

Department of Education
INNOVATION AND IMPROVEMENT
Fiscal Year 2017 Budget Request

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For carrying out activities authorized by [part G of title I, subpart 5 of part A and parts C and D] subparts 1 and 4 of part B and section 2232 of title II, and parts [B, C,] C and D and subparts 1 and 4 of part F of title [V] IV of the ESEA, [and section 14007 of division A of the American Recovery and Reinvestment Act of 2009, as amended, \$1,181,226,000:] and for carrying out additional activities as specified below, \$1,331,556,000:¹ *Provided*, That \$391,815,000 shall be for subparts 1 and 4 of part B and section 2232 of title II and shall be made available without regard to sections 2201 and 2241:² *Provided further*, That \$529,741,000 shall be for parts C and D and subpart 4 of part F of title IV, and shall be made available without regard to sections 4311, 4409(a), and 4601 of the ESEA: *Provided further*, That section 4303(d)(3) shall not apply to the funds available for part C of title IV:³ *Provided further*, That of the funds available for part C of title IV, the Secretary shall use not less than \$26,000,000 to carry out section 4304, of which not more than \$10,000,000 shall be available to carry out section 4304(k), not more than \$100,000,000 to carry out section 4305(b), and not less than \$16,000,000 to carry out the activities in section 4305(a)(3) and to make up to 5 competitive grants to charter schools to develop and validate collaborative activities with local educational agencies to improve student outcomes:⁴ *Provided*, That [up to \$120,000,000] notwithstanding section 4601(b), \$180,000,000 shall be available through December 31, [2016⁵ for section 14007 of division A of Public Law 111–5, and up to 5 percent of such funds may be used for technical assistance and the evaluation of activities carried out under such section:⁶ *Provided further*, That the education facilities clearinghouse established through a competitive process in fiscal year 2013 may collect and disseminate information on effective educational practices and the latest research on the planning, design, financing, construction, improvement, operation, and maintenance of safe, healthy, high-performance public facilities for early learning programs, kindergarten through grade 12, and higher education:⁷ *Provided further*, That \$230,000,000 of the funds for subpart 1

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of part D of title V of the ESEA shall be for competitive grants to local educational agencies, including charter schools that are local educational agencies, or States, or partnerships of: (1) a local educational agency, a State, or both; and (2) at least one nonprofit organization to develop and implement performance-based compensation systems for teachers, principals, and other personnel in high-need schools: *Provided further*, That such performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year among other factors and provide educators with incentives to take on additional responsibilities and leadership roles: *Provided further*, That recipients of such grants shall demonstrate that such performance-based compensation systems are developed with the input of teachers and school leaders in the schools and local educational agencies to be served by the grant: *Provided further*, That recipients of such grants may use such funds to develop or improve systems and tools (which may be developed and used for the entire local educational agency or only for schools served under the grant) that would enhance the quality and success of the compensation system, such as high-quality teacher evaluations and tools to measure growth in student achievement: *Provided further*, That applications for such grants shall include a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired:⁸ *Provided further*, That up to 5 percent of such funds for competitive grants shall be available for technical assistance, training, peer review of applications, program outreach, and evaluation activities:⁹ *Provided further*, That \$250,000,000 of the funds for part D of title V of the ESEA shall be available through December 31, 2016 for carrying out, in accordance with the applicable requirements of part D of title V of the ESEA, a preschool development grants program: *Provided further*, That the Secretary, jointly with the Secretary of HHS, shall make competitive awards to States for activities that build the capacity within the State to develop, enhance, or expand high-quality preschool programs, including comprehensive services and

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family engagement, for preschool-aged children from families at or below 200 percent of the Federal poverty line: *Provided further*, That each State may subgrant a portion of such grant funds to local educational agencies and other early learning providers (including, but not limited to, Head Start programs and licensed child care providers), or consortia thereof, for the implementation of high-quality preschool programs for children from families at or below 200 percent of the Federal poverty line: *Provided further*, That subgrantees that are local educational agencies shall form strong partnerships with early learning providers and that subgrantees that are early learning providers shall form strong partnerships with local educational agencies, in order to carry out the requirements of the subgrant:¹⁰ *Provided further*, That up to 3 percent of such funds for preschool development grants shall be available for technical assistance, evaluation, and other national activities related to such grants:¹¹ *Provided further*, That \$10,000,000 of funds available under part D of title V of the ESEA shall be for the Full-Service Community Schools program:¹² *Provided further*, That of the funds available for part B of title V of the ESEA, the Secretary shall use up to \$10,000,000 to carry out activities under section 5205(b) and shall use not less than \$16,000,000 for subpart 2: *Provided further*, That of the funds available for subpart 1 of part B of title V of the ESEA, and notwithstanding section 5205(a), the Secretary shall reserve up to \$100,000,000 to make multiple awards to non-profit charter management organizations and other entities that are not for-profit entities for the replication and expansion of successful charter school models and shall reserve not less than \$11,000,000 to carry out the activities described in section 5205(a), including improving quality and oversight of charter schools and providing technical assistance and grants to authorized public chartering agencies in order to increase the number of high-performing charter schools: *Provided further*, That funds available for part B of title V of the ESEA may be used for grants that support preschool education in charter schools:¹³ *Provided further*, That each application submitted pursuant to section 5203(a) shall describe a plan to monitor and hold accountable

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authorized public chartering agencies through such activities as providing technical assistance or establishing a professional development program, which may include evaluation, planning, training, and systems development for staff of authorized public chartering agencies to improve the capacity of such agencies in the State to authorize, monitor, and hold accountable charter schools: *Provided further*, That each application submitted pursuant to section 5203(a) shall contain assurances that State law, regulations, or other policies require that: (1) each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the rights and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency; and demonstrate improved student academic achievement; and (2) authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school's charter]¹⁴ 2017 for subpart 1 of part F of title IV: *Provided further*, That of the amounts available for section 4611 of the ESEA, the Secretary may reserve up to \$30,000,000 for the Advanced Research Projects Agency-Education (ARPA-ED), which shall be established within the Department of Education, with a Director appointed by the Secretary, to identify and promote advances in fundamental and applied sciences and engineering that could be translated into new learning technologies, to develop, test, and evaluate novel learning technologies and related processes, and to accelerate transformational technological advances: *Provided further*, That such funds shall remain available until expended and may be used to award grants, contracts, cooperative agreements, and cash prizes, and to enter into other transactions (in accordance with such regulations as the Secretary may establish regarding such other transactions); *Provided further*, That the Secretary may appoint up to 20 scientific, engineering, professional, and other mission-

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related personnel to positions in ARPA-ED, for up to four years, without regard to the provisions of title 5, United States Code, governing appointments in the competitive service; Provided further, That the personnel appointed under the preceding proviso shall be paid at rates of compensation determined by the Secretary:⁵ Provided further, That \$120,000,000, to remain until expended, shall be for competitive grants to local educational agencies to develop and implement comprehensive strategies to improve socioeconomic integration in early childhood education programs and elementary and secondary schools, of which up to \$2,500,000 may be used for national activities including technical assistance, evaluation, and dissemination:¹⁵ Provided further, That \$100,000,000 shall be for competitive grants to local educational agencies, in partnership with institutions of higher education and other public and private entities, to develop and implement strategies to provide high-quality instruction and other learning opportunities in computer science to students in pre-kindergarten through grade 12, including students in underserved communities or from groups historically underrepresented in science, technology, engineering, and mathematics fields: Provided further, That \$2,500,000 of the funds provided in the previous proviso shall be for national activities including technical assistance, evaluation, and dissemination:¹⁶ Provided further, That \$10,000,000 shall be for grants to non-profit organizations to support teacher-led projects designed to improve educational outcomes for high-need students.¹⁷ (Department of Education Appropriations Act, 2016.)

NOTE

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document, which follows the appropriation language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p><u>¹ For carrying out activities authorized by [part G of title I, subpart 5 of part A and parts C and D] <u>subparts 1 and 4 of part B and section 2232 of title II, and parts [B, C,] C and D and subparts 1 and 4 of part F of title [V] IV of the ESEA, [and section 14007 of division A of the American Recovery and Reinvestment Act of 2009, as amended, \$1,181,226,000:] and for carrying out additional activities as specified below, \$1,331,556,000:</u></u></p>	<p>This language appropriates funds for the Innovation and Improvement account. For fiscal year 2016, this includes the following programs: Advanced Placement, School Leadership, Ready-to-Learn Television, Charter Schools Grants, Magnet Schools Assistance, Teacher Incentive Fund, Non-Cognitive Skills, Full Service Community Schools, Innovative Approaches to Literacy, American History and Civics Academies, Javits Gifted and Talented, Arts in Education, and Investing in Innovation. For fiscal year 2017, this includes the following programs: Teacher and School Leader Incentive Grants, American History and Civics Academies, Supporting Effective Educator Development, School Leader Recruitment and Support, STEM Master Teacher Corps, Charter Schools Grants, Magnet Schools Assistance, Education Innovation and Research, Arts in Education, Ready-to-Learn Programming, and Javits Gifted and Talented Education. Additionally, for fiscal year 2017, the language provides funding for the following proposed programs: Teach to Lead, Stronger Together Grants, and Computer Science for All Development Grants.</p>
<p><u>² <u>Provided, That \$391,815,000 shall be for subparts 1 and 4 of part B and section 2232 of title II and shall be made available without regard to sections 2201 and 2241:</u></u></p>	<p>This language provides funds for Teacher and School Leader Incentive Grants, American History and Civics Academies, Supporting Effective Educator Development, School Leader Recruitment and Support, and STEM Master Teacher Corps without regard to the sections of the Elementary and Secondary Education Act (ESEA) that specify the distribution of funds appropriated under Part B of Title II.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p><u>³ <i>Provided further, That \$529,741,000 shall be for parts C and D and subpart 4 of part F of title IV, and shall be made available without regard to sections 4311, 4409(a), and 4601 of the ESEA: Provided further, That section 4303(d)(3) shall not apply to the funds available for part C of title IV:</i></u></p>	<p>This language provides funds for Charter Schools Grants, Magnet Schools Assistance, Education Innovation and Research, Arts in Education, Ready-to-Learn Programming, and Javits Gifted and Talented Education without regard to the sections of the ESEA that specify the distribution of funds appropriated under Parts C, D, and F of Title IV and the number and size of awards to State entities under Charter Schools Grants.</p>
<p><u>⁴ <i>Provided further, That of the funds available for part C of title IV, the Secretary shall use not less than \$26,000,000 to carry out section 4304, of which not more than \$10,000,000 shall be available to carry out section 4304(k), not more than \$100,000,000 to carry out section 4305(b), and not less than \$16,000,000 to carry out the activities in section 4305(a)(3) and to make up to 5 competitive grants to charter schools to develop and validate collaborative activities with local educational agencies to improve student outcomes:</i></u></p>	<p>This language establishes, from the Charter Schools Grants appropriation, a minimum amount for facilities financing assistance, a maximum amount for grants for the replication and expansion of high-quality charter schools, and a minimum amount for national activities including grants for charter schools to collaborate with traditional school districts.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p><i><u>§ Provided, That [up to \$120,000,000] notwithstanding section 4601(b), \$180,000,000 shall be available through December 31, [2016...] 2017 for subpart 1 of part F of title IV: Provided further, That of the amounts available for section 4611 of the ESEA, the Secretary may reserve up to \$30,000,000 for the Advanced Research Projects Agency-Education (ARPA-ED), which shall be established within the Department of Education, with a Director appointed by the Secretary, to identify and promote advances in fundamental and applied sciences and engineering that could be translated into new learning technologies, to develop, test, and evaluate novel learning technologies and related processes, and to accelerate transformational technological advances: Provided further, That such funds shall remain available until expended and may be used to award grants, contracts, cooperative agreements, and cash prizes, and to enter into other transactions (in accordance with such regulations as the Secretary may establish regarding such other transactions); Provided further, That the Secretary may appoint up to 20 scientific, engineering, professional, and other mission-related personnel to positions in ARPA-ED, for up to four years, without regard to the provisions of title 5, United States Code, governing appointments in the competitive service: Provided further, That the personnel appointed under the preceding proviso shall be paid at rates of compensation determined by the Secretary:</u></i></p>	This language provides a specific funding amount for Education Innovation and Research and also extends the period of Federal availability 3 months beyond the year of appropriation. The language allows the Secretary to reserve a portion of the funds appropriated for a new organization within the Department, ARPA-ED, which would identify and promote advances in fundamental and applied sciences and engineering that could accelerate transformational education advancements.

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>⁶[...for section 14007 of division A of Public Law 111-5, and up to 5 percent of such funds may be used for technical assistance and the evaluation of activities carried out under such section:]</p>	<p>This language earmarked funds for the Investing in Innovation program, gives the Department an additional 3 months beyond the end of the fiscal year to obligate the funds, and allows the Department to use a portion of the funding for technical assistance and evaluation.</p>
<p>⁷[...<i>Provided further</i>, That the education facilities clearinghouse established through a competitive process in fiscal year 2013 may collect and disseminate information on effective educational practices and the latest research on the planning, design, financing, construction, improvement, operation, and maintenance of safe, healthy, high-performance public facilities for early learning programs, kindergarten through grade 12, and higher education:]</p>	<p>This language allows funds awarded to the current Educational Facilities Clearinghouse grantee to be used to collect and disseminate information on research and effective practices regarding facilities for early learning programs and higher education, in addition to those activities for kindergarten through grade 12.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>⁸ [...] <i>Provided further</i>, That \$230,000,000 of the funds for subpart 1 of part D of title V of the ESEA shall be for competitive grants to local educational agencies, including charter schools that are local educational agencies, or States, or partnerships of: (1) a local educational agency, a State, or both; and (2) at least one nonprofit organization to develop and implement performance-based compensation systems for teachers, principals, and other personnel in high-need schools: <i>Provided further</i>, That such performance-based compensation systems must consider gains in student academic achievement as well as classroom evaluations conducted multiple times during each school year among other factors and provide educators with incentives to take on additional responsibilities and leadership roles: <i>Provided further</i>, That recipients of such grants shall demonstrate that such performance-based compensation systems are developed with the input of teachers and school leaders in the schools and local educational agencies to be served by the grant: <i>Provided further</i>, That recipients of such grants may use such funds to develop or improve systems and tools (which may be developed and used for the entire local educational agency or only for schools served under the grant) that would enhance the quality and success of the compensation system, such as high-quality teacher evaluations and tools to measure growth in student achievement: <i>Provided further</i>, That applications for such grants shall include a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired:]</p>	<p>This language provides funding for the Teacher Incentive Fund and describes eligibility, required elements of performance-based compensation systems, and other requirements for the program.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>⁹ [...<i>Provided further</i>, That up to 5 percent of such funds for competitive grants shall be available for technical assistance, training, peer review of applications, program outreach, and evaluation activities:]</p>	This language allows the Secretary to use a portion of the amount provided for the Teacher Incentive Fund for technical assistance, training, peer review of applications, program outreach, and evaluation activities.
<p>¹⁰ [...<i>Provided further</i>, That \$250,000,000 of the funds for part D of title V of the ESEA shall be available through December 31, 2016 for carrying out, in accordance with the applicable requirements of part D of title V of the ESEA, a preschool development grants program: <i>Provided further</i>, That the Secretary, jointly with the Secretary of HHS, shall make competitive awards to States for activities that build the capacity within the State to develop, enhance, or expand high-quality preschool programs, including comprehensive services and family engagement, for preschool-aged children from families at or below 200 percent of the Federal poverty line: <i>Provided further</i>, That each State may subgrant a portion of such grant funds to local educational agencies and other early learning providers (including, but not limited to, Head Start programs and licensed child care providers), or consortia thereof, for the implementation of high-quality preschool programs for children from families at or below 200 percent of the Federal poverty line: <i>Provided further</i>, That subgrantees that are local educational agencies shall form strong partnerships with early learning providers and that subgrantees that are early learning providers shall form strong partnerships with local educational agencies, in order to carry out the requirements of the subgrant:]</p>	This language provides funds for preschool development grants to build capacity in early childhood care and education, requires the Secretary to jointly administer the grants with the Secretary of Health and Human Services, and establishes eligibility requirements for participants.

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
¹¹ [... <i>Provided further</i> , That up to 3 percent of such funds for preschool development grants shall be available for technical assistance, evaluation, and other national activities related to such grants:]	This language allows the Secretary to use a portion of the funding provided for preschool development grants for technical assistance, evaluation, and other national activities related to such grants.
¹² [... <i>Provided further</i> , That \$10,000,000 of funds available under part D of title V of the ESEA shall be for the Full-Service Community Schools program:]	This language provides funds for Full-Service Community Schools grants.
¹³ [... <i>Provided further</i> , That of the funds available for part B of title V of the ESEA, the Secretary shall use up to \$10,000,000 to carry out activities under section 5205(b) and shall use not less than \$16,000,000 for subpart 2: <i>Provided further</i> , That of the funds available for subpart 1 of part B of title V of the ESEA, and notwithstanding section 5205(a), the Secretary shall reserve up to \$100,000,000 to make multiple awards to non-profit charter management organizations and other entities that are not for-profit entities for the replication and expansion of successful charter school models and shall reserve not less than \$11,000,000 to carry out the activities described in section 5205(a), including improving quality and oversight of charter schools and providing technical assistance and grants to authorized public chartering agencies in order to increase the number of high-performing charter schools: <i>Provided further</i> , That funds available for part B of title V of the ESEA may be used for grants that support preschool education in charter schools:]	This language establishes, from the Charter Schools Grants appropriation, a maximum amount for State Facilities Incentive grants and a minimum amount for Credit Enhancement for Charter School Facilities grants, allows the Secretary to reserve funds appropriated for Charter Schools Grants to make awards to charter management organizations and other entities for the replication and expansion of successful charter school models, allows the Secretary to reserve a portion of the appropriation for national activities, and allows grants under the program to be used for preschool education.

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>¹⁴ [...<i>Provided further</i>, That each application submitted pursuant to section 5203(a) shall describe a plan to monitor and hold accountable authorized public chartering agencies through such activities as providing technical assistance or establishing a professional development program, which may include evaluation, planning, training, and systems development for staff of authorized public chartering agencies to improve the capacity of such agencies in the State to authorize, monitor, and hold accountable charter schools: <i>Provided further</i>, That each application submitted pursuant to section 5203(a) shall contain assurances that State law, regulations, or other policies require that: (1) each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the rights and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency; and demonstrate improved student academic achievement; and (2) authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school's charter.]</p>	This language establishes application requirements for grants to State educational agencies under the Charter Schools Program that go beyond the requirements in the authorizing statute.

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p><u>¹⁵ <i>Provided further, That \$120,000,000, to remain until expended, shall be for competitive grants to local educational agencies to develop and implement comprehensive strategies to improve socioeconomic integration in early childhood education programs and elementary and secondary schools, of which up to \$2,500,000 may be used for national activities including technical assistance, evaluation, and dissemination:</i></u></p>	<p>This language provides authorization and a specific funding amount for a proposed Stronger Together program which would support competitive grants to LEAs to develop and implement comprehensive plans with concrete and ambitious goals for improving socioeconomic integration in early childhood education programs and elementary and secondary schools.</p>
<p><u>¹⁶ <i>Provided further, That \$100,000,000 shall be for competitive grants to local educational agencies, in partnership with institutions of higher education and other public and private entities, to develop and implement strategies to provide high-quality instruction and other learning opportunities in computer science to students in pre-kindergarten through grade 12, including students in underserved communities or from groups historically underrepresented in science, technology, engineering, and mathematics fields:</i></u> <u><i>Provided further, That \$2,500,000 of the funds provided in the previous proviso shall be for national activities including technical assistance, evaluation, and dissemination:</i></u></p>	<p>This language provides authorization and a specific funding amount for a proposed Computer Science for All Development Grants program which would support competitive grants to local educational agencies to provide high-quality instruction and other learning opportunities in computer science in pre-kindergarten through grade 12, with a focus on expanding access to these opportunities for students in underserved communities or from groups historically underrepresented in science, technology, engineering, and mathematics fields.</p>
<p><u>¹⁷ <i>Provided further, That \$10,000,000 shall be for grants to non-profit organizations to support teacher-led projects designed to improve educational outcomes for high-need students.</i></u></p>	<p>This language provides authorization and a specific funding amount for a proposed Teach to Lead program which would support the implementation, expansion, and dissemination of teacher-led projects that empower teachers and help them lead beyond the classroom.</p>

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Appropriation, Adjustments, and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2015	2016	2017
Discretionary:			
Appropriation.....	\$1,102,111	\$1,181,226	\$1,411,556
Comparative transfers to:			
<u>Education for the Disadvantaged</u> for:			
Innovative Approaches to Literacy.....	—	-27,000	—
<u>Safe Schools and Citizenship Education</u> for:			
Full Service Community Schools	—	-10,000	—
Total, comparative discretionary appropriation.....	1,102,111	1,144,226	1,411,556
Mandatory:			
Appropriation.....	0	0	<u>4,299,982</u>
Total, discretionary and mandatory appropriation	1,102,111	1,144,226	5,711,538

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Summary of Changes (dollars in thousands)

2016.....	\$1,144,226
2017.....	<u>5,711,538</u>
Net change.....	+4,567,312

Increases:	<u>2016 base</u>	Change from base
<u>Program:</u>		
Increase for the Education Innovation and Research program (formerly Investing in Innovation) to expand the evidence base for effective education interventions and support implementation of new provisions in ESSA requiring States and school districts to use evidence-based interventions in schools identified for comprehensive support and improvement and targeted support and improvement.	\$120,000	+\$60,000
Increase for Teacher and School Leaders Incentive Grants (formerly the Teacher Incentive Fund) to help local educational agencies (LEAs), State educational agencies (SEAs), and the Bureau of Indian Education develop, implement, improve, or expand human capital management systems or performance-based compensation systems.	230,000	+20,000
Funding for the reauthorized Supporting Effective Educator Development program (previously funded—at \$94 million in fiscal year 2016—as an appropriations language set-aside under Title II Improving Teacher Quality State Grants in the School Improvement Programs account) to support competitive grants to institutions of higher education, national nonprofit entities, and the BIE to provide educators with evidence-based professional development and to support pathways that allow educators with nontraditional preparation and certification to obtain employment in traditionally underserved local educational agencies.	0	+100,000

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Summary of Changes—continued (dollars in thousands)

Increases:	<u>2016 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase for the School Leader Recruitment and Support program (formerly the School Leadership Program) to improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools.	\$16,368	+\$13,632
Initial funding for STEM Master Teacher Corps grants to States to support the development of statewide STEM Master Teacher Corps to promote improved professional development and instruction in STEM subjects as well as grants to States and non-profit organizations to support effective, statewide professional development programs in STEM subjects.	0	+10,000
Initial funding for Teach to Lead to support the implementation, expansion, and dissemination of teacher-led projects that empower teachers and help them lead beyond the classroom.	0	+10,000
Increase for Charter Schools Grants to expand the supply of high-quality public educational options available to students, especially students from low-income families or attending low-performing schools, by creating and expanding effective charter schools.	333,172	+16,828
Increase for Magnet Schools Assistance to support competitive grants to LEAs to establish and operate magnet school programs that are part of an approved desegregation plan and that are designed to increase racial integration in the LEA by taking into account socioeconomic diversity.	96,647	+18,353
Initial funding for Stronger Together to support competitive grants to LEAs to develop and implement comprehensive plans with concrete and ambitious goals for improving school socioeconomic integration in preschool through grade 12.	0	+120,000

INNOVATION AND IMPROVEMENT

Summary of Changes—continued (dollars in thousands)

Increases:	<u>2016 base</u>	<u>Change from base</u>
<u>Program:</u>		
Initial funding for the new Next Generation High Schools program to transform teaching and learning in high schools by encouraging partnerships among LEAs, postsecondary institutions, and other entities such as businesses and nonprofit organizations to prepare students for college and careers.	0	+\$80,000
Initial funding for Computer Science for All Development Grants to support competitive grants to local educational agencies to provide high-quality instruction and other learning opportunities in computer science in preschool through grade 12, with a focus on expanding access to these opportunities for students in underserved communities or from groups historically underrepresented in science, technology, engineering, and mathematics fields.	0	+100,000
Mandatory funding for Preschool for All to support grants to States to expand the number and availability of high-quality preschool programs to serve all 4-year-olds from low- and moderate-income families, and improve the quality of existing programs.	0	+1,299,982
Mandatory funding for RESPECT: Best Job in the World to support competitive grants to States with subgrants to LEAs to increase salaries for effective teachers in high-need schools, to help teachers and school leaders work together to determine meaningful activities to support teachers and students, and to improve working conditions.	0	1,000,000
Mandatory funding for Computer Science for All to support grants to SEAs to ensure that all students, including those in underserved communities or from historically underrepresented subgroups, have access to computer science and other rigorous instruction in science, technology, engineering, and mathematics.	0	2,000,000
Subtotal, increases		+4,848,795

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Summary of Changes—continued (dollars in thousands)

Decreases:	<u>2016 base</u>	<u>Change from base</u>
<u>Program:</u>		
Eliminate funding for Advanced Placement, which is no longer authorized in the ESEA as amended by the ESSA.	\$28,483	-\$28,483
Eliminate funding for Preschool Development Grants because funding for this program will be included in the budget request for the Department of Health and Human Services.	250,000	-250,000
Eliminate funding for the Non-Cognitive Skills Initiative, which is no longer authorized in the ESEA as amended by the ESSA.	3,000	<u>-3,000</u>
Subtotal, decreases		<u>-281,483</u>
Net change		+4,567,312

INNOVATION AND IMPROVEMENT

Authorizing Legislation
(dollars in thousands)

Activity	2016 Authorized	2016 Estimate	2017 Authorized	2017 Request
<u>Discretionary Programs:</u>				
Education innovation and research (<i>ESEA IV-F-1</i>)	0 ¹	\$120,000	(2)	\$180,000
Teacher and school leader incentive grants (<i>ESEA II-B-1</i>)	0 ³	230,000	(4)	250,000
American history and civics academies (<i>ESEA II-B-3, section 2232</i>)	0 ³	1,815	(4)	1,815
Supporting effective educator development (<i>ESEA II-B-4, section 2242</i>)	0 ^{3,5}	0	(4)	100,000
School leader recruitment and support (<i>ESEA II-B-4, section 2243</i>)	0 ³	16,368	(4)	30,000
STEM master teacher corps (<i>ESEA II-B-4, section 2245</i>)	--	0	(4)	10,000
Teach to lead (<i>proposed legislation</i>)	--	0	To be determined ⁶	10,000
Charter schools grants (<i>ESEA IV-C</i>)	0 ³	333,172	270,000	350,000
Magnet schools assistance (<i>ESEA IV-D</i>)	0 ³	96,647	94,000	115,000
Stronger together (<i>proposed legislation</i>)	--	0	To be determined ⁶	120,000
Next generation high schools (<i>proposed legislation</i>)	--	0	To be determined ⁶	80,000
Computer science for all development grants (<i>proposed legislation</i>)	--	0	To be determined ⁶	100,000
Ready to learn programming (<i>ESEA IV-F-4, section 4643</i>)	0 ³	25,741	(2)	25,741
Advanced placement (<i>ESEA I-G; struck by P.L. 114-95</i>)	0 ^{3,7}	28,483	0	0
Preschool development grants (<i>ESEA V-D subpart 1; repealed by P.L. 114-95</i>)	0 ^{3,8}	250,000	(9)	0
Arts in education (<i>ESEA IV-F-4, section 4642</i>)	0 ³	27,000	(2)	27,000
Non-cognitive skills initiative (<i>ESEA V-D, subpart 1; repealed by P.L. 114-95</i>)	0 ^{3,8}	3,000	0	

INNOVATION AND IMPROVEMENT

Authorizing Legislation—continued (dollars in thousands)

Activity	2016 Authorized	2016 Estimate	2017 Authorized	2017 Request
Javits gifted and talented education (<i>ESEA IV-F-4, section 4644</i>)	0 ³	\$12,000	(2)	\$12,000
<u>Mandatory Programs:</u>				
Preschool for all (<i>proposed legislation</i>)	--	0	To be determined ⁶	1,299,982
Respect: Best job in the world (<i>proposed legislation</i>)	--	0	To be determined ⁶	1,000,000
Computer science for all (<i>proposed legislation</i>)	<u>--</u>	<u>0</u>	<u>To be determined⁶</u>	<u>2,000,000</u>
Total definite authorization	0		364,000	
Total discretionary appropriation		1,144,226		1,411,556
Portion of discretionary request not authorized				310,000
Total mandatory appropriation		0		4,299,982

¹ The program is authorized in fiscal year 2016 through appropriations language.

