

Department of Education
SCHOOL IMPROVEMENT PROGRAMS
Fiscal Year 2017 Request

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* State tables reflecting final 2015 allocations and 2016 and 2017 estimates are posted on the Department's Web page at: <http://www2.ed.gov/about/overview/budget/statetables/index.html>.

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For carrying out school improvement activities authorized by part B of title I, [parts A and B] part A of title II, subpart 1 of part A of title IV, part B of title IV, [parts A and B of title VI,] part B of title V, and parts B and C of title [VII]VI 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, [~~\$4,433,629,000~~]\$4,558,409,000, of which [~~\$2,611,619,000~~]\$2,732,399,000 shall become available on July 1, [~~2016~~]2017, and remain available through September 30, [~~2017~~]2018, and of which \$1,681,441,000 shall become available on October 1, [~~2016~~]2017, and shall remain available through September 30, [~~2017~~]2018, for academic year [~~2016–2017~~] 2017–2018:¹ *Provided*, That [funds made available to carry out part B of title VII of the ESEA] \$403,000,000 shall be for part B of title I:² *Provided further*, That \$33,397,000 shall be for part B of title VI and 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:³ *Provided further*, That [funds made available to carry out part C of title VII of the ESEA] \$32,453,000 shall be for part C of title VI and shall be awarded on a competitive basis, and also may be used for construction:⁴ *Provided further*, That [~~\$51,445,000~~]\$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: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: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:⁷ *Provided further*, That [up to 4.0 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:⁸ *Provided further*, That \$152,717,000 shall be to carry out part B of title II of the ESEA:⁹ *Provided further*, That none of the funds made available by this Act shall be used to allow 21st Century Community Learning Centers initiative funding for expanded learning time unless these activities provide enrichment and engaging academic activities for students at least 300 additional program hours before, during, or after the traditional school day and supplements but does not supplant school day requirements]¹⁰ grants under section 1202 may be made on a competitive basis:¹¹ *Provided further*, That, notwithstanding section 4105, funds available for subpart 1 of part A of title IV may be used by state educational agencies to make subgrants on a competitive basis to local educational agencies to carry out the activities authorized in sections 4107 through 4109, for a period not to exceed 3 years and in an amount not less than \$50,000 for each year: *Provided further*, That State educational agencies may give priority for such subgrants to local educational agencies that propose to carry out one or more of the activities authorized in such sections, as determined by the state:¹² *Provided further*, That \$175,840,000 shall be for part B of title V.¹³

(Department of Education Appropriations Act, 2016.)

NOTE

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹...of which [\$2,611,619,000]<u>\$2,732,399,000</u> shall become available on July 1, [2016]<u>2017</u>, and remain available through September 30, [2017]<u>2018</u>, and of which \$1,681,441,000 shall become available on October 1, [2016]<u>2017</u>, and shall remain available through September 30, [2017]<u>2018</u>, for academic year [2016–2017] <u>2017–2018</u>:</p>	<p>This language provides for a portion of funds to be appropriated on a forward-funded basis for Supporting Effective Instruction State Grants, 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 Supporting Effective Instruction State Grants is available on an advance-funded basis.</p>
<p>²...<i>Provided</i>, That [...]<u>\$403,000,000 shall be for part B of title I:</u></p>	<p>This language specifies the funding level for the State Assessments program.</p>
<p>³<i>Provided further</i>, That <u>\$33,397,000 shall be for part B of title VI and</u> 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:</p>	<p>This language specifies the funding level for the Education for Native Hawaiians program and authorizes the use of funds appropriated for school construction, renovation, and modernization.</p>
<p>⁴<i>Provided further</i>, That [funds made available to carry out part C of title VII of the ESEA] <u>\$32,453,000 shall be for part C of title VI and</u> shall be awarded on a competitive basis, and also may be used for construction:</p>	<p>This language specifies the funding level for the Alaska Native Education program and authorizes the use of funds appropriated for construction.</p>
<p>⁵<i>Provided further</i>, That [\$51,445,000] <u>\$55,445,000</u> 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:</p>	<p>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.</p>

SCHOOL IMPROVEMENT PROGRAMS

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁶<i>Provided further</i>, 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:</p>	<p>This language specifies the funding level for Supplemental Education Grants to the Federated States of Micronesia and the Republic of the Marshall Islands.</p>
<p>⁷<i>Provided further</i>, 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:</p>	<p>This language allows the Secretary to reserve up to 5 percent of Supplemental Education Grants funds to provide technical assistance for these grants.</p>
<p>⁸<i>Provided further</i>, That [up to 4.0 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:...]</p>	<p>This language provides a specific amount for the Supporting Effective Educator Development program from the appropriation for the Improving Teacher Quality State Grants program. This language is no longer needed because the Supporting Effective Educator Development program is authorized in the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015.</p>
<p>⁹[...<i>Provided further</i>, That \$152,717,000 shall be to carry out part B of title II of the ESEA:...]</p>	<p>This language specifies the funding level for the Mathematics and Science Partnerships Program. This language is deleted because the program authorization was struck from the reauthorized ESEA.</p>
<p>¹⁰[...<i>Provided further</i>, That none of the funds made available by this Act shall be used to allow 21st Century Community Learning Centers initiative funding for expanded learning time unless these activities provide enrichment and engaging academic activities for students at least 300 additional program hours before, during, or after the traditional school day and supplements but does not supplant school day requirements]...</p>	<p>This language established a minimum number of hours that subgrantees had to meet to use funds for expanded learning time. This language is no longer necessary because the language is included in the reauthorized ESEA.</p>

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹¹<u>...grants under section 1202 may be made on a competitive basis:...</u></p>	<p>This language allows the Department to make competitive awards for audits of assessment systems under the State Assessments program, rather than awarding funds by formula.</p>
<p>¹²<u>Provided further, That, notwithstanding section 4105, funds available for subpart 1 of part A of title IV may be used by state educational agencies to make subgrants on a competitive basis to local educational agencies to carry out the activities authorized in sections 4107 through 4109, for a period not to exceed 3 years and in an amount not less than \$50,000 for each year: Provided further, That State educational agencies may give priority for such subgrants to local educational agencies that propose to carry out one or more of the activities authorized in such sections, as determined by the state:</u></p>	<p>This language specifies the funding level for the Student Support and Academic Enrichment Grants program, allows states to award subgrants of at least \$50,000 competitively to local educational agencies for a 3-year period, and allows states to prioritize certain authorized activities when making competitive subgrants to local educational agencies.</p>
<p>¹³<u>Provided further, That \$175,840,000 shall be for part B of title V.</u></p>	<p>This language specifies the funding level for the Rural Education Achievement Program.</p>

SCHOOL IMPROVEMENT PROGRAMS
Appropriation, Adjustments and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2015	2016	2017
Discretionary:			
Appropriation.....	\$4,402,671	\$4,433,629	\$4,658,409
Advance:			
Advance for succeeding fiscal year	-1,681,441	-1,681,441	-1,681,441
Advance from prior year	<u>1,681,441</u>	<u>1,681,441</u>	<u>1,681,441</u>
Total, budget authority	4,402,671	4,433,629	4,658,409

SCHOOL IMPROVEMENT PROGRAMS

Summary of Changes (dollars in thousands)

2016.....	\$4,433,629
2017.....	<u>4,558,409</u>
Net change	+124,780

Increases:	<u>2016 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase funding to support improvement or enhancement of assessment systems, in order 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
Increase 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.	70,000	+15,000
Increase 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.	51,445	+4,000
Increase funding to initiate the Student Support and Academic Enrichment Grants program to support formula grants to improve academic achievement by increasing the capacity of States and local educational agencies to provide all students with access to a well-rounded education and improve school conditions and the use of technology.	0	<u>+500,000</u>
Subtotal, increases		+544,000

SCHOOL IMPROVEMENT PROGRAMS

Summary of Changes (dollars in thousands)

Decreases:	<u>2016 base</u>	<u>Change from base</u>
<u>Program:</u>		
Decrease funding for the Supporting Effective Instruction State grants because funds for the Supporting Effective Educator Development program are requested in the Innovation and Improvement account.	\$668,389	-\$99,830
Eliminate funding for the Mathematics and Science Partnerships program because the program was not included in the reauthorized ESEA.	152,717	-152,717
Decrease funding for the 21 st Century Community Learning Centers program to align with the authorization level included in the reauthorization of the ESEA.	1,166,673	<u>-166,673</u>
Subtotal, decreases		-419,220
Net change		+124,780

SCHOOL IMPROVEMENT PROGRAMS

Authorizing Legislation

(dollars in thousands)

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Activity	2016 Authorized	2016 Estimate	2017 Authorized	2017 Request
Supporting effective instruction State grants (<i>ESEA II-A</i>)	0 ¹	\$2,349,830	\$2,295,830	\$2,250,000
Mathematics and science partnerships (<i>ESEA II-B; struck by P.L. 114-95</i>)	0 ¹	152,717	0	0
21st century community learning centers (<i>ESEA IV-B</i>)	0 ¹	1,166,673	1,000,000	1,000,000
State assessments (<i>ESEA I-B, sections 1201-1203</i>)	0 ¹	378,000	378,000	378,000
Education for homeless children and youths (<i>MVHAA Title VII-B</i>)	0	70,000	85,000	85,000
Native Hawaiian Education (<i>ESEA VI-B</i>)	0 ¹	33,397	32,397	33,397
Alaska Native education equity (<i>ESEA VI-C</i>)	0 ¹	32,453	31,453	32,453
Training and advisory services (<i>CRA IV</i>)	Indefinite	6,575	Indefinite	6,575
Rural education (<i>ESEA V-B</i>)	0 ¹	175,840 ²	169,840	175,840 ²
Supplemental education grants (<i>Compact of Free Association Act</i>)	\$20,974 ³	16,699	21,171 ³	16,699
Comprehensive centers (<i>ETAA section 203</i>)	0 ⁴	51,445	To be determined ⁴	55,445
Student support and academic enrichment grants (<i>ESEA IV-A-1</i>)	0	0	1,650,000	500,000
<u>Unfunded authorizations</u>				
Family engagement in education programs (<i>ESEA IV-B</i>)	<u>0</u>	<u>0</u>	<u>10,000</u>	<u>0</u>
Total definite authorization	\$20,974		5,680,069	

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Authorizing Legislation—continued

Activity	2016 Authorized	2016 Estimate	2017 Authorized	2017 Request
Total appropriation		\$4,433,629		\$4,658,409
Portion of request subject to reauthorization				55,445

¹ The GEPA extension expired September 30, 2008; the program was reauthorized in 2016 through appropriations language.

