Department of Education

SCHOOL IMPROVEMENT PROGRAMS

Fiscal Year 2016 Request

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* State tables reflecting 2015 allocations and 2016 estimates are posted on the Department's Web page at: http://www2.ed.gov/about/overview/budget/statetables/index.html

SCHOOL IMPROVEMENT PROGRAMS

For carrying out school improvement activities authorized by [parts A and B of title II, part B of title IV, parts A and B of title VI, and parts B and C of title VII of the ESEA;] the McKinney-Vento Homeless Assistance Act; section 203 of the Educational Technical Assistance Act of 2002; the Compact of Free Association Amendments Act of 2003; and the Civil Rights Act of 1964, [$4,402,671,000, of which $2,585,661,000 shall become available on July 1, 2015, and remain available through September 30, 2016, and of which $1,681,441,000 shall become available on October 1, 2015, and shall remain available through September 30, 2016, for academic year 2015–2016][1] $150,261,000: *Provided*, That [funds made available to carry out part B of title VII of the ESEA may be used for construction, renovation, and modernization of any elementary school, secondary school, or structure related to an elementary school or secondary school, run by the Department of Education of the State of Hawaii, that serves a predominantly Native Hawaiian student body:[2] *Provided further*, That funds made available to carry out part C of title VII of the ESEA shall be awarded on a competitive basis, and also may be used for construction:[3] *Provided further*, That $48,445,000] $55,445,000 shall be available to carry out section 203 of the Educational Technical Assistance Act of 2002 and the Secretary shall make such arrangements as determined to be necessary to ensure that the Bureau of Indian Education has access to services provided under this section:[4] *Provided further*, That $16,699,000 shall be available to carry out the Supplemental Education Grants program for the Federated States of Micronesia and the Republic of the Marshall Islands:[5] *Provided further*, That the Secretary may reserve up to 5 percent of the amount referred to in the previous proviso to provide technical assistance in the implementation of these grants[6] [:*Provided further*, That up to 2.3 percent of the funds for subpart 1 of part A of title II of the ESEA shall be reserved by the Secretary for competitive awards for teacher or principal recruitment and training or professional enhancement activities, including for civic education instruction, to national not-for-profit

organizations, of which up to 8 percent may only be used for research, dissemination, evaluation, and technical assistance for competitive awards carried out under this proviso:[7] *Provided further*, That $152,717,000 shall be to carry out part B of title II of the ESEA].[8]

(Department of Education Appropriations Act, 2015.)

NOTES

No language is included for programs authorized under the expired Elementary and Secondary Education Act; when new authorizing legislation for the Elementary and Secondary Education Act is enacted, appropriations language for these programs will be proposed.

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

SCHOOL IMPROVEMENT PROGRAMS

Analysis of Language Provisions and Changes

Language Provision	Explanation
[1] […of which $2,585,661,000 shall become available on July 1, 2015, and remain available through September 30, 2016, and of which $1,681,441,000 shall become available on October 1, 2015, and shall remain available through September 30, 2016, for academic year 2015–2016]…	This language provides for a portion of funds to be appropriated on a forward-funded basis for Improving Teacher Quality State Grants, Mathematics and Science Partnerships, 21st Century Community Learning Centers, State Assessments, Education for Homeless Children and Youths, and Rural Education. This language also provides that a portion of funds for Improving Teacher Quality State Grants is available on an advance-funded basis.
[2] …[*Provided*, That funds made available to carry out part B of title VII of the ESEA may be used for construction, renovation, and modernization of any elementary school, secondary school, or structure related to an elementary school or secondary school, run by the Department of Education of the State of Hawaii, that serves a predominantly Native Hawaiian student body:…]	This language authorizes the use of funds appropriated for the Education for Native Hawaiians program for school construction, renovation, and modernization.
[3] …[*Provided further*, That funds made available to carry out part C of title VII of the ESEA shall be awarded on a competitive basis, and also may be used for construction:…]	This language authorizes the use of funds appropriated for the Alaska Native Education Equity program for construction.
[4] […*Provided further*, That $48,445,000] <u>$55,445,000</u> shall be available to carry out section 203 of the Educational Technical Assistance Act of 2002 <u>and the Secretary shall make such arrangements as determined to be necessary to ensure that the Bureau of Indian Education has access to services provided under this section</u>:…	This language specifies the funding level for the Comprehensive Centers program and authorizes the Secretary to provide the Bureau of Indian Education access to program services.
[5] …*Provided further*, That $16,699,000 shall be available to carry out the Supplemental Education Grants program for the Federated States of Micronesia and the Republic of the Marshall Islands:…	This language specifies the funding level for Supplemental Education Grants to the Federated States of Micronesia and the Republic of the Marshall Islands.

SCHOOL IMPROVEMENT PROGRAMS

Analysis of Language Provisions and Changes

Language Provision	Explanation
[6] …*Provided further*, That the Secretary may reserve up to 5 percent of the amount referred to in the previous proviso to provide technical assistance in the implementation of these grants:…	This language allows the Secretary to reserve up to 5 percent of Supplemental Education Grants funds to provide technical assistance for these grants.
[7] …[*Provided further*, That up to 2.3 percent of the funds for subpart 1 of part A of title II of the ESEA shall be reserved by the Secretary for competitive awards for teacher or principal recruitment and training or professional enhancement activities, including for civic education instruction, to national not-for-profit organizations, of which up to 8 percent may only be used for research, dissemination, evaluation, and technical assistance for competitive awards carried out under this proviso:…]	This language provides a specific amount for the Supporting Effective Educator Development program from the appropriation for the Improving Teacher Quality State Grants program.
[8] …[*Provided further*, That $152,717,000 shall be to carry out part B of title II of the ESEA].	This language specifies the funding level for the Mathematics and Science Partnerships program.

SCHOOL IMPROVEMENT PROGRAMS

Appropriation, Adjustments and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2014	2015	2016
Discretionary:			
Appropriation	$4,397,391	$4,402,671	$4,693,171
Advance:			
Advance for succeeding fiscal year	-1,681,441	-1,681,441	-1,681,441
Advance from prior year	1,681,441	1,681,441	1,681,441
Total, budget authority	4,397,391	4,402,671	4,693,171

SCHOOL IMPROVEMENT PROGRAMS

Summary of Changes
(dollars in thousands)

2015	$4,402,671
2016	4,693,171
Net change	+290,500

Increases:	2015 base	Change from base
Program:		
Increased funding for the Mathematics and Science Partnerships program to support more comprehensive reforms in science, technology, engineering, and mathematics (STEM) education and improve teacher effectiveness and student engagement and achievement in STEM subjects.	$152,717	+$50,000
Initial funding for the Educational Technology State Grants program to support State subgrants to model districts that demonstrate how to effectively support teachers and leaders in using technology to improve instruction and personalize learning, and to build State capacity to help districts use technology to improve instruction as well as identify and scale effective local practices to other districts in the State.	0	+200,000
Increased funding for the State Assessments program to provide additional resources to States to support the effective implementation of assessments that are aligned to college- and career-ready standards that will help ensure that all students graduate from high school with the knowledge and skills they need to be successful in college and the workplace.	378,000	+25,000
Increased funding for the Education for Homeless Children and Youths program to ensure that these children and youths have access to services and activities to help them attend and succeed in school.	65,042	+6,500
Increased funding for the Education for Native Hawaiians program to support the Administration's Generation Indigenous (Gen I) Native youth initiative.	32,397	+1,000
Increased funding for the Alaska Native Education Equity program to support the Administration's Generation Indigenous (Gen I) Native youth initiative.	31,453	+1,000

SCHOOL IMPROVEMENT PROGRAMS

Summary of Changes
(dollars in thousands)

Increases:	2015 base	Change from base
Program: (continued)		
Increased funding for the Comprehensive Centers program to expand support for SEAs as they implement challenging State-determined reforms in the areas of standards and assessments, differentiated accountability systems, and educator evaluation and support, and to allow the Centers to serve the Bureau of Indian Education.	$48,445	+$7,000
Subtotal, increases		+290,500
Net change		+290,500

SCHOOL IMPROVEMENT PROGRAMS

Authorizing Legislation
(dollars in thousands)

Activity	2015 Authorized	2015 Estimate	2016 Authorized	2016 Request
Improving teacher quality State grants *(ESEA II-A)*	0	$2,349,830	To be determined[1]	$2,349,830
Mathematics and science partnerships *(ESEA II-B)*	0	152,717	To be determined[1]	202,717
Educational technology State grants *(ESEA II-D- 1 and 2)*	0	0	To be determined[1]	200,000
21st century community learning centers *(ESEA IV-B)*	0	1,151,673	To be determined[1]	1,151,673
State assessments *(ESEA VI-A-1)*	0	378,000	To be determined[1]	403,000
Education for homeless children and youths *(MVHAA Title VII-B)*	Indefinite	65,042	Indefinite	71,542
Education for Native Hawaiians *(ESEA VII-B)*	0	32,397	To be determined[1]	33,397
Alaska Native education equity *(ESEA VII-C)*	0	31,453	To be determined[1]	32,453
Training and advisory services *(CRA IV)*	Indefinite	6,575	Indefinite	6,575
Rural education *(ESEA VI-B)*	0	169,840[2]	To be determined[1]	169,840[2]
Supplemental education grants *(Compact of Free Association Act)*	$20,717[3]	16,699	$20,974[3]	16,699
Comprehensive centers *(ETAA section 203)*	0	48,445	0[4]	55,445
<u>Unfunded authorizations</u>				
Early reading first *(ESEA I-B-2)*	0	0	0	0
Special education teacher training *(ESEA, Section 2151(d))*	0	0	0	0
Early childhood educator professional development *(ESEA, Section 2151(e))*	0	0	0	0
Teacher mobility *(ESEA, Section 2151(f))*	0	0	0	0

SCHOOL IMPROVEMENT PROGRAMS

Authorizing Legislation—continued

Activity	2015 Authorized	2015 Estimate	2016 Authorized	2016 Request
Unfunded authorizations (continued)				
Civic education *(ESEA II-C-3)*	0	0	0	0
Teaching American history *(ESEA II-C-4)*	0	0	0	0
State grants for innovative programs *(ESEA V-A)*	0	0	0	0
Foreign language assistance *(ESEA V-D, Subpart 9)*	0	0	0	0
Excellence in economic education *(ESEA V-D, Subpart 13)*	0	0	0	0
Total definite authorization	$20,717		$20,974	
Total appropriation		$4,402,671		$4,693,171
Portion of request subject to reauthorization				4,542,910
Portion of request not authorized				55,445

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for fiscal year 2016.
[2] The amount appropriated to carry out Title VI, Part B is to be distributed equally between Subparts 1 and 2.
[3] Reflects amount initially authorized in fiscal year 2005, adjusted for inflation in accordance with the authorizing statute, which requires such adjustments through fiscal year 2023.
[4] The GEPA extension expired September 30, 2009. The President's fiscal year 2016 budget proposes authorizing this program through appropriations language.

SCHOOL IMPROVEMENT PROGRAMS

Appropriations History
(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2007	$4,973,158	N/A[1]	N/A[1]	$5,255,478
(2007 Advance for 2008)	(1,435,000)			(1,435,000)
2008	4,698,276	$5,693,668	$5,198,525	5,289,076
(2008 Advance for 2009)	(1,435,000)	(1,435,000)	(1,435,000)	(1,435,000)
Supp. (P.L. 110-329)	0	0	0	15,000
2009	4,566,323	5,399,609[2]	5,292,422[2]	5,362,016
(2009 Advance for 2010)	(1,435,000)	(1,435,000)	(1,435,000)	(1,681,441)
Recovery Act Supp. (P.L. 111-5)	0	1,066,000	1,070,000	720,000
2010	5,182,181	5,244,644	5,197,316[3]	5,228,444
(2010 Advance for 2011)	(1,681,441)	(1,681,441)	(1,681,441)	(1,681,441)
2011	1,890,779	5,221,444[4]	5,388,173[3]	4,593,841[5]
(2011 Advance for 2012)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
Rescission (P.L. 112-74)				(-3,178)
2012	1,664,979	4,332,102[6]	4,570,145[6]	4,544,596
(2012 Advance for 2013)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2013	1,219,357	4,394,880[7]	4,544,596[7]	4,397,391
(2013 Advance for 2014)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2014	1,075,559	N/A[8]	4,676,862[3]	4,397,391
(2014 Advance for 2015)	(0)		(1,681,441)	(1,681,441)
2015	966,923	N/A[8]	4,402,674[9]	4,402,671
(2015 Advance for 2016)	(0)		(1,681,441)	(1,681,441)
2016	4,693,171			
(2016 Advance for 2017)	(1,681,441)			

[1] This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate allowances are shown as N/A (Not Available) because neither body passed a separate appropriations bill.
[2] 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.
[3] The level for the Senate allowance reflects Committee action only.
[4] The level for the House allowance reflects the House-passed full-year continuing resolution.
[5] The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).
[6] The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.
[7] 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.
[8] The House allowance is shown as N/A because there was no Subcommittee action.
[9] The level for the Senate allowance reflects Senate Subcommittee action only

SCHOOL IMPROVEMENT PROGRAMS

Significant Items in FY 2015 Appropriations Reports

Alaska Native Educational Equity

Manager's statement: The Department shall conduct a new grant competition in fiscal year 2015 for the Alaska Native Educational Equity Assistance program. Additionally, the Department should continue its efforts to ensure maximum participation of Alaska Native organizations in programs funded under the Alaska Native Education Equity Act, implement statutory requirements that SEAs and LEAs apply in consortia with Alaska Native organizations, ensure that all grantees have meaningful plans for consultation with Alaska Native leaders, and strictly adhere to the programmatic priorities contained in the statute.

Response: The Department will conduct a new grant competition in fiscal year 2015 for this program consistent with the statutory requirements and priorities.

Click here for accessible version.

(in thousands of dollars) Account, Program and Activity	Category Code	2014 Appropriation	2015 Appropriation	2016 President's Budget	2016 President's Budget Compared to 2015 Appropriation Amount	Percent
School Improvement Programs						
1. Improving teacher quality (ESEA II):						
(a) Improving teacher quality State grants (Part A)						
Annual appropriation	D	668,389	668,389	668,389	0	0.000%
Advance for succeeding fiscal year	D	1,681,441	1,681,441	1,681,441	0	0.000%
Subtotal	D	2,349,830	2,349,830	2,349,830	0	0.000%
(b) Mathematics and science partnerships (Part B)	D	149,717	152,717	202,717	50,000	32.740%
2. Educational technology State grants (ESEA II-D 1 and 2)	D	0	0	200,000	200,000	---
3. 21st century community learning centers (ESEA IV-B)	D	1,149,370	1,151,673	1,151,673	0	0.000%
4. State assessments (ESEA VI-A-1)	D	378,000	378,000	403,000	25,000	6.614%
5. Education for homeless children and youths (MVHAA Title VII-B)	D	65,042	65,042	71,542	6,500	9.994%
6. Education for Native Hawaiians (ESEA VII-B)	D	32,397	32,397	33,397	1,000	3.087%
7. Alaska Native education equity (ESEA VII-C)	D	31,453	31,453	32,453	1,000	3.179%
8. Training and advisory services (CRA IV)	D	6,598	6,575	6,575	0	0.000%
9. Rural education (ESEA VI-B)	D	169,840	169,840	169,840	0	0.000%
10. Supplemental education grants (Compact of Free Association Act)	D	16,699	16,699	16,699	0	0.000%
11. Comprehensive centers (ETAA section 203)	D	48,445	48,445	55,445	7,000	14.449%
Total, Appropriation	D	4,397,391	4,402,671	4,693,171	290,500	6.598%
Total, Budget authority	D	4,397,391	4,402,671	4,693,171	290,500	6.598%
Current		2,715,950	2,721,230	3,011,730	290,500	10.675%
Prior year's advance		1,681,441	1,681,441	1,681,441	0	0.000%

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

Accounts are shown under the administering office that has primary responsibility for most programs in that account; however, there may be some programs that are administered by another office.

Detail may not add to totals due to rounding.

SCHOOL IMPROVEMENT PROGRAMS

Summary of Request

The programs in the School Improvement Programs (SIP) account support State and local efforts to implement the reforms and educational improvements called for in the Elementary and Secondary Education Act (ESEA). More specifically, the activities in this account provide flexible resources to strengthen instruction and increase student achievement across the core content areas; prepare students to enter and succeed in college; and pay the costs of developing and administering student achievement assessments. The account also includes a variety of smaller programs addressing particular educational needs or special populations. The Administration's request for programs in the SIP account (except for four non-ESEA programs) is proposed for later transmittal pending the enactment of ESEA reauthorization.

The Administration is requesting approximately $4.7 billion for programs in this account, including:

- $2.3 billion for **Improving Teacher Quality State Grants** to provide flexible, formula-based support for States and LEAs to improve teacher and principal effectiveness and ensure the equitable distribution of effective and highly effective teachers and principals. The Department would reserve up to 5 percent of the appropriation for this program to support teacher and school leader enhancement projects with evidence of effectiveness and conduct related national leadership activities.

- $1.1 billion for **21st Century Community Learning Centers** to support State and local efforts to implement in-school and out-of-school strategies for providing students (and, where appropriate, teachers and family members), particularly those in high-need schools, the additional time, support, and enrichment activities needed to improve student achievement. The Administration's request would continue to allow funds to be used for before- and after-school programs, summer enrichment programs, and summer school programs, and would also permit States and eligible local entities to use funds to support expanded-learning-time programs.

