

**Department of Education**  
**SCHOOL IMPROVEMENT PROGRAMS**

**Fiscal Year 2019 Budget Request**

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State tables reflecting final 2017 allocations and 2018 and 2019 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

## SCHOOL IMPROVEMENT PROGRAMS

For carrying out school improvement activities authorized by part B of Title I and part B of title V of the ESEA; the McKinney-Vento Homeless Assistance Act; the Compact of Free Association Amendments Act of 2003; and the Civil Rights Act of 1964, \$645,214,000, of which \$621,940,000 shall become available on July 1, 2019, and remain available through September 30, 2020:<sup>1</sup> *Provided*, 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:<sup>2</sup> *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:<sup>3</sup> *Provided further*, That \$175,840,000 shall be for part B of title V.<sup>4</sup>

### NOTES

A full-year 2018 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Continuing Appropriations Act, 2018 (Division D of P.L. 115–56, as amended). The amounts included for 2018 reflect the annualized level provided by the continuing resolution.

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

## SCHOOL IMPROVEMENT PROGRAMS

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<sup>1</sup> <u>... of which \$621,940,000 shall become available on July 1, 2019, and remain available through September 30, 2020:</u>	This language provides for a portion of funds to be appropriated on a forward-funded basis for State Assessments, Education for Homeless Children and Youths, and Rural Education.
<sup>2</sup> <u><i>Provided</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:</u>	This language specifies the funding level for Supplemental Education Grants to the Federated States of Micronesia and the Republic of the Marshall Islands
<sup>3</sup> <u><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:</u>	This language allows the Secretary to reserve up to 5 percent of Supplemental Education Grants funds to provide technical assistance for these grants.
<sup>4</sup> <u><i>Provided further</i>, That \$175,840,000 shall be for part B of title V.</u>	This language specifies the funding level for the Rural Education Achievement Program and overrides the authorization level.

## SCHOOL IMPROVEMENT PROGRAMS

### Appropriation, Adjustments and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2017	2018 Annualized CR	2019
<b>Discretionary:</b>			
Appropriation.....	\$4,397,148	0	\$645,214
Annualized CR (P.L. 115-56).....	<u>0</u>	<u>\$4,390,047</u>	<u>0</u>
Total, discretionary appropriation .....	4,397,148	4,390,047	645,214
<b>Advance:</b>			
Advance for succeeding fiscal year .....	-1,670,022	-1,681,441	0
Advance from prior year .....	<u>1,681,441</u>	<u>1,670,022</u>	<u>1,681,441</u>
Total, budget authority .....	4,408,567	4,378,628	2,326,655

## SCHOOL IMPROVEMENT PROGRAMS

### Summary of Changes (dollars in thousands)

2018 Annualized CR .....	\$4,390,047
2019.....	<u>645,214</u>
Net change .....	-3,744,833

<b>Increases:</b>	<u>2018 Annualized CR</u>	<u>Change from base</u>
<u>Program:</u>		
Increase funding to reflect the President's Budget request to fund State Assessments, Education for Homeless Children and Youths, Training and Advisory Services, Rural Education, and Supplemental Education Grants at FY 2017 enacted levels. This amount would restore cuts resulting from the 0.6791 percent across-the-board reduction included in the FY 2018 Annualized CR Level.	\$640,832	+\$4,382

<b>Decreases:</b>	<u>2018 Annualized CR</u>	<u>Change from base</u>
<u>Program:</u>		
Eliminate funding for the Supporting Effective Instruction State grants because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	\$2,053,287	-\$2,053,287
Eliminate funding for the 21 <sup>st</sup> Century Community Learning Centers program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	1,183,580	-1,183,580
Eliminate funding for the Native Hawaiian Education program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	33,170	-33,170
Eliminate funding for the Alaska Native Education program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	32,233	-32,233
Eliminate funding for the Comprehensive Centers program because funding from other programs, such as Title I Grants to Local Educational Agencies, can be used for similar services.	49,661	-49,661

## SCHOOL IMPROVEMENT PROGRAMS

### Summary of Changes—continued

	2018 <u>Annualized CR</u>	Change <u>from base</u>
<b>Decreases:</b>		
Eliminate funding for the Student Support and Academic Enrichment Grants program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	\$397,284	<u>-\$397,284</u>
Subtotal, decreases		-3,749,215
Net change		-3,744,833

## SCHOOL IMPROVEMENT PROGRAMS

### Authorizing Legislation

(dollars in thousands)

C-6

Activity	2018 Authorized	2018 Annualized CR	2019 Authorized	2019 Request
Supporting effective instruction State grants ( <i>ESEA II-A</i> )	\$2,295,830	\$2,053,287	\$2,295,830	0
21st century community learning centers ( <i>ESEA IV-B</i> )	1,100,000	1,183,580	1,100,000	0
State assessments ( <i>ESEA I-B, sections 1201-1203</i> )	378,000	366,593	378,000	\$369,100
Education for homeless children and youths ( <i>MVHAA Title VII-B</i> )	85,000	76,477	85,000	77,000
Native Hawaiian Education ( <i>ESEA VI-B</i> )	32,397	33,170	32,397	0
Alaska Native education equity ( <i>ESEA VI-C</i> )	31,453	32,233	31,453	0
Training and advisory services ( <i>CRA IV</i> )	Indefinite	6,530	Indefinite	6,575
Rural education ( <i>ESEA V-B</i> )	169,840	174,646 <sup>1</sup>	169,840	175,840 <sup>1</sup>
Supplemental education grants ( <i>Compact of Free Association Act</i> )	21,492 <sup>2</sup>	16,586	21,779 <sup>2</sup>	16,699
Comprehensive centers ( <i>ETAA section 203</i> )	0 <sup>3</sup>	49,661	0 <sup>3</sup>	0
Student support and academic enrichment grants ( <i>ESEA IV-A-1</i> )	1,650,000	397,284	1,650,000	0
<u>Unfunded authorizations</u>				
Family engagement in education programs ( <i>ESEA IV-E</i> )	<u>10,000</u>	<u>0</u>	<u>10,000</u>	<u>0</u>
Total definite authorization	5,774,012		5,774,299	
Total appropriation		4,390,047		645,214

<sup>1</sup> The funds appropriated to carry out Title V, Part B are to be distributed equally between Subparts 1 and 2.

<sup>2</sup> 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.

<sup>3</sup> The GEPA extension expired September 30, 2009; no appropriations language or reauthorizing legislation is sought for fiscal year 2019.

## SCHOOL IMPROVEMENT PROGRAMS

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2010 (2010 Advance for 2011)	\$5,182,181 (1,681,441)	\$5,244,644 (1,681,441)	\$5,197,316 <sup>1</sup> (1,681,441)	\$5,228,444 (1,681,441)
2011 (2011 Advance for 2012) Rescission (P.L. 112-74)	1,890,779 (0)	5,221,444 <sup>2</sup> (1,681,441)	5,388,173 <sup>1</sup> (1,681,441)	4,593,841 <sup>3</sup> (1,681,441) (-3,178)
2012 (2012 Advance for 2013)	1,664,979 (0)	4,332,102 <sup>4</sup> (1,681,441)	4,570,145 <sup>4</sup> (1,681,441)	4,544,596 (1,681,441)
2013 (2013 Advance for 2014)	1,219,357 (0)	4,394,880 <sup>5</sup> (1,681,441)	4,544,596 <sup>5</sup> (1,681,441)	4,397,391 (1,681,441)
2014 (2014 Advance for 2015)	1,075,559 (0)	N/A <sup>6</sup>	4,676,862 <sup>1</sup> (1,681,441)	4,397,391 (1,681,441)
2015 (2015 Advance for 2016)	966,923 (0)	N/A <sup>6</sup>	4,402,674 <sup>7</sup> (1,681,441)	4,402,671 (1,681,441)
2016 (2016 Advance for 2017)	4,693,171 (1,681,441)	3,500,720 <sup>8</sup> (1,681,441)	4,134,746 <sup>8</sup> (1,681,441)	4,443,629 (1,681,441)
2017 (2017 Advance for 2018)	4,658,409 (1,681,441)	4,799,912 <sup>9</sup> (1,681,441)	4,177,239 <sup>9</sup> (1,681,441)	4,408,567 <sup>9</sup> (1,670,022)
2018 (2018 Advance for 2019)	697,321 (0)	2,369,964 <sup>10</sup> (0)	4,458,567 <sup>10</sup> (1,681,441)	4,390,047 <sup>10</sup> (1,681,441)
2019 (2019 Advance for 2020)	645,214 (0)			

<sup>1</sup> The level for the Senate allowance reflects Committee action only.

<sup>2</sup> The level for the House allowance reflects the House-passed full-year continuing resolution.

<sup>3</sup> The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

<sup>4</sup> The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

<sup>5</sup> 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.

<sup>6</sup> The House allowance is shown as N/A because there was no Subcommittee action.

<sup>7</sup> The level for the Senate allowance reflects Senate Subcommittee action only.

<sup>8</sup> 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.

<sup>9</sup> The levels for House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

<sup>10</sup> The level for the House reflect floor action on an Omnibus appropriation bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the annualized Continuing Resolution level.



## **SCHOOL IMPROVEMENT PROGRAMS**

### **Significant Items in FY 2018 Appropriations Reports**

#### **Alaska Native Education**

Senate: The Committee continues to direct the Department to ensure that Alaska Native tribes, Alaska Native regional non-profits, and Alaska Native corporations have the maximum opportunity to successfully compete for grants under this program by providing these entities multiple opportunities for technical assistance in developing successful applications for these funds, both in Alaska and via various forms of telecommunications. Further, the Committee continues to direct the Department to make every effort to ensure that Alaska Natives and Alaskans represent a significant proportion of peer reviewers for grant applications submitted under this program.

Response: The Department will comply with this request and continue to provide technical assistance to ensure that Alaska Native tribes, Alaska Native regional nonprofits, and Alaska Native corporations have the maximum opportunity to successfully compete for grants under this program.

#### **Rural Education Assistance Program**

Senate: The Committee recognizes that the Department's new application requirement for local education agencies to access Rural Education Achievement Program (REAP) funding in fiscal year 2017 prevented some eligible LEAs from accessing grant funding under this program. The Committee directs the Department to simplify the REAP application process, eliminate unnecessary administrative burdens, and directly engage with eligible LEAs and other relevant stakeholders to ensure that the Department's requirements accommodate the unique needs of these small, rural, and remote schools.

Response: The Department will continue its outreach to REAP-eligible LEAs and other rural stakeholders with an openness to improvements, including ones related to the Small, Rural School Achievement program's application requirements and process.

#### **Comprehensive Centers**

Senate: In selecting priorities for a new cohort of comprehensive centers, the Committee continues to direct the Department to recognize the unique challenges, emphasized in ESSA, affecting rural schools. The Committee strongly encourages the Department to establish at least one university-led center in a State with a significant percentage of students in rural schools. Such a center could focus on rural education and provide assistance to rural districts that serve high poverty and minority students.

