Department of Education

HIGHER EDUCATION

Fiscal Year 2019 Budget Request

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HIGHER EDUCATION

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.

No appropriations language is included for programs authorized under the expired Carl D. Perkins Career and Technical Education Act; when new authorizing legislation is enacted, appropriations language for these programs will be proposed.

No appropriations language is included for this account. All programs in this account for fiscal year 2019 are authorized under the expired Higher Education Act of 1965, as amended; when new authorizing legislation is enacted, appropriations language for these programs will be proposed.

HIGHER EDUCATION

Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2017	2018 Annualized CR	2019
Discretionary:			
Appropriation...	$2,055,439	0	$1,085,848
Annualized CR	0	$2,041,481	0
Total, discretionary appropriation	2,055,439	2,041,481	1,085,848
Mandatory:			
Appropriation	255,000	255,000	255,000
Sequester (P.L. 112-25)..............................	-17,595	-16,830	0
Total, adjusted mandatory appropriation ..	237,405	238,170	255,000
Total, adjusted discretionary and mandatory appropriation........................	2,292,844	2,279,651	1,340,848

HIGHER EDUCATION

Summary of Changes
(dollars in thousands)

2018 Discretionary...	$2,041,481
2018 Mandatory	238,170
2019 Discretionary...	1,085,848
2019 Mandatory	255,000
Net change	-938,803

Discretionary:

	2018 Annualized CR base	Change from base
Increases:		
Program:		
Increase funding to reflect the President's Budget request to fund the following Higher Education programs at FY 2017 enacted levels: Strengthening Tribally Controlled Colleges and Universities, Strengthening Historically Black Colleges and Universities, Strengthening Historically Black Graduate Institutions, Strengthening HBCU Master's Degree Programs, Minority Science and Engineering Improvement Program, Model Transition Programs for Students with Intellectual Disabilities into Higher Education, Tribally Controlled Postsecondary Career and Technical Institutions, and Child Care Access Means Parents in School. This amount would restore cuts resulting from the 0.6791 percent across-the-board reduction included in the FY 2018 Annualized CR Level.	$385,547	+$2,634
Funding is requested for a new Consolidated MSI Grant Proposal to merge six existing Title III/V programs that have similar purposes or redundant activities into a single new authority that would continue to protect funding for programs that specifically serve large numbers of minority students.	0	+147,906
Subtotal, discretionary increases		+150,540

HIGHER EDUCATION

Summary of Changes
(dollars in thousands)

Discretionary:

	2018 Annualized CR base	Change from base
Decreases:		
Program:		
Decrease funding for individual HEA Title III/V program authorities because funding is requested under new Title III/V Institutional Formula Grant proposal.		
• Strengthening Alaska Native and Native Hawaiian-serving Institutions	$13,708	-$13,708
• Strengthening Predominantly Black Institutions	9,875	-9,875
• Strengthening Asian American and Native American Pacific Islander-serving Institutions	3,325	-3,325
• Strengthening Native American Nontribal-serving Institutions	3,325	-3,325
• Developing Hispanic-Serving Institutions	107,063	-107,063
• Promoting Postbaccalaureate Opportunities for Hispanic Americans	9,605	-9,605
Eliminate funding for the Strengthening Institutions Program (SIP) because the Administration believes the SIP program is duplicative of approximately 9 other Title III and V programs that provide both discretionary and mandatory funding for a wide range of authorized institutional support activities including strengthening infrastructure and enhancing fiscal stability.	85,946	-85,946
Eliminate funding for International Education and Foreign Language Studies: Domestic because the Administration believes that since this is primarily a national security concern the issue is better addressed through agencies that focus on national security issues.	64,661	-64,661
Eliminate funding for International Education and Foreign Language Studies: Overseas because the Administration believes that since this is primarily a national security concern the issue is better addressed through agencies that focus on national security issues.	7,013	-7,013

HIGHER EDUCATION

Summary of Changes
(dollars in thousands)

Discretionary:	2018 Annualized CR base	Change from base
Decreases:		
Program:		
Decrease funding for Federal TRIO Programs by eliminating funding for the Student Support Services, McNair Postbaccalaureate Achievement and Educational Opportunity Centers programs because there is limited rigorous evidence of effectiveness for these programs and the activities supported under these programs can be supported through other funding sources.	$943,549	-$393,549
Eliminate funding for Gaining Early Awareness and Readiness for Undergraduate Programs because there is limited rigorous evidence of effectiveness and the Administration believes that many of the activities supported under GEAR UP can be supported through other programs.	337,447	-337,447
Eliminate funding for Graduate Assistance in Areas of National Need program because it is a low impact program that serves a small number of graduate students and is more appropriately supported through other Federal programs, as well as through institutional and other non-Federal resources.	27,857	-27,857
Eliminate funding for the Teacher Quality Partnership program because the Administration has determined that funding to support partnerships that enhance professional development activities and training for current and prospective teachers and staff may be provided through Elementary and Secondary Education Act formula grant funds (e.g., Title I, Title III), as well as from competitive grant programs. Finally, there is no reliable evidence demonstrating that this program is any more effective than other, State- and locally-driven initiatives designed to train and retain highly effective teachers in critical shortage areas.	42,799	<u>-42,799</u>
Subtotal, discretionary decreases		-1,106,173

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Summary of Changes
(dollars in thousands)

Mandatory:

	2018 Annualized CR base	Change from base
Increases:		
Program:		
Increase funding for the mandatory Strengthening Tribally Controlled Colleges and Universities program to return funding to the authorized level.	$28,020	+$1,980
Increase funding for the mandatory Strengthening Alaska Native and Native Hawaiian-serving Institutions program to return funding to the authorized level.	14,010	+990
Increase funding for the mandatory Strengthening HBCUs program to return funding to the authorized level.	79,390	+5,610
Increase funding for the mandatory Strengthening Predominantly Black Institutions program to return funding to the authorized level.	14,010	+990
Increase funding for the mandatory Strengthening Asian American- and Native American Pacific Islander-serving Institutions program to return funding to the authorized level.	4,670	+330
Increase funding for the mandatory Strengthening Native American-serving Nontribal Institutions program to return funding to the authorized level.	4,670	+330
Increase funding for the mandatory developing Hispanic-serving Institutions STEM and Articulation programs to return funding to the authorized level.	93,400	+6,600
Subtotal, mandatory increases		+16,830
Net change		+938,803

HIGHER EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2018 Authorized	2018 Estimate	2019 Authorized	2019 Request
Aid for institutional development:				
Strengthening tribally controlled colleges and universities *(HEA-III-A-316)*	0	$27,412	To be determined[1]	$27,599
Strengthening tribally controlled colleges and Universities *(HEA-III-F-371) (mandatory)*	$30,000[2]	28,020[2]	$30,000[2]	30,000[2]
Strengthening Alaska Native and Native Hawaiian-serving institutions *(HEA-III-F-371) (mandatory)*	15,000[2]	14,010[2]	15,000[2]	15,000[2]
Strengthening historically Black colleges and universities *(HEA-III-B-323)*	0	243,032	To be determined[1]	244,694
Strengthening historically Black colleges and universities *(HEA-III-F-371) (mandatory)*	85,000[2]	79,390[2]	85,000[2]	85,000[2]
Strengthening historically Black graduate institutions *(HEA-III-B-326)*	0	62,851	To be determined[1]	63,281
Strengthening HBCU Master's Program *(HEA-VII-A-4-723)*	0	7,449	To be determined[1]	7,500
Strengthening predominantly Black institutions *(HEA-III-F-371) (mandatory)*	15,000[2]	14,010[2]	15,000[2]	15,000[2]
Strengthening Asian American and Native American Pacific Islander-serving institutions *(HEA-III-F-371)(mandatory)*	5,000[2]	4,670[2]	5,000[2]	5,000[2]
Strengthening Native American-serving Nontribal institutions *(HEA-III-F-371) (mandatory)*	5,000[2]	4,670[2]	5,000[2]	5,000[2]
Minority science and engineering improvement *(HEA-III-E-1)*	0	9,583	To be determined[1]	9,648
Aid for Hispanic-serving institutions:				
Mandatory developing HSI STEM and articulation programs *(HEA III-F-371(b)(2)(B)) (mandatory)*	100,000[2]	93,400[2]	100,000[2]	100,000[2]

HIGHER EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2018 Authorized	2018 Estimate	2019 Authorized	2019 Request
Other aid for institutions:				
Model comprehensive transition and postsecondary programs for students with intellectual disabilities into higher education *(HEA-VII-D-2)*	0	$11,720	To be determined [1]	$11,800
Tribally controlled postsecondary career and technical institutions *(Carl D. Perkins CTEA section 117)*	0	8,230	To be determined [3]	8,286
Federal TRIO programs *(HEA IV-A-2-1)*	0	943,549	To be determined [1]	550,000
Child care access means parents in school *(HEA-IV-A-7)*	0	15,031	To be determined [1]	15,134
Consolidated MSI Grant *(proposed legislation)*	0	0	To be determined [1]	147,906
<u>Unfunded authorizations</u>				
Interest subsidy grants *(HEA-I-121)*	0	0	0	0
Teacher quality partnerships *(HEA II-A)*	0	42,799	0	0
Hawkins Centers of Excellence *(HEA-II-B-2) (discretionary)*	0	0	0	0
Aid for institutional development:				
Strengthening institutions *(HEA-III-A-311)*	0	85,946	0	0
Strengthening Alaska Native and Native Hawaiian-serving institutions *(HEA-III-A-317)*	0	13,708	0	0
Strengthening predominantly Black institutions *(HEA-III-A-318)*	0	9,875	0	0
Strengthening Native American-serving Nontribal institutions *(HEA-III-A-319)*	0	3,325	0	0
Strengthening Asian American and Native American Pacific Islander-serving institutions *(HEA-III-A-320)*	0	3,325	0	0
Endowment challenge grants *(HEA-III-C-331)*	0	0	0	0