² The amount appropriated to carry out Title V, 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 program was reauthorized in 2016 through appropriations language. Reauthorizing legislation is sought for fiscal year 2017.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
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 ¹	5,292,422 ¹	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 ²	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 ³	5,388,173 ²	4,593,841 ⁴
(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 ⁴	4,570,145 ⁵	4,544,596
(2012 Advance for 2013)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2013	1,219,357	4,394,880 ⁶	4,544,596 ⁶	4,397,391
(2013 Advance for 2014)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2014	1,075,559	N/A ⁷	4,676,862 ²	4,397,391
(2014 Advance for 2015)	(0)		(1,681,441)	(1,681,441)
2015	966,923	N/A ⁷	4,402,674 ⁸	4,402,671
(2015 Advance for 2016)	(0)		(1,681,441)	(1,681,441)
2016	4,693,171	3,500,720 ⁹	4,134,746 ⁹	4,443,629
(2016 Advance for 2017)	(1,681,441)	(1,681,441)	(1,681,441)	(1,681,441)
2017	4,658,409			
(2017 Advance for 2018)	(1,681,441)			

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

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

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

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

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

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

SCHOOL IMPROVEMENT PROGRAMS

Authorizing Legislation—continued

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

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

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

SCHOOL IMPROVEMENT PROGRAMS

Significant Items in FY 2016 Appropriations Reports

State Grants for Improving Teacher Quality

Managers' statement: The Committee strongly encourages the Department to provide guidance to SEAs about the availability of funding for such activities, including technical assistance on best practices in this area.

Response: The Department will be developing revised guidance regarding the use of ESEA Title II, Part A State formula grant funds as part of its effort to fully and effectively implement the ESEA as reauthorized by the Every Student Succeeds Act.

21st Century Community Learning Centers

Managers' statement: The Committee strongly encourages the Secretary to provide guidance and technical assistance to states to help them develop extracurricular programs specifically targeting foster youth.

Response: The Department plans to include technical assistance on extracurricular programs targeted to foster youth in the 21st Century Community Learning Centers 2016 Summer Institute for States and eligible entities.

Comprehensive Centers

Managers' statement: The Committee strongly supports the establishment of a comprehensive center on students at risk of not attaining full literacy skills due to a disability.

Response: The Department will comply with this request. The Department is exploring options for the most effective and efficient delivery of technical assistance related to improving instructional supports for students at risk of not attaining full literacy skills due to a disability; these options could include establishing a new comprehensive center or building the capacity of an existing Department of Education technical assistance center.

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

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Office, Account, Program and Activity	Category Code	2015 Appropriation	2016 Appropriation	2017 President's Budget	2017 President's Budget Compared to 2016 Appropriation Amount	Percent
School Improvement Programs						
1. Supporting effective instruction (ESEA II):						
(a) Supporting effective instruction State grants (Part A) ^{1,2}						
Annual appropriation	D	668,389	668,389	568,559	(99,830)	-14.94%
Advance for succeeding fiscal year	D	1,681,441	1,681,441	1,681,441	0	0.00%
Subtotal	D	2,349,830	2,349,830	2,250,000	(99,830)	-4.25%
(b) Mathematics and science partnerships (Part B; struck by P.L. 114-95)	D	152,717	152,717	0	(152,717)	-100.00%
2. 21st century community learning centers (ESEA IV-B)	D	1,151,673	1,166,673	1,000,000	(166,673)	-14.29%
3. State assessments (ESEA I-B, section 1201-1203)	D	378,000	378,000	403,000	25,000	6.61%
4. Education for homeless children and youths (MVHAA Title VII-B)	D	65,042	70,000	85,000	15,000	21.43%
5. Native Hawaiian education (ESEA VI-B)	D	32,397	33,397	33,397	0	0.00%
6. Alaska Native education (ESEA VI-C)	D	31,453	32,453	32,453	0	0.00%
7. Training and advisory services (CRA IV)	D	6,575	6,575	6,575	0	0.00%
8. Rural education (ESEA V-B)	D	169,840	175,840	175,840	0	0.00%
9. Supplemental education grants (Compact of Free Association Act)	D	16,699	16,699	16,699	0	0.00%
10. Comprehensive centers (ETAA section 203)	D	48,445	51,445	55,445	4,000	7.78%
11. Student support and academic enrichment grants (ESEA IV-A-1)	D	---	---	500,000	500,000	---
Total, Appropriation	D	4,402,671	4,433,629	4,558,409	124,780	2.81%
Total, Budget authority	D	4,402,671	4,433,629	4,558,409	124,780	2.81%
Current		2,721,230	2,752,188	2,876,968	124,780	4.53%
Prior year's advance		1,681,441	1,681,441	1,681,441	0	0.00%

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

Detail may not add to totals due to rounding.

¹ Prior to fiscal year 2017, the program was Improving Teacher Quality State Grants, as authorized by P.L. 107-110, ESEA II-A.

² Includes funds for Supporting Effective Educator Development (SEED) in the 2015 and 2016 appropriation columns. The 2017 President's Budget requests funding for SEED in the Innovation and Improvement account.

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 is requesting approximately \$4.6 billion for programs in this account, including:

- \$2.3 billion for **Supporting Effective Instruction 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.
- \$1.0 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 2017 request to support competitive projects to help States address pressing needs they have identified for developing and implementing their assessments.
- \$175.8 million for **Rural Education** to provide resources to rural LEAs and schools that often face unique challenges in implementing ESEA.
- \$85.0 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**, an increase of \$4 million, 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

SCHOOL IMPROVEMENT PROGRAMS

Summary of Request—continued

areas such as making more evidence-based investments. The additional funding and requested appropriations language would also allow the centers to provide assistance to the Bureau of Indian Education.

- \$33.4 million for **Native Hawaiian Education** 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** to support the development and operation of supplemental education programs and services for Alaska Native children and adults.
- \$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.

SCHOOL IMPROVEMENT PROGRAMS

Supporting effective instruction State grants

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part A)

(dollars in thousands)

FY 2017 Authorization: \$2,295,830

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
Annual appropriation	\$668,389	\$568,559	-\$99,830
Advance for succeeding fiscal year	<u>1,681,441</u>	<u>1,681,441</u>	<u>0</u>
Total	2,349,830	2,250,000	-99,830

PROGRAM DESCRIPTION

Supporting Effective Instruction (SEI) State Grants provides formula grants to State educational agencies (SEAs) and subgrants to local educational agencies (LEAs) to increase student achievement consistent with challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. SEAs and LEAs have flexibility to carry out a wide variety of activities, consistent with their specific needs.

The Every Student Succeeds Act of 2015 (ESSA) reauthorized the Elementary and Secondary Education Act. The reauthorization renamed Improving Teacher Quality State Grants to SEI State Grants and made a number of changes in the program, including placing a greater focus on evidence-based practices; an emphasis on developing rigorous and fair human capital evaluation and development systems; and the authorization of Supporting Effective Educator Development (SEED) as a separate program rather than a set-aside within the formula grant program.

In addition, the reauthorized program includes two significant transitions affecting the distribution of funding. First, it phases out a hold-harmless allocation methodology under which most funds (about \$2.1 billion in fiscal year 2016) were allocated to States on the basis of the amounts received by each State in fiscal year 2001 under the Eisenhower Professional Development State Grants and Class Size Reduction programs. For each of fiscal years 2017 through 2022, the initial amounts based primarily on fiscal year 2001 allocations are reduced by a percentage equal to the product of 14.29 percent and the number of years between the fiscal year for which the determination is being made and fiscal year 2016; thus, for 2017, the initial amounts will be reduced by 14.29 percent. Any remaining funds are then allocated to States by formula. The second change gradually shifts that formula to provide additional weighting for children in poverty. In 2017, 35 percent of remaining allocations are based on States' relative shares of the population aged 5 to 17, and 65 percent is based on States' relative shares of children aged 5 to 17 from low-income families. By 2020, the weighting will be 20 percent for all

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children and 80 percent for children in poverty. Each State must receive at least one-half of 1 percent of the additional 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 must reserve at least 95 percent of its funds for subgrants to LEAs; they may use up to 1 percent for administration and the remainder for State-level activities. The statute further authorizes States to reserve up to an additional 3 percent of the amount otherwise reserved for subgrants to LEAs for a range of State-level activities aimed at improving the effectiveness of principals and other school leaders. States allocate funds to LEAs using a formula based 20 percent on LEAs' share of children aged 5 through 17 and 80 percent on the LEAs' share of children aged 5 through 17 from low-income families. Under the prior legislation, LEAs' received the amount that they had received for fiscal year 2001, with any available funds above that amount being distributed 20 percent by total population aged 5 to 17 and 80 percent based on the number of poor children aged 5 to 17.

Also under the antecedent program, States used 2.5 percent of their grant funds for competitive awards to eligible partnerships to provide professional development in core academic subjects to teachers, highly qualified paraprofessionals, and, if appropriate, principals. These awards are no longer authorized.

States may use their State-level funds for a variety of activities, including the reform of teacher, principal, and other school leader certification and licensing; helping LEAs design and implement teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement; improving equitable access to effective teachers; creating or improving alternative routes to certification; technical assistance to LEAs; improving professional development; improving State reciprocity of teacher and principal certification or licensing; reforming or improving teacher and principal preparation programs; and training teachers on the appropriate use of student data. To receive funds, States must submit an application that describes how funds will be used, including how activities will be aligned with challenging State academic standards, how activities are expected to improve student achievement, and how they will monitor and support LEA activities.

To receive subgrants, LEAs submit applications to their States that describe proposed activities and how the LEA will prioritize funds to schools. The reauthorized ESEA requires LEAs to consult with teachers, principals, and other stakeholders in determining the best uses of Title II, Part A funds. States may require LEAs to confirm in their applications that they have involved these stakeholders not only in determining how to use the funds, but how to do so in ways that are likely to increase the probability that the funds have a necessary and positive impact on student achievement. Similarly, States may encourage LEAs to consider evidence-based practices to increase likelihood of effective use of funds. LEAs may use funds to develop, implement, and evaluate comprehensive programs and activities to improve teacher and school leader quality, including rigorous and fair evaluation and support systems; implement initiatives to assist in recruiting, hiring, and retaining effective teachers, especially in low-income schools that particularly need assistance; promote teacher leadership; recruit qualified individuals from other fields; reduce class size; provide high-quality, personalized professional development; and developing feedback mechanisms to improve school working conditions. All of these efforts could support State plans to increase equitable access to effective educators for all students.