Response: The Department recognizes the challenges facing rural schools and in planning for any future competition will assess strategies for best meeting their needs. Institutions of higher education are eligible applicants for Comprehensive Center grants, along with research organizations, institutions, agencies, and regional entities.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2019 PRESIDENT'S BUDGET  
(in thousands of dollars)

	Category Code	2017 Appropriation	2018 Annualized CR	2019 President's Budget	2019 President's Budget Compared to 2018 Annualized CR Amount	Percent
<b>School Improvement Programs</b>						
1. Supporting effective instruction State grants (ESEA II-A)						
Annual appropriation	D	374,389	371,846	0	(371,846)	-100.00%
Advance for succeeding fiscal year <sup>1</sup>	D	1,670,022	1,681,441	0	(1,681,441)	-100.00%
Subtotal	D	2,044,411	2,053,287	0	(2,053,287)	-100.00%
2. 21st century community learning centers (ESEA IV-B)	D	1,191,673	1,183,580	0	(1,183,580)	-100.00%
3. State assessments (ESEA I-B, section 1201-1203)	D	369,100	366,593	369,100	2,507	0.68%
4. Education for homeless children and youths (MVHAA Title VII-B)	D	77,000	76,477	77,000	523	0.68%
5. Native Hawaiian education (ESEA VI-B)	D	33,397	33,170	0	(33,170)	-100.00%
6. Alaska Native education (ESEA VI-C)	D	32,453	32,233	0	(32,233)	-100.00%
7. Training and advisory services (CRA IV)	D	6,575	6,530	6,575	45	0.69%
8. Rural education (ESEA V-B)	D	175,840	174,646	175,840	1,194	0.68%
9. Supplemental education grants (Compact of Free Association Act)	D	16,699	16,586	16,699	113	0.68%
10. Comprehensive centers (ETAA section 203)	D	50,000	49,661	0	(49,661)	-100.00%
11. Student support and academic enrichment grants (ESEA IV-A)	D	400,000	397,284	0	(397,284)	-100.00%
Total, Appropriation	D	4,397,148	4,390,047	645,214	(3,744,833)	-85.30%
Total, Budget authority	D	4,408,567	4,378,628	2,326,655	(2,051,973)	-46.86%
Current		2,727,126	2,708,606	645,214	(2,063,392)	-76.18%
Prior year's advance <sup>1</sup>		1,681,441	1,670,022	1,681,441	11,419	0.68%

NOTES: D = discretionary program; M = mandatory program  
Detail may not add to totals due to rounding.

<sup>1</sup> The Advance for succeeding fiscal year shown in the 2017 Appropriation column and the Prior year's advance shown in the 2018 Annualized CR column reflects the 0.6791 percent across-the-board reduction authorized by P.L. 115-56, the Continuing Appropriations Act, 2018, as amended.

## 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 pay the costs of developing and administering student achievement assessments and address the particular educational needs of special populations. A full-year fiscal year 2018 appropriation was not enacted at the time the fiscal year 2019 Budget was prepared; therefore, the Budget assumes the Department is operating under the Continuing Appropriations Act, 2018 (Division D of P.L. 115–56, as amended). The amounts included for fiscal year 2018 reflect the annualized level provided by the continuing resolution.

The Administration is requesting approximately \$645.2 million for programs in this account, including:

- \$369.1 million for **State Assessments** to help States continue to administer aligned assessment systems as part of their ongoing implementation of the Every Student Succeeds Act, which reauthorized the ESEA in 2015 but will be fully implemented during the 2019-2020 school year.
- \$77.0 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.
- \$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, sex, national origin, and religion.
- \$175.8 million for **Rural Education** to provide resources to rural LEAs and schools that often face unique challenges in implementing ESEA.
- \$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.

The Budget request would fund the State Assessments, Education for Homeless Children and Youths, Training and Advisory Services, Rural Education, and Supplemental Education Grants programs at the fiscal year 2017 enacted level. This level would restore cuts resulting from the 0.6791 percent across-the-board reduction included in the FY 2018 Annualized CR Level.

The Administration is not requesting funding for the Supporting Effective Instruction State Grants, 21st Century Community Learning Centers, Native Hawaiian Education, Alaska Native Education, Comprehensive Centers, and Student Support and Academic Enrichment Grants programs because they duplicate activities that may be supported by other Federal programs as well as State, local, and private funding.

## SCHOOL IMPROVEMENT PROGRAMS

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### Supporting effective instruction State grants

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

(dollars in thousands)

FY 2019 Authorization: \$2,295,830

Budget Authority:

	2018 <u>Annualized CR</u>	<u>2019</u>	Change from <u>Annualized CR</u>
Annual appropriation	\$371,846	0	-\$371,846
Advance for succeeding fiscal year	<u>1,681,441</u>	<u>0</u>	<u>-1,681,441</u>
Total	2,053,287	0	-2,053,287

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### PROGRAM DESCRIPTION

Supporting Effective Instruction (SEI) State Grants, previously known as the Improving Teacher Quality State Grants program, provide formula grants to State educational agencies (SEAs), which subgrant most funds to local educational agencies (LEAs) to increase student achievement by improving the quality and effectiveness of teachers, principals, and other school leaders; increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; providing low-income and minority students greater access to effective teachers, principals, and other school leaders and reducing class size. SEAs and LEAs have flexibility to carry out a wide variety of specific activities based on identified needs.

In addition to renaming the program, the Every Student Succeeds Act of 2015 (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), made a number of changes, including increasing the focus on evidence-based practices; emphasizing the development of rigorous and fair human capital evaluation and development systems; and providing a separate authorization for the Supporting Effective Educator Development (SEED) program, which previously was a set-aside within the formula grant program created through appropriations language.

The reauthorization also included two significant changes affecting State allocations. First, it will phase out a longstanding 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. The reauthorization provides that 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 were reduced by 14.29 percent. For fiscal year 2019, 57.13 percent of the funds will be distributed by the hold-harmless amount.

## SCHOOL IMPROVEMENT PROGRAMS

### **Supporting effective instruction State grants**

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The second change to the statutory State allocation formula gradually increases the weighting for children from low-income families. In 2017, 35 percent of remaining allocations were based on States' relative shares of the population aged 5 to 17, and 65 percent was 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 children and 80 percent for children from low-income families. 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. The Department may reserve up to one-half of 1 percent of funding for evaluation.

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. In making subgrants to LEAs, 20 percent of allocations are based 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 received for fiscal year 2001, with any available funds above that amount distributed by formula.

Prior to the ESSA, States used 2.5 percent of their grant funds for State Agency for Higher Education (or SAHE) 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 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 evaluation and support systems; implement initiatives to assist in recruiting, hiring, and retaining effective teachers, especially in low-income schools that particularly need assistance;

## SCHOOL IMPROVEMENT PROGRAMS

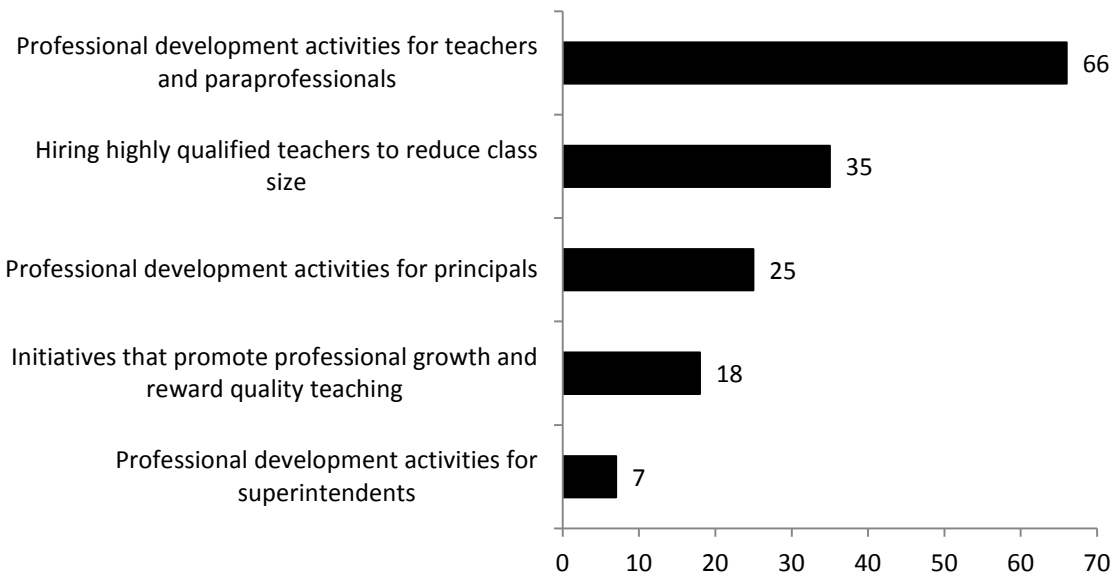
### Supporting effective instruction State grants

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promote teacher leadership; recruit qualified individuals from other fields; reduce class size; provide high-quality, personalized professional development; and develop feedback mechanisms to improve school working conditions.

In 2015-16, two-thirds of LEAs<sup>1</sup> reported using at least a portion of their Title II, Part A funds for professional development activities for teachers and paraprofessionals and just over one-third used funds to reduce class size. (The estimates are based on data from a nationally representative sample of 800 school districts. LEAs could use funds for more than one activity, so percentages total more than 100.)

**Percent of LEAs Using Funds for Each Activity in 2015-16**



SEI State Grants is a forward-funded program that includes advance appropriations. A portion of funds become 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.

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<sup>1</sup> Findings From the 2015-2016 Survey on the Use of Funds Under Title II, Part A, Subgrants to LEAs, August 2016. <https://www2.ed.gov/programs/teacherqual/seasurveyfundsreport82016.pdf>

## SCHOOL IMPROVEMENT PROGRAMS

### Supporting effective instruction State grants

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014 .....	\$2,348,898
2015 .....	2,349,830
2016 .....	2,255,837
2017 .....	2,044,411
2018 .....	2,053,287

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NOTE: Includes funds provided to support the SEED program in 2014 and 2015. Funds for the SEED program for 2016 through 2019 are provided in the Innovation and Improvement account.

### FY 2019 BUDGET REQUEST

The Administration is not requesting funding for the SEI State Grants program for fiscal year 2019, \$2.1 billion less than the 2018 annualized continuing resolution amount. The SEI State Grants program duplicates activities that may be supported with other Federal, State, and local funds; has not demonstrated success in contributing to improved teacher quality or student outcomes; and makes formula-based allocations to LEAs that often are too small to have a meaningful impact on student outcomes.

While the SEI State Grants program authorizes a wide range of activities intended to improve the quality of the educator workforce, in school year 2015-2016, 52 percent of funds were used for professional development and 25 percent were used for class-size reduction. An LEA that identifies either activity as a key strategy for responding to a comprehensive needs assessment may use Title I, Part A funds for the same purpose. The Title I, Part A program, funded at nearly \$15.5 billion annually, also supports locally determined efforts to recruit and retain effective teachers.

The number of districts using funds for class-size reduction has decreased significantly over the years, contributing a decline in the share of funds used for this purpose, from 57 percent in 2002-03 to 25 percent in 2015-16. Consequently, Title II, Part A funds paid the salaries of an estimated 8,500 teachers in school year 2015-2016, out of a total nationwide teacher workforce of roughly 3 million teachers. These data suggest that eliminating the program is likely to have minimal impact on class sizes or teacher staffing levels in most school districts.