HIGHER EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2018 Authorized	2018 Estimate	2019 Authorized	2019 Request
<u>Unfunded authorizations</u>				
Programs in STEM Fields *(HEA-III-E-2)*	0	0	0	0
Other aid for institutions:				
Gaining early awareness and readiness for undergraduate programs *(HEA-IV-A-2-2)*	0	$337,447 [4]	0	0
Byrd honors scholarships *(HEA-IV-A-6)*	0	0	0	0
Loan repayment for civil legal assistance attorneys *(HEA-IV-B, section 428L)*	0	0	0	0
Aid for Hispanic-serving institutions:				
Developing Hispanic-serving institutions *(HEA-V-A)*	0	107,063	0	0
Promoting postbaccalaureate opportunities for Hispanic Americans *(HEA-V-B-512) (discretionary)*	0	9,605	0	0
International education and foreign language studies:				
Domestic programs *(HEA-VI-A and B)*	0	64,661	0	0
Overseas programs *(MECEA-102(b)(6))*	Indefinite	7,031	Indefinite	0
Institute for international public policy *(HEA-VI-C)*	0	0	0	0
Science and technology advanced foreign language Education *(HEA-VI-D-637)*	0	0	0	0
Javits fellowships *(HEA-VII-A-1)*	0	0	0	0
Graduate assistance in areas of national need *(HEA-VII-A-2)*	0	27,857	0	0
Thurgood Marshall legal educational opportunity program *(HEA-VII-A-3)*	0	0	0	0
Fund for the improvement of postsecondary education *(HEA-VII-B)*	0	0	0	0
National Technical Assistance Center *(HEA-VII-D-4(a))*	0	0	0	0
College access challenge grant program *(HEA-VII-E) (discretionary)*	0	0	0	0

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Authorizing Legislation
(dollars in thousands)

Activity	2018 Authorized	2018 Estimate	2019 Authorized	2019 Request
<u>Unfunded authorizations</u>				
College access challenge grants program *(HEA-VII-E)* *(mandatory)*	0	0	0	0
Project GRAD *(HEA-VIII-A)*	0	0	0	0
Mathematics and science scholars program *(HEA-VIII-B)*	0	0	0	0
Business workforce partnerships for job skill training in high growth occupations or industries *(HEA-VIII-C)*	0	0	0	0
Capacity for nursing students and faculty *(HEA-VIII-D)*	0	0	0	0
American history for freedom *(HEA-VIII-E)*	0	0	0	0
Patsy T. Mink fellowship program *(HEA-VIII-G)*	0	0	0	0
Improving college enrollment by secondary schools *(HEA-VIII-H)*	0	0	0	0
Early childhood education professional development and career task force *(HEA-VIII-I)*	0	0	0	0
Improving science, technology, engineering, and mathematics education with a focus on Alaska Native and Native Hawaiian students *(HEA-VIII-J)*	0	0	0	0
Pilot programs to increase college persistence and success *(HEA-VIII-K)*	0	0	0	0
Student safety and campus emergency management *(HEA-VIII-L-821)*	0	0	0	0
Education disaster and emergency relief loan program *(HEA-VIII-L-824)*	0	0	0	0
Low tuition *(HEA-VIII-M)*	0	0	0	0
Cooperative education *(HEA-VIII-N)*	0	0	0	0
College partnership grants *(HEA-VIII-O)*	0	0	0	0
Jobs to careers *(HEA-VIII-P)*	0	0	0	0

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Authorizing Legislation
(dollars in thousands)

Activity	2018 Authorized	2018 Estimate	2019 Authorized	2019 Request
Unfunded authorizations				
Rural development grants for rural-serving colleges and universities *(HEA-VIII-Q)*	0	0	0	0
Campus-based digital theft prevention *(HEA-VIII-R)*	0	0	0	0
University sustainability programs *(HEA-VIII-U-881)*	0	0	0	0
Modeling and simulation programs *(HEA-VIII-V)*	0	0	0	0
Math to success program *(HEA-VIII-W)*	0	0	0	0
School of veterinary medicine competitive grant program *(HEA-VIII-X)*	0	0	0	0
Early Federal Pell Grant commitment demonstration program *(HEA-VIII-Y)*	0	0	0	0
Master's degree programs at HBCUs and PBIs *(HEA VIII-AA-897)*	0	0	0	0
Promoting postbaccalaureate opportunities for Hispanic Americans *(HEA-VIII-AA-898)*	0	0	0	0
Grants to states for workplace and community transition training for incarcerated individuals *(Higher Education Amendments of 1998-VIII-D)*	0	0	0	0
B.J. Stupak Olympic scholarships *(Higher Education Amendments of 1992, Section 1543)*	0	0	0	0
Underground railroad program *(Higher Education Amendments of 1998-VIII-H)*	0	0	0	0
Total definite authorization	$255,000		$255,000	
Total appropriation		$2,279,651		$1,340,848
Total discretionary appropriation		2,041,481		1,085,848
Portion of discretionary request subject to reauthorization				1,085,848
Portion of the discretionary request not authorized		0		0

HIGHER EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2018 Authorized	2018 Estimate	2019 Authorized	2019 Request
Total mandatory appropriation		$238,170		$255,000
Portion of the mandatory request not authorized		0		0

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[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2019.
[2] Mandatory funds made available in fiscal year 2009 and each succeeding fiscal year through fiscal year 2019.
[3] The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for fiscal year 2019.
[4] Of the amount appropriated, not less than 33 percent shall be used for State Grants and not less than 33 percent shall be used for Partnership Grants.

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Appropriations History
(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2010 Discretionary	2,050,191	2,294,882	2,106,749[1]	2,255,665
2010 Mandatory	80,000	80,000	80,000	485,000
2011 Discretionary	2,131,493	2,177,915[2]	2,243,895[1]	1,903,944[3]
2011 Mandatory	80,000	485,000	485,000	485,000
2012 Discretionary	2,277,069	1,628,052[4]	1,903,946[4]	1,869,656
2012 Mandatory	428,000	428,000	428,000	428,000
2013 Discretionary	1,950,590	1,869,656[5]	1,911,348[5]	1,881,098
2013 Mandatory	428,000	428,000	428,000	406,173
2014 Discretionary	2,182,799	N/A[6]	1,906,394[1]	1,925,408
2014 Mandatory	428,000		428,000	397,184
2015 Discretionary	2,025,457	N/A[6]	1,968,799[7]	1,924,839
2015 Mandatory	4,902,000		255,000	236,385
2016 Discretionary	2,072,045	1,909,042[8]	2,038,510[8]	1,982,185
2016 Mandatory	2,266,842	255,000	255,000	237,660
2017 Discretionary	2,189,200[9]	1,976,666[9]	1,986,792[9]	2,055,439[9]
2017 Mandatory	2,060,121	2,060,121	2,060,121	237,405
2018 Discretionary	1,545,305	2,038,126[10]	2,048,439[10]	2,041,481[10]
2018 Mandatory	255,000	255,000	255,000	238,170
2019 Discretionary	1,085,848			
2019 Mandatory	255,000			

[1] The level for the Senate allowance reflects Committee action only.

[2] The level for the House allowance reflects the House-passed full-year continuing resolution.

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

[4] The level for the House allowance reflects an introduced bill; the level for the Senate allowance reflects Senate Committee Action only.

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

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

[7] The level for the Senate allowance reflects Senate Subcommittee action only.

[8] The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bills, which proceeded in the 14th Congress only through the House Committee and Senate Committee.

[9] The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

[10] The levels for the House reflect floor action on an Omnibus appropriation bill; Senate allowances reflect Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the annualized Continuing Resolution level.

HIGHER EDUCATION

Significant Items in FY 2018 Appropriations Reports

Federal TRIO Programs

Senate: The Committee directs the Secretary to peer review fiscal year 2017 Upward Bound applications that were initially determined ineligible for further review based on minor technical issues with their grant application. Further, after such review, the Committee directs the Secretary to award funding to any applicants that would have received funding in the fiscal year 2017 grant had they been allowed to be reviewed then.

Response: The Department will reconsider this directive after final action on a 2018 appropriation for this program.

Senate: The Committee directs the Department to conduct a review of all grant award deadlines related to Federal TRIO programs and implement recommendations for upholding these deadlines, or modifying them to better align with grantees' program year and to prevent disruption among grantees and the services they provide.

Response: The Department will comply with this directive.

Senate: Except in extraordinary circumstances, the Committee directs the Secretary to ensure that grantees are notified at least 90 days in advance that they are in danger of not having their grant continued unless they take specific corrective actions. Further, the Committee directs the Secretary to provide particular flexibility to new grantees, grantees operating in particularly underserved areas, and grantees facing other extenuating circumstances. Accordingly, the Department shall provide continuation grants to EOC programs according to their initial grant awards.