- $403.0 million for **State Assessments** to provide additional resources to States to support the effective implementation of assessments that are aligned to college- and career-ready standards that will help ensure that all students graduate from high school with the knowledge and skills they need to be successful in college and the workplace. A State could also use these funds to strengthen the capacity of LEAs and schools to provide all students the opportunity to increase their educational achievement, including to support reviews of their own assessments in an effort to eliminate redundancy and to ensure that they are of high quality, maximize instructional goals, and are designed to help students achieve State standards. The Department would also set aside $25 million of the fiscal year 2016 request to support competitive projects to help States address pressing needs they have identified for developing and implementing their assessments.

Summary of Request—continued

- $202.7 million for **Mathematics and Science Partnerships**, which primarily provides formula funding to States to support competitive subgrants to LEAs in partnership with institutions of higher education, businesses, and other entities. The request includes targeted changes to strengthen the program, including: allowing States to reserve a portion of grant funds for State-level activities that are part of a comprehensive STEM education strategy from prekindergarten through grade 12; expanding the range of allowable subgrantee activities to include other activities to improve teacher effectiveness and student engagement and achievement in STEM, particularly for students who are traditionally underrepresented in STEM fields; reserving up to $25 million to make competitive grants directly to eligible partnerships to carry out those expanded activities; and reserving up to 5 percent for national activities, including the development of a STEM Virtual Learning Network.

- $200.0 million for a revised **Educational Technology State Grants** program that would fund State subgrants to model districts to support teachers and leaders in using technology to improve instruction and personalize learning. The request would also build State capacity to help districts use technology to improve instruction as well as identify and scale effective local practices to other districts in the State.

- $169.8 million for **Rural Education** to provide resources to rural LEAs and schools that often face unique challenges in implementing ESEA.

- $71.5 million for **Education for Homeless Children and Youths** to provide educational and support services that enable homeless children and youth to attend and achieve success in school.

- $55.4 million for **Comprehensive Centers** to provide comprehensive technical assistance to grantees. The additional funding would improve the Department's ability to provide targeted technical assistance to SEAs, particularly in priority areas such as making more evidence-based investments. The additional funding and appropriations language would also allow the centers to provide much needed assistance to the Bureau of Indian Education.

- $33.4 million for **Education for Native Hawaiians** to provide supplemental education programs and services to Native Hawaiian children and adults, in such areas as teacher training, family-based education, gifted and talented education, special education, higher education, and community-based education learning centers.

- $32.5 million for **Alaska Native Education Equity** to support the development and operation of supplemental education programs and services for Alaska Native children and adults.

SCHOOL IMPROVEMENT PROGRAMS

Summary of Request—continued

- $16.7 million for **Supplemental Education Grants** program to provide support to the Federated States of Micronesia and to the Republic of the Marshall Islands in place of grant programs in which those Freely Associated States no longer participate pursuant to the Compact of Free Association Amendments Act of 2003.

- $6.6 million for **Training and Advisory Services** to support regional equity assistance centers that provide technical assistance to school districts in addressing educational equity related to issues of race, gender, and national origin.

Improving teacher quality State grants
(Elementary and Secondary Education Act of 1965, Title II, Part A)

(dollars in thousands)

FY 2016 Authorization: To be determined[1]

Budget Authority:

	2015	2016	Change
Annual appropriation	$668,389	$668,389	0
Advance for succeeding fiscal year	1,681,441	1,681,441	0
Total	2,349,830	2,349,830	0

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

Improving Teacher Quality State Grants provide funds to State educational agencies (SEAs) and local educational agencies (LEAs) to develop and support a high-quality teaching force through evidence-based activities. The program gives States and LEAs a flexible source of funding with which to meet their particular needs in strengthening the skills and knowledge of teachers and principals to enable them to improve student achievement in the core academic subjects. In return for this flexibility, LEAs are required to demonstrate annual progress in ensuring that all teachers of core academic subjects are highly qualified and that increasing numbers of teachers and principals are receiving high-quality professional development.

Improving Teacher Quality State Grants funds are distributed by formula. Each State receives the amount of funds that it received under the antecedent Eisenhower Professional Development State Grants and Class Size Reduction programs in fiscal year 2001, totaling around $2.1 billion. Remaining funds (around $300 million) are then allocated to States by formula, with 35 percent of remaining allocations based on States' relative shares of the population age 5 to 17, and 65 percent based on States' relative shares of children from low-income families age 5 to 17. Each State must receive at least one-half of 1 percent of these remaining funds. The Bureau of Indian Education (BIE) in the Department of the Interior and the Outlying Areas each receive one-half of 1 percent of the appropriation.

Each State allocates 95 percent of its funds for subgrants to LEAs, 2.5 percent for subgrants to eligible partnerships (or a smaller percentage if the total amount reserved by all States for this purpose would exceed $125 million), and the remainder for State-level activities. A State awards subgrants to LEAs using a formula that is similar to the one that the Department uses for State allocations, except that, after LEAs receive the amount equivalent to their 2001 allocations from the Eisenhower Professional Development State Grants and Class Size Reduction programs, remaining funds are then allocated to LEAs by a formula based 20 percent on LEAs' share of the population age 5 to 17 and 80 percent on LEAs' share of children from low-income

families age 5 to 17. In addition to using these funds for professional development and class-size reduction, LEAs may use program funds for other activities to improve teacher and school leader quality, including implementing human capital management systems that improve access to excellent educators for all students, improving the ability of teachers and principals to effectively deliver college- and career-ready standards, and supporting the use of educational technology to improve instruction and personalize learning.

Subgrants to eligible partnerships are awarded competitively by the State agency for higher education working in conjunction with the SEA. Eligible partnerships must include an institution of higher education and its division that prepares teachers and principals, a school of arts and sciences, and a high-need LEA, and may include other entities. Partnerships that receive a subgrant must use the funds to provide professional development in core academic subjects to teachers, highly qualified paraprofessionals, and, if appropriate, principals.

States may use their State-level funds for a variety of activities, including the reform of teacher and principal certification or licensing requirements, teacher mentoring, creation or improvement of alternative routes to certification, teacher recruitment and retention programs, tenure reform, professional development for teachers and principals, technical assistance to LEAs, activities to promote State reciprocity of teacher and principal certification or licensing, performance-based compensation systems, and pay differentiation programs.

The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, required all SEAs receiving Title I, Part A funds to develop a plan to have all public school teachers of core academic subjects meet the Act's definition of a "highly qualified teacher" no later than the end of the 2005-2006 school year. "Highly qualified" means that the teacher: (1) has obtained State certification or licensure; (2) holds a minimum of a bachelor's degree; and (3) has demonstrated subject-matter competency in each of the academic subjects in which he or she teaches.

In the fiscal year 2011 appropriations act, Congress directed the Department to use 1 percent of that year's appropriation for the new Supporting Effective Educator Development (SEED) program. Congress increased this set-aside to 1.5 percent in fiscal years 2012 and 2013, 2 percent in fiscal year 2014, and 2.3 percent in fiscal year 2015. 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 year 2015.

This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year in which they are appropriated and remains available for 15 months through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion.

Improving teacher quality State grants

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	$2,464,876
2012	2,466,567
2013	2,337,830
2014	2,348,898
2015	2,349,830

FY 2016 BUDGET REQUEST

The Administration requests $2.3 billion for the Improving Teacher Quality State Grants program for fiscal year 2016, the same as the 2015 level. The request will support ongoing State and local efforts to improve teacher and principal effectiveness and ensure that all students have equitable access to effective and highly effective teachers and principals.

States and their LEAs are strengthening how they recruit and prepare new teachers and school leaders, how they use evaluation to provide meaningful support to teachers and school leaders, and how they keep the best teachers and leaders in schools in order to elevate the overall quality of instruction and improve student achievement. Teachers and principals are working hard to implement rigorous new college- and career-ready (CCR) standards and assessments that will help improve student knowledge and preparation for success in higher education and the workforce. Improving Teacher Quality State Grants provide funds to address educator needs by fostering teacher and principal collaboration and the creation of excellent instructional teams through efforts to recruit, prepare, evaluate, support, and retain effective teachers, principals, and other school leaders, especially in high-need LEAs, schools, fields, and subjects. The Administration will also seek appropriations language that would increase in the statutory set-aside for State-level activities from 2.5 percent to 5 percent. This will help address the need for increased State capacity, especially in ensuring the full and effective implementation of CCR standards. The additional resources will allow States to help their LEAs provide the preparation and substantial support and intensive professional development necessary for teachers and school leaders so that they feel prepared to teach to the new standards effectively.

The request would also increase support for the SEED program to 5 percent of the total appropriation for Improving Teacher Quality State Grants. Under the SEED program, the Department makes grants to national nonprofit organizations to support teacher and school leader enhancement projects with evidence of effectiveness and conducts related national leadership activities.

The Department would reserve up to an additional 0.5 percent of the appropriation for Improving Teacher Quality State Grants for evaluation.

Improving teacher quality State grants

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2014	2015	2016
Funding for States awards	$2,267,704	$2,260,655	$2,197,209
Range of State awards	$10,869-255,376	$10,833-254,503	$10,516-246,644
Average State award	$43,610	$43,474	$42,254
Amount for Outlying Areas	$11,690	$11,690	$11,690
Amount for BIE	$11,690	$11,690	$11,690
Evaluation	$11,749[1]	$11,749[2]	$11,749 [2]
Supporting Effective Educator Development Grants and National Activities	$46,997	$54,046	$117,492

[1] The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. In 2014, the Department combined funds totaling $4.8 million from a number of ESEA programs, including $1,349 thousand from the Improving Teacher Quality State Grants program, in order to support new, high-priority evaluations.

[2] The fiscal year 2015 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The Administration's fiscal year 2016 budget would continue this authority. Some or all of the funds that may be reserved from the Improving Teacher Quality State Grants program under section 9601 may be used under the ESEA pooled evaluation authority in fiscal years 2015 and 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 FY 2016 and future years, and the resources and efforts invested by those served by this program.

The measures established by the Department to assess the performance of the Improving Teacher Quality State Grants program gauge the percentage of core academic classes taught by highly qualified teachers in elementary and secondary schools as a whole compared to the percentage in high-poverty schools. Since 2007, these data have been collected by the Department's ED*Facts*/Education Data Exchange Network (EDEN).

SCHOOL IMPROVEMENT PROGRAMS

Improving teacher quality State grants

Goal: To improve teacher and principal quality and increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Objective: *Show an annual increase in the percentage of classes taught by highly qualified teachers.*

Measure: The percentage of core academic classes in high-poverty elementary schools taught by highly qualified teachers.

Year	Target	Actual
2011	100%	97%
2012	100	97
2013	100	97
2014	100	
2015	100	
2016	100	

Measure: The percentage of core academic classes in high-poverty secondary schools taught by highly qualified teachers.

Year	Target	Actual
2011	100%	94%
2012	100	94
2013	100	95
2014	100	
2015	100	
2016	100	

Measure: The percentage of core academic classes taught by highly qualified teachers in elementary schools.

Year	Target	Actual
2011	100%	98%
2012	100	98
2013	100	98
2014	100	
2015	100	
2016	100	

SCHOOL IMPROVEMENT PROGRAMS

Improving teacher quality State grants

Measure: The percentage of core academic classes taught by highly qualified teachers in secondary schools.

Year	Target	Actual
2011	100%	95%
2012	100	96
2013	100	96
2014	100	
2015	100	
2016	100	

Additional information: The program made progress on this objective from 2011 to 2012 but did not meet the 100 percent targets called for under current law. Results for 2014 are expected in fall 2015.

Measure: The number of States that reduce the difference between the percentage of core academic classes taught by highly qualified teachers in elementary schools in the highest poverty quartile and the percentage of core academic classes taught by highly qualified teachers in elementary schools in the lowest-poverty quartile.

Year	Target	Actual
2011		34
2012		22
2013		32
2014		
2015		
2016		

Measure: The number of States that reduce the difference between the percentage of core academic classes taught by highly qualified teachers in secondary schools in the highest poverty quartile and the percentage of core academic classes taught by highly qualified teachers in secondary schools in the lowest-poverty quartile.

Year	Target	Actual
2011		32
2012		27
2013		21
2014		
2015		
2016		

Additional information: These measures present the number of States that reduced (from the year prior to the year for which the data are reported) the difference in the percentage of core academic classes taught by highly qualified teachers in highest poverty versus lowest poverty schools. For example, 32 States reduced the difference in these percentages in elementary

schools between 2012 and 2013, and 21 States reduced the difference in these percentages in secondary schools between those 2 years. Results for 2014 are expected in fall 2015. The Department also expects to set targets for these measures in spring 2015.

Efficiency Measure

The efficiency measure for the Improving Teacher Quality State Grants program focuses on decreasing the average number of days between the date of a monitoring visit and the date that the Department sends a monitoring report to the State. In fiscal year 2010, the Department took an average of 16 days to send a monitoring report to States after monitoring. The target was 36 days. The Department did not conduct monitoring visits in fiscal year 2011 because program staff were working with States on their revised State plans for ensuring that all teachers are highly qualified. In addition, the Department was unable to conduct onsite monitoring in 2012 and 2013 due to a lack of staff capacity, but did conduct fiscal monitoring of all grantees. The Department began a new round of monitoring in fall 2014, including in-person and desk monitoring.

Other Performance Information

The Department has used Improving Teacher Quality State Grants evaluation funds to conduct rigorous impact studies on preservice training, professional development, equitable distribution of effective teaching, and teacher retention strategies.

Completed Evaluations

A study of preservice training,[1] released in February 2009, identified different models of teacher preparation, including alternative routes to certification, and compared the performance of students whose teachers received different types of preparation. It found no differences in performance on reading and math assessments of students whose teachers trained through traditional routes versus teachers who had pursued alternative routes to certification. Another study on preservice teacher preparation, released in September 2013, looked at the effectiveness of teachers who entered teaching through two highly selective alternative routes to certification: Teach For America (TFA) and The New Teacher Project's Teaching Fellows program.[2] The study found that, on average, students assigned to novice TFA teachers had higher math scores than students assigned to comparison teachers, including more experienced teachers, in the same schools. Students of Teaching Fellows and of comparison teachers had similar scores, on average, on the math tests they took at the end of the school year, but the differences in scores varied depending on the selectivity of the alternative routes to certification and teacher experience. Teaching Fellows' students had higher math scores than students taught by teachers from less-selective alternative routes to certification, but similar scores to students taught by teachers from traditional routes to certification. Novice Teaching Fellows' students had higher scores than students taught by novice comparison teachers; experienced Teaching Fellows' students had similar scores to students taught by experienced comparison

[1] "An Evaluation of Teachers Trained Through Different Routes to Certification," February 2009, http://ies.ed.gov/ncee/projects/evaluation/tq_training.asp.

[2] "An Evaluation of the Impact on Secondary Student Math Achievement of Two Highly Selective Routes to Alternative Certification," http://ies.ed.gov/ncee/projects/evaluation/tq_alternative.asp.

teachers. This research indicates that teachers who enter the profession through alternative routes to certification can help fill teacher shortages in hard-to-staff schools and subjects without reducing student achievement. However, it also suggests that predicting teacher effectiveness at the time of hiring appears to be difficult. A third study on preservice training described the implementation of teacher residency grant projects that included a year-long "clinical" experience, integrated coursework, and co-teaching with an experienced mentor.[3] These grants generally also provided support and mentoring after participants enter the classroom. The report, published in fall 2014, noted that retention rates for novice teachers from residency programs were similar to retention rates for other novice teachers. On average, 92 percent of novice teachers from residency programs and 90 percent of comparison group novice teachers stayed in the same district; around 4 percent of novice teachers from residency programs and 6 percent of comparison novice teachers left the teaching profession.

The Department also invested in two studies of teacher professional development to identify and test promising approaches to in-service training. The first, published in September 2008, examined the extent to which particular professional development activities (not necessarily related to federally funded activities) change instructional practices in ways that research suggests are effective in improving student achievement in early reading.[4] It found that although there were positive impacts on teachers' knowledge of scientifically based reading instruction, neither of the two professional development activities in the study led to higher student test scores over a 1-year period, and there were no other significant effects of coaching activities on instructional practices.

The second study examined particular professional development activities that focus on improving middle school student achievement in mathematics.[5] An interim report on this study, published in April 2010, found that providing middle-school teachers 1 year of intensive math professional development (about 55 hours of specialized training during the 2007-08 school year) did not significantly improve their students' math achievement compared to achievement of students whose teachers did not receive that professional development. The training did not significantly improve teacher knowledge, either, relative to the comparison group of teachers, but did affect one aspect of instructional practice: teachers who received the intensive professional development more frequently engaged in activities that elicited student thinking. The final report, released in May 2011, found that the intensive professional development activities were implemented as intended, but teacher turnover limited the amount of training teachers received. For example, some teachers left the study schools and others entered as the study progressed, so not all teachers had the opportunity to experience the full course of professional development. The report found no evidence that the intensive professional development resulted in improved teacher knowledge, as measured by a specially designed assessment. Finally, there was no evidence that the intensive professional development led to improvements in student achievement in the specific math content (rational numbers knowledge) covered by

[3] "Implementation Evaluation of Teacher Residency Programs," http://ies.ed.gov/ncee/projects/evaluation/tq_residency.asp.

[4] "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.

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

the professional development. As described below (under Ongoing Evaluations), the Department plans to build on lessons learned from this evaluation and to measure the impact—on teacher knowledge, classroom practices, and student achievement—of math professional development that focuses on mathematical content and integrating that content into the classroom at the upper elementary school grades.