While complete information on size of the LEA subgrants is not available, based on 2015 data for the antecedent Improving Teacher Quality State Grants program, the Department estimates that over 3,600 subgrant allocations are \$10,000 or less, with at least another 2,900 LEAs receive between \$10,000 and \$25,000, too little to implement most authorized activities in a meaningful way that will improve instruction or, most importantly, student outcomes.

This program initially was authorized under No Child Left Behind (NCLB) primarily for the purpose of ensuring that all teachers are highly qualified, and program performance information demonstrates that this goal was met years ago. (To be “highly qualified” under NCLB, teachers had to have a bachelor’s degree, full State certification or licensure, and demonstrated

## SCHOOL IMPROVEMENT PROGRAMS

### Supporting effective instruction State grants

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competency in the subjects they teach.) For example, in 2005, less than 90 percent of core academic elementary classes in high-poverty schools were taught by highly qualified teachers; by 2010 this percentage had climbed to 97 percent, and it has remained between 96 and 97 percent every year since. In 2015, the latest year for which performance data are available, the percentages in high poverty (95 percent) and low poverty elementary schools (97 percent) were nearly the same. In high-poverty secondary schools, only 84 percent of teachers were highly qualified in 2005; that figure rose to 95 percent in 2010 and has remained high.

Given the progress demonstrated by these data, as well as the elimination of highly qualified teacher requirements under the ESSA, the Administration believes there no longer is a compelling rationale for a separate formula grant program dedicated solely to teacher quality. Rather, to the extent that they can identify effective, evidence-based professional development that contributes meaningfully to improved student outcomes (the scarcity of such professional development is documented below under “Other Performance Information”), States and school districts may use other Federal formula grant funds (e.g., Title I, Part A, and Title III, Part A) to support more targeted teacher quality improvement activities in response to local needs assessments.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Funding for State awards	\$2,013,847	\$2,022,590	0
Range of State awards	9,667–226,600	9,777–230,123	NA
Average State award	38,728	38,896	0
Funding for Outlying Area Awards	10,171	10,215	0
Funding for BIE	10,171	10,215	0
Evaluation	10,222	10,266	0

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NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Supporting Effective Instruction State Grants, and to pool such funds for use in evaluating any ESEA program. The Department reserved from the total for evaluations \$5,515 thousand for this purpose in 2017 and may reserve funds for the same purpose in 2018.

### PROGRAM PERFORMANCE INFORMATION

#### Performance measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. 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.

The measures established by the Department to assess the performance of the Improving Teacher Quality State Grants program gauged the percentage of core academic classes taught by highly qualified teachers in elementary and secondary schools as a whole compared to the



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percentage in high poverty schools. Since 2007, these data have been collected by the Department's *EDFacts*/Education Data Exchange Network (EDEN).

The reauthorization of the ESEA by the ESSA eliminated highly qualified teacher requirements, and the last year of data collection for the current measures was be 2016 (school year 2015-16). No performance data will be collected for 2017 (school year 2016-17), which is a transition year for SEAs and LEAs.<sup>1</sup> The Department will develop new measures for 2018.

**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
2014	100%	96%
2015	100	96
2016	100	95

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

Year	Target	Actual
2014	100%	93%
2015	100	93
2016	100	93

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

Year	Target	Actual
2014	100%	97%
2015	100	97
2016	100	95

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<sup>1</sup> <https://www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf>

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

Year	Target	Actual
2014	100%	95%
2015	100	95
2016	100	94

**Additional information:** The program did not make progress on these four measures for the objective from 2015 to 2016 but did achieve high percentages on all four (93 to 95 percent).

**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
2014	14
2015	15
2016	20

**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
2014	16
2015	17
2016	25

**Additional information:** These two 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.

### Other performance information

Department evaluations related to Title II, Part A have focused on impact studies of activities that may be supported with program funds, including professional development, equitable access to effective teaching, and teacher retention strategies. Key findings include the following:

- Recent studies show that professional development has limited impact on student achievement. A recent impact evaluation of an intensive elementary school mathematics professional development (PD) intervention, which examined the effectiveness of providing PD to fourth-grade teachers to enhance their conceptual understanding of math, found that while the PD improved teacher knowledge and led to improvements in teachers' use and quality of explanation in the classroom, there was no difference in student achievement test

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scores on either the State assessment or on a study-administered math test.<sup>1</sup> Earlier studies of middle school mathematics and elementary reading PD improved teacher knowledge or practice on some aspects targeted by the PD but did not translate into improvements in student achievement. The study of middle school mathematics PD<sup>2</sup>, completed in 2011, had an impact on at least one of three targeted teacher practices, but did not improve teacher knowledge or improve student achievement in the math areas assessed. The study of elementary school reading<sup>3</sup>, released in 2008, examined the impact of a research-based PD intervention for reading instruction and found that teacher knowledge of teaching reading improved along with some aspects of instructional practice. However, the PD did not improve student achievement in reading. An evaluation brief reviewing these studies<sup>4</sup>, released in 2016, discusses the need for PD models that have a larger impact on teacher knowledge and practice or a need to better understand the aspects of teacher knowledge and practice that are more closely related to improving student achievement.

- While there are inequities in the distribution of effective teachers, the effects on low-income students may be relatively small. The Study of the Distribution of Effective Teaching, the final report for which was released in 2016, found that, on average, there are small differences in the effectiveness of teachers of high- and low-income students and that providing low-income students with equally effective teachers would not substantively reduce the achievement gap.<sup>5</sup> There were, however, a small number of districts—3 out of the 26 study districts—where data suggested that providing low-income students with teachers who were as effective as the high-income students' teachers could reduce the math achievement gap by about 4 percentile points. (The study identified students as low-income or high-income based on whether or not they were eligible for free- or reduced-price lunch, so it was not possible to determine whether there might be differences in teacher effectiveness for very low-income students.)
- Incentive programs can attract and retain effective teachers, but only for as long as incentives are provided. An impact evaluation of moving high-performing teachers to low-performing schools showed that financial incentives (\$10,000 per year) were successful in attracting good teachers to low-performing schools, but once the incentives were discontinued, the high-performing teachers left at similar rates to other teachers. The transfer incentives had a positive effect on math and reading achievement in the elementary grades, and under some circumstances the policy was more cost-effective than a strategy of class size reduction. The study found no impact of the transfer incentives in middle schools.<sup>6</sup>
- Most States have adopted laws or regulations related to educator evaluation systems, but only a small minority of districts has implemented systems consistent with research. The Implementation of Title I/II Program Initiatives study, which began in 2011, released its first

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<sup>1</sup> [https://ies.ed.gov/ncee/projects/evaluation/tq\\_mathpd.asp](https://ies.ed.gov/ncee/projects/evaluation/tq_mathpd.asp)

<sup>2</sup> [https://ies.ed.gov/ncee/projects/evaluation/tq\\_mathematics.asp](https://ies.ed.gov/ncee/projects/evaluation/tq_mathematics.asp)

<sup>3</sup> [https://ies.ed.gov/ncee/projects/evaluation/tq\\_reading.asp](https://ies.ed.gov/ncee/projects/evaluation/tq_reading.asp)

<sup>4</sup> <https://ies.ed.gov/ncee/pubs/20174010/pdf/20174010.pdf>

<sup>5</sup> [https://ies.ed.gov/ncee/projects/evaluation/tq\\_distribution.asp](https://ies.ed.gov/ncee/projects/evaluation/tq_distribution.asp)

<sup>6</sup> [https://ies.ed.gov/ncee/projects/evaluation/tq\\_recruitment.asp](https://ies.ed.gov/ncee/projects/evaluation/tq_recruitment.asp)

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report, based on data collected during the 2013–2014 school year, in January 2017.<sup>1</sup> The report summarizes information collected from States, LEAs, principals, and teachers in three core areas: (1) State content standards and assessments, (2) school accountability, and (3) teacher and principal evaluation and support. The study found that almost all States adopted new laws or regulations related to educator evaluation systems between 2009 and 2014, and a majority of districts reported full (32 percent of districts) or partial (27 percent of districts) implementation in 2013–14. However, only one out of every five districts implemented teacher evaluation systems that were consistent with the best practices highlighted by emerging research.

The Department is currently supporting an additional study on preservice teacher preparation that is examining the extent to which novice teachers' preparation experiences are related to the achievement of students in their classrooms.<sup>2</sup> This study includes a large sample of novice teachers who attended a diverse group of preparation providers. The study collected teachers' reports of their preparation experiences related to 13 instructional topic areas (such as classroom management) and information about the types of experiences (ranging from a traditional classroom experience to feedback based on their use of a particular strategy). The study report, expected in 2018, will look at the relationships between the teachers' experiences in their preparation programs and the achievement of students in their classrooms.

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<sup>1</sup> <https://www2.ed.gov/policy/elsec/leg/essa/essaFAQstransition62916.pdf>

<sup>2</sup> [https://ies.ed.gov/ncee/projects/evaluation/tq\\_teacherprep\\_early.asp](https://ies.ed.gov/ncee/projects/evaluation/tq_teacherprep_early.asp)

## SCHOOL IMPROVEMENT PROGRAMS

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### 21st Century community learning centers

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

(dollars in thousands)

FY 2019 Authorization: \$1,100,000

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$1,183,580	0	-\$1,183,580

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### PROGRAM DESCRIPTION

The 21st Century Community Learning Centers (21st CCLC) program enables communities to establish or expand centers that provide additional student learning opportunities through before- and after-school programs and summer school programs, as well as parenting skills and family literacy services, aimed at improving student academic outcomes. Centers must target their services primarily to students who attend schools identified for improvement 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. The program currently provides funding to approximately 11,500 centers serving 1.9 million students and 221,000 adult family members. In the 2015-16 program year, approximately 728,000, or 44 percent, of all students served attended a center for 30 or more days during the academic year.

Additionally, 21st CCLC funds may support local activities that are included as part of an expanded learning time program under which the regular school day has been extended to include at least 300 additional program hours. Program 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 focus on in-demand fields of the local workforce; and programs that build skills in science, technology, engineering, and mathematics.

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, except that each State receives at least one-half of 1 percent of the total amount available for States.

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### 21st Century community learning centers

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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 the promise of success, in providing education 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; or (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. An SEA may reserve up to 2 percent of its allocation for administrative expenses, including the costs of conducting its grant competition, and up to 5 percent 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)
2014 .....	\$1,149,370
2015 .....	1,151,673
2016 .....	1,166,673
2017 .....	1,191,673
2018 .....	1,183,580

### FY 2019 BUDGET REQUEST

The Administration is not requesting funding for 21st CCLC for fiscal year 2019. While limited evaluation and survey data from certain States and individual centers demonstrate benefits from participation, such as improved behavior and classroom grades, overall program performance data show that the 21<sup>st</sup> CCLC program is not achieving its goal of helping students, particularly those who attend low-performing schools, meet challenging State academic standards. For example, in 2016, only 26 percent of elementary school program participants improved from not proficient to proficient or above on State assessments in reading and only 19 percent of middle and high school program participants improved from not proficient to proficient or above on State assessments in mathematics. Furthermore, student improvement in academic grades was limited, with States reporting higher math and English grades for less than half of "regular program participants," defined as students who attended programs for 30 days or more during a school year. Additionally, the last rigorous national evaluation of the program, conducted in 2005, found the program had limited academic impact (see <https://www2.ed.gov/rschstat/eval/other/cclcfinalreport/cclcfinal.pdf>).