Response: The Department believes that as the steward of taxpayer resources, it is essential to hold grantees accountable to the number of participants they proposed to serve in their approved applications. The Department is continuing to explore ways to provide timely communication and targeted technical assistance to grantees in danger of noncompliance with the requirements in their approved applications.

House: The Committee intends that funds be allocated in the same ratio as they were allocated during fiscal year 2017.

Response: The Department will comply with this directive.

HIGHER EDUCATION

Gaining Early Awareness and Readiness for Undergraduate Programs

Senate: The Committee directs the Secretary to announce in the Federal Register a Notice for Application for New Awards for State grants for this fiscal year and establish a maximum award for such awards that accommodates the larger grants made to States under previous grant competitions.

Response: The Secretary has the discretion to establish the maximum award amount for GEAR UP State competitions, taking into consideration a number of variables such as the total program appropriation, the amount of funding needed for continuation awards, and experience monitoring awards funded under prior competitions. Accordingly, the Department will reconsider this directive after Congress has enacted a final 2018 appropriation for this program.

House: In addition to making continuation awards to existing grantees, the Committee directs the Department to conduct a new grant competition for this program in fiscal year 2018.

Response: The Department plans to conduct a new grant competition for this program in fiscal year 2018.

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
Higher Education						
1. Aid for institutional development:						
(a) Strengthening institutions (HEA III-A, section 311)	D	86,534	85,946	0	(85,946)	-100.00%
(b) Strengthening tribally controlled colleges and universities (HEA III-A, section 316)	D	27,599	27,412	27,599	187	0.68%
(c) Mandatory strengthening tribally controlled colleges and universities (HEA III-F, section 371)	M	27,930	28,020	30,000	1,980	7.07%
Subtotal		55,529	55,432	57,599	2,167	3.91%
(d) Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-A, section 317)	D	13,802	13,708	0	(13,708)	-100.00%
(e) Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-F, section 371)	M	13,965	14,010	15,000	990	7.07%
Subtotal		27,767	27,718	15,000	(12,718)	-45.88%
(f) Strengthening HBCUs (HEA III-B, section 323)	D	244,694	243,032	244,694	1,662	0.68%
(g) Mandatory strengthening HBCUs (HEA III-F, section 371)	M	79,135	79,390	85,000	5,610	7.07%
Subtotal		323,829	322,422	329,694	7,272	2.26%
(h) Strengthening historically Black graduate institutions (HEA III-B, section 326)	D	63,281	62,851	63,281	430	0.68%
(i) Strengthening HBCU masters program (HEA,Title VII, section 723)	D	7,500	7,449	7,500	51	0.68%
(j) Strengthening predominantly Black institutions (HEA III-A, section 318)	D	9,942	9,875	0	(9,875)	-100.00%
(k) Mandatory strengthening predominantly Black institutions (HEA III-F, section 371)	M	13,965	14,010	15,000	990	7.07%
Subtotal		23,907	23,885	15,000	(8,885)	-37.20%
(l) Strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-A, section 320)	D	3,348	3,325	0	(3,325)	-100.00%
(m) Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-F, section 371)	M	4,655	4,670	5,000	330	7.07%
Subtotal		8,003	7,995	5,000	(2,995)	-37.46%
(n) Strengthening Native American-serving nontribal institutions (HEA III-A, section 319)	D	3,348	3,325	0	(3,325)	-100.00%
(o) Mandatory strengthening Native American-serving nontribal institutions (HEA III-F, section 371)	M	4,655	4,670	5,000	330	7.07%
Subtotal		8,003	7,995	5,000	(2,995)	-37.46%
(p) Minority science and engineering improvement (HEA III-E-1)	D	9,648	9,583	9,648	65	0.68%
Subtotal, Aid for institutional development		614,001	611,276	507,722	(103,554)	-16.94%
Discretionary	D	469,696	466,506	352,722	(113,784)	-24.39%
Mandatory	M	144,305	144,770	155,000	10,230	7.07%

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

For most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates, the levels shown in the 2017 Appropriation column reflects the 6.9 percent reduction that went into effect on October 1, 2016, and the levels shown in the 2018 Annualized CR column reflects the 6.6 percent reduction that went into effect on October 1, 2017, pursuant to the Budget Control Act of 2011 (P.L. 112-25).

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
Higher Education (continued)						
2. Aid for Hispanic-serving institutions:						
(a) Developing Hispanic-serving institutions (HEA V-A)	D	107,795	107,063	0	(107,063)	-100.00%
(b) Mandatory developing HSI STEM and articulation programs (HEA III-F, section 371(b)(2)(B))	M	93,100	93,400	100,000	6,600	7.07%
(c) Promoting postbaccalaureate opportunities for Hispanic Americans (HEA V, section 512)	D	9,671	9,605	0	(9,605)	-100.00%
Subtotal		210,566	210,068	100,000	(110,068)	-52.40%
Discretionary		117,466	116,668	0	(116,668)	-100.00%
Mandatory		93,100	93,400	100,000	6,600	7.07%
3. Other aid for institutions:						
(a) International education and foreign language studies:						
(1) Domestic programs (HEA VI-A and B)	D	65,103	64,661	0	(64,661)	-100.00%
(2) Overseas programs (MECEA section 102(b)(6))	D	7,061	7,013	0	(7,013)	-100.00%
Subtotal		72,164	71,674	0	(71,674)	-100.00%
(c) Model transition programs for students with intellectual disabilities into higher education (HEA VII-D-2)	D	11,800	11,720	11,800	80	0.68%
(d) Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	8,286	8,230	8,286	56	0.68%
4. Assistance for students:						
(a) Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	950,000	943,549	550,000	(393,549)	-41.71%
(b) Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	339,754	337,447	0	(337,447)	-100.00%
(c) Graduate assistance in areas of national need (HEA VII-A-2)	D	28,047	27,857	0	(27,857)	-100.00%
(d) Child care access means parents in school (HEA IV-A-7)	D	15,134	15,031	15,134	103	0.69%
5. Teacher quality partnerships (HEA II-A)	D	43,092	42,799	0	(42,799)	-100.00%
6. Consolidated MSI Grant (proposed legislation)	D	0	0	147,906	147,906	---
Total		2,292,844	2,279,651	1,340,848	(938,803)	-41.18%
Discretionary		2,055,439	2,041,481	1,085,848	(955,633)	-46.81%
Mandatory		237,405	238,170	255,000	16,830	7.07%

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

For most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates, the levels shown in the 2017 Appropriation column reflects the 6.9 percent reduction that went into effect on October 1, 2016, and the levels shown in the 2018 Annualized CR column reflects the 6.6 percent reduction that went into effect on October 1, 2017, pursuant to the Budget Control Act of 2011 (P.L. 112-25).

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Summary of Request

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's 2019 request includes $1.1 billion in discretionary funds for Higher Education Programs aimed at improving student achievement and increasing access to a high quality education for all students.

To help close gaps among racial and socioeconomic groups in college enrollment and degree attainment, the request provides $500.7 million in discretionary funding for programs that serve high proportions of minority students. The request maintains $383.2 million for such institutions through the Title III **Aid for Institutional Development** programs and $117.5 million in discretionary funding for the Title V **Aid for Hispanic-Serving Institutions (HSIs)** programs. Within this amount, a total of $352.7 million is requested for the **Strengthening Historically Black Colleges and Universities (HBCUs), Strengthening Historically Black Graduate Institutions, Strengthening HBCU Master's Programs at HBCUs, Strengthening Tribally Controlled Colleges and Universities, and Minority Science and Engineering Improvement Program**. These programs would continue as separate line items in the budget. The request does not fund the Strengthening Institutions program, which is duplicative of other program funding for institutional support activities.

For fiscal year 2019, the Administration is proposing changes in how funds are administered to Minority-Serving Institutions, including Hispanic-Serving Institutions. Currently, the Higher Education Act authorizes numerous Title III and Title V programs that have similar purposes and redundant activities; each program conducts its own competition for new awards. Rather than investing significant Department staff time and resources into running multiple competitions, the Administration's fiscal year 2019 budget proposes to consolidate six existing Title III/V programs into a single institutional formula grant program that would continue to protect funding for programs that specifically serve large numbers of minority students.

The request would provide $550 million in fiscal year 2019 for the **Federal TRIO programs**, $393.5 million less than the fiscal year 2018 annualized Continuing Resolution level. The request maintains support for programs focused on assisting disadvantaged middle school, high school, and veteran students in graduating from high school and enrolling in college prepared to succeed. The request does not include funding for the Student Support Services (SSS), McNair Postbaccalaureate Achievement (McNair) or Educational Opportunity Centers (EOC) programs. There is limited evidence of effectiveness for these programs and the Administration believes that the services provided through these programs can be supported with other resources, including through State and institutional funding. Through this request, the Administration is also proposing to transition the Federal TRIO Programs from a series of competitive grant programs to a single State formula program. This proposal would shift authority and responsibility from the Federal government to the States, improve alignment between Federal resources and need, and enable the Department to re-allocate limited staff resources from competition-related activities to grant monitoring, performance improvement, and program evaluation.

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The Budget also provides $11.8 million for model comprehensive transition programs through the **Model Transition Programs for Students with Intellectual Disabilities (TPSID) program** and $15.1 million for the **Child Care Access Means Parents in School (CCAMPIS)** program.

