding levels support only 36 percent of eligible preschool-aged children and 11 percent of children eligible for Early Head Start. Yet research concludes that high-quality early care and education programs, such as Early Head Start and Head Start, yield a 13 percent return on investment annually. Increased investment in Head Start is critical to ensuring a greater number of children from low-income families have access to quality programs, giving them a healthy start in life and building the skills needed to be successful in school and beyond. Because the first five years of life are the most critical for learning and development, all young children—regardless of family income—need a strong beginning. Providing ample funding for Head Start will ensure families have access to quality early care and education and a more equitable future.

CONTACT INFO

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

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

Section 418, Social Security Act

“We are in a child care crisis but, in Connecticut, we have the opportunity to expand a state program that not only uplifts parents and children, but the child care providers who are predominantly women of color, as well. Care 4 Kids is the state’s largest child care program and relies heavily on federal allocation through the Child Care and Development Block Grants (CCDBG). This program helps low-to moderate-income families pay for child care costs while also providing job opportunities to providers like me, who might otherwise not be able to participate in the workforce because of our own child care needs.”

– Gamilla Elbashir, Child Care Provider and member of CSEA SEIU Local 2001 New Haven, CT

DESCRIPTION

The Child Care and Development Block Grant (CCDBG) is the primary source of federal funding for child care programs, and is administered as a block grant to states. CCDBG supports low and middle-income families by providing access to quality, affordable child care for children up to 12 years of age, including early childhood and afterschool programs. For families or individuals to qualify for child care assistance, families must be working or in school and must meet income eligibility guidelines set by states within broad parameters of federal law.

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

FUNDING HISTORY (in millions)*

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$5,911.00	\$6,165.33	\$8,021.39	\$9,000.00

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

IMPACT OF PRESIDENT'S BUDGET

President Biden's FY 2024 budget includes a substantial increase in funding for CCDBG to help working people afford quality child care. The investment builds on historic increases and support the program has received since FY 2018, including Congress adopting higher FY 2023 funding levels than the president's original budget request. Continued support for CCDBG will help address some of the rising costs of child care. However, Congress may have to consider additional legislation or funding to deal with other aspects of the child care crisis, such as low pay and lack of benefits for child care workers which has led to high turnover and shortages.

In addition, lack of good child care options for parents in the general workforce has caused an estimated \$122 billion in annual economic impact due to lost wages, productivity, and revenue. This economic damage has doubled in the past four years, with job creators unable to hire, retrain, train, or advance workers to meet business needs due to lack of child care availability.

The FY 2024 budget enables states to increase child care options for more than 16 million young children so parents can afford care. Increasing investments will continue to expand crucial services in communities with few child care providers, as well as promote children's healthy development and learning, and support a workforce that is vital to families across the country.

CONTACT INFO

John Foti

Service Employees International Union (SEIU)
(202) 510-8952 | john.foti@seiu.org

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)

In Georgia, the needs assessment conducted through the Preschool Development Grant (PDG) revealed insufficient support for collaboration at the local level. To address this concern, leaders in the state worked to build stronger relationships across agencies including a new senior level intragovernmental partnership. This Cross Agency Child Council is able to identify needs and resources across agencies to provide updates to local programs, coordinate service delivery, and find solutions to address access and quality issues in local communities. For example, the state Women, Infants, and Children (WIC) program shared the need to provide families support in transitioning to a new electronic benefits transfer (EBT) system that would simplify their access to food resources. Working through the new Council, the process was streamlined, ensuring more families were successful in accessing nutritious food in their communities. Coordination facilitated through the PDG means more families and children have consistent access to the resources they need most.

DESCRIPTION

As designated through the Every Student Succeeds Act (ESSA), the Office of Child Care at the Department of Health and Human Services administers the Preschool Development Grant (PDG) with coordinated support from the Department of Education. Grants awarded at the end of 2022 funded an updated needs assessment and strategic plan, including a focus on family engagement, quality improvement, workforce compensation and supports, and direct services for young children. An enriched emphasis on services to children with disabilities was also integrated into state plans. The funding continues to help support states in bridging connections across early education programs and with the transition from early learning settings to K-12 systems.