The program's longstanding failure to contribute meaningfully to improved academic outcomes may be partly explained by the fact that less than half of all participants (728,000 out of

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1.9 million, or 44 percent) attended programs for 30 days or more during the 2015-2016 school year. These data suggest that low participation rates and limited or infrequent access to federally funded activities are significant obstacles to program effectiveness.

These data strongly suggest that the 21st CCLC program is not generating the benefits commensurate with an annual investment of more than \$1 billion in limited Federal education funds. The Administration recognizes that many families may value the program as a safe and flexible “day care” option for their children; however, this purpose is not consistent with either the limited Federal role in education or the current fiscal constraints faced by the Federal Government, which requires the Administration to give priority to programs more directly focused on improving student educational outcomes. Finally, the provision of before- and after-school academic enrichment opportunities may be supported with other Federal, State, local, or private funds, and are an authorized activity under the \$15.5 billion Title I Grants to Local Educational Agencies program for school districts and schools that prioritize such activities as part of comprehensive efforts to help all students meet challenging State academic standards.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Funding for States awards	\$1,167,840	\$1,159,908	0
Range of State awards	5,839–136,586	5,800–135,659	0
Average State award	22,458	22,306	0
Reservation for State activities (maximum)	58,392	57,995	0
Reservation for State administration (maximum)	23,357	23,198	0
National activities and evaluation	10,375	5,918	0
Pooled evaluation	1,542	5,918	
Amount for Bureau of Indian Education and the Outlying Areas	11,917	11,836	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department used this authority to pool \$1,542 thousand of evaluation funding from this program in fiscal year 2017 and expects to reserve funds for pooled evaluation in fiscal year 2018.

### 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

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efforts invested by those served by this program. The tables below do not have 2019 targets because the Administration is not requesting funding for this program.

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

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

**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 Regular Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Regular Participants
2014	48.5%	48.5%	48.5%	36.7%	36.0%	36.5%
2015	40.0	40.0	40.0	49.7	45.4	48.0
2016	40.0	40.0	40.0	48.2	45.5	47.2
2017	40.0	40.0	40.0			
2018	50.0	50.0	50.0			

**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 Regular Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Regular Participants
2014	48.5%	48.5%	48.5%	36.7%	37.3%	36.8%
2015	48.5	48.5	48.5	49.6	46.9	48.5
2016	48.5	48.5	48.5	46.7	45.5	46.3
2017	48.5	48.5	48.5			
2018	50.0	50.0	50.0			

**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 (approximately 44 percent of student participants). 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. Over the last 4 years, the Department has developed and phased in a new performance data collection system for the program. The increases in 2015 for the two measures above may be due, in part, to the transition to the new system, which can result in comparability and reliability issues.



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### 21st Century community learning centers

**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
2014	45.0%	25.0%	5.4%	11.1%
2015	15.0	25.0	28.4	22.6
2016	15.0	25.0	25.5	19.1
2017	15.0	25.0		
2018	30.0	25.0		

**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.

**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
2014	75%	75%	75%	31.2%	28.9%	30.6%
2015	60	75	75	57.5	55.3	56.8
2016	60	75	75	54.7	54.4	54.6
2017	60	75	75			
2018	60	60	60			

**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.

### Efficiency measures

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

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### 21st Century community learning centers

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

Year	Target	Actual
2014	95%	50%
2015	95	98
2016	95	99
2017	95	
2018	95	

**Additional information:** The new performance data collection system includes new data quality and completeness checks that have likely helped to improve performance on this measure.

**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
2014	35%	75
2015	35	45
2016	35	90
2017	35	
2018	35	

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

Year	Target	Actual
2014	4	26
2015	4	17
2016	4	24
2017	4	
2018	4	

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

### Other performance information

A 2010 report prepared by the Department's Policy and Program Studies Service, "21st Century Community Learning Centers: Descriptive Study of Program Practices," analyzed data from a

## SCHOOL IMPROVEMENT PROGRAMS

### 21st Century community learning centers

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nationally representative sample of 21st CCLC programs to evaluate State and local program implementation.<sup>1</sup> 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.

A 2005 program evaluation conducted by the Department's Institute of Education Sciences found that there were no differences between treatment group students and control group students on most academic outcomes; treatment group students scored no better on reading tests than control group students and had similar grades in English, mathematics, science, and social studies. This study identified a potentially contributing factor to the lack of academic gains resulting from the program: only 53 percent of the treatment group students who continued to have access to a 21st CCLC program in year 2 of the evaluation continued to attend a center.<sup>2</sup>

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<sup>1</sup> <http://www2.ed.gov/about/offices/list/oepd/ppss/reports.html#after-school>

<sup>2</sup> <https://www2.ed.gov/rschstat/eval/other/cclcfinalreport/cclcfinal.pdf>

## SCHOOL IMPROVEMENT PROGRAMS

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### State assessments

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

(dollars in thousands)

FY 2019 Authorization: \$378,000

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$366,593	\$369,100	+\$2,507

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### 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.

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 suspend the administration of State assessments.

The Grants for State Assessments program provides formula grants to States to pay the costs of developing the challenging academic standards and high-quality, aligned assessments required by Title I of the ESEA. Once a State has developed the assessments, it may use program funds to pay for the administration of the assessments and for other activities related to improving those assessments. Such activities may include, among other things, 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, developing or improving models to measure student progress or growth, and using academic assessment

## SCHOOL IMPROVEMENT PROGRAMS

### State assessments

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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 each State's share of students ages 5–17.

The Assessment System Audit program, funded by an optional set-aside of up to 20 percent of the trigger amount (or any lesser amount appropriated by Congress) supports audits of State and local assessment systems as part of a State 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 worth taking.

The Competitive Grants for State Assessments program, which is funded with the amount, if any, of appropriations in excess of the trigger amount, 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 allow for new and improved methods for measuring critical thinking, writing, and problem solving skills.

After reserving 0.5 percent of funds equal to or less than the trigger amount of \$369.1 million for the Bureau of Indian Education and 0.5 percent for the Outlying Areas, the Department allocates a minimum of \$3 million to each State, plus a share of any funds remaining for grants under this program based on each State's share of students ages 5–17, for the Grants for State Assessments program. The Department may reserve up to 20 percent of funds available for Grants for State Assessments to make Assessment System Audit grants. The Department must use any funds appropriated above the trigger amount for Competitive Grants for State Assessment.

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.

## SCHOOL IMPROVEMENT PROGRAMS

### State assessments

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

Fiscal year	(dollars in thousands)
2014 .....	\$378,000
2015 .....	378,000
2016 .....	378,000
2017 .....	369,100
2018 .....	366,593

### FY 2019 BUDGET REQUEST

The Administration requests \$369.1 million for fiscal year 2019 for State Assessments, an increase of \$2.5 million, to restore funding to the fiscal year 2017 level. All of the funds requested would support Grants for State Assessments. The requested level is the minimum “trigger amount” needed to ensure that States continue to administer the assessments required under Title I, Part A (under section 1111(b)(3)(I) of ESEA States may stop administering these assessments if the appropriation for the program is less than this amount). The fiscal year 2019 request would support State efforts to meet the assessment requirements of the ESEA. The request would fund only the formula-based Grants for State Assessments and not the separately authorized Assessment System Audits or the Competitive Grants for State Assessments program.

Annual, high quality, statewide assessments aligned to challenging State academic standards are a critical element of the statewide accountability systems that each State must establish under the ESEA, providing parents and educators with information they need to enable students to be successful and make progress towards attainment of State-determined college- and career-ready academic standards. State assessments also help identify schools that are succeeding and schools where challenges remain in improving academic achievement and closing achievement gaps.

The 2019 request will help States continue to administer aligned assessment systems as part of their ongoing implementation of the Every Student Succeeds Act, which reauthorized the ESEA in late 2015. These assessment systems must be fully implemented during the 2019-2020 school year. Funds may be used to 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 Department would not reserve funds for the Assessment System Audit program because States that desire to carry out such audits may do so in a more flexible, less prescriptive manner under the regular Grants for State Assessments.

## SCHOOL IMPROVEMENT PROGRAMS

### State assessments

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Grants for State Assessments			
Amount for State Grants	\$365,409	\$362,927	\$365,409
Estimated number of awards	52	52	52
Range of awards	\$3,299-\$28,498	\$3,295-\$28,196	\$3,299-\$28,498
Average award	\$7,027	\$6,979	\$7,027
BIE and Outlying Areas	\$3,691	\$3,666	\$3,691

#### PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2019 and future years, as well as the resources and efforts invested by those served by this program.

The goal of the Grants for State Assessments program is to support States in the development of the State assessments required under Title I of the ESEA. The performance measure is the number of States (including DC and PR) that have reading/language arts and mathematics assessments that align with the State's academic content standards for all students in grades 3–8 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 3–5, 6–9, and 10–12). The determination of whether a State has implemented such an assessment in a manner that meets statutory requirements is based primarily on formal peer reviews of State assessment systems by panels of external assessment experts.

The Department launched a new round of peer reviews in 2016 based on updated practices and technical standards in the field. Thirty-eight States submitted assessments for review in 2016, and in 2017 the Department conducted peer reviews for six additional States, along with reviews for States that submitted additional evidence for peer review based upon the outcome of their 2016 peer reviews. The table below shows the number of those States that were determined to have partially or substantially met requirements by assessment subject, grade, and type (general or alternate) for the 36 States that have been notified of the outcome of their assessment review. The Department expects to conduct peer reviews in 2018 for 7 additional States plus 31 States submitting additional evidence for peer review based upon the outcome of their 2016 peer reviews.

## SCHOOL IMPROVEMENT PROGRAMS

### State assessments

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#### Reading/English Language Arts and Mathematics Assessments

	Grades 3-8 General	High School General	Grades 3-8 and High School Alternate
Did not meet requirements	0	0	1
Partially met requirements	13	10	17
Substantially met requirements	21	22	15
Met requirements	0	0	0

#### Science

	Science Grades 3-8 General	Science High School General	Science Grades 3-8 and High School Alternate
Did not meet requirements	0	0	0
Partially met requirements	4	8	8
Substantially met requirements	9	5	4
Met requirements	0	0	0



## SCHOOL IMPROVEMENT PROGRAMS

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

(dollars in thousands)

FY 2019 Authorization: \$85,000

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$76,477	\$77,000	+\$523

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### PROGRAM DESCRIPTION

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

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

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

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

## SCHOOL IMPROVEMENT PROGRAMS

### Education for homeless children and youths

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

Fiscal Year	(dollars in thousands)
2014.....	\$65,042
2015.....	65,042
2016.....	70,000
2017.....	77,000
2018.....	76,477

### FY 2019 BUDGET REQUEST

The Administration requests \$77 million for fiscal year 2019 for Education for Homeless Children and Youths, an increase of \$523,000, to restore funding to the fiscal year 2017 level. The fiscal year 2019 request would support activities to help reduce and eliminate the barriers to educational success faced by homeless children, such as transportation and healthcare needs, and ensure they have access to academic services available to other children, including preschool programs, special education, gifted and talented programs, and career and technical education. Approximately 1.3 million students were identified as homeless in school year 2015-16, of which 15.4 percent were English learners, 18.0 percent were eligible to receive services under the Individuals with Disabilities Education Act, and 8.6 percent were unaccompanied youth (i.e., youth who were not in the physical custody of a parent or guardian).