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From fiscal years 2011 to 2016, a portion of Title II, Part A funds were reserved, through appropriations language, for competitive grants under the Supporting Effective Educator Development (SEED) program. This program is now separately authorized and is described in more detail in the Innovation and Improvement Account.

SEI State Grants 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	\$2,466,567
2013.....	2,337,830
2014.....	2,348,898
2015.....	2,349,830
2016.....	2,349,830

NOTE: Includes funds provided to support the SEED program.

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The Administration requests \$2.25 billion for the Supporting Effective Instruction State Grants program for fiscal year 2017, a decrease of \$99.83 million from the 2016 amount that primarily reflects the separate 2017 request for the SEED program. The requested amount for 2017 is nearly level with the fiscal year 2016 funding for formula State awards. 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 effective teachers and principals.

States and LEAs are working to ensure that every child has access to effective teachers by changing how they recruit, select, prepare, develop, and support teachers and school leaders. These efforts include improving the quality and use of evaluation systems to provide meaningful feedback and support to teachers and school leaders; working to support educators as they implement rigorous standards; and efforts to attract and retain the best teachers and leaders in high-need schools in order to elevate the overall quality of instruction and improve student achievement. The 2017 request would allow States to continue this work as well as use funds in support of their State plans to increase equitable access to effective educators; create teacher leadership opportunities such as to involving teachers directly in the design and delivery of evidence-based professional development for their colleagues; and better support principals in creating professional environments that support effective instruction.

SEI State Grants will support work related to that of other programs for which the Administration is requesting funds. For example, Section 1111 of Title I of ESEA requires States to produce

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annual State report cards that include information on the professional qualifications of teachers in the State, including the number of inexperienced teachers, the number of teachers with emergency or provisional credentials, and the number who are teaching out-of-field. SEI State Grants funding can help ensure that LEAs make progress in recruiting and retaining effective teachers and ensuring equitable access to such teachers. Program funding will help States and LEAs provide the preparation, substantial support, and intensive professional development necessary for teachers and school leaders to ensure that all students succeed.

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

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Funding for State awards	\$2,260,654	\$2,220,707	\$2,216,362
Range of State awards	\$10,833–\$254,340	\$10,634–\$249,360	\$10,679–\$252,007
Average State award	\$43,474	\$42,706	\$42,622
Funding for Outlying Area Awards	11,690	11,690	11,194
Funding for BIE	11,690	11,690	11,194
Funding for SEED	54,046	93,993	0 ¹
Evaluation	11,749	11,749	11,250

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

¹ Fiscal year 2017 funding for SEED is requested in the Innovation and Improvement account.

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 2017 and future years, as well as 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, as required under No Child Left Behind, in elementary and secondary schools as a whole compared to the percentage in high poverty schools. Since

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2007, these data have been collected by the Department's ED*Facts*/Education Data Exchange Network (EDEN).

The reauthorization of the ESEA eliminated highly qualified teacher requirements; the Administration will develop new performance measures for the SEI State Grants program beginning in fiscal year 2017.

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
2012	100%	97%
2013	100	97
2014	100	96
2015	100	
2016	100	
2017	100	

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

Year	Target	Actual
2012	100%	94%
2013	100	95
2014	100	93
2015	100	
2016	100	
2017	100	

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

Year	Target	Actual
2012	100%	98%
2013	100	98
2014	100	97
2015	100	
2016	100	
2017	100	

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

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

Additional information: The program did not make progress on this objective from 2013 to 2014 but did maintain a high percentage. Results for 2015 are expected in April 2016.

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	Actual
2012	22
2013	32
2014	14
2015	
2016	
2017	

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	Actual
2012	27
2013	21
2014	16
2015	
2016	
2017	

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, between 2013 and 2014, 14 States reduced the difference in these percentages in elementary schools and 16 States reduced the difference in these percentages in secondary schools. Results for 2015 are expected in April 2016.

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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 access to effective teaching, and teacher retention strategies.

Completed evaluations

A 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.¹ 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 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 is difficult.

In addition, the Department is concerned with ensuring equitable access to effective teaching. 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.² 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

¹ "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.

² "Impact Evaluation Of Moving High Performing Teachers to Low Performing Schools," http://ies.ed.gov/ncee/projects/evaluation/tq_recruitment.asp.

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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 an additional study on preservice teacher preparation that will examine teacher preparation programs with features thought to be promising.¹ 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.² 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.³ A report is expected in 2018. Finally, a new study will evaluate the impact of support for principals on teacher retention, effectiveness of instructional staff, and student academic achievement.⁴ An initial report is expected in 2018.

Bridging these areas, in 2015, the Department began a study to determine the feasibility and design of a large-scale impact evaluation of teacher preparation and professional development.⁵ This work will identify high leverage aspects of teacher preparation and support for a rigorous impact evaluation and collect information from potential providers and study participants to inform study options.

Another evaluation on equitable access to effective teachers will provide information about the distribution of effective teachers within districts over a 5-year period based on value-added measures.⁶ An interim report, released in fall 2013, looked at disadvantaged students' access

¹ "A Study of Promising Features of Teacher Preparation Programs," http://ies.ed.gov/ncee/projects/evaluation/tq_teacherprep_us.asp.

² "Impact Evaluation of Math Professional Development," http://ies.ed.gov/ncee/projects/evaluation/tq_mathpd.asp.

³ "Impact Evaluation of Data-Driven Instruction Professional Development for Teachers," http://ies.ed.gov/ncee/projects/evaluation/tq_datadriven.asp.

⁴ "Impact Evaluation of Support for Principals," http://ies.ed.gov/ncee/projects/evaluation/tq_principals.asp.

⁵ "Feasibility and Design of an Impact Evaluation of Teacher Preparation and Professional Development," http://ies.ed.gov/ncee/projects/evaluation/tq_feasibility.asp.

⁶ "Study of the Distribution of Effective Teaching," http://ies.ed.gov/ncee/projects/evaluation/tq_distribution.asp.

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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, on average, disadvantaged students had 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 the spring of 2016, will also explore any changes in level of access that may be associated with district strategies to ensure equitable access to effective teachers.

The Department has also begun a study on the impact of teacher and leader performance evaluation and support systems.¹ This study will address the impact of these systems on educator practices, supports provided to educators, and student academic achievement. It will also describe districts' and educators' experiences implementing these systems. A report on the study's first year of implementation is expected in spring 2016.

¹ "Impact Evaluation of Teacher and Leader Performance Evaluation Systems," http://ies.ed.gov/ncee/projects/evaluation/tq_performance.asp.

SCHOOL IMPROVEMENT PROGRAMS

Mathematics and science partnerships

(Elementary and Secondary Education Act of 1965, Title II, Part B, struck by P.L. 114-95)

(dollars in thousands)

FY 2017 Authorization: 0¹

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$152,717	0	-\$152,717

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

PROGRAM DESCRIPTION

The Every Student Succeeds Act of 2015, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), eliminated the Mathematics and Science Partnerships (MSP) program, previously authorized by Title II, Part B of the ESEA. However, Congress provided a final appropriation of \$152.7 million for the program in fiscal year 2016 and, consistent with the transition provisions of the Every Student Succeeds Act (ESSA) and the Department of Education Appropriations Act, 2016, States and their subgrantees will receive a final round of MSP awards for the 2016–2017 school year.

The program supports State and local efforts to improve student academic achievement in mathematics and science by improving elementary and secondary school mathematics and science teacher education and professional development. The Department makes formula allocations to States 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). Authorized program activities include summer workshops or institutes that train teachers to use curricula 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 also may use program funds to develop more rigorous mathematics and science curricula.

MSP is a forward-funded program, with funds becoming available for obligation on July 1 of the fiscal year in which they were appropriated and remaining available for 15 months through September 30 of the following year.

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Mathematics and science partnerships

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$149,716
2013	141,902
2014	149,717
2015	152,717
2016	152,717

FY 2017 BUDGET REQUEST

The Department is not requesting funds for the Mathematics and Science Partnership program, which was eliminated by the ESSA.

States and school districts that wish to continue activities previously supported by the program may use other funds available under the ESEA for this purpose. For example, similar activities aimed at improving science, technology, engineering, and mathematics (STEM) instruction (including computer science) may be supported by formula grants received under Title I, Part A (Title I Grants to LEAs) and Title II, Part A (Supporting Effective Instruction State Grants). In addition, the newly authorized Student Support and Academic Enrichment Grants program provides funds to LEAs that can be used to increase student access to high-quality STEM programs, instructions, and activities.

The Administration's ambitious new Computer Science for All proposal aims to provide access to rigorous computer science and related STEM coursework to all our Nation's students. In addition to a request for \$4 billion over 3 years in mandatory funding to States that commit to offer computer science in every high school within 5 years, the fiscal year 2017 request also includes \$100 million in discretionary funds to support Computer Science For All Development Grants, which the Department would award on a competitive basis to LEAs to develop and implement effective computer science instructional plans that can serve as models for similar efforts across the Nation.

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Mathematics and science partnerships

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
State Formula Grants			
Amount to States	\$151,953	\$151,953	0
Range of State awards	\$760–18,585	\$760–18,585	0
Average State award	\$2,713	\$2,713	0
National activities, including evaluation	\$764	\$764	0

NOTE: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. While the Department did not reserve funds from the Mathematics and Science Partnerships program under this authority in fiscal year 2015, it may do so in fiscal year 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, as well as the resources and efforts invested by those served by this program.

No targets are provided for 2017 because the program was not reauthorized.

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.*

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Mathematics and science partnerships

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
2012	65%	61%	65%	69%
2013	65	63	65	67
2014	65	66	65	69
2015	65		65	
2016	65		65	

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
2012	52%	64%	52%	67%
2013	54	55	54	69
2014	56	51	56	71
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 decreases in the percentage of students scoring at or above proficient on State mathematics assessments in 2013 and 2014 can be explained, in part, by States' transition to more rigorous assessments based on college- and career-ready standards.

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.*

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

Year	Target	Actual
2012	42%	50%
2013	43	49
2014	44	46
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.