The Department also evaluated existing induction programs in order to identify promising teacher retention strategies and to examine the impact of induction programs on student achievement.[6] The first report, released in October 2008, found that there was no statistically significant difference between retention rates of teachers who participated in a comprehensive teacher induction activity and teachers in a control group who received what their schools typically offered for induction. The second report, released in August 2009, includes information from 10 districts in which teachers were offered 1 year of induction services ("1-year districts") and 7 districts in which teachers were offered 2 years of induction services ("2-year districts"). The report found no discernible impact of comprehensive induction on teacher retention rates after 2 years for either 1-year or 2-year districts. In addition, the report found that there were no statistically significant impacts on overall student achievement across all grade levels in reading or math during the teachers' second year. The final report on induction programs, released in June 2010, found that among teachers who received 2 years of the specific comprehensive induction services tested, there was no impact on student achievement during the first 2 years, but there was a positive impact on student achievement in both reading and math in the third and final year of the study. Receiving only 1 year of induction services as designed in this study had no impact on student achievement. In addition, neither 1 year nor 2 years of comprehensive induction services led to improvements in teacher retention rates.

In addition, the Department has used program evaluation funds to assess the progress that States, school districts, and schools have made in implementing the teacher quality and professional development provisions of the ESEA. The report of this assessment, which was released early in 2009, is based on the second round of data collection from the "National Longitudinal Study of No Child Left Behind" and the "Study of State Implementation of Accountability and Teacher Quality Under No Child Left Behind."[7] It presents findings from interviews with State education officials in all States and surveys of nationally representative samples of school district officials, principals, and teachers conducted in 2004-05 and 2006-07. The study found that by 2006-07, the vast majority of classes (around 94 percent) were taught by teachers who had met their States' requirements for being considered highly qualified under the ESEA. However, teachers in high-poverty and high-minority schools, as well as special education and middle school teachers, were less likely to be highly qualified. Moreover, even among teachers who were considered highly qualified, teachers in high-poverty schools had less experience and were less likely to have a degree in the subject they taught. In 2006-07, 44 percent of school districts reported facing moderate or major challenges in attracting qualified applicants for teaching positions in mathematics, 53 percent for science, and 55 percent for special education. More than 90 percent of high-minority districts reported difficulty attracting highly qualified applicants in mathematics and science.

[6] "Impact Evaluation of Teacher Induction Programs; October 2008, August 2009, and June 2010," http://ies.ed.gov/ncee/projects/evaluation/tq_induction.asp.

[7] "State and Local Implementation of the No Child Left Behind Act, Volume VIII--Teacher Quality Under NCLB: Final Report," http://www2.ed.gov/rschstat/eval/teaching/nclb-final/index.html.

Improving teacher quality State grants

Finally, the Department is concerned with ensuring the equitable distribution of effective teachers. A recent evaluation in this area looked at the effects of offering incentives to high-performing teachers to teach in low-performing schools with high-need students.[8] An initial report, published in April 2012, found that filling teacher vacancies in these schools using transfer incentives was feasible but required making the transfer offer to a large candidate pool to attract enough transferees. The report also noted that the teachers who transferred had, on average, 5 years more experience than teachers normally tapped to fill such positions. The final report, released in fall 2013, also examined teacher retention rates and the impact on student achievement in the low-performing schools to which the high-performing teachers transferred. The study found that the incentives improved retention rates during the 2-year incentive-payment period for the high-performing teachers who transferred; however, there was no statistically significant difference in retention rates in the fall immediately after the last incentive payment. In addition, the study found that the transfer incentives had a positive impact on student achievement in mathematics and reading at the elementary school level in each of the 2 years after a teacher transferred. These impacts were equivalent to raising achievement by 4 to 10 percentile points relative to the average of all students in their state. The study found no impact on student achievement at the middle school level. The study authors also estimated that the transfer incentive program in elementary schools was more cost-effective than class-size reduction strategies aimed at generating the same impacts on student achievement, but cautioned that overall cost-effectiveness can vary depending on a number of factors, such as teacher retention rates.

Ongoing Evaluations

The Department is currently supporting one additional study on preservice teacher preparation that will examine teacher preparation programs with features thought to be promising.[9] This study will explore whether the instructional skills that teachers, particularly teachers of English Learners, learn about and have opportunities to practice in their preparation programs are associated with novice teachers' effectiveness in the classroom. The report, expected in fall 2017, will look at the relationships between the teachers' experiences in their preparation programs and the achievement of students in their classrooms.

The Department is also continuing research on the effectiveness of in-service teacher training. A study of elementary school math professional development will look at the impact of specialized professional development in that area on teachers' content knowledge and classroom practices, as well as on changes in student achievement.[10] The report from this study, expected in 2016, will also describe how the professional development was implemented. A second study will examine the effect of supports for teachers to use data to guide instruction on student academic achievement and other outcomes.[11] Finally, a new study will evaluate the

[8] "Impact Evaluation Of Moving High-Performing Teachers to Low-Performing Schools," http://ies.ed.gov/ncee/projects/evaluation/tq_recruitment.asp.

[9] "A Study of Promising Features of Teacher Preparation Programs," http://ies.ed.gov/ncee/projects/evaluation/tq_teacherprep_us.asp.

[10] "Impact Evaluation of Math Professional Development," http://ies.ed.gov/ncee/projects/evaluation/tq_mathpd.asp.

[11] "Impact Evaluation of Data-Driven Instruction Professional Development for Teachers," http://ies.ed.gov/ncee/projects/evaluation/tq_datadriven.asp.

impact of support for principals on teacher retention, effectiveness of instructional staff, and student academic achievement.[12]

Another evaluation on the equitable distribution of effective teachers will provide information about the distribution of effective teachers within districts over a 5-year period based on value-added measures.[13] An interim report, released in fall 2013, looked at disadvantaged students' access to effective teaching in grades 4 through 8 in English/language arts (ELA) and mathematics in 29 geographically dispersed school districts over the 2008-09 to 2010-11 school years. Levels of access varied across school districts in the study sample, but disadvantaged students had on average less access to effective teaching, compared to non-disadvantaged students, and did not have greater access to effective teaching in any school district. The report authors estimated that providing these students with equal access to effective teaching would reduce the student achievement gap from 28 percentile points to 26 percentile points in ELA and from 26 percentile points to 24 percentile points in mathematics in a given year. The final report, expected in late 2015, will also explore any changes in that distribution that may be associated with district strategies to ensure an equitable distribution of effective teachers.

The Department has also begun a study on the impact of teacher and leader performance evaluation and support systems.[14] 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 late 2015.

The Department is also examining the implementation of policies promoted through ESEA Titles I and II at the State, district and school levels, in four core areas: State content standards, aligned assessments, accountability and school turnaround, and developing effective teachers and leaders. The study will reflect the impact of ESEA flexibility and other initiatives on the implementation of Title I and Title II of the ESEA. Baseline data was collected in the 2013-2014 school year and an initial report is expected in late 2015.

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

[13] "Study of the Distribution of Effective Teaching," http://ies.ed.gov/ncee/projects/evaluation/tq_distribution.asp.

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

Mathematics and science partnerships
(Elementary and Secondary Education Act of 1965, Title II, Part B)

(dollars in thousands)

FY 2016 Authorization: To be determined[1]

Budget Authority:

2015	2016	Change
$152,717	$202,717	+$50,000

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

The Mathematics and Science Partnerships program supports State and local efforts to improve students' academic achievement in mathematics and science by improving elementary and secondary school mathematics and science teacher education and professional development. The Department provides grants to States by formula based on the number of children ages 5 to 17 who are from families with incomes below the poverty line, with no State receiving less than 0.5 percent of the appropriation. States then award funds competitively to eligible partnerships, which must include an engineering, mathematics, or science department of an institution of higher education (IHE) and a high-need local educational agency (LEA). Partnerships may also include other engineering, mathematics, science, or teacher training departments of an IHE; additional LEAs and public or private elementary or secondary schools, including charter schools; businesses; and nonprofit or for-profit organizations with demonstrated success in improving the effectiveness of mathematics and science teachers.

Authorized program activities include summer workshops or institutes that train teachers to use curricula that are based on scientific research and aligned with challenging State academic content standards; innovative distance-learning programs; and programs that bring teachers together with working scientists, mathematicians, and engineers to expand teachers' subject-matter knowledge and research. Grantees may also use program funds to develop more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and to recruit individuals with mathematics, science, and engineering majors into the teaching profession through signing and performance incentives, stipends, and scholarships.

Mathematics and Science Partnerships is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which the funds are appropriated and remain available for 15 months through September 30 of the following year.

Mathematics and science partnerships

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	$175,127
2012	149,716
2013	141,902
2014	149,717
2015	152,717

FY 2016 BUDGET REQUEST

The Administration requests $202.7 million for Mathematics and Science Partnerships for fiscal year 2016, an increase of $50 million over the fiscal year 2015 level. Consistent with the Administration's Federal Science, Technology, Engineering, and Mathematics (STEM) Education Five-Year Strategic Plan, the request includes targeted changes to strengthen the program and reform STEM education. These changes would create a more cohesive approach than under current law and encourage States and partnerships to better leverage local, regional, and Federal STEM assets, be more responsive to local STEM industry needs, and reach more students. Specifically, the Administration will seek appropriations language that would:

- Allow States to reserve up to 20 percent of grant funds for State-level activities that are part of a comprehensive strategy for the provision of high-quality STEM instruction and support to students from prekindergarten through grade 12, including developing or maintaining State or regional STEM education reform networks;

- Expand the range of allowable activities of partnership subgrantees to include other activities to improve STEM education, particularly for students who are traditionally underrepresented in STEM fields, including: (1) developing, testing, and expanding the use of technology-based and other evidence-based practices to improve teacher effectiveness and student engagement and achievement in STEM subjects; and (2) providing increased opportunities for students to have authentic STEM experiences, both during the school day and in informal settings, and to interact with, learn from, and be inspired by STEM professionals and experts;

- Allow the Department to reserve up to $25 million to make competitive grants directly to eligible partnerships that leverage local and regional resources and assets to carry out the expanded activities described in the preceding bullet, which could include rigorous programs of STEM study that involve inquiry-, project-, and work-based learning as well as advanced coursework, including dual enrollment and other options for high school students to earn credit toward a postsecondary certificate or degree; and

- Allow the Department to reserve up to 5 percent of the appropriation for national activities, including the development of a STEM Virtual Learning Network to facilitate interaction among STEM educators and to accelerate identification, dissemination, and use of effective practices as well as other technical assistance on developing and implementing innovative approaches to STEM education.

Mathematics and science partnerships

Our Nation's economic competitiveness depends on our ability to improve and expand STEM learning and engagement. In a 2005 report, "Rising Above the Gathering Storm," the National Academies concluded that a primary factor influencing the future health of the American economy and our ability to create jobs is innovation resulting from advances in science and engineering. Yet U.S. students finished behind those of 29 countries in mathematics and 22 countries in science on the 2012 Program for International Student Assessment, which measures the mathematics and science literacy of 15-year-olds in the world's most advanced countries. For the United States to build and maintain the highly skilled workforce and nourish the technological innovation needed to remain competitive in the global economy, we must improve STEM teaching and learning and ensure access to rigorous courses of study for our students.

Federal agencies have developed a range of STEM education programs over the years to accomplish this goal but recognize the need for continued improvement. Over the past 2 years, the Administration has made considerable progress towards creating a more cohesive framework for delivering STEM education. Guided by the Federal STEM Education Five-Year Strategic Plan and a significant reorganization of programs, agencies are increasing coordination, strengthening partnerships, and identifying ways to leverage existing resources to improve the reach of agency assets. A strengthened Mathematics and Science Partnerships program is essential to fully realizing this new framework.

A stronger Mathematics and Science Partnerships program would allow the field to learn from and build on models currently in use in several States and LEAs with a deep STEM education focus. For example, Ohio launched the first statewide STEM Learning Network in 2007, including several successful STEM schools and an intensive partnership structure that has now expanded to engage additional States in STEM education reform. This multi-state network is working to develop models for leveraging STEM resources, create evaluation frameworks, and provide tools to help with policy, practice, and partnership development. The Administration's proposal would help identify the most effective practices in these leading-edge States and LEAs and help take them to scale nationwide by fostering new systems of support and expanding the evidence base for effective practices in STEM teaching and learning.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2014	2015	2016
State Formula Grants			
Amount to States	$148,968	$151,953	$167,581
Range of State awards	745-18,411	760–18,585	838-20,496
Average State award	2,660	2,713	2,993

Mathematics and science partnerships

Measures	2014	2015	2016
Eligible Partnership Competitive Grants			
Amount for new awards	0	0	$24,750
Peer review of new award applications	0	0	250
National activities, including evaluation	$749	$764	10,136

NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not pool funds from Mathematics and Science Partnerships under this authority in fiscal year 2014, it may do so in fiscal years 2015 and 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 year 2016 and future years as well as the resources and efforts invested by those served by this program.

The 2014 data for these measures are expected to be available in summer 2015.

Goal: To improve the quality of mathematics and science instruction and increase both the number of highly qualified mathematics and science teachers and the achievement of students participating in Mathematics and Science Partnerships programs.

Objective: *Demonstrate the effectiveness of professional development activities for Mathematics and Science Partnerships teachers through increased achievement on assessments of mathematics and science content knowledge.*

Measure: The percentage of Mathematics and Science Partnerships teachers who significantly increase their content knowledge, as reflected on project-level pre- and post-assessments.

Year	Target – Math	Actual – Math	Target – Science	Actual – Science
2011	65%	65%	65%	74%
2012	65	61	65	69
2013	65	63	65	67
2014	65		65	
2015	65		65	
2016	65		65	

Mathematics and science partnerships

Additional Information: Data for this measure are provided only for teachers who completed pre- and post-assessments.

Objective: *Increase the percentage of students in classrooms of Mathematics and Science Partnerships teachers who score at the proficient level or above in State assessments of mathematics and science.*

Measure: The percentage of students in classrooms of Mathematics and Science Partnerships teachers who score at the proficient level or above in State assessments of mathematics or science.

Year	Target – Math	Actual – Math	Target – Science	Actual – Science
2011	50%	65%	50%	67%
2012	52	64	52	67
2013	54	55	54	69
2014	56		56	
2015	58		58	
2016	60		60	

Additional Information: Student assessment data are available only for subjects and grades that are tested using a statewide assessment.

The decrease in the percentage of students scoring at or above proficient on State mathematics assessments in 2013 can be explained, in part, by States' transition to more rigorous assessments based on college- and career-ready standards. The Department is considering whether to adjust the targets for this measure based on actual performance under the new assessments.

Objective: *Increase the percentage of Mathematics and Science Partnerships projects that use an experimental or quasi-experimental design for their evaluations, that conduct their evaluations successfully, and for which evaluations yield scientifically valid results.*

Measure: The percentage of Mathematics and Science Partnerships projects that report using an experimental or quasi-experimental design for their evaluations.

Year	Target	Actual
2011	41%	47%
2012	42	50
2013	43	49
2014	44	
2015	45	
2016	46	

Measure: The percentage of Mathematics and Science Partnerships projects that use an experimental or quasi-experimental evaluation design that is conducted successfully and yields scientifically valid results.

SCHOOL IMPROVEMENT PROGRAMS

Mathematics and science partnerships

Year	Target	Actual
2011	16%	25%
2012	17	29
2013	18	30
2014	19	
2015	20	
2016	21	

Additional Information: The Department's contractor collects information related to evaluation from annual performance reports and assesses evaluation designs using a rubric that was developed for the Department in 2007 and revised in 2011 and 2012 to better align with What Works Clearinghouse standards. This measure includes only evaluation designs for which sufficient information is provided to enable an assessment. The Department believes that conveying high expectations for project evaluation through the rubric and prominently featuring subgrantees with strong evaluation designs in technical assistance and dissemination activities have contributed to the increase in the percentage of evaluations that are conducted successfully and with rigor.

Efficiency Measure

Measure: The percentage of State educational agencies that submit complete and accurate data on program performance measures in a timely manner.

Year	Target	Actual
2011	100%	100%
2012	100	100
2013	100	100
2014	100	
2015	100	
2016	100	

Additional Information: To help ensure accuracy, the Department requires State program coordinators to review the data before they are submitted to the Department.

Educational technology State grants
(Elementary and Secondary Education Act of 1965, Title II, Part D, Subparts 1 and 2)

(dollars in thousands)

FY 2016 Authorization: To be determined[1]

Budget Authority:

2015	2016	Change
0	$200,000	+$200,000

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

The Educational Technology State Grants program is designed to help educators use technology effectively for innovative approaches that accelerate learning and improve student outcomes, such as blended and personalized learning. The program also builds State capacity to identify effective practices for supporting teachers and principals in their use of technology and scale those practices to benefit educators and students in all districts.

The statute requires the Department to allocate program funds to State educational agencies (SEAs) in proportion to each State's share of funds received under Part A of Title I of the Elementary and Secondary Education Act (ESEA), except that no State receives less than one-half of 1 percent of the amount available for all States. The Department also must reserve three-quarters of 1 percent of the appropriation for schools supported by the Department of the Interior/Bureau of Indian Education and one-half of 1 percent for grants to the Outlying Areas, and may reserve up to 2 percent for national activities.

SEAs must distribute at least 95 percent of the State's allocation to local educational agencies (LEAs). Beginning in the fiscal year 2006 appropriations act, Congress annually included language allowing States to award up to 100 percent of funds competitively (this provision did not apply to the $650 million provided in fiscal year 2009 through the American Recovery and Reinvestment Act). SEAs are permitted to reserve up to 5 percent of the State's allocation for administration and other State-level activities.

The Educational Technology State Grants program is forward funded. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

Educational technology State grants

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	0
2012	0
2013	0
2014	0
2015	0

FY 2016 BUDGET REQUEST

The Administration requests $200 million in fiscal year 2016 for Educational Technology State Grants to help ensure teachers and leaders have the skills and tools to use technology effectively to improve instruction and personalize learning. States will make competitive subgrants to model districts that have basic technology infrastructure, including a minimum student to computer ratio and internet speed, and that commit to use of evidence-based strategies where possible. The request would specifically encourage the use of evidence and build the evidence base about the use of technology to improve student outcomes. The funding would also build State capacity to help districts use technology to improve instruction as well as identify and scale effective local practices to other districts in the State. While this program has not been funded since 2010, the Administration believes that key reforms will position it well to support the President's broader ConnectED initiative.