² A total of \$220,741 thousand is authorized for Part F of Title IV. Of the funds appropriated for Part F, \$5,000 thousand is reserved for Subpart 3 and of the remainder, for fiscal year 2017, 36 percent is authorized for the Education Innovation and Research program; 36 percent is authorized for Subpart 2; and 28 percent is authorized for Subpart 4, which includes the Arts in Education, Ready to Learn Programming, and Javits Gifted and Talented programs.

³ The GEPA extension expired September 30, 2008; the program is authorized in fiscal year 2016 through appropriations language.

⁴ A total of \$468,881 thousand is authorized for Part B of Title II. For fiscal year 2017, of the funds appropriated for Part B, 49.1 percent is authorized for Subpart 1, the Teacher and School Leader Incentive program; 34.1 percent is authorized for Subpart 2; 1.4 percent is authorized for Subpart 3, of which not less than 26 percent is reserved for American History and Civics Academies; and 15.4 percent is authorized for Subpart 4, of which not less than 74 percent is reserved for Supporting Effective Educator Development, not less than 22 percent is reserved for School Leader Recruitment and Support, not less than 2 percent is reserved for technical assistance and national evaluation, and not more than 2 percent for the STEM Master Teacher Corps.

⁵ Prior to fiscal year 2017, the program was authorized under ESEA II-A.

⁶ Authorizing legislation is sought for FY 2017.

INNOVATION AND IMPROVEMENT

Authorizing Legislation—continued

(dollars in thousands)

⁷ Prior to fiscal year 2017, the program was authorized under ESEA I-G, which was struck by P.L. 114-95.

⁸ Prior to fiscal year 2017, the program was authorized under ESEA V-D, Subpart 1, which was repealed by P.L. 114-95.

⁹ The program is authorized under the Department of Health and Human Services per section 9212 of the Every Student Succeeds Act.

INNOVATION AND IMPROVEMENT

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2008 Discretionary	\$922,018	\$982,354	\$962,889	\$985,517
2009 Discretionary	867,517	976,846 ¹	944,314 ¹	996,425
Recovery Act Supplemental (PL 111-5) (Discretionary)	0	225,000	0	200,000
2010 Discretionary Rescission (PL 111-226) (Discretionary)	1,489,949	1,347,363	1,234,787 ²	1,389,065 -10,700
2011 Discretionary	6,330,000	1,870,123 ³	2,224,843 ²	1,856,179 ⁴
2012 Discretionary	4,995,000	821,411 ⁵	1,740,212 ⁵	1,527,536
2013 Discretionary	4,332,166	799,133 ⁶	1,545,966 ⁶	1,447,637
2014 Discretionary	5,335,000	N/A ⁷	1,331,598	931,317
2015 Discretionary	5,335,000	N/A ⁷	868,721 ⁸	852,111
2015 Mandatory	5,000,000	N/A ⁷	0 ⁸	0
2016 Discretionary	1,601,559	275,000 ⁹	694,616 ⁹	1,181,226
2016 Mandatory	1,000,000	0 ⁹	0 ⁹	0
2017 Discretionary	1,411,556			
2017 Mandatory	4,299,982			

¹ The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

² The level for the Senate allowance reflects Committee action only.

³ The level for the House allowance reflect the House-passed full-year continuing resolution.

⁴ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁵ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

⁶ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁷ The House allowance is shown as N/A because there was no Subcommittee action.

⁸ The level for the Senate allowance reflects Senate Subcommittee action only.

⁹ The levels for the House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

INNOVATION AND IMPROVEMENT

Significant Items in FY 2016 Appropriations Reports

Competitive Grants for Rural Communities

- Senate: The Committee directs the Department to ensure that competitive grant programs, including but not limited to the Charter Schools, Innovative Approaches to Literacy, Arts in Education, and SEED, support activities in rural communities.
- Response: The Department will continue to provide support for rural communities through Charter Schools Grants in fiscal year 2016, including by providing grants to State educational agencies to support the start-up of charter schools by developers serving those communities and by giving competitive priority for direct grants to charter school developers serving those communities in States not receiving grants.

In fiscal year 2016, the Department intends to include a competitive preference priority in the Innovative Approaches to Literacy (IAL) competition that would encourage applicants to focus their projects in rural communities. IAL has used this strategy in two previous rounds of competition.

The Arts in Education program does not plan to hold any new competitions in fiscal year 2016.

The fiscal year 2015 competition for the Supportive Effective Educator Development Grants program included a competitive preference priority for high-need students, which applicants may define as students served by rural local educational agencies (LEAs).

The Investing in Innovation and Promise Neighborhood programs continue to use an absolute priority for applicants proposing to serve students enrolled in rural LEAs.

Javits Gifted and Talented

- Explanatory Statement: The Department is directed to continue supporting a National Research Center on the Gifted and Talented.
- Response: In fiscal year 2016, the Department will provide the third year of funding for the 5-year Research Center grant initiated in fiscal year 2014.

DEPARTMENT OF EDUCATION FISCAL YEAR 2017 PRESIDENT'S BUDGET
(in thousands of dollars)

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Account, Program and Activity	Category Code	2015	2016	2017 President's	2017 President's Budget	
		Appropriation	Appropriation	Budget	Compared to 2016 Appropriation	Amount
Innovation and Improvement						
1. Education innovation and research (ESEA IV-F-1) ¹	D	120,000	120,000	180,000	60,000	50.00%
2. Teacher and school leader incentive grants (ESEA II-B-1)	D	230,000	230,000	250,000	20,000	8.70%
3. American history and civics academies (ESEA II-B-3, section 2232)	D	---	1,815	1,815	0	0.00%
4. Supporting effective educator development (SEED) (ESEA II-B-4, section 2242) ²	D	---	---	100,000	100,000	---
5. School leader recruitment and support (ESEA II-B-4, section 2243)	D	16,368	16,368	30,000	13,632	83.28%
6. STEM master teacher corps (ESEA II-B-4, section 2245)	D	---	---	10,000	10,000	---
7. Teach to lead (proposed legislation)	D	---	---	10,000	10,000	---
8. Transition to teaching (ESEA II-C-1-B; struck by P.L. 114-95)	D	13,700	0	0	0	---
9. Charter schools grants (ESEA IV-C)	D	253,172	333,172	350,000	16,828	5.05%
10. Magnet schools assistance (ESEA IV-D)	D	91,647	96,647	115,000	18,353	18.99%
11. Stronger together (proposed legislation)	D	---	---	120,000	120,000	---
12. Next generation high schools (proposed legislation)	D	---	---	80,000	80,000	---
13. Computer science for all development grants (proposed legislation)	D	---	---	100,000	100,000	---
14. Ready to learn programming (ESEA IV-F-4, section 4643)	D	25,741	25,741	25,741	0	0.00%
15. Advanced placement (ESEA I-G; struck by P.L. 114-95)	D	28,483	28,483	0	(28,483)	-100.00%
16. Fund for the Improvement of Education (FIE):						
(a) Programs of national significance (ESEA V-D subpart 1; repealed by P.L. 114-95)	D	48,000	0	0	0	---
(b) Preschool development grants (ESEA V-D subpart 1; repealed by P.L. 114-95) ³	D	250,000	250,000	0	(250,000)	-100.00%
(c) Arts in education (ESEA IV-F-4, section 4642)	D	25,000	27,000	27,000	0	0.00%
(d) Non-cognitive skills initiative (ESEA V-D, subpart 1; repealed by P.L. 114-95) ⁴	D	---	3,000	0	(3,000)	-100.00%
(e) Javits gifted and talented education (ESEA IV-F-4, section 4644) ⁴	D	---	12,000	12,000	0	0.00%
Subtotal		1,102,111	1,144,226	1,411,556	267,330	23.36%
17. Preschool for all (proposed legislation)	M	---	---	1,299,982	1,299,982	---
18. RESPECT: Best job in the world (proposed legislation)	M	---	---	1,000,000	1,000,000	---
19. Computer science for all (proposed legislation)	M	---	---	2,000,000	2,000,000	---
Total ⁵		1,102,111	1,144,226	5,711,538	4,567,312	399.16%
Discretionary ⁵	D	1,102,111	1,144,226	1,411,556	267,330	23.36%
Mandatory	M	0	0	4,299,982	4,299,982	---

NOTES: D = discretionary program; M = mandatory program; FY = fiscal year

For most mandatory programs, the levels shown in the 2015 Appropriation column reflect the 7.3 percent sequester that went into effect October 1, 2014, and the levels shown in the 2016 Appropriation column reflect the 6.8 percent reduction that went into effect on October 1, 2015, pursuant to the Budget Control Act of 2011 (P.L. 112-25).

Detail may not add to totals due to rounding.

¹ Prior to fiscal year 2017, the program was Investing in Innovation (i3), as authorized by P.L. 107-110, ARRA section 14007.

² Adjusted for comparability. Funds were included under Supporting Effective Instruction State Grants (previously Improving Teacher Quality State Grants) in the School Improvement Program account in the 2015 and 2016 Appropriation columns.

³ Funding for PDG is included in the 2017 President's Budget for the Department of Health and Human Services.

⁴ Funds were included under the Fund for the Improvement of Education Programs of National Significance in the 2015 Appropriation column.

⁵ Adjusted for comparability. The 2016 Appropriation column excludes \$10,000 thousand for Full-Service Community Schools because the program is requested in the 2017 President's Budget in the Safe Schools and Citizenship Education account.

INNOVATION AND IMPROVEMENT

Summary of Request

Programs in the Innovation and Improvement account support the goal of improving student achievement in five key ways: providing incentives to test, evaluate, and expand innovative educational strategies and practices; increasing the supply of effective teachers and principals; providing parents with expanded options for the education of their children; expanding access to computer science; and ensuring that all children have access to preschool. The Administration requests a total of \$1.4 billion in discretionary funds and a total of \$4.3 billion in mandatory funds.

Supporting Innovation

The Administration requests funding to support efforts to drive State and local innovation. Specifically, the request includes:

- \$180.0 million for the **Education Innovation and Research** program (previously Investing in Innovation) to build on the program's demonstrated success by supporting a higher number of awards in priority areas and expanding the program's portfolio of evidence-based approaches to tackle common issues facing school districts and communities.
- \$25.7 million for the **Ready-To-Learn Television** program to support the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers to facilitate student academic achievement.
- \$12.0 million for the **Javits Gifted and Talented Education** program to support a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their educational needs.

Supporting Educators

The Administration requests funding for programs that would provide both formula grants and competitive awards to help States and local educational agencies (LEAs) increase the effectiveness of teachers and principals.

- \$250.0 million for **Teacher and School Leader Incentive Grants** to develop, implement, improve, or expand human capital management systems or performance-based compensation systems, especially in high-need schools.
- \$100.0 million for **Supporting Effective Educator Development** to provide competitive grants to institutions of higher education, national nonprofit entities, and the BIE to provide educators with evidence-based professional development and to support pathways that allow educators with nontraditional preparation and certification to obtain employment in traditionally underserved local educational agencies
- \$30.0 million for the **School Leader Recruitment and Support** program to support grants to improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools.

INNOVATION AND IMPROVEMENT

Summary of Request—continued

- \$27.0 million for the **Arts in Education** program to support State and local efforts to improve arts education, including arts programming in high-poverty schools, through the development and implementation of high-quality, cohesive, and innovative strategies for arts instruction, through grants to support development and dissemination of instructional materials and programming, and professional development for arts educators.
- \$10.0 million for the **STEM Master Teacher Corps** program to support grants to improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools.
- \$10.0 million for a proposed **Teach to Lead** program for the implementation, expansion, and dissemination of teacher-led projects that empower teachers and help them lead beyond the classroom
- \$1.8 million for the **American History and Civics Academies** program for competitive grants to institutions of higher education and other nonprofit organizations to improve the quality of American history and civics education by providing intensive workshops for teachers and students.

The Administration also proposes \$1.0 billion in mandatory funding for **RESPECT: Best Job in the World** to support competitive grants to States with subgrants to LEAs to increase salaries for effective teachers in high-need schools, to help teachers and school leaders work together to determine meaningful activities to support teachers and students, and to improve working conditions.

Increasing Diversity and Expanding Educational Options

The Administration's **Stronger Together Grants** proposal would provide \$120.0 million for competitive grants to LEAs to develop and implement comprehensive plans with concrete and ambitious goals for improving school socioeconomic integration in preschool through grade 12. This proposed program supports voluntary community efforts to improve diversity and reduce or eliminate socioeconomic isolation in schools and is a central element of the Administration's strategy for removing the barriers to learning that children living in concentrated poverty often face. Funds would support grants for planning and for implementation.

The Administration requests \$350.0 million for **Charter Schools Grants** to support the start-up, replication, and expansion of successful charter schools. The requested increase reflects the Administration's strong commitment to build on this program's demonstrated success in supporting effective school models and embraces the focus under the amended ESEA on strengthening charter school authorizing and oversight practices and ensuring access to high-quality schools for historically underserved student groups. In addition, the request would expand the program's national activities authority to include support for emerging partnerships between charter schools and LEAs with strong potential to help improve academic outcomes. Funds would also be used for grants to States and nonprofit entities to improve charter schools' access to facilities.

INNOVATION AND IMPROVEMENT

Summary of Request—continued

In addition, the Administration requests \$115.0 million for **Magnet Schools Assistance** to LEAs to establish and operate magnet schools that are part of an approved desegregation plan and that are designed to increase racial integration in the LEA by taking into account socioeconomic diversity.

Computer Science and STEM

The Administration is proposing three major investments toward giving all students the opportunity to benefit from rigorous computer science education and be college and career ready for fields in science, technology, engineering, and mathematics (STEM):

- \$2.0 billion in mandatory funding for fiscal year 2017, and a total of \$4 billion over 3 years, for **Computer Science for All** for grants to State educational agencies to ensure that all students have access to computer science and other rigorous instruction in STEM fields. States receiving grants would implement high-quality plans for ensuring universal access to computer science in high schools, providing a high-quality curriculum and progression of instruction and other learning opportunities in STEM in preschool through grade 8, preparing and further developing computer science teachers and support staff, and increasing access for underserved and disadvantaged students to other rigorous and advanced courses and programs, including Advanced Placement and International Baccalaureate courses and dual or concurrent enrollment programs.
- \$100.0 million for **Computer Science for All Development Grants** to support competitive grants to local educational agencies to provide high-quality instruction and other learning opportunities in computer science in preschool through grade 12, with a focus on expanding access to these opportunities for students in underserved communities or from groups historically underrepresented in STEM fields.
- \$80.0 million for **Next Generation High Schools** to support transformation of the high school experience and more effectively prepare students for college and careers by using Federal, State, and local resources to create learning models that are rigorous, relevant, focus on real-world experiences, and incorporate personalized learning and career and college exploration. Special consideration would be given to projects designed to improve readiness for postsecondary education and careers in science, technology, engineering, and mathematics (STEM) fields.

Preschool

The Administration is proposing \$1.3 billion in mandatory funding for **Preschool for All**, which would support grants to States to expand the number and availability of high-quality preschool programs to serve all 4-year-olds from low- and moderate-income families, and improve the quality of existing programs.

The Administration's request for **Preschool Development Grants** is included in the Department of Health and Human Services budget proposal for fiscal year 2017, consistent with the ESSA.

INNOVATION AND IMPROVEMENT

Summary of Request—continued

Discontinued Programs

The Administration is not requesting funding for the **Advanced Placement** program and **Non-Cognitive Skills Initiative** because they are not included in the reauthorized Elementary and Secondary Education Act.

INNOVATION AND IMPROVEMENT

Education innovation and research

(Elementary and Secondary Education Act, as amended, Title IV, Part F, Subpart 1)

(dollars in thousands)

FY 2017 Authorization:⁽¹⁾

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$120,000	\$180,000	+\$60,000

¹ Of the total amount appropriated for Title IV, Part F, 36 percent of the funds available under Sec. 4601(b)(2) are for Subpart 1.

PROGRAM DESCRIPTION

As authorized by the Every Student Succeeds Act (ESSA), the Education Innovation and Research (EIR) program—the successor to the Investing in Innovation (i3) program—supports the creation, development, implementation, replication, and scaling up of evidence-based, field-initiated innovations designed to improve student achievement and attainment for high-need students. EIR retains the core purpose of i3, which was authorized under Section 14007 of the American Reinvestment and Recovery Act of 2009, and which supported innovative and proven approaches that address persistent education challenges while also building knowledge of what works in education. Changes from the i3 program include expansion of the entities eligible to receive funds, a new rural set-aside, and more flexible requirements for matching funds. In addition, a portion of the requested funds would be used to support activities to be carried out by the Advanced Research Projects Agency-Education (ARPA-ED).

The EIR program incorporates a tiered-evidence framework that supports larger awards for projects with the strongest evidence base and supports promising earlier-stage projects that are willing to undergo rigorous evaluation. Funds may be used for: (1) early-phase grants for the development, implementation, and feasibility testing of a program which prior research suggests has promise, in order to determine whether the program can improve student academic outcomes (similar to Development grants under i3); (2) mid-phase grants for implementation and rigorous evaluation of programs that have been successfully implemented under early-phase grants or have met similar criteria for documenting program effectiveness (similar to Validation grants under i3); and (3) expansion and replication of programs that have been found to produce a sizable, important impact under a mid-phase grant or have met similar criteria for documenting program effectiveness (similar to Scale-up grants under i3). All grantees must carry out a rigorous independent evaluation of the effectiveness of their project.

Entities eligible to receive Education Innovation and Research funds are (1) local educational agencies (LEAs); (2) State educational agencies (SEAs); (3) the Bureau of Indian Education

INNOVATION AND IMPROVEMENT

Education innovation and research

(BIE); (4) consortia of LEAs or SEAs; (5) nonprofit organizations; or (6) SEAs, LEAs, or the BIE in consortia with a nonprofit organization, a business, an educational service agency, or an institution of higher education. At least 25 percent of the funds appropriated for the program must be used for awards to serve rural areas, contingent on receipt of enough applications of sufficient quality. Grantees must provide matching funds equal to 10 percent of their grant award (in cash or in-kind) from Federal, State, local, or private sources, and the Secretary may waive this requirement under certain circumstances. In addition, the Secretary may reserve up to 5 percent of program funds to provide technical assistance and disseminate best practices.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	\$149,417
2013.....	141,602
2014.....	141,602
2015.....	120,000
2016.....	120,000

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Administration requests \$180 million for the Education Innovation and Research program, an increase of \$60 million over the fiscal year 2016 appropriation for its predecessor, the i3 program. The request includes appropriations language overriding the authorized funding level for this program. The proposed increase is consistent with the Administration's commitment to expanding the evidence base for effective education interventions and is necessary in light of provisions requiring States and school districts to use evidence-based interventions in schools identified for comprehensive support and improvement or implementing targeted support and improvement plans under the reauthorized ESEA. Robust Federal investment in identifying such interventions through the EIR program is essential to ensuring that LEAs have the tools they need to address the challenges of turning around their lowest-performing schools. To date, innovation projects have been funded in a wide range of areas—teachers and principals, school turnaround, standards and assessments, science, technology, engineering and mathematics (STEM), rural education, parent and family engagement, English Learners, students with disabilities, high school redesign—that are applicable to interventions LEAs are likely to implement under the ESSA.

The proposed funding level would allow the EIR program to fund more high-quality applications to not only build evidence of effectiveness but demonstrate the feasibility of scaling effective interventions to reach more students and schools. There is a significant demand from the field to test innovation strategies, to examine how promising strategies work in different settings, and to scale-up effective strategies, as demonstrated by the number of applicants for EIR's predecessor, i3—the Department received almost 5,000 i3 applications or pre-applications between 2010 and 2015, but made only 156 grants, for a total application-success rate of 3.1 percent. Furthermore, the EIR program expanded the types of entities that are eligible for program funds to SEAs, the Bureau of Indian Education, and to nonprofit organizations applying alone, along with expanding eligible partners to businesses, educational service agencies, and institutions of higher education, likely creating more demand for program funding.

INNOVATION AND IMPROVEMENT

Education innovation and research

Additional funding could also support greater numbers of the larger awards that the Department anticipates making as applicants seek to build on the positive results of i3 Development (early phase) and Validation (mid-phase) grants made in previous years that are ready to be taken to scale. Thus, a larger share of funds would be used to expand activities of demonstrated effectiveness. In addition, the new provisions allowing grantees to use Federal, State, local, or private funds to meet the program's matching requirements (matching funds were limited to private sources under i3) create an incentive to leverage existing public education funding, including Federal formula funding, in support of evidence-based practices.

The Department would reserve approximately \$7.5 million for technical assistance and dissemination, including providing technical assistance to help grantees develop and implement rigorous evaluation plans. This type of technical assistance has proven critical to ensuring that i3 grantees were able to conduct rigorous evaluations and produce information that can be used by researchers and practitioners alike, and i3 grantees are also using technical assistance funds to explore new ways to disseminate their lessons to other schools and LEAs. Evaluations of many completed i3 Validation and Scale-up grants are expected to meet the Institute of Education Science's What Works Clearinghouse (WWC) standards with or without reservations, and findings are being shared publically so that the entire field benefits from lessons learned through these investments. In addition, this type of technical assistance has helped many education organizations improve their capacity to conduct rigorous research and incorporate sound evaluation plans when trying out new strategies, and has provided support to researchers in designing and implementing evaluations that are of real-time, practical use to practitioners.

The following examples illustrate the outcomes that can be expected from continued, expanded investment in building the evidence base for effective education interventions under the EIR program:

- The final report for Teach for America (TFA), which received a grant to significantly increase the size of its teacher corps, meets WWC standards without reservations. This report included results from a study that used random assignment to look at the effectiveness of TFA elementary school teachers that were recruited and trained in the second year of the i-3 Scale-Up grant. This study found that, on average, these TFA elementary school teachers, who averaged 1.7 years of experience were as effective as non-TFA teachers, who averaged 13.6 years of experience in both math and reading.¹ In certain grades and subjects—specifically, preschool through grade 2 reading—TFA teachers were more effective than their more experienced counterparts; there was a positive, statistically significant effect on student reading achievement equivalent to about 1.3 additional months of learning . This study builds on other experimental studies on TFA teachers (see Decker et al. 2004² and Clark et. Al 2013³) that found TFA teachers had positive effects on students' mathematics achievement.

¹ http://www.mathematica-mpr.com/~/media/publications/pdfs/education/tfa_investing_innovation.pdf

² <http://www.mathematica-mpr.com/publications/pdfs/teach.pdf>

³ <https://ies.ed.gov/ncee/pubs/20134015/pdf/20134015.pdf>

INNOVATION AND IMPROVEMENT

Education innovation and research

- Preliminary evaluation results from the Reading Recovery grant showed a sizable, statistically-significant effect on reading comprehension. On average, students in the Reading Recovery group scored at the 39th percentile nationally on the Iowa Test of Basic Skills (ITBS) versus the 19th percentile for the control group of students. Reading Recovery provides struggling first grade readers with one-on-one tutoring by highly-trained, certified teachers for 30 minutes daily for a 3–5 month period. The final evaluation report for this grantee is due in early 2016.
- An i3 Validation grant is supporting the expansion of high-performing charter schools in Tennessee's Achievement School District, which is focused on turning around the bottom 5 percent of the State's schools. One such i3-supported school, Gestalt Community Schools, helped high-poverty, high-minority student populations from several chronically low-performing schools outperform the State average in 2012 by 13.7 percentage points in English Language Arts and 9.4 percentage points in mathematics.
- Another i3 Validation grantee, the National Math and Science Initiative's College Readiness Program, has helped increase enrollment and passing scores in college-level Advanced Placement (AP) courses in Colorado. On average, in the first year of program implementation, AP enrollment increased by 81 percent in 23 participating schools and the number of passing scores on AP math, science, and English exams increased by 70. The schools increased the number of low-income students attaining passing scores by 78 percent; the number of female students attaining passing scores in math and science by 90 percent; and the number of African-American and Hispanic students attaining passing scores by 107 percent. For students of color and low-income students, these increases in qualifying scores outpace their average increase in enrollment, meaning that the pass rate is increasing for these students as enrollment rises.
- In east Georgia, Carroll County Schools has expanded a partnership with Southwire, a leading manufacturer of electrical wire and cable, to offer real-world learning opportunities in science, technology, engineering and math (STEM) fields to disadvantaged students. The Carroll County partnership pairs rigorous STEM coursework and student supports with paid apprenticeships at the Southwire manufacturing plant. Although the program targets students at the highest risk of dropping out, and all participating students are economically disadvantaged, the graduation rate is over 10 percentage points higher for participating students (77.8 percent) than the district rate (67.5 percent).
- St. Vrain Valley Unified School District in St. Vrain, Colorado has leveraged a 2010 i3 Development grant to develop more rigorous learning opportunities for high school students. The St. Vrain School District has built a partnership with the University of Colorado, IBM, and other private sector leaders to create a new STEM academy at Skyline High School and offer a STEM-focused high school certificate. Between the 2010 and 2012 school years, St. Vrain's graduation rate rose by 10 percentage points overall (from 78.8 percent to 88.4 percent), and by over 20 percentage points for Hispanic students (from 60.7 percent to 81.5 percent).

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In addition, the Department may reserve up to \$30 million for ARPA-ED. ARPA-ED would be a new entity within the Department, modeled after similar agencies within the Department of Defense and Department of Energy. The ARPA-ED mission would be to pursue development of breakthrough educational technology and tools that result in improvements for all students (especially those from low-income backgrounds) by increasing educational achievement and attainment for students in both traditional and non-traditional learning environments. Funds for ARPA-ED would be appropriated on a no-year basis to remain available for obligation until expended.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for grants	\$113,416	\$112,800	\$141,000
Number of new awards	13	12–20	15–25
Range of new awards	\$3,000–20,000	\$3,000–20,000	\$3,000–20,000
Peer review of new award applications	\$696	\$1,200	\$1,500
National activities	\$5,888	\$6,000	\$7,500
ARPA-ED	0	0	\$30,000

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, as well as the resources and efforts invested by those served by this program.

The performance measures discussed in this section are the measures for the i3 program. The Department will review these measures to determine if they are aligned with the purpose and requirements under the EIR program, and revise them or create new ones, if needed.

Performance measures

Goal: To improve educational outcomes for students by developing, identifying, and scaling up effective practices that are demonstrated to have an impact on student achievement and other student outcomes.

Objective: To validate and scale effective solutions for persistent educational challenges across the country to serve a substantially larger numbers of students.

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Measure: The percentage of Scale-up grantees that reached their annual target of students.

Year	Target	Actual
2012	70%	60%
2013	75	60
2014	80	40
2015	60	
2016	66	
2017	66	

Measure: The percentage of Validation grantees that reached their annual target of students.

Year	Target	Actual
2012	50%	70%
2013	54	58
2014	60	57
2015	65	
2016	68	
2017	68	

Additional information: The source of the data is annual grantee performance reports submitted through December 31, 2014. Actual percentages are based on partial data; one grantee did not provide targets for the number of students that would be served. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for fiscal year 2015 will be available by December 2016.

Over the past 5 years, several Scale-up grantees have struggled to implement their projects at the scale proposed in the application. Program staff anticipated this possibility, but did not anticipate the severity of the issues grantees would face. In some cases, grantees carrying out studies that involve random assignment have encountered issues trying to recruit the number of teachers that would need to be involved in such studies, which in turn affected the number of students ultimately served (fewer teachers involved led to fewer students served). For example, one grantee found that teachers that were supposed to participate in a study were not comfortable being compared in a randomized trial with other peers. Program staff are developing a technical assistance plan to provide additional support to grantees that may struggle with scaling their intervention as well as a plan to detect these issues earlier. Note that two of the five Scale-up projects have exceeded their goals regarding this measure, and that all projects are still on track to produce studies with sufficient sample sizes to examine the impact of their interventions rigorously.

Objective: *To promote rigorous evaluation of i3-funded projects that will generate significant new information about the effectiveness of diverse strategies, practices, and products that address persistent educational challenges.*

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Measure: The percentage of programs, practices, or strategies supported by a Scale-up grant with ongoing well-designed and independent evaluations that will provide evidence of their effectiveness at improving student outcomes at scale and would meet the WWC Evidence Standards with or without reservations.

Year	Target	Actual
2012	80%	100%
2013	80	100
2014	80	100
2015	80	
2016	83	
2017	100	

Measure: The percentage of programs, practices, or strategies supported by a Validation grant with ongoing well-designed and independent evaluations that will provide evidence of their effectiveness at improving student outcomes and would meet the WWC Evidence Standards with or without reservations.