In 2022, 42 states were awarded funds. Twenty-one states received a one-year planning grant ranging from \$2 to \$4 million, and 21 states received three-year renewal grants ranging from \$4.8 to \$16 million. Planning grants will support states in gathering a post-COVID needs assessment that will inform strategic plans to address the most significant challenges in early care and education services within their states. Meanwhile, the renewal grants will take ongoing data and strategic plans currently in place and support implementation to reinforce workforce and family engagement initiatives, while improving quality and broadening services for children and families with limited access.

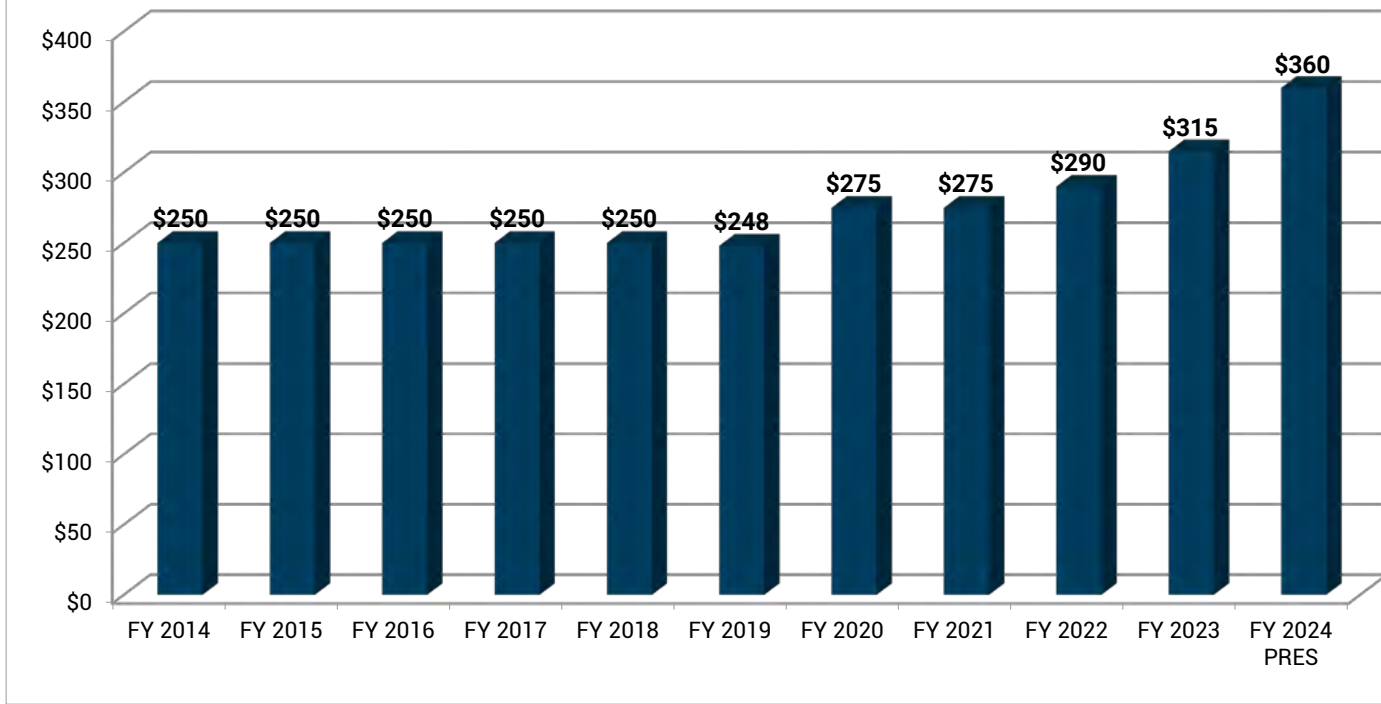
FUNDING HISTORY* (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$275.00	\$290.00	\$315.00	\$360.00

* Funded under the Department of Health and Human Services.

Preschool Development Grants

in millions



IMPACT OF PRESIDENT'S BUDGET

Recent boosts in funding (\$15 million in FY 2022 and \$25 million in FY 2023) provided more states with resources to increase quality early education opportunities within their states. The president's request of an additional \$45 million for FY 2024 will support renewal of the 21 planning grantees at the end of the one-year grant period, while providing additional funds to make planning grants available to the eight states not participating in PDG this year.