The Department plans to continue to coordinate activities under the Education for Homeless Children and Youths program with other programs that serve homeless students, in particular the Title I Grants to Local Educational Agencies program under the ESEA. Title I, for which homeless students are automatically eligible, authorizes recipients to provide homeless children and youths with services not ordinarily provided to other students, such as supporting LEA liaisons for homeless children and youths and providing transportation. The non-regulatory guidance on the Education for Homeless Children and Youths program issued by the Department in 2016 included a section on coordinating services with the Title I program.<sup>1</sup>

In addition, the Department plans to continue to use national activities funds to help support projects to improve educational services and outcomes for homeless youth. In particular, the Department will seek opportunities to work with other agencies that administer programs that serve homeless family and youth. Currently, the Department is working in partnership with the Department of Housing and Urban Development to facilitate collaboration among school districts, institutions of higher education, and grantees under the Youth Homeless Demonstration program at that agency to address the educational needs of unaccompanied homeless youth and provide them with pathways to postsecondary education or training and careers.

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<sup>1</sup> <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>

## SCHOOL IMPROVEMENT PROGRAMS

### Education for homeless children and youths

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Amount for State grants	\$74,868	\$74,341	\$74,858
Range of State awards	193–9,005	191–9,516	193–9,584
Average State award	1,440	1,430	1,440
Amount to BIE	770	765	770
Amount to Outlying Areas	77	76	77
National activities	1,285	1,295	1,295

#### 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 2019 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 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
2014	69%	43%	69%	39%
2015	73	27	73	23
2016	77	29	77	24
2017	80		80	
2018	80		80	
2019	80		80	

**Additional Information:** The data for this measure are not comparable from year to year or across States because States followed different timelines for changes to their standards and assessments systems to comply with the requirements that assessments be based on college- and career-ready standards by school year 2014-15. The Department will continue efforts to assess the reliability and comparability of State-reported data on homeless students and

## SCHOOL IMPROVEMENT PROGRAMS

### Education for homeless children and youths

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provide guidance and technical assistance to States to assess and data quality. Data for 2017 will be available in summer 2018.

#### 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 events.

Year	Target	Actual
2014	40	N/A
2015	40	35.0
2016	40	37.4
2017	40	51.0
2018	40	
2019	40	

**Additional Information:** This measure provides information on monitoring events with States. No data is provided for 2014 because there were no monitoring events for the program that year. In 2017, the Department revised its monitoring instruments and procedures to align them with changes to the program from the Every Student Succeeds Act. The Department piloted the new instrument and procedures with one State in 2017 and will continue the pilot throughout 2018.

#### Other Performance Information

The Department released a report in February 2015 from a national study of implementation of the Education for Homeless Children and Youths program.<sup>1</sup> The study examined State and local 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. The study found that transportation, school supplies, and tutoring and supplemental instruction were reported by district liaisons as the largest local program expenditures and that transportation needs and preoccupation with survival needs were most frequently identified as barriers to homeless student enrollment and attendance in school.

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<sup>1</sup> <http://www2.ed.gov/rschstat/research/pubs/homeless/state-district-implementation-homeless-children-report.pdf>

## SCHOOL IMPROVEMENT PROGRAMS

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### Native Hawaiian education

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

(dollars in thousands)

FY 2019 Authorization: \$32,397 <sup>(1)</sup>

Budget Authority:

2018 <u>Annualized CR</u>	2019	Change from <u>Annualized CR</u>
\$33,170	0	-\$33,170

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<sup>1</sup> Of 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.

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### 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)
2014 .....	\$32,397
2015 .....	32,397
2016 .....	33,397
2017 .....	33,397
2018 .....	33,170

## SCHOOL IMPROVEMENT PROGRAMS

### Native Hawaiian education

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#### FY 2019 BUDGET REQUEST

The Administration is not requesting funding for Native Hawaiian Education in fiscal year 2019, a reduction of \$33.2 million from the fiscal year 2018 annualized CR level. The Administration is proposing to eliminate funding for this program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding. For example, school districts in Hawaii may use Title I Grants to LEAs funds to carry out most activities authorized under the Native Hawaiian Education program. The elimination of funding for this program also will allow the Administration to provide strong support for State formula grant programs and streamline the Department's operations and workforce over time while maintaining the fiscal discipline required to meet the President's deficit reduction goals.

#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Amount for new awards	\$21,819	0	0
Number of new awards	25	0	0
Amount for continuation awards	\$10,776	\$32,670	0
Number of continuation awards	12	26	0
Native Hawaiian Education Council	\$500	\$500	0
Peer review of new award applications	\$302	0	0

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NOTES: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve such funds from this program in fiscal year 2017, but may do so in fiscal year 2018.

Consistent with the President's request to eliminate funding for this program in fiscal year 2019, the output measures for fiscal year 2018 reflect the use of fiscal year 2018 funds to pre-pay continuation costs so as to allow existing grantees to complete their planned projects and/or frontload new grants to pay, to the extent possible, the full costs of newly funded projects over the proposed grant period.

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. 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. Targets for 2019 are not included because funding for this program is proposed for elimination.

## SCHOOL IMPROVEMENT PROGRAMS

### Native Hawaiian education

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**Measure:** The percentage of students served by the program who scored at the proficient level or higher in reading on the State's annual assessments.

Year	Target	Actual
2014	70%	66%
2015	70	46
2016	70	48
2017	70	
2018	70	
2019		

**Measure:** The percentage of students served by the program who scored at the proficient level or higher in math on the State's annual assessments.

Year	Target	Actual
2014	57%	53%
2015	58	39
2016	59	40
2017	60	
2018	60	
2019		

**Measure:** The percentage of students served by the program who scored at the proficient level or higher in science on the State's annual assessments.

Year	Target	Actual
2014	31%	37%
2015	32	25
2016	35	28
2017	38	
2018	41	
2019		

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

Year	Target	Actual
2014	43%	45%
2015	44	51
2016	45	52
2017	46	
2018	47	
2019		

## SCHOOL IMPROVEMENT PROGRAMS

### Native Hawaiian education

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**Additional Information:** In 2014, this measure applied to five grantees. In 2015, this measure applied to two grantees.

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

Year	Target	Actual
2014	80%	81%
2015	80	83
2016	81	84
2017	82	
2018	83	
2019		

Performance data for 2017 will be available in fall 2018.



## SCHOOL IMPROVEMENT PROGRAMS

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### Alaska Native education

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

(dollars in thousands)

FY 2019 Authorization: \$31,453

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$32,233	0	-\$32,233

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### PROGRAM DESCRIPTION

The Alaska Native Education program supports supplemental educational programs and services for Alaska Natives. The program awards competitive grants to eligible applicants to improve the educational outcomes of Alaska Natives. 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.

Allowable activities include the development and implementation of curricula and educational programs that address needs of the Alaska Native student population (including the use and preservation of Alaska Native languages), 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)
2014 .....	\$31,453
2015 .....	31,453
2016 .....	32,453
2017 .....	32,453
2018 .....	32,233

### FY 2019 BUDGET REQUEST

The Administration is not requesting funding for the Alaska Native Education program in fiscal year 2019, a reduction of \$32.2 million below the fiscal year 2018 annualized CR level. The Administration is proposing to eliminate funding for this program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding. For example, local educational agencies; Indian tribes, including Alaska Native entities; Indian

## SCHOOL IMPROVEMENT PROGRAMS

### Alaska Native education

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organizations; and Indian community-based organizations in Alaska are eligible for the Title VI Indian Education Grants to LEAs program, which supports supplemental education services for Alaska Native students. Additionally, entities that serve Alaska Native students also are eligible for Title VI Indian Education competitive grants, including Native Youth Community Project demonstration grants to support local initiatives to meet the specific educational needs of Alaska Native communities. School districts in Alaska also may use Title I Grants to LEAs funds to carry out most activities authorized under the Alaska Native Education program. Finally, the elimination of funding for this program will allow the Administration to provide strong support for State formula grant programs and streamline the Department's operations and workforce over time while maintaining the fiscal discipline required to meet the President's deficit reduction goals.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Amount for new awards	\$10,678	\$18,334	0
Number of new awards	16	6	0
Amount for continuation awards	\$21,515	\$13,574	0
Number of continuation awards	33	18	0
Peer review of new award applications	\$260	\$325	0

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NOTES: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve such funds from this program in fiscal year 2017, but may do so in fiscal year 2018.

Consistent with the President's request to eliminate funding for this program in fiscal year 2019, the output measures for fiscal year 2018 reflect the use of fiscal year 2018 funds to pre-pay continuation costs so as to allow existing grantees to complete their planned projects and/or frontload new grants to pay, to the extent possible, the full costs of newly funded projects over the proposed grant period.

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information and results bases on GPRA goals, objectives, measures, and performance targets. 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. Targets for 2019 are not included because funding for this program is proposed for elimination.

## SCHOOL IMPROVEMENT PROGRAMS

### Alaska Native education

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**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
2014	43%	45%
2015	45	32
2016	46	
2017	47	
2018	57	
2019		

**Additional Information:** The Department has not received data for school year 2015-2016. The Department will report this data when it becomes available.

**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
2014	50%	51%
2015	54	49
2016	55	54
2017	56	
2018	57	
2019		

**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
2014	53%	5.1%
2015	54	3.8
2016	55	2.9
2017	56	
2018	57	
2019		

**Additional Information:** After working with a data specialist to review data for this measure, the Department discovered that it had incorrectly reported prior years' data on this measure. The Department has corrected the data and will provide technical assistance to grantees to improve performance on the high school graduation measure.

Data for 2017 will be available in fall 2018.