Year	Target	Actual
2012	90%	89%
2013	92	89
2014	94	100
2015	75	
2016	78	
2017	100	

Measure: The percentage of programs, practices, or strategies supported by a Development grant with ongoing evaluations that provide evidence of promise for improving student outcomes.

Year	Target	Actual
2012	94%	100%
2013	95	100
2014	96	99
2015	96	
2016	96	
2017	100	

Additional information: The source of the data is the most updated grantee evaluation plan. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for fiscal year 2015 will be available by December 2016.

The measures for Validation and Scale-up grants assess whether grantee evaluations, and thus their evidence of effectiveness, would meet the What Works Clearinghouse (WWC) Evidence

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Standards with or without reservations at scale. Assessment of evaluation design and efficacy is based on reviews by external reviewers trained in the WWC standards. A well-designed study is one that is well-implemented and would meet the WWC standards with or without reservations. An independent evaluation means that the organization conducting the evaluation is not responsible for project development and implementation. To meet the Validation and Scale-up grant requirement for providing evidence of effectiveness at improving student outcomes, a study must estimate the impact of the program, practice, or strategy on one or more of the student outcomes specified in the intervention's logic model and meet WWC Outcome Standards in terms of face validity, alignment, reliability, and validity. Actual data may vary each year because a number of factors may affect grantees' capacity to maintain the rigor of the evaluation throughout the life of their projects. For example, differences in attrition among students in treatment and control groups could pose a significant challenge to successful implementation of a project evaluation. Furthermore, given the small number of projects in the Scale-up grant category, problems in one project would dramatically change the percentage of projects meeting the measure.

For Development grants, determinations of evidence of promise were based on whether project evaluations used research designs that would provide a comparison to the outcomes of the intervention group. The two types of designs that qualify are: (1) pre-post or interrupted time series designs (without a comparison group); or (2) comparison group designs that compare outcomes between groups.

Measure: The percentage of programs, practices, or strategies supported by a Scale-up grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2012	80%	100%
2013	80	100
2014	80	100
2015	80	
2016	83	
2017	100	

Measure: The percentage of programs, practices, or strategies supported by a Validation grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2012	90%	100%
2013	90	100
2014	90	100
2015	90	
2016	93	
2017	100	

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Measure: The percentage of programs, practices, or strategies supported by a Development grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2012	90%	97%
2013	90	97
2014	90	99
2015	90	
2016	95	
2017	100	

Additional information: The source of the data is the most updated grantee evaluation plan. In 2013, the contractor conducting the national evaluation of the i3 program revised the standards for this measure in order to make them clearer and more objective. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for fiscal year 2015 will be available by December 2016.

Efficiency measures

The Department has established cost per student as the efficiency measure for the i3 program. Aggregate program costs were used to calculate costs per student due to inconsistencies in the data grantees reported. The Department has developed a reporting format and provided technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for this measure are based on total project costs minus evaluation costs divided by the number of students served by all grantees. Separating the evaluation costs is critical because evaluation costs for i3 projects tend to be large due to the complexity of the evaluation designs and the goal of meeting WWC standards. Data for 2014 represent all 5 Scale-up grants, all 35 Validation grants, and 71 of 77 Development grants. Data for fiscal year 2015 will be available by December 2016.

Year	Cost per student, Scale-up grants	Cost per student, Validation grants	Cost per student, Development grants
2012	\$61	\$159	\$182
2013	237	181	140
2014	201	21,463	633
2015			
2016			
2017			

Additional information: The large increase in the cost per student reported for 2014 for Validation grants is due primarily to one project that missed its target for students to be served for its first year by a wide margin. That project is working with program staff and technical assistance providers to get back on track. If the data for that project were excluded, the cost

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per student for 2014 for Validation grants would be \$986. That cost is still significantly larger than the previous years', due to several grantees that also missed their target for students to be served, but to a lesser degree.

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Teacher and school leader incentive grants

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 1, Section 2212)

(dollars in thousands)

FY 2017 Authorization: ⁽¹⁾

Budget Authority:

	<u>2016²</u>	<u>2017</u>	<u>Change</u>
	\$230,000	\$250,000	+\$20,000

¹ Subpart 1 of Title II, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, is authorized to receive 49.1 percent of the appropriation for part B activities in 2017.

² The 2016 funding was for the Teacher Incentive Fund program.

PROGRAM DESCRIPTION

The Teacher and School Leader Incentive Grants program (TSLIG) was authorized by the Every Student Succeeds Act as the successor to the Teacher Incentive Fund (TIF), which was operated under appropriations language authority from fiscal year 2006 to fiscal year 2016. The newly authorized program provides funds to help eligible entities develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools served by the grantees.

Under the TSLIG, the Secretary makes competitive grant awards to eligible entities for a period of up to 3 years, with the option for a renewal of no more than 2 years if the grantee demonstrates that funds are being used effectively. Eligible entities include local education agencies (LEAs), including charter schools that are LEAs; State agencies; the Bureau of Indian Education (BIE); and partnerships of LEAs, State agencies, and the BIE with nonprofit or for-profit entities. In making grants, the Secretary 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. An LEA is permitted to receive (whether individually or as part of a consortium) a grant under this program only twice.

The statute defines high-need schools as public elementary or secondary schools located in an area in which at least 30 percent of students are from low-income families. Human capital management systems are defined as systems by which an LEA makes and implements human capital decisions, such as decisions on hiring, professional development, dismissal, tenure, and promotion and that include a performance-based compensation system. Performance-based compensation systems mean systems of compensation for teachers, principals, or other school leaders that differentiate levels of compensation based in part on measureable increases in student academic achievement. The systems may include differentiated levels of compensation for positions in hard-to-staff schools and subject areas, and recognition of skills and knowledge

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of teachers, principals, and other school leaders as demonstrated through additional responsibilities and evidence of professional achievement.

Grantees may use funds for a wide variety of activities designed to develop, implement, improve, or expand human capital management systems or performance-based compensation systems, including:

- Developing or improving evaluation and support systems that are based in part on demonstrated improvement in student achievement;
- Conducting outreach to gain information on how to construct evaluation and support systems;
- Providing principals with the tools necessary to make school-level decisions, including staffing decisions, in order to build high-performing instructional leadership teams for high-need schools;
- Implementing a differentiated salary structure for teachers who teach in high-needs schools or teach high-need subjects, raise student academic achievement, or take on additional leadership responsibilities, or for principals or other school leaders to serve in high-need schools and raise student academic achievement;
- Improving LEA processes for recruiting, selecting, placing, supporting, and retaining effective teachers, principals, and other school leaders in high-need schools; and
- Instituting career advancement opportunities that reward effective teachers, principals, or other school leaders in high-need schools.

Grantees must provide matching funds, in cash or in kind, from non-Federal sources equal to 50 percent of the amount of their grants. Grant funds must be used to supplement, not supplant, other Federal or State funds available to carry out activities.

The Secretary is required to submit an annual report to Congress that provides information on grant award amounts and grantee activities, as well as student academic achievement information for participating schools. In addition, the Institute for Education Sciences (IES) must carry out an evaluation of the effectiveness of the program, and the Secretary may reserve up to 1 percent of each year's appropriation for evaluation and technical assistance.

The predecessor program, TIF, also supported the development and implementation of performance-based compensation systems and human capital management systems that were designed to measure and improve educator effectiveness and provide effective educators with incentives to take on additional responsibilities and leadership roles. The newly authorized TSLIG expands the program to place a greater focus on the development of comprehensive human capital management systems in addition to performance based compensation systems. Further, it emphasizes the role principals and school leaders. A final competition for TIF awards will be conducted in fiscal year 2016.

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Funding levels for the TIF program for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$299,433
2013	283,771
2014	288,771
2015	230,000
2016	230,000

FY 2017 BUDGET REQUEST

The Administration requests \$250 million for the TSLIG, \$20 million more than the 2016 level for the predecessor TIF program. The request includes appropriations language overriding the authorized funding level for this program. The proposed increase reflects the high priority that the Administration places on supporting State and local efforts to develop tools and incentives designed to strengthen instruction, improve student academic outcomes, and develop and retain effective teachers, principals, and other school leaders. Fiscal year 2017 funds would support an estimated \$193 million in new competitive grant awards to develop, implement, improve, or expand human capital management systems and performance-based compensation systems that have as their goal recruitment, development, and retention of excellent educators in high-need schools in order to raise student academic achievement and close the achievement gap between high- and low-performing students. In addition, funds would support continuation costs of grants made under the TIF program, peer review of new applications, technical assistance, and evaluation.

Effective human capital management systems include comprehensive and strategic approaches to recruiting, developing, evaluating, supporting, and retaining an excellent and diverse educator workforce. They include educator evaluation systems that differentiate performance based on multiple measures, including growth in student learning; and strategies that align evidence-based activities for preparing, supporting, retaining, paying, and advancing effective teachers and school leaders. As a Nation, we must find ways to support teachers and principals so they—and their students—can succeed, and to retain effective educators and expand their impact through new leadership roles. Past TIF competitions have helped States and school districts in developing teacher and principal evaluation and support systems to improve hiring practices, provide educators meaningful feedback and targeted professional development, and link personnel decisions to performance, but there is much more work to do to ensure more effective teachers and principals serve and stay in high-need schools.

Enhancing State and district strategies for supporting and retaining excellent educators will be essential for implementing the teacher equity plans that States have submitted to the Department under the Administration's Excellent Educators for All initiative. All 50 States have developed and submitted plans that identify the most critical gaps in the rates at which students from low-income families and students of color are taught by inexperienced, unqualified, and out-of-field teachers and outline the strategies that States will implement to eliminate these gaps. A key element of these plans in many States will be improving their systems for recruiting, training, and placing new teachers and school leaders and compensating and

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retaining effective educators in high-poverty, high-minority schools, and this program supports those efforts.

When designing the grant competition, the Department will build on past work, recognizing that the most successful efforts to transform support and retention of teachers and principals have had a sharp focus on improving outcomes for students and retaining effective educators, ambitious scope, and demonstrated capacity to sustain the work, like District of Columbia Public Schools (DCPS)'s IMPACT and Leadership Initiative for Teachers (LIFT) systems. DCPS's rigorous evaluation system, targeted professional support, and rapidly accelerated pay and career advancement for strong performers have strengthened recruitment and retention of effective educators, and we believe this approach to teacher compensation has contributed to gains in student academic outcomes and decreased achievement gaps.¹ Hillsborough County Public Schools, another TIF grantee, has also successfully implemented an educator evaluation system with performance-based compensation and career advancement (Performance Outcomes with Effective Rewards, or POWER) designed to increase the number of effective teachers recruited to and retained in high-need schools and strengthen teacher leadership in the district.

New awards in fiscal year 2017 would support entities with bold plans for improving student outcomes through the use of human capital management systems and performance-based compensation systems that have as their goal recruitment, development, and retention of excellent educators in high-need schools to enhance ongoing State and LEA reforms to improve the overall quality of instruction to improve student achievement. The Department also would require grantees to evaluate the effectiveness, fairness, quality, consistency, and reliability of their systems, and to use this information to refresh those systems. In addition, the Department would promote sustainability by encouraging applicants to explain how systems would be continued after the end of the grant, including through the use of other Federal funds like the formula-based Title II Supporting Effective Instruction grants.

The Administration's overall request for fiscal year 2017 includes a set of initiatives that both complement the work of the TSLIG and help States, LEAs, institutions of higher education, and other partners address each phase of a teacher and school leader's career, including new innovations in how we better prepare, recognize and support teachers and leaders. The requests for the Supporting Effective Instruction State Grants, which provides broad support to improve the quality of instruction and teacher effectiveness; Supporting Effective Educator Development, which will support innovation in the areas of alternative certification and professional development; School Leader Recruitment and Support, which recognizes the crucial role of effective principals and other school leaders; and Teacher and Principal Pathways, which will increase the quality of education preparation programs would complement work supported under this program. In addition, funding for research programs at the Institute of Education Sciences (IES) supports research on strategies for improving the performance of

¹ Dee & Wyckoff, "Incentives, Selection, and Teacher Performance: Evidence from Impact," National Bureau of Economic Research Working Paper 19529 (2013); U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), District Profiles and 2011 and 2013 Assessments.

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classroom teachers in ways that promote student learning and academic achievement, including that of students with disabilities.

The Department would use up to 1 percent of the appropriation for evaluation and technical assistance.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u> ¹	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for new awards	0	\$52,115	\$193,385
Number of new awards	0	5–10	20–40
Average new awards	—	\$7,500	\$6,500
Amount for continuation awards	\$224,312	\$173,035	\$52,115
Number of continuation awards	33	32	5–10
Average continuation awards	\$6,798	\$5,407	\$7,500
Peer review	0	\$874	\$2,000
Evaluation and technical assistance ^{2,3}	\$5,688	\$3,976	\$2,500

¹ The information shown for 2015 and 2016 is for the Teacher Incentive Fund program. The information shown for 2017 is for the Teacher and Leader Incentive Fund program.

² Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. The Department used this authority to pool \$1,150 thousand from the total shown on the Evaluation line in 2015 and 2016 and may reserve additional funds under the ESEA pooled evaluation authority in 2017.

³ In 2015 and 2016, appropriations language authorized the Secretary to use up to 5 percent of program funds for technical assistance, training, peer review of applications, program outreach, and evaluation. Under ESSA, the Secretary may use up to 1 percent of program funds for evaluation and technical assistance.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, and the resources and efforts invested by those served by this program. The performance measures presented are for the predecessor program, TIF. The Administration will develop new performance measures for TSLIG.

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The Department established four measures for the 2012 grant competition for use beginning in 2013: (1) the percentage of teachers and principals who are rated at each effectiveness level, as measured by the grantee's evaluation system; (2) the percentage of teachers teaching in a high-need field or subject, such as teaching English Learners, students with disabilities, or STEM, who are rated at each effectiveness level; (3) the percentage of teachers and principals who were rated at each effectiveness level in the previous year and who returned to serve in the same high-need school in the LEA; and (4) the percentage of school districts participating in a TIF grant that use educator evaluation systems to inform key personnel decisions. The teacher and principal evaluation ratings for these measures are based, in significant part, on evidence of improved student outcomes.

Measure: The percentage of teachers and principals who were rated at the highest level of effectiveness under their district's evaluation system.

Year	Actual for Teachers	Actual for Principals
2012		
2013	27%	30%
2014	17	20
2015		
2016		
2017		

Additional information: The Department collects these data from grantee annual performance reports. Around half of these highly effective educators (52 percent of the teachers and 50 percent of the principals in 2014) were serving in high-need schools. Results for 2015 are expected to be available in March 2016.

Measure: The percentage of teachers of high-need fields or subjects who were rated at the highest level of effectiveness under their district's evaluation system.

Year	Actual
2012	
2013	24%
2014	13
2015	
2016	
2017	

Additional information: The Department collects these data from grantee annual performance reports. For 2014, around 29 percent of these teachers were serving in high-need schools. Results for 2015 are expected to be available in March 2016.

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Measure: The percentage of school districts participating in a TIF grant that use educator evaluation systems to inform key personnel decisions.

Personnel decision	2013 Actual	2014 Actual
Recruitment	51%	81%
Hiring	51	87
Placement	53	74
Retention	56	66
Dismissal	40	67
Tenure	25	17
Career advancement	64	89
Professional development	71	100
All of the above	25	7

Additional information: The Department collects these data from grantee annual performance reports. Results for 2015 are expected to be available in March 2016.

The Department is developing measures for the 2016 TIF competition that will be published with the 2016 notice inviting applications.

Other performance information

The Institute of Education Sciences (IES) is conducting a rigorous national evaluation, using a randomized controlled methodology, to assess the impact of a pay-for-performance bonus on student achievement and on effective teacher and principal recruitment and retention in high-need schools and subjects. An initial report, published in September 2014, provided implementation information prior to the actual distribution of annual performance information and bonuses to educators.¹ Researchers found that after 1 year, fewer than half of all TIF districts were fully implementing the program. In a subset of districts that participated in the random assignment study, most educators reported that they were satisfied with their professional opportunities, school environment, and the TIF program, but, on average, educators in schools that offered pay-for-performance bonuses tended to be less satisfied than educators in schools that did not offer such bonuses. While educators in schools offering pay-for-performance bonuses were more satisfied with the opportunity to earn additional pay, a greater percentage indicated feeling increased pressure to perform due to the TIF program. In addition, many educators did not appear to be well-informed about important components of the program, including the size of pay-for-performance bonuses they could earn. The final report is expected in late 2017. IES is also conducting a study to assess the impact of teacher and leader performance evaluation and support systems.² This study will address the impact of these systems on educator practices, supports provided to educators, and student academic achievement. It will also describe districts' and educators' experiences implementing these systems. A report on the study's first year of implementation is expected in spring 2016.

¹ "Impact Evaluation of the Teacher Incentive Fund," http://ies.ed.gov/ncee/projects/evaluation/tq_incentive.asp.

² "Impact Evaluation of Teacher and Leader Performance Evaluation Systems," http://ies.ed.gov/ncee/projects/evaluation/tq_performance.asp.

INNOVATION AND IMPROVEMENT

American history and civics academies

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 3, Section 2232)

(dollars in thousands)

FY 2017 Authorization: ⁽¹⁾

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$1,815	\$1,815	0

¹ Of the total amount appropriated for Title II, Part B (authorized at \$468,881 thousand), 1.4 percent is available for Subpart 3, of which not less than 26 percent is reserved for American History and Civics Academies.

PROGRAM DESCRIPTION

The American History and Civics Academies program supports efforts to improve the quality of American history and civics education by providing intensive workshops for teachers and students. The Presidential Academies for the Teaching of American History and Civics offer workshops of at least 2 weeks to elementary and secondary school teachers to strengthen their knowledge through instruction and interaction with primary scholars and accomplished teachers in these fields. The Congressional Academies for Students of American History and Civics offer similar workshops to secondary school students to enrich their understanding of American history and civics.

Under the program as authorized by the Every Student Succeeds Act of 2015 (ESSA), the Department makes competitive awards for up to 5 years to institutions of higher education and nonprofit educational organizations, museums, libraries, and research centers with demonstrated expertise in historical methodology or the teaching of American history and civics. The Department may make no more than 12 grants in a fiscal year and must give priority for Presidential Academies grants to applicants that propose to use the resources of the National Parks and coordinate or align their projects with the National Park Service National Centennial Parks initiative. Grantees must provide matching funds from non-Federal sources in an amount equal to 100 percent of the grant amount.

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American history and civics academies

Funding levels for the program for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	0
2013.....	0
2014.....	0
2015.....	0
2016.....	\$1,815

FY 2017 BUDGET REQUEST

The Administration requests \$1.8 million for American History and Civics Academies for fiscal year 2017, the same as the fiscal year 2016 level. The request includes appropriations language specifying the funding level for this program. Funds would be used to continue awards initially made in fiscal year 2016 under the program as authorized by the ESSA.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u>
Amount for new awards	\$1,797	0
Amount for continuation awards	0	\$1,815
Number of awards	3–6	3–6
Peer review of new award applications	\$18	0

NOTE: Appropriations language for fiscal year 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority is included in the ESEA as reauthorized by the ESSA (section 8601(c)) and would provide the same flexibility in fiscal year 2017. Some or all of the funds that may be reserved from American History and Civics Academies may be used under the pooled evaluation authority in fiscal years 2016 and 2017.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will establish goals and performance indicators later in 2016 to assess the impact of the activities that receive support under this program. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for American History and Civics Academies with measures for related programs.

INNOVATION AND IMPROVEMENT

Supporting effective educator development

(Elementary and Secondary Education Act of 1965, Title II, Part B, Subpart 4, Section 2242)

(dollars in thousands)

FY 2017 Authorization:¹

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$93,993 ²	\$100,000	+\$6,007

¹ Of the amount appropriated for Title II, Part B, at least 15.4 percent must be reserved for Subpart 4, and at least 74 percent of that amount must be reserved for Section 2242.

² These funds were made available through a reservation of Improving Teacher Quality State Grant funding authorized by the 2016 Department of Education Appropriations Act.

PROGRAM DESCRIPTION

The Supporting Effective Education Development (SEED) grant program was authorized from fiscal years 2011–2016 through appropriations language and subsequently incorporated into the Elementary and Secondary Education Act by the Every Student Succeeds Act of 2015 (ESSA). SEED provides competitive grants to institutions of higher education (IHEs), national nonprofit entities, and the Bureau of Indian Education, or to partnerships of one or more IHEs and national nonprofit organizations with a for-profit entity, to:

- Support pathways that allow teachers, principals, or other school leaders with nontraditional preparation and certification to obtain employment in traditionally underserved local educational agencies (LEAs);
- Provide evidence-based professional development activities that address literacy, numeracy, remedial, or other needs of LEAs and the students they serve;
- Provide professional development that enhances or enables student opportunities in dual enrollment programs or early college high school settings;
- Make services and learning opportunities freely available to LEAs, including through publicly accessible electronic means; or
- Provide teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential.

Grants may be awarded for up to 3 years and may be renewed for one additional 2-year period if the grantee demonstrates successful progress. To the extent practicable, the Department must ensure that grants are distributed among eligible entities that will serve geographically diverse areas. No entity may receive more than one grant in a single competition.

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Supporting effective educator development

The statute requires grantees to use non-Federal sources, in cash or in kind, to cover at least 25 percent of the project costs each year. The Secretary may waive or modify this cost-sharing requirement in cases of demonstrated financial hardship.

The reservation under Improving Teacher Quality State Grants (the predecessor to Supporting Effective Instruction State Grants) for SEED grants grew from 1 percent in 2011 to 4 percent in 2016. Under the SEED program, the Department makes grants to national nonprofit organizations to support projects with evidence of effectiveness that recruit, select, and prepare or provide professional development activities for teachers or principals. The 2014 appropriations act also allowed the Department to reserve up to 10 percent of SEED funds for related research, dissemination, evaluation, technical assistance, and outreach activities; this reservation was reduced to 8 percent of SEED funds in fiscal years 2015 and 2016. ESSA provides separate authority for SEED under Title II, Part B, Subpart 4, Section 2242, and the Administration is requesting 2017 funds under that authority.

The Department reserved 8 percent of SEED funds for evaluation and technical assistance in fiscal years 2015 and 2016, consistent with the appropriations language governing the program prior to enactment of the ESSA. In fiscal year 2017, section 8601 of the ESEA, as amended by ESSA, allows the Department to reserve up to 0.5 percent of SEED funds for evaluation.

Funding levels for the past 5 fiscal years for the antecedent program were:

Fiscal Year	(dollars in thousands)
2012.....	\$36,999
2013.....	35,067
2014.....	46,997
2015.....	54,046
2016.....	93,993

FY 2017 BUDGET REQUEST

The Administration requests \$100 million for the SEED program, an increase of \$6 million from the 2016 appropriation. The Administration is requesting an increase because the program is a very effective vehicle to support evidence-based State and local educator preparation and development efforts that could serve as models for similar efforts across the country. The proposal also complements the proposed Computer Science for All Development Grants, given the need for effective preparation and professional development to expand access to computer science education.

The proposed increase would expand efforts to improve teacher and principal effectiveness and ensure that all students have equitable access to effective and highly effective teachers and principals. More specifically, the program would increase the number of effective teachers and principals by supporting grantees that would provide evidence-based professional development activities and prepare teachers and principals from nontraditional preparation and certification routes to serve in traditionally underserved local educational agencies.

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Supporting effective educator development

Examples of currently funded projects include:

- An award to the KIPP Foundation to recruit and prepare principals to serve 95,000 high-need students, enhance training and supports to increase the number of principals who are highly effective, and extend KIPP's impact to over 3 million students in major urban and rural districts. Lessons learned will be shared through a collaborative professional learning community.
- An award to the National Board for Professional Teaching Standards to expand a project that aims to improve student learning by strengthening structures, policies, and programs that advance teacher growth and National Board Certification.
- An award to Teach for America to provide high-quality pre-service training to 8,500 preschool to grade 12 teachers in all content areas, in order to prepare them for work in low-income communities.
- An award to the Center for Civic Education to support improved teaching and learning in the area of civics and government.

This program is an important investment in expanding the evidence base of practices that build educator effectiveness, particularly in the area of professional development, where there currently is little evidence of effective practices that improve student achievement.¹ The Department plans to continue to use evidence of effectiveness as an eligibility requirement in 2017.

The Department has also included a priority for projects supporting STEM educators in past competitions, and intends to continue that priority in the 2017 competition. This priority supports the President's goal of developing 100,000 new effective and highly effective STEM teachers while also building evidence on the characteristics and requirements of high-quality STEM teacher preparation and development programs.

The Department would reserve up to 0.5 percent of the appropriation for SEED for evaluation.

¹ "The Impact of Professional Development Models and Strategies on Teacher Practice and Student Achievement in Early Reading, September 2008,"

http://ies.ed.gov/ncee/projects/evaluation/tq_reading.asp; ;

"Middle School Mathematics Professional Development Impact Study, May 2011,"
http://ies.ed.gov/ncee/projects/evaluation/tq_mathematics.asp.

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Supporting effective educator development

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures¹</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for new awards	\$51,259	\$4,535	\$95,242
Number of new awards	12	1	20
Range of new awards	\$1,607–\$7,586	NA	\$2,000–\$10,000
Amount for continuation awards	\$13,244	\$60,333	\$53,710
Number of continuation awards	4	13	13
Range of continuation awards	\$2,013–\$4,864	\$2,030–\$7,703	\$771–\$7,844
Peer review of new applications	\$110	\$0	\$250
National activities, including evaluation and technical assistance ²	\$4,864	\$7,519	\$500

¹ The fiscal year 2015 and 2016 SEED funds were available for 15 months. The obligations shown for 2015 and 2016 are the amounts obligated in 2015 and estimated to be obligated in 2016, including carryover funds, not the amounts appropriated for these years. The estimated obligations for 2017 include obligations from the amount appropriated in 2016 as well as the funds requested for 2017.

² Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. While the Department did not reserve funds from SEED under this authority in fiscal years 2015 and 2016, it may do so in fiscal year 2017.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, as well as the resources and efforts invested by those served by this program.

The Department published four performance measures in the notice inviting applications for fiscal year 2015 SEED grantees:

- The percentage of teacher and principal participants who serve concentrations of high-need students;
- The percentage of participants who serve concentrations of high-need students and are highly effective;

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Supporting effective educator development

- The percentage of participants who serve concentrations of high-need students, are highly effective, and serve for at least 2 years; and
- The cost per such participant.

The Department may revise one or more of these measures to reflect the ESSA. Grantees will report annually on each measure; in addition grantees report on their performance for project-specific objectives. Baseline data for the 2015 grantees is expected to be available in late 2017.

INNOVATION AND IMPROVEMENT

School leader recruitment and support

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 4, Section 2243)

(dollars in thousands)

FY 2017 Authorization:¹

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$16,368	\$30,000	+\$13,632

¹ Of the total amount appropriated for Title II, Part B, 15.4 percent is available for Subpart 4.

PROGRAM DESCRIPTION

School Leader Recruitment and Support grants fund activities to improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools. The program is the successor to the School Leadership program. Activities may include:

- Developing or implementing leadership training programs designed to prepare and support principals or other school leaders in high-need schools, including through new or alternative pathways or school leader residency programs;
- Developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals or other school leaders to serve in high-need schools;
- Developing or implementing programs for recruiting, developing, and placing school leaders in schools implementing comprehensive support and improvement activities and targeted support and improvement activities required by section 1111(d) of Title I of the Elementary and Secondary Education Act (ESEA);
- Providing continuous professional development for principals and other school leaders in high-need schools;
- Developing and disseminating information on best practices and strategies for effective school leadership in high-need schools; and
- Developing other evidence-based programs or activities focused on principals or other school leaders in high-need schools that can be used by State educational agencies (SEAs) and local educational agencies (LEAs) implementing Title II Supporting Effective Instruction State grants.

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Funds are awarded competitively to eligible entities, which include LEAs that serve high-need schools, SEAs, and the Bureau of Indian Education, or any of those entities in consortia with nonprofit organizations or institutions of higher education (IHEs). For this program, high-need schools are defined as elementary schools with at least 50 percent of enrolled students from families below the poverty line or secondary schools with at least 40 percent of enrolled students from families below the poverty line.

In awarding grants, the Secretary must give priority to applicants that will implement evidence-based activities and that have a demonstrated ability to prepare or develop principals who have improved school-level student outcomes, have become principals in high-need schools, and remain principals in such schools for multiple years.