Funding requests for PDG acknowledge the critical role state early childhood systems play in supporting families of children from birth to five, particularly as states try to rebuild early care and education systems depleted after the pandemic. States need this additional financial support to create, coordinate, or expand high-quality preschool programs in high-need communities, rebuild the early education workforce, improve state-level infrastructure to enhance statewide quality improvement programs, and support strong collaboration and partnerships between school districts and early learning providers.

CONTACT INFO

Amanda Schwartz

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

Sharon Walsh

Council for Exceptional Children, Division of Early Childhood
(703) 250-2564 | walshtaylo@aol.com

Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

The Summer Food Service Program (SFSP) was established in the late 1960s to ensure children receive nutritious meals during the summer months when school is not in session. Children need good nutrition throughout the year, and the SFSP helps fill that need. In Washington State the federally funded program is administered by the Office of the Superintendent of Public Instruction. In Seattle, the Seattle Human Services Department, Seattle Parks and Recreation, Seattle Public Schools, and United Way of King County work together to recruit and support local program sites by providing reimbursements to providers who serve free healthy breakfasts, lunches, and snacks to children and teens age 18 and younger. Existing agencies that already have summer activity programs such as recreation centers, neighborhood family centers, and summer day camps host the meal sites while offering children enrichment and learning activities. More than 18,000 children and youth in Seattle qualify for free or reduced-price meals, and 1 in 6 are food insecure. This past summer more than 82,000 meals were served to 4,500 children in the city who otherwise would not have a meal during the summer months.

DESCRIPTION

The National School Lunch, School Breakfast, Special Milk, Summer Food Service, and Child and Adult Care Food Programs are mandatory accounts administered by the U.S. Department of Agriculture (USDA). While figures are still preliminary, the USDA estimates 29 million students are currently receiving free lunches through the National School Lunch Program, the highest free lunch participation in the program's 76-year history.

The programs were last reauthorized in 2010 in the Healthy, Hunger-Free Kids Act, though Congress did make changes to the Summer Food Service Program as part of a "skinny" reauthorization included in the FY 2023 omnibus appropriations bill. Starting in summer 2024, changes to the Summer Food Service Program will allow meal pick up or delivery in rural communities where there are no meal sites, as well as a national expansion of the Summer Electronic Benefit Transfer program. This new permanent program would provide roughly a \$40 grocery benefit (subject to inflation over time) per month per child for eligible families. These programs help ensure children have consistent access to nutritious meals throughout the year both during school and when school is out, and are critical for healthy development and academic success.

The National School Lunch Program provides nutritionally balanced, low-cost, or free lunches to children each school day in public and nonprofit private schools. This year the USDA Food and Nutrition Service proposed final changes to be made to the school meal nutrition standards in order to fully implement updated nutrition standards that reflect the latest nutrition science and are expected to be finalized later this year, with a phase-in over the next several school years.

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)

	FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST
Child Nutrition	\$29,253.80	\$26,889.00	\$28,545.00	\$32,031.00
WIC	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,300.00

IMPACT OF PRESIDENT'S BUDGET

The FY 2024 budget request represents a strong investment in the federal Child Nutrition Programs at a time when childhood hunger rose coming out of the pandemic, and food or product availability and staffing costs for program providers continues to be a challenge. Building on the goals of the White House Conference on Hunger, Nutrition, and Health held in fall 2022, the USDA Food and Nutrition Service would receive \$32 billion for the Child Nutrition Programs to improve health outcomes and help children meet their nutritional needs. The budget also proposes allowing more states and schools to leverage participation in the Community Eligibility Program (CEP) to provide healthy and free school meals to an additional 9 million children at a cost of \$15 billion over 10 years. In addition, the FY 2024 budget acknowledges recent legislative expansions for Child Nutrition Programs, including the establishment of a permanent Summer Electronic Benefit Transfer Program for Children and the addition of a rural non-congregate option in the Summer Food Service Program.

For the WIC program, the budget includes \$6.3 billion to fully fund services for the estimated 6.5 million individuals expected to participate in WIC. This increase would strengthen the program's ability to provide nutritious foods, nutrition education, breastfeeding support, and health care referrals to nutritionally at-risk infants, children up to 5 years old, and pregnant and postpartum individuals from households with low incomes.