## SCHOOL IMPROVEMENT PROGRAMS

### Training and advisory services

(Civil Rights Act of 1964, Title IV)

(dollars in thousands)

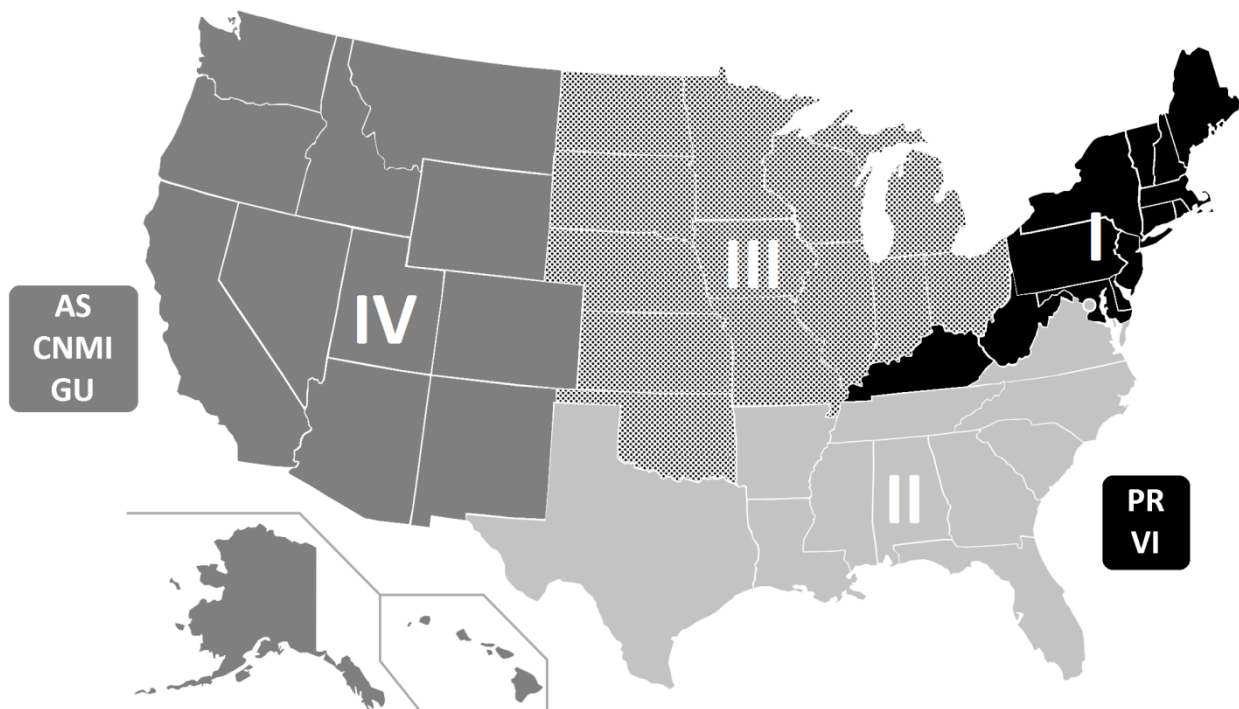
FY 2019 Authorization: Indefinite

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$6,530	\$6,575	+\$45

### 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, in fiscal year 2016 the Department awarded 5-year grants to Equity Assistance Centers (EACs) in four geographic regions serving the 50 States, the District of Columbia, Puerto Rico, and the Outlying Areas of American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands.



## SCHOOL IMPROVEMENT PROGRAMS

### Training and advisory services

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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 the 2016 competition, the Department reduced the number of EACs from 10 to 4 to increase the funding (and thereby capacity) of each center 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 as 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. The consolidation also minimizes duplicative overhead costs (such as start-up costs, administrative support, and rent), redirecting those funds to services; and is enabling the Department to provide more thorough staff support and monitoring of the centers.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014.....	\$6,598
2015.....	6,575
2016.....	6,575
2017.....	6,575
2018.....	6,530

### FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests \$6.575 million for Training and Advisory Services, an increase of \$45,000 to restore funding to the fiscal year 2017 level. Fiscal year 2019 funds would support the fourth year of the Equity Assistance Center awards made in fiscal year 2016 under the comprehensive redesign of the program intended to improve the capacity and the collaboration of the individual centers and the quality of the services that they provide to school districts.

In fiscal year 2017, the EACs provided intensive assistance to 20 State educational agencies, 48 local educational agencies (LEAs), and 8 schools in 33 States, the District of Columbia, and Guam. EACs also provided assistance to 20 LEAs to meet requirements stipulated in their respective resolution agreements submitted to the Department's Office for Civil Rights, consent decrees issued by the Department of Justice, or in carrying out desegregation orders. Requested areas of technical assistance included creating a positive and safe school climate, improving family engagement, increasing teacher diversity, and implementing instructional practices that reach all students. A majority of recipients of intensive technical assistance (81 percent) indicated that they were satisfied with the services the EACs provided.

## SCHOOL IMPROVEMENT PROGRAMS

### Training and advisory services

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EACs continue to adopt innovative approaches to technical assistance that respond to areas of need, such as improving socioeconomic integration, and areas that have previously not been emphasized by the program, such as issues of religious discrimination that may be occasioned by desegregation. For example, an EAC assisted a State in designing and implementing a Socioeconomic Integration Pilot Program, resulting in increased awareness of staff regarding key State-level systems and processes necessary to sustain local socioeconomic integration efforts. An EAC also provided technical assistance to LEA administrators, school administrators, and teachers that increased their understanding of the implications of the First Amendment as it relates to religion in public schools and the challenges faced by students from diverse religious backgrounds.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Amount for grant awards	\$6,545	\$6,500	\$6,545
Number of awards	4	4	4
Data collection	\$30	\$30	\$30

### 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 results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2019 and future years, and the resources and efforts invested by those served by this program.

Except where stated otherwise below, data for the following measures were collected through a survey of EAC clients. The survey was conducted, and the results compiled, by the Federal Research Division of the Library of Congress, under an interagency agreement with the Department.

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

**Objective:** *Provide coordinated technical assistance and training to State education agencies and public school districts in addressing equity in education.*

## SCHOOL IMPROVEMENT PROGRAMS

### Training and advisory services

#### GPRA Measures

**Measure:** The percentage of customers reporting an increase in awareness and/or knowledge resulting from technical assistance provided.

Year	Target (Combined Only)	Combined Actual	Awareness Actual	Knowledge Actual
2017		82%	82%	76%
2018	85%			
2019	88			

**Additional information:** In implementing this measure customers were asked whether they increased their awareness or knowledge and, if so to what extent, on different topics for which they received assistance. Data reflect the percentage of respondents who said they did so to a moderate or great extent on at least one topic. Results for 2017 are based on 50 of 91 clients served in 2016-17 who responded to the survey questions corresponding to this measure. Targets represent an annual increase of 3 percentage points.

**Measure:** The percentage of customers who report changed policies or practices related to providing students with a full opportunity for participation in all educational programs regardless of their sex, race, religion, and national origin.

Year	Target	Actual
2017		76%
2018	79%	
2019	82	

**Additional information:** In implementing this measure customers were asked if their organization developed, improved, or implemented such policies or practices on different topics for which they received assistance. Data reflect the percentage of respondents who said they did so on at least one topic. Results for 2017 are based on 50 of 91 clients served in 2016-17 who responded to the survey questions corresponding to this measure. Targets represent an annual increase of 3 percentage points.

**Measure:** The percentage of customers reporting an increase in capacity resulting from technical assistance provided.

Year	Target	Actual
2017		74%
2018	77%	
2019	80	

**Additional information:** In implementing this measure customers were asked whether their organization received assistance to (1) build inclusive leadership, (2) identify and/or leverage mutually beneficial relationships or partnerships, or (3) obtain and/or leverage tangible materials or systems, and, if so, the extent to which their capacity increased after receiving assistance from the EAC. Data reflect the percentage of respondents who said their capacity increased to a

## SCHOOL IMPROVEMENT PROGRAMS

### Training and advisory services

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moderate or great extent in at least one of these ways. Results for 2017 are based on 27 of 91 clients served in 2016-17 who responded to the survey questions corresponding to this measure. (Suggesting that only 27 clients received services in any of the three areas enumerated in the survey question, with this GPRA question applicable only to those clients.) Targets represent an annual increase of 3 percentage points.

#### Project Measures

**Measure:** The percentage of technical assistance requests received from organizations that were accepted during the performance period.

Year	Target	Actual
2017		95%
2018	96%	
2019	97	

**Additional information:** The source of the data for this measure is the four EAC grantee annual performance reports. In the 2016-17 school year the four EACs reported they received a total of 257 requests for technical assistance, of which they accepted 243 (or 95 percent). Reasons why, in rare instances, requests for assistance were not accepted included, for example, (1) requests from clients outside the EAC's geographic regions (in which case the EAC referred the requester to the EAC in its region); and (2) requests for assistance that were outside the statutory desegregation assistance scope of the EACs (such as a request for assistance with a disability claim, or with filing a complaint alleging unfair racial discipline of a student, in which case the EAC referred the requester to the appropriate agency).

**Measure:** The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.

Year	Target	Actual
2017		61%
2018	68%	
2019	75	

**Additional information:** The source of the data for this measure is the four EAC grantee annual performance reports. In the 2016-17 school year, the EACs reported they received a total of 257 requests for technical assistance, of which 156 (or 61 percent) were from new (not previously served by the EAC) organizations. Targets represent an annual increase of 7 percentage points.



## SCHOOL IMPROVEMENT PROGRAMS

### Training and advisory services

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**Measure:** The percentage of customers willing to request additional technical assistance and/or refer another organization to an EAC for technical assistance during the performance period.

Year	Target (Combined Only)	Combined Actual	Request Additional Actual	Refer Actual
2017		83%	79%	83%
2018	85%			
2019	88			

**Additional information:** In implementing this measure customers were asked (1) how likely they were to request additional assistance from the EAC and (2) how likely they were to refer another agency to an EAC for technical assistance. Results for 2017 are based on 47 of 91 clients served in 2016-17 who responded to the survey questions corresponding to this measure and how many of them reported they probably or definitely will do so. Targets represent an annual increase of 3 percentage points.

## SCHOOL IMPROVEMENT PROGRAMS

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### Rural education

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

(dollars in thousands)

FY 2019 Authorization: \$169,840 <sup>(1)</sup>

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$174,646	\$175,840	+\$1,194

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<sup>1</sup> The funds appropriated to carry out Title V, Part B are to be distributed equally between Subparts 1 and 2.

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### PROGRAM DESCRIPTION

The Rural Education Achievement program (REAP) includes two distinct programs to assist rural local educational agencies (LEAs) 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 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 students living in poverty, regardless of the LEA's size. Funds appropriated for REAP are divided equally between the SRSA and the RLIS programs.

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 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.

## SCHOOL IMPROVEMENT PROGRAMS

### Rural education

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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).

SRSA-eligible LEAs also may, under an alternative fund use authority (AFUA) previously known as “REAP-Flex”, consolidate any and all of its applicable funding for allowable activities authorized under the five programs specified above.

### 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)
2014 .....	\$169,840
2015 .....	169,840
2016 .....	175,840
2017 .....	175,840
2018 .....	174,646

### FY 2019 BUDGET REQUEST

The Administration requests \$175.8 million for fiscal year 2019 for REAP, an increase of \$1.2 million from the 2018 annualized Continuing Resolution level, to restore funding to the fiscal year 2017 level. The request includes appropriations language that overrides the authorized funding level for this program. At the requested level, the program would support an

## SCHOOL IMPROVEMENT PROGRAMS

### Rural education

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average LEAs award of approximately \$23,000 under SRSA and an average LEA subgrant of approximately \$33,000 under RLIS.

The 2019 request for REAP recognizes the significant obstacles faced by rural LEAs in ensuring that all students meet challenging State academic standards and graduate high school ready for college or careers, consistent with the ESEA. Based on 2015 data from the National Center for Education Statistics, 28 percent of the Nation's public schools were located in rural areas, with 19 percent of all public school students enrolled at these schools. The small size and remoteness of many rural schools and LEAs creates a different set of challenges from those of urban schools and LEAs. For example, rural schools and LEAs generally do not benefit from economies of scale and, thus, can face greater per-pupil costs in areas such as staffing or transportation. Rural LEAs often are not able to offer their students the same level of access to advanced coursework as other LEAs. 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 LEAs have faced difficulty in recruiting and retaining effective teachers. REAP funds provide rural LEAs with critical additional resources that can be used to help meet such challenges.