The Secretary also must ensure that, to the extent practicable, grants are distributed among eligible entities that will serve geographically diverse areas, including urban, suburban, and rural areas. Grants are awarded for up to 5 years, with the option of one additional 2-year extension. Entities may receive only one grant during a grant competition.

The statute requires cost sharing: grantees must use non-Federal sources, in cash or in kind, to cover at least 25 percent of the project costs each year. The Secretary may waive or modify the cost-sharing requirement in cases of demonstrated financial hardship. Federal grant funds must be used to supplement, not supplant, non-Federal funds that would otherwise be used for such activities.

Under the antecedent School Leadership program, high-need LEAs, nonprofit organizations, and IHEs could receive grants to recruit and retain individuals to serve as principals in high-need LEAs by (1) providing financial incentives to aspiring new principals, (2) providing stipends to principals who mentor new principals, (3) carrying out professional development programs in instructional leadership and management, and (4) providing incentives that are appropriate for teachers or individuals from other fields who want to become principals and that are effective in retaining new principals. Approximately half of the funds requested for fiscal year 2017 would be used to pay continuation costs for the final year of School Leadership grants awarded in fiscal year 2013.

Funding levels for the School Leadership program for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$29,107
2013	27,584
2014	25,763
2015	16,368
2016	16,368

FY 2017 BUDGET REQUEST

The Administration requests \$30.0 million for the School Leader Recruitment and Support Program in fiscal year 2017, an increase of \$13.6 million from the 2016 funding for the antecedent School Leadership program. The request includes appropriations language overriding the authorized funding level for this program.

INNOVATION AND IMPROVEMENT

School leader recruitment and support

Effective principals are crucial to strengthening teaching and school communities. Second only to classroom instruction, school leadership is the most important school-based variable affecting student achievement.¹ Emerging research shows that effective leaders play a critical role in students' academic success, especially in high-need schools, by creating cultures of high expectations and by recruiting and retaining highly effective teachers.² A school leader directly impacts the quality of instruction through hiring decisions of instructional staff and decisions about professional development activities.³ Effective principals also provide instructional leadership in addition to carrying out administrative responsibilities.⁴ Teachers cite a principal's support and effectiveness as a leading factor that contributes to their decisions to remain in the profession.⁵ Highly effective school leaders make teachers feel valued and allow them to focus solely on student learning, encouraging them to stay in the classroom.⁶ Effective leaders also create a vision of academic success for all children in their schools and encourage other educators to take on leadership roles and responsibilities.

The Department has also begun to help build evidence around what successful principal preparation looks like. For example, the 2013 School Leadership program competition encouraged applicants to address the challenges of preparing and supporting principals through projects that would help expand the evidence base for high-quality principal preparation, professional development for principals, or both. In addition, the Department launched the Turnaround School Leaders Program (TSLP) in fiscal year 2014 using national activities funds under the School Improvement Grants (SIG) program. The TSLP provides grants to LEAs to help ensure that leaders of schools eligible for or receiving SIG funds possess the specialized skills needed to drive successful efforts to turn those schools around. Activities supported with School Leader Recruitment and Support funds will be complemented by work conducted under the proposed Teacher and Principal Pathways program, which at the request level would provide \$35 million for competitive grants to IHEs and nonprofit organizations to support the creation or expansion of high-quality pathways that prepare participants to serve effectively as principals in high-need schools. Finally, the Department has begun an evaluation of the impact of support for principals on teacher retention, effectiveness of instructional staff, and student academic achievement.⁷

The Federal investment in principal preparation and support helps promote stronger recruitment, competitive selection, preparation, and placement of leaders for the critical role of principal, especially for high-need schools. In particular, high-poverty and high-minority schools are more likely to be led by principals who are weaker on various quality measures (including

¹ Leithwood, Kenneth, et al., "How Leadership Influences Student Learning" (2004).

² Loeb, Susanna, et al., "Effective Schools: Teacher Hiring, Assignment, Development, and Retention," Journal of Education Finance and Policy (2012).

³ Papa, Frank, et al., "Hiring Teachers in New York's Public Schools: Can the Principal Make a Difference?" (2003).

⁴ Wallace Foundation, "The School Principal as Leader: Guiding Schools to Better Teaching and Learning" (2013).

⁵ Futernick, Ken, "A Possible Dream: Retaining California Teachers So All Students Can Learn," California State University (2007).

⁶ Ikemoto, Gina, et al., New Leaders, "Playmakers: How great principals build and lead great teams of teachers" (2012).

⁷ "Impact Evaluation of Support for Principals," http://ies.ed.gov/ncee/projects/evaluation/tq_principals.asp.

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School leader recruitment and support

leadership ratings from staff and years of experience) than those in lower poverty schools.¹ Strong principals are essential to the improvement of low-performing schools and are vital for schools to retain their strongest teachers.² The need for improved principal training programs also is demonstrated by evidence that many candidates who enter existing leadership training programs never use their credentials to become a principal or obtain other administrative positions.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Funding for new awards	0	0	\$14,574
Number of new awards	0	0	5
Range of new awards	NA	NA	\$2,000–\$5,000
 Funding for continuation awards	 \$16,286	 \$16,368	 \$15,076
Number of continuation awards	20	18	18
Range of continuation awards	\$208–\$2,472	\$214–\$2,519	\$216–\$2,208
 Peer review of new grant awards	 0	 0	 \$200
Evaluation	\$82	0	\$150

NOTE: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. The Department used this authority to pool \$82 thousand in 2015 and may use the authority in 2016.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal

¹ Clotfelter, Charles, et al., "High-Poverty Schools and the Distribution of Teachers and Principals," National Center for Analysis of Longitudinal Data in Education Research (CALDER) Working Paper No. 1 (2007); Horng, Eileen, et al., "Principal Preferences and the Unequal Distribution of Principals Across Schools," CALDER Working Paper No. 36 (2009).

² Schleicher, Andreas (Ed.), "Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World," OECD (2012).

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School leader recruitment and support

year 2017 and future years, as well as the resources and efforts invested by those served by this program.

The information provided is for the antecedent School Leadership program. The Department will establish goals and performance indicators to assess the impact of the new School Leader Recruitment and Support program during planning for the 2017 grant competition.

Goal: To increase the number of new, certified principals and assistant principals and to improve the skills of current practicing principals and assistant principals, all serving in high-need schools in high-need LEAs.

Objective: *To recruit, prepare, and support teachers and individuals from other fields to become principals, including assistant principals, in high-need schools in high-need LEAs.*

Measure: The percentage of participants who meet certification requirements to become a principal or assistant principal.

Year	2010 Cohort Target	2010 Cohort Actual
2012	40%	58%
2013	50	68
2014	60	73
2015	70	58
2016		

Measure: The percentage of participants who are certified and hired as a principal or assistant principal in a high-need local educational agency.

Year	2010 Cohort Target	2010 Cohort Actual
2012	60%	71%
2013	70	65
2014	80	79
2015	90	59
2016		

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Measure: The percentage of participants certified through the funded project who are hired as a principal or assistant principal in a high-need LEA and who remain in that position for at least 2 years.

Year	2010 Cohort Target	2010 Cohort Actual
2012	40	24%
2013	50	23
2014	60	78
2015	70	98
2016		

Additional information: These measures track participants who are enrolled in projects designed to train and certify new principals and assistant principals. Grantees report data through annual performance reports. Participants generally take 18 to 24 months to attain certification, although this varies by grantee. Retention results are based on the number of individuals that were certified through the program and remained in the same position 2 years later. Program office staff will investigate the reasons for year-to-year variability in the data.

Objective: *To train and support principals and assistant principals from schools in high-need LEAs in order to improve their skills and increase retention.*

Measure: The percentage of principals and assistant principals from schools in high-need local educational agencies who participated in School Leadership-funded professional development activities and showed an increase in their pre-post scores on a standardized measure of principal skills.

Year	2010 Cohort Target	2010 Cohort Actual
2012	60%	51%
2013	70	53
2014	80	60
2015	90	44
2016		

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School leader recruitment and support

Measure: The percentage of principals and assistant principals from schools in high-need LEAs who participated in School Leadership-funded professional development activities and remained in their administrative position for at least 2 years.

Year	2010 Cohort Target	2010 Cohort Actual
2012	40%	100%
2013	50	100
2014	60	64
2015	70	90
2016		

Additional information: These measures track participants who are enrolled in projects designed to support individuals currently serving as principals and assistant principals in high-need LEAs. Grantees report data through annual performance reports. Program office staff will investigate the reasons for year-to-year variability in the data.

New measures

The Department established two new measures as part of the 2013 grant competition: (1) the percentage of principals and assistant principals who complete the SLP-funded professional development program and whose schools demonstrate positive change, no change, or negative change based on pre- and post-school site measures, of which one measure must include, if available, student growth (e.g., at least one grade level in an academic year); and (2) the percentage of program graduates who are rated “effective” or “highly effective” as measured by a State or local principal evaluation system, if available. Results for 2014 are expected in early spring 2016.

Other Performance Information

The Department began an impact evaluation of support for principals in 2014. The study will address key questions about the effectiveness of principal professional development programs and their ability to improve leadership skills and school quality, including:

- What are the professional development experiences of principals?
- What are the initial impacts on school climate and educator behaviors of providing principals structured and intensive professional development?
- What are the impacts on teacher retention, the effectiveness of instructional staff, and student achievement of providing principals with structured and intensive professional development?

The study team will randomly assign elementary schools within approximately 10 districts to a treatment or control group. Treatment group principals will be offered intensive professional development provided by the University of Washington's Center for Educational Leadership

INNOVATION AND IMPROVEMENT

School leader recruitment and support

(CEL) during the 2015–2016 and 2016–2017 school years. CEL was competitively selected to provide the professional development for this study, which involves a heavy emphasis on instructional leadership activities such as conducting school walkthroughs and classroom observations with constructive feedback to facilitate teacher growth focused on improving student achievement. Control group principals will receive supports normally offered by the district. Data collection will include information about the professional development delivered and experienced by the participating principals; teacher and principal surveys and periodic logs of principal daily activities to document intermediate outcomes such as principal behaviors and school climate; and administrative records to document student and teacher outcomes. The first report is scheduled to be released in the spring of 2018.

INNOVATION AND IMPROVEMENT

STEM master teacher corps

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 4, Section 2245)

(dollars in thousands)

FY 2017 Authorization:¹

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	0	\$10,000	+\$10,000

¹ A total of \$468,881 thousand is authorized for Part B of Title II. Of the total amount appropriated for Part B, 15.4 percent is available for Subpart 4, of which up to 2 percent may be reserved for the STEM Master Teacher Corps.

PROGRAM DESCRIPTION

The STEM Master Teacher Corps program, newly authorized by the Every Student Succeeds Act of 2015 (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), supports efforts to develop statewide master teacher programs in science, technology, engineering, and mathematics (STEM) fields (including computer science) and to improve the quality of STEM professional development programs across a State.

The program would make competitive grants to State educational agencies (SEAs) to develop STEM Master Teacher Corps, which the statute defines as “a State-led effort to elevate the status of the science, technology, engineering, and mathematics teaching profession by recognizing, rewarding, attracting, and retaining outstanding science, technology, engineering, and mathematics teachers, particularly in high-need and rural schools.” States would be required to identify candidates for the corps based on content knowledge, pedagogical knowledge, and success in teaching, and to offer master teachers opportunities to (1) work together in scholarly communities, (2) participate in and lead high-quality professional development, and (3) receive additional compensation for their contributions to improved teaching and learning in STEM fields.

The program also supports grants to SEAs, or non-profit organizations in partnership with SEAs, to support the implementation, replication, or expansion of effective STEM professional development programs in schools through collaboration with school administrators, principals, and STEM educators.

FY 2017 BUDGET REQUEST

The Administration requests \$10 million in first-time funding for the newly authorized STEM Master Teacher Corps program. The request includes appropriations language specifying the

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STEM master teacher corps

funding level for this program. Funds would be used to support grants to States for (1) the creation and management of statewide STEM Master Teacher Corps and (2) connecting different statewide corps into a community of practice.

This new program responds to the President's July 2012 call to create a national STEM Master Teacher Corps that would enlist America's best and brightest science and math teachers to improve STEM education. The President's plan envisioned recognizing and rewarding some of our most accomplished STEM educators by offering them membership in a national community of talented STEM educators, opportunities to serve as instructional leaders in their schools and communities, and additional pay in exchange for their leadership and service.

The 2017 request would help States create leadership pathways for excellent STEM educators to improve STEM teaching and learning. Corps members would build their capacity to be leaders in the field and enhance the professional learning of other STEM teachers; identify and share promising practices in their schools, districts, and States; and help students excel in STEM subjects while taking on coaching and mentorship roles in their schools and communities.

There remain large disparities in student access and engagement in STEM courses, with only half of high schools nationwide offering calculus and only 63 percent offering physics. One-quarter of the high schools with the highest percentages of African-American and Latino students do not offer Algebra II and a third of these schools do not offer chemistry. The Department would give priority in making awards under both types of activities for projects that emphasize reducing or eliminating gaps in access to high-quality STEM courses and instruction for historically underserved groups such as girls, minorities, low-income students, and students with disabilities.

We also would emphasize the recruitment of STEM master teachers that are selected based on demonstrated effectiveness in teaching one or more STEM subjects, their content knowledge in such subjects, and their demonstrated leadership potential to advance the STEM teaching profession and to work with novice STEM educators through mentoring and related activities. The program would complement the Administration's call for preparing 100,000 excellent STEM teachers by helping new STEM teachers to find mentors and stay in the profession and to become mentors themselves over time.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2017</u>
Amount for new awards	\$9,850
Number of awards	15–20
Peer review of new award applications	\$100
Evaluation	50

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STEM master teacher corps

NOTE: The ESEA as amended by the ESSA authorizes the Department to pool evaluation funds reserved for evaluation under section 8601 and use those pooled funds to evaluate any ESEA program. Some or all of the funds that may be reserved from the STEM Master Teacher Corps program may be used under the pooled evaluation authority in fiscal year 2017.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will establish goals and performance indicators to assess the impact of the activities that receive support under this program, based in part on the targets and goals established by grantees. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for STEM Master Teacher Corps grants with measures for related STEM and professional development programs.

INNOVATION AND IMPROVEMENT

Teach to lead
(proposed legislation)

(dollars in thousands)

FY 2017 Authorization: To be determined¹

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	0	\$10,000	+\$10,000

¹ The program would be authorized through appropriations language in 2017.

PROGRAM DESCRIPTION

Teachers, because of their position in the classroom, often see important opportunities to improve student learning most directly and thus have a unique perspective from which to create practical solutions to help students succeed. Too often, though, they are not involved in the design or implementation of education initiatives and are not the recipients of the supporting grant funding. Empowering teachers to lead initiatives to improve student outcomes brings their knowledge, expertise, and passion directly to bear on the many challenges confronting our education system, while demonstrating a trust and respect for teachers' ideas that they deserve.

This proposal is borne out of the success of the Administration's Teach to Lead initiative, which has already engaged more than 3,000 teachers from across the country and supported over 170 teacher-designed and teacher-led action plans for improvements at the school, district, State, and national level. Teachers have reacted positively to the opportunity to meaningfully interact with systems leaders and policymakers, and to put their expertise to work in designing and implementing projects with the potential to improve student outcomes in their own schools, districts, States, and beyond. However, while the Teach to Lead initiative has supported teachers in developing and advocating for their ideas, it has not provided funding to help implement the action plans developed. The fiscal year 2017 appropriation would be unique in directing financial assistance to teachers to support the development, implementation, expansion, and dissemination of teacher-led projects that empower teachers to lead beyond the classroom. These projects would address issues identified by educators, based on the specific context, barriers, and opportunities where they work, which might include:

- Increasing student engagement through personalized learning, including technology-enabled instruction;
- Strengthening support for educators, including support for effective implementation of challenging, State-determined standards to prepare students to be ready for college and careers;

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Teach to lead

- Improving community engagement, school climate, and student services;
- Improving data collection and analysis for data-driven instruction and continuous improvement; and
- Expanding students' access to effective instruction.

Funds would support one award to a nonprofit organization that, in turn, would design and implement a national competition to make one-time, 3-year grants to individual teachers, teams of teachers, or teachers and school leaders to develop and implement projects to improve student achievement outcomes. Teachers also would be encouraged to partner with school and district leaders, nonprofit organizations, and other stakeholders, and to propose ideas with a likelihood of being adopted by their schools, districts, and States. Teach to Lead funding would provide "seed money" to initiate work that could be continued, expanded, and evaluated with on-going funding streams.

Applicants would need to demonstrate capacity to operate a national program that engages teachers directly, an ability to manage fiscal aspects of multiple grants to different entities, and an understanding of the systems and structures that interact with educational and instructional issues facing today's students. The grantee would be required to give priority to teacher-led projects (1) that are designed to improve student outcomes for all students in high-need schools or that target the educational needs of low-achieving students; (2) for which there is evidence of effectiveness or, at a minimum, that are supported by a logic model; and (3) with commitments from their districts and State to continue support for successful projects after the grant ends, including commitments of funding from ESEA Title II Supporting Effective Instruction State Grants or other educational funding sources. Teachers, along with an LEA or a nonprofit which would serve as the fiscal agent, would apply to the grantee for subgrants.

The grantee would conduct peer review of project applications, monitor project implementation, and provide technical assistance to help ensure effective project implementation and accountability for the use of Federal funds. In addition, the grantee would create a community of practice for project teams to interact with each other and with experts in the field. This community would help the project teams solve ongoing problems of instructional practice and build a network of advocates for teacher leadership across the country.

FY 2017 BUDGET REQUEST

The Department requests \$10 million for Teach to Lead, which would be authorized through appropriations language as a new national activity under Title II, Part B of the ESEA. This proposal would build on the initial success of teacher leadership projects executed through the ongoing Teach to Lead initiative and provide direct support for teacher-designed, teacher-led projects implementing innovative strategies with the potential for wider impact on improving student outcomes. The Teach to Lead program would be the first Federal program of its kind to provide direct subgrant support to teachers in order to support implementation of teachers' ideas in improving student learning and school success.

INNOVATION AND IMPROVEMENT

Teach to lead

Teachers know the importance of being involved in decisions that affect what happens in their schools and their profession, without leaving the classroom. According to a recent poll, 69 percent of teachers feel their voices are heard in their school, but only one-third feel heard in their district, 5 percent in their State, and 2 percent at the national level.¹ This failure to leverage teachers' expertise has a negative impact on teacher engagement in education reforms and misses a critical opportunity for leaders and policymakers to draw on knowledge from the classroom that can help them address critical education needs and challenges.

Experience from the ongoing Teach to Lead initiative suggests that the Administration's proposal would contribute to:

- Supporting teacher leaders in leading work to ensure students meet new college and career-ready standards;
- Contribute to teacher retention by meaningfully engaging with educators as professionals and experts;
- Catalyzing the teacher leadership movement across the country;
- Supporting teacher-led solutions for reducing the achievement gap;
- Identifying diverse teacher and principal leaders; and
- Most importantly, executing promising, teacher-led plans for improving teaching and learning.

The Department will examine strategies for evaluating selected Teach to Lead projects, with an emphasis on identifying and disseminating effective practices that might be taken to scale by leveraging other ESEA formula grant funds.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>
Funding for new awards	\$9,900
Number of new awards	1
Peer review of new award applications	\$100

¹ Scholastic and the Bill & Melinda Gates Foundation, "Primary Sources: America's Teachers on Teaching in an Era of Change" (2013).

INNOVATION AND IMPROVEMENT

Teach to lead

PROGRAM PERFORMANCE INFORMATION

The Department will establish goals and performance indicators to assess the impact of the activities that receive support under this program. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for Teach to Lead with measures for related programs.

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Charter schools grants

(Elementary and Secondary Education Act of 1965, as amended, Title IV, Part C)

(dollars in thousands)

FY 2017 Authorization: \$270,000

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$333,172	\$350,000	+\$16,828

PROGRAM DESCRIPTION

Charter schools play a critical role in American public education by increasing educational options for families and driving innovative instructional practices that can benefit students across a range of school settings. Research shows that charter schools—which, in exchange for stricter accountability, are generally exempt from many of the State and local requirements governing other public schools—can deliver impressive results for our Nation’s students, particularly those living in poverty or at-risk for educational failure.

Through Charter Schools Grants, the Department supports the startup, replication, and expansion of charter schools serving students in prekindergarten through grade 12. Funds also support grants to improve charter schools’ access to facilities and information dissemination and evaluation activities. Charter Schools Grants have supported over 40 percent of all charter schools in operation as of the 2013–14 school year, serving over 1 million students nationwide (see <http://innovation.ed.gov/2015/12/23/a-commitment-to-transparency-learning-more-about-the-charter-schools-program>).

The Every Student Succeeds Act of 2015 (ESSA) maintains the focus of Charter School Grants on making high-quality school options available to students in need and strengthens efforts to hold charter schools accountable for performance. Among other things, the ESSA requires the Department to give priority for grant awards to State entities that support charter schools for at-risk students and that ensure all charter school authorizers implement recognized school approval and monitoring standards and procedures.

GRANTS FOR THE STARTUP OF NEW CHARTER SCHOOLS AND THE REPLICATION AND EXPANSION OF HIGH-QUALITY CHARTER SCHOOLS

State Entity Grants

Section 4303 of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, authorizes the Department to make competitive State Entity grants to State educational agencies (SEAs), State charter school boards, State governors, and statewide charter school support organizations. Recipients of these grants—which replace the grants to SEAs in the previous authorization of the ESEA—must use not less than 90 percent of grant funds to make

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subgrants to charter school developers to enable them to start up new charter schools or to replicate or expand high-quality charter schools, not less than 7 percent to provide technical assistance to developers and to conduct activities to improve the quality of charter school authorizing and oversight, and not more than 3 percent for administrative costs. Developers—individuals and public and private nonprofit entities, which may include charter management organizations (CMOs)—may receive subgrants for up to 5 years, of which they may use not more than 18 months for planning and program design, including hiring and compensating school leaders and instructional staff. Developers also may use subgrant funds for activities such as providing professional development, acquiring equipment and supplies, engaging the community, and developing student transportation systems.

The Department must use 65 percent of the annual program appropriation to support State Entity grants, make at least 3 new such grants each year, and fully provide the first 2 years of each grant (which may be for a period of up to 5 years) with the initial award. In addition to the priorities mentioned above, the Department must give priority for grants to State entities in States that: (1) have charter school authorizers that are not local educational agencies (LEAs) or, if only LEAs are authorizers, have an appeals process for prospective charter schools that initially fail to gain approval from the LEA; (2) ensure equitable funding for charter and other public schools; (3) provide funding or other support for charter school facilities; and (4) use best practices from charter schools to support school and LEA improvement.

Developer Grants

If no State entity in a State receives a grant, charter school developers in the State may apply directly to the Department for Developer grants. Under section 4305(a)(2) of the reauthorized ESEA, the Department must reserve not more than 2.025 percent of the annual program appropriation to support these grants, which are awarded to start up new charter schools or replicate or expand high-quality charter schools under the same terms and conditions as for State Entity grants. The Department may also make Developer grants with any State Entity grant funds that remain after making continuation awards and the required new awards described above but are insufficient to support an additional new State Entity award.

Replication and Expansion Grants

The Department must also reserve up to 18 percent of program funds to make competitive grants to nonprofit CMOs grants to replicate and expand high-quality charter schools, as authorized under section 4305(b) of the amended statute. Priority for these awards which, before enactment of the ESSA were authorized through appropriations language, must be given to CMOs that: (1) plan to operate schools with racially and socioeconomically diverse student bodies; (2) demonstrate success in working with schools identified by the State for comprehensive support and improvement under Title I, Part A of the ESEA as amended; (3) propose to replicate or expand schools serving high school students; or (4) propose to operate schools that focus on dropout prevention and recovery. As with Developer grants, Replication and Expansion grants are awarded under the same terms and conditions as for State Entity grants, including the requirement that the schools to be replicated or expanded have demonstrated success in increasing student achievement and (where applicable)

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graduation rates, for all students and for each student subgroup, and have no significant compliance issues in the areas of student safety or school financial or operational management.

FACILITIES GRANTS

Section 4304 of the amended ESEA reauthorizes two programs through which the Department makes grants to improve charter schools' access to high-quality facilities: Credit Enhancement for Charter School Facilities and State Facilities Incentive grants. Under Credit Enhancement for Charter School Facilities, the Department makes annual competitive grants to public and private nonprofit entities (such as finance authorities and community development financial institutions) that assist charter schools in acquiring, constructing, and renovating facilities by enhancing the availability of loans or bond financing. The competitive 5-year State Facilities Incentive grants help States operate per-pupil aid programs that assist charter schools with facility costs, of which States pay an increasing share over the grant period. The Department must reserve 12.5 percent of the Charter Schools Grants appropriation for the facilities grants, of which not less than 50 percent (or 6.25 percent of the total appropriation) must be used for Credit Enhancement for Charter School Facilities.

NATIONAL ACTIVITIES

Under section 4305(a)(3) of the amended ESEA, the Department must use at least 2.475 percent of the program appropriation to provide technical assistance to State entities in awarding subgrants and to recipients of facilities grants, disseminate best practices regarding charter schools, and evaluating the impact of Charter Schools Grants, including on student achievement.

Funding levels for the program for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	254,836 ¹
2013.....	241,507
2014.....	248,172
2015.....	253,172
2016.....	333,172

¹ Reflects a reprogramming in fiscal year 2012 of \$200 thousand from Charter Schools Grants to Advanced Placement.

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FY 2017 BUDGET REQUEST

The Administration requests \$350 million for Charter Schools Grants for fiscal year 2017, an increase of \$16.8 million over the fiscal year 2016 level (and a total increase of \$96.8 million above the fiscal year 2015 level). The proposed increase reflects the Administration's commitment to build on this program's demonstrated success in supporting effective school models and embraces the focus under the ESSA on strengthening charter school authorizing and oversight practices and ensuring access to high-quality schools for historically underserved student groups. The request includes appropriations language overriding the authorized fiscal year 2017 funding level of \$270 million.

In addition, the request includes appropriations language to override the ESSA's within-program funding allocations and allow the Department to use funds as described below. The requested language would also eliminate the requirement to make 3 new, partially frontloaded State Entity grants, thereby enabling the Department to make grant award decisions based on established parameters, including the quality (as assessed using statutory selection criteria) and quantity of applications received. Lastly, the requested appropriations language would expand the national activities authority to include support for emerging partnerships between charter schools and LEAs with strong potential to help improve academic outcomes.

At the request level, funds would be allocated as follows:

- Up to \$100 million for Replication and Expansion grants, the same authority as in fiscal year 2016 and \$37 million above the maximum amount of funds that may be used for these grants under the ESSA at the request level. These grants provide crucial support for the Administration's goal of increasing the number of high-quality educational options available for parents and students. Consistent with the new statutory priorities for these grants, the Department would target funding to CMOs that will operate schools with racially and socioeconomically diverse student bodies and have had success in working with chronically low-performing schools. These priorities would complement the Administration's broader efforts for improving outcomes for low-income students through increased school integration, including the Stronger Together Grants proposal, which supports comprehensive school socioeconomic integration efforts by local educational agencies and their partners.
- Not less than \$16 million for Credit Enhancement for Charter School Facilities grants, the same authority as in fiscal year 2016 and \$5.9 million below the minimum amount that must be used for these grants under the ESSA at the request level.
- Up to \$10 million for State Facilities Incentive grants, the same authority as in fiscal year 2016 and \$11.9 million below the maximum amount that may be used for these grants under the ESSA at the request level. Funds would be used to continue awards initially made in fiscal year 2014.
- Not less than \$16 million for national activities, an increase of \$5 million over the minimum amount in fiscal year 2016 and \$7.3 million above the minimum amount that must be used

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for these activities under the ESSA at the request level. The increase above fiscal year 2016 would be used to support a pilot demonstration authority to identify and validate collaborative practices between charter schools and LEAs that can improve teacher support and student academic outcomes for targeted populations, including economically disadvantaged students, students with disabilities, and English Learners. This new partnership program would build upon the success of the Replication and Expansion grants by enabling high-performing CMOs and LEAs to develop and exchange best practices in areas such as leadership training and human capital development and to disseminate information on these practices broadly to the field. Funds would support the first year of approximately 5 new grants which could be used, in particular, to promote the transfer to low-performing schools of high-performing charter schools' instructional methods and school climate policies.