Educators recognize the ways that technology can transform teaching. Ninety-two percent of teachers say the Internet has a "major impact" on their ability to access content, resources, and materials to support classroom instruction. The Administration is expanding access to the Internet through its ConnectED Initiative, which includes a one-time $2 billion investment by the Federal Communications Commission (FCC), a yearly $1.5 billion increase in the FCC's E-Rate program, as well as an additional $2 billion in private sector contributions. However, FCC funding is limited to supporting connectivity and cannot be used to provide teacher training or professional development related to the use of the connectivity to improve learning. Therefore, while these investments are significant, the impact is likely to fall far short of its potential without a simultaneous effort to help ensure that teachers and leaders are prepared to use the technology to improve professional learning and deliver personalized instruction.

Technology itself is no panacea for instructional improvement; the last three decades demonstrate that merely acquiring technology, such as buying personal computers or installing smart boards in classrooms, does little by itself to improve student achievement or other outcomes. However, there is growing evidence that when educators get the proper tools, training, and time to use technology well, they can transform learning for their students and themselves. For example, one Massachusetts high school, in an effort to address long-standing academic challenges, implemented a school-wide blended learning model for students and teachers alike. Students, parents, and school staff post lectures, videos, and assignments online so the entire school community has access to needed information. Educators were provided with virtual tools to collaborate with school leaders on a regular basis, thereby receiving more immediate and meaningful feedback, as well as access to online teaching resources that support professional development needs. The high school's student achievement results have

been impressive, particularly compared to peer schools, including making substantial gains in the Massachusetts Comprehensive Assessment System and winning the 2014 High School Gold Award from the National Center for Urban School Transformation (NCUST). This example highlights the ways in which a robust investment in supporting teachers and leaders with technology-enabled tools can transform instruction and generate dramatic improvement in student outcomes. The National Education Technology Plan outlines other approaches (see http://www.ed.gov/edblogs/technology/netp-2010/).

Unfortunately, too few teachers and principals have the resources they need to learn how technology can improve the way instruction is provided, and such support may be weakest in high-need schools where it can have the greatest impact. A recent Pew study of Advanced Placement and National Writing Project teachers found that nearly 40 percent of teachers with students from low-income families say their school is “behind the curve” in effectively using digital tools in the learning process, compared to only 15 percent of teachers of students from higher income families. This “digital divide” suggests that while some educators are improving their use of technology to deliver effective instruction, it may be exacerbating rather than closing existing achievement and equity gaps in our public schools. In addition, schools often lack sufficient privacy protections around the technology they do have, including terms in contracts and the privacy and security practices of third party vendors.

Creating Model Districts

Through this program, States would make competitive awards to high-need LEAs to support the creation of exemplary models of transforming learning through effective use of educational technology. Grantees would implement such technology-enabled activities as: (1) providing in-person or virtual coaching from expert teachers to help educators use technology and data to personalize instruction; (2) creating virtual networks that allow educators to share resources, collaborate on lessons, and share feedback; or (3) expanding online learning so all students can access courses and instruction, including advanced coursework, that may not be available in their schools, especially in rural and high needs schools. For example, one Arizona district worked with its educators to create a district-wide instructional program that includes professional development resources and formative assessments aligned to State standards that is now available online to all 9,000 teachers in the district. Due to the popularity of the program, which saves countless planning hours for teachers and school leaders, and which has demonstrated promising student achievement results, 85 other districts and charter schools in the State are now partnering with that district to share standards-aligned instructional resources. The Administration’s request will help State leaders seed more of these models in their districts while also promoting efforts to scale up effective local technology-based initiatives so that they can be shared statewide.

Developing State Capacity

States would also use program funds to hire dedicated educational technology leaders with knowledge of the fast-evolving resources in this area as well as an understanding of how best to put them into use in schools. These leaders would support the development of evidence-based practices and resources among all districts in the State. They would support the creation of and updates to robust privacy protections for students and parents on digital platforms. They would also explore opportunities for innovation and new models for statewide and regional technology

procurement of both hardware and learning software, such as model contracts, cooperative purchasing, buyer's consortia, advanced market commitments, and greater transparency for technology product contracts at the State and district levels. For example, the Department anticipates that States would create education collaboration portals open to all districts that would include, in part, ready access to activities and tools supported through local subgrants. In particular, States have a critical role to play in fostering collaboration among districts, so districts do not have to work in isolation. Georgia, for instance, provides analytic tools so educators can seamlessly access needed resources, including professional development networks and student performance data, to help create personalized learning for all students. States like Rhode Island provide infrastructure support, connect schools, and broker connections between professional development providers and the districts.

Based on the Department's experience implementing this program when it was previously funded, the Administration will seek appropriations language to make important programmatic improvements. In particular, the new appropriations language would: (1) require SEAs to award 100 percent of subgrant funds competitively; (2) target subgrant awards to applicants with existing technology capacity, including connectivity and devices; (3) promote evidence-based practices; (4) limit local spending on hardware; and (5) ensure that all States are able to reserve sufficient funds to support meaningful State-level activities.

Consistent with the authorizing statute, the Department would reserve up to 2 percent of program funds for evaluation and national leadership activities, such as working with States and districts to improve procurement and technology planning practices, help spur innovation in technology products, and disseminate innovative and evidence-based technology tools and products. Specific activities could also include helping SEAs and LEAs identify critical shared needs and solutions and streamline technology procurement practices.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2016
Amount for State grants	$193,550
Range of State grants	968-22,478
Average State grant	3,722
Amount for BIE	1,470
Amount for Outlying Areas	980
National activities	4,000

NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not pool funds from Educational Technology State Grants under this authority in fiscal year 2014, it may do so in fiscal year 2016.

Educational technology State grants

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The primary goal of the Educational Technology State Grants program is to improve the academic achievement of students, particularly students who attend high-poverty or low-performing schools, through the effective use of technology. The Department would establish new performance indicators to assess the program's impact. These measures would focus on areas such as achievement outcomes for students with increased access to high-quality courses, materials, and personalized learning opportunities via technology; the number of teachers that participate in online communities of practice; the amount of funding repurposed to support educational activities through using openly-licensed digital textbooks; and the frequency of parental contact through the use of technology.

21st Century community learning centers
(Elementary and Secondary Education Act of 1965, Title IV, Part B)

(dollars in thousands)

FY 2016 Authorization: To be determined[1]

Budget Authority:

2015	2016	Change
$1,151,673	$1,151,673	0

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

The 21st Century Community Learning Centers (21st CCLC) program enables communities to establish or expand centers that provide additional student learning opportunities, such as before- and after-school programs and summer school programs, and provide related services to their families. Centers must target their services primarily to students who attend schools eligible to operate a schoolwide program under Title I of the Elementary and Secondary Education Act (ESEA) (which are schools with at least a 40 percent child poverty rate) or other schools that serve a high percentage of students from low-income families. In addition to activities designed to help students meet State and local student academic achievement standards, program funds may be used to provide other activities that complement and reinforce the regular school-day program of participating students, such as art and music education activities, recreational activities, telecommunications and technology education programs, expanded library service hours, family engagement and literacy programs, and drug and violence prevention activities.

Program funds are allocated by formula to States. Of the total appropriation, the Department reserves up to 1 percent to carry out national activities and up to 1 percent for grants to the Bureau of Indian Education in the Department of the Interior and to the Outlying Areas. The Department allocates the remaining funds to States in proportion to each State's share of funds in the previous fiscal year under Part A of ESEA Title I. However, no State may receive less than one-half of 1 percent of the total amount available for States.

Each State educational agency (SEA) must award at least 95 percent of its allocation competitively to local educational agencies (LEAs), community-based organizations, faith-based organizations, or other public or private entities that can demonstrate experience, or the promise of success, in providing educational and related activities. In making awards, States give priority to applications that: (1) propose to target services to students who attend schools identified as in need of improvement under Title I; and (2) are submitted jointly by at least one LEA that receives funds under Part A of Title I and at least one community-based organization or other

public or private entity. States must make awards of at least $50,000 per year for a period of 3 to 5 years.

An SEA may reserve up to 2 percent of its allocation for administrative expenses, including the costs of conducting its grants competition. In addition, an SEA may reserve up to 3 percent of its allocation for monitoring local programs, providing technical assistance and training, and evaluating the effectiveness of the State's program.

As part of ESEA flexibility, an SEA may request a waiver to use 21st CCLC funds to support high-quality expanded learning time (ELT) during the school day, in addition to activities during non-school hours or periods when school is not in session (i.e., before- and after-school or during the summer). This waiver allows grantees to use 21st CCLC funds for activities to support high-quality ELT during the regular school day in a school that has extended its normal school day, school week, or school year to provide additional instruction or educational programs for all students.

This program is forward funded. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2010	$1,166,166
2011	1,153,854
2012	1,151,673
2013	1,091,564
2014	1,149,370
2015	1,151,673

FY 2016 BUDGET REQUEST

The Administration requests $1.2 billion in fiscal year 2016 for the 21st Century Community Learning Centers (21st CCLC) program, the same as the 2015 level. The Administration will also seek appropriations language to allow State educational agencies (SEAs) to use 21st CCLC funds to support expanded learning time (ELT) during the school day. This proposal would expand to all States the flexibility currently available to the 44 States (including the District of Columbia and Puerto Rico) approved for ESEA flexibility, under which 21st CCLC funds may be used for activities to support high-quality ELT during the regular school day in a school that has extended its normal school day, school week, or school year to provide additional instruction or educational programs for all students. For example, the additional time could be used for supplemental academic enrichment activities that support a well-rounded education for students and increase collaboration and planning time for teachers, or for partnering with an outside organization, such as a nonprofit organization, that has demonstrated experience in improving student achievement. This enhanced flexibility would allow communities to determine the best strategies for providing their students and teachers the time and support they need to improve student and school performance.

21st Century community learning centers

This request will increase the likelihood for positive student outcomes resulting from activities supported by the 21st CCLC program. Research suggests that programs that significantly increase the total number of hours in a regular school schedule can produce gains in student academic achievement. Other research suggests that high-quality after-school programs may have a positive impact on other desirable student outcomes, such as higher attendance during the regular school day. However, data from the current 21st CCLC program suggest that low student participation rates may be limiting the program's effectiveness. For example, States reported that only half of the total number of students served (about 875,000 of over 1.7 million) attended programs for 30 days or more over the course of the 2012-13 program year. Using funds to support the implementation of ELT programs during a lengthened school day could improve program performance by minimizing or eliminating such participation problems. In addition, allowing schools to provide comprehensive and integrated services (often referred to as "wraparound services") at the school site, including during the school day, would help to meet the educational, developmental, mental, behavioral, and emotional health needs of students, families, and members of the community. The Department is also considering other ways to improve program performance and grantee accountability.

Finally, the Department would reserve a portion of the funds for national activities, including research, data collection, technical assistance, outreach, and dissemination. These activities would focus on the identification and promotion of effective efforts to expand learning time; provide comprehensive services; increase community and parental involvement; and improve science, technology, engineering, and mathematics (STEM) education. For example, the Department has collaborated with NASA to launch a pilot education initiative designed to address the national need for a STEM-educated workforce and to create and evaluate STEM resources for 21st CCLC grantees.[1] This initiative also supported two key goals of the Federal Committee on STEM Education, the Federal STEM Education Five-Year Strategic Plan, and the Cross-Agency Priority Goal on STEM: increasing student engagement in STEM experiences and implementing more effective coordination among Federal agencies with STEM education investments.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2014	2015	2016
Formula Grant Program			
Amount distributed to States	$1,126,382	$1,128,639	$1,128,639
Range of awards to States	$5,632-$124,945	$5,643-$132,439	$5,643-$131,075
Average State award	$21,661	$21,705	$21,705
Reservation for State activities (maximum)	$33,791	$33,859	$33,859
Reservation for State administration (maximum)	$22,528	$22,573	$22,573

[1] Information about the ED-NASA initiative, including videos of student projects, is available online at http://www.ed.gov/blog/2014/01/working-together-to-build-tomorrows-stem-workforce/.

21st Century community learning centers

Measures	2014	2015	2016
National activities and evaluation	$11,494[1]	$11,517[2]	$11,517[2]
Amount for Bureau of Indian Education and the Outlying Areas	$11,494	$11,517	$11,517
Data on Centers			
Number of centers supported	10,000	10,000	10,000
Total students served	1,730,000	1,750,000	1,750,000
Students attending 30 days or more	875,000	900,000	900,000
Total adult family members served	293,000	300,000	300,000

[1] The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. In 2014, the Department combined funds totaling $4.8 million from a number of ESEA programs, including $2,700 thousand from the 21st CCLC program, in order to support new, high-priority evaluations.

[2] The fiscal year 2015 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The Administration's fiscal year 2016 budget would continue this authority. Some or all of the funds that may be reserved from the 21st CCLC program under section 9601 may be used under the ESEA pooled evaluation authority in fiscal years 2015 and 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 FY 2016 and future years, and the resources and efforts invested by those served by this program.

Goal: To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards, that offer a broad array of additional services designed to complement the regular academic program, and that offer families of students opportunities for educational development.

Objective: *Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.*

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

Measure: The percentage of regular program participants whose mathematics grades improve from fall to spring.

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Participants
2011	48.5%	48.5%	48.5%	39.5%	34.1%	37.2%
2012	48.5	48.5	48.5	34.2	32.4	33.4
2013	48.5	48.5	48.5	30.7	30.3	30.7
2014	48.5	48.5	48.5			
2015	48.5	48.5	48.5			
2016	48.5	48.5	48.5			

Measure: The percentage of regular program participants whose English grades improve from fall to spring.

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Participants
2011	48.5%	48.5%	48.5%	40.3%	35.7%	38.1%
2012	48.5	48.5	48.5	34.9	32.8	47.0
2013	48.5	48.5	48.5	31.0	30.3	30.9
2014	48.5	48.5	48.5			
2015	48.5	48.5	48.5			
2016	48.5	48.5	48.5			

Additional information: A “regular program participant” is defined as a student who attends the program for 30 days or more during the course of the school year. To report data by grade span for this measure, the data system sorts program performance data by analyzing participant demographic information at the center level (as opposed to the individual student level). For this reason, programs that serve youth of all ages are not included in the columns disaggregated by grade level. Implementation of a new performance data system will delay the receipt of 2014 data until spring 2016.

Measure: The percentage of regular program participants who improve from not proficient to proficient or above on State assessments.

Year	Target Elementary Reading	Target Middle and High School Math	Actual Elementary Reading	Actual Middle and High School Math
2011	40.0%	25.0%	19.9%	18.2%
2012	45.0	25.0	27.2	19.8
2013	45.0	25.0	20.2	17.8
2014	45.0	25.0		
2015	45.0	25.0		
2016	45.0	25.0		

21st Century community learning centers

Additional information: The Department calculates results for this measure by dividing the number of regular participants who scored proficient or better in spring of the reporting year (but were not proficient in the previous year) by the total number of current-year regular participants who scored below proficient the previous spring. For a regular participant to be included in the data for this measure, the center has to have data on the student's prior-year and current-year State assessment results. The 2013 data represent approximately 582,000 regular elementary school-aged attendees and 275,000 regular middle- and high-school-aged attendees. Implementation of a new performance data system will delay the receipt of 2014 data until spring 2016.

Measure: The percentage of students with teacher-reported improvements in student behavior.

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Participants
2011	75%	75%	75%	68.4%	63.3%	68.7%
2012	75	75	75	69.9	64.6	67.9
2013	75	75	75	68.5	64.2	67.1
2014	75	75	75			
2015	75	75	75			
2016	75	75	75			

Additional information: As with the measures for reading and math grades and proficiency, to report data by grade span for this measure the data system sorts program performance data by analyzing participant demographic information at the center level (as opposed to the individual student level). For this reason, programs that serve youth of all ages are not included in the columns disaggregated by grade level. Implementation of a new performance data system will delay the receipt of 2014 data until spring 2016.

Efficiency Measures

The Department developed three operational efficiency measures for the 21st CCLC program.

Measure: The percentage of SEAs that submit complete data on 21st CCLC program performance measures by the deadline.

Year	Target	Actual
2011	90%	94%
2012	95	78
2013	95	
2014	95	
2015	95	
2016	95	

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

Measure: The average number of days it takes the Department to submit a final monitoring report to an SEA after the conclusion of a site visit.

Year	Target	Actual
2011	35	55
2012	35	60
2013	35	
2014	35	
2015	35	
2016	35	

Measure: The average number of weeks a State takes to resolve compliance findings in a monitoring visit report.

Year	Target	Actual
2011	4	3
2012	4	3
2013	4	
2014	4	
2015	4	
2016	4	

Additional information: This measure tracks States' timeliness in responding to the Department's fiscal management monitoring findings that require States to take corrective action within 30 days. Examples of such fiscal management findings include: drawing down funds in a manner that is not consistent with State and Federal policies; awarding funds for periods other than between 3 and 5 years (the subgrant length required by the statute); and improperly limiting entities eligible for subgrants.

Other Performance Information

In 2009, the Department's Institute of Education Sciences (IES) released "The Evaluation of Enhanced Academic Instruction in After-School Programs," based on a rigorous study that developed and tested the effectiveness of two after-school interventions (one each in math and reading) that were adapted from materials from existing school-day curricula that are based on sound theory or that have scientific evidence of effectiveness. The evaluation found a statistically significant improvement in student achievement between students in the math after-school program and those in the regular after-school activities after 1 year of enhanced instruction, but no additional achievement benefit beyond the 1-year impact after 2 years of participation. In study sites implementing the reading program, there was no statistically significant difference in reading achievement between students in the reading after-school program and those in the regular after-school activities after 1 year of the program; after 2 years of the program, there was a statistically significant negative impact on reading achievement. It is important to note that the sample of centers was not nationally representative and that findings from this study cannot, therefore, be generalized to the 21st CCLC program.