Year	Target	Actual
2012	17%	29%
2013	18	30
2014	19	31
2015	20	
2016	21	

Additional Information: The Department's contractor collects information related to evaluation from annual performance reports and assesses evaluations using a rubric that was developed for the Department in 2007 and revised in past years to better align with What Works Clearinghouse standards. This measure includes only evaluations for which sufficient information was provided to enable an assessment. Of the 69 subgrantee projects that submitted a final-year report in 2014 and reported using an experimental or quasi-experimental design in their evaluations, 51 were verified as using such designs. Of these, 16 conducted at least one component of their evaluations that met each of the criteria in the rubric, including 15 projects that successfully employed quasi-experimental designs and one that used an experimental design.

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 increases in the percentage of evaluations that are conducted successfully and with rigor.

SCHOOL IMPROVEMENT PROGRAMS

Mathematics and science partnerships

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
2012	100%	100%
2013	100	100
2014	100	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.

SCHOOL IMPROVEMENT PROGRAMS

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

(dollars in thousands)

FY 2017 Authorization: \$1,000,000

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$1,166,673	\$1,000,000	-\$166,673

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, aimed at improving student academic outcomes. Centers must target their services primarily to students who attend schools implementing comprehensive support and improvement activities, schools that target support and improvement activities under Title I of the Elementary and Secondary Education Act (ESEA) or other schools determined by local educational agencies (LEAs) to be in need of assistance.

Under the the ESEA, as reauthorized by the Every Student Succeeds Act of 2015 (ESSA), program funds may be used to provide activities that complement and reinforce the regular school-day program of participating students and may also fund local activities that are included as part of an expanded learning time (ELT) program that provides students at least 300 additional program hours before, during, or after the traditional school day. Funds may be used for a broad range of activities, such as those that support a well-rounded education; financial literacy and environmental literacy programs; programs that support a healthy and active lifestyle; services for individuals with disabilities; activities for students who are English learners; cultural programs; telecommunications and technology education programs; expanded library service hours; family engagement and literacy programs; programs for students who have been truant, suspended, or expelled; drug and violence prevention activities; programs that partner with in-demand fields of the local workforce; and programs that build skills in science, technology, engineering, and mathematics (STEM).

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 received the previous fiscal year under Part A of Title I of the ESEA. 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 93 percent of its allocation competitively to LEAs, community-based organizations, Indian tribes or tribal organizations, faith-based organizations, or other public or private entities that can demonstrate experience, or

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21st Century community learning centers

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 implementing comprehensive support and improvement activities or targeted support and improvement activities under Title I; (2) are submitted jointly by at least one LEA that receives funds under Part A of Title I and another eligible entity; and (3) demonstrate that the activities proposed in the application are not otherwise accessible to the students who would be served by the program or the activities would expand accessibility to high-quality services. States must make awards of at least \$50,000 per year for a period of 3 to 5 years. The program currently provides funding to approximately 9,500 centers, serving approximately 1.8 million students and 430,000 adult family members. In the 2013-14 program year, of the students served, over 850,000 attended a center for 30 or more days

An SEA may reserve up to 2 percent of its allocation for administrative expenses, including the costs of conducting its grant competition. In addition, an SEA may reserve up to 5 percent of its allocation for monitoring local programs, providing technical assistance and training, and evaluating the effectiveness of the State's program.

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:

Fiscal Year	(dollars in thousands)
2012	\$1,151,673
2013	1,091,564
2014	1,149,370
2015	1,151,673
2016	1,166,673

FY 2017 BUDGET REQUEST

The Administration requests \$1.0 billion in fiscal year 2017 for 21st CCLC, the full amount authorized by the ESEA as reauthorized by the ESSA and approximately \$167 million below the 2016 level. 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 indicates that high quality after-school programs may have a positive impact on academic and other desirable student outcomes, such as behavioral outcomes and higher attendance during the regular school day. However, there is evidence suggesting that the low rates of attendance by students enrolled in programs funded by the 21st CCLC may be limiting the program's effectiveness. For example, States reported that fewer than half of all students served (about 854,000 of over 1.8 million) attended programs for 30 days or more over the course of the 2013-14 program year. This is one reason the Administration has supported the use of 21st CCLC funds for the implementation of ELT programs during a lengthened school day. ELT programs have been shown to increase program participation, which can lead to improved program performance, including gains in student achievement. The reauthorized program limits funding to ELT programs that provide students at least 300 additional program

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hours before, during, or after the traditional school day. The Department plans to develop guidance to help States interested in supporting ELT programs under this new provision. The Department is also considering ways to improve program performance and grantee accountability based on the early implementation of a new performance data system.

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 engagement; and improve 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. 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/>. 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)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Funding for States awards	\$1,128,640	\$1,143,339	\$980,000
Range of State awards	\$5,643-132,439	\$5,717-132,690	\$4,900-113,734
Average State award	\$21,705	\$21,987	\$18,846
Reservation for State activities (maximum)	\$33,859	\$34,300	\$49,000
Reservation for State administration (maximum)	\$22,573	\$22,867	\$19,600
National activities and evaluation	\$11,517	\$11,667	\$10,000
Amount for Bureau of Indian Education and the Outlying Areas	\$11,517	\$11,667	\$10,000

NOTE: Appropriations language for fiscal years 2015 and 2016 authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. Similar authority was included in the ESEA as reauthorized by the Every Student Succeeds Act of 2015 (section 8601) and would provide the same flexibility in fiscal year 2017. The Department used this authority to pool \$4,000 thousand of evaluation funding from this program in 2015, and it may reserve a similar amount of funds for pooled evaluation purposes in fiscal years 2016 and 2017.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA

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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 2017 and future years, and the resources and efforts invested by those served by this program. Performance measures based on proficiency rates will be changed in future years based on the reauthorized ESEA.

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.

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
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	36.7	36.0	36.5
2015						
2016						
2017						

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
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	36.7	37.3	36.8
2015						
2016						
2017						

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

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disaggregated by grade level. The Department is implementing a new performance data system and will establish new targets using results for 2015.

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
2012	45.0%	25.0%	27.2%	19.8%
2013	45.0	25.0	20.2	17.8
2014	45.0	25.0	5.4	11.1
2015				
2016				
2017				

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. The Department is implementing a new performance data system and will establish new targets using results for 2015. The decreases from 2013 to 2014 are due to a combination of factors: many States transitioned to new assessments during this period and were also unable to enter high quality information into the Department's old performance data system that was retired immediately following the annual performance report submission deadline in fall 2014.

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
2012	75%	75%	75%	69.9%	64.6%	67.9%
2013	75	75	75	68.5	64.2	67.1
2014	75	75	75	31.2	28.9	30.6
2015						
2016						
2017						

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. The Department is implementing a new performance data system and will establish new targets using results for 2015. Similar to the measure

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21st Century community learning centers

above, the decreases from 2013 to 2014 are due in part to the transition to the new performance data system.

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
2012	95%	78%
2013	95	31
2014	95	50
2015		
2016		
2017		

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
2012	35	60
2013	35	90
2014	35	75
2015		
2016		
2017		

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

Year	Target	Actual
2012	4	3
2013	4	17
2014	4	26
2015		
2016		
2017		

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. Changes in the efficiency measures are due in part to the volume and severity of the findings for each year. Ongoing issues with a small number of States have made the average number of weeks a State takes to resolve compliance

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findings significantly increase in the last 2 years. The Department has a new technical assistance and monitoring contract and has been working with subject matter experts to provide assistance to these States, both of which should help to address the compliance findings in a timely manner. The Department is implementing a new performance data system and will establish new targets using results for 2015.

Other performance information

The Department is transitioning from the program's Profile and Performance Information Collection System (PPICS) to a new system, "21APR." This web-based annual performance reporting system will continue to collect program measure performance data, but with greater efficiency, increased reporting capabilities, and interoperability with some State data systems.

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 (<http://ies.ed.gov/ncee/pubs/20094077/>). 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 (<http://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#after-school>). 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

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21st Century community learning centers

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.

SCHOOL IMPROVEMENT PROGRAMS

State assessments

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

(dollars in thousands)

FY 2017 Authorization: \$378,000

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$378,000	\$403,000	+\$25,000

PROGRAM DESCRIPTION

Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA), requires States to test all students annually in grades 3 through 8 and once in high school in reading/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 language proficiency of all English learners annually. The annual Statewide assessments, aligned to the State's academic content standards in reading/language arts and mathematics, provide critical information about student achievement and progress to parents and teachers, which can be used to help improve instruction for all students and meet specific student needs.

Changes to assessment requirements under the Every Student Succeeds Act (ESSA) of 2015, which reauthorized the ESEA, include giving States express authority to use computer adaptive assessments and to establish a cap on the percentage of students with the most significant cognitive disabilities that may be assessed using alternate assessments aligned to alternate academic achievement standards. New Title I requirements also allow local educational agencies (LEAs) to administer locally selected, nationally recognized high school assessments instead of statewide assessments as long as the State approves the use of such assessments, has determined that they meet alignment and technical criteria outlined in the statute and are equivalent to the State assessments, and submits the locally selected assessments for Federal peer review.

Under the reauthorized ESEA, the annual assessments in reading and mathematics are to be used as a factor to determine whether States, LEAs, and schools are meeting long-term goals and interim measures of progress and to differentiate annually and meaningfully the performance of all schools in the State. 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.

State compliance with the Title I assessment requirements is contingent on the annual appropriations levels for the State Assessments program. For any year for which Congress appropriates less than a "trigger amount" of \$369.1 million, States may defer the commencement or administration of State assessments.

SCHOOL IMPROVEMENT PROGRAMS

State assessments

As previously authorized, the State Assessments program included formula grants to States and a competitive Grants for Enhanced Assessment Instruments. The reauthorization of the ESEA added a new set-aside to help States and LEAs carry out audits of their assessment systems to eliminate low-quality or duplicative assessments and ensure that remaining tests are worth the instructional time devoted to them. Additionally, the Department must reserve 0.5 percent of the funds that are equal to or less than the trigger amount for the Bureau of Indian Education and 0.5 percent for the Outlying Areas. (Prior to the reauthorization, this set-aside was calculated exclusively from the amount used for Grants for State Assessments program). The Department may reserve up to 20 percent of the remaining trigger amount funds for Assessment System Audits. The remaining trigger amount funds must be used for formula Grants for State Assessments. Any appropriated funds above the trigger amount may be used for Competitive Grants for State Assessments, which replace Grants for Enhanced Assessment Instruments.