Rural LEAs also frequently receive allocations under the Department's other formula grant programs that are too small to allow the LEA to effectively address the purposes for which the funds are appropriated. Recognizing that rural LEAs frequently receive small allocations from Federal formula grants, the alternative fund use authority gives SRSA-eligible LEAs the flexibility to make more effective use of their small Federal formula allocations. An estimated 44 percent of eligible LEAs notified their respective States of their intention to take advantage of this authority in school year 2015-16. Yet even when the eligible LEAs consolidate their allocations under these programs, some do not have enough money to 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 meeting ESEA requirements and addressing the other challenges they face in improving educational outcomes for all students.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<b>Small, rural school achievement</b>			
Total funding	\$87,920	\$87,323	\$87,920
Number of LEAs receiving grants	3,878	3,878	3,878
Average LEA grant	\$23	\$23	\$23
Average award per student (whole \$)	\$85	\$84	\$85
Range of awards to LEAs	0–\$52	0–\$52	0–\$52

## SCHOOL IMPROVEMENT PROGRAMS

### Rural education

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<b>Rural and low income schools</b>			
Total funding	\$87,920	\$87,323	\$87,920
Amount for State grants	\$87,040	\$86,450	\$87,040
Amount for BIE	\$440	\$437	\$440
Amount for Outlying Areas	\$440	\$437	\$440
Number of States receiving grants	46	46	46
Number of LEAs receiving subgrants	2,645	2,645	2,645
Average State grant	\$1,892	\$1,879	\$1,892
Average LEA subgrant	\$33	\$33	\$33
Average award per student (whole \$)	\$19	\$19	\$19
Range of awards to States	\$46–\$8,255	\$45–\$8,199	\$46–\$8,255
Estimated range of subgrants to LEAs	0–\$251	0–\$250	0–\$251

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from REAP in fiscal year 2017, but may do so in fiscal years 2018 and 2019.

## 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 2019 and future years, as well as the resources and efforts invested by those served by this program.

The Department is planning to revise REAP's GPRA goals, objectives, measures, and targets to reflect changes resulting from the reauthorization of the ESEA; in particular, the Department anticipates changing performance targets for several measures to reflect the elimination of the 100-percent proficiency requirement under the previous version of the law.

**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.*

## SCHOOL IMPROVEMENT PROGRAMS

### Rural education

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**Measure:** The percentage of students enrolled in LEAs participating in the SRSA program who score proficient or better on States' assessments in reading/language arts.

Year	Target	Actual
2014	100%	67%
2015	100	56
2016	100	57
2017	100	
2018	100	
2019	100	

**Measure:** The percentage of students enrolled in LEAs participating in the SRSA program who score proficient or better on States' assessments in mathematics.

Year	Target	Actual
2014	100%	63%
2015	100	49
2016	100	50
2017	100	
2018	100	
2019	100	

**Measure:** The percentage of students enrolled in LEAs participating in the RLIS program who score proficient or better on States' assessments in reading/language arts.

Year	Target	Actual
2014	100%	61%
2015	100	48
2016	100	48
2017	100	
2018	100	
2019	100	

**Measure:** The percentage of students enrolled in LEAs participating in the RLIS program who score proficient or better on States' assessments in mathematics.

Year	Target	Actual
2014	100%	57%
2015	100	43
2016	100	44
2017	100	
2018	100	
2019	100	

## SCHOOL IMPROVEMENT PROGRAMS

### Rural education

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**Additional information:** The decreases in the percentage of students scoring at or above the proficient level among LEAs participating in REAP can be explained, in part, by States' transition to more rigorous assessments based on college- and career-ready standards. The performance targets for these measures reflect the previous reauthorization of the ESEA, which required all students to be proficient in reading/language arts and mathematics by 2014. These targets are no longer relevant following reauthorization and REAP GPRA measures will be revised to reflect appropriate goals. Data for 2017 are expected in October 2018.

**Objective:** *SRSA-eligible rural school districts will use the REAP flexibility authority.*

**Measure:** The percentage of SRSA-eligible school districts using the REAP flexibility authority (known as REAP-Flex prior to 2017, now the AFUA).

Year	Target	Actual
2014	65%	43%
2015	65	43
2016	65	44
2017	65	
2018	65	
2019	65	

**Additional information:** While this measure was developed to capture the percentage of eligible LEAs actually using the flexibility authority, the best available information is on the number of LEAs 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 2017 are expected in October 2018.

### Other Performance Information

The Department completed a study of REAP in December 2016 that examined implementation of REAP funds at the State and LEA levels. More specifically, the study sought to identify how grantees are targeting REAP funds and to assess effectiveness in key areas, such as teacher recruitment and retention, professional development, strategies for school improvement, and the use of technology. Respondents included State, LEA, and school level administrators, as well as professional development and technical assistance providers. LEAs most frequently used REAP funds to improve or expand access to technology (71 percent of SRSA LEAs and 71 percent of RLIS LEAs) and to provide educator professional development (45 percent of SRSA LEAs and 58 percent of RLIS LEAs). Forty-six percent of SRSA LEAs reported exercising REAP-Flex (now the AFUA). The majority of both LEA and State REAP coordinators were highly satisfied with REAP as a whole. However, they provided recommendations for improvement to REAP in three categories: 1) improved timelines for eligibility and award determination, 2) more information on allowable uses of funds and REAP-flex, and 3) revised eligibility criteria. Upon reviewing this report and additional feedback received from State and LEA grantees, the Department revised the REAP grant making timeline in order to make awards earlier than in past years, starting with fiscal year 2018.

## SCHOOL IMPROVEMENT PROGRAMS

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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 2019 Authorization: \$21,779 <sup>(1)</sup>

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$16,586	\$16,699	+\$113

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<sup>1</sup> The 2019 authorization is based on the fiscal year 2005 authorization level, adjusted for inflation in accordance with statutory requirements.

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### 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, adjusted for inflation. 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 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 IMPROVEMENT PROGRAMS

### Supplemental education grants

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school level for direct educational services focused on school readiness, early childhood education, elementary and secondary education, vocational training, adult and family literacy, and the transition from high school to postsecondary education and careers. They may not be used for construction or remodeling, the general operating costs of school systems, or teacher salaries (except the salaries of teachers who carry out programs supported by the grants).

The FSM and the RMI may request technical assistance from ED, HHS, or DOL, on a reimbursement basis. While past years' 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, since fiscal year 2015, appropriations acts instead allow ED to reserve up to 5 percent of Supplemental Education Grants funds to provide technical assistance for these grants. The Department has yet to exercise this authority.

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

Fiscal Year	(dollars in thousands)
2014 .....	\$16,699
2015 .....	16,699
2016 .....	16,699
2017 .....	16,699
2018 .....	16,586

### FY 2019 BUDGET REQUEST

The Administration requests \$16.7 million for Supplemental Education Grants, an increase of \$113,000, to restore funding to the fiscal year 2017 level. The request would ensure the continuation of services for residents of the RMI and the FSM. The request also includes 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 some fiscal years was used to support early childhood education. The RMI and the FSM have also used Supplemental Education Grant funds for education improvement programs, vocational and skills training, and professional development. The Administration anticipates that fiscal year 2019 funding would be used for similar purposes.

## SCHOOL IMPROVEMENT PROGRAMS

### Supplemental education grants

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Grant to the Federated States of Micronesia	\$11,142	\$11,067	\$11,142
Grant to the Republic of the Marshall Islands	5,557	5,519	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 highlighted 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 had increased in the RMI and student enrollment had increased during this period despite significant out-migration, the RMI continued to have few standardized tests for assessing student achievement, a high dropout rate, and a low percentage of qualified teachers. The FSM continued to struggle with low student achievement, discouraging student drop-out rates, and problematic teacher attendance.

## SCHOOL IMPROVEMENT PROGRAMS

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### Comprehensive centers

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

(dollars in thousands)

FY 2019 Authorization: 0 <sup>(1)</sup>

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$49,661	0	-\$49,661

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<sup>1</sup> The GEPA extension expired September 30, 2009; no appropriations language or reauthorizing legislation is sought for fiscal year 2019.

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### PROGRAM DESCRIPTION

The Comprehensive Centers program is authorized to support 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. Comprehensive Centers are part of a Department 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 support to SEAs, LEAs, and schools.

Regional centers provide assistance to SEAs in their assigned states and content centers create materials, tools, and training that reflect national expertise to complement and support the direct services that regional centers provide to SEAs. 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.

The statute requires that the Department fund a minimum of 10 regional centers. The 2012 cohort of Comprehensive Centers, which received initial awards in 2012, includes 7 content centers and 15 regional centers. An additional content center, funded in response to 2016 appropriations language and a new authority in the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), focuses on students at risk of not attaining full literacy skills due to a disability.

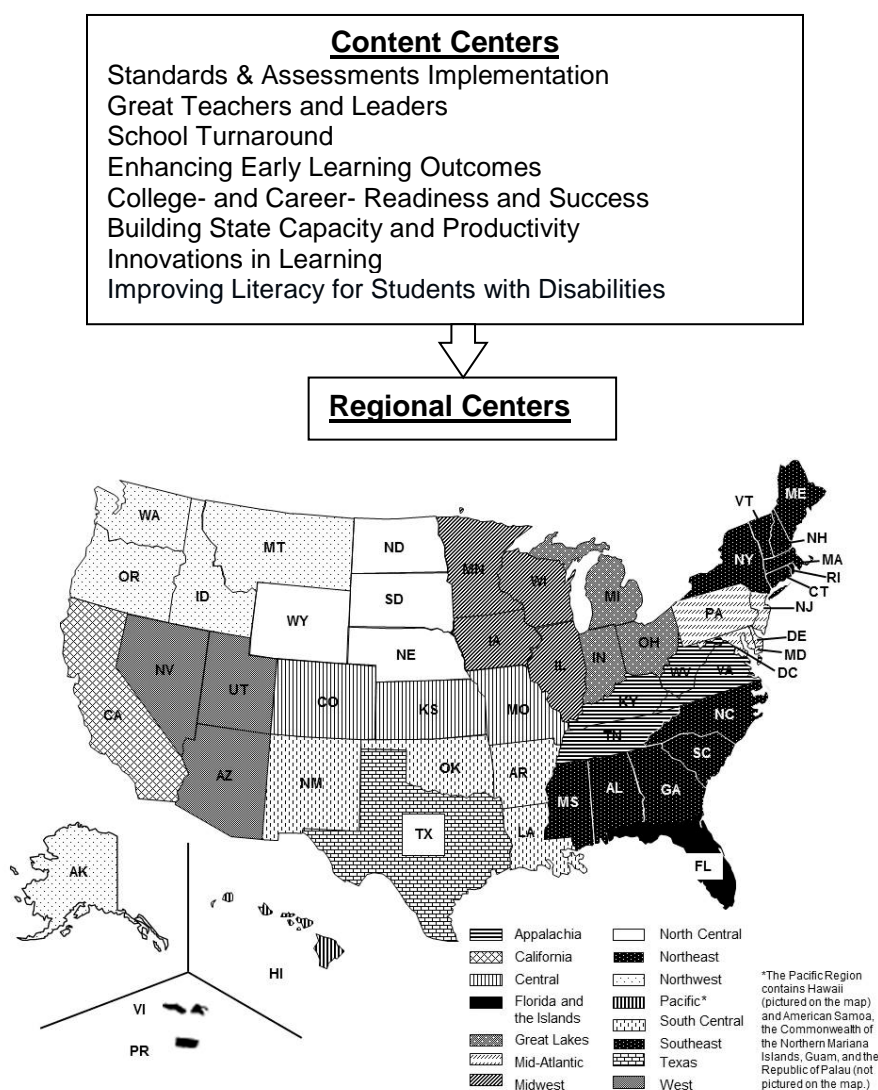
Each comprehensive center must develop a 5-year plan for carrying out authorized activities. The plan of each center is developed to address the needs of SEAs in meeting ESEA student achievement goals, as well as priorities established by the Department and the States. Each center has an advisory board, with representation from SEAs, LEAs, institutions of higher

## SCHOOL IMPROVEMENT PROGRAMS

### Comprehensive centers

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



Awards to the regional Centers ranged from \$0.9 to \$4.6 million in fiscal year 2017, depending in part on the complexity and scope of the work involved and the size of the area to be served. In addition, certain Department programs have provided supplemental funding to one or more Centers to expand their capacity to meet special needs identified by either the Department or particular stakeholders. For example, the Center on Great Teachers and Leaders received

## SCHOOL IMPROVEMENT PROGRAMS

### Comprehensive centers

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additional funding in 2017 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.