CONTACT INFO

Erik Peterson

Afterschool Alliance
(202) 347-2030 x005 | epeterson@afterschoolalliance.org

Kate Clabaugh

National PTA
(703) 944-1026 | kclabaugh@pta.org

Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX, Social Security Act

The Houston Independent School District (HISD) is the largest district in Texas and the eighth largest in the United States. It serves 187,343 students, 85 percent minority and 79 percent low-income. HISD has participated in the School Health and Related Services (SHARS) Medicaid program since 1992 and the Medicaid Administrative Case Management (MACM) Medicaid program since 1994. These two Medicaid programs have contributed significantly to the delivery of health and related services to students and particularly students with special needs. With the additional Medicaid reimbursement funding, the HISD has been able to enhance, improve, and expand the level and quality of health and related services being delivered to students.

On a daily basis, HISD encounters a significant number of at-risk children in need of physical and mental care. The district provides outreach and case finding services that initiate the coordination and referral process toward the delivery of clinical or medical intervention. HISD supports the objective of making the Medicaid system more effective and efficient by ensuring Medicaid-eligible children receive covered medical, mental health, and health care services at the appropriate level of intervention with early illness detection, primary care, or wellness care. Healthier children can achieve greater academic success, because their basic and most fundamental health care needs are met while concurrently receiving a free and unencumbered education.

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. School health personnel are often among the few health professionals to whom low-income children have regular access and these 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. The disproportionate effects of the pandemic among low-income populations, the increased and sustained number of eligible beneficiaries through "continuous enrollment" requirements, and the increase in the federal match funds led to the growth of the Medicaid program from FY 2021-2023.

FUNDING HISTORY (in billions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$520.59	\$591.95	\$607.68*	\$558.13**

* FY 2023 estimated
 ** Projected spending

IMPACT OF PRESIDENT'S BUDGET

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, will begin to ramp down in 2023. The president's FY 2024 budget projects \$558.1 billion in federal Medicaid assistance payments, a decrease after multiple years of higher enrollment. The FY 2024 budget estimates 31.2 million children will receive Medicaid services in the upcoming year, accounting for 37 percent of all individuals enrolled in the Medicaid program.

The Bipartisan Safer Communities Act of 2022 aimed to improve access to mental health care in schools by requiring the Centers for Medicare and Medicaid Services (CMS) to provide states with critical tools and resources to implement, enhance, and expand school-based health programs under Medicaid. The Act also requires CMS to regularly review state implementation and identify gaps and compliance issues for the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit, which guarantees comprehensive health coverage for children enrolled in Medicaid. Despite these new requirements, the total number of Medicaid beneficiaries, including the number of children, is projected to significantly decrease in the upcoming year. This is due to a provision in the Consolidated Appropriations Act of 2023 which removed the "continuous enrollment" requirement implemented at the start of the pandemic and requires states to redetermine Medicaid eligibility for all beneficiaries.

CONTACT INFO

Manish Naik

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

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

DESCRIPTION

For the first time, gun violence is the number one cause of death among children and youth. Schools are reporting increased levels of school violence (bullying, fights, harassment, suicidal ideation), and the U.S. Surgeon General has declared the child and youth mental health crisis as a grave public health concern. To be sure, violence prevention is not the primary goal of increasing access to school mental health services, but it is certainly a benefit and must be embedded within comprehensive efforts to balance physical and psychological safety. Comprehensive school safety and violence prevention requires planning, preparedness, and collaboration among schools, parents, educators, law enforcement, and the community. 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.

Comprehensive school and community safety efforts must be collaborative in order to be effective. As such, numerous departments and agencies beyond the U.S. Department of Education administer programs to reduce school violence and improve climate and safety. 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) within the U.S. Department of Health and Human Services.

Project AWARE supports development of a sustainable school mental health infrastructure to ensure all students have access to mental health promotion, awareness, prevention, intervention, and resilience activities necessary to support healthy youth development and prevent school-based violence. The STOP Act 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. Funds also support specialized training for school officials in responding to related mental health crises that may precipitate violent attacks on schools (BJA). The COPS portion supports evidence-based school security and technology efforts and improved coordination with law enforcement agencies.