The Grants for State Assessments program provides formula grants to States to pay the costs of developing the standards and high-quality 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 challenging academic standards linked to college- and career-readiness. Such activities may include, among other things, developing standards and assessments in subjects other than those required by Title I, refining State assessments to ensure continued alignment with standards, expanding the range of testing accommodations for students with disabilities and for English learner students, developing multiple measures to ensure the validity and reliability of State assessments, and using academic assessment instruments such as performance and technology-based assessments or computer adaptive assessments to better reflect the kind of complex work students do in an effective classroom and the real world. States allocations are \$3 million, plus a share of any funds remaining for grants under this program based on their proportion of students ages 5 through 17.

The Assessment System Audit program supports audits of State and local assessment systems. Under this program, States must carry out audits of State assessments to review the purpose and educational benefit of the assessments and the legal authority for administering them, and obtain feedback from stakeholders on a number of issues pertaining to the assessments, such as how assessment data are used; the amount of time teachers spend on assessment preparation and administration; and which assessments school personnel, parents, and students do and do not find useful. States must implement a plan to eliminate unnecessary or low-quality assessments, support dissemination of best practices for improving assessment quality and efficiency, and assist LEAs in streamlining local assessment systems, including the establishment of a regular process to review and evaluate local assessments to help ensure that all assessments are tests worth taking. States must subgrant at least 20 percent of the funds they receive under this program to LEAs, which may use funds to, among other activities, conduct an audit of local assessments, implement a plan to eliminate unnecessary or low quality assessments, which may include the paying for the costs associated with terminating procurement contracts, and improve the capacity of school personnel to use assessment data to improve instruction. The Department must provide each State a minimum allocation of \$1.5 million under this program, with any remaining funds allocated on the same basis as the Grants for State Assessments (each State's share of students ages 5-17).

SCHOOL IMPROVEMENT PROGRAMS

State assessments

The Competitive Grants for State Assessments program makes awards to States or consortia of States to support efforts 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) develop or improve models to measure and assess student progress or growth; (4) develop or improve assessments for English learners, including assessments of English language proficiency or assessments of academic content in languages other than English; (5) develop or improve assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards; and (6) develop and use comprehensive assessment instruments, such as performance- and technology-based assessments, computer adaptive assessments, or extended performance task assessments that improve assessment ability to measure critical thinking, writing and problem solving skills.

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 as follows:

Fiscal year	(dollars in thousands)
2012	\$389,214
2013	368,900
2014	378,000
2015	378,000
2016	378,000

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Administration requests \$403 million for State Assessments, an increase of \$25 million over the 2016 level. The request includes appropriations language overriding the authorized funding level for this program. The 2017 request includes \$369.1 million, the “trigger amount” for Grants for State Assessments and the Assessment System Audit formula programs, and \$33.9 million for awards under the Competitive Grants for State Assessment program. The fiscal year 2017 request would support State’s work to meet assessment requirements for the first year of implementation of Title I under the reauthorized Elementary and Secondary Education Act, as amended.

Annual, high quality, statewide assessments aligned to challenging State academic standards will continue to play a key role in helping schools support student learning under the reauthorized Title I. These assessments provide parents and educators with information they need to enable their students to be successful and make progress towards attainment of college- and career-ready academic standards. Assessments also help ensure equity for all students by identifying where students need the most help, and where schools are succeeding and where challenges remain. Additionally, they give teachers valuable feedback that allows them to enhance their instruction, better engage students, and improve their academic achievement and close achievement gaps. At the same time, States and LEAs should work to ensure that the tests they administer are high quality; measure critical thinking, problem solving skills and writing; support instruction; do not take up too much classroom time or crowd out

SCHOOL IMPROVEMENT PROGRAMS

State assessments

teaching and learning; and are just one source of information used to determine how students and schools are performing.

Grants for State Assessments funds will help States continue to administer aligned assessment systems, carry out any modifications of their assessment systems required by reauthorization, or improve the quality of these assessment systems so that they measure higher order thinking skills; appropriately assess all students, including students with disabilities and English learners; and provide more timely, useful data to students, teachers, and parents. States may also use funds to develop comprehensive academic assessment instruments such as technology-based assessments or computer adaptive assessments.

The request includes \$18.2 million for the new Assessment System Audit program, consistent with President Obama's October 2015 Testing Action Plan, which is aimed at helping States and districts reduce overtesting by eliminating unnecessary and low-quality assessments while protecting the vital role that good assessments play in measuring student progress, improving outcomes for all learners, and ensuring equity. The Testing Action Plan addresses the overemphasis that testing and test preparation has placed on classroom time, and encourages States and school districts to tackle instances where students spend too much time taking standardized tests, as well as instances where such tests are redundant or fail to provide useful information. The Department of Education is working with States and school districts to make sure that tests meet three basic principles. First, kids should only take tests that are worth taking – tests that are high quality, aimed at good instruction, and make sure everyone is on track; second, tests shouldn't occupy too much classroom time, or crowd out teaching and learning; and third, tests should be just one source of information. Districts should use multiple measures, including classroom work, surveys, and other factors to give us an all-around look at how our students and schools are doing.

The proposed funding level for assessment system audits equals 5 percent of the trigger amount. The request includes appropriations language that would allow the Department to award these funds on a competitive basis. The Administration proposes to reserve less than the 20 percent reservation allowed under statute to minimize the reduction in formula grants to States, which also may be used to carry out assessment audits. Awarding funds competitively rather than by formula will allow the Department to provide grants of sufficient size to ensure that States demonstrating the strongest commitment to meaningful assessment audits receive the additional support they need to be successful.

The request also would provide \$33.9 million for the Competitive Grants for State Assessment program, also consistent with President Obama's Testing Action Plan, to support projects designed to help States address pressing needs they have identified for developing and implementing the next-generation of their assessment systems. The increase would support States that need additional, dedicated funds to implement high-quality plans to improve or enhance a particular aspect or component of their assessment systems, such as improving assessments for English learners or students with disabilities or developing native language assessments; implementing innovative strategies to improve the technical quality of State assessments or decrease the time away from learning (including embedded assessments); incorporating multiple measures to assess student academic achievement; and implementing technology-based, performance tasks, or computer adaptive assessments, including those

SCHOOL IMPROVEMENT PROGRAMS

State assessments

designed to measure mastery of standards and aligned competencies in a competency-based education model.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Grants for State Assessments:			
Amount for State Grants	\$365,361	\$365,361	\$347,139
Estimated number of awards	52	52	52
Range of awards	\$3,279-\$28,595	\$3,279-\$28,595	\$3,255-\$26,367
Average award	\$7,026	\$7,026	\$7,387
BIE and Outlying Areas	\$3,691	\$3,691	\$3,691
Assessment System Audits:			
Amount for System Audits	0	0	\$18,271
Estimated number of awards	0	0	12
Award amount	0	0	\$1,500
Grants for Enhanced Assessment Instruments/Competitive Grants for State Assessments:			
Funding for new awards	\$8,948	\$8,948	\$33,561
Number of new awards	3	2-3	4-7
Range of new awards	\$2,800-\$4,000	\$2,800-\$4,000	\$5,000-10,000
Peer review of new award applications	\$30	\$30	\$390

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

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 Elementary and Secondary Education Act of 1965 (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 3 through 8 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

SCHOOL IMPROVEMENT PROGRAMS

State assessments

whether a State has implemented such an assessment in a manner that meets statutory requirements includes determinations of whether an assessment system assesses students in the required grades; is aligned to standards; includes all students; and is of high technical quality. These determinations are based on formal peer reviews of State standards and assessment systems by panels of external educators and assessment experts. The Department determines whether to approve State assessment systems based on the outcome of these peer reviews.

On December 18, 2015, the Department notified States that it will proceed with upcoming peer reviews of State assessments in 2016; the Department had suspended these reviews in 2012 to update the peer review process to better reflect current practice and technical standards in the field. Under the reauthorized ESEA, the essential requirements for State assessment systems under Title I remain largely unchanged. Furthermore, assessment results continue to be a critical component of accountability under the reauthorized Title I, and these assessments will provide critical information to parents and teachers about student's attainment of State standards. In addition, peer review will provide States with feedback from external experts on the assessments States are currently administering and help ensure that high-quality assessments are in place to support full implementation of the ESEA reauthorization. The next peer reviews are scheduled for April and June 2016.

Efficiency Measures

The Department adopted an efficiency measure related to this program 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. The Department will publish data for this measure after it resumes peer reviews of State assessment systems in 2016.

SCHOOL IMPROVEMENT PROGRAMS

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

(dollars in thousands)

FY 2017 Authorization: \$85,000

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$70,000	\$85,000	+\$15,000

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 program was reauthorized by the Every Student Succeeds Act. Key program changes include greater inclusion of and supports for homeless children in preschool; an increased emphasis on the identification of homeless children and youth and on connecting homeless students to postsecondary opportunities; new provisions to ensure that student-centered factors are considered when determining the school that is in a child's best interest to attend; and strengthened provisions to ensure that LEAs coordinate homeless education and special education services for homeless students with disabilities.

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.

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Education for homeless children and youths

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.

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

Fiscal Year	(dollars in thousands)
2012.....	\$65,173
2013.....	61,771
2014.....	65,042
2015.....	65,042
2016.....	70,000

FY 2017 BUDGET REQUEST

The Department requests \$85 million for Education for Homeless Children and Youths for fiscal year 2017, an increase of \$15 million over the fiscal year 2016 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 ensures access to academic services available to other children, including preschool programs, special education, gifted and talented programs, and career and technical education.

Although the program received a meaningful increase in appropriations for fiscal year 2016, funding had remained level at approximately \$65 million since fiscal year 2008 despite a 45 percent increase in the number of enrolled homeless students reported by States. More specifically, the number of homeless students increased from 938,948 in school year 2009-10 to an all-time high of nearly 1.4 million in school year 2013-14 (the most recent year for which data are available). The proposed increase will help ensure that States and local educational agencies (LEAs) have sufficient resources to provide the full range of services needed to improve educational outcomes for homeless students, who face significant barriers to success.

The Department will also continue to promote and enforce provisions that require Title I Grants to Local Educational Agencies recipients to provide services to homeless children and youths, including services not ordinarily provided to other students under that program, such as supporting LEA liaisons for homeless children and youths and providing transportation. Congress authorized additional uses of Title I funds to meet the needs of homeless students in the 2014 and 2015 Department of Education Appropriations Acts, and similar provisions were incorporated into Title I Grants to Local Educational Agencies program as reauthorized by the Every Student Succeeds Act.