Consistent with the authority provided in the ESSA, the Department would use fiscal year 2017 funds to continue grants made under the previous authorization of the ESEA under the terms of those awards.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
State Entity grants			
Amount for new awards	\$125,084	\$173,533	\$27,794
Amount for continuation awards	28,886	12,772	172,459
Developer grants			
Amount for new awards	1,201	4,000	4,000
Amount for continuation awards	4,932	3,651	3,347
Replication and Expansion grants			
Amount for new awards	32,409	66,770	56,622
Amount for continuation awards	25,444	33,230	43,378
Credit Enhancement for Charter			
Facilities grants			
Amount for new awards	14,070	16,000	16,000
State Facilities Incentive grants			
Amount for continuation awards	9,000	10,000	10,000
Peer review of new award applications	359	400	400

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<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
National activities	10,521	11,150	14,250
Pooled evaluation authority	1,266 ¹	1,666 ¹	1,750 ¹

¹ The fiscal year 2015 and 2016 appropriations acts authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA (as in effect prior to enactment of the ESSA) and use those pooled funds to evaluate any ESEA program. This authority will continue in fiscal year 2017 under section 8601(c) of the ESEA as reauthorized by the ESSA. Some or all of the funds that may be reserved from Charter Schools Grants may be used under the pooled evaluation authority in fiscal years 2016 and 2017.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, as well as the resources and efforts invested by those served by this program.

Goal: To support the creation of a large number of high-quality charter schools.

Objective: *To encourage the development of a large number of high-quality charter schools that are free from State or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging State performance standards, and are open to all students.*

Measure: The number of States that have charter school legislation (including the District of Columbia and Puerto Rico).

Year	Target	Actual
2012	44	43
2013	44	43
2014	44	43
2015	44	44
2016	44	
2017	44	

Additional information: In March 2015, Alabama became the 44th State (including the District of Columbia and Puerto Rico) to enact charter school legislation. The remaining States without charter school laws are mainly rural States (e.g., South Dakota, Vermont, West Virginia).

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Measure: The number of charter schools in operation around the Nation.

Year	Target	Actual
2012	6,130	5,741
2013	6,600	6,081
2014	7,070	6,463
2015	7,540	
2016	8,010	
2017	8,480	

Additional information: Data on the number of charter schools in operation are provided annually by SEAs and are verified by the Department. The 2015 data for this measure are expected to be available in early spring 2016.

Measure: The percentage of fourth-grade charter school students who are achieving at or above proficient on State assessments in reading.

Year	Target	Actual
2012	89.7%	68.6%
2013	94.8	64.2
2014	69.2	63.4
2015	74.2	
2016	79.2	
2017	84.2	

Measure: The percentage of fourth-grade students in charter schools who are achieving at or above proficient on State assessments in mathematics.

Year	Target	Actual
2012	89.0%	65.1%
2013	94.5	61.4
2014	66.4	58.9
2015	71.4	
2016	76.4	
2017	81.4	

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Measure: The percentage of eighth-grade charter school students who are achieving at or above proficient on State assessments in reading.

Year	Target	Actual
2012	89.9%	68.7%
2013	94.9	66.6
2014	71.6	67.1
2015	76.6	
2016	81.6	
2017	86.6	

Measure: The percentage of eighth-grade students in charter schools who are achieving at or above proficient on State assessments in mathematics.

Year	Target	Actual
2012	86.1%	56.5%
2013	93.1	53.7
2014	58.7	54.2
2015	63.7	
2016	68.7	
2017	73.7	

Additional information: Performance targets for these measures were established based on the No Child Left Behind goal of 100 percent student proficiency in reading and mathematics by 2014. The Department has revised the targets for 2014 and future years based on actual performance in 2013.

Data for these measures are collected through grantee annual performance reports. The decrease in the percentage of fourth-grade students scoring at or above proficiency in 2013 and 2014 can be explained, in part, by States' transition to more rigorous assessments based on college- and career-ready standards. Analysis of the data has found notable variation in performance among funded schools. The 2015 data for these measures are expected to be available in early summer 2016.

Efficiency Measures

Measure: The ratio of funds leveraged by States for charter facilities to funds awarded by the Department under the State Charter School Facilities Incentive Grant Program.

Year	2009 Cohort Target	2009 Cohort Actual
2012	4.2 : 1	3.1 : 1
2013	5.8 : 1	3.4 : 1
2014	6.3 : 1	6.5 : 1

Additional information: This efficiency measure assesses the State Facilities Incentive grants by examining the ratio of funds leveraged by grantees to funds awarded by the Department.

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The leveraging ratio is the total funds available (the Federal grant and the State match) divided by the Federal grant for a given year. The 2015 data for this measure for the 2014 cohort are expected to be available in early spring 2016. The Department will establish targets for this measure for the 2014 cohort (for 2016 and future years using 2015 actual data as the baseline) at a later date.

The Department has also developed a measure to assess the cost efficiency, across States, of the Federal investment in supporting charter school start-ups. The measure is defined as the Federal cost per student of launching a successful school (defined as a school in operation for 3 or more years). Data for 2012 show an average cost of \$1,010, for 2013 an average cost of \$1,056, and for 2014 an average cost of \$1,100. Data for this measure, collected through grantee annual performance reports, assist the Department in determining what constitutes a reasonable cost per student for different types of charter schools.

Other Performance Information

2010 Department Evaluation

In 2010, the Department released findings from its first rigorous impact evaluation of charter schools, which addressed the effects of charter school strategies on student achievement and satisfaction and on parent satisfaction. Researchers also examined school factors that affect student outcomes (e.g., school or class size, proportion of certified teachers) and the extent to which policy conditions and autonomy in school operation influence effectiveness. Thirty-six charter middle schools across 15 States participated in this random assignment study. The researchers followed two treatment groups of students and a control group for two consecutive grade levels and also surveyed students, parents, and principals.

The evaluation (available at <http://ies.ed.gov/ncee/pubs/20104029/index.asp>) showed that the impact of charter middle schools on student achievement varied across participating schools, with schools that served more low-income or low-achieving students showing statistically significant positive effects in mathematics and no significant effects in reading, and with schools that served more advantaged students showing significant negative effects in both subjects. The evaluation also examined whether achievement impacts were associated with certain school characteristics and found some positive impacts for charter schools with comparatively longer hours of operation or with comparatively higher revenue per student, but these findings were not statistically significant once the researchers controlled for school and student characteristics. Lastly, the evaluation found no significant relationship between charter school policies and student achievement.

2013 CREDO Evaluations

The “National Charter School Study 2013,” a study by researchers at Stanford University’s Center for Research on Education Outcomes (CREDO) that updates and expands CREDO’s 2009 study “Multiple Choice: Charter School Performance in 16 States,” examined longitudinal student-level data from a sample of 3,620 charter schools across 25 States, the District of Columbia, and New York City (NYC) (treated separately from the rest of the State) to determine whether students who attend charter schools performed better academically than if they had

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attended a traditional public school. The researchers found that 29 percent of charter schools in the sample demonstrated significantly higher growth in mathematics achievement and 25 percent demonstrated significantly higher growth in reading compared to traditional public schools in the sample while 31 percent of charter schools in the sample posted mathematics gains and 19 percent posted reading gains that were significantly below what those students would have seen if enrolled in a traditional public school. Overall, the students in sample charter schools have shown improvement over the results from 2009 and steady progress over the past 5 years, with the average student gaining an additional 8 days of learning each year in reading, compared with the loss of 7 days reported in 2009. The study also showed, on average, no gap in learning days for mathematics for students in sample charter schools, whereas in 2009 these students posted an average of 22 fewer days of mathematics learning than their peers in traditional public schools. Among the group of 16 States from the original study in 2009, the rise in performance was attributed in part to the closure of poorly performing charter schools and by declining performance in traditional public schools over the same period of time.

The CREDO analysis (available at <http://credo.stanford.edu/research-reports.html>) also showed that, in general, charter schools have had different effects on students of different family backgrounds. For students from low-income families, African-American students, or English Learners, charter schools had a larger positive effect academically compared to traditional public schools. The researchers also found that students perform better in charter schools over time, with charter school students on average experiencing smaller learning gains than their peers in traditional public schools in their first year but significant improvement in learning gains in the second year and beyond.

In January 2013, CREDO also released findings from “Charter School Growth and Replication,” which examines, in charter schools across 25 States, changes in school performance in the years following a school’s opening and the implications of these changes for school replication. The study (also available at <http://credo.stanford.edu/research-reports.html>) found, among other things, that schools with initial high performance with respect to student achievement tended to stay high performers over time, while the performance of initially low-performing schools remained low. The study also found that schools opened by a CMO typically performed at a level similar to the average of the other schools operated by the CMO, and that CMO schools on average produced stronger results for minority students and students from low-income families than did independently operated charter schools.

2015 CREDO Urban Charter School Study

In March 2015, CREDO published a report focusing on the performance of charter schools in urban areas. The Urban Charter School Report (available at <http://urbancharters.stanford.edu/index.php>) used a similar “virtual peer” methodology as in the 2013 CREDO national study to compare the performance of charter schools and traditional public schools in 41 major urban areas in 22 States over a 5-year period from school years 2006–07 to 2011–2012. The researchers found that charter schools produced positive impacts over traditional public schools in mathematics in 63 percent of the areas, and in 56 of the areas in reading, compared to 27 and 23 percent of areas in which charter schools lagged traditional public schools in mathematics and reading, respectively. In the aggregate, charter schools in

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Charter schools grants

the study provided approximately 40 more days of learning in mathematics and 28 more days in reading per year than their traditional public school counterparts. The report also mirrored the findings of the national study with respect to student characteristics, showing that charter school gains were larger for low-income students, Black students, Hispanic students, and students with disabilities.

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Magnet schools assistance

(Elementary and Secondary Education Act of 1965, Title IV, Part D)

(dollars in thousands)

FY 2017 Authorization: \$94,000

Budget Authority:

<u>2016</u>	<u>2017</u> <u>Request</u>	<u>Change</u>
\$96,647	\$115,000	+\$18,353

PROGRAM DESCRIPTION

Sixty years after *Brown v. Board of Education*, data show that many schools and communities continue to suffer from the vestiges of segregation, and that many of our Nation's largest school districts remain starkly segregated along racial lines. The Magnet Schools Assistance Program, previously authorized under Title V, Part C of the Elementary and Secondary Education Act (ESEA) and reauthorized by the Every Student Succeeds Act (ESSA), provides Federal resources to assist eligible local educational agencies (LEAs) in combating segregation. The ESSA amended the program to increase racial integration by taking into account socioeconomic diversity and to allow funds to be used for transportation, provided the costs do not consume a significant portion of the grant award and that the transportation strategy is sustainable following the end of the grant period.

Grantees establish and operate magnet schools that are part of a court-ordered, agency-ordered, or federally approved voluntary desegregation plan. The ultimate goal is to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools while strengthening students' knowledge of academic subjects and equipping them with college- and career-ready skills. By creating special curricula or instructional offerings that appeal to parents and students from different socioeconomic, racial, and ethnic backgrounds, a magnet school can attract a diverse student body and provide greater opportunities for desegregation efforts to succeed.

Under the program as reauthorized by the ESSA, grantees receive awards for up to 5 years and may not receive more than \$15 million over the course of the grant. Funds must be used for activities intended to improve academic achievement and may be used for planning and promotional activities; acquiring books, materials, and equipment; and paying the salaries of effective teachers and other instructional personnel. Expenditures for planning are limited to no more than 50 percent of a grant in the first year and 15 percent in the second and third years.

By statute, the Department gives priority for grants to applicants that: demonstrate the greatest need for assistance; propose to carry out new, evidence-based magnet school programs, significantly revise existing programs using evidence-based methods and practices, or replicate an existing magnet school program with a demonstrated record of success of increasing student

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achievement and reducing racial isolation; and use methods other than academic examinations (such as a lottery) to admit students. The Department also gives priority to applicants that propose to increase racial integration by designing and implementing magnet school programs that would increase socioeconomic diversity. This newly authorized statutory priority is consistent with the Administration's broader efforts to improve student outcomes through increased socioeconomic diversity in our public schools. In addition, applicants that did not receive a grant the previous fiscal year receive priority for any funds appropriated above \$75 million. The Department has also given priority in recent competitions to applicants proposing projects that promote science, technology, engineering, and mathematics education.

The Department may use up to 1 percent of funds for providing technical assistance and disseminating best practices with respect to funded magnet school programs.

Funding levels for the past 5 fiscal years were as follows:

Fiscal Year	(dollars in thousands)
2012	\$96,705 ¹
2013	91,647
2014	91,647
2015	91,647
2016	96,647

¹ Reflects a reprogramming of \$2,906 thousand from Magnet Schools Assistance to Advanced Placement.

FY 2017 BUDGET REQUEST

The Administration requests \$115 million for Magnet Schools Assistance for fiscal year 2017, an \$18.4 million increase over the fiscal year 2016 level. The request includes appropriations language that would override the authorization level for this program. The proposed increase would support a new cohort of awards under a program strengthened by the ESSA, through which the Administration would continue to support efforts to reverse the negative educational effects of racial isolation and concentrated poverty. Our Nation is at a critical nexus of increasing income inequality and racial and socioeconomic segregation, and these challenges are fully reflected in our public schools. As of 2012, one quarter of our students attend schools where more than 75 percent of students are eligible for free or reduced-price lunch, and most high-poverty schools are located in high-poverty school districts. The Administration believes that one key strategy to reduce concentrated poverty and racial isolation is to promote meaningful socioeconomic integration through the creation of schools capable of attracting students from diverse backgrounds, including across district boundary lines. The reauthorized Magnet Schools Assistance program provides authority to test this strategy and the increased funding requested for fiscal year 2017 would be used for a new competition giving priority to applicants proposing to make socioeconomic diversity a central factor in their efforts to increase racial integration.

The requested increase for Magnet Schools Assistance would complement the proposed

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Stronger Together program, a competitive grant program through which the Administration would support efforts by school districts to improve socioeconomic diversity in schools that serve students in areas of concentrated poverty. Stronger Together funds would support comprehensive socioeconomic integration strategies such as: redrawing or reforming school boundary and assignment policies to establish open or controlled school-choice zones spanning a variety of neighborhoods across traditional school-district lines; revising or creating new incentives around school feeder patterns; and creating or expanding schools capable of attracting students from diverse backgrounds, such as charter and magnet schools.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount of awards	\$89,814	\$94,404	\$113,650
Number of new awards	0	22–30	5–6
Number of continuation awards	28	1	22–30
Range of awards	757–4,000	3,000–4,000	2,500
Peer review of new award applications	0	310	200
National activities	1,833	1,933	1,150

NOTE: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. While the Department did not reserve funds from the Magnet Schools Assistance program under this authority in fiscal year 2015, it may do so in fiscal years 2016 and 2017.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, as well as the resources and efforts invested by those served by this program.

The 2015 data for these measures for the 2013 cohort are expected to be available in spring 2016.

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Goal: Students have access to high-quality education in desegregated magnet schools.

Objective: Federally funded magnet schools will eliminate, reduce, or prevent minority group isolation in targeted elementary and secondary schools with substantial proportions of minority students.

Measure: Percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority-group isolation.

Year	2010 Cohort Target	2010 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2012	90.1%	46.4%		
2013	95.0	38.4		
2014			100.0%	44.1%
2015				
2016				

Additional information: In 2010, the Department published interim final regulations for the program that provide LEAs with greater flexibility in demonstrating that their magnet or feeder schools will eliminate, reduce, or prevent racial group isolation and that their voluntary desegregation plans are adequate under Title VI of the Civil Rights Act.

The new measure is calculated by adding the number of schools that met individually determined objectives (counted as 1) and the number of schools that partially met objectives (counted as 0.5) and dividing by the total number of schools in the cohort. (A school is considered to have partially met its objectives by having met objectives for 1 of 2 identified isolated minority groups.) In 2014, of the 111 schools in the 2013 cohort, 46 met objectives and 6 partially met objectives. The Department has not established targets for this measure for 2015 and future years.

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Objective: Magnet school students meet their State's academic achievement standards.

Measure: Percentage of students in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts.

Year	2010 Cohort Target	2010 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2012	92.2%	54.5%		
2013	96.0	53.1		
2014			100.0%	48.9%
2015				
2016				

Measure: Percentage of students in magnet schools receiving assistance who score proficient or above on State assessments in mathematics.

Year	2010 Cohort Target	2010 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2012	92.3%	54.3%		
2013	96.1	50.2		
2014			100.0%	41.8%
2015				
2016				

Additional information: Targets for these measures are based on the former ESEA goal of all students being proficient in reading and mathematics by 2014. The Department has not established targets for this measure for 2015 and future years, and will consider current law when setting targets beginning with fiscal year 2017.

Data are reported for this measure for 2014 for 66 of the 111 schools in the 2013 cohort, including 24,616 students who participated in State reading/language assessments and 22,778 students who participated in State mathematics assessments. The decrease in the percentage of students scoring at or above proficiency in 2013 and 2014 can be explained, in part, by States' transition in those years to more rigorous assessments. The percentages of students scoring proficient or above on reading/language arts assessments for 2014, by major racial/ethnic group, are as follows: 10.5 percent of American Indian/Alaska Native students, 45.0 percent of Asian students, 41.3 percent of Black/African-American students, 45.3 percent of Hispanic/Latino students, 36.8 percent of Native Hawaiian/Other Pacific Islander students, and 68.3 percent of White students. The percentages for mathematics assessments are: 11.5 percent of American Indian/Alaska Native students, 60.9 percent of Asian students, 34.3 percent of Black/African-American students, 37.0 percent of Hispanic/Latino students, 31.6 percent of Native Hawaiian/Other Pacific Islander students, and 60.6 percent of White students.

The remaining performance measures focus on sustainability and examine the percentages of magnet schools that remain in operation and that make adequate yearly progress (AYP) 3 years after Federal funding ends. Analysis of the sustainability data for the 2007 cohort found that

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Magnet schools assistance

91 percent of the 175 magnet schools that received funding remained in operation in the 2012–2013 school year and that, of the 62 schools that remained in operation and for which data were available, 21 percent made AYP, a low result that may be attributed in part to the increasingly high proficiency targets associated with AYP under past law.

Efficiency Measure

The Department has developed a measure to assess the efficiency of Federal investments in supporting magnet schools. The measure is defined as the Federal cost per student in a magnet school receiving assistance. Data for the 2010 cohort show an average per-student cost of \$958 in 2012 and \$840 in 2013, and for the 2013 cohort an average per-student cost of \$767 in 2014.

INNOVATION AND IMPROVEMENT

Stronger together grants

(Proposed legislation)

(dollars in thousands)

FY 2017 Authorization: To be determined

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	0	\$120,000	+\$120,000

PROGRAM DESCRIPTION

America's schools are becoming increasingly segregated by socioeconomic status. One-quarter of our Nation's public school students attend schools in which more than 75 percent of students are eligible for free and reduced-price lunch; in our cities, nearly half of all students attend these high-poverty schools. The link between poverty and negative educational outcomes has long been demonstrated through both research and experience and was a key factor behind the original Elementary and Secondary Education Act of 1965, which provided funds to States and school districts to help schools compensate for the disadvantages of poverty faced by millions of American schoolchildren and their families. Research also increasingly suggests that socioeconomic school diversity matters: States with more socioeconomic segregation in schools tend to have larger achievement gaps between low- and higher-income students,¹ and socioeconomically diverse schools can lead to improved outcomes for disadvantaged students.²

Seeking to capitalize on the promising benefits of socioeconomic diversity, the proposed Stronger Together Grants program would support voluntary community efforts to develop and implement comprehensive strategies to address the effects of concentrated poverty by increasing school socioeconomic diversity in preschool through grade 12. The Department would make competitive grants to local educational agencies (LEAs), alone or in consortia, that have significant achievement gaps and socioeconomic segregation within or across districts. Educational service agencies or other regional educational authorities serving such LEAs may also apply for grants. Funds would support separate grants for strategy planning and for implementation.

Stronger Together Grants would require applicants to demonstrate strong family and community involvement in their plans and would provide resources for communities to pursue locally developed strategies such as: the voluntary inter-district transfer of students; the use of weighted lotteries or student-assignment policies that consider the socioeconomic status of

¹ Mantil, Ann, Anne G. Perkins, and Stephanie Berger. "The Challenge of High-Poverty Schools: How Feasible Is Socioeconomic School Integration?." *The Future of School Integration* (2012): 155-222.

² Schwartz, Heather. "Housing policy is school policy: Economically integrative housing promotes academic success in Montgomery County, Maryland." *The Future of School Integration* (2012): 27-65.

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students; the development of new or upgraded schools; the revision of school boundaries, attendance zones, or feeder patterns; and the formal merger of or coordination among multiple jurisdictions in order to pool resources, provide transportation, and expand public school options. While the program would promote the use of evidence-based strategies, applicants would have flexibility to develop and implement socioeconomic integration plans that meet locally determined needs and circumstances.

Stronger Together program funds would support two types of grants: 1-year planning grants that enable grantees to conduct activities including intensive public engagement and consultation to develop or refine a plan for increasing socioeconomic diversity in their schools; and, for applicants with well-designed plans, implementation grants for a period of up to 5 years. Grantees would be encouraged to partner with the local housing authority or local transportation authority and could partner with other entities, such as community-based organizations, institutions of higher education, early learning providers, and charter management organizations to support implementation. The Department could prioritize projects that are inter-district or statewide, that propose to take to scale or replicate models or practices with demonstrated success in improving socioeconomic diversity, or that include partnerships with entities that have a record of success in improving student outcomes by increasing school student-body diversity.

Planning Grants

Planning grants would support a rigorous process that includes research and analysis, community engagement, the development of options and, ultimately, an implementation plan. Required activities for planning grantees would include: (1) developing and implementing a robust family and community engagement plan, including, where feasible, public hearings or other open forums that would precede and inform the development of a formal strategy to improve socioeconomic diversity; (2) completing a comprehensive assessment of the economic stratification of public school students within the area and an analysis of the location and capacity of school facilities and the adequacy of local or regional transportation infrastructure in the area; (3) developing options for improving socioeconomic diversity, including timelines and cost estimates; (4) developing an implementation plan based on community preferences among those options; (5) building the capacity to collect and analyze data that provide information for transparency, continuous improvement, and evaluation; and (6) participating in a community of practice with other grantees, including those receiving implementation grants.

Implementation Grants

To be eligible to receive an award, an applicant for an implementation grant must submit a high-quality plan that includes: (1) a comprehensive set of strategies designed to improve academic outcomes for all students, particularly low-income students, by increasing socioeconomic integration in schools; (2) evidence of strong family and community support for these strategies, including that the applicant has engaged in meaningful family and community outreach activities; (3) ambitious but achievable goals to increase socioeconomic diversity over the course of the grant period; (4) collection and analysis of data to provide transparency and support continuous improvement; and (5) a rigorous evaluation of the effectiveness of the proposed project. In establishing goals to increase socioeconomic diversity, applicants would

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have flexibility to determine the income measures to be used, which may include eligibility for free or reduced-priced lunch under the National Lunch School Act. Grantees could also choose to pursue or initiate a sustainable transportation plan for bringing students to and from schools.

Grantees could use funds for such activities as: conducting robust community outreach and family engagement activities; revising school boundary and assignment policies to establish open or controlled school-choice zones spanning a variety of neighborhoods across traditional school-district lines; revising school feeder patterns; creating or expanding schools capable of attracting students from diverse backgrounds (including charter and magnet schools); restructuring existing schools, such as through grade reconfiguration, to promote inclusive environments and attract a diverse group of students and families; promoting voluntary public school choice policies, which may include financial and other incentives for families, that have the effect of diversifying the socioeconomic composition of the grantee's schools; recruiting, hiring, and training additional teachers and other instructional and support staff in new, expanded, or restructured schools; and activities to mitigate within-school segregation, including providing ongoing professional development.

Implementation grantees could also receive priority for support under Charter Schools Grants or Magnet Schools Assistance.

National Activities

The Department would reserve funds for a range of national activities including technical assistance, evaluation, and dissemination. The Department would use these funds to, among other things, develop and maintain a community of practice for grantees and other experts in the field and to promote collaboration and information sharing between low- and high-poverty schools.

FY 2017 BUDGET REQUEST

The Administration requests \$120 million in fiscal year 2017 for a new Stronger Together Grants program, which would be authorized through appropriations language. The request would support new planning grants and new implementation grants to help eligible applicants improve socioeconomic integration in approximately 500 schools within and across school districts. The request includes \$2.5 million for national activities. Funds for the proposal would remain available until expended, which would provide the Department with flexibility to provide implementation funding in future years to successful planning grantees.

The Stronger Together Grants proposal is a central element of the Administration's efforts to remove the barriers to learning that children living in concentrated poverty often face and to relieve the significant burden on high-poverty schools to improve academic and life outcomes for these students. The proposal is intended not only to encourage the development of innovative, ambitious plans to increase socioeconomic diversity through voluntary, community-supported means, but also to expand existing efforts in States and communities that have embraced the research findings in this area while spurring a broader national conversation about the implications of these findings for school improvement.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2017</u>
Amount for new awards	\$117,000
Number of new planning grants	10
Average planning grant award	\$2,000
Number of new implementation grants	4
Average implementation grant award	\$25,000
Number of schools supported	400–600
Peer review of new award applications	\$500
National activities	\$2,500

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will establish goals and performance indicators to assess the impact of the activities that receive support under this program, based in part on the targets and goals established by grantees. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for Stronger Together Grants with measures for related programs.

INNOVATION AND IMPROVEMENT

Next generation high schools

(Proposed legislation)

(dollars in thousands)

FY 2017 Authorization: To be determined

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
0	\$80,000	+\$80,000

PROGRAM DESCRIPTION

The proposed Next Generation High Schools program would promote the whole school redesign of the high school experience through competitive grants to local educational agencies (LEAs) and their partners. The program would support innovative models that personalize instruction, promote active learning for students, and provide deep ties to postsecondary education to build the rigorous and relevant education needed for students to succeed. Given the demands of today's innovation economy, the program would focus particularly on school models that are designed to engage and expand opportunities for girls and other groups underrepresented in science, technology, engineering, and mathematics (STEM) fields.

Too few of America's high school students, especially girls and underrepresented minorities, are getting the chance to take the rigorous STEM courses that will prepare them for the 21st century economy. As shown in the Department's Civil Rights Data Collection CRDC (CRDC) data, a quarter of high schools with the highest percentage of Black and Hispanic students do not offer Algebra II, and a third fail to offer chemistry.¹

Grantee activities would include one or more of the following: (1) redesigning academic content and instructional practices to promote active learning and to increase alignment with postsecondary education and career-readiness; (2) personalizing learning opportunities to support the educational needs and interests of individual students; (3) ensuring strong content knowledge and skills for teachers in all subjects, including STEM; (4) providing academic and wrap-around support services for those students who need them; (5) providing high-quality career and college exploration and counseling on options for students after high school graduation; (6) offering multiple opportunities to engage in postsecondary learning, including earning college credit while still in high school; and (7) redesigning the using of learning time in more innovative and meaningful ways, such as through technology, by expanding the school day or calendar, or through competency-based progression.

Funds would support competitive grants to LEAs in partnership with institutions of higher education and entities such as nonprofit or community-based organizations, government agencies, and business or industry-related organizations. Partners would work together to help

¹ See <http://ocrdata.ed.gov/Downloads/CRDC-College-and-Career-Readiness-Snapshot.pdf>.

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structure and facilitate college and career-ready experiences for high school students that help them apply academic concepts to real-world challenges. Grantees would also be required to leverage existing Federal, State, and local resources to implement their projects. Priority for grants would be given to projects supported by at least moderate evidence of effectiveness as defined in Department regulations. Special consideration would be given to projects that: (1) are designed to improve readiness for postsecondary education and careers in STEM fields, particularly for student groups historically underrepresented in those fields; (2) serve areas with limited access to high-quality college and career opportunities such as high-poverty or rural LEAs; or (3) include partnerships with employers that help students build career-related experiences or competencies.

The Department would set aside one-half of 1 percent of the total appropriation for the Bureau of Indian Education (BIE) for activities consistent with the purposes of the program. The Department would also reserve up to 2.5 percent of the appropriated funds for national activities, including research, development, demonstration, dissemination, technical assistance, and evaluation.