From 2014-17 the National Institutes of Justice (NIJ) administered the Comprehensive School Safety Initiative (CSSI), an intra-agency effort to support rigorous research and program evaluation about what does and does not improve school safety and prevent violence. The STOP School Violence Act ended this program and reallocated funds to support implementation of school safety programming. While NIJ, in collaboration with other federal agencies, does continue to research school safety efforts, increased funding is necessary to ensure school safety programming across all federal agencies is supported by empirical evidence.

FUNDING HISTORY (in millions)

	FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST
STOP School Violence Act	\$132.00	\$125.00	\$135.00	\$135.00
Project AWARE	\$105.12	\$120.00	\$140.00	\$244.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget acknowledges the need for continued investments to prevent violence. These funds are critical to help states create sustainable and scalable systems that support healthy development and prevent violence, but equal attention must be given to ongoing and rigorous research evaluating what is most effective.

CONTACT INFO

Kelly Vaillancourt Strobach

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

Youth Mentoring Program

Office of Juvenile Justice & Delinquency Prevention, Department of Justice

Vermont's rural landscape is a beautiful backdrop to the most successful highly localized, community-focused youth mentoring organizations. Localizing mentoring agencies requires a statewide infrastructure that operates to access federal funding for the field. MENTOR Vermont's role in securing funding from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Youth Mentoring Program has done just that. The majority of youth mentoring grant funding awarded to Vermont mentoring agencies has been allocated over the course of the pandemic, providing critical financial stability. Funds have also been allocated to rural regions of the state hardest hit by the opioid epidemic. While Vermont mentoring programs overall saw a 35 percent decline in mentee-mentor matches since March 2020, OJJDP subgrantees were the only Vermont agencies to increase the number of youth served during the pandemic. This would not have been possible without federal funding.

Additionally, federal funding supporting the National Mentoring Resource Center (NMRC) has enabled small agencies, often staffed by just one person in a part-time role, to access free technical assistance and dedicate focused time towards program procedures in order to efficiently and effectively meet best practice.

"I am not even sure where to start to show my appreciation...My daughter is my only child, and we have very little family in the area. During her first 7 years, her dad was incarcerated and is still not very consistent in her life. I first reached out to [the mentoring program] 5 or 6 years ago because I knew she would benefit from having another strong role model in her life. I couldn't have been more correct in this assumption. I have seen so much progress in my child over the years. She is a very anxious child and has said many times, especially over the last 8 months, that she is proud of herself for overcoming some of her fears. I have seen her confidence increase, also. She has developed a great bond with her mentor and has had so many awesome adventures. I am forever grateful for the mentor connector and what they do for these kids. I am not sure where my child would be if she didn't have such a great person in her life."

– MENTOR Vermont

DESCRIPTION

The Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) manages the Youth Mentoring Program, providing the only mentoring-specific account in the federal budget. The program provides competitive grants to support the implementation, delivery, and enhancement of evidence-based mentoring for youth facing risks. Funds also support the [National Mentoring Resource Center](#), which shares mentoring research, spotlights innovation in the field, and facilitates free evidence-based training and technical assistance for programs across the country.

FUNDING HISTORY (in millions)

<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT'S REQUEST</u>
\$100.00	\$102.00	\$107.00	\$120.00

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 budget funds the Youth Mentoring Program at \$120 million—matching last year's request, the largest in the grant's history. Though youth mentoring is worthy of even greater investment, this increase in funding could be used to make thousands more quality mentoring matches and provide more free training and technical assistance for youth-serving programs on evidence-based practices. This request reflects the critical need to intentionally invest in youth mentoring relationships in order to support the healthy development of young people.

CONTACT INFO

Abbie Evans

MENTOR National
(202) 997-4102 | aevans@mentoring.org

Caden Fabbi

MENTOR National
(202) 688-4738 | cfabbi@mentoring.org

Garrett Lee Smith Youth Suicide Prevention State and Campus Grants

Chapter 6-A, Subchapter III-A, Part B, Subpart 3, Public Health Service Act

In 2004, the University at Albany, SUNY, was among the first cohort of campuses to receive SAMHSA's Garrett Lee Smith Campus Suicide Prevention Grant, which they have since received three additional times. This has allowed them to advance suicide prevention and substance use prevention efforts, leading to increased capacity to launch and sustain several national model programs that have been disseminated to other campuses across the country. These interventions have resulted in significant increases in access to vital mental health and substance use prevention services for students, educated members of the campus community, and developed training programs to teach campus community members how to talk with students in distress.