In addition, the Department plans to continue to use national activities funds to actively support activities, in partnership with other agencies, to implement the strategic plan of the U.S. Interagency Council on Homelessness (USICH) Opening Doors: Federal Strategic Plan to End Homelessness to prevent and end youth and family homelessness by 2020. The Department will lead the USICH in 2016. The Department expects that efforts to prioritize improved educational outcomes for homeless students play an increased role in the work of the USICH.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

National activities funds will help support demonstration and evaluation projects to improve educational services and outcomes for homeless youth.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for State grants	\$63,262	\$68,144	\$69,648
Range of State awards	\$163–7,541	\$175–8,190	\$213–9,951
Average State award	1,217	1,310	1,592
Amount to BIE	650	700	850
Amount to Outlying Areas	65	70	85
National activities	1,065	1,086	1,275

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Goal: To 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 LEAs.

In 2014, 96.7 percent of students identified as homeless at the time of State assessments were included in State assessments in reading, and 94.1 percent of such students were included in State assessments in mathematics. In 2013, those rates were 97.8 and 97.9 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.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

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

Year	Target – Reading	Actual – Reading	Target – Math	Actual – Math
2012	63%	50%	63%	47%
2013	66	45	66	41
2014	69	43	69	39
2015	73		73	
2016	77		77	
2017	80		80	

Additional Information: 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 and 2014 can be explained, in part, by States’ transition to more rigorous assessments based on college- and career-ready standards.

Efficiency Measure

The Department has established the following efficiency measure for the program:

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

Year	Target	Actual
2010	40	31
2011	40	35
2012	40	32
2013	40	51
2014	40	N/A
2015	40	35

Additional Information: This measure provides information on monitoring visits to States conducted by the Office of Elementary and Secondary Education (OESE) through 2014 under a traditional protocol covering the following Department formula grant programs: Title I Grants to Local Educational Agencies, Title I Neglected and Delinquent, Education for Homeless Children and Youths, and Title III Language Acquisition State Grants. In 2013 and 2014, the Department focused on implementing a new set of monitoring protocols for States receiving ESEA flexibility, resulting in only 3 monitoring visits under the traditional protocol in 2013 and no such visits in 2014.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

In 2015, after a reorganization within OESE, 5 monitoring visits were conducted covering the Education for Homeless Children and Youths and Title I Neglected and Delinquent programs.

Other Performance Information

The Department released a report (available at <http://www2.ed.gov/rschstat/research/pubs/homeless/state-district-implementation-homeless-children-report.pdf>) from a national study of implementation of the Education for Homeless Children and Youths program in February 2015. The study examined, 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. Among the study's findings, transportation, school supplies, and tutoring and supplemental instruction were reported by district liaisons as the largest local program expenditures, and transportation needs and preoccupation with survival needs were most frequently identified as barriers to homeless student enrollment and attendance in school.

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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

(dollars in thousands)

FY 2017 Authorization: \$32,397¹

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$33,397	\$33,397	0

¹Of the amount available to carry out Title VI, Part B of the ESEA, \$500 thousand is to be reserved for a direct grant to the Native Hawaiian Education Council to carry out Section 6204.

PROGRAM DESCRIPTION

The Native Hawaiian Education 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, early childhood 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 coordinates the educational and related services and programs available to Native Hawaiians, directly or through subgrants. It also provides administrative support and financial assistance to island councils authorized by the statute. The Council must receive a minimum award of \$500,000 annually.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$34,181
2013	32,397
2014	32,397
2015	32,397
2016	33,397

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Administration requests \$33.4 million for the Native Hawaiian

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

Education program, the same as the 2016 level. The request includes appropriations language overriding the authorized funding level for this program. The Administration places a high priority on continued funding for 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 2015, 34 percent of Native Hawaiian/Pacific Islander students demonstrated grade-level proficiency in reading and 28 percent in mathematics on Hawaii’s State assessment, compared to 48 percent in reading and 41 percent in mathematics for all Hawaiian students. This gap between Native Hawaiians and their peers remains consistent across grade levels. In 2013, 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)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for new awards	\$8,566	\$3,280	\$21,488
Number of new awards	11	4	28
Amount for continuation awards	\$23,331	\$29,275	\$11,067
Number of continuation awards	19	29	15
 Native Hawaiian Education Council	 \$500	 \$500	 \$500
Peer review of new award applications	0	\$342	\$342

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

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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 2017 and future years, as well as the resources and efforts invested by those served by this program. Performance measures based on proficiency rates will be changed in future years based on the reauthorized ESEA.

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

Year	Target	Actual
2012	50%	59%
2013	55	70
2014	70	66
2015	70	66
2016	70	
2017	70	

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

Year	Target	Actual
2012	47%	47%
2013	53	57
2014	57	53
2015	58	53
2016	59	
2017	59	

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

Year	Target	Actual
2012	30%	33%
2013	30	34
2014	31	37
2015	32	37
2016	35	
2017	38	

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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

Year	Target	Actual
2012	41%	44%
2013	42	43
2014	43	43
2015	44	45
2016	45	
2017	46	

Additional Information: In 2012, this measure applied to only two grantees. In 2014, this measure applied to only five 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	Target	Actual
2012	77%	77%
2013	79	79
2014	80	83
2015	80	81
2016	81	
2017	82	

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	Not applicable
2015	50	Not applicable
2016	50	
2017	50	

Additional Information: In 2014 and 2015, this measure did not apply to any grantees.

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

(Elementary and Secondary Education Act of 1965, Title VI, Part C)

(dollars in thousands)

FY 2017 Authorization: \$31,453

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$32,453	\$32,453	0

PROGRAM DESCRIPTION

The Alaska Native Education program supports supplemental educational programs and services for Alaska Natives. The program was reauthorized by the Every Student Succeeds Act of 2015, and awards competitive grants to eligible applicants to improve the educational outcomes of Alaska Natives. Grantees may use their funds for such activities as teacher training and professional development, early childhood and parenting education, student enrichment programs, career preparation programs, and programs that make use of Alaska Native languages. Under the reauthorized program, eligible applicants include Alaska Native organizations and entities located in Alaska with experience operating Alaska Native programs that have been granted a charter from an Alaska Native tribe or Alaska Native organization.

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.

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$33,185
2013	31,453
2014	31,453
2015	31,453
2016	32,453

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Administration requests \$32.5 million for the Alaska Native Education program, the same as the 2016 level. The request includes appropriations language overriding the authorized funding level for this program. The Administration places a high priority on

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

continued funding for 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.

Data on the educational performance of Alaska Native students demonstrate the continuing need for the range of activities supported by this program. Results from the spring 2014 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-four percent of AI/AN students demonstrated proficiency on the 4th grade reading assessment, compared to 78 percent of all 4th grade students, and 56 percent of AI/AN students achieved proficiency in mathematics, compared to 74 percent of all 4th grade students. Eighth-grade assessments showed similar achievement gaps as 66 percent of AI/AN students demonstrated proficiency on the 8th grade reading assessment, compared to 84 percent of all 8th grade students, and 48 percent of AI/AN students achieved proficiency in mathematics, compared to 68 percent of all 8th grade students.

These outcomes from State assessment data are confirmed by the results of the 2015 National Assessment of Educational Progress for AI/AN students in Alaska. In 4th grade reading, 11 percent of AI/AN students in Alaska were proficient, while the overall average for all students in Alaska was 30 percent. There were similar differences in 8th grade reading (9 percent proficient compared to 31 percent for all students in Alaska), 4th grade mathematics (17 percent proficient compared to 35 percent for all students in Alaska), and 8th grade mathematics (12 percent proficient compared to 32 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 6.4 percent in the 2012-2013 school year, 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 Public: 2012-2013” reported that the high school graduation rate for AI/AN students was 54.9 percent, while the statewide figure was 71.1 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 operate 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 funding extra academic supports and related services 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.

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for new awards	\$17,483	\$208	\$12,355
Number of new awards	28	2	20
Amount for continuation awards	\$13,698	\$32,245	\$19,773
Number of continuation awards	21	48	30
Peer review of new award applications	\$272	0	\$325

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

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Measure: 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.

Year	Target	Actual
2012	38%	45%
2013	42	45
2014	43	45
2015	45	
2016	46	
2017	47	

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

Measure: 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.

Year	Target	Actual
2012	25%	25%
2013	29	35
2014	50	51
2015	54	
2016	55	
2017	57	

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

Year	Target	Actual
2012	50%	53%
2013	53	56
2014	53	51
2015	54	
2016	55	
2017	56	

SCHOOL IMPROVEMENT PROGRAMS

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

(dollars in thousands)

FY 2017 Authorization: Indefinite

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$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, sex, national origin, and religion. To carry out those activities, most recently the Department awarded grants for a project period of 5 years to 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 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.

In 2016, the Department will be conducting a new EACs competition. For this competition, the Department is considering reducing the number of centers while maintaining a strong regional focus. Consolidating the number of centers and, thereby, increasing the funding available for each center would increase the capacity of the centers to assemble high-quality staff with the expertise needed to provide relevant support to districts facing the challenges of navigating an ever-changing civil rights landscape. For example, topics covered by the EACs increasingly go beyond a traditional view of desegregation to include areas such school climate, disproportionate discipline, bullying and harassment, culturally relevant pedagogy, teacher diversity, the effect of poverty on equity and achievement gaps, and instructional practices that reach all students.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

Consolidation would minimize duplicative overhead costs (such as start-up costs, administrative support, and rent), and redirect those funds to services. Furthermore, reducing the number of regions would allow the Department to provide more thorough support and monitoring of the consolidated centers. A more robustly funded, efficient EAC may be better positioned to focus on areas of need, such as socioeconomic integration, and areas that have previously not been emphasized, such as issues of religious discrimination that may be occasioned by desegregation.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$6,962
2013	6,598
2014	6,598
2015	6,575
2016	6,575

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Department requests \$6.6 million for Training and Advisory Services, the same as the 2016 level. The fiscal year 2017 funds would support the second year of the Equity Assistance Center (EAC) awards made in fiscal year 2016 under the comprehensive redesign of the program intended to improve the capacity of the individual centers and the quality of the services that they provide to school districts.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Amount for continuation awards	\$6,552	0	\$6,552
Number of continuation awards	10	0	TBD
Amount for new awards	0	\$6,486	0
Number of new awards	0	TBD	0
Peer review of new award applications	0	\$66	0
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

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

FY 2017 and future years, and the resources and efforts invested by those served by this program.

The Department gathers data for the program's performance measures through customer surveys administered by the Library of Congress's Federal Research Division. Data for these measures for 2015 are reported for 148 of 212 EAC customers identified for the 2014-2015 school year, yielding a response rate of 73 percent, which is comparable with rates for prior years.