In addition, the Department's Policy and Program Studies Service (PPSS) analyzed data from a nationally representative sample of 21st CCLC programs to evaluate State and local program

implementation. The resulting report, “21st Century Community Learning Centers: Descriptive Study of Program Practices,” was released in July 2010. The evaluation focused on how, and to what extent, funds support high-quality programs that emphasize academic content, as well as staffing patterns and other features of after-school program implementation that may have an impact on the quality of the programming offered. Centers reported that about half of their students attended roughly 2 days a week or more. In addition, three-quarters of the centers reported that a typical student participated in reading activities (75 percent) and mathematics activities (81 percent) for less than 4 hours per week. About half of centers reported offering professional development opportunities to staff through training courses or conferences.

The Department also conducted two additional studies of the 21st CCLC program. Through the first, led by PPSS, the Department collected information about State-administered competitions for 21st CCLC subgrants. The second study, led by IES, focused on assessing the implementation of ELT programs in States that received the authority, under ESEA flexibility, to use 21st CCLC funds to support ELT during the school day. The Department is using information from these studies to strengthen technical assistance to States that conduct competitions and improve program management.

State assessments
(Elementary and Secondary Education Act of 1965, Title VI, Part A, Subpart 1)

(dollars in thousands)

FY 2016 Authorization: To be determined[1]

Budget Authority:

2015	2016	Change
$378,000	$403,000	+$25,000

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) requires States to test all students annually in grades 3 through 8 and once in high school in reading (or language arts) and mathematics, and to administer annual assessments in science once in each of three grade spans specified in the law (grades 3-5, 6-9, and 10-12). Furthermore, States must assess the English proficiency of all limited English proficient students annually. Under current law, the annual assessments in reading and mathematics are used to determine whether States, local educational agencies (LEAs), and schools are making adequate yearly progress (AYP) toward the goal of all students attaining proficiency by 2013-2014. The science and language proficiency assessments are not required for the determination of adequate yearly progress. Under the Department's ESEA flexibility initiative, the Department is providing States, LEAs, and schools with flexibility from the current law to improve academic achievement and improve the quality of instruction for all students. All of the 42 States approved thus far, plus the District of Columbia and Puerto Rico, use these annual assessments to measure the progress of schools toward annual measurable objectives set as part of their systems of differentiated accountability, recognition, and support.

All assessments must be used for purposes for which such assessments are valid and reliable, include measures that assess higher-order thinking skills and understanding, and enable achievement results to be disaggregated by major racial and ethnic group, gender, poverty, disability, English proficiency, and migrant status. The annual assessments can provide critical information about student achievement and progress to parents and teachers, which can be used to help improve instruction and meet specific student needs.

The Grants for State Assessments program provides formula grants to States to pay the costs of developing the standards and assessments required by Title I of the ESEA. Once a State has put in place those standards and assessments, it may use program funds to pay for the administration of the assessments and for other activities related to ensuring that the State's schools and LEAs are held accountable for results and helping students attain academic

standards. Such activities may include, among other things, developing standards and assessments in subjects other than those required by Title I, expanding the range of testing accommodations for students with disabilities and for limited English proficient students, professional development aligned with State standards and assessments, and developing multiple measures to ensure the validity and reliability of State assessments. Funds also may be used to acquire and to train teachers and other staff to use the educational technology needed to implement new, computer-based assessments, and to purchase add-ons and diagnostic information related to such assessments.

Under the funding formula, 0.5 of 1 percent of the appropriation is reserved for the Department of the Interior/Bureau of Indian Education and 0.5 of 1 percent goes to the Outlying Areas. From the remaining funds, each State receives $3 million and then a share of any remaining funds based on its proportion of students ages 5 through 17.

The ESEA also authorizes Grants for Enhanced Assessment Instruments, a competitive grant program under which the Department makes awards to support efforts by States, or consortia of States, to: (1) improve the quality, validity, and reliability of State academic assessments; (2) measure student academic achievement through the use of multiple measures from multiple sources; (3) chart student progress over time; and (4) use comprehensive instruments such as performance- and technology-based assessments. To date, the Department has made 50 awards under the program. Those grants have supported projects to increase the accessibility and validity of assessments for students with disabilities or limited English proficiency; develop English language proficiency assessments; use technology to improve State assessments; and provide intensive, high-quality professional development for using assessment data to improve instruction.

State Assessments is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	$389,951
2012	389,214
2013	368,900
2014	378,000
2015	378,000

FY 2016 BUDGET REQUEST

For 2016, the Administration requests $403 million for State Assessments, an increase of $25 million over the 2015 appropriation. The request includes $378 million in formula grants to States and $25 million in competitive awards for Enhanced Assessments Instruments.

Annual assessments aligned to college- and career-ready standards play a key role in helping schools support student learning. They provide information to teachers, parents, and students

about student progress towards college- and career readiness, while also giving teachers valuable feedback that allows them to better engage students and improve their academic achievement. However, assessments should support teaching and learning, not detract from it, and schools and districts should work to minimize the classroom time devoted to test preparation for both State and local assessments. The State Assessment formula grants help States improve the quality of assessments and may be used to help LEAs improve their own assessments and eliminate redundant and unnecessary assessments so that they can improve their efforts to help students achieve State standards.

The increase proposed for fiscal year 2016 would help States to support the effective implementation of assessments that are aligned to State-determined college- and career-ready (CCR) standards. By school year 2016-2017, when fiscal year 2016 funds are available to SEAs and LEAs, the Department expects that at least 42 States, the District of Columbia, and Puerto Rico will be administering high-quality assessments aligned to college- and career-ready standards. These assessments will measure higher order thinking skills, appropriately assess all students, including students with disabilities and English Learners, and provide timely, useful data to students, teachers, and parents. State formula grant funds may be used to support continuous improvement and accessibility in the development and implementation of these assessments. In addition, these resources would allow States to improve their own technological capacity, as well as that of their districts and schools, to implement computer-based assessments and use technology to implement other elements of their assessment systems (such as scoring and reporting).

The request also would provide $25 million for competitive grants under the Enhanced Assessment Instruments program to support projects designed to help States address pressing needs they have identified for developing and implementing their assessments, which could include providing high-quality professional development for teachers using assessment data to improve instruction and meet student needs, helping parents understand how assessments provide information about their children's academic achievement and needs, developing computer-based or other new assessments or assessment items, using technology to help administer or analyze assessments, developing tools to help analyze the quality, alignment, and uses of assessments, or conducting research to contribute to assessment knowledge and quality.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measure:	2014	2015	2016
Grants for State Assessments:			
Amount for State Grants	$365,361	$365,361	$374,120
Estimated number of awards	52	52	52
Range of awards	$3,272-$28,691	$3,272-$28,691	$3,283-$29,779
Average award	$7,026	$7,026	$7,387
BIE and Outlying Areas	$3,691	$3,691	$3,880

State assessments

Measure:	2014	2015	2016
Grants for Enhanced Assessment Instruments:			
Funding for new awards	$8,948	$8,948	$24,950
Number of new awards	2-3	2-3	3-5
Range of new awards	$2,800-$4,000	$2,800-$4,000	$5,000-$8,400
Peer review of applications	30	$30	$50

NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not reserve funds from the State Assessments program under this authority in fiscal year 2014, it may do so in fiscal years 2015 and 2016.

PROGRAM PERFORMANCE INFORMATION

The goal of the program is to support States in the development of the State assessments required under Title I of the ESEA. The performance measure is the number of States (including DC and PR) that have reading/language arts and mathematics assessments that align with the State's academic content standards for all students in grades three through eight and in high school and science assessments that align with the State's academic content standards for all students in each of three grade spans (grades 3 through 5, 6 through 9, and 10 through 12). The determination of whether a State has met these requirements is based on formal peer reviews of State standards and assessment systems; the Department determines whether to approve State assessment systems based on the outcome of those reviews.

In December 2012, the Department notified States that it was suspending the peer reviews of State assessment systems under Title I in order to update the current peer review process. The timing of this suspension reflects both transitions by many States to new assessments and advances in the field since the previous process was established. The Department intends to use the process to help States improve the technical quality of their assessment systems. Below is a chart showing the approval status of State assessment systems as of December 12, 2012:

Approval Status of State Assessment Systems as of December 12, 2012	
Number of States with approved reading/language arts, mathematics, and science assessments	33
Number of States with approved reading/language arts and mathematics assessments (but not science)	5
Number of States that do not have approved reading/language arts or mathematics assessments, or both, because of changes to a previously approved assessment system	5
Number of States that have never received approval for their assessment systems	9

State assessments

In addition, the Department is revising the regulations pertaining to State assessment systems under Title I, issued on April 9, 2007, that allow States the option of developing alternate assessments based on modified academic achievement standards for students with disabilities that meet certain criteria. To ensure that students with disabilities are held to the same high standards as their nondisabled peers and are able to benefit from the general education curriculum that will prepare them for success in college and careers, the revised rule will remove the States' authority to administer such assessments after the 2014-15 school year. Under the final rule, however, States will continue to be able to adopt alternate academic achievement standards and to measure the achievement of students with the most significant cognitive disabilities against those standards. The Department expects to issue final regulations on this matter in 2015. Sixteen States previously developed alternate assessments based on modified academic achievement standards, but due to State commitments under ESEA flexibility or Race to the Top-Assessment grant projects, all 16 States have discontinued these assessments for Title I accountability as of the end of the 2013-14 school year. Further, under ESEA flexibility, all States with an approved ESEA flexibility request are required to implement an alternate assessment aligned to college- and career-ready standards in the 2014-2015 school year. A State can meet this requirement through its alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities.

The Department conducted a pilot review of products from grantees that received fiscal year 2005 funding in order to obtain baseline data for the performance measures for the Grants for Enhanced Assessment Instruments program. These measures assess the extent to which funded projects produce significant research on assessments, in particular regarding accommodations and alternate assessments for students with the most severe cognitive disabilities, and whether grantees disseminate information on the advances in assessment that result from their grants. The grantee's final products were reviewed by expert panels. The review found that five of the eight grants funded in fiscal year 2005 produced significant research, methodologies, products, or tools relating to assessment systems or assessments, and five of the eight grants also produced significant research, methodologies, products, or tools specifically relating to accommodations and alternate assessments for students with disabilities and limited English proficient students.

Efficiency Measures

The Department adopted an efficiency measure that tracks the average number of days per peer review session it takes the Department to issue an initial standards and assessment decision letter to a State after receiving a submission.

Year	Target	Actual
2008	90	78.23
2009	90	100.9
2010	90	183.4
2011	90	127.3
2012	90	111.3

Additional information: The Department reviews State standards and assessment systems in order to determine whether a State has met each of the requirements specified in the authorizing

statute. At this time, every State has submitted evidence for review multiple times. The Department has announced suspension of peer reviews for State assessment systems. There will be no updates for this measure until a new peer review process for State assessment systems is implemented.

Education for homeless children and youths
(McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B)

(dollars in thousands)

FY 2016 Authorization: Indefinite

Budget Authority:

2015	2016	Change
$65,042	$71,542	+$6,500

PROGRAM DESCRIPTION

The Education for Homeless Children and Youths program helps ensure that all homeless children and youth have equal access to the same free, appropriate public education available to other children through grants to States to: (1) establish or designate an Office of Coordinator of Education of Homeless Children and Youth; (2) develop and carry out a State plan for the education of homeless children; and (3) make subgrants to local educational agencies (LEAs) to support the education of those children.

The Department allocates program funds to States through a formula based on each State's share of funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA). A State may not receive less than $150,000, 0.25 percent of the total program appropriation for the fiscal year, or the amount of the State's fiscal year 2001 allocation, whichever is greatest. Program funds are also reserved for the outlying areas (0.1 percent of a fiscal year's appropriation) and the Bureau of Indian Education (BIE) of the Department of the Interior (1 percent). In addition, the Department is authorized to reserve funds to provide technical assistance (if requested by a State) and conduct evaluation and dissemination activities.

A State may reserve up to 25 percent (or in the case of a State receiving the minimum award, 50 percent) of its allocation for State-level activities and must use remaining funds to make subgrants to LEAs. LEAs may use subgrant funds for such activities as providing enriched supplemental instruction, transportation, professional development, referrals to health care, and other services to facilitate the enrollment, attendance, and success in school of homeless children, including preschool-aged children, and youth.

Education for Homeless Children and Youths is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

Education for homeless children and youths

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

	(dollars in thousands)
2011	$65,296
2012	65,173
2013	61,771
2014	65,042
2015	65,042

FY 2016 BUDGET REQUEST

The Administration requests $71.5 million for Education for Homeless Children and Youths for fiscal year 2016, an increase of $6.5 million compared to the fiscal year 2015 level. An important component of the national effort to end the cycle of homelessness, this program helps reduce and eliminate the barriers to educational success faced by homeless children, such as transportation and healthcare needs, and provide access to academic services available to other children, including preschool programs, special education, gifted and talented programs, and career and technical education.

While program funding has remained flat since fiscal year 2010, the number of enrolled homeless students as reported by States has increased by a third between fiscal years 2010 and 2013 (the most recent year for which data are available), from 939,903 students to 1,258,182 students. The requested increase will help ensure that States and LEAs can provide the services needed to improve educational outcomes for homeless children and youth.

In complement to its request for Education for Homeless Children and Youths, the Department will continue to promote, through technical assistance and monitoring as appropriate, the effective implementation of the provision initiated in the fiscal year 2014 appropriations act that allows funds under Title I Grants to Local Educational Agencies to be used to provide homeless children and youths with services not ordinarily provided to other students under that program, including supporting LEA liaisons for homeless children and youths and providing transportation.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2014	2015	2016
Amount for State grants	$63,283	$63,262	$69,669
Average State award	1,217	1,217	1,340
Amount to BIE	650	650	715
Amount to Outlying Areas	65	65	72
National activities	1,044	1,065	1,086

Education for homeless children and youths

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 2016 and future years, as well as the resources and efforts invested by those served by this program.

The 2014 data for these measures are expected to be available in summer 2015.

Goal: To ensure access of homeless children and youth to the same free, appropriate public education as is provided to other children and youth.

Objective: *Homeless children and youth will have greater access to a free and appropriate public education.*

Measure: The percentage of homeless children and youth, grades three through eight, who are included in statewide assessments in reading and mathematics, as reported by LEA subgrantees.

In 2013, 97.8 percent of students identified as homeless at the time of State assessments were included in State assessments in reading, and 97.9 percent of such students were included in State assessments in mathematics. In 2012, those rates were 98.1 and 98.0 percent, respectively.

Additional Information: Beginning in 2011, the Department developed a new method of calculating assessment participation rates of homeless students using different data elements in the Education Data Exchange Network. We believe this method produces more accurate and reliable results than the method used in prior years. The Department is considering whether to continue reporting on this measure in future years.

Measure: The percentage of assessed homeless students, grades three through eight, who meet or exceed proficiency on State assessments in reading and mathematics.

Year	Target – Reading	Actual – Reading	Target – Math	Actual – Math
2011	60%	51%	60%	51%
2012	63	50	63	47
2013	66	45	66	41
2014	69		69	
2015	73		73	
2016	77		77	

Additional Information: Data for this measure are reported only for local educational agencies (LEAs) receiving subgrants under the program. The Department has worked to improve performance and reporting for this and the preceding measure by requiring States to report on

the measures through the Consolidated State Performance Report and the Education Data Exchange Network and by providing, together with the National Center for Homeless Education (the Department's technical assistance contractor), a variety of guidance and technical assistance, including an annually updated Federal data collection guide for the program. The Department has also worked with its Data Quality Initiative contractor to assess the reliability of State-reported data on homeless students and to develop strategies to help States improve data quality.

The decrease in the percentage of students scoring at or above proficiency on State assessments in 2013 can be explained, in part, by States' transition to more rigorous assessments based on college- and career-ready standards. The Department is considering whether to adjust the targets for this measure for future years based on actual performance under the new assessments.

Other Information

The Department initiated a national study of implementation of the Homeless Children and Youth Education program in the fall of 2010. The study will examine, at the State and local levels, program administration and use of funds, efforts to collect data on homeless students, policies to remove barriers faced by homeless students, and coordination of services to homeless students. Results from the study are expected to be available in February 2015.

Education for Native Hawaiians
(Elementary and Secondary Education Act of 1965, Title VII, Part B)

(dollars in thousands)

FY 2016 Authorization: To be determined[1, 2]

Budget Authority:

2015	2016	Change
$32,397	$33,397	+$1,000

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.
[2] Under current law, of the amount available to carry out Sections 7204 and 7205 of ESEA, $500 thousand is to be reserved for a direct grant to the Native Hawaiian Education Council to carry out Section 7204.

PROGRAM DESCRIPTION

The Education for Native Hawaiians program supports the provision of supplemental education services to the Native Hawaiian population. Competitive grants are awarded to eligible applicants for a variety of authorized activities in such areas as teacher training, family-based education, gifted and talented education, special education, higher education, and community-based education learning centers. Eligible applicants include Native Hawaiian educational organizations and community-based organizations, public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language, and other entities.

The program also supports the activities of the Native Hawaiian Education Council. The Council uses funds directly and is authorized to make grants to facilitate its coordination of the educational and related services and programs available to Native Hawaiians. It also provides administrative support and financial assistance to island councils authorized by the statute. The Council receives a minimum award of $500,000 annually.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	$34,246
2012	34,181
2013	32,397
2014	32,397
2015	32,397

Education for Native Hawaiians

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration requests $33.4 million for the Education for Native Hawaiians program, $1 million more than the 2015 level. The proposed increase is part of the President's plan to make more funding available to programs that support Native youth, as part of the "Generation Indigenous" initiative. The budget request would continue support for competitive grants to eligible entities.