Their current GLS grant will allow the university to reach historically minoritized students on the campus and provide them critical access to services, including by training peers with lived experience to serve as prevention navigators. This project will allow students at highest risk for suicide and substance use disorder—particularly those who have been historically marginalized—to access higher education opportunities, be retained in and complete college, continue progress toward advanced study and entry into the workforce, and experience enhanced quality of life.

Over the years, the GLS Campus Grant funds have been transformative for the university and potentially lifesaving for the thousands of students who have benefited from grant-funded initiatives. Without federal funds, during a time when enrollments are challenging to sustain and grow, the reach of these services would be significantly compromised.

DESCRIPTION

The Garrett Lee Smith (GLS) Campus Suicide Prevention Grant Program, administered by the Substance Abuse and Mental Health Services Administration (SAMHSA) in the U.S. Department of Health and Human Services, is the only federal program solely dedicated to comprehensively addressing suicide prevention and mental health at institutions of higher education. First authorized in 2004, the funding allows colleges and universities to build both capacity and infrastructure to expand services to support students at risk of suicide and suicide attempts, including those experiencing substance use disorder and mental health concerns. Additionally, the funding can be used to promote wellness among all students on campus. Institutions of higher education can also receive funds through the Garrett Lee Smith State/Tribal Youth Suicide Prevention and Early Intervention Grant Program to implement suicide prevention and early intervention services. In addition to colleges and universities, schools, juvenile justice systems, substance use disorder and mental health programs, foster care systems, and other child and youth-serving organizations are also eligible for this grant program.

FUNDING HISTORY (in millions)

	FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT'S REQUEST
Campus Suicide Prevention Grant	\$ 6.49	\$ 6.47	\$ 8.49	\$ 11.49
State/Tribal Youth Suicide Prevention and Early Intervention Grant	\$36.43	\$38.79	\$43.81	\$ 43.81

IMPACT OF PRESIDENT'S BUDGET

The mental health of college students was already an area of concern before COVID-19, particularly as three fourths of all lifetime mental illnesses develop by age 24. The pandemic has exacerbated these trends, evidenced by increases in depression, anxiety, substance use, suicide, and post-traumatic stress disorder. Some of the highest rates of negative mental health impacts are evident among the most vulnerable students, including students of color and LGBTQ+ students. There is a growing recognition across the education continuum of the connection between students' mental and emotional well-being and their academic success. However, many colleges and universities across the country continue to struggle to meet growing needs among their student bodies and require increased and consistent support to do so. GLS aims to assist campuses in closing these gaps by providing them with much-needed resources.

Although the Administration's FY 2024 budget proposes to keep funding level at \$43.8 billion for the State/Tribal Youth Suicide Prevention and Early Intervention Grant, it proposes a \$3 million increase for the Campus Suicide Prevention Grant, for a total of \$11.5 million. This request recognizes the continued high level of mental health needs among our youth, including college campus populations. With GLS as the only federal program that explicitly supports campus mental health, Congress should consider further investments and fund the Campus Suicide Prevention Grant Program and the State/Tribal Youth Suicide Prevention and Early Intervention Grant Program at a minimum of \$12 million and \$50 million in FY 2024, respectively.

CONTACT INFO

Kenneth Polishchuk

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

Secure Rural Schools and Community Self-Determination Act of 2000

“Custer School District (CSD) is a rural district in the Black Hills of South Dakota with a Junior K-12 (JK-12) enrollment of 920 students. CSD receives money from the Secure Rural Schools Act to offset the lost revenue from severely declining timber harvests on Black Hills National Forest lands within District boundaries. The district uses these funds for two additional staff members to provide math intervention in our junior and senior high schools. As a result, we have seen increased scores on the state assessment and the district-led NWEA testing. More importantly, student, parent, and teacher surveys reveal that our students’ attitude toward math in general and learning math concepts has improved dramatically. Teachers, students, and parents report students are more confident in their math abilities and feel less stress doing homework. Students and parents commented that knowing assistance was available from several staff members at any time during the day helped with anxiety from not ‘getting it.’ In addition, teachers report they can cover material in more detail and get through more of the South Dakota Mathematics Standards.”