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 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
2012	72%	62%
2013	73	51
2014	74	49
2015	75	40
2016	76	
2017	77	

Additional information: Changes in positive responses for this measure could be explained by more or fewer customers seeking this type of assistance, as the denominator includes all responding customers. Note that, more specifically, of the respondents indicating receipt of services in this area in 2015, 71 percent reported developing, implementing, or improving policies or practices, or both. The percentages for individual EACs for 2015 ranged from 0 percent to 73 percent.

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
2012	77%	85%
2013	78	78
2014	79	80
2015	80	65
2016	80	
2017	80	

Additional information: Changes in positive responses for this measure could be explained by more or fewer customers seeking this type of assistance, as the denominator includes all responding customers. Note that, more specifically, of the respondents indicating receipt of

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

services in this area in 2015, 86 percent reported developing, implementing, or improving policies or practices, or both. The percentages for individual EACs for 2015 ranged from 30 percent to 83 percent.

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
2012	90%	94%
2013	90	94
2014	90	94
2015	90	97
2016	90	
2017	90	

Additional information: The percentages for individual EACs for 2015 ranged from 80 percent to 100 percent.

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
2012	90%	92%
2013	90	93
2014	90	89
2015	90	91
2016	90	
2017	90	

Additional information: The percentages for individual EACs for 2015 ranged from 80 percent to 96 percent.

Efficiency Measures

The Department implemented a measure of administrative efficiency (the number of working days to send a monitoring report) 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 number of working days it takes the Department to send a monitoring report to grantees after monitoring visits.

Year	Target	Actual
2012	45	30
2013	45	30
2014	45	38
2015	45	N/A
2016	45	
2017	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 or 2015, and will develop and implement a new monitoring plan beginning in 2016.

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

Year	Target	Actual
2012	10%	6%
2013	10	2
2014	10	1
2015	10	4
2016	10	
2017	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.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

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

(dollars in thousands)

FY 2017 Authorization: \$169,840

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$175,840	\$175,840	0

PROGRAM DESCRIPTION

The Rural Education Achievement program (REAP) is authorized by Part B of Title V of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). REAP includes two distinct 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. With respect to REAP, reauthorization of the ESEA updated the locale codes used for determining the eligibility of LEAs, clarifies that LEAs within educational service agencies are to be considered for SRSA eligibility, extends to RLIS the alternative State certification option for meeting the rural criterion (it already exists for SRSA), gives an LEA the option of which program it receives funds under if it is eligible for both SRSA and RLIS, expands the State RLIS application requirements, and updates the accountability provisions.

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 41 (Rural, Fringe), 42 (Rural, Distant), or 43 (Rural, Remote) or are located in an area of the State defined as rural by a governmental agency of the State.

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

SCHOOL IMPROVEMENT PROGRAMS

Rural education

allocation minus the amount received in “applicable funding,” which are funds allocated in the previous fiscal year under the Supporting Effective Instruction State Grants (Part A of Title II) and Student Support and Academic Enrichment Grants (Part A of Title IV) programs.

LEAs may use program funds to carry out activities authorized under: (1) Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies); (2) Part A of Title II (Supporting Effective Instruction State Grants); (3) Title III (English Language Acquisition State Grants); (4) Part A of Title IV (Student Support and Academic Enrichment State Grants); and (5) Part B of Title IV (21st Century Community Learning Centers).

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 32 (Town, Distant), 33 (Town, Remote), 41 (Rural, Fringe), 42 (Rural, Distant), or 43 (Rural, Remote). 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 may use program funds for: (1) Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies); (2) Part A of Title II (Supporting Effective Instruction State Grants); (3) Title III (English Language Acquisition State Grants); (4) Part A of Title IV (Student Support and Academic Enrichment Grants); and (5) parental involvement activities.

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.

Funding levels for the past 5 fiscal years were:

Fiscal year	(dollars in thousands)
2012	\$179,193
2013	169,840
2014	169,840
2015	169,840
2016	175,840

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Administration is requesting \$175.8 million for REAP, the same as the 2016 level. The request includes appropriations language that overrides the authorization level

SCHOOL IMPROVEMENT PROGRAMS

Rural education

provided for this program in the Elementary and Secondary Education Act, as amended. The requested level would provide an average LEA award of approximately \$19,000 under SRSA and an average LEA subgrant of approximately \$35,000 under RLIS.

The Administration supports ongoing funding for REAP because rural LEAs will continue to face significant challenges in meeting the objectives of the newly reauthorized ESEA. According to the National Center for Education Statistics (NCES), in school year 2012-13, 28 percent of the Nation's public schools were located in rural areas, with 18 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. Additionally, per pupil revenue among rural LEAs is approximately \$9,900, or \$600 below the national average of \$10,500. These factors may explain, for example, 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. REAP funds can help rural LEAs meet the challenge of recruiting and retaining a staff of 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. 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 consolidate, under any of the programs specified in the allowable uses of funds, its formula allocations received under Part A of Title II (Supporting Effective Instruction State Grants) and Part A of Title IV (Student Support and Academic Enrichment Grants). An estimated 43 percent of eligible districts notified their respective States of their intention to take advantage of this authority in school year 2013-14. Yet even when the eligible LEAs consolidate their allocations under these programs, some 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.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Small, rural school achievement			
Total funding	\$84,920	\$87,920	\$87,920
Number of LEAs receiving grants	4,275	4,295	4,550
Average LEA grant	\$20	\$20	\$19
Average award per student (whole \$)	\$75	\$77	\$75
Range of awards to LEAs	0-\$60	0-\$60	0-\$46
Rural and low income schools			
Total funding	\$84,920	\$87,920	\$87,920
Amount for State grants	\$84,070	\$87,040	\$87,040
Amount for BIE	\$425	\$440	\$440
Amount for Outlying Areas	\$425	\$440	\$440
Number of States receiving grants	43	43	46
Number of LEAs receiving subgrants	2,024	2,024	2,505
Average State grant	\$1,955	\$2,024	\$1,892
Average LEA subgrant	\$42	\$43	\$35
Average award per student (whole \$)	\$22	\$22	\$19
Range of awards to States	\$32-\$6,683	\$33-\$6,919	\$19-\$8,980
Estimated range of subgrants to LEAs	\$1-\$485	\$1-\$502	\$1-\$261

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

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

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

The Department will revise GPRA goals, objectives, measures, and targets as necessary to reflect changes resulting from the reauthorization of the ESEA. In particular, performance measures based on proficiency rates will be changed in future years based on the reauthorized ESEA.

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

Objective: *Students enrolled in LEAs participating in REAP programs will score proficient or better on States' assessments in reading/language arts and mathematics.*

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.

Year	Target	Actual
2012	90%	72%
2013	94	69
2014	100	67
2015	100	
2016	100	
2017	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.

Year	Target	Actual
2012	91%	68%
2013	96	65
2014	100	63
2015	100	
2016	100	
2017	100	

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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.

Year	Target	Actual
2012	92%	67%
2013	96	64
2014	100	61
2015	100	
2016	100	
2017	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 mathematics.

Year	Target	Actual
2012	90%	64%
2013	95	60
2014	100	57
2015	100	
2016	100	
2017	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. These targets are no longer relevant for LEAs in ESEA Flexibility States and for all States for fiscal year 2016 and thereafter due to the reauthorization of ESEA and will be revised to more accurately reflect ambitious, yet reasonable, goals. Data for 2015 are expected in October 2016.

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

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

Year	Target	Actual
2012	65%	34%
2013	65	41
2014	65	43
2015	65	
2016	65	
2017	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

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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. Data for 2015 are expected in October 2016.

Other Performance Information

The Department is currently conducting a study of REAP, with fiscal year 2012 funding, that is examining implementation at the State and LEA levels. The purpose of this study is to 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 fall 2016.

Prior to the ESEA's reauthorization by the ESSA, REAP's program statute required the Department to prepare a biennial report to Congress on the RLIS program. The report had to 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 included 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 Department will prepare a combined report that covers school years 2010-11 through 2013-14, which will be released in spring 2016.

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Supplemental education grants

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

(dollars in thousands)

FY 2017 Authorization: \$21,171¹

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$16,699	\$16,699	0

¹ The 2017 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,

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Supplemental education grants

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 and 2016 appropriations acts included language that shifted this authority from the FSM and RMI to ED allows 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:

Fiscal Year	(dollars in thousands)
2012	\$17,619
2013	16,699
2014	16,699
2015	16,699
2016	16,699

FY 2017 BUDGET REQUEST

The Administration requests \$16.7 million, the same as the 2016 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 give the Department of Education the authority 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 2017 funding would be used for similar purposes.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
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.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

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

(dollars in thousands)

FY 2017 Authorization: To be determined¹

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$51,445	\$55,445	+\$4,000

¹ The GEPA extension expired September 30, 2009; reauthorizing legislation is sought for FY 2017.

PROGRAM DESCRIPTION

The Education Technical Assistance Act (ETAA) authorizes support for not less than 20 Comprehensive Centers, including regional centers and content 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, the 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.

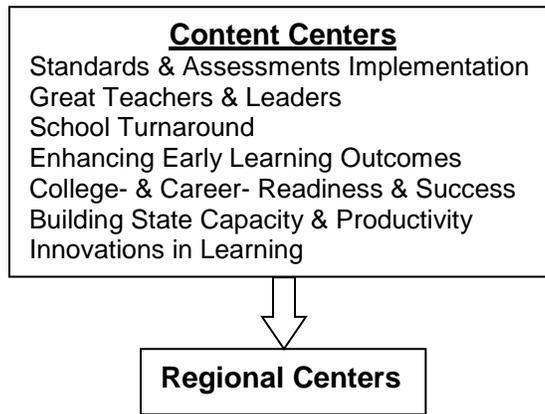
The statute requires that the Department fund a minimum of 10 regional centers. In order to provide robust and efficient technical assistance through the comprehensive center program, the Department has established content centers in addition to the regional centers (see the following chart). The content 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 their 5-year awards in 2012, includes 7 content centers and 15 regional centers. Based on needs that States identified in the national program evaluation of the 2005 grantees, reports submitted by the statutorily required regional advisory committees (RACs), and Administration reform 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, reflecting the increasing role SEAs play in establishing and implementing priorities.

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Comprehensive centers

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, institutions 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

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

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

often provides 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, respectively. The Indian Education National Activities program provides support to four 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. 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.