By statute, the Comprehensive Centers are not permitted to provide direct support to the Bureau of Indian Education (BIE). However, fiscal year 2017 appropriations language directed the Department to ensure that the Bureau of Indian Education has access to services from the Comprehensive Centers, and the Department provided a supplement of \$300,000 to the West Comprehensive Center to support direct technical assistance to the BIE.

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. The evaluation of the 2012 Centers is scheduled for completion in 2018.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014 .....	\$48,445
2015 .....	48,445
2016 .....	51,445
2017 .....	50,000
2018 .....	49,661

### FY 2019 BUDGET REQUEST

The Administration is not requesting funds for the Comprehensive Centers program in fiscal year 2019. The Comprehensive Centers support dissemination and technical assistance activities designed to improve the implementation of ESEA programs and help teachers and administrators use effective teaching methods and assessment tools. The centers carry out this work by providing training, technical assistance, and professional development to build State capacity to provide high-quality education. Such assistance can be paid for directly by States and school districts through programs such as Title I Grants to LEAs and Title I funds reserved for school improvement. Title I funds make available \$15.5 billion annually to more than 14,000 school districts and 55,000 public elementary and secondary schools. Given the fiscal discipline required to maintain support for higher priority State formula programs serving the most vulnerable student populations while meeting the President's deficit reduction goals, the Administration is choosing to protect support for programs such as Title I rather than programs where the service providers are determined by the Federal Government. The request also is consistent with the principles of the ESSA, which reauthorized the ESEA in 2015 and which emphasizes State and local responsibility for determining educational goals in response to State and local needs and developing and implementing strategies for meeting those goals. Consequently, the Administration believes that operation of a top-down, Washington-directed Comprehensive Centers system created to align with the mandates of the No Child Left Behind Act, the previous authorization of ESEA, is no longer an appropriate role for the Department of Education.

## SCHOOL IMPROVEMENT PROGRAMS

### Comprehensive centers

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The current set of 22 centers, including 7 content centers and 15 regional centers, were first funded in 2012 and their performance periods were extended by 2 years in order to allow the Department to determine a technical assistance strategy fully aligned with the ESEA as reauthorized by the ESSA. Consequently, these centers would receive their last year of funding in fiscal year 2018. One additional center, the National Center on Improving Literacy for Students with Disabilities, which received a 5-year award in 2016 in response to report language accompanying the Department of Education Appropriations Act, would be terminated at the end of its third year of funding.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Project funding			
Regional Center grants	\$38,253	\$38,399	0
Content Center grants	11,219	11,262	0
Evaluation	<u>528</u>	<u>0</u>	<u>0</u>
Total	50,000	49,661	0
Regional Centers			
Average Award	\$2,550	\$2,560	0
Range of Awards	\$923–\$4,567	\$927–\$4,585	0
Number of Awards	15	15	0
Content Centers			
Average Award	\$1,457	\$1,408	0
Range of Awards	\$1,332–\$1,722	\$1,338–\$1,728	0
Number of Awards	8	8	0

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. 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.

The Department placed 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 Comprehensive Centers measures are designed to analyze the quality, relevance, and usefulness of the services provided by the centers. The 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 data are from the 22 Centers that received awards in the 2012 grant competition.

## SCHOOL IMPROVEMENT PROGRAMS

### Comprehensive centers

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**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 clients.

Year	Target	Actual
2014	80%	95%
2015	80	95
2016	80	96
2017	80	96
2018	80	

**Additional information:** In 2017, 20 of the 22 Centers in the 2012 grant cohort provided data for this measure, with percentages for individual Centers ranging from 81 to 100 percent.

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

Year	Target	Actual
2014	80%	94%
2015	80	95
2016	80	93
2017	80	97
2018	80	

**Additional information:** In 2017, 20 of the 22 Centers in the 2012 grant cohort provided data for this measure, with percentages for individual Centers ranging from 91 to 100 percent.

**Objective:** *Technical assistance products and services will be used to improve results for students 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 clients.

Year	Target	Actual
2014	80%	92%
2015	80	92
2016	80	93
2017	80	95
2018	80	

**Additional information:** In 2017, 20 of the 22 Centers in the 2012 grant cohort provided data for this measure, with percentages for individual Centers ranging from 91 to 100 percent.

## SCHOOL IMPROVEMENT PROGRAMS

### Comprehensive centers

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#### 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.

**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
2014	10%	8%
2015	10	5
2016	10	1
2017	10	0.5
2018	10	

**Additional information:** In 2013, grantees carried over 20 percent of their funds, which likely reflected a one-time increase in carrying over funds by grantees following the first year of their awards, when spending is often lower than planned due to time required for start-up and planning. The percentage dropped to 8 percent in 2014 and has continued to decline.

#### Other Performance Information

In addition to the performance measures and data described above, the Department is carrying out a descriptive study of the 2012 cohort of Comprehensive Centers' activities and outcomes that is examining how the individual centers intend to build SEA capacity (their theories of action) and what types of activities they conduct to build capacity.<sup>1</sup> Data collection began in the spring of 2015; the final report is scheduled for release in 2018.

The data collection consists of interviews, surveys, and reviews of Center work to address questions about the design, implementation, and outcomes of the Centers' products and technical assistance. The evaluation focuses on two of the seven federal priority areas in which Centers provide services: (1) Identifying, recruiting, developing, and retaining highly effective teachers and leaders and (2) ensuring the school readiness and success of preschool-age children and their successful transition to kindergarten.

In November 2016, the study contractor provided descriptive reports for 8 of the 22 Centers (4 regional centers and 4 content centers) summarizing information from an online survey of recipients of Center technical assistance. Reports for the remaining 14 Centers were not provided because response rates were less than 50 percent and the number of respondents was less than 10. The number of respondents across the eight Centers for which reports were

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<sup>1</sup> [https://ies.ed.gov/ncee/projects/evaluation/other\\_techcenters12.asp](https://ies.ed.gov/ncee/projects/evaluation/other_techcenters12.asp)



## **SCHOOL IMPROVEMENT PROGRAMS**

### **Comprehensive centers**

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provided was small (136 of 186 individuals responded to the survey, with response rates ranging from 50 to 80 percent across the Centers), but based on information received:

- Most respondents (72 to 100 percent across the eight Centers) indicated that they had specific plans to use the information received from the Centers within the next 12 months; and
- Most respondents (77 to 100 percent) indicated that the Centers enabled them to accomplish something that they might not otherwise have been able to accomplish.

In addition, respondents tended to agree that the Centers helped them to learn about new tools and strategies, access useful information, and perform their jobs in more informed and efficient ways.

## Student support and academic enrichment grants

(Elementary and Secondary Education Act of 1965, as amended, Title IV, Part A, Subpart 1)

(dollars in thousands)

FY 2019 Authorization: \$1,600,000

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$397,284	0	-\$397,284

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### PROGRAM DESCRIPTION

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 and 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 Elementary and Secondary Education Act of 1965, as amended (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 subgrants 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. Under the authorizing statute, 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 formula allocations of \$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. 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 Title I formula children, schools that are identified for comprehensive support and improvement or implementing targeted support and improvement plans under the amended Title I, or schools that are identified as persistently dangerous schools. LEAs may 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: providing college and career counseling, including financial literacy activities; promoting student engagement and success through music and the arts; improving instruction in science, technology, engineering, and mathematics; 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. In these areas, LEAs may use funds to implement pay for success initiatives (i.e., performance-based agreements under which, among other things, payments are made only after achievement of outcomes).

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 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. Of funds supporting the effective use of technology, LEAs receiving formula allocations may use not more than 15 percent to purchase technology infrastructure.

### Optional Competitive Subgrants

The Department of Education Appropriations Act, 2017, provided States the option to award fiscal year 2017 funds to LEAs on a competitive basis; this authority would continue in fiscal year 2018 under an annualized CR. States that award funds competitively must give priority to LEAs with the greatest need based on the number or percentage of Title I formula children while also ensuring geographic diversity among subgrant recipients representing rural, suburban, and urban areas. Significantly, the appropriations language requires States, rather than LEAs, to address the statutory requirements related to the distribution of funds among authorized activities by making competitive awards that, in the aggregate, reflect the required percentage distribution of funds (i.e. not less than 20 percent for well-rounded education, not less than 20 percent for safe and healthy students, and a portion for technology). Competitive subgrants must be for a term of 1 year and in an amount not less than \$10,000 and are not subject to the expenditure distribution requirements that apply to LEA formula allocations above \$30,000. In addition, a competitive subgrant recipient using funds to carry out only activities to support the effective use of technology may use not more than 25 percent of funds for purchasing

technology infrastructure. Competitive subgrants are otherwise subject to the same terms and conditions as LEA formula allocations.

Student Support and Academic Enrichment Grants 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)
2014.....	0
2015.....	0
2016.....	0
2017.....	\$400,000
2018.....	\$397,284

## FY 2019 BUDGET REQUEST

The Administration does not request funding for Student Support and Academic Enrichment Grants for fiscal year 2019. The activities authorized under this program generally can be supported with funds from other Federal, State, local, and private sources, including similarly flexible funds provided under the \$15.5 billion Title I Grants to LEAs program. In addition, although appropriations language allows States to make subgrants competitively, funds may be awarded by formula, which at the annualized CR funding level of \$397 million would result in allocations of less than \$30,000 for the vast majority of LEAs. The Administration believes that limited Federal education resources should not be invested in a program under which LEA formula allocations would be too small to have a meaningful impact.

## PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Amount to States	\$388,000	\$385,365	0
Range of State awards	1,940–46,418	1,927–46,203	0
Average State award	7,462	7,411	0
Amount to Outlying Areas	2,000	1,986	0
Amount to BIE	2,000	1,986	0
National activities	8,000	7,946	0

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NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Student Support and Academic Enrichment Grants, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from Student Support and Academic Enrichment Grants in fiscal year 2017, but may do so in fiscal year 2018.

## PROGRAM PERFORMANCE INFORMATION

### **Performance Measures**

The Department has not yet established measures to assess the impact of the activities that receive support under this program. The development of any such measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align those measures for related programs.