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Administration requests \$80 million for a new Next Generation High Schools program, which would be authorized through appropriations language. The program would promote the whole school redesign of high schools and help create high schools that will be laboratories for cutting-edge STEM teaching and learning through competitive grants to LEAs in partnership with institutions of higher education and other entities so that students graduate from high school prepared to succeed in college and in the workforce. While America's graduation rate is the highest on record, more than 1 million students still fail to graduate on time every year. The demands of the innovation economy require America's secondary schools to adopt new and innovative approaches to engaging, preparing and inspiring college and career-ready students, through more personalized and active learning experiences in classrooms and through greater connections to the broader experience of young people's lives.

Next Generation High Schools would provide students with the academic foundation and skills they need to be successful and ensure that all students in redesigned high schools participate in project- or problem-based learning, have the opportunity to earn early college credit, and engage in experiences or postsecondary learning opportunities that build career-ready competencies. Accomplishing these goals will help improve longer term outcomes for high school students, including increased high school graduation rates, higher rates of enrollment in postsecondary studies without the need to take remedial courses, higher postsecondary completion rates, and higher rates of completion of industry-recognized credentials and certifications.

Improving our high schools is a critical step for ensuring that our Nation remains competitive in today's global economy. STEM skills are growing in demand as a core component of a diverse array of jobs, and the President's Council of Advisors on Science and Technology estimates that the United States will need at least 1 million more college graduates than will be produced at current rates in the STEM fields over a decade. Today's high school students are tomorrow's

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engineers, entrepreneurs, and civic leaders who must be critical thinkers and able to find solutions to complex and emerging challenges. High schools must provide them with a rigorous, engaging, and relevant education that prepares them to meet the demands of college and careers.

The Center on Education and the Workforce at Georgetown University projects that, by 2020, nearly two-thirds of job openings will require some postsecondary education and training, with 30 percent of job openings requiring at least a certificate or associate's degree and 35 percent a bachelor's degree or higher. In blue collar occupations, about 31 percent of jobs will require some postsecondary education and training by 2020 ("Recovery: Projections of Jobs and Education Requirements through 2020." Georgetown University, 2013). According to a similar analysis, in STEM fields, in particular, more than 90 percent of STEM workers will need at least some postsecondary education ("Help Wanted: Projections of Jobs and Education Requirements through 2018." Georgetown University, 2010).

In addition, as highlighted in CRDC data, only 50 percent of high schools offer calculus, and only 63 percent offer physics. In addition, between 10 and 25 percent of high schools do not offer more than one of the core courses in the typical sequence of high school mathematics and science education, such as Algebra I and II, geometry, biology, and chemistry. The situation is even worse for students underrepresented in STEM fields.

Unfortunately, too many high school graduates are not prepared to succeed in college. According to the National Center for Education Statistics, nearly one-third of first- or second-year undergraduate students in the 2011–2012 school year reported having taken a remedial course after high school graduation, including 16 percent who took a remedial course that year (see <http://nces.ed.gov/pubs2015/2015167.pdf>). These data suggest that too many of America's existing high schools fail to engage, motivate, or adequately support and prepare students or to provide exposure to the relevant learning that bridges their classroom with future college experiences and careers. The Administration's Next Generation High Schools proposal would address these concerns by promoting reforms based on evidence that students learn best when they are engaged in complex projects and tasks aligned with their interests, and when they work with others through practical examples and case studies that keep them engaged in rigorous academic coursework and in the application of knowledge. It would build on the momentum generated at the White House Summit on Next Generation learning, where the Administration announced \$375 million dollars in private and public support for Next Generation High Schools, as well as the President's proposal to support more innovative assessments.

Grantees would be expected to incorporate strategies that engage students in learning opportunities tied to real-world experiences and also provide students with rigorous, challenging academic content aligned with college-level expectations, including programs that allow students to gain postsecondary credit while still in high school. These experiences would help students develop not only academic content and cognitive competencies (such as critical thinking, solving complex and non-routine problems, and evaluating arguments on the basis of evidence), but also pertinent employability skills (including interpersonal and intrapersonal competencies, such as conscientiousness and persistence) that have been shown to have consistent positive correlations with desirable educational and career outcomes ("Education for

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Life and Work: Developing Transferable Knowledge and Skills in the 21st Century”, National Research Council (NRC), 2012). In addition, projects would be expected to incorporate meaningful career exploration opportunities and high-quality college and career advisory services to help students plan for the pathway they need to follow to learn the skills and attain the credentials they need to enter their chosen careers.

Grantees would use program funds to leverage other existing Federal, State, and local funds, including through the development of partnerships with business, industry, public or private nonprofit organizations, and community-based organizations. A key goal of such partnerships would be to ensure that career-related activities are aligned with real-world expectations, and to ensure alignment between secondary and postsecondary content and expectations.

The Department would particularly encourage applicants for Next Generation High Schools funding to propose projects that connect with relevant industry and community partners and increase engagement by underrepresented students in STEM fields, including girls, minorities, and students who will be the first in their families to attend college. Such strategies would replicate and expand efforts recommended in a 2011 NRC report (“Successful K–12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics”) and successfully underway in parts of the country to offer inclusive STEM-focused high school experiences. For example, a June 2014 report from researchers at George Washington University, George Mason University, and SRI International found that students attending Gary and Jerri-Ann Jacobs High Tech High School in San Diego, CA—an early college high school that provides a rigorous STEM-focused curriculum to concentrations of minority and first-generation college-going students—outperformed their district and State peers on the SAT and ACT (“Gary and Jerri-Ann Jacobs High Tech High: A case study of an inclusive STEM-focused high school in San Diego, California”). At Manor New Technology High School in Texas, another inclusive STEM-focused school, the same researchers found college enrollment rates that were significantly above the national average, with 74 percent of the school’s 2010 graduating class enrolling in an institution of higher education compared to a 2010 national average enrollment rate of 41 percent (“Manor New Tech High School: A case study of an inclusive STEM-focused high school in Manor, Texas,” 2013).

Next Generation High Schools is a key component of the Administration’s strategy to promote greater innovation in the design of teaching and learning for America’s high school students. The proposal complements the Administration’s dedicated funding in for high school redesign in the 2015 competition under the Education, Innovation, and Research program (formerly Investing in Innovation) as well as efforts to reform career and technical education outlined in the 2012 blueprint for reauthorizing the Perkins Career and Technical Education Act and the proposed Computer Science for All program.

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PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2017</u>
Amount for new awards	\$76,800
Range of awards	\$4,000–\$12,000
Average award	\$6,000
Number of new awards	7–20
Number of schools supported	30–60
 BIE	 \$400
Peer review of new award applications	\$800
National activities	\$2,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will establish goals and performance indicators to assess the impact of the activities that receive support under this program. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for Next Generation High Schools with measures for related programs.

INNOVATION AND IMPROVEMENT

Computer science for all development grants

(Proposed legislation)

(dollars in thousands)

FY 2017 Authorization: To be determined

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
0	\$100,000	+\$100,000

PROGRAM DESCRIPTION

Building on current efforts to ensure that students have the knowledge and skills critical to success in college and 21st Century careers, the proposed Computer Science for All Development Grants program would promote innovative strategies to provide high-quality instruction and other learning opportunities in computer science (including computer programming and related skills such as computational thinking) in preschool through grade 12. Grants would focus on expanding access to these opportunities for high school students, particularly those in underserved communities, including in urban and rural areas, or who are from groups historically underrepresented in science, technology, engineering, and mathematics (STEM) fields. This program would provide a crucial initial investment in the Administration's ambitious Computer Science for All proposal, which aims to make rigorous computer science and other STEM offerings available to all our Nation's students, by identifying and further developing effective instructional models and practices that can be replicated and taken to scale across communities and States.

Funds would support competitive grants to local educational agencies (LEAs), which may apply in consortia and partner with State educational agencies, institutions of higher education, nonprofit organizations, other government agencies, and business or industry-related organizations to help structure and facilitate project activities and ensure alignment with expectations for college and careers. To be eligible to receive an award, applicants would be required to show how they will develop and implement comprehensive instructional plans that include: (1) offering rigorous computer science courses in each high school, which may be part of broader efforts to expand and improve STEM instruction in those schools; (2) adopting a rigorous curriculum and progression of high-quality instruction and other learning opportunities in preschool through grade 8 that integrate principles of computer science and lay the groundwork for academic success in high school; (3) increasing access to other rigorous coursework, including in STEM subjects, for underserved groups, including girls, minorities, low-income students, and students with disabilities; (4) continuously monitoring and evaluating project activities; and (5) effectively sustaining project activities following the grant period. In making awards, the Department would give priority to applicants that provide matching funds from other Federal, State, local, or private sources to implement their projects. Grantees could use matching funds in particular to increase overall access to rigorous coursework.

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Computer science for all development grants

Grantees would receive awards for up to 5 years, of which they may use up to 12 months to continue to refine their plans, including through partnership development and community outreach. Grantees would use funds during the implementation period to: (1) develop or acquire and implement course curricula and instructional materials aligned to the State's challenging standards in science and mathematics including, at the high school level, for courses that enable students to earn college credit; (2) recruit and hire instructional personnel as needed, including curriculum specialists; (3) provide professional development to ensure high-quality instruction, including through online and other alternative delivery methods; (4) acquire necessary equipment and technology infrastructure; (5) attract underserved students to course offerings, including through mentoring; (6) disseminate information about effective instructional practices; and (7) prepare to sustain activities after the grant period ends. Grantees could also use funds to offer informal computer science experiences and to integrate principles of computer science into instruction in other subjects.

The Department would reserve up to 2.5 percent of funds for national activities including technical assistance, evaluation, and dissemination. The Department would use these funds in particular to facilitate networking opportunities and communities of practice between grantees and other LEAs.

FY 2017 BUDGET REQUEST

The Administration requests \$100 million in fiscal year 2017 for the proposed Computer Science for All Development Grants, which would be authorized through appropriations language. This new program would provide a down payment toward the Administration's goal of giving access to high-quality computer science instruction to all students, especially those living in poverty and underrepresented in STEM fields. Funds would support the first year of approximately 25 5-year awards to LEAs that together with their partners are primed to develop and implement computer science instructional plans that can serve as models for similar efforts across the Nation.

Providing access to computer science is a critical step for ensuring that our Nation remains competitive in the global economy and strengthens its cybersecurity. Today's middle and high school students are tomorrow's engineers, entrepreneurs, and leaders and must be equipped with strong computational skills and able to solve complex problems and counter growing cybersecurity threats. By supporting high-quality instruction in computer science, Computer Science for All Development Grants would help provide the next generation with the rigorous and relevant education to meet these demands.

Moreover, greater attention to and investment in computer science education is sorely needed. Georgetown University's Center on Education and the Workforce projects that, by 2020, 51 percent of STEM jobs will be in computer science-related fields.¹ If current trends continue, 1.4 million computer science-related jobs will be available over the next ten years, but according to the Bureau of Labor Statistics only 400,000 American computer science graduates will

¹ See <https://cew.georgetown.edu/wp-content/uploads/2014/11/stem-complete.pdf>.

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Computer science for all development grants

emerge with the skills needed to fill those jobs. This lack of skilled college graduates can be attributed, in part, by a dearth of opportunities to engage in computer science in elementary and secondary school. According to the National Center for Women and Information Technology, less than one-quarter of students nationwide has access to rigorous computer science courses.¹ In light of findings such as these, it is clear we must redouble our efforts to prepare students and produce a workforce capable of sustaining and growing this critical sector of the economy.

Computer science skills are important not only for the technology sector but also for a growing number of industries that rely on computer software to improve their products and services, including transportation, healthcare, education, and financial services. Moreover, computer science instruction can help foster the problem-solving and analytical skills needed in many other disciplines and careers. Not surprisingly, parents increasingly recognize the importance of computer science: 9 out of 10 parents surveyed by Gallop say they want computer science taught at their child's school.²

Computer Science for All Development Grants would also help address persistent equity gaps in the classroom. In November 2015 the College Board affirmed a continuing trend of disproportionately low participation by girls and minorities in the AP Computer Science exam, with just 22 percent of participants being girls and 13 percent minorities excluding Asian Americans.³ In addition, according to another Gallup report commissioned by Google, Black and lower-income secondary school students were significantly less likely than their peers to report having computer science course offerings at their schools.⁴

The Computer Science for All Development Grants proposal seeks to capitalize on emerging local efforts to tackle these problems, including recently announced plans to provide all students access to computer science by LEAs in major urban areas including New York City, Los Angeles, Chicago, and San Francisco.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2017</u>
Amount for new awards	\$96,500
Range of awards	\$1,000–\$10,000
Average award	\$4,000
Number of awards	15–35
Number of schools supported	400–600

¹ See <http://www.prweb.com/releases/2012/12/prweb10219767.htm>.

² See <http://services.google.com/fh/files/misc/images-of-computer-science-report.pdf>.

³ See http://blogs.edweek.org/edweek/curriculum/2015/11/no_african-american_students_2015_AP_computer_science_exam_nine_states.html.

⁴ See http://services.google.com/fh/files/misc/searching-for-computer-science_report.pdf.

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<u>Output Measures</u>	<u>2017</u>
Peer review of new award applications	\$1,000
National activities	\$2,500

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will establish goals and performance indicators to assess the impact of the activities that receive support under this program. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for Computer Science for All Development Grants with measures for related programs.

INNOVATION AND IMPROVEMENT

Ready to learn programming

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 4)

(dollars in thousands)

FY 2017 Authorization:¹

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$25,741	\$25,741	0

¹ Of the funds appropriated for Title IV, Part F (which is authorized at \$200,741 thousand), \$5,000 thousand is reserved for Subpart 3; of the remainder, 28 percent is reserved for Subpart 4 activities, which includes the Ready to Learn program.

PROGRAM DESCRIPTION

As reauthorized by the Every Student Succeeds Act of 2015 (ESSA), Ready to Learn (RTL) Programming is designed to facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers. At least 60 percent of the funding must be used to:

- Develop educational television programming for preschool and elementary school children and the accompanying support materials and services that can be used to promote the effective use of such programming;
- Develop television programming (and digital content, such as applications and online educational games, containing RTL-based children's programming) that is specifically designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet, along with accompanying resources for parents and caregivers; and
- Support contracts with public telecommunications and related entities to ensure that programs are widely distributed.

Remaining funds may be used to develop and disseminate education and training materials, including interactive programs that are designed to promote school readiness through the effective use of educational video programs.

Funds are awarded competitively and only public telecommunications entities are eligible to receive awards. Applicants must have the capacity to: develop and distribute high-quality educational and instructional television programming that is accessible to disadvantaged preschool and elementary school children; contract with the producers of children's television programming; negotiate these contracts in a manner that returns to the grantee an appropriate

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Ready to learn programming

share of income from sales of program-related products; and target programming and materials to meet specific State and local needs, while providing educational outreach at the local level.

Grantees are required to consult with the Departments of Education and Health and Human Services on strategies for maximizing the use of quality educational programming for preschool and elementary school children. Grantees must also coordinate activities with other Federal programs that have major training components related to early childhood development.

For the 2015 competition, the Department invited applicants to produce and distribute high-quality, age-appropriate, and standards-based educational television and digital media content that focuses on science or American history and civics. The Department awarded two 5-year grants in 2015:

- Twin Cities Public Television will receive \$36.8 million over the 5-year grant period to produce Superhero School, using narrative storytelling and interactive media, across multiple platforms, to engage children ages 5 to 8 from low-income families in building key science content and thinking skills, learning related academic vocabulary, improving their reading and writing abilities, and gaining experience using new technology. The project will build on evidence-based research on the most effective uses of television and interactive media to significantly improve educational outcomes and narrow achievement gaps; create innovative approaches and uses of new technology to maximize engagement and learning; and use formative research as well as embedded analytics and assessments for continuous review and improvement of all project components. The project goal is to improve the school readiness and academic achievement of children ages 5 to 8 living in low-income households in science knowledge (earth and space science, life science, physical science, engineering design), scientific thinking, and literacy.
- The Corporation for Public Broadcasting, in partnership with the Public Broadcasting Service, will receive \$99.1 million over the 5-year grant period to create a comprehensive media initiative to support the learning needs of children in low-income communities. The project's primary goal is to improve science and literacy learning outcomes for young children, especially those from low-income families, in order to prepare them for success in school and in life. The expected outcomes include increasing children's science and literacy skills and boosting the capacity of families, educators, and communities to support children's learning with media.

Funding levels for the past 5 fiscal years were as follows:

Fiscal Year	(dollars in thousands)
2012	\$27,194
2013	25,771
2014	25,741
2015	25,741
2016	25,741

INNOVATION AND IMPROVEMENT

Ready to learn programming

FY 2017 BUDGET REQUEST

The Administration's fiscal year 2017 request includes \$25.7 million for Ready to learn (RTL) Programming, the same as the 2016 level. All funds would be used for continuation awards under 5-year grants made in fiscal year 2015 prior to the enactment of the ESSA. Children, particularly children in high-poverty settings, spend large amounts of time watching television and using digital media. Researchers in many fields have looked carefully at whether and how television viewing might contribute to the "literacy gap," and, conversely, whether and how television and digital media can be used as a tool to promote literacy development. Recent research suggests that television and transmedia can have a positive impact on children's literacy and learning, provided certain conditions are in place. Producers and developers must understand how children learn, and how programming content can facilitate such learning. Individual episodes should reflect what research tells us about effective educational programming. For example, programs that succeed in helping children learn tend to help children understand how to watch and make sense of what they see. Such programs also develop familiarity by using recurring characters and situations, repeat key tasks and information, link knowledge to what children already know, and are carefully paced to keep children cognitively engaged throughout each episode.

Early childhood, preschool, and elementary school curricula typically emphasize basic skills in math and reading. RTL content is specifically designed to reinforce young children's literacy skills, emphasizing letter recognition, vocabulary, fluency, rhyming, and comprehension. Through targeted outreach and marketing campaigns, grantees actively reach out to parents and caregivers, particularly in high-poverty rural and urban communities, to encourage the use of RTL programming to support the skills that children need to succeed in school. The two projects currently funded by this program are designed, in part, to put these research findings into practice to improve educational outcomes for young children, help them enter school prepared, and help ensure that they have the skills to be on track to graduate high school ready for college and careers.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Number of new awards	2	0	0
Number of continuation awards	0	2	2
New award funding	\$25,424	0	0
Continuation award funding	0	\$25,681	\$25,681
Peer review	257	0	0

INNOVATION AND IMPROVEMENT

Ready to learn programming

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Evaluation (review of grant products)	<u>60</u>	<u>60</u>	<u>60</u>
Total	25,741	25,741	25,741

NOTE: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. The Department reserved \$128,705 from the RTL program under this authority in fiscal year 2015, and may reserve additional funds for ESEA evaluation activities in fiscal years 2016 and 2017.

PROGRAM PERFORMANCE INFORMATION

For the 2010 competition, the Department established two invitational priorities: (1) developing educational content in reading or mathematics that is designed to increase the literacy or numeracy skills of low-income children ages 2 to 8, delivering the content through coordinated use of multiple media platforms, and developing effective outreach strategies; and (2) providing for the development and dissemination of products and results through open educational resources and by making the products freely available through various media platforms. In addition, applicants could earn competitive preference points for projects proposing a research plan that was based on rigorous scientifically based research methods to assess effectiveness. The Department made three awards, and the 2010 grantees focused on producing new materials and strategies that reflect changes in television distribution and production and the rise of new digital media platforms. Grantees generally began their projects by creating and launching digital learning materials (including video), using these materials to stimulate interest among target children, and then developing television shows.

Performance Measures

In 2012, the Department revised the performance measures for the RTL program to better measure both RTL's effectiveness in improving what children learn and the number of children RTL is reaching. The revised measures are:

- (1) the percentage of summative experimental or quasi-experimental research studies that demonstrate positive and statistically significant gains in math or literacy skills when RTL transmedia properties, such as applications and online educational games, are compared to similar non-RTL-funded digital properties or to other more traditional educational materials;
- (2) the percentage of educational transmedia products, along with necessary supporting materials, that are deemed to be of high-quality in promoting learning of math or literacy by an independent panel of expert reviewers; and

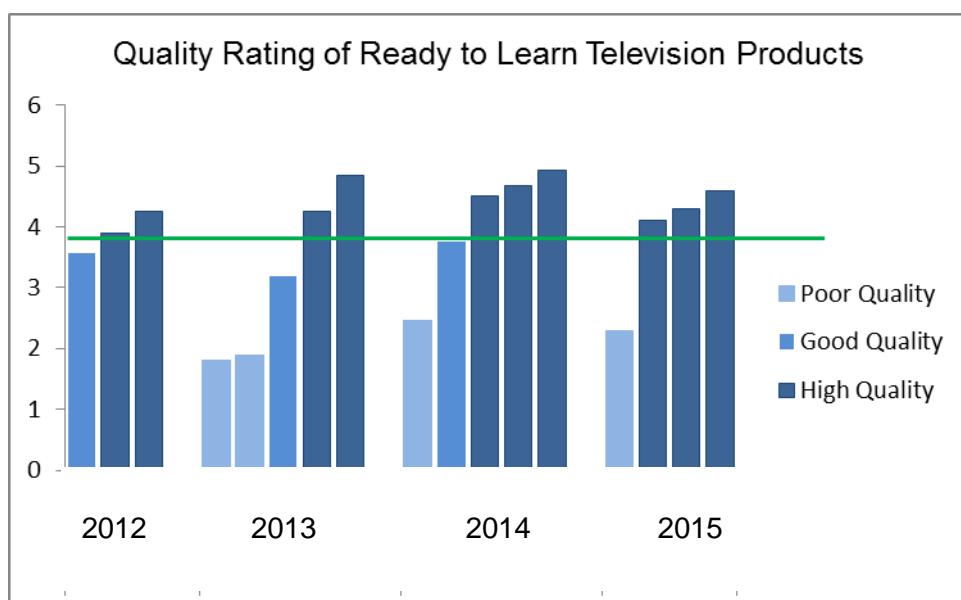
INNOVATION AND IMPROVEMENT

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- (3) the number of children who use RTL-produced educational media products, disaggregated by individual product, as determined by appropriate industry standard metrics or, when available, by tracking tools.

The three 2010 grantees planned a total of seven experimental or quasi-experimental research studies, to be conducted beginning in year 3 of the grant. The results of these studies provide data on the first performance measure. The Department received the first three studies in 2013. All three studies found that children who use RTL-produced educational media products demonstrate positive and statistically significant gains in math or literacy skills when RTL transmedia properties are compared to either similar non-RTL funded digital properties or to other more traditional educational materials. Therefore, in 2013, 100 percent of experimental or quasi-experimental research studies conducted by RTL grantees met the first performance measure. In 2014, the Department received two research studies for review, both of which found that children using RTL-produced products demonstrated statistically significant gains in math skills compared to children who used similar non-RTL products. Therefore, in 2014, 100 percent of the research studies met the performance measure. In 2015, the Department received four research studies for review, three of which found that children using RTL-produced products demonstrated statistically significant gains when compared to similar, non-RTL-produced products.

For the second performance measure, the Department asked expert panel members to review a random sample of current RTL transmedia products and provide a quality rating using criteria developed by the Department. The panel members rated products on a 5-point scale. In order for any particular product to achieve a rating of “high-quality,” a product had to secure an average score of 3.8 across the panel members. As shown in the chart below, in 2012, two of three transmedia product suites reviewed were of high-quality; in 2013, two of five suites reviewed were of high-quality; in 2014, three of five suites reviewed were of high-quality; and in 2015, three of the four transmedia product suites reviewed were of high-quality.



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For the third performance measure, grantees reported on the number of children who used RTL-produced products, by type of product. In 2013, 46.5 million users accessed RTL-produced educational media products. The Corporation for Public Broadcasting (CPB) reported 46.4 million users, of which 30.7 million watched CPB television shows, 15.0 million used Web-based games, and 784 thousand downloaded mobile apps. Window to the World (WTTW) reported a total of 38.5 thousand users, 23.5 thousand of whom used Web-based products and 14.5 thousand of whom participated in one of WTTW's 25 pilot programs. Finally, the Hispanic Information and Telecommunications Network (HITN) reported 632 children who used HITN's mobile apps and accompanying transmedia at HITN pilot sites. In 2014, 41.8 million users accessed RTL-produced educational media products. CPB reported 35.9 million users, which includes PBS television viewers, PBS Kids Web site users, web application downloads, and children participating in outreach programs. WTTW reported 615.6 thousand users including web users, participants in outreach programs, and those who accessed WTTW products via YouTube. Finally, HITN reported 6.3 million users, which includes HITN viewers, pilot sites, museum partners, Web site and social media users, community events, and conference attendees. In 2015, 40.9 million users accessed RTL-produced educational media products. CPB reported 32.8 million users, which includes PBS television viewers, PBS Kids Web site users, application downloads, children participating in outreach programs, and other metrics. WTTW reported 7.4 million users, including internet usage, kiosk users, and participants in outreach programs. Finally, HITN reported 736 thousand users, including HITN television viewers, pilot sites, museum partners, Web site and social media users, community events, and conference attendees.

Performance data for the 2015 cohort will be available in 2017.

Efficiency Measure

The Department developed a single efficiency measure for the RTL program: dollars leveraged from non-Federal sources over 5 years (the length of each grant award) per Federal dollar dedicated to core non-outreach program activities. Because high-quality children's television programs are expensive to develop, produce, and distribute, Federal support for new programming through the RTL programs is typically used by grantees to attract additional revenue from the private sector. Program quality is directly affected by the extent to which grantees succeed in using Federal dollars to leverage additional funds from alternate sources. Therefore, the Department will use this measure to compare the relative success of RTL grantees in leveraging non-Federal investments for the development and production of new children's television programs.

Because the Department does not expect grantees to establish annual leveraging targets, and does not set a schedule for obtaining matching funds, the meaningful period of analysis for purposes of comparing grantee performance is the entire 5-year award period. During the 5-year period comprising fiscal years 2005–2009, the Department provided two grantees with \$98.55 million in funding for programming. These two grantees together contributed a total of \$66.15 million in non-Federal funding to programming activities, or \$0.67 non-Federal dollars for every Federal dollar; the individual grantee amounts were \$0.29 and \$1.03. Initially, the Department had planned to use the \$0.67 figure established by the 2005 grantees as the baseline against which to measure future efficiency. However, because of changes instituted to

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Ready to learn programming

the program in 2010, grantees have been producing fewer television shows and instead focusing, at least initially, on the creation and distribution of digital media products such as applications and online educational games. This makes it easier and less expensive to release content and requires fewer external funds to be leveraged in support of television production. In the first year of the 2010 grants, the three grantees leveraged \$9.8 million of non-Federal support compared to \$19.5 million in Federal dollars spent on production, or \$0.50 of non-Federal dollars for every Federal dollar. In 2014, the three grantees leveraged \$0.73 of non-Federal dollars for every Federal dollar spent. (\$11.7 million of non-Federal support compared to \$16.0 million in Federal dollars spent on production.) In 2015, the three grantees leveraged \$14.0 million of non-Federal support, compared to \$20.1 million in Federal dollars spent, or \$0.70 of non-Federal dollars for every Federal dollar spent.

INNOVATION AND IMPROVEMENT

Advanced placement

(dollars in thousands)

FY 2017 Authorization: 0¹

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$28,483	0	-\$28,483

¹ The authorization for this program was struck by the Every Student Succeeds Act of 2015, which reauthorized the Elementary and Secondary Education Act.

PROGRAM DESCRIPTION

The Every Student Succeeds Act of 2015 (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), eliminated the Advanced Placement programs, previously authorized by Title I, Part G of the ESEA. However, Congress provided a final appropriation of \$28.4 million for Advanced Placement in fiscal year 2016 and, consistent with the transition provisions of the ESSA and the 2016 Department of Education Appropriations Act, the Department will make a final round of awards for fiscal year 2016.

Title I, Part G of the ESEA, as in effect prior to enactment of the ESSA, authorized two programs: the Advanced Placement Test Fee program and the Advanced Placement Incentive program. The purpose of both programs is to support State and local efforts to increase access to Advanced Placement (AP), International Baccalaureate (IB), and other approved advanced courses and tests (collectively referred to as “advanced placement courses and tests”) for students from low-income families. The statute requires the Department to give priority to funding the Advanced Placement Test Fee program, with remaining funds allocated to Advanced Placement Incentive grants.

Advanced Placement Test Fee program

Under this program, the Department provides noncompetitive awards to States to enable them to cover all or part of the cost of test fees for students from low-income families who are enrolled in an advanced placement course and plan to take an advanced placement test. By subsidizing test fees, the program encourages students from low-income families to take advanced placement courses and tests and obtain college credit for their courses, thereby reducing the time and cost required to complete a postsecondary degree.