DESCRIPTION

The Secure Rural Schools and Community Self-Determination Act of 2000 (SRS), 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. SRS was enacted 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 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024 PRESIDENT’S REQUEST</u>
\$250.89	\$252.00*	\$252.00*	\$0.00

*Estimated allocations

IMPACT OF PRESIDENT'S BUDGET

The president's FY 2024 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 November 2021 Bipartisan Infrastructure Law as a three-year (FY 2021-23) extension of the program. Information on final allocations for those three years will be available [here](#). FY 2023 funding will be available during FY 2024.

The program will need to receive funding in FY 2024 to preserve and ensure funding is available in FY 2025.

SRS is a critical investment. These funds help ensure that 775 counties and over 4,400 schools serving 9 million students in 41 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 recent years, these counties have faced floods, wildfires, and the COVID pandemic, and it is more critical than ever that Congress allocate money for SRS. Cuts will have a profound negative effect on everyone who lives in or visits forest counties. Without congressional action on forest management and SRS, forest counties and schools face the loss of irreplaceable educational, fire, police, road and bridge, and community services.

CONTACT INFO

Noelle Ellerson Ng

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



2023 CEF Member Roster

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[AASA, the School Superintendents Association](#)

[AccessLex Institute](#)

[Advance CTE](#)

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[American Alliance of Museums \(AAM\)](#)

[American Association of Community Colleges \(AACCC\)](#)

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[American Association of University Professors \(AAUP\)](#)

[American Council on Education \(ACE\)](#)

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[Association of Jesuit Colleges and Universities \(AJCU\)](#)

[Association of Latino Administrators and Superintendents \(ALAS\)](#)

[Association of Public and Land-grant Universities \(APLU\)](#)

[Association of School Business Officials \(ASBO\)](#)

[Bose Public Affairs Group](#)

[California Department of Education \(CDE\)](#)

[California Small School District Association \(SSDA\)](#)

[California State University \(CSU\)](#)

[CASEL: Collaborative for Academic, Social, and Emotional Learning](#)

[Center for Law and Social Policy \(CLASP\)](#)

[Chiefs for Change](#)

[College Board](#)

[Conference of Educational Administrators of Schools and Programs for the Deaf \(CEASD\)](#)

[Consortium for School Networking \(COSN\)](#)

[Council for a Strong America](#)

[Council for Exceptional Children \(CEC\)](#)

[Council for Opportunity in Education \(COE\)](#)

[Council of Administrators of Special Education \(CASE\)](#)

[Council of Chief State School Officers \(CCSSO\)](#)

[Council of the Great City Schools \(CGCS\)](#)

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[Higher Education Consortium for Special Education \(HECSE\)](#)

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[Latinos for Education \(L4E\)](#)

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[Learning Policy Institute \(LPI\)](#)

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2023 CEF Members Roster, continued

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[National Association for College Admission
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[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 Business Education Association \(NBEA\)](#)

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

[National Center for Teacher Residencies](#)

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

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

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

[National Council of State Directors of Adult
Education \(NCSDAE\)](#)

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

[National HEP/CAMP Association](#)

[National Indian Education Association \(NIEA\)](#)

[National PTA](#)

[National Rural Education Association \(NREA\)](#)

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

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

[National Technical Institute for the Deaf \(NTID\)](#)

[Northwestern University](#)

[Rutgers University](#)

[Scholarship America](#)

[SchoolHouse Connection](#)

[Service Employees International Union \(SEIU\)](#)

[State Higher Education Executive Officers
Association \(SHEEO\)](#)

[Stride Policy Solutions](#)

[Student Veterans of America](#)

[Teach for America \(TFA\)](#)

[Texas A&M University System](#)

[The Pell Alliance](#)

[UNCF \(United Negro College Fund, Inc.\)](#)

[UnidosUS](#)

[University of California \(UC\)](#)

[University of California Student Association \(UCSA\)](#)

[University of Florida](#)

[University of Pennsylvania Office of Government and
Community Affairs \(Penn\)](#)

[University of Southern California \(USC\)](#)

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Committee for Education Funding

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1800 M Street, NW
Suite 500 South
Washington, DC 20036

202-327-8215
info@cef.org
www.cef.org

[@edfunding](https://www.instagram.com/edfunding)