Data on the educational performance of Native Hawaiian students demonstrate the continuing need for this program. In 2013, 60.9 percent of Native Hawaiian/Pacific Islander students demonstrated grade-level proficiency in reading and 46.6 percent in mathematics on Hawaii's State assessment, compared to 72.1 percent in reading and 59.3 percent in mathematics for all Hawaiian students. This gap between Native Hawaiians and their peers remains consistent across grade levels. In the 4th grade, 62.8 percent of Native Hawaiian students met or exceeded proficiency in reading and 53.6 percent met or exceeded proficiency in mathematics, compared to 72.5 percent in reading and 63.8 percent in mathematics for all Hawaiian students. In the 8th grade, 61.6 percent of Native Hawaiian students met or exceeded proficiency in reading and 46.0 percent met this level in mathematics, compared to 74.7 percent in reading and 55.4 percent in mathematics for all Hawaiians students.

Program grants help address these gaps by developing programs tailored to the educational and cultural needs of Native Hawaiian students in order to improve their performance in the classroom and increase their chances of graduating from high school.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measure	2014	2015	2016
Amount for new awards	$10,055	$6,769	$5,092
Number of new awards	18	9	6
Amount for continuation awards	$21,518	$24,786	$27,463
Number of continuation awards	18	19	27
Native Hawaiian Education Council	$500	$500	$500
Peer review of new award applications	$324	$342	$342

NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not reserve funds from the Education for Native Hawaiians program under this authority in fiscal year 2014, it may do so in fiscal years 2015 and 2016.

Education for Native Hawaiians

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2016 and future years, as well as the resources and efforts invested by those served by this program.

The Department established new performance measures for this program in 2008, partly in response to recommendations from the Government Accountability Office (GAO), to gauge more accurately and reliably the effectiveness of this program.

The Department used the new measures beginning with the fiscal year 2009 cohort of new grantees.

Measure: The percentage of students served by the program that met or exceeded proficiency standards in reading on the State's annual assessments.

Year	Native Hawaiian Students	All Students
2012	59%	71%
2013	70	72
2014		
2015		
2016		

Measure: The percentage of students served by the program that met or exceeded proficiency standards in math on the State's annual assessments.

Year	Native Hawaiian Students	All Students
2012	47%	57%
2013	47	57
2014		
2015		
2016		

SCHOOL IMPROVEMENT PROGRAMS

Education for Native Hawaiians

Measure: The percentage of students served by the program that met or exceeded proficiency standards in science on the State's annual assessments.

Year	Native Hawaiian Students	All Students
2012	48%	33%
2013	16	34
2014		
2015		
2016		

Measure: The percentage of students served by the program demonstrated school readiness in literacy.

Year	Target	Actual
2012	41%	44%
2013	42	43
2014	43	
2015	44	
2016	45	

Additional Information: In 2012, this measure applied to only two grantees.

Measure: The percentage of students in schools served by the program who graduate from high school with a regular high school diploma in 4 years.

Year	Native Hawaiian Students	All Students
2012	77%	82%
2013	79	77
2014		
2015		
2016		

Measure: The percentage of students receiving Hawaiian language instruction through a grant under the program who meet or exceed proficiency standards in reading on a test of the Hawaiian language

Year	Target	Actual
2012	55%	50%
2013	50	50
2014	50	
2015	50	
2016	50	

Alaska Native education equity
(Elementary and Secondary Education Act of 1965, Title VII, Part C)

(dollars in thousands)

FY 2016 Authorization: To be determined[1]

Budget Authority:

2015	2016	Change
$31,453	$32,453	+$1,000

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

The Alaska Native Education Equity program supports supplemental educational programs and services for Alaska Natives. The program awards competitive grants to eligible applicants for a variety of authorized activities, such as teacher training and student enrichment programs. Eligible applicants include Alaska Native organizations, educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages, cultural and community-based organizations, and other entities. At least $1 million must be used for parenting education activities.

Activities supported by these grants include the development and implementation of curricula and educational programs that address needs of the Alaska Native student population, professional development activities for educators, the development and operation of home instruction programs for Alaska Native preschool children that help ensure the active involvement of parents in their children's education, family literacy services, student enrichment programs in science and mathematics, and dropout prevention programs.

Section 7304(d)(2) of the Elementary and Secondary Education Act (ESEA) requires the following grants to be awarded annually: $1 million for cultural education programs operated by the Alaska Native Heritage Center; $1 million for a cultural exchange program operated by the Alaska Humanities Forum; $2 million for an Alaska Initiative for Community Engagement; and $2 million for the Cook Inlet Tribal Council's Partners for Success program, a dropout prevention program. However, since fiscal year 2012, appropriations language has required all program funds to be awarded competitively.

All grantees may use no more than 5 percent of their awards for administrative costs.

Alaska Native education equity

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	$33,248
2012	33,185
2013	31,453
2014	31,453
2015	31,453

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration requests $32.5 million for the Alaska Native Education Equity program, $1 million more than the fiscal year 2015 level. The increase is proposed as part of the President's plan to make more funding available to programs that support Native youth, as part of the "Generation Indigenous" initiative. The budget request would support the continued provision of education-related services to the Alaska Native population while eliminating directed funding for particular organizations because the Administration believes that competing these funds will lead to higher-quality programs and improved student outcomes. The proposed increase would be used for new awards; most other funds would be used for continuation awards.

Data on the educational performance of Alaska Native students demonstrate the continuing need for this program. Results from the spring 2013 Alaska Standards-Based Assessment indicated that Alaska Native and American Indian students in the State continue to lag behind their peers in academic performance. Because Alaska Natives constitute approximately 95 percent of the State's American Indian/Alaska Native (AI/AN) student population, the AI/AN scores are good proxies for Alaska Native achievement. Fifty percent of AI/AN students demonstrated proficiency on the 4th-grade reading assessment, compared to 75 percent of all 4th-grade students, and 54 percent of AI/AN students achieved proficiency in mathematics, compared to 75 percent of all 4th-grade students. Eighth-grade assessments showed similar results as 62 percent of AI/AN students demonstrated proficiency on the 8th-grade reading assessment, compared to 82 percent of all 8th-grade students, and 47 percent of AI/AN students achieved proficiency in mathematics, compared to 66 percent of all 8th-grade students.

Data from the 2013 National Assessment of Educational Progress (NAEP) show similar achievement gaps. In 4th-grade reading, 7 percent of AI/AN students in Alaska were proficient, while the overall average for all students in Alaska was 27 percent. There were similar differences in 8th-grade reading (12 percent proficient compared to 31 percent for all students in Alaska), 4th-grade mathematics (13 percent proficient compared to 37 percent for all students in Alaska), and 8th-grade mathematics (15 percent proficient compared to 33 percent for all students in Alaska).

In addition to achievement data, the Alaska Department of Education and Early Development reported that the annual dropout rate (the proportion of students who drop out of school during the course of a year) among AI/AN students in grades 7 through 12 was 6.2 percent in the 2012-2013 school year. This was higher than the rate for any other racial or ethnic group in the State and well above the statewide rate of 4.0 percent. Further, Alaska's *Report Card to the*

Alaska Native education equity

Public: 2012-2013 reported that the AI/AN high school graduation rate was 57.1 percent, while the statewide figure was 71.8 percent.

Alaska's geography and population patterns add to the challenge of delivering quality educational services to Alaska Native students. The State has many rural districts, which often house few schools spread out over large remote areas, and Alaska Native students are disproportionately enrolled in small, rural, and isolated schools.

Program grants help address these barriers by developing programs tailored to the educational and cultural needs of Alaska Native students in order to improve their performance in the classroom and increase their chances of graduating from high school.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measure	2014	2015	2016
Amount for new awards	$12,662	$17,116	$2,360
Number of new awards	20	27	5
Amount for continuation awards	$18,476	$14,022	$29,778
Number of continuation awards	36	21	47
Peer review of new award applications	$315	$315	$315

NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not reserve funds from the Alaska Native Education Equity program under this authority in fiscal year 2014, it may do so in fiscal years 2015 and 2016.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including 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 2016 and future years, as well as the resources and efforts invested by those served by this program.

The Department established new and revised performance measures in 2008 that more accurately and reliably gauge the effectiveness of this program. The new indicators measure: (1) the percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State's annual

assessments; (2) the percentage of Alaska Native children participating in early learning and preschool programs who demonstrate school readiness in language and literacy as measured by the Revised Alaska Developmental Profile (RADP); and (3) the percentage of students in schools served by the program who graduate from high school with a high school diploma in 4 years.

The Department used these measures beginning with the fiscal year 2009 cohort of new grantees. Baseline data are available for 2012. In 2012, 57 percent of students in schools served by the program met or exceeded proficiency standards for reading, 47 percent of students met or exceeded proficiency standards for math, and 32 percent of students met or exceeded proficiency standards in science on the State's annual assessments. The second measure regarding school readiness applied to only three grantees; 29 percent of participating children demonstrated school readiness. Fifty three percent of students in schools served by the program graduated from high school with a high school diploma in 4 years. The Department expects to have year one data available later in 2015.

Training and advisory services
(Civil Rights Act of 1964, Title IV)

(dollars in thousands)

FY 2016 Authorization: Indefinite

Budget Authority:

2015	2016	Change
$6,575	$6,575	0

PROGRAM DESCRIPTION

The Training and Advisory Services program supports efforts to achieve the intent of Title IV of the Civil Rights Act by aiding educators in preparing, adopting, and implementing plans for desegregating public schools and solving equity problems related to race, gender, and national origin. To carry out those activities, the Department awards 3-year grants to regional Equity Assistance Centers (EACs) in each of the 10 Department of Education regions. The EACs are part of the Department's wide-ranging technical assistance network that includes the regional educational laboratories, Comprehensive Centers, What Works Clearinghouse, Office of Special Education Program-funded Technical Assistance Centers, and other Department-supported single centers designed to provide high-quality support that is accessible, comprehensive, and relevant to SEAs, LEAs, and schools as they tackle the important work of ensuring a high-quality education for all students.

The EACs provide services to school districts upon request. Typical activities include disseminating information on successful educational practices and on legal requirements related to nondiscrimination on the basis of race, sex, and national origin in educational programs. Other activities include training designed to develop educators' skills in such areas as the identification of race and sex bias in instructional materials and technical assistance in the identification and selection of appropriate educational programs to meet the needs of a diverse student body.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	$6,975
2012	6,962
2013	6,598
2014	6,598
2015	6,575

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration requests $6.6 million for the Training and Advisory Services program, the same as the 2015 level. The fiscal year 2016 funds would support the first year of multi-year grants to 10 regional EACs.

The fiscal year 2011 competition included four priorities for projects that would support the goal of equal access to a high-quality education for all students: (1) a competitive preference priority on improving the effectiveness and distribution of teachers or principals; (2) a competitive preference priority on strategies to improve school engagement, school environment, school safety, family and community engagement; (3) an invitational priority on enabling more data-based decision-making; and (4) an invitational priority on promoting science, technology, engineering, and mathematics (STEM) education. The Department will review the effectiveness of these priorities in consideration of priorities for the fiscal year 2016 competition.

The Department has decided to lengthen the project period for grant awards in future competitions as a way to provide more continuity of service to the field and realize greater cost-efficiencies. As a first step, in April 2014, the Department published a notice of waiver and extension of the project period for the current cohort of centers. The waiver permits the Department to extend the project periods of the centers by 1 or 2 years. The Department received only positive comments and feedback in response to this notice. In light of this extension and the public response to it, the Department anticipates making 5-year awards in future competitions, beginning in 2016.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2014	2015	2016
Amount for continuation awards	$6,575	$6,552	0
Number of continuation awards	10	10	0
Amount for new awards	0	0	$6,486
Peer review of new award applications	0	0	$66
Number of new awards	0	0	10
Data collection	$23	$23	$23

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

Training and advisory services

FY 2016 and future years, and the resources and efforts invested by those served by this program.

The Department gathers data to inform the program's performance measures through customer surveys administered by the Library of Congress's Federal Research Division.

Goal: To support access and equity in public schools and help school districts solve equity problems in education related to race, sex, and national origin.

Objective: *Provide high-quality technical assistance and training to public school districts in addressing equity in education.*

Measure: The percentage of customers of Equity Assistance Centers (EACs) who develop, implement, or improve their policies or practices, or both, in eliminating, reducing, or preventing harassment, conflict, and school violence.

Year	Target	Actual
2011	71%	42%
2012	72	62
2013	73	51
2014	74	49
2015	75	
2016	76	

Additional information: **"**Actual" data reflect results from the prior program year. Changes in positive responses for this measure could be explained by more or fewer customers seeking this type of assistance since the denominator includes all customers. The percentages for individual EACs ranged from 35 percent to 77 percent in 2014. While the overall percentage is lower in 2014, the lowest rating of a center in 2014 is 15 percentage points higher than the lowest rating of a center in 2013.

Measure: The percentage of customers of Equity Assistance Centers who develop, implement, or improve their policies and practices, or both, for ensuring that students of different race, sex, and national origin have equitable opportunity for high-quality instruction.

Year	Target	Actual
2011	76%	82%
2012	77	85
2013	78	78
2014	79	80
2015	80	
2016	80	

Additional information: Changes in positive responses for this measure could be explained by more or fewer customers seeking this type of assistance since the denominator includes all customers. The percentages for individual EACs ranged from 64 percent to 90 percent in 2014.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

Measure: The percentage of customers who report that the products and services they received from the Equity Assistance Centers are of high quality.

Year	Target	Actual
2011	90%	96%
2012	90	94
2013	90	94
2014	90	94
2015	90	
2016	90	

Additional information: Customers have responded very positively on the quality of the products and services they have received, and 94 percent of the respondents gave the products and services a “very high” or “high” rating of quality in 2014. The percentages for individual EACs receiving a rating of “high” or “very high” ranged from 86 percent to 100 percent in 2014.

Measure: The percentage of customers who report that the products and services they received from the Equity Assistance Centers are of high usefulness to their policies and practices.

Year	Target	Actual
2011	90%	90%
2012	90	92
2013	90	93
2014	90	89
2015	90	
2016	90	

Additional information: Customers have responded positively to this measure for 9 years in a row, and the program has generally met or exceeded its targets. In 2014, 89 percent of the respondents gave the products and services a “very high” or “high” rating of usefulness. The percentages for individual EACs receiving a rating of “high” or “very high” ranged from 71 percent to 100 percent.

Efficiency Measures

The Department has implemented a measure of administrative efficiency (the number of working days to send a monitoring report measure) to assess the Training and Advisory Services program and other Department programs. A second efficiency measure for carry over funds was established specifically for Training and Advisory Services and the Comprehensive Centers program.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

Measure: The percentage of Equity Assistance Center grant funds carried over in each year of the project.

Year	Target	Actual
2011	10%	5%
2012	10	6
2013	10	2
2014	10	1
2015	10	
2016	10	

Additional information: The percentage of funds carried over is calculated as the expected carryover reported by grantees in the annual performance report, divided by the total funds awarded during the current grant cycle.

Measure: The number of working days it takes the Department to send a monitoring report to grantees after monitoring visits.

Year	Target	Actual
2011	45	60
2012	45	30
2013	45	30
2014	45	38
2015	45	
2016	45	

Additional information: The program office conducted 2 monitoring visits in late fiscal year 2013. One of the reports was sent 30 days after the visit, which was in fiscal year 2013; the second report was sent 38 days after the visit, which fell in fiscal year 2014. The program office did not schedule any monitoring visits to occur in fiscal year 2014.

Rural education
(Elementary and Secondary Education Act of 1965, Title VI, Part B)

(dollars in thousands)

FY 2016 Authorization: To be determined[1]

Budget Authority:

2015	2016	Change
$169,840	$169,840	0

[1] The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

Part B of Title VI of the Elementary and Secondary Education Act (ESEA), the Rural Education Achievement program (REAP), authorizes two programs to assist rural school districts in carrying out activities to help improve the quality of teaching and learning in their schools. The Small, Rural School Achievement (SRSA) program provides funds to rural local educational agencies (LEAs) that serve small numbers of students; the Rural and Low-Income School (RLIS) program provides funds to rural LEAs that serve high concentrations of poor students, regardless of the LEA's size. Funds appropriated for REAP are divided equally between the SRSA and the RLIS programs.

The two programs have similar accountability requirements. Participating LEAs are required to administer an assessment that is consistent with the ESEA Title I assessment requirements. An LEA has 3 years to make adequate yearly progress (AYP) as defined by the State under ESEA Title I. If, after 3 years, an LEA is making AYP, it may continue to participate in the program. If it does not make AYP, an LEA may continue to participate only if it agrees to use all of its applicable funding to carry out Title I school improvement activities.

REAP is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM (Subpart 1)

To be eligible to receive funds under the SRSA program, an LEA must: (1) have a total average daily attendance (ADA) of less than 600 students or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; and (2) serve only schools that have a National Center for Education Statistics (NCES) locale code of 7 (rural) or 8 (rural near an urban area) or are located in an area of the State defined as rural by a governmental agency of the State.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

The Department makes formula allocations directly to eligible LEAs based on the number of students in ADA in the schools served by the LEA and the amount the LEA received under certain Federal programs in the previous fiscal year. For each eligible LEA, the Department calculates an initial allocation that is equal to $20,000 plus $100 for each child in ADA above 50, with a maximum initial allocation of $60,000. An LEA's final allocation is equal to the initial allocation minus the amount received in "applicable funding," which are funds allocated under the Improving Teacher Quality State Grants, Educational Technology State Grants, Safe and Drug-Free Schools and Communities State Grants, and State Grants for Innovative Programs, in the previous fiscal year (since fiscal year 2011, only the Improving Teacher Quality State Grants program has been funded).