By statute, the Comprehensive Centers are not permitted to provide direct support to the Bureau of Indian Education (BIE). However, fiscal year 2016 appropriations language directed the Department to ensure that the Bureau of Indian Education has access to services from the Comprehensive Centers, and the Department is developing options for addressing this directive. The 2016 appropriation act also included \$1.5 million to establish a new comprehensive center on students at risk of not attaining full literacy skills due to a disability.

The 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$51,113
2013	48,445
2014	48,445
2015	48,445
2016	51,445

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Administration requests \$55.4 million for the Comprehensive Centers program, \$4 million more than the 2016 appropriation, to support a new cohort of centers that will reflect changing priorities and new demands resulting from the reauthorization of the Elementary and Secondary Education Act (ESEA) by the Every Student Succeeds Act of 2015. The new centers will provide expanded support for building SEA capacity to implement reforms to improve student learning and close achievement and graduation rate gaps, consistent with the expanded role and responsibilities of States under the reauthorized ESEA's framework for accountability and school improvement. A key goal of the 2017 competition will be to improve coordination among all K–12 technical assistance centers, resulting in a more aligned, relevant, accessible, and robust support system for SEAs.

More specifically, the new centers would complement the work of the Department's Office of

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

State Support (OSS), which is focused on providing comprehensive, integrated guidance and technical assistance to help States implement more effectively the State formula grant programs authorized by the ESEA. The establishment of the OSS early in fiscal year 2015 reflects the changing role of SEAs in driving statewide education reform and providing support to LEAs and schools. However, there is evidence that the previous fiscal years' funding levels for the Comprehensive Centers are inadequate to support this new role. In the national evaluation of the first cohort of comprehensive centers, SEAs reported that the comprehensive centers had facilitated the expansion of State 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. The \$4.0 million increase requested for fiscal year 2017 would address this resource gap, partially restoring the 11 percent cut in funding for the centers since fiscal year 2008.

The creation of the OSS, through which Department staff are in regular contact with States regarding their specific assistance needs, will allow the Department to target additional resources to the comprehensive center(s) best positioned to address those needs. For example, the Department could increase support for the new Center on Great Teachers and Leaders to support States as they design and implement new teacher preparation accountability systems and implement recently developed plans to improve equitable access to effective educators. Planning for the 2017 competition will be guided by advice from the RACs, which will report on the educational needs of each region and help determine priorities for the competition. The Department also would use the requested increase to better coordinate the dissemination of information and technical assistance across Department programs, working with IES and the Office of Special Education Programs, among others.

The budget for fiscal year 2017 requests continuation of 2016 appropriations language that permits the provision of direct support to the BIE, allowing services for schools that are often in great need of assistance. Consistent with the Blueprint for BIE-funded schools, 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.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Center awards	\$46,395	\$48,758	\$54,362
Number of centers	22	23	TBD
Average award	\$2,109	\$2,120	TBD
Regional Advisory Committees	0	\$500	0
Peer review of new award applications	0	0	\$554
Evaluation	\$2,050	\$2,187	\$529

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

The Department places strong emphasis on 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.

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
2012	66%	94%
2013	73	95
2014	80	95
2015	80	95
2016	80	
2017	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

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Comprehensive centers

used to collect data for these measures varied widely by center. The 2014 data represent 19 of 22 Centers in year 2 of their projects; the 2015 data represent 15 of the 22 Centers in year 3 of their projects.

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
2012	79%	94%
2013	80	95
2014	80	94
2015	80	95
2016	80	
2017	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 22 Centers in year 2 of their projects; the 2015 data represent 15 of the 22 Centers in year 3 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
2012	70%	91%
2013	75	94
2014	80	92
2015	80	92
2016	80	
2017	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 22 Centers in year 2 of their projects; the 2015 data represent 15 of the 22 Centers in year 3 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.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

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
2012	10%	3%
2013	10	20
2014	10	8
2015	10	5
2016	10	
2017	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.

Other Performance Information

In addition to the performance measures and data described above, the Department is carrying out an evaluation of the 2012 cohort of grantees that 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).

SCHOOL IMPROVEMENT PROGRAMS

Student support and academic enrichment grants
(Elementary and Secondary Education Act of 1965, as amended, Title IV, Part A)

(dollars in thousands)

FY 2017 Authorization: \$1,650,000

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
0	\$500,000	+\$500,000

PROGRAM DESCRIPTION

Newly authorized by the Every Student Succeeds Act of 2015, which reauthorized the Elementary and Secondary Education Act, Student Support and Academic Enrichment Grants are intended to improve academic achievement by increasing the capacity of States and local educational agencies (LEAs) to provide students with access to a well-rounded education, including rigorous coursework, and to improve school conditions and use of technology.

The Department allocates program funds to States by formula based on each State's share of funds under Title I, Part A of the ESEA for the preceding fiscal year. No State may receive less than 0.5 percent of the total program appropriation except for Puerto Rico, which may not receive more than this amount. The Department also reserves funds for the outlying areas and for the Bureau of Indian Education (BIE) of the Department of the Interior (0.5 percent in each case) and to provide technical assistance and capacity building (2 percent).

States must use not less than 95 percent of funds to make subgrant allocations to LEAs and not more than 1 percent for administrative costs, and may use any remaining funds for State-level activities consistent with the purposes of the program, which may include providing technical assistance or direct support to LEAs to carry out authorized activities. States allocate subgrants to LEAs on the same formula basis as above, except that no LEA may receive less than \$10,000. LEAs may form consortia and combine subgrant allocations to carry out activities jointly. States and LEAs must use funds to supplement, and not supplant, non-Federal funds that would otherwise be used for authorized activities.

LEAs receiving \$30,000 or more must conduct a comprehensive needs assessment and, based on the results of that assessment, use not less than 20 percent of their allocations for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion to support the effective use of technology, except that an LEA may not use more than 15 percent of its allocation to purchase technology infrastructure. LEAs receiving less than \$30,000 must use funds to carry out activities in at least one of these three areas. LEAs must prioritize support to: schools with the greatest needs as determined by the LEA; schools with the highest concentrations of educationally disadvantaged children; schools that are identified for comprehensive support and improvement (i.e., are among the lowest-achieving schools) or implementing targeted support and improvement plans

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(i.e., have consistently underperforming student subgroups) under Title I of the ESEA as amended; or schools that are identified as persistently dangerous schools. LEAs may also reserve up to 2 percent of their allocations for administrative costs.

LEAs may use funds for a range of activities to support a well-rounded education, including: college and career counseling, including financial literacy activities; using music and the arts to promote student engagement and success; improving instruction in science, technology, engineering, and mathematics, including computer science; increasing the availability of accelerated learning courses, such as Advanced Placement and International Baccalaureate courses, as well as dual or concurrent enrollment programs and early college high schools; strengthening instruction in American history, civics, economics, geography, and government; and providing foreign language instruction and environmental education.

Authorized activities to support safe and healthy students include: evidence-based drug and violence prevention programs; school-based mental health services, including through partnerships with mental health or health care entities; activities to support a healthy, active lifestyle, including physical education; activities to help prevent bullying and harassment; mentoring and school counseling; school dropout and reentry programs; high-quality training for school personnel in such areas as suicide prevention, crisis management, and conflict resolution; child sexual abuse awareness and prevention programs; designing and implementing plans to reduce exclusionary discipline practices; and implementing schoolwide positive behavioral interventions and supports. LEAs may use funds to implement pay for success initiatives in these areas.

Lastly, LEAs may pursue such educational technology-related activities as: providing school and LEA personnel with tools and resources to use technology effectively to improve instruction, support teacher collaboration, and personalize learning; building technological capacity and infrastructure, including by procuring content and (subject to the 15 percent cap described above) purchasing devices, equipment, and software; providing specialized or rigorous technology-based academic courses; carrying out projects blending classroom and technology-based instruction in a way that provides students with control over the time, path, or pace of learning; providing professional development; and providing students in rural and underserved areas with access to digital learning experience and resources, including online courses.

The Student Support and Academic Enrichment Grants would be a forward-funded program. Funds would 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.

FY 2017 BUDGET REQUEST

For fiscal year 2017, the Administration requests \$500 million for Student Support and Academic Enrichment Grants. This program can help improve student outcomes by providing resources to enable States and LEAs to respond flexibly to identified needs across a variety of areas, including providing students with a well-rounded education, ensuring a safe and supportive learning environment, and using technology to improve instruction.

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The request includes appropriations language to give States the option to override the statute's formula-based local allocation requirements, which at the proposed funding level would result in allocations for the vast majority of LEAs that are too small to support meaningful uses of funds. The Administration estimates that, at the \$500 million funding level proposed for fiscal year 2017, at least 80 percent of LEAs would receive a formula allocation that is less than the \$30,000 award that triggers a needs assessment. Further, 75 percent of these LEAs (or, at least 60 percent of all LEAs) would receive awards at or below the minimum \$10,000 allocation, including all LEAs in the States of Iowa, Montana, Nebraska, Oklahoma, and Vermont. To ensure that subgrants are of sufficient size to support meaningful program activities in response to locally identified needs, the Administration requests appropriations language allowing States to make competitive rather than formula-based subgrants to LEAs or consortia of LEAs in a minimum amount of \$50,000 per year for up to 3 years. In addition, the Administration proposes to permit States to give priority to one or more of the authorized categories of activities (i.e., well-rounded education, school conditions, and use of technology) or to specific authorized activities within each category.

Student Support and Academic Enrichment Grants could be used to address particularly pressing needs. For example, States and LEAs could use funds to address the significant gaps in access to a well-rounded education and rigorous coursework identified by the Department's Civil Rights Data Collection.¹ Funds could also be used to advance the President's Now is the Time initiative, which is designed to protect our children and communities by reducing gun violence, making schools safer, and increasing access to mental health services. Finally, funds could build on Administration investments to increase internet connectivity, including the ConnectEd initiative, by helping to prepare teachers and leaders to use technology to improve learning and deliver personalized instruction.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>
Amount to States	\$485,000
Range of State awards	2,425–58,087
Average State award	9,327
Amount to Outlying Areas	2,500
Amount to BIE	2,500
National activities	10,000

NOTE: Under the ESEA as amended by the ESSA, the Department is authorized to pool evaluation funds reserved under section 8601 and use those pooled funds to evaluate any ESEA program. The Administration may use funds reserved from Student Support and Academic Enrichment Grants under the pooled evaluation authority in fiscal year 2017.

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

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