Advanced Placement Incentive program

This program provides 3-year competitive awards to States, local educational agencies (LEAs), and national nonprofit educational entities with expertise in providing advanced placement services to expand access for students from low-income families to advanced placement

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Advanced placement

courses and programs. Authorized activities include, but are not limited to, teacher training, development of pre-advanced placement courses, activities to enhance coordination and articulation between grade levels in order to prepare students for academic achievement in advanced placement courses, the purchase of books and supplies, and activities to enhance the availability of and expand participation in online advanced placement courses.

In recent years, stemming from a combination of reduced appropriations and rapid growth in the number of advanced placement tests taken annually by low-income students, available funds have been insufficient for grants under the Incentive program and necessitated reductions in the level of Department support under the Test Fee program. Specifically, the Department eliminated its coverage of test registration fees (i.e., one-time per-student fees that are separate from and in addition to the fees for individual tests) under the Test Fee program and reduced the maximum amount of its subsidy such that States, school districts, or students were required to contribute a specified minimum amount per test. In fiscal year 2015, the required minimum contribution from these sources was \$12 per test. As of February 2016, the Department had not yet determined the Federal subsidy level for the Test Fee program in fiscal year 2016.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	\$30,055 ¹
2013.....	28,890 ²
2014.....	28,483
2015.....	28,483
2016.....	28,483

¹ Reflects a reprogramming in fiscal year 2012 of \$2,906 thousand from Magnet Schools Assistance and \$200 thousand from Charter Schools Grants to Advanced Placement.

² Reflects a reprogramming in fiscal year 2013 of \$407 thousand from the Fund for the Improvement of Education: Programs of National Significance.

FY 2017 BUDGET REQUEST

The Administration does not request fiscal year 2017 funding for the Advanced Placement programs because these programs are no longer authorized under the ESEA as amended by the ESSA. States and LEAs may use funds under the new Student Support and Academic Enrichment State Grants program for activities previously supported under these programs. The fiscal year 2017 request includes \$500 million for this program, which is described in the School Improvement Programs account.

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Advanced placement

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Test Fee program			
Amount for new awards	\$28,483	\$28,483	0
Number of new awards	40	40	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and the resources and efforts invested by those served by this program.

Goal: To increase the numbers of low-income high school students prepared to pursue higher education.

Objective: Encourage a greater number of low-income and other underrepresented categories of students to participate in the AP and IB programs and pass the exams.

Measure: The number of Advanced Placement tests taken by low-income public school students nationally.

Year	Target	Actual
2012	600,318	710,100
2013	781,110	768,010
2014	859,221	848,146
2015	945,143	932,120
2016	1,039,657	
2017	1,143,623	

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Measure: The number of Advanced Placement tests passed (tests receiving scores of 3–5) by low-income public school students nationally.

Year	Target	Actual
2012	222,118	268,860
2013	300,727	289,283
2014	335,955	330,486
2015	375,221	348,402
2016	418,982	
2017	467,742	

Measure: The percentage of Advanced Placement tests passed (tests receiving scores of 3–5) by low-income public school students nationally.

Year	Target	Actual
2012	37.0%	37.9%
2013	38.5	37.7
2014	39.1	39.0
2015	39.7	37.4
2016	40.3	
2017	40.9	

Additional Information: The data for these measures are obtained from the College Board and capture the effects of efforts to increase low-income public school students' participation in AP courses and success on AP exams. The targets for these measures have been revised beginning with the 2013 targets based on actual performance in 2012.

Measure: The number of Advanced Placement tests taken by minority (Hispanic, Black, Native American) public school students nationally.

Year	Target	Actual
2012	721,562	751,428
2013	788,999	846,872
2014	828,449	931,130
2015	869,871	1,013,101
2016	913,365	
2017	959,033	

Additional Information: The data for this measure are obtained from the College Board and capture the effects of efforts to increase minority public school students' participation in AP programs. The targets for this measure have been revised beginning with the 2013 target based on actual performance in 2012.

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Advanced placement

Efficiency Measure

Measure: The cost per passage of an Advanced Placement test by a low-income public school student.

Year	Target	Actual
2012	\$91.29	\$93.16
2013	91.29	123.48
2014	91.29	89.60
2015	91.29	
2016	91.29	
2017	91.29	

Additional Information: The results for this measure are calculated by dividing the total amount of Federal funds that States receiving AP Test Fee grants report spending on AP test fees by the total number of such tests passed by low-income students in those States. The comparatively lower cost per passage in 2012 could be explained, in part, by the fact that the Department's Test Fee grants were sufficient to cover only approximately 75 percent of States' requests for test fee support. Similarly, the lower cost per passage in 2014 could be partly attributed to the reduction in the Department's maximum per-test contribution (in 2014, the Department provided a maximum contribution per AP test of \$37, compared to a maximum contribution of \$45 per test in 2013). The 2015 data for this measure are expected to be available in spring 2016.

INNOVATION AND IMPROVEMENT

Preschool development grants

(Elementary and Secondary Education Act of 1965, Title IX, Part B)

(dollars in thousands)

FY 2017 Authorization: 0¹

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$250,000 ²	0	-\$250,000

¹ The program is authorized in the Department of Health and Human Services.

² The Department of Education Appropriations Act, 2016, provided funds under Fund for the Improvement of Education in the Innovation and Improvement account.

PROGRAM DESCRIPTION

The Every Student Succeeds Act (ESSA) of 2015 authorized the Preschool Development Grants program under the Department of Health and Human Services (HHS) and made revisions to the program. Previously, the program had been authorized through appropriations language and was funded through the Department of Education (ED). ED and HHS have worked together to implement the prior Preschool Development Grants and under the new law, the program will be funded through HHS and jointly administered by the two Departments.

The Preschool Development Grants program was created in 2014 to build state and local capacity to implement preschool for 4-year-olds from low- and moderate-income families, consistent with the President's Preschool for All mandatory proposal. The program, administered collaboratively by ED and HHS, has supported two types of grants to states: (1) Development Grants for states with small or no state public preschool program to develop or enhance their preschool program infrastructure and capacity to deliver high-quality preschool services to eligible children in one or more high-need communities; and (2) Expansion Grants to states with more robust preschool systems to implement and expand high-quality preschool programs to serve additional children in high-need communities. Both types of grants were renewable for up to 4 years. Grantees had the option to implement services through a mixed-delivery system of providers including schools, licensed child care centers, Head Start, or other community-based organizations.

In the cohort of grants funded prior to the passage of the ESSA, grantees were required to meet nationally recognized program quality standards, including the following elements: (1) high staff qualifications, including a bachelor of arts degree for teachers; (2) professional development for teachers and staff; (3) low staff-child ratios and small class sizes; (4) a full-day program; (5) developmentally appropriate, evidence-based curricula and learning environments that are aligned with state early learning and development standards; (6) individual accommodations and supports for children; (7) instructional staff salaries that are comparable to those for K-12

INNOVATION AND IMPROVEMENT

Preschool development grants

instructional staff; (8) ongoing program evaluation to ensure continuous improvement; (9) onsite comprehensive services for children; and (10) evidence-based health and safety standards.

In fiscal year 2014, the Department of Education, in collaboration with HHS, awarded grants to a total of 18 States for 4-year programs -- five Development Grants (Alabama, Arizona, Hawaii, Montana, Nevada) and 13 Expansion Grants (Arkansas, Connecticut, Illinois, Louisiana, Maine, Maryland, Massachusetts, New Jersey, New York, Rhode Island, Tennessee, Vermont, Virginia). These 18 States received continuation funding for fiscal year 2015 and are scheduled to receive a third year of funding for fiscal year 2016.

This is an extended availability program. Since 2014, funds have been available until December 31 of the following fiscal year.

Starting in fiscal year 2017, funding for the Preschool Development Grant program will reside in HHS, as required by the ESSA Act of 2015. This program will be jointly administered with the Department of Education. Per the statute, the purpose is to coordinate early childhood education programs in a mixed delivery system of providers including schools, licensed child care centers, Head Start, or other community-based organizations that will prepare low-income and disadvantaged children to enter kindergarten. The statute specifies that one way to accomplish this goal is by improving the participation of children in a mixed delivery system and increasing the quality of the programs in this system. As a result, grants awarded under the ESSA will include a focus on expanding access to high-quality preschool for children from low- and moderate-income households, consistent with the President's Preschool for All proposal. The statute supports two types of grants to states, the District of Columbia, Puerto Rico, and the outlying areas:

- Planning grants that support: statewide needs assessments, which includes the availability and quality of preschool services in the state and unduplicated counts of both services and unmet need among eligible families; a strategic plan that identifies opportunities to coordinate programs and build partnerships, including among Head Start providers, local education agencies, state, local, and Tribal government, and private entities; families' involvement in their children's development and in their knowledge of early childhood options; sharing best practices among early childhood education programs; and improving the quality of programs in the State; and
- Renewal grants that improve the overall quality of programs in the state, and, through subgrants to programs in a mixed delivery system, expand the access to such programs, and develop new programs to address the needs of children and families eligible for, but not served by, existing programs. States that have received PDG grants previously are eligible to compete directly for renewal grants.

FY 2017 BUDGET REQUEST

The fiscal year 2017 request for the Preschool Development Grants (PDG) program is \$350 million, an increase of \$100 million from the fiscal year 2016 enacted level. Funding in fiscal year 2017 will support the fourth and final year of funding for the 18 current PDG grantees as well as initial implementation of the changes contained in the ESSA in order to better coordinate

INNOVATION AND IMPROVEMENT

Preschool development grants

and expand early learning services for children and families, with a goal of supporting State and school district efforts to expand access to high-quality preschool. These investments are complemented by significant new investments in Head Start, child care, and home visiting within HHS as well as the Preschool for All initiative at the Department of Education.

Although funding authority in fiscal year 2017 will now shift to HHS, the two departments will work closely together to jointly administer the program and will develop a Memorandum of Understanding that includes joint staffing of PDG implementation and ensures a smooth transition for all grantees.

The fiscal year 2017 request would allow HHS to work with the Department of Education to issue 18 continuation grants for the fourth and final year of the existing initiative, which enables existing PDG grantees to continue building and expanding preschool in their States. Working in over 200 communities, the current grantees have demonstrated tremendous success in building the fundamental components of a high-quality preschool system and expanding high-quality preschool models. For example, Arizona is providing early childhood mental health consultation and intervention as part of the comprehensive supports to PDG-funded programs, which are located in high-need communities. In Illinois, eligible children with disabilities make up 10 percent of all children in PDG-funded programs, and the State has hired experts to work with districts, Head Start programs, and child care providers to build the capacity of teachers, parents, and the child care workforce to ensure their classrooms are inclusive of children with disabilities. Maryland's Preschool Development grant has enabled the State to expand its mixed delivery system and fund certified teachers in community-based settings. In Louisiana, the state is working for the first time with community networks to enable communities and providers to support parent choice. Rhode Island has blended their Preschool Development Grant funds with state preschool funds so that all children receive a high-quality, full-day preschool experience.

Using the requirements in ESSA, the Secretary of HHS, in conjunction with the Secretary of Education, would also award new grants in fiscal year 17. These grants would be available to states on a competitive basis for one or both of the types of grants supported by the statute. Additionally, this request would allow the Secretary of HHS to reserve up to five percent of PDG funds for national activities, including technical assistance; evaluation; early education research; and pilots to support the transition from preschool to elementary school, improve the early grades, and support for exemplary child development practices.

Research findings provide strong justification for Federal investment in high-quality preschool programs. Children who attend high-quality preschool are better prepared for school; less likely to be retained in grade; score higher on reading and math assessments in the elementary grades; and are more likely to graduate from high school than children who do not attend such programs. These benefits are particularly strong for children from low-income families. In addition to the educational gains, investment in high-quality preschool provides economic benefits, with an estimated return on investment of roughly \$7–\$10 for every \$1 invested in high-quality preschool due to lower remedial education costs, increased labor productivity, and reduction in crime.

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Preschool development grants

Yet, despite these benefits and strong returns on investment, fewer than 1 in 3 4-year olds are enrolled in a state-funded preschool program. The United States ranks 31 out of 39 countries within the Organization for Economic Cooperation and Development for preschool enrollment for 4-year-olds. Further, according to the National Institute for Early Education Research's State of Preschool: 2014 analysis, only 5 State preschool programs meet the 10 research-based quality standards outlined in their report. The report further indicates that only 24 State preschool programs require preschool teachers to have a bachelor's degree, 15 States offer full-day programs (although local programs in 22 States may offer full-day programs as well), 35 programs offer comprehensive services, and 32 State programs require site visits.¹ While significant progress has been made since the President's call to action for Preschool for All in 2013, quality and access are uneven across the country. Some States have put in place elements of high-quality preschool programs, but there remains a significant need for targeted investments to expand access to high-quality preschool to all 4-year-olds from low- and moderate-income families.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for new awards	0	0	0
Total number of new awards	0	0	0
Number of new Development awards	0	0	0
Number of new Expansion awards	0	0	0
Amount for continuation awards	\$243,759	\$242,500	0
Number of continuation awards	18	18	0
Peer review of new award applications	0	0	0
National Activities	<u>\$6,241</u>	<u>\$7,500</u>	<u>0</u>
Total, Preschool Development Grants	\$250,000	\$250,000	0

NOTES: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. While the Department did not reserve funds from the Preschool Development Grants program under this authority in fiscal year 2015, it may reserve funds for ESEA evaluation activities in fiscal years 2016 and 2017.

Funding for fiscal year 2017 is provided in the HHS request.

¹ Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K., & Horowitz, M. (2015). *The state of preschool 2014: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

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Preschool development grants

PROGRAM PERFORMANCE INFORMATION

The Department developed the following performance measures for both Development Grants and Expansion Grants: (1) The number and percentage of eligible children served in high-quality preschool programs funded by the grant; (2) The number and percentage of children served overall in the State preschool program; and (3) The number and percentage of children in the high-need communities served by the grant that are ready for kindergarten as determined by the State's kindergarten entry assessment or, if the State does not yet have a kindergarten entry assessment, other valid and reliable means of determining school readiness. Additionally, the Department developed the following performance measure specifically for Development Grants: the number of States that collect and analyze data on State preschool program quality, including the structural elements of quality specified in the definition of high-quality preschool programs. The Department expects to have preliminary performance data for 2014, representing school year 2015–2016, available in winter 2016.

INNOVATION AND IMPROVEMENT

Arts in education

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 4)

(dollars in thousands)

FY 2017 Authorization:⁽¹⁾

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$27,000	\$27,000	0

¹ Of the funds appropriated for Title IV, Part F (which is authorized at \$200,741 thousand), \$5,000 thousand is reserved for Subpart 3; of the remainder 28 percent is reserved for Subpart 4 activities which include the Arts in Education program.

PROGRAM DESCRIPTION

As reauthorized by the Every Student Succeeds Act of 2015 (ESSA), the Arts in Education program supports national demonstration and Federal leadership activities to promote arts education for students, including disadvantaged students and students who are children with disabilities. The reauthorized program includes the following allowable activities:

(1) professional development for arts educators, teachers, and principals; (2) development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines; and (3) community and national outreach activities that strengthen and expand partnerships among schools, local educational agencies (LEAs), communities, or centers for the arts, including national centers for the arts.

The program supports a number of arts education activities through grants to local educational agencies (LEAs) in which 20 percent or more of the students are from low-income families, State educational agencies (SEAs), national nonprofit organizations, institutions of higher education, organizations with expertise in the arts, museums or cultural institutions, the Bureau of Indian Education, and partnerships of these entities.

Prior to enactment of ESSA, the Arts in Education program supported: (1) Model Development and Dissemination grants that supported the development, documentation, evaluation, and dissemination of innovative models that sought to integrate and strengthen arts instruction in elementary and middle schools and improve students' academic performance and achievement in the arts; (2) Professional Development for Arts Educators grants that supported the development of professional development programs for music, dance, drama, and visual arts educators; and (3) National Arts in Education grants that supported national nonprofit arts organizations to carry out high-quality arts education programs for children and youth, with particular emphasis on serving students from low-income families and students with disabilities. Most fiscal year 2017 funds would be used for continuation awards supporting these activities, consistent with the transition provisions of the ESSA.

INNOVATION AND IMPROVEMENT

Arts in education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$24,953
2013	23,648
2014	25,000
2015	25,000
2016	27,000

FY 2017 BUDGET REQUEST

The Administration is requesting \$27.0 million for the Arts in Education program for fiscal year 2017, the same as the 2016 level. The request includes appropriations language overriding the authorized funding level for this program. The Administration's request would provide \$6.7 million for the Arts in Education National Program, \$12.3 million for the Development and Dissemination program, and \$7.6 million for the Professional Development for Arts Educators program.

Instruction and involvement in the arts, including the visual arts, music, dance, theater, and the media arts, are widely recognized as vital to a well-rounded education and may contribute to improved student achievement and success for all students. Federal and State education policies have recognized the value of arts. At the Federal level, the Elementary and Secondary Education Act (ESEA) includes the arts as one of the components of a well-rounded education. Similarly, at the State level, 45 States have arts instructional requirements for elementary school, 50 have arts education standards, and 42 have arts requirements for high school graduation. However, only 27 States have defined arts as a core academic subject. A 2009 report by the Government Accountability Office (GAO), titled *Access to Arts Education*, found that nearly 90 percent of elementary school teachers reported no change in the amount of time spent on arts instruction between school years 2004–2005 and 2006–2007. However, the report also noted that teachers in schools identified as in need of improvement and those with high percentages of minority students were more likely to report a reduction in time spent on the arts, which suggests that SEAs, LEAs, and nonprofit organizations may need to target arts funding toward serving students in those schools.

The Administration's request would support State and local efforts to improve and expand arts education, including arts programming in high-poverty schools, through the development and implementation of high-quality, cohesive, and innovative strategies for art instruction. For example, under the program as reauthorized by the ESSA, the Professional Development for Arts Educators (PDAE) program focuses exclusively on providing high-quality professional development programs in music, dance, media and visual arts, and drama for art teachers in high-poverty schools. The Arts Development and Dissemination program also addresses the needs of low-income children by supporting the development and expansion of research-based instructional materials and programming that integrate the arts into the curricula of elementary and middle schools in which 20 percent or more of the children are from low-income families.

INNOVATION AND IMPROVEMENT

Arts in education

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<i>Arts Development and Dissemination</i>			
Total funds available	\$12,356	\$14,477	\$14,865
Amount for new awards	\$351	0	\$7,004
Number of new awards	1	0	18
Amount for continuation awards	\$11,830	\$13,952	\$7,241
Number of continuation awards	26	27	21
Interagency transfer to support the Arts Education Partnership	\$175 ¹	\$525	\$350
Peer review of new award applications	0 ¹	0	\$270
<i>Professional Development for Arts Educators</i>			
Total funds available	\$5,450	\$6,450	\$5,060
Amount for new awards	0	0	0
Number of new awards	0	0	0
Amount for continuation awards	\$5,450	\$5,450	\$5,060
Number of continuation awards	17 ¹	17	17
Peer review of new award applications	0 ¹	0	0
<i>National Arts in Education Program</i>			
Total funds available	\$6,577	\$6,576	\$6,575
Amount for new awards	\$6,575	0	0
Number of new awards	1	0	0
Amount for continuation awards	0	\$6,762	\$6,575
Number of continuation awards	0	1	1
Peer review of new award applications	\$2	0	0
<i>Evaluation</i>	\$617	\$497	\$500

NOTE: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. The Department reserved \$124,931 from the Arts in Education program under this authority in fiscal year 2015, and may reserve additional funds for ESEA evaluation activities in fiscal years 2016 and 2017.

¹The Department funded new applications in FY 2015 from the FY 2014 slate.

INNOVATION AND IMPROVEMENT

Arts in education

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, as well as the resources and efforts invested by those served by this program.

Goal: To help ensure that all program participants meet challenging State academic content standards in the arts.

Objective: Activities supported with Federal funds will improve the quality of standards-based arts education for all participants.

Measure: The percentage of teachers participating in the Professional Development for Arts Educators program who receive professional development that is sustained and intensive.

Year	Target	Actual
2012	35%	84%
2013	40	84
2014	45	29
2015	50	
2016	55	
2017		

In 2011, the Department defined sustained and intensive professional development for the PDAE program as completion of 40 or more of the professional development hours offered by the PDAE-funded project during the reporting period; completion of 75 percent of the total number of professional development hours offered by the PDAE-funded project during the reporting period; and completion of these professional development hours over at least a 6-month period during the reporting period.

Measure: The percentage of PDAE projects in which teachers show a statistically significant increase in content knowledge in the arts.

Year	Target	Actual
2012	100%	100%
2013	100	100
2014	100	100
2015	100	
2016	100	
2017		

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Additional Information: The Department requires that grantees administer a pre-test and a post-test of teacher content knowledge in the arts and include those data in their annual performance reports.

Measure: The percentage of students participating in Model Arts programs who demonstrate proficiency in mathematics compared to those in control or comparison groups.

Year	Treatment	Control
2012	64%	55%
2013	54	45
2014		
2015		
2016		
2017		

Measure: The percentage of students participating in Model Arts programs who demonstrate proficiency in reading compared to those in control or comparison groups.

Year	Treatment	Control
2012	57%	43%
2013	46	39
2014		
2015		
2016		
2017		

Additional Information: The Department expects to have 2014 performance data for both the reading and math measures, representing school year 2013–2014, available in spring 2016.

The Department also developed the following four measures for the Arts in Education National Program (AENP).

Measure: The total number of students who participate in standards-based arts education sponsored by the grantee.

Year	Target	Actual
2013	697,632	1,006,004
2014		
2015		
2016		
2017		

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Measure: The percent of teachers participating in the grantee's program who receive professional development that is sustained and intensive.

Year	Target	Actual
2013	22.0%	20.3%
2014		
2015		
2016		
2017		

Measure: The total number of students from low-income families who participate in standards-based arts education sponsored by the grantee.

Year	Target	Actual
2013	244,845	519,110
2014		
2015		
2016		
2017		

Measure: The total number of students with disabilities who participate in standards-based arts education sponsored by the grantee.

Year	Target	Actual
2013	86,397	257,512
2014		
2015		
2016		
2017		

Additional Information: The Department expects to have 2014 data available in spring 2016, after the grantee completes its 1-year no-cost extension.

INNOVATION AND IMPROVEMENT

Non-cognitive skills initiative

(dollars in thousands)

FY 2017 Authorization: 0¹

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$3,000	0	-\$3,000

¹ The authorization for this program was struck by the Every Student Succeeds Act, which reauthorized the Elementary and Secondary Education Act.

PROGRAM DESCRIPTION

The Every Student Succeeds Act of 2015 (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), eliminated the Fund for the Improvement of Education, Title V, Part D, Subpart 1 of the ESEA, the authority under which the Non-Cognitive Skills initiative operated. However, Congress provided a final appropriation of \$3 million for program activities in fiscal year 2016, including activities that will be implemented in the 2016–2017 school year.

The Non-Cognitive Skills initiative supports local educational agencies (LEAs) and their partners in implementing, evaluating, and refining tools and approaches for developing the non-cognitive skills of middle-school students in order to increase student success. Grants may be used to fund a range of activities (e.g., digital games, growth mindset classroom activities, experiential learning opportunities) that integrate the development of students' non-cognitive skills into classroom-level activities and existing strategies designed to improve school performance.

The Department also expects grantees to: (1) collect, analyze, and use data to improve their tools and strategies throughout the project period, (2) identify and validate scalable tools and approaches that can be used by educators of high-need middle-school students across the country, (3) build capacity to conduct research and apply that research to school- and district-level practices, and (4) develop sustainable partnerships that can continue the use of effective tools and approaches beyond the grant period.

In fiscal year 2015, the Department awarded four grants to Chicago Public Schools, Long Beach Unified School District, KIPP Houston Public Schools, and the Los Angeles Unified School District. Grantees' projects focus on such topics as: testing and refining the hypothesis that additional non-cognitive supports during the middle grades will improve students' academic performance and preparedness for high school; developing, demonstrating, and evaluating promising new tools and strategies that will dramatically enhance middle school students' non-cognitive skills, with an emphasis on STEM; validating and expanding a successful non-cognitive middle school program with teacher, student, and parent training components; and refining teacher-training and parent engagement tools that help develop non-cognitive skills in middle school students to support academic and lifelong success, using the growth mindset model.

INNOVATION AND IMPROVEMENT

Non-cognitive skills initiative

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	0
2013	0
2014	0
2015	\$2,000
2016	3,000

FY 2017 BUDGET REQUEST

The Administration is not requesting funding for the Non-Cognitive Skills initiative in 2017 because there is no authority in the ESEA, as reauthorized by the ESSA, to continue program activities. Funds appropriated in fiscal year 2016 will be used to fully fund continuation awards for the remaining 2 years for all 4 grantees.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for new awards	\$2,000	0	0
Number of new awards	4	0	0
Amount for continuation awards	0	\$3,000	0
Number of continuation awards	0	4	0

NOTE: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. While the Department did not reserve funds from the Non-Cognitive Skills initiative under this authority in fiscal year 2015, it may reserve funds for ESEA evaluation activities in fiscal year 2016.

PROGRAM PERFORMANCE INFORMATION

The Department established the following two performance measures for the Non-Cognitive Skills initiative grants: (1) the percentage of grantees that demonstrate improvement in participating students' academic and behavioral outcomes; and (2) the percentage of grantees that demonstrate that at least one tool or approach for enhancing participating students' non-cognitive skills is effective, refined, if necessary, and validated. The Department expects to have preliminary performance data for 2015 available in fall 2016.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

(Elementary and Secondary Education Act of 1965, as amended, Title IV, Part F, Subpart 4, Section 4644)

(dollars in thousands)

FY 2017 Authorization: ⁽¹⁾

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$12,000	\$12,000	0

¹ Of the total amount appropriated for Title IV, Part F (authorized at \$200,741 thousand) after reserving \$5,000 thousand for Subpart 3, 36 percent is available for Subpart 4, including for Javits Gifted and Talented Education and the other programs authorized under this subpart.

PROGRAM DESCRIPTION

Javits Gifted and Talented Education is intended to support a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their special educational needs. The Department makes grant or contract awards to State educational agencies (SEAs), local educational agencies, the Bureau of Indian Education of the Department of the Interior, institutions of higher education (IHEs), and other public and private agencies and organizations to carry out projects to fulfill this purpose, including an award to one or more IHEs or SEAs to establish a National Research Center for the Education of Gifted and Talented Children.

Under the program statute as reauthorized by the Every Student Succeeds Act of 2015 (ESSA), award recipients may use funds to: conduct research on methods and techniques for identifying and teaching gifted and talented students and on applying gifted and talented educational methods to all students, including low-income and at-risk students; establish and operate gifted and talented education programs, including innovative methods and strategies for identifying and teaching students traditionally underserved in such programs; and provide technical assistance and disseminate information. Prior to enactment of the ESSA, recipients could use funds for additional activities that are no longer allowable, including professional development for school personnel.

By statute, the Department gives priority in making awards to projects that include evidence-based activities or that develop new information to improve the capacity of schools to operate gifted and talented education programs or to assist schools in identifying and serving traditionally underserved students. The Department must evaluate the impact of funded projects on students traditionally served in separate gifted and talented education programs and

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Javits gifted and talented education

on other students and submit results of this evaluation to Congress not later December 9, 2017 (2 years after the date of enactment of the ESSA).

Funding levels for the program for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	0
2013.....	0
2014.....	\$5,000
2015.....	10,000
2016.....	12,000

FY 2017 BUDGET REQUEST

The Administration requests \$12 million for Javits Gifted and Talented Education for fiscal year 2017, the same as the fiscal year 2016 level. The request includes appropriations language specifying the funding level for this program. Funds would be used to continue awards made in prior years under the ESEA as in effect prior to enactment of the ESSA (including the award for the National Research Center for the Education of Gifted and Talented Children and Youth) under the terms of those awards, consistent with the transition authority provided by the ESSA.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for new awards	\$4,036	\$2,369	0
Amount for continuation awards	4,428	8,631	\$11,000
Amount for supplemental awards	343	0	0
Peer review of new award applications	67	TBD ¹	0
 National Research Center for the Education of Gifted and Talented Children and Youth	 1,126	1,000	1,000

¹ As of February 2016, the Department had not yet determined whether to make new awards in fiscal year 2016 through a new competition or by funding down the slate of applicants from the prior year's competition.

NOTE: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the ESSA (section 8601(c)) and would provide the same flexibility in fiscal year 2017. While the Department did not reserve funds from the Javits Gifted and Talented Education program under this authority in fiscal year 2015, it may do so in fiscal years 2016 and 2017.