LEAs may use program funds to carry out activities authorized under: (1) Part A of Title I (Grants to Local Educational Agencies); (2) Part A of Title II (Improving Teacher Quality State Grants); (3) Part D of Title II (Educational Technology State Grants); (4) Title III (Language Instruction for Limited English Proficient and Immigrant Students); (5) Part A of Title IV (Safe and Drug-Free Schools and Communities State Grants); (6) Part B of Title IV (21st Century Community Learning Centers); and (7) Part A of Title V (State Grants for Innovative Programs).

Eligible LEAs also may (under the "REAP-Flex" authority) consolidate funds they receive from these sources (except for Title I, Part A) to carry out effective activities under any of the authorized programs, including Title I, Part A.

RURAL AND LOW-INCOME SCHOOL PROGRAM (Subpart 2)

Under the RLIS program the Department makes formula allocations to States based on each State's share of children in ADA in all eligible LEAs. Eligible LEAs must: (1) have a Census child-poverty rate of at least 20 percent and (2) serve only schools that have an NCES locale code of 6 (small town), 7 (rural), or 8 (rural near an urban area). States have the option of allocating funds to eligible LEAs competitively or through a formula based on the number of children in ADA in eligible LEAs within the State. A State may also use an alternative formula to allocate funds if it can demonstrate that an alternative method would better target funds to eligible LEAs that serve the highest concentrations of poor students.

LEAs use program funds for: (1) teacher recruitment and retention; (2) teacher professional development; (3) educational technology; (4) parental involvement activities; (5) activities authorized under Part A of Title IV (Safe and Drug-Free Schools and Communities); (6) activities authorized under Part A of Title I (Grants to LEAs); and (7) activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students).

Lastly, the Department allocates one-half of 1 percent of RLIS funds to the Bureau of Indian Education of the Department of the Interior and an equal amount to the Outlying Areas.

Rural education

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	$174,532
2012	179,193
2013	169,840
2014	169,840
2015	169,840

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration is requesting $169.8 million for REAP, the same as the 2015 level. The requested level would provide an average LEA award of approximately $20,000 under SRSA and an average LEA subgrant of approximately $42,000 under RLIS.

The Administration supports continued funding for REAP because of the significant challenges that rural LEAs face in meeting the objectives of the ESEA. According to the National Center for Education Statistics (NCES), in school year 2011-12, 33 percent of the Nation's public schools were located in rural areas, with 25 percent of all public school students enrolled at these schools. The small size and remoteness of many rural schools and districts creates a different set of challenges from those of urban schools and districts. For example, rural schools and districts generally do not benefit from economies of scale and, thus, can face greater per-pupil costs in areas such as staffing or transportation. This may explain, in part, why rural school districts often are not able to offer their students the same level of access to advanced coursework as other districts. In 2009, just 32 percent of students graduating high school in rural areas had earned credits in dual credit, Advanced Placement, or International Baccalaureate courses, compared to 48 percent of city and 44 percent of suburban high school graduates.

In addition, because of size and location, many small, rural districts have faced difficulty in meeting the ESEA requirement that students receive instruction in the core academic subjects from teachers who are fully certified by the State and have demonstrated competency in the subjects they teach. These districts also face challenges recruiting and retaining effective teachers. Rural teachers are frequently called upon to teach multiple subjects, which, in turn, requires teachers to obtain multiple certifications in order to meet the statutory definition of "highly qualified." REAP funds can help rural LEAs meet the challenge of recruiting and retaining a staff of highly qualified and effective teachers.

Rural districts frequently receive allocations under the Department's formula grant programs that are too small to allow the LEA to address effectively the purposes for which the funds are appropriated. For example, among districts eligible for SRSA in fiscal year 2014, the fiscal year 2013 median of allocations under the Improving Teacher Quality State Grants program was $12,713. Recognizing that rural districts frequently receive small allocations from Federal formula grants, the "REAP-Flex" authority gives SRSA-eligible LEAs the flexibility to make more effective use of their small Federal formula allocations. An eligible LEA may use its formula allocation under the Improving Teacher Quality State Grants program to carry out authorized activities or for activities authorized under Part A of Title I, Part D of Title II (Educational

Rural education

Technology), Title III (English Language Acquisition), Part A of Title IV (Safe and Drug-Free Schools and Communities), Part B of Title IV (21st Century Community Learning Centers), or Part A of Title V (Innovative Programs). An estimated 41 percent of eligible districts notified their respective State of their intention to take advantage of this authority in school year 2012-13. Yet even when the eligible LEAs consolidate their allocations under these programs, they typically do not have enough money to provide effective educator professional development, strengthen school safety, or address the other statutory objectives in a meaningful manner. REAP funds supplement these small formula grant allocations under other ESEA programs and assist rural LEAs in financing and implementing approaches to meeting ESEA requirements and addressing the other challenges they face.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2014	2015	2016
Small, rural school achievement			
Total funding	$84,920	$84,920	$84,920
Number of LEAs receiving grants	4,274	4,274	4,274
Average LEA grant	$20	$20	$20
Average award per student (whole $)	$75	$75	$75
Range of awards to LEAs	0 - $60	0 - $60	0 - $60
Rural and low-income schools			
Total funding	$84,920	$84,920	$84,920
Amount for State grants	$84,070	$84,070	$84,070
Amount for BIE	$425	$425	$425
Amount for Outlying Areas	$425	$425	$425
Number of States receiving grants	44	44	44
Number of LEAs receiving subgrants	2,015	2,015	2,015
Average State grant	$1,911	$1,911	$1,911
Average LEA subgrant	$42	$42	$42
Average award per student (whole $)	$21	$21	$21
Range of awards to States	$28 - $6,692	$28 - $6,692	$28 - $6,692
Estimated range of subgrants to LEAs	$1 – $475	$1 – $475	$1 – $475

NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not reserve funds from REAP under this authority in fiscal year 2014, it may do so in fiscal years 2015 and 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 FY 2016 and future years, as well as the resources and efforts invested by those served by this program.

Goal: Raise educational achievement of students in small, rural school districts.

***Objective**: Local educational agencies (LEAs) participating in REAP programs will make adequate yearly progress (AYP) after the third year.*

SRSA and RLIS both have had a performance measure for the percentage of participating LEAs that make AYP after 3 years in their respective program. SRSA and RLIS grantees with 3 or more years in the program have shown a significant decrease in meeting AYP in recent years. Declines under this performance measure for both programs are likely attributable, in part, to increases in States' "annual measureable objectives" (the percentage of children achieving proficiency that an LEA must attain in order to make AYP) rather than declines in proficiency rates, which have remained relatively stable as shown in the tables below. The Department will no longer provide data for this measure because more than half the States are now under ESEA Flexibility and, therefore, success in making AYP is no longer a meaningful measure for this program.

***Objective**: Students enrolled in LEAs participating in REAP programs will score proficient or better on States' assessments in reading/language arts and mathematics in each year through the 2013-2014 academic year.*

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Measure: The percentage of students enrolled in LEAs participating in the Small, Rural School Achievement (SRSA) program who score proficient or better on States' assessments in reading/language arts in each year through the 2013-2014 academic year.

Year	Target	Actual
2011	86%	75%
2012	90	72
2013	94	69
2014	100	
2015	100	
2016	100	

Measure: The percentage of students enrolled in LEAs participating in the Small, Rural School Achievement (SRSA) program who score proficient or better on States' assessments in mathematics in each year through the 2013-2014 academic year.

Year	Target	Actual
2011	86%	71%
2012	91	68
2013	96	65
2014	100	
2015	100	
2016	100	

Measure: The percentage of students enrolled in LEAs participating in the Rural and Low-Income School (RLIS) program who score proficient or better on States' assessments in reading/language arts in each year through the 2013-2014 academic year.

Year	Target	Actual
2011	88%	68%
2012	92	67
2013	96	64
2014	100	
2015	100	
2016	100	

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Measure: The percentage of students enrolled in LEAs participating in the Rural and Low-Income School (RLIS) program who score proficient or better on States' assessments in mathematics in each year through the 2013-2014 academic year.

Year	Target	Actual
2011	85%	66%
2012	90	64
2013	95	60
2014	100	
2015	100	
2016	100	

Additional information: The performance targets for these measures reflect the ESEA goal that 100 percent of students enrolled in districts participating in both the SRSA and RLIS programs will be proficient by 2014. This target is no longer relevant for LEAs in ESEA Flexibility States. Data for 2014 are expected in October 2015.

***Objective**: Eligible rural school districts will use the REAP flexibility authority.*

Measure: The percentage of eligible school districts using the REAP flexibility authority.

Year	Target	Actual
2011	65%	51%
2012	65	34
2013	65	41
2014	65	
2015	65	
2016	65	

Additional information: While this measure was developed to capture the percentage of eligible districts actually using the flexibility authority, the best available information is on the number of districts reporting to the State their intent to use this authority. Since there is little reason to believe that LEAs would provide this notification and not use the authority, reported intent serves as a reasonable proxy. The large decrease in 2012 is likely, in part, the result of incomplete data from some States. The figure for 2013 is based on more complete data from the States and, therefore, likely a more accurate reflection of this proxy for the use of REAP flexibility. Data for 2014 are expected in October 2015.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Efficiency Measure

Measure: The percentage of SRSA program grants awarded by August 30 of each fiscal year.

Year	Target	Actual
2011	80%	100%
2012	80	100
2013	80	100
2014	80	100
2015	80	
2016	80	

Additional information: Due to difficulty in processing over 4,000 SRSA grants to LEAs in a timely manner in the early years of the program, the Department established a measure to track the efficiency of this task. The Department has had great success since creating the measure, and now has made 100 percent of SRSA awards by August 30 in each of the past 4 years.

Other Performance Information

The Department is conducting a study of REAP, with fiscal year 2012 funding, which is examining implementation at the State and LEA levels. Specifically, the Department will obtain information on the practices REAP grantees are using to target their greatest needs; how they assess effectiveness in key areas, such as teacher recruitment, professional development and retention, strategies for school improvement, and the use of technology; how and to what extent they combine or coordinate the use of REAP funding with other Department or Federal funds; and what challenges they face in spending their REAP funding within the grant period. Respondents include State, LEA, and school level administrators, as well as professional development and technical assistance providers. The final report is expected to be available in spring 2016.

The Department released an evaluation report of the RLIS program in June 2010, which can be accessed at http://www2.ed.gov/rschstat/eval/rural/rlis-report.doc. The purpose of this study was to examine implementation at the State and district levels. Specifically, the Department obtained information on State RLIS priorities and monitoring, State progress toward achieving RLIS goals, characteristics of RLIS districts, uses of RLIS funds, and student achievement and AYP trends in participating districts. The report found that the coordinators saw RLIS as a supplemental program, rather than as a stand-alone program, and that they believed that their subgrantee LEAs used their funds to support efforts to make AYP. All nine States in the sample were requiring RLIS districts to engage in a comprehensive planning process and to address gaps identified through local needs assessments, and seven of the States implemented RLIS through an integrated planning process that required LEAs to show how they planned to use funding from Federal programs. Survey respondents indicated that funds were primarily used to purchase technology, support professional development, and support Title I, Part A activities. From the 2002–03 school year to the 2007–08 school year, the rate of academic improvement in mathematics and reading for districts that received RLIS funding was significantly greater than for non-RLIS rural districts; however, the evaluation did not examine causality, and achievement

gains cannot be attributed to the RLIS program. The report also found that, on average, RLIS districts had more students than other rural LEAs but fewer students than all LEAs nationally, that student-to-teacher ratios in RLIS LEAs were higher than in other rural LEAs but similar to the national average, and that per-pupil expenditures were substantially lower in RLIS LEAs than in other rural LEAs and the national average.

Section 6224(c) of ESEA requires the Department to prepare a biennial report to Congress on the RLIS program. The report must describe the methods SEAs have used to award grants and provide technical assistance, how LEAs and schools have used RLIS funds, and the progress made toward meeting the goals and objectives outlined in the SEA applications. In December 2011, the Department submitted to Congress its biennial report for school years 2008-09 and 2009-10. The report includes the finding that of the 41 States receiving fiscal year 2009 funds, all but 5 awarded funds to eligible LEAs by formula based on each eligible LEA's share of students in average daily attendance. One State used a modified formula that targeted a greater share of program funds to LEAs with poverty rates greater than 40 percent, and four States awarded funds on a competitive basis. The report had findings that were consistent with the 2010 evaluation report, in that technology, professional development, and Title I, Part A activities were the most frequently reported uses of funds. Finally, it is difficult to link LEA progress toward goals to activities specifically supported with RLIS funds, but the report does include examples provided by the States of LEA progress toward program goals. The report for school years 2010-11 and 2011-12 is expected to be released in fall 2015.

Supplemental education grants
(Compact of Free Association Amendments Act of 2003, Section 105(f)(1)(B)(iii))

(dollars in thousands)

FY 2016 Authorization: $20,974[1]

Budget Authority:

2015	2016	Change
$16,699	$16,699	0

[1] The 2016 authorization is based on the fiscal year 2005 authorization level, adjusted for inflation in accordance with statutory requirements.

PROGRAM DESCRIPTION

The Compact of Free Association Amendments Act of 2003 (P.L. 108-188) eliminated the participation of the Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI) in most domestic formula grant programs funded by the Departments of Education (ED), Health and Human Services (HHS), and Labor (DOL). As a replacement, beginning in fiscal year 2005, the Act authorizes supplemental education grants in an amount that is roughly equivalent to the total formula funds that these entities received in fiscal year 2004 under the Federal formula programs for which they are no longer eligible. These grants augment the funds that the FSM and the RMI receive for general education assistance under their Compacts of Free Association with the U.S. Government.

The Act eliminated the participation of the FSM and the RMI in the following Department of Education programs: Elementary and Secondary Education Act (ESEA) Title I Grants to Local Educational Agencies; Career and Technical Education Grants under Title I of the Carl D. Perkins Career and Technical Education Act of 2006; Adult Basic and Literacy Education State Grants; Federal Supplemental Educational Opportunities Grants; and Federal Work-Study. However, they remain eligible for participation in other Department programs, including the Individuals with Disabilities Education Act State Grants and programs under Part A, Subpart 1 of Title IV of the Higher Education Act, as well as ED, HHS, and DOL competitive programs. Also, the Act eliminated FSM and RMI participation in programs under Title I (other than Job Corps) of the Workforce Innovation and Opportunity Act (DOL) and Head Start (HHS).

The Department of Education is required to transfer funds appropriated for Supplemental Education Grants to the Department of the Interior (DOI) for disbursement to the RMI and the FSM not later than 60 days after the appropriation becomes available. Appropriations are to be used and monitored in accordance with an interagency agreement between the four cabinet agencies and in accordance with the “Fiscal Procedure Agreements” entered into by the FSM and the RMI with the U.S. Government. These agreements call for the funds to be used at the local school level for direct educational services focused on school readiness, early childhood education, elementary and secondary education, vocational training, adult and family literacy,

and the transition from high school to postsecondary education and careers. They may not be used for construction or remodeling, the general operating costs of school systems, or teacher salaries (except the salaries of teachers who carry out programs supported by the grants).

The FSM and the RMI may request technical assistance from ED, HHS, or DOL, on a reimbursement basis. While past year's appropriations acts also permitted the FSM and the RMI to reserve up to 5 percent of their grants to pay for such technical assistance as well as for administration of their grants, the fiscal year 2015 appropriations act included language that shifted this authority from the FSM and RMI to ED, allowing the Department to reserve up to 5 percent of Supplemental Education Grants funds to provide technical assistance for these grants.

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

	(dollars in thousands)
2011	$17,652
2012	17,619
2013	16,699
2014	16,699
2015	16,699

FY 2016 BUDGET REQUEST

The Administration requests $16.7 million, the same as the 2015 level, to maintain funding for Supplemental Education Grants to the RMI and the FSM. The request would ensure the continuation of services for residents of the RMI and the FSM. The Administration is seeking appropriations language that would continue to allow the Department of Education to reserve up to 5 percent of appropriated funds to provide technical assistance to support effective use of program funds to improve educational outcomes in the RMI and the FSM.

A majority of the funding in fiscal years 2005 through 2009 was used to support early childhood education. The RMI and the FSM have also used Supplemental Education Grants for education improvement programs, vocational and skills training, and professional development. Both the RMI and the FSM are also using funds to prepare students for jobs that may result from the Guam military build-up. For example, funds to the RMI have supported an Accelerated Boot Camp Trades Academy in collaboration with the College of the Marshall Islands while funds to the FSM have supported projects developed in partnership with the Guam Trades Academy. The Administration anticipates that fiscal year 2016 funding would be used for similar purposes.

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2014	2015	2016
Grant to the Federated States of Micronesia	$11,142	$11,142	$11,142
Grant to the Republic of the Marshall Islands	5,557	5,557	5,557

PROGRAM PERFORMANCE INFORMATION

The Department has not established performance measures for this program because it is operated by the Department of the Interior.

A December 2006 General Accounting Office report, entitled “Compacts of Free Association: Micronesia and the Marshall Islands Face Challenges in Planning for Sustainability, Measuring Progress, and Ensuring Accountability,” documented both the continuing need for improvement in the public education systems of the Freely Associated States and the difficulties in obtaining and reporting performance data for this program. The RMI, according to the report, was not able to measure progress towards its educational goals because the data the Republic collected were inadequate, inconsistent, and incomplete. Tests to measure achievement were not administered in 2005 and 2006, and some of the tests the Republic used were not aligned with the curriculum used in RMI schools and thus were not adequate measures of student achievement. The FSM also lacked consistent performance outcomes and measures; measures and outcomes had been established but had constantly changed, making it difficult to track progress.