The Administration's request for fiscal year 2019 eliminates a number of Higher Education Programs that duplicate other programs, are more appropriately supported with State, local, institutional, or private funds, are outside of the Department's core mission, or have not shown evidence of effectiveness. These programs include the **Strengthening Institutions Program, International Education and Foreign Language Studies programs, Gaining Early Awareness and Readiness for Undergraduate Programs, Graduate Assistance in Areas of National Need, and Teacher Quality Partnership**.

Lastly, although not part of the budget request for 2019, mandatory funding totaling $255 million, is available for existing programs authorized by Titles III and Title V of the Higher Education Act of 1965, as amended (HEA).

- $230 million for existing programs under Titles III and V of the Higher Education Act— $85 million for Historically Black Colleges and Universities, $30 million for Tribally Controlled Colleges and Universities, $15 million for Alaska Native and Native Hawaiian-serving Institutions, and $100 million for HSI STEM and Articulation programs.

- $25 million for other programs that support minority-serving institutions—$15 million for Predominantly Black Institutions, $5 million for Asian American and Native American Pacific Islander-serving Institutions, and $5 million for Native American-serving Nontribal Institutions.

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(Higher Education Act of 1965, Title III and Title VII, Section 723)

(dollars in thousands)

FY 2019 Authorization: To be determined (discretionary)[1]; $155,000 (mandatory)[2]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
Strengthening Institutions (Part A discretionary)	$85,946	0	-$85,946
Consolidated MSI Grant Proposal (discretionary)	0	$30,440	+30,440 [3]
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs) (Part A)	13,708	0	-13,708
Strengthening Predominantly Black Institutions (PBIs) (Part A)	9,875	0	-9,875
Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) (Part A)	3,325	0	-3,325
Strengthening Native American-serving Nontribal Institutions (NASNTIs) (Part A)	3,325	0	-3,325
Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A)	27,412	27,599	+187
Strengthening Historically Black Colleges and Universities (HBCUs) (Part B discretionary)	243,032	244,694	+1,662
Strengthening Historically Black Graduate Institutions (HBGIs) (Part B discretionary)	62,851	63,281	+430
Strengthening HBCU Master's Program (Section 723 discretionary)	7,449	7,500	+51

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[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2019.

[2] Mandatory appropriations are provided under Title III, Part F, Section 371 of the HEA; these funds are, therefore, not part of the appropriations or budget request. The 2018 levels for mandatory programs have been reduced by 6.6 percent which became effective on October 1, 2017, pursuant to the Budget Control Act of 2011 (P.L. 112-25).

[3] Combined with the $117.5 million requested for the Consolidated MSI Grant proposal under the Aid for Hispanic-Serving Institutions, the total funding requested is $147.9 million.

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Budget Authority (cont'd):

	2018 Annualized CR	2019	Change from Annualized CR
Minority Science and Engineering Improvement Program (discretionary)	$9,583	$9,648	+$65
Mandatory (Part F, Section 371)			
Strengthening TCCUs	28,020	30,000	+1,980
Strengthening ANNHs	14,010	15,000	+990
Strengthening HBCUs	79,390	85,000	+5,610
Strengthening PBIs	14,010	15,000	+990
Strengthening AANAPISIs	4,670	5,000	+330
Strengthening NASNTIs	4,670	5,000	+330
Discretionary	466,506	383,163	-83,343
Mandatory	144,770[1]	155,000[1]	+10,230[1]

[1] Mandatory appropriations are provided under Title III, Part F, Section 371 of the HEA; these funds are, therefore, not part of the appropriations or budget request. The 2018 levels for mandatory programs have been reduced by 6.6 percent which became effective on October 1, 2017, pursuant to the Budget Control Act of 2011 (P.L. 112-25).

PROGRAM DESCRIPTION

The Aid for Institutional Development (AID) programs, commonly referred to as the Title III programs, are designed to promote equity across U.S. postsecondary education by strengthening institutions of higher education (IHEs) that serve high percentages of minority students and students from low-income backgrounds. A low-income individual is defined as an individual from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census. Federal grants made under these programs to eligible institutions support, among other activities, improvements in academic quality, institutional management, and administrative capacity and fiscal stability, infrastructure, and student support services. Specifically, the Title III programs can provide financial assistance to help institutions improve student graduation rates by expanding student support services; improve their management and fiscal operations; build endowments; and make effective use of academic and technological resources. Funding is targeted to minority-serving and other institutions that enroll large proportions of financially disadvantaged students and have low per-student expenditures.

In addition, from its inception in 1965, one of the primary missions of the Title III programs has been to strengthen the Nation's Historically Black Colleges and Universities (HBCUs). The Higher Education Amendments of 1998 extended that mission to include programs to strengthen Tribally Controlled Colleges and Universities (TCCUs) and Alaska Native and Native Hawaiian-serving Institutions (ANNHs). In addition, the Higher Education Opportunity Act of 2008 (HEOA), which reauthorized the Higher Education Act of 1965 (HEA),

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established the Asian American and Native American Pacific Islander-serving Institutions program (AANAPISI), the Native American-serving Nontribal Institutions program (NASNTI), and the Predominantly Black Institutions program (PBIs). The HEOA transferred mandatory funding for the Strengthening HBCUs and Other Minority Serving Institutions program from Title IV, Section 499A of the HEA to Title III, Section 371 of the HEA. The HEOA authorizes and appropriates mandatory funding in Title VIII, Section 897 of the HEA for Master's Degree Programs at HBCUs and PBIs. Lastly, the Student Aid and Fiscal Responsibility Act (SAFRA), signed into law on March 30, 2010, amended the HEA to make mandatory funding for minority serving institutions available through fiscal year 2019 under Section 371 of the HEA.

Strengthening Institutions (Part A, Section 311) authorizes competitions for 1-year planning grants and 5-year discretionary development grants. Under the Strengthening Institutions program (SIP), special consideration is given to institutions that: have endowment funds with a market value per full-time equivalent student less than the market value of endowment funds per full-time equivalent student at similar institutions, and have below-average educational and general expenditures per full-time equivalent undergraduate student. Institutions receiving a 5-year grant under this part are not eligible to receive an additional grant under this part until 2 years after the 5-year grant has expired. Institutions may apply to use their SIP funds to: plan, develop, and implement activities that encourage faculty and academic program development; support improvement in fund and administrative management; support joint use of libraries and laboratories; support construction, maintenance, renovation, and improvement of instructional facilities; support student services; and provide education or counseling services designed to improve the financial literacy and economic literacy of students or the students' families. To further facilitate the development of eligible institutions, funds may be used to support activities that strengthen an institution's technological capabilities. Institutions may use no more than 20 percent of grant funds to establish or increase an institution's endowment fund. These endowment funds must be matched at a rate of 1:1–that is, one non-Federal dollar must be invested for each Federal dollar.

To participate in the SIP, an institution must: award bachelor degrees or be a junior or community college; provide an education program legally authorized by the State in which it is located; and be accredited or be making reasonable progress toward accreditation. An institution must also have below-average educational and general expenditures per full-time equivalent undergraduate student and include in its enrollment a significant percentage of financially needy students. The enrollment of needy students criterion may be met if a substantial percentage of the institution's enrolled students are Pell Grant recipients, or if 50 percent of its enrolled students are Title IV need-based aid recipients. If a SIP grantee receives funding under this program, it cannot receive funding under other sections of Part A or Part B of Title III of the HEA, or Part A of Title V of the HEA.

Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A, Section 316) authorizes 5-year formula-based discretionary grants that enable TCCUs to improve and expand their capacity to serve American Indian students. The term "Tribal College or University" means an institution that qualifies for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801 et seq.) or the Navajo

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Community College Act (25 U.S.C. 640a note); or is cited in Section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note). Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, i.e., TCCUs are eligible to receive funding each year. Under Section 371, a mandatory appropriation of $30 million is available for fiscal years 2010-2019 for TCCUs to be used for the same activities authorized under Section 316 of the HEA.

The Department may reserve 30 percent of the funds appropriated to award 1-year grants of at least $1 million for institutional construction, maintenance, and renovation needs at eligible institutions, with a preference given to institutions that did not receive an award in a prior fiscal year. The remaining funds must be allocated using a formula, with a minimum grant of $500,000. Of the remaining funds (after reservation for construction), 60 percent are allocated based on Indian student counts at eligible institutions and the other 40 percent are distributed equally among eligible TCCUs.

Institutions may apply to use their funds to plan, develop, and implement a wide range of authorized activities that include: faculty and academic program development; improvement in fund and administrative management; construction, maintenance, renovation, and improvement of instructional facilities, including purchase or rental of telecommunications technology equipment or services, and the acquisition of real property adjacent to the campus of the institution on which to construct such facilities; student services; the establishment of a program of teacher education with a particular emphasis on qualifying students to teach Indian children; the establishment of community outreach programs that encourage Indian elementary and secondary school students to develop the academic skills and interest to pursue postsecondary education; education or counseling services designed to improve the financial literacy and economic literacy of students or the students' families; and developing or improving facilities for Internet use or other distance education technologies.

Institutions may use no more than 20 percent of grant funds to establish or increase an institution's endowment fund. These endowment funds must be matched at a rate of one non-Federal dollar for each Federal dollar. If a TCCU receives funding under this program, it cannot receive funding under other sections of Part A or Part B of Title III of the HEA, or Part A of Title V of the HEA.

Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH) (Part A, Section 317) authorizes competitions for 5-year discretionary development grants that enable these institutions to improve and expand their capacity to serve Alaska Native and Native Hawaiian students. Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, (i.e., they are eligible to receive an additional grant after their 5-year grant period expires). Institutions may apply to use their funds to plan, develop, and implement a wide range of activities, including: faculty and curriculum development; improvement in fund and administrative management; renovation and improvement in classroom, library, laboratory and other instructional facilities; student services; the purchase of library books and other educational materials; and education or counseling services designed to improve the financial literacy and economic literacy of

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students or the students' families. These institutions are typically located in remote areas not served by other postsecondary educational institutions.

The term "Alaska Native-serving institution" is defined as an institution that meets the definition of an eligible institution under Section 312(b) of the HEA and that, at the time of application, has an undergraduate enrollment that is at least 20 percent Alaska Native students (as defined in Section 6306 of the Elementary and Secondary Education Act). The term "Native Hawaiian-serving institution" is defined as an institution that meets the definition of an eligible institution under Section 312(b) of the HEA that, at the time of application, has an undergraduate enrollment that is at least 10 percent Native Hawaiian students (as defined in Section 6207 of the Elementary and Secondary Education Act of 1965). If an Alaska Native or Native Hawaiian-serving institution receives funding under this program, it cannot receive funding under other sections of Part A or Part B of Title III of the HEA, or Part A of Title V of the HEA.

Under Section 371 of the HEA, $15 million in mandatory funding is available in each of the fiscal years 2008 through 2019 to be used for the same activities authorized under Section 317 of the HEA.

Strengthening Historically Black Colleges and Universities (HBCUs) (Part B, Section 323) authorizes 5-year formula-based discretionary grants to help HBCUs strengthen their infrastructure and achieve greater financial stability. HBCUs may use their funds to plan, develop, and implement activities that support: faculty and academic program development; improvement in fund and administrative management; construction, maintenance, renovation, and improvement of instructional facilities; student services; establishment of a program of teacher education designed to qualify students to teach in public schools; establishment of community outreach programs that will encourage elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education; acquisition of real property in connection with the construction, renovation, or addition to or improvement of campus facilities; education or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under Title IV; and services necessary for the implementation of projects or activities that are described in the grant application and that are approved, in advance, by the Department, except that not more than 2 percent of the grant amount may be used for this purpose.

HBCUs may use no more than 20 percent of the grant funds provided under Part B—which must be matched at a rate of one institutional dollar for each Federal dollar—to establish or increase an institution's endowment fund.

A Part B eligible institution is defined as any accredited, legally authorized HBCU that was established prior to 1964 and whose principal mission was, and is, the education of African Americans. Part B, Section 323, appropriations are allocated among HBCUs based on the number of Pell Grant recipients enrolled, the number of graduates, and the percentage of graduates who are attending graduate or professional school in degree programs in which African Americans are underrepresented. The statute provides for a $250,000 minimum

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grant for each eligible institution. If an HBCU receives funding under this program, it cannot receive funding under Part A.

Under Section 371 of the HEA, $85 million is available in mandatory funding in each fiscal year from 2008 through 2019 for HBCUs. The funds are awarded to HBCUs based on the formula used to allocate funding in the Strengthening HBCUs program, which is authorized under Section 323. Funds are to be used for activities authorized under Section 323, with priority on the following purposes:

- Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes;
- Construction, maintenance, renovation, and improvement in classroom, library, laboratory, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services;
- Academic instruction in disciplines in which Black Americans are underrepresented;
- Purchase of library books, periodicals, microfilm, and other educational materials, including telecommunications program materials;
- Establishing or enhancing a program of teacher education designed to qualify students to teach in a public elementary or secondary school in the State that shall include, as part of such program, preparation for teacher certification; and
- Increasing the college or university's capacity to prepare students for careers in the physical or natural sciences, mathematics, computer science or information technology/sciences, engineering, language instruction in the less-commonly taught languages or international affairs, or nursing or allied health professions.

Strengthening Historically Black Graduate Institutions (HBGIs) (Part B, Section 326) authorizes 5-year formula-based discretionary grants to 24 postgraduate institutions that are identified in the HEA.

A grant under this section can be used for a wide range of activities, including: scholarships and fellowships for needy graduate and professional students; construction, maintenance, renovation, and improvement of instructional facilities; establishment or maintenance of an endowment fund; establishment or improvement of a development office to strengthen and increase contributions from alumni and the private sector; improvement in fund and administrative management; and tutoring, counseling, and student service programs designed to improve academic success. Program funds may also be used for services necessary for the implementation of projects or activities that are described in the grant application and that are approved, in advance, by the Department, except that not more than 2 percent of the grant amount may be used for this purpose.

Section 326 grants are limited to $1 million, unless the HBGI agrees to match 50 percent of the grant funding in excess of $1 million with non-Federal resources. Institutions are not required to match any portion of the first $1 million of their award.

An HBGI that received a grant under this section in fiscal year 2008 (and that is eligible to receive a grant after fiscal year 2008) may not receive a grant in subsequent fiscal years that is less than the grant amount received in fiscal year 2008. No institution or university

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system may receive more than one grant under Section 326 in any fiscal year. If an HBGI receives funding under this program, it cannot receive funding under Title III, Part A of the HEA. In addition, no IHE may receive an HBGI grant while also receiving a grant under the Title V, Part B Promoting Postbaccalaureate Opportunities for Hispanic Americans Program, or the Title VII, Part A, subpart 4 Master's Degree Programs at HBCUs and PBIs.

Of the amount appropriated: the first $56.9 million (or any lesser amount appropriated) must be used to make grants to the first 18 HBGIs listed in the HEA; any amount appropriated in excess of $56.9 million but less than $62.9 million must be used to make grants to the six remaining HBGIs listed in the HEA. Any appropriated amount in excess of $62.9 million must be made available to each of the 24 HBGIs pursuant to a formula that is based on: (1) an institution's ability to match funds; (2) the number of students enrolled in the postgraduate program; (3) the average cost of education per student enrolled in the postgraduate program; (4) the number of students who received a degree from the postgraduate program in the previous year; and (5) the contribution of the institution as calculated by the ratio of programs for which the institution is eligible to receive funds to the number of African Americans receiving graduate or professional degrees in those programs.

Strengthening HBCUs Master's Program (Section 723) authorizes grants of up to 6 years in duration to specified eligible institutions to improve graduate education opportunities at the master's level in mathematics, engineering, physical or natural sciences, computer science, information technology, nursing, allied health or other scientific disciplines where African American students are underrepresented.

From the amount appropriated to carry out the program or any fiscal year: the first $9 million (or any lesser amount appropriated) must be used to make minimum grant awards of $500,000 to each eligible institution. If the amount appropriated is not sufficient to cover minimum grants to eligible institutions, each institution's grant award is ratably reduced. Any appropriated amount in excess of $9 million must be made available to each of the eligible institutions identified in the statute based on: (1) the ability of the institution to match Federal funds with non-Federal funds; (2) the number of students enrolled in the qualified master's degree program at the eligible institution in the previous academic year; (3) the average cost of attendance per student, for all full-time students enrolled in the qualified master's degree program; (4) the number of students who received a degree in the qualified master's degree program in the previous year; and (5) the contribution of the institution as calculated by the ratio of programs for which the institution is eligible to receive funds to the number of African Americans receiving master's degrees in disciplines related to the program.

A grant under this section can be used for a wide range of activities, including: purchase, rental, or lease of scientific or laboratory equipment for educational purposes; construction, maintenance, renovation, and improvement in instructional facilities; scholarships, fellowships, and other financial assistance for needy graduate students to permit the enrollment of the students in, and completion of, a master's degree in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines in which African Americans are underrepresented; establishment or maintenance of an institutional endowment; funds and administrative management; education or financial information designed to improve the

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financial literacy and economic literacy of students or the students' families; tutoring, counseling, and student service programs; and faculty professional development.

<u>Strengthening Predominantly Black Institutions (PBIs) (Part A, Section 318)</u> authorizes 5-year formula-based discretionary grants for which PBIs may apply to fund activities consistent with those outlined in Section 311(c) of the HEA, which include: academic instruction in disciplines in which Black Americans are underrepresented; establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary or secondary schools; and establishing community outreach programs that will encourage elementary and secondary school students to develop the academic skills to pursue postsecondary education. No more than 50 percent of grant funds awarded may be used for construction or maintenance of classroom, library, laboratory, or other instructional facilities. Institutions may use no more than 20 percent of grant funds to establish or increase an institution's endowment fund. Institutions must provide matching funds from non-Federal sources in an amount that is equal to or greater than the Federal funds used for PBI program activities.

Funding is allocated among PBIs according to a formula that is based on: (1) the number of Pell Grant recipients enrolled, (2) the number of graduates, and (3) the percentage of graduates who are attending a baccalaureate degree-granting institution or a graduate or professional school in degree programs in which Black American students are underrepresented. The statute provides for a $250,000 minimum grant for each eligible institution. If a PBI receives funding under this program, it cannot receive funding under other sections of Part A or Part B of Title III; or Part A of Title V of the HEA.

The term "Predominantly Black institution" is defined as an IHE that:
- Has a high enrollment of needy students;
- Has an average educational and general expenditure per full-time equivalent undergraduate student that is low in comparison with the average educational and general expenditure per full-time equivalent undergraduate student of institutions of higher education that offer similar instruction;
- Has an enrollment of undergraduate students:
  - That is at least 40 percent Black American students;
  - Consisting of at least 1,000 undergraduate students;
  - Of which not less than 50 percent are low-income individuals or first-generation college students (as defined in Section 402A(h) of the HEA); and
  - Of which not less than 50 percent are enrolled in an educational program leading to a bachelor's or associate's degree that the institution is licensed to award by the State in which the institution is located;
- Is legally authorized to provide, and provides within the State, an educational program for which the institution of higher education awards a bachelor's degree, or in the case of a junior or community college, an associate's degree;
- Is accredited by a nationally recognized accrediting agency or association determined by the Department to be a reliable authority as to the quality of training offered, or is, according to such an agency or association, making reasonable progress toward accreditation; and
- Is not receiving assistance under Part B of Title III or Part A of Title V of the HEA.

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Lastly, like the other five Title III programs receiving mandatory appropriations, Title III, Part F, Section 371 of the HEA also authorizes a mandatory PBI program. However, unlike the other five Title III programs receiving mandatory funding, PBI mandatory funds are awarded competitively. Specifically, the PBI program authorized by Section 371 mandatory funds are used to make 25 competitive grants of $600,000 each for up to 4 years in duration to eligible institutions. These competitive grants are used to support programs in any of the following areas: science, technology, engineering, or mathematics (STEM); health education; internationalization or globalization; teacher preparation; or improving educational outcomes of African American males in each of the fiscal years 2008 through 2019. These activities that are different from those authorized under section 371 for other Title III programs receiving mandatory funds.

Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISI) (Part A, Section 320) authorizes 5-year competitive grants to eligible IHEs, as defined under Section 312(b) of the HEA, that have, at the time of application, an enrollment of undergraduate students that is at least 10 percent Asian American or Native American Pacific Islander students. The term "Asian American" means a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam) as defined in the Office of Management and Budget's Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity as published on October 30, 1997 (62 Federal Register 58789). The term "Native American Pacific Islander" means any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the U.S. Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, i.e., they are eligible to receive an additional grant after their 5-year grant period expires.

The program authorizes grants that enable these institutions, generally, to improve and expand their capacity to serve Asian American and Native American Pacific Islander students and low-income individuals. Institutions may apply to use their funds for a range of activities, including: the purchase, rental, or lease of scientific or laboratory equipment for educational purposes; renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities; support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction; curriculum development and academic instruction; establishing or improving an endowment fund; and academic instruction in disciplines in which Asian American and Native American Pacific Islanders are underrepresented. If an Asian American or Native American Pacific Islander-serving institution receives funding under this program, it cannot receive funding under other sections of Part A or Part B of Title III or Title V of the HEA.

Under Section 371 of the HEA, $5 million is available in mandatory funding in each fiscal year from 2008 through 2019 for AANAPISIs to carry out activities authorized under Section 311(c) of the HEA—the Strengthening Institutions Program. The mandatory funding provided under Section 371 is available to the same institutions eligible for grants under the AANAPISI program under Section 320, except that the funding provided under Section 371 may also be used for construction in classrooms, libraries, laboratories, and other instructional facilities (activities that are not authorized under Section 320).

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Strengthening Native American-serving Nontribal Institutions (NASNTI) (Part A, Section 319) authorizes 5-year competitive grants to eligible IHEs, as defined under Section 312(b) of the HEA, that have, at the time of application, an enrollment of undergraduate students that is not less than 10 percent Native American students; and are not a Tribal College or University (as defined in Section 316 of the HEA). The term "Native American" means an individual who is of a tribe, people, or culture that is indigenous to the United States. Institutions receiving grants under this part are exempted from the 2-year wait-out requirement in Section 313, (i.e., they are eligible to receive an additional grant after their 5-year grant period expires).

Institutions may apply to use their funds generally to plan, develop, undertake, and carry out activities to improve and expand the institutions' capacity to serve Native Americans and low-income individuals. Supported activities include: purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instruction and research; renovation and improvement in classroom, library, laboratory, and other instructional facilities; support of faculty exchanges, faculty development, and faculty fellowships to assist faculty in attaining advanced degrees in the faculty's field of instruction; curriculum development and academic instruction; funds and administrative management, and acquisition of equipment for use in strengthening funds management; academic tutoring and counseling programs and support services; and education or counseling services designed to improve the financial and economic literacy of students or the students' families.

The statute requires a $200,000 minimum grant for each eligible institution. If a NASNTI receives funding under this program, it cannot receive funding under Part A or Part B of Title III or Part A of Title V of the HEA.

Under Section 371 of the HEA, $5 million is available in mandatory funding in each fiscal year from 2008 through 2019, to be used for the same activities authorized under Section 319 of the HEA. The mandatory funding authorized under Section 371 is available to the same institutions eligible for grants under the NASNTI program under Section 319. The authorized activities are the same for both programs, except that Section 371 does not include as an authorized activity education or counseling services designed to improve the financial and economic literacy of students or the students' families.

The Minority Science and Engineering Improvement Program (MSEIP) (Part E, Subpart 1) supports discretionary grants for periods of up to 3 years that are awarded competitively to IHEs. MSEIP awards are designed to promote long-range improvement in science and engineering education at predominantly minority institutions, and to increase the participation of underrepresented ethnic and racial minorities in scientific and technological careers. Only colleges and universities with minority enrollments of greater than 50 percent are eligible to receive assistance under MSEIP. MSEIP allows grantee institutions to support a variety of innovative and customized projects. Typically, MSEIP projects are designed to implement one, or a combination of, educational projects, such as curriculum development, purchase of scientific equipment, or development of research capabilities.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$577,354[1]
2015	573,447[2]
2016	606,656[3]
2017	614,156[4]
2018	611,276[5]

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[1] Includes $154,512 thousand in mandatory funds provided under the HEA.
[2] Includes $143,685 thousand in mandatory funds provided under the HEA.
[3] Includes $144,460 thousand in mandatory funds provided under the HEA.
[4] Includes $144,305 thousand in mandatory funds provided under the HEA.
[5] Includes $144,770 thousand in mandatory funds provided under the HEA.

FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests a total of $383.2 million in discretionary funding for the Aid for Institutional Development programs, including all currently-funded discretionary authorities under Titles III of the Higher Education Act of 1965, as amended (HEA), a decrease of $83.3 million from the fiscal year 2018 annualized CR level. In addition to these discretionary requested levels, $155 million is available in mandatory funding in fiscal year 2019 for these programs under Section 371 of the HEA; these funds are not part of the fiscal year 2019 budget request. Including discretionary and mandatory funding, $538 million would be available if the request is enacted.

Consolidated MSI Grant Proposal

Currently, the HEA authorizes numerous Title III and Title V programs that have similar purposes and redundant activities; each program conducts its own competition for new awards. Rather than continuing to invest significant Department staff time and resources into running individual competitive grant competitions, the Administration's fiscal year 2019 budget request for the Aid for Institutional Development and Aid for Hispanic-Serving Institutions programs proposes to consolidate the following six existing Title III and V programs into a new single $147.9 million institutional formula grant program that would continue to protect funding for programs that specifically serve large numbers of minority students:

- Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs)
- Strengthening Asian American and Native American Pacific Islander-serving (AANAPISIs)
- Strengthening Native American-serving Non-Tribal Institutions (NASNTIs)
- Strengthening Predominantly Black Institutions (PBIs)
- Developing Hispanic-Serving Institutions (HSIs)[6]
- Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA)[6]

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[6] Funds for the new institutional formula program that come from the consolidated Developing HSIs and PPOHA programs are requested under the Aid for HSIs request in the Higher Education account.

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To further the goals of the President's Executive Order on Historically Black Colleges and Universities (HBCUs) (E.O. 13779), the proposed institutional formula program excludes consolidating programs authorized by Title III Part B—Strengthening HBCUs and Strengthening Historically Black Graduate Institutions (HBGIs)—as well as Strengthening Master's Degree Programs at HBCUs. The proposal also excludes consolidating the Minority Science and Engineering Improvement Program (MSEIP) due to its focus on improving science, technology, engineering, and mathematics (STEM) programs at institutions of higher education (IHEs) and excludes the Strengthening Tribally Controlled Colleges and Universities (TCCUs) program due to the unique Federal relationship with American Indian tribes. These programs, described in the following section, would continue as separate line items in the budget and continue to be administered as separate grant programs by the Department.

The proposed new institutional formula grant program would ensure continued support for programs that provide direct support to Minority-Serving Institutions (MSIs), including HSIs, while eliminating redundant activities, reducing the Federal role, improving alignment between Federal resources and need, and enabling the Department to re-allocate limited staff resources from competition-related activities to grant monitoring and performance improvement. While this new proposal represents a departure from the current structure of the Title III and V programs, the Administration believes it would also enable the Department to administer these programs in a more efficient and equitable way, without dramatically impacting grantees.

The Administration proposes to award funding to MSIs using a formula allocation that would take into consideration factors such as: (1) the number of Pell Grant recipients enrolled, (2) the number of graduates, and (3) the number of graduates who are attending graduate or professional school in degree programs in which are minorities underrepresented. Funds would continue to be used for a wide range of institutional support activities that are currently authorized activities by the HEA.

The proposal envisions an initial phase-in period for the first 5 years. During this phase-in, the Department would honor and fully fund continuation awards and hold all currently funded institutions harmless according to the average grant amounts they have historically received through their currently designated Title III or Title V program. After the 5-year phase in period, all Title III Part A and Title V funding would be distributed on the basis of a formula. The formula would include a set-aside for data collection and rigorous program evaluation. No institution that receives funds under this proposal can concurrently receive funding under Part B of Title III.

Funding for HBCUs, TCCUs, and MSEIP

For fiscal year 2019, the Administration requests a total of $352.7 million for the Strengthening HBCUs, Strengthening HBGIs, Strengthening HBCU Master's Programs, Strengthening TCCUs, and the MSEIP programs. Specifically, the 2019 request for these programs includes:

- $244.7 million in fiscal year 2019 for *the Strengthening HBCUs* program, an increase of $1.7 million, to restore funding to the fiscal year 2017 level. In addition, the Department requests $63.3 million in fiscal year 2019 for t*he Strengthening HBGIs* program, an increase of $430 thousand, to restore funding to the fiscal year 2017 level. The fiscal year 2019 request demonstrates the Administration's continued support of HBCUs and HBGIs, which

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play a unique and vital role in providing higher education opportunities to minority and disadvantaged students. HBCUs enroll over 9 percent of all African American students in higher education. Figures compiled by National Center for Education Statistics (NCES) indicate that an estimated 228,263 African American students were enrolled at HBCUs in 2015. In addition, approximately 15 percent of the African Americans who currently hold undergraduate degrees earned their credential from an HBCU. Grants provided under the Title III, Part B programs enable HBCUs and HBGIs to continue serving a growing population of students, encourage and prepare more African American students to pursue advanced study, and improve their academic quality, institutional management, and fiscal stability.

- $7.5 million in fiscal year 2019 for the *Strengthening HBCU Master's Degree Program,* an increase of $51 thousand, to restore funding to the fiscal year 2017 level. This request would provide funding to 18 specified HBCUs determined to be making a substantial contribution to graduate education opportunities for Black Americans at the master's level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines. The authorized funding formula for this program is similar to the formula used in the Strengthening HBGIs program.

- $27.6 million in fiscal year 2019 for the *Strengthening TCCUs*, an increase of $187 thousand, to restore funding to the fiscal year 2017 level. Funding would support 35 fully accredited Tribal Colleges and Universities. The majority of TCCUs are 2-year schools, primarily located in the Midwest and Southwest that are not served by other postsecondary education institutions. They play a critical role by offering a broad range of degree and vocational certificate programs to students for whom these educational opportunities would otherwise be geographically and culturally inaccessible.

- $9.6 million in fiscal year 2019 for the *MSEIP* program, an increase of $98 thousand, to restore funding to the fiscal year 2017 level. This request would maintain support for the improvement of STEM programs at IHEs enrolling large numbers of minority students and would further the Department's efforts to increase access to a quality higher education for individuals from underrepresented minority groups. MSIs play a critical role in serving underrepresented minorities, for example in 2012, HBCUs awarded 18 percent of the 50,000 science and engineering (S&E) bachelor's degrees earned by Black U.S. citizens and permanent residents, and institutions enrolling large percentages of Hispanic students awarded about 34 percent of the 58,000 S&E bachelor's degrees earned by Hispanics.

At the requested level and consistent with the request in fiscal year 2018, no funds are requested for the Strengthening Institutions Program (SIP) (Section 311) in fiscal year 2019. All of the institutional support activities authorized under SIP are also authorized under both the current, and proposed, Title III and V programs. SIP is duplicative of approximately 7 other Title III and V programs that provide discretionary funding (in addition to 7 mandatory funding streams that are set to expire in fiscal year 2019) for a wide range of authorized institutional support activities, including strengthening infrastructure and enhancing fiscal stability. Under this request, the Administration would provide existing SIP grantees a reasonable period of time to close out existing projects and draw down grant funds already awarded in prior years.

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PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Consolidated MSI Grant Proposal			
Number of new awards	0	0	TBD [1]
Average new award	0	0	TBD
Total new award funding	0	0	$4,541 [2]
Strengthening Institutions			
Number of new development awards	10	16	0
Average new development awards	$412	$536	0
Total new development award funding	$4,121	$8,579	0
Number of new evidence awards	8	16	0
Average new evidence awards	$519	$536	0
Total new evidence award funding	$4,155	$8,579	0
Number of NCC development awards	74	45	0
Average NCC development award	$433	$401	0
Total NCC development award funding	$32,021	$18,050	0
Number of NCC evidence awards	91	101	0
Average NCC evidence award	$504	$494	0
Total NCC evidence award funding	$45,884	$49,880	0
Peer review of new award applications	$353	$858	TBD
Total award funding (Section 311)	$86,534	$85,946	$4,541 [1]
Total number of awards	183	178	TBD [2]

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[1] To be determined.

[2] A total of $30.4 million is requested from HEA Title III programs for the Consolidated MSI Grant proposal. However, this amount excludes $25.9 million because it is needed for grantees already receiving continuation awards in the following programs: Strengthening ANNH, Strengthening AANAPISI, Strengthening NANSTI, and Strengthening PBI programs in fiscal year 2019. The remaining balance of $4.5 million will be allocated to minority-serving institutions based on the proposed formula. Likewise, the request includes $117.5 million from HEA Title V for this proposal; however, $86.6 million is exempt from the formula run in 2019 because it is needed for Title V grantees receiving continuation awards. In fiscal year 2019, a grand total of $35.4 million will remain available to be allocated to Title III and Title V minority-serving institutions based on the newly proposed funding formula.

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PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Strengthening TCCUs			
Discretionary funding:			
Number of new development awards	1	0	0
Average new development award	$500	0	0
Total new development award funding	$500	0	0
Number of NCC development awards	34	35	35
Average NCC development award	$797	$787	$789
Total NCC development award funding	$27,099	$27,547	$27,599
Mandatory funding:			
Number of new development awards	1	0	0
Average new development award	$500	0	0
Total new development award funding	$500	0	0
Number of NCC development awards	34	35	35
Average NCC development award	$807	$801	$857
Total NCC development award funding	$27,430	$28,020	$30,000
Total award funding	$55,529	$55,567	$57,599
Discretionary (Section 316)	$27,599	$27,547	$27,599
Mandatory (Section 371)	$27,930	$28,020	$30,000
Total number of awards (discretionary and mandatory)	70	70	70
Strengthening ANNHs			
Discretionary funding:			
Number of NCC development awards	15	15	15
Average NCC development award	$772	$776	$617
Total NCC development award funding	$11,574	$11,641	$9,261
Lapse (return to Treasury)	$2,228	$2,135	0
Mandatory funding:			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	$17,618	$15,218	$15,000
Number of NCC development awards	15	15	15
Average NCC development award	$1,160	$1,015	$1,000
Total NCC development award funding	$17,400	$15,218	$15,000
Total award funding	$27,782	$27,786	$24,261
Discretionary (Section 317)	$13,802	$13,776	$9,261
Mandatory (Section 371)	$13,980	$14,010	$15,000

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Output Measures	2017	2018	2019
Strengthening ANNHs (cont'd)			
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	$218[1]	0	0
Total number of awards (discretionary and mandatory)	30	30	30
Strengthening HBCUs			
Discretionary funding:			
Number of new awards	96	1	0
Average new award	$2,530	$1,610	0
Total new award funding	$242,833	$1,610	0
Number of NCC awards	2	97	98
Average NCC award	$931	$2,489	$2,497
Total NCC award funding	$1,861	$241,422	$244,694
Mandatory funding:			
Number of NCC awards	98	98	98
Average NCC award	$808	$810	$867
Total NCC award funding	$79,135	$79,390	$85,000
Total award funding	$323,829	$322,422	$329,694
Discretionary (Section 318)	$244,694	$243,032	$244,694
Mandatory (Section 371)	$79,135	$79,390	$85,000
Total number of awards (discretionary and mandatory)	196	196	196
Strengthening HBGIs			
Number of NCC awards	24	24	24
Average NCC award	$2,637	$2,620	$2,637
Total NCC award funding (Section 326)	$63,281	$62,891	$63,281
Strengthening HBCU Master's Program			
Number of NCC awards	18	18	18
Average NCC award	$417	$414	$417
Total NCC award funding (Section 723)	$7,500	$7,449	$7,500
Strengthening PBIs			
Discretionary funding:			
Number of NCC development awards	11	11	11
Average NCC development award	$904	$898	$904
Total NCC development award funding	$9,942	$9,874	$9,942

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[1] Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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Output Measures	2017	2018	2019
Strengthening PBIs (cont'd)			
Mandatory funding (competitive):			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	$27,945	$27,990	$29,010
Number of NCC development awards	24	24	24
Average NCC development award	$583	$582	$584
Total NCC development award funding	$13,980	$13,965	$14,010
Total award funding	$23,922	$23,839	$23,952
Discretionary (Section 318)	$9,942	$9,874	$9,942
Mandatory (Section 371)	$13,980	$13,965	$14,010
Mandatory funding (competitive):			
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	$13,965[1]	$14,010[1]	$15,000[1]
Total number of awards (discretionary and mandatory)	35	35	35
Strengthening AANAPISIs			
Discretionary funding:			
Number of NCC development awards	11	11	11
Average NCC development award	$304	$302	$304
Total NCC development award funding	$3,348	$3,325	$3,348
Mandatory funding:			
Total mandatory (Section 371) funds available for obligation at the start of the year	$9,112	$9,125	$9,670
Number of NCC development awards	14	14	14
Average NCC development award	$318	$333	$334
Total NCC development award funding	$4,457	$4,655	$4,670
Total award funding	$7,805	$7,980	$8,018
Discretionary (Section 320)	$3,348	$3,325	$3,348
Mandatory (Section 371)	$4,457	$4,655	$4,670
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	$4,655[1]	$4,670[1]	$5,000[1]
Total number of awards (discretionary and mandatory)	25	25	25

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[1] Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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Output Measures	2017	2018	2019
Strengthening NASNTIs			
Discretionary funding:			
Number of NCC development awards	7	7	7
Average NCC development award	$478	$475	$478
Total NCC development award funding	$3,348	$3,325	$3,348
Mandatory funding:			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	$9,295	$9,325	$9,670
Number of NCC development awards	13	13	13
Average NCC development award	$346	$346	$345
Total NCC development award funding	$4,497	$4,498	$4,488
Total lapse/total anticipated lapse	$143	$157	$182
Total award funding	$7,988	$7,980	$8,018
Discretionary (Section 319)	$3,348	$3,325	$3,348
Mandatory (Section 371)	$4,640	$4,655	$4,670
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	$4,655[1]	$4,670[1]	$5,000[1]
Total number of awards (discretionary and mandatory)	20	20	20
Minority Science and Engineering Improvement			
Number of new awards	11	14	15
Average new award	$237	$231	$245
Total new award funding	$2,604	$3,228	$3,674
Number of NCC awards	29	27	25
Average NCC award	$243	$232	$235
Total NCC award funding	$7,044	$6,260	$5,878
Peer review of new awards applications	0	$95	$96
Total award funding	$9,648	$9,583	$9,648
Total number of awards	40	41	40

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[1] Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.
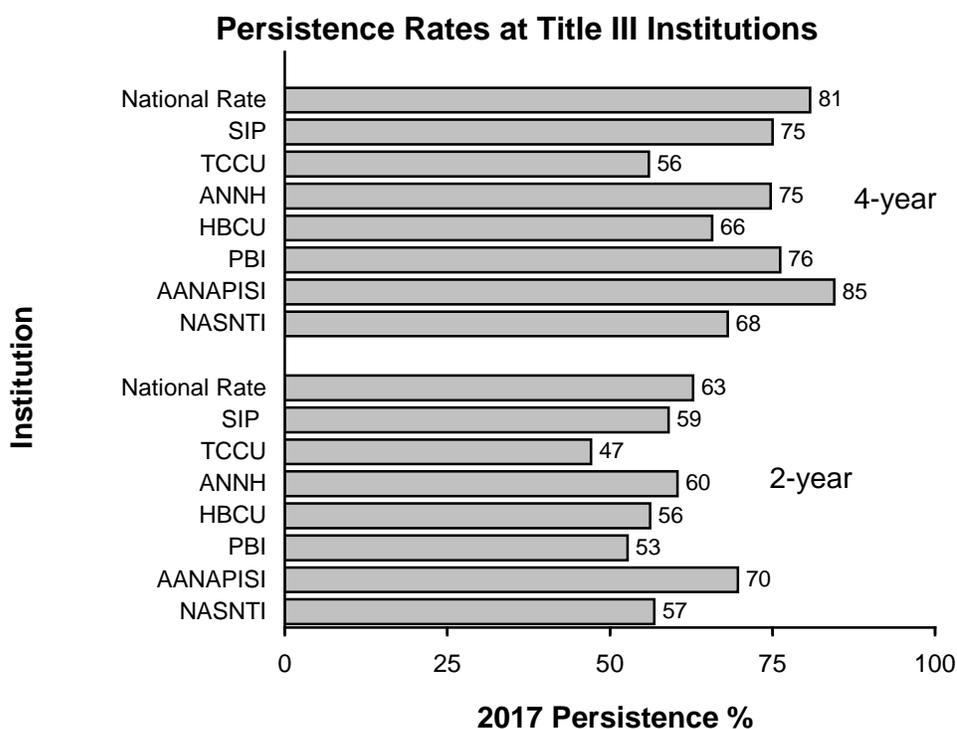
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PROGRAM PERFORMANCE INFORMATION
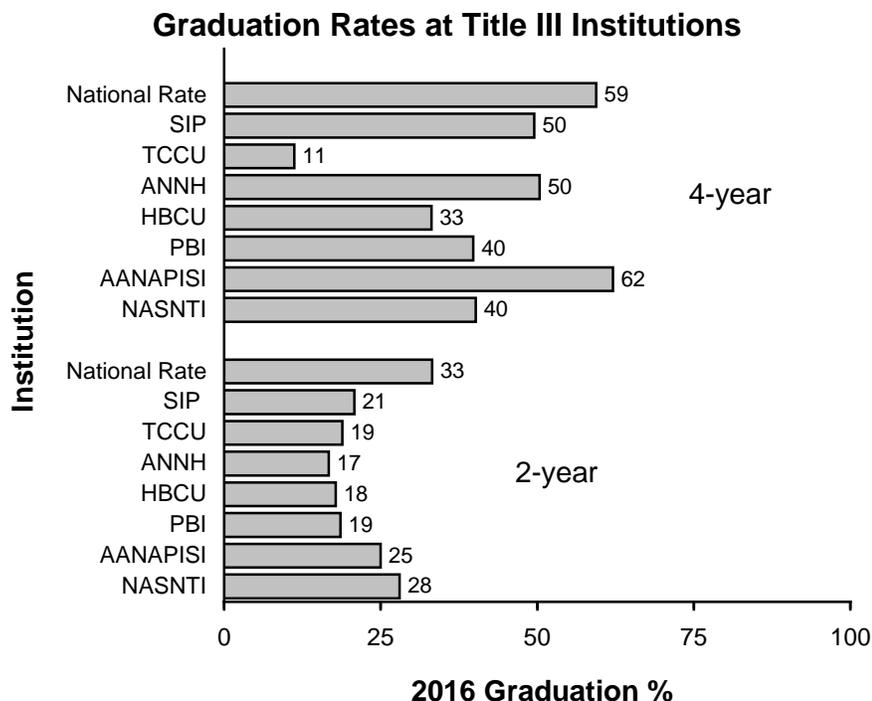
Performance Measures

This section presents selected program performance information for grantees, 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 the programs.

The Department has identified a handful of critical indicators for which annualized data are available across all Title III institutions, including grantees. Such indicators include enrollment, persistence, and a number of outcome areas related to graduation. All national persistence and graduation rates reflected below are estimates based on preliminary data from NCES/Integrated Postsecondary Education Data Systems (IPEDS) and subject to minor changes.

Persistence Rates at Title III Institutions

Institution	2017 Persistence %
National Rate (4-year)	81
SIP (4-year)	75
TCCU (4-year)	56
ANNH (4-year)	75
HBCU (4-year)	66
PBI (4-year)	76
AANAPISI (4-year)	85
NASNTI (4-year)	68
National Rate (2-year)	63
SIP (2-year)	59
TCCU (2-year)	47
ANNH (2-year)	60
HBCU (2-year)	56
PBI (2-year)	53
AANAPISI (2-year)	70
NASNTI (2-year)	57

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Graduation Rates at Title III Institutions

Additional information: AANAPISI grantee institutions had the highest persistence rates in 2017 for 4-year and 2-year Title III institutions (85 percent and 70 percent, respectively), exceeding the national rate of 81 percent and 63 percent, respectively. In addition, AANAPISI-grantee institutions had the highest graduation rates for 4-year grantee institutions— 62 percent versus the national rate of 59 percent in 2016. Despite the relatively stronger overall performance results at AANAPISI grantee institutions, there are many diverse subgroups in the AANAPISI population with academic challenges, registering lower levels of achievement.

Goal: **To improve the capacity of minority-serving institutions, which traditionally have limited resources and serve large numbers of low-income and minority students, to improve student success, and to provide high-quality educational opportunities for their students.**

Objective: *Maintain or increase the enrollment, persistence, and graduation rates at minority-serving institutions.*

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Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at Strengthening Institutions Program (SIP) institutions.

Year	Target	Actual
2008		+5.1% (4-year change)
2013	+6.4%	+11.3 (5-year change)
2018	+1.3	

Additional information: The data used to calculate this performance measure come from NCES/IPEDS. Enrollment is a long-term measure that focuses on changes in enrollment rather than the absolute numbers of students enrolled. The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The Department will only assess progress against targets periodically (about every 5 years). The initial target of 6.4 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 which, at the time, was 5.1 percent.

The actual enrollment data generating the percentage changes displayed under actual values in the table above are as follows:

NCC Awards 2004-2007	Enrollment 2004-2008		NCC Awards 2008-2012	Enrollment 2008-2013		NCC Awards 2013-2017	Enrollment 2013-2018
2004	382,890		**2008**	435,686		**2013**	581,205
2005	391,272		**2009**	454,477		**2014**	560,280
2006	363,609		**2010**	493,315		**2015**	533,344
2007	395,897		**2011**	511,882		**2016**	570,039
2008	402,507		**2012**	499,414			
			2013	484,943			
Change	+5.1%		**Change**	+11.3%			

Student enrollment at SIP-grantee institutions in 2008 was used to calculate the percentage change against student enrollment at SIP-grantee institutions in the base year 2004. Likewise, student enrollment at SIP-grantee institutions in 2013 was used to calculate the percentage change against student enrollment in the base year 2008. Even though the SIP program awarded approximately the same number of grants in 2004-2007 and 2008-2012, the average enrollment rates