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Javits gifted and talented education

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department has established three performance measures for Javits Gifted and Talented Education focusing on the quality of project designs, professional development, and academic achievement of targeted student populations. The Department reports data for these measures twice over the grant period (at the middle and end of the period) after convening an expert panel of scientists and practitioners to review information from a sample of annual performance reports and self-evaluations prepared by grantees. The first data reports for the 2014 cohort (which received grants for up to 5 years) are expected to be available in late 2017. The first data reports for the 2015 and 2016 cohorts, which received 3-year grants focusing on professional development, will be submitted at a later date.

INNOVATION AND IMPROVEMENT

Preschool for all

(Proposed legislation)

(dollars in thousands)

FY 2017 Authorization: To be determined

Budget Authority (mandatory):

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	0	\$1,299,982	+\$1,299,982

PROGRAM DESCRIPTION

The Administration's 2017 budget includes significant new investments that will establish a continuum of high-quality early learning through kindergarten entry. The signature program in this effort is Preschool for All, a proposed \$75 billion mandatory investment over 10 years, beginning with \$1.3 billion in fiscal year 2017. This groundbreaking proposal calls for a new Federal-State partnership that would build upon existing State systems to provide all low- and moderate-income 4-year-olds with high-quality, publicly funded preschool, while also encouraging the expansion of these programs to include children from middle class families. In addition, Preschool for All would promote access to full-day kindergarten and high-quality early learning programs for children under the age of 4.

Preschool for All funds would be used to improve outcomes for children by expanding the number and availability of high-quality preschool programs and improving the quality of existing programs. The definition of high-quality preschool, based on nationally recognized standards, includes, at a minimum, the following elements: (1) high-quality staff requirements, including a bachelor's degree for teachers; (2) professional development for teachers and staff; (3) low staff-child ratios and small class sizes; (4) a full-day program; (5) developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula and learning environments that are aligned with the State early learning and development standards; (6) inclusion of children with disabilities to ensure access to and full participation in all opportunities, as well as individual accommodations and supports for children; (7) instructional staff salaries that are comparable to those for K-12 instructional staff; (8) ongoing program evaluation to ensure continuous improvement; (9) onsite comprehensive services for children; and (10) evidence-based health and safety standards.

To receive a Preschool for All formula grant, States would have to demonstrate that they have: (1) early learning and development standards across the essential domains of school readiness, (2) high-quality program standards, (3) requirements for teacher and staff qualifications, and (4) the ability to link preschool data with K-12 data. In addition, each State would be required to submit a plan that describes how it will provide access, within a reasonable time period, to high-quality preschool with open enrollment for all 4-year-olds from families with incomes at or below 200 percent of the Federal poverty line. If a State opts to expand participation in high-quality preschool for children with family incomes above 200 percent of the Federal poverty

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Preschool for all

line, its plan should also describe its expansion strategy and goals. Each State's plan would also address how it would develop and implement the infrastructure that is crucial to ensuring program quality, such as a system that evaluates, rates, and makes public the quality of programs and a comprehensive early learning assessment system. Since a participating State would be permitted to expand federally funded activities once it has made preschool universally available to 4-year-olds from low- and moderate-income families, the plan would also address how the State will promote access to full-day kindergarten and, if full-day kindergarten is already provided, how the State will extend high-quality preschool to 3-year-olds from low- and moderate-income families.

Funds would be awarded through a cost-sharing model under which the Federal Government would assume a significant share of the program costs in the first years of the program with States gradually assuming more responsibility over time. Each State that receives a grant would be required to contribute non-Federal matching funds and would be eligible for a reduced (incentive) match rate if it has a plan to serve additional children from families with incomes above 200 percent of the Federal poverty line in high-quality public preschool programs.

Allocations to States would be based on each State's relative share of 4-year olds from families at or below 200 percent of the Federal poverty level. Program funds would support preschool for 4-year-olds with family incomes at or below 200 percent of the Federal poverty level. The allocations to States would also take into account other factors, such as the level of program participation and the estimated cost of the activities specified in the State plan.

During the first 4 years of the program, States would be permitted to reserve up to 20 percent of their funds for quality improvement efforts and an additional one half of 1 percent for administrative costs. States would be required to subgrant no less than 80 percent of their awards to local educational agencies (LEAs) or other early learning providers in partnership with LEAs. Examples of other early learning providers include child care centers, community-based organizations, and private providers. If a State does not reserve funds for quality improvement efforts, it would be required to use not less than 99 percent of its allocation to make subgrants to eligible local entities.

Each State that receives grant funds would be required to maintain fiscal support of its State-funded preschool programs. Additionally, Preschool for All funds must be used to supplement and not supplant other Federal, State, and local public funds expended on public preschool programs in the State.

The Administration's proposal includes set-asides of one-half of 1 percent for both the Department of Interior's Bureau of Indian Education (BIE) and the Outlying Areas; each of these entities would have to meet the same eligibility requirements as those established for States in order to receive Federal funding. The Administration's proposal also would allow the Department to reserve up to 1 percent, not to exceed \$30 million, for national activities.

FY 2017 BUDGET REQUEST

The Administration is proposing to authorize \$75 billion in mandatory funding over 10 years for Preschool for All, including \$1.3 billion in fiscal year 2017 to support the first year of this

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Federal-State partnership. The \$1.3 billion proposal is based on estimated State participation rates, costs of high-quality preschool per child, and expected State expansion of preschool services. The Department estimates that 15 States would receive grant awards in the first year, with all States expected to qualify for grants by year 3.

Research findings provide strong justification for Federal investment in high-quality preschool programs. Children who attend high-quality preschool are better prepared for school, less likely to be retained in grade, score higher on reading and math assessments in the elementary grades, and are more likely to graduate from high school than children who do not attend such programs. Furthermore, these benefits are particularly strong for children from low-income families.

In addition to the educational gains, investment in high-quality preschool provides economic benefits. Evidence shows that for every \$1 invested in high-quality preschool, taxpayers saved an estimated average of \$8.60 in future costs due to reduction in remedial education costs, increased labor productivity, and reduced crime.¹

States have led the way in translating this research into action. As of 2014, 41 States and the District of Columbia have at least one publicly-funded State preschool program in place. Despite these efforts, the Department estimates that more than one-third of 4-year-olds from low-income families are not enrolled in any preschool program, and the high costs of private preschool and lack of public programs also narrow options for middle-class families. Moreover, access to publicly funded programs varies significantly across States and localities, ranging from no children served in some areas to near universal coverage in others.²

The quality of existing programs also varies widely among providers. Fewer than 3 in 10 4-year-olds are enrolled in high-quality programs. Research consistently demonstrates that only high-quality preschool delivers school readiness benefits for children, which is why the Department's Preschool for All proposal includes requirements for quality, based on nationally recognized standards that research shows can lead to closing the opportunity gap between children from lower-income families and their peers from higher-income families.

The Preschool for All program is a key part of the Department's overall strategy to provide children with a high-quality foundation that will prepare them for success in school and in life. To support this goal, the Administration's request would bolster high-quality programs for infants and toddlers through significant new investments in Preschool Development Grants, child care, and home visiting within HHS.

¹ Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., Yavitz, A. (2009). The rate of return to the High/Scope Perry Preschool Program. "National Bureau of Economic Research Working Paper 15471." Retrieved from <http://www.nber.org/papers/w15471>

² 2012 Yearbook, National Institute for Early Education Research, Rutgers, NJ.

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Preschool for all

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2017</u>
Amount for new awards	\$1,260,982
Number of new awards	12–18
Set-Aside for the Outlying Areas	\$6,500
Set-Aside for BIE	\$6,500
National Activities (including technical assistance and evaluation)	<u>\$26,000</u>
Total, Preschool for All Grants	\$1,299,982

PROGRAM PERFORMANCE INFORMATION

The Department will develop performance measures for the Preschool for All program. At a minimum, these measures will track a State's progress in: (1) increased school readiness; (2) decreased educational gaps; (3) decreased placement in special education programs and services; and (4) decreased need for remediation in the early elementary grades.

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RESPECT: Best job in the world

(Proposed legislation)

(dollars in thousands)

FY 2017 Authorization: To be determined

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	0	\$1,000,000	+\$1,000,000

PROGRAM DESCRIPTION

The RESPECT: Best Job in the World program would aim to better recognize and support educators in high-need schools that often struggle to attract and retain talent. Providing all students with equal access to effective teachers will continue to be a challenge until we transform the job of working in high-need schools into one in which talented educators of demonstrated effectiveness aspire to work. This proposal would target the core barriers of poor human capital management and unsupportive working environments in under-resourced schools to create significant positive change. The program would award competitive grants of up to \$250 million to State educational agencies (SEAs), which in turn would make subgrants to local educational agencies (LEAs) with schools identified for comprehensive support and improvement under the Elementary and Secondary Education Act. Eligible LEAs would undertake a needs assessment, including educator as well as community and stakeholder input, aimed at identifying incentives and policies for attracting, rewarding, and retaining effective teachers and school leaders and creating more supportive school environments with greater opportunities for students and teachers alike.

Funds would be available for use over a 5-year period, and could be used to (1) significantly increase compensation for effective teachers in high-need schools and provide opportunities for effective teachers to move up the salary scale and to take on greater responsibilities through expanded leadership, mentoring, or coaching positions; (2) provide teachers and school leaders the resources, time, and data to develop and implement meaningful activities that will improve teaching and student outcomes, such as establishing teaching teams to analyze and discuss student performance data, teacher-led developmental experiences for other educators, more teacher collaboration and planning time, and extended student learning opportunities, based on educators' assessment of the highest leverage activities; and (3) create working conditions and school climates that put educators in the best position to succeed, by providing them and their students with the tools and resources they need, such as improving access to educational technology, adding counseling or other student services, or reducing class sizes.

Subgrantees would be required to collect data, including teacher and school leader survey data, to support continuous improvement during the grant period, and to conduct rigorous, independent evaluations of their projects to build evidence of effective practices. Applicants also must develop plans for sustaining key activities beyond the term of the grant.

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The Department would reserve up to 1 percent of appropriated funds to provide technical assistance and share best practices related to teacher compensation, career ladders, collaboration time, and improving working conditions.

FY 2017 BUDGET REQUEST

Giving our neediest students an excellent education is critical to our nation's future, so we must make teaching in a high-need school the best job in the world. Moving to work in a high-need school should be an invitation to a great place to work and a step up the career ladder—a reward for excellence and a path to continued career success.

The Administration proposes \$1 billion in one-time mandatory funding for the “RESPECT: Best Job in the World” (Best Job) initiative, which would support a nationwide effort to change the ability of high-need schools to attract and retain talented, committed, and accomplished teachers. The goal is to support comprehensive, locally developed, teacher-led efforts to transform up to 200 of these schools into the best places to begin and advance a career in education while significantly improving outcomes for students. The program also would include strong evaluation requirements aimed at building the evidence base for effective strategies that could be replicated by non-grantees, consistent with the requirements of Elementary and Secondary Education Act for the use of evidence-based practices in schools identified for comprehensive support and improvement.

The proposal builds on the Administration’s Recognizing Education Success, Professional Excellence, and Collaborative Teaching (RESPECT) Project, which was developed following extensive outreach with educators and listening sessions in schools and communities across the country that identified the highest priority needs for transforming the teaching profession. RESPECT proposed a focus on improving preparation and early career assistance; ensuring that educators have opportunities to develop, advance, and lead as they transition to instruction aligned to more rigorous standards; and improving the work environment through investments in coaching and feedback, collaborative time, and teacher leadership .

The RESPECT initiative was based on a commitment to meet the needs of teachers and school leaders at important stages of their careers, empowering them to rise in their profession and take on new responsibilities and leadership roles. For the 2017 Budget, the new RESPECT: Best Job in the World proposal reflects additional feedback from educators across the country as well as lessons from other Department efforts, including Teach to Lead, State educator equity plans, and competitive grant programs like the Teacher Incentive Fund. More specifically, the Administration believes that the only way to meet the needs of at-risk students in high-need schools is to build on activities envisioned by RESPECT while also seeking to fundamentally change the job of teaching itself to attract and keep a diverse set of talented educators in those schools.

Best Job is intended to respond to strong evidence that our lowest-performing schools are among the least attractive places for teachers and principals to work. Between the 2011–2012 and 2012–2013 school years, 22 percent of teachers in high-poverty schools either moved to

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another school or left the profession, a rate that is roughly 70 percent higher than in low-poverty schools.¹ In addition to higher turnover, one study found that four times as many math and science teachers transfer from high-poverty schools to low-poverty schools than transfer from low-poverty schools to high-poverty schools.² Nationally, about 15 percent of teachers change schools or leave the profession each year.³ Estimates suggest that these losses cost States and school districts up to \$2 billion annually; consequently, reducing teacher turnover and the exit of effective teachers from the profession will benefit students and save States money.⁴

Lack of empowerment is a key issue that can make it challenging to attract and retain effective teachers. Among former teachers now in another profession, 59 percent reported that they had more influence over workplace policies and practices than when they were in the classroom, and 58 percent reported better autonomy and control over their own work. Less than 12 percent reported feeling more empowered in these areas in their teaching jobs.⁵

High-need schools are also often under-resourced, making it a struggle to provide either the supportive and stable environment needed to promote career development or the materials, technology, and wrap-around services that wealthier schools enjoy. Teachers frequently express a desire to put the needs of students first, ahead of their own, and want influence over how student needs are met. But they also want better conditions for their students and for themselves, including leaders who share their focus on student needs; time to collaborate with each other; and supports and services they and their students need to succeed.

These two conditions often found at high-need schools—the lack of a stable, effective teaching force, and under-resourced schools—combine to undermine the American promise of equal educational opportunity for all students. Rather than serving as a vehicle to break the cycle of poverty, these schools perpetuate that cycle.

The Best Job initiative would provide participating districts with resources to address these two conditions and help. More specifically, funds would be targeted to (1) creating advancement opportunities for effective teachers in high-need schools, (2) promoting equitable access to effective teaching for all students, and (3) leveraging teacher leadership to improve working conditions and create school climates conducive to teaching and learning. Each of these strategies is aligned with research, the equity goals of the ESEA, and longtime demands for greater teacher voice in designing effective education reforms.

¹ 2012–2013 NCES Teacher Follow-up Survey https://nces.ed.gov/surveys/sass/tables/TFS1213_2014077_cf1n_002.asp; the percentage of “movers” and “leavers” in schools with 75 percent or more of students approved for free or reduced-price lunch was 22 percent, compared to 12.8 percent in schools with 0–34 percent of students approved for free or reduced-price lunch.

² Richard Ingersoll et al.(2012). <http://epa.sagepub.com/content/34/4/435>

³ NCES, Beginning Teacher Longitudinal Study (2015), <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015337>

⁴ Mariana Haynes, Alliance for Excellent Education (2014), <http://all4ed.org/reports-factsheets/path-to-equity/>

⁵ 2012–2013 NCES Teacher Follow-up Survey (2014), <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014077>

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Creating Advancement Opportunities for Effective Teachers in High-Need Schools

By significantly increasing compensation through a combination of initial salary, accelerated salary progression, teacher leadership positions, and bonuses for effective teachers to work in the highest-need schools, this proposal will create strong incentives for our best educators to put their skills to work on behalf of the students with the greatest need for effective teaching and learning. This strategy forgoes the incremental salary increases and bonuses that have characterized most compensation-based reforms in favor of more aggressive action, such as the Leadership Initiative for Teachers (LIFT) system implemented by District of Columbia Public Schools (DCPS). DCPS has increased the retention of effective teachers,¹ contributing to significant gains in the District's student achievement as well as large decreases in achievement gaps.² Best Job would support similarly aggressive compensation-based strategies to attract and retain effective teachers in high-need schools by providing compensation commensurate with the challenge and importance of significantly improving student outcomes in those schools.

Promoting Equitable Access to Effective Teachers for All Students

While current law requires equitable access to effective educators, students of color from low-income backgrounds are more likely to be taught by less experienced³ and less-effective teachers.⁴ In addition, research suggests not only that teachers who leave schools attended by such students tend to be replaced by less-effective teachers, but also that turnover itself has a disruptive effect on student performance that is particularly strong in low-performing schools with more black students.⁵

Key Administration initiatives like Race to the Top and School Improvement Grants supported efforts to increase the number of great teachers and leaders in high-poverty and low-performing schools. Most recently, the Department reinforced ESEA teacher equity requirements by launching the Excellent Educators for All initiative, which called on States to identify gaps in access to excellent educators and develop plans to close those gaps. Many States have proposed various strategies to attract and retain effective educators to high-need schools, and the Best Job initiative would provide significant resources to support meaningful implementation and evaluation of those strategies in the districts with the greatest need for effective teachers and school leaders.

¹ Dee, Thomas & Wyckoff, James, (2013) "Incentives, Selection, and Teacher Performance: Evidence from IMPACT," National Bureau of Economic Research Working Paper 19529;

² U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), District Profiles and 2011 and 2013 Assessments.

³ 2011-12 NCES Schools and Staffing Survey
https://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t12n_003.asp; 13.9 percent of teachers in high-poverty schools (defined in footnote #1) had less than 4 years of experience, compared to 9.3 percent of teachers in low-poverty schools

⁴ NCEE Evaluation Brief (2014) <http://ies.ed.gov/ncee/pubs/20144010/pdf/20144010.pdf>

⁵ Ronfeldt et al. (2013) <http://cepa.stanford.edu/content/how-teacher-turnover-harms-student-achievement>

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Leveraging Teacher Leadership to Improve Working Conditions and School Climate

The Department has demonstrated great success in identifying, learning from, and supporting teacher-leaders, engaging more than 3,000 teachers from across the country and facilitating the creation of over 170 action plans for improvements at the school, district, State, and National level. In particular, teachers have increasingly called for greater input in selecting appropriate professional development that meets their needs in the classroom and for leadership opportunities that recognize their wisdom and experience. The Best Job initiative recognizes this demand for “teacher voice” in developing and implementing effective reforms in our schools, in part by incorporating a needs assessment with significant teacher input into the application and planning process for local subgrants. This approach would provide educators—along with parents and community members—a meaningful role in determining the best use of program funds to both improve professional practice and help make schools great places to work. Possible strategies include teacher time banks that would provide common planning time for teachers, mentoring, or coaching by effective veteran teachers, or release time for teachers to attend high-quality professional development. Projects also could include the creation of hybrid positions for teacher-leaders to stay in the classroom while taking on additional responsibilities at the school, district, or State level. Teachers in funded schools also would help identify improvements in supports and services for students, such as increased access to counseling or wrap-around services designed to meet students’ non-academic needs.

Such strategies recognize that great teachers are more likely to stay if they are granted greater autonomy to foster their professional growth and creativity to more effectively meet the needs of their students. A recent study found that the strongest factor for retention of mathematics teachers in high-poverty, high-minority schools was the degree of individual classroom autonomy held by teachers. Net of other factors such as salaries, schools with less classroom autonomy lose math teachers at a far higher rate than other teachers.¹ The Best Job proposal recognizes that collaboration and consultancy among teachers grappling with the various challenges of high-need schools is one of the most effective forms of professional learning, and that creating the working conditions to promote this type of meaningful learning will lead to improved student outcomes.

For example, Mission High in San Francisco provides paid time for teachers to plan intellectually engaging lessons together, design assessments to measure a broad range of skills, and analyze student outcomes to inform instruction. Teachers have used this extra time to make videos of students talking about what kind of teaching helped them succeed and to study research about how integrated classes, personalized teaching, and culturally relevant curriculum can increase achievement. Successful teachers at the school, rather than external consultants, are able to coach other teachers who need help. The result has been better outcomes for their students, including increases in college enrollment, graduation rate, and student satisfaction. This type of school-based professional development typically is difficult to implement and sustain in U.S. schools since our teachers have heavier teaching loads than educators in many other countries, with few hours dedicated to their own learning and

¹ Ingersoll, R., & May, H. (2012). The magnitude, destinations, and determinants of mathematics and science teacher turnover. *Educational Evaluation and Policy Analysis*, 34(4), 435-464.

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leadership. By contrast, teachers in Finland, Singapore and South Korea spend from 15 to 25 hours each week working to improve their craft.¹ The teacher time banks that could be supported through Best Job would ensure that teachers in high-need schools have similar opportunities to improve instruction, tailor support to student needs, and increase their school leadership roles. Such benefits have been shown to increase retention and job satisfaction amongst teachers.

This proposal will encourage schools to work collaboratively with teachers to address and improve the barriers to attracting and keeping the best educators in the schools where they are needed most, resulting in the transformation of some of the least-equipped and hardest-to-staff schools into destinations for educators and students alike.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>
Amount for new awards	\$990,000
Number of new awards	5–10
Range of new awards	\$50,000–\$250,000
Number of schools served	200
Technical assistance, training, outreach, and evaluation	\$10,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will establish goals and performance indicators to assess the impact of the RESPECT: Best Job in the World Initiative. The new goals and indicators would be aligned with information collected through State Report Cards under the Supporting Effective Instruction State Grants program and focus on measures concerning educator recruitment, support, retention of effective educators, working conditions, student supports, and equitable access to effective educators.

¹ Rizga, Kristina (2015). "Why so many teachers quit, and how to fix that."

<http://www.latimes.com/opinion/la-oe-0823-rizga-mission-high-teacher-retention-20150823-story.html>

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Computer science for all

(Proposed legislation)

(dollars in thousands)

FY 2017 Authorization: To be determined

Budget Authority (mandatory):

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	0	\$2,000,000	+\$2,000,000

PROGRAM DESCRIPTION

The Administration's fiscal year 2017 budget includes significant new investments to ensure access for all students to high-quality instruction in computer science and related science, technology, engineering, and mathematics (STEM) subjects. Central among these investments is the proposed Computer Science for All program. Supported by \$4 billion in mandatory funding over 3 years, Computer Science for All is designed to stimulate and advance comprehensive State efforts to offer rigorous coursework in computer science (including computer programming and related skills such as computational thinking) to all students in preschool through grade 12, with a focus on serving students in under-resourced schools and communities (including in rural and urban areas) and improving participation by student groups historically underrepresented in STEM fields. Computer Science for All would build on its partner discretionary proposal, Computer Science for All Development grants, which would support efforts by local educational agencies to identify and further develop effective computer science instructional models for replication across the Nation.

Computer Science for All grants would be awarded to States in amounts based in part on State shares of funds under Title I, Part A of the Elementary and Secondary Education Act. To receive a grant, a State must submit a high-quality plan that includes: (1) ensuring that all high schools in the State offer at least one rigorous computer science course by the end of the grant period, which may be part of broader efforts to expand and improve STEM instruction in those schools; (2) ensuring that local educational agencies in the State develop, or adopt, and implement a rigorous curriculum and progression of high-quality instruction and other learning opportunities in preschool through grade 8 that integrate principles of computer science, include instructional practices supported by evidence of effectiveness, and lay the groundwork for academic success in high school; (3) effectively preparing and further developing computer science teachers and support staff; and (4) increasing access for underserved and disadvantaged students to other rigorous and advanced courses and programs, including Advanced Placement and International Baccalaureate courses and dual or concurrent enrollment programs. As part of their plans, States would develop ambitious annual targets for increasing the number of course offerings in computer science and related STEM subjects in schools, which must include targets for reducing or eliminating gaps in offerings in underserved communities, as well as goals for increasing successful student completion of those courses, including goals for addressing gaps in completion for historically underserved groups such as girls, minorities, low-income students, and students with disabilities. States would also be

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encouraged to partner with one or more institutions of higher education, nonprofit organizations, and other public and private entities, including businesses and industry-affiliated organizations, to ensure alignment of their plans with expectations for college and careers, and leverage other Federal, State, and private resources to implement their projects. All States that submit approvable applications would receive an award.

States would receive grants for a period of up to 5 years, of which not more than 12 months may be used to refine and prepare to implement State plans, including by identifying and removing policy- or capacity-related barriers to implementation. Funds could be used during the implementation period to: (1) develop or acquire and implement course curricula and instructional materials aligned to the State's challenging standards in science and mathematics including, at the high school level, for courses that enable students to earn college credit; (2) prepare effective teachers of computer science and related subjects; (3) recruit and hire instructional personnel as needed, including curriculum specialists; (4) provide ongoing professional development to ensure high-quality instruction, including through online and other alternative delivery methods; (5) acquire necessary equipment and technology infrastructure; (6) attract underserved students to computer science and other STEM offerings, including through mentoring; (7) disseminate information about effective instructional practices; and (8) prepare to sustain activities after the grant period ends. Funds could also be used to offer informal computer science experiences and to integrate principles of computer science into instruction in other subjects. States may also reserve up to 2 percent of funds for administrative costs.

The Administration's proposal includes set-asides of one-half of 1 percent for both the Department of Interior's Bureau of Indian Education (BIE) and the Outlying Areas; each of these entities would need to meet the same eligibility requirements as those established for States in order to receive Federal funding. The Administration's proposal also would allow the Department to reserve up to 2.5 percent for national activities including technical assistance, evaluation, and dissemination.

FY 2017 BUDGET REQUEST

The Administration proposes to authorize \$4 billion in mandatory funding over 3 years for Computer Science for All, including \$2 billion in fiscal year 2017 to provide funding for approximately 20 grants to States. One billion in mandatory dollars in each of fiscal years 2018 and 2019 would be available for awards to remaining States that seek funds and submit high-quality plans. Funds would remain available for obligation by the Department through fiscal year 2020.

Providing access to computer science is a critical step for ensuring that our Nation remains competitive in the global economy and strengthens its cybersecurity. Today's middle and high school students are tomorrow's engineers, entrepreneurs, and leaders and must be equipped with strong computational skills and able to solve complex problems and counter growing cybersecurity threats. By rapidly expanding access to rigorous instruction in computer science and related STEM subjects, especially for underserved students, Computer Science for All

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would help provide the next generation with the rigorous and relevant education to meet these demands.

Moreover, greater attention to and investment in computer science education is sorely needed. Georgetown University's Center on Education and the Workforce projects that, by 2020, 51 percent of STEM jobs will be in computer science-related fields.¹ If current trends continue, 1.4 million computer science-related jobs will be available over the next ten years, but according to the Bureau of Labor Statistics only 400,000 American computer science graduates will emerge with the skills to needed to fill those jobs. This lack of skilled college graduates can be attributed, in part, by a dearth of opportunities to engage in computer science in elementary and secondary school. According to the National Center for Women and Information Technology, less than one-quarter of students nationwide has access to rigorous computer science courses.² In light of findings such as these, it is clear we must redouble our efforts to prepare students and produce a workforce capable of sustaining and growing this critical sector of the economy.

Computer science skills are important not only for the technology sector but also for a growing number of industries that rely on computer software to improve their products and services, including transportation, healthcare, education, and financial services. Moreover, computer science instruction can help foster the problem-solving and analytical skills needed in many other disciplines and careers. Not surprisingly, parents increasingly recognize the importance of computer science: 9 out of 10 parents surveyed by Gallop say they want computer science taught at their child's school.³

Computer Science for All would also help address persistent equity gaps in the classroom. In November 2015 the College Board affirmed a continuing trend of disproportionately low participation by girls and minorities in the AP Computer Science exam, with just 22 percent of participants being girls and 13 percent minorities excluding Asian Americans.⁴ In addition, according to a Gallup report commissioned by Google, Black and lower-income secondary school students were significantly less likely than their peers to report having computer science course offerings at their schools.⁵

The Computer Science for All proposal seeks to capitalize on existing State efforts to tackle these problems. For example, in the past 2 years, 17 States have changed their requirements to allow computer science to count towards high school graduation. In addition, last year Arkansas enacted legislation requiring all high schools to offer a computer science course.

¹ See <https://cew.georgetown.edu/wp-content/uploads/2014/11/stem-complete.pdf>.

² See <http://www.prweb.com/releases/2012/12/prweb10219767.htm>.

³ See <http://services.google.com/fh/files/misc/images-of-computer-science-report.pdf>.

⁴ See http://blogs.edweek.org/edweek/curriculum/2015/11/no_african-american_students_2015_AP_computer_science_exam_nine_states.html.

⁵ See http://services.google.com/fh/files/misc/searching-for-computer-science_report.pdf.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>
Amount for new awards	\$1,930,000
Range of awards	\$10,000–\$500,000
Average award	\$96,500
Number of awards	15–25
Amount for Outlying Areas	\$10,000
Amount for BIE	\$10,000
National activities	\$50,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will establish goals and performance indicators to assess the impact of the activities that receive support under this program, based in part on the targets and goals established by grantees. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for Computer Science for All with measures for related programs.