Additional information from the Department of the Interior (DOI) covering the 5-year period between 2004 and 2009 highlights the continuing challenges faced by both entities in improving the quality of education due to a lack of qualified teachers, poor facilities, and a high absentee rate among students and teachers. While access to elementary and secondary education has increased in the RMI and student enrollment has also increased despite significant out-migration, the RMI continues to have few standardized tests for assessing student achievement, a high dropout rate, and a low percentage of highly qualified teachers. The FSM continues to struggle with low student achievement, discouraging student drop-out rates, and problematic teacher attendance.

Both entities began tracking 20 education indicators and established data collection systems between 2004 and 2006 and have continued to track data on their indicators. However, the most recent GAO study from 2013 entitled “Compacts of Free Association: Micronesia and Marshall Islands Continue to Face Challenges Measuring Progress and Ensuring Accountability,” found that in reviewing subsets of the education indicators that eight of nine indicators for FSM and three of five indicators for RMI were not sufficiently reliable to assess progress primarily due to missing, incomplete, or inconsistent data.

Comprehensive centers
(Education Technical Assistance Act of 2002, Title II, Section 203)

(dollars in thousands)

FY 2016 Authorization: To be determined[1]

Budget Authority:

2015	2016	Change
$48,445	$55,445	$7,000

[1] The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2016.

PROGRAM DESCRIPTION

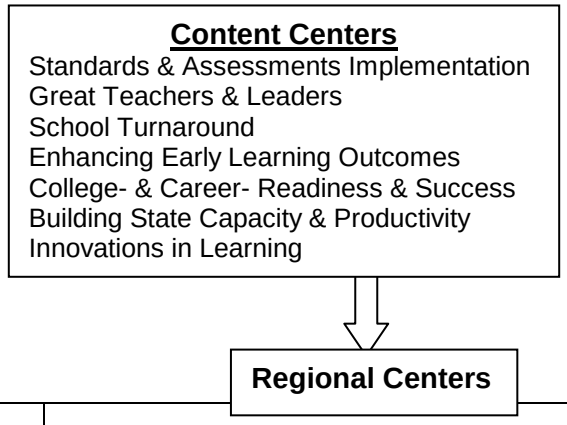
The Education Technical Assistance Act (ETAA) authorizes support for not less than 20 Comprehensive Centers to provide training, technical assistance, and professional development to build State capacity to provide high-quality education for all students, particularly those in low-performing local educational agencies (LEAs) and schools. Centers provide support to State educational agencies (SEAs), and through them, to LEAs and schools, helping them make evidence-based investments that have been shown to improve student outcomes. Comprehensive Centers are part of the Department's wide-ranging technical assistance network that includes the regional educational laboratories (RELs), What Works Clearinghouse, Equity Assistance Centers, Office of Special Education Program-funded Technical Assistance Centers, and other Department-supported single centers designed to provide high-quality support that is accessible, comprehensive, and relevant to SEAs, LEAs, and schools as they tackle the important work of ensuring a high-quality education for all students.

The statute requires that the Department fund a minimum of 10 regional centers. In 2012, the regional centers were aligned to match the 12 REL regions, with the addition of 3 centers in particularly large or populous regions. In order to provide robust and efficient technical assistance through the comprehensive center program, the Department established content centers in addition to the regional centers (see following chart). The content centers create materials, tools, and training that reflect national expertise to complement and support the direct services that regional centers provide to SEAs. The current cohort of Comprehensive Centers, which started in 2012, includes 7 content centers and 15 regional centers. Based on needs that States identified in the national program evaluation and regional advisory committee reports submitted by the statutorily required regional advisory committees, as well as on Administration priorities, the following content centers were established: standards and assessment implementation, innovations in learning, promoting great teachers and leaders, school turnaround, enhancing early learning outcomes, college- and career-readiness and success, and building State capacity and productivity. Regional centers identify relevant information generated by these content centers in their local work with SEAs to build their capacity to

implement school and district improvement measures and objectives, reflecting the increasing role SEAs play in establishing and implementing priorities.

Each comprehensive center must develop a 5-year plan for carrying out authorized activities. The plan of each center is developed to address the needs of SEAs in meeting ESEA student achievement goals, as well as priorities established by the Department and the States. Each center has an advisory board, with representation from SEAs, LEAs, institutes of higher education, educators, administrators, policymakers, researchers, and business representatives, that advises the center on: (1) allocation of resources, (2) strategies for monitoring and addressing the region's educational needs (or the regional centers' needs in the case of the content centers), (3) maintaining a high standard of quality in the performance of its activities, and (4) carrying out the center's activities in a manner that promotes progress toward improving student academic achievement.

Comprehensive Centers Network



Regional Center	States Served
Appalachia	Kentucky, Tennessee, Virginia, and West Virginia
California	California
Central	Colorado, Kansas, and Missouri
Florida and the Islands	Florida, Puerto Rico, and the Virgin Islands
Great Lakes	Indiana, Michigan, and Ohio
Mid-Atlantic	Delaware, District of Columbia, Maryland, New Jersey, and Pennsylvania
Midwest	Illinois, Iowa, Minnesota, and Wisconsin
North Central	Nebraska, North Dakota, South Dakota, and Wyoming
Northeast	Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont
Northwest	Alaska, Idaho, Montana, Oregon, and Washington
Pacific	American Samoa, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, and the Republic of Palau
South Central	Arkansas, Louisiana, New Mexico, and Oklahoma
Southeast	Alabama, Georgia, North Carolina, Mississippi, and South Carolina
Texas	Texas
West	Arizona, Nevada, and Utah

Comprehensive centers

Other Department programs sometimes need assistance in a particular area to support State initiatives. In cases where an existing content center has the needed expertise, the Department has provided supplemental funds for additional work. For example, the Center on Great Teachers and Leaders receives additional funding from the Special Education Technical Assistance and Dissemination program as well as from the Career and Technical Education National Activities program to provide technical assistance on serving students with disabilities and on effective instruction and leadership in career and technical education. The Indian Education National Activities program provides support to 4 regional centers (North Central, Northwest, South Central, and West) that serve States with the largest populations of American Indian/Alaska Native (AI/AN) students and to the Center on Standards and Assessment Implementation to produce information that addresses the needs of AI/AN students. Similarly, the Department uses School Improvement Grant (SIG) national activities funding to expand the Center on School Turnaround's capacity to provide technical assistance to SIG grantees. Finally, the Department uses Preschool Development Grant national activities funding to enable the Center on Enhancing Early Learning Outcomes to offer technical assistance to State recipients of Preschool Development Expansion Grants.

The statute requires the National Center for Education Evaluation and Regional Assistance, a component of the Department's Institute of Education Sciences (IES), to carry out an independent evaluation of the Comprehensive Centers (both regional and content) to determine the extent to which each center meets its objectives. More information on the outcomes from this evaluation is included in the program performance information section.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011	$51,210
2012	51,113
2013	48,445
2014	48,445
2015	48,445

FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration requests $55.4 million for the Comprehensive Centers program, $7 million more than the 2015 level, in order to support more fully SEAs in their increasing role in setting education priorities and providing technical assistance to LEAs and schools as they tackle difficult reforms and to allow the Centers to serve the Bureau of Indian Education (BIE). Through the new Office of State Support (OSS), the Department will work with the Comprehensive Centers to improve coordination among all K-12 technical assistance centers, resulting in a more aligned, relevant, accessible, and robust support system for SEAs.

Additional funding for the Comprehensive Centers in fiscal year 2016 would allow the Department to target supplemental funding to areas of greatest need as identified by the States, through the OSS or other sources. The establishment of the OSS in early fiscal year 2015 reflects the changing role of SEAs in driving Statewide education reform and providing support to LEAs and schools. In the national evaluation of the first cohort of Comprehensive Centers, SEAs reported that the Comprehensive Centers had facilitated the expansion of States'

capacity, particularly in the area of Statewide systems of support or school support teams, but that the Centers did not have the time or resources necessary to fully meet State demand for services. Through the OSS, the Department can now identify the areas of unmet need and which Comprehensive Centers may be best leveraged to address that need, dedicating additional resources towards enhancing technical assistance in those targeted areas. The Department could also use funds to better coordinate the dissemination of information and technical assistance across Department programs through the OSS, working with IES and the Office of Special Education Programs, among others. For example, funds could increase center capacity to support States as they design and implement new teacher preparation accountability systems and work to improve equitable access to effective educators, two areas of need. One way to do this would be to provide more funding to the Center on Great Teachers and Leaders to enhance its technical assistance in these two specific areas. If the OSS identifies that there is need for a more centralized place where States can easily access all materials on any one topic, the Department could provide more funding to the Center on Building State Capacity and Productivity. This content center could serve as a central dissemination resource for SEAs, publishing information generated not only by other Comprehensive Centers but also other Department technical assistance providers so that the Department's technical assistance resources are more accessible and coordinated.

Under current law, the Comprehensive Centers are not permitted to provide direct support to the BIE, resulting in a huge gap in services that is especially detrimental to BIE schools, which are most in need of assistance. The budget request for fiscal year 2016 includes appropriations language that would make the BIE eligible to receive services from the Comprehensive Centers, as well as a request for the necessary additional resources to accommodate this expanded demand without decreasing resources for SEAs. Consistent with the BIE Blueprint for Reform, the Comprehensive Centers would support the BIE as it transforms from a direct provider of education into an organization that serves as a capacity-builder and service-provider to tribes with BIE-funded schools. The Comprehensive Centers would provide an important source of expertise to support the BIE, in the same way they serve SEAs.

The Department awarded a contract for a new national evaluation of this program in September 2013 and fiscal year 2016 funds would provide ongoing support for it.

PROGRAM OUTPUT MEASURES (dollars in thousands)

Measures	2014	2015	2016
Number of centers	22	22	22
Center awards	$46,939	$46,395	$53,258
Average award	$2,134	$2,109	$2,421
Evaluation	$1,506	$2,050	$2,187

Comprehensive centers

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; as well as 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 for fiscal year 2016 and future years, as well as the resources and efforts invested by those served by this program.

The Department placed strong emphasis on developing rigorous performance measures for the Centers, in part through a Departmentwide effort to create common performance measures for technical assistance programs. The measures are designed to analyze the quality, relevance, and usefulness of the services provided by the Centers, the extent to which each center meets the objectives of its respective plan, and whether their services meet the educational needs of the SEAs, LEAs, and schools.

As part of the Department's national evaluation of the Comprehensive Centers, initiated in 2006, the contractor led panel reviews and conducted surveys annually beginning in 2007. An analysis of the results of those reviews and surveys provided data for the Centers' performance measures from 2007 – 2009. Grantees reported performance measurement data for 2010 and beyond through their individual performance reports. The Department will consider revising the language of the measures so that they do not depend on a specific data source.

Goal: To improve student achievement in low-performing schools under the ESEA.

Objective: *Improve the quality of technical assistance.*

Measure: The percentage of all Comprehensive Centers' products and services that are deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products and services.

Year	Target	Actual
2011	59%	92%
2012	66	94
2013	73	95
2014	80	95
2015	80	
2016	80	

Additional information: The actual data were collected and reported using client surveys developed by the Centers in conjunction with their evaluators. The designs of client surveys used to collect data for these measures varied widely by center. The 2014 data represent 19 of the 22 Centers in year 2 of their projects.

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Measure: The percentage of all Comprehensive Centers' products and services that are deemed to be of high relevance to educational policy or practice by target audiences.

Year	Target	Actual
2011	78%	89%
2012	79	94
2013	80	95
2014	80	94
2015	80	
2016	80	

Additional information: The actual data were collected and reported using client surveys developed by the Centers in conjunction with their evaluators. The designs of client surveys used to collect data for these measures varied widely by center. The 2014 data represent 19 of the 22 Centers in year 2 of their projects.

Objective: *Technical assistance products and services will be used to improve results for children in the target areas.*

Measure: The percentage of all Comprehensive Centers' products and services that are deemed to be of high usefulness to educational policy or practice by target audiences.

Year	Target	Actual
2011	65%	89%
2012	70	91
2013	75	94
2014	80	92
2015	80	
2016	80	

Additional information: The actual data were collected and reported using client surveys developed by the Centers in conjunction with their evaluators. The designs of client surveys used to collect data for these measures varied widely by center. The 2014 data represent 19 of the 22 Centers in year 2 of their projects.

Efficiency Measures

The Department implemented a common measure of administrative efficiency to assess the Comprehensive Centers program and other technical assistance programs. The measure is the percentage of grant funds that the Centers carry over for each year of operations. Data for the measure are available each year in September, after Department staff have reviewed data for the previous 12-month budget cycle, and are presented in the table below. The Department also established a second efficiency measure for the program: the number of working days following a monitoring visit that it takes the Department to send a monitoring report to grantees.

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Objective: *Improve the operational efficiency of the program.*

Measure: The percentage of Comprehensive Center grant funds carried over in each year of the project.

Year	Target	Actual
2011	10%	2%
2012	10	3
2013	10	20
2014	10	8
2015	10	
2016	10	

Additional information: The Centers had 40 percent carryover in 2006, the baseline year, which was likely the result of their receiving initial grant awards several months into the beginning of the first award year. A higher carryover amount in 2013 is likely due to grantees carrying over more funds following the first year of their awards; first year spending is often lower than planned due to time required for start-up and planning.

Measure: The number of working days following a monitoring visit that it takes the Department to send a monitoring report to grantees.

Year	Target	Actual
2011	45	58
2012	45	144
2013	45	NA
2014	45	NA
2015	45	
2016	45	

Additional information: The Department conducted two monitoring visits in fiscal year 2011 with reports due in fiscal year 2012. The report for the first visit was sent to the grantee within 28 working days after the visit, well within the 45-day target. Due to extensive preparations for the fiscal year 2012 grant competition, the report for the second visit was delayed. Since that grantee did not receive a new award under the fiscal year 2012 competition and thus was no longer a grantee beginning in fiscal year 2013, the Department did not send a report; thus, all annual working days were counted for that report. The Department did not conduct monitoring visits in fiscal years 2012, 2013, or 2014.

Other Performance Information

In addition to providing data for the performance measures, the first national evaluation of the Comprehensive Centers authorized under the ETAA assessed: (1) the extent to which the Centers met the objectives of their respective technical assistance plans and the educational needs of SEAs, and (2) whether the Centers' assistance has expanded SEAs' capacity to provide technical assistance to help LEAs and schools meet their statutory requirements. The evaluation also examined how the Centers respond to the changing needs of SEAs for technical assistance, SEAs' reliance on the Centers compared to other technical assistance sources, the

overall costs for SEAs in providing ESEA-related technical assistance, and the estimated dollar value of the Centers' products and services to SEAs.

In July 2010, the first interim report from the national evaluation provided an analysis of data obtained through surveys of comprehensive center clients and expert reviews of comprehensive center projects, covering the 2006-07 program year, the second year of center operations. In this first round of project ratings, the content centers had higher mean ratings of technical quality for their sampled projects than did the regional centers, while the regional centers had higher mean ratings of relevance than did the content centers. There was no statistically significant relationship between ratings of quality and ratings of relevance or usefulness, which suggests that achieving high technical quality (judged on the basis of expert peer reviews) was unrelated to the delivery of assistance thought by clients to be highly relevant or useful. There was a high correlation between relevance and usefulness.

The final report, covering the 2007-08 and 2008-09 program years, was released August 31, 2011 (see: http://ies.ed.gov/ncee/pubs/20114031/). The report indicated that both the regional centers and the content centers conducted activities consistent with their design and that, over the 3-year period of the study, the regional centers and content centers were increasingly involved in each other's projects. Similarly, an increasing number of State managers reported each year that center assistance served their purposes, with "statewide systems of support" cited most frequently as a State priority. The proportion of State managers reporting that center assistance had served the State's purposes completely rose from 36 percent in 2006-07 to 56 percent in 2008-09. Statewide systems of support was also the topic most frequently addressed in center projects each year. Among the managers who reported that their States' purposes were not completely served, a larger proportion in each year reported wanting more interaction with the Centers. In 2008-09, 43 percent of those State managers said, "center staff are not able to spend as much time working with the State as we would like."

State managers confirmed that States relied upon multiple sources of technical assistance and that they used these sources for different purposes. The Centers were cited as the top source for technical assistance in 2007-08 and 2008-09 when compared to the RELs, professional associations, senior managers from other SEAs, consulting firms or private contractors, colleges and universities, and the Department of Education. Across different purposes for technical assistance, the Centers were cited as the top source for planning steps to solve a problem, completing tasks that the State lacked capacity to complete (either in resources or skills), and developing the skills of SEA or intermediate education agency staff. The Centers were cited second to professional associations as a resource States used to gather information or keep current with new ideas.

Further, State managers reported that center assistance had expanded State capacity in the area of statewide systems of support. Among State managers who reported statewide systems of support or school support teams to be a State priority for assistance in 2008-09, 82 percent credited center assistance with a "great" or "moderate" expansion of State capacity in this area. To a lesser extent, State managers also credited the Centers with expanding their States' capacity in other areas during the same year, from 77 percent in the areas of research-based curriculum, instruction, or professional development in academic subjects to 39 percent in ESEA provisions on supplemental educational services and choice.

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On average, across each of the 3 years, the ratings for quality, relevance, and usefulness increased. The average quality rating was consistently higher for content center projects than for regional center projects while the average relevance ratings were higher for regional centers than content centers in the first 2 years of the study. There were no consistent differences in the usefulness ratings between regional centers and content centers.

The evaluation of the 2012 cohort of grantees will examine how the individual centers intend to build SEA capacity (their theories of action) and what types of activities they conduct to build capacity. The evaluation will address broad questions in three areas: how did the centers design their work, how did the centers operate, and what was the result of the centers' work? This evaluation will yield a report on the centers' designs and theories of action (scheduled for March 2016), two interim reports on the centers' implementation and outcomes in two priority areas (scheduled for March 2017), and a final report (scheduled for September 2018).

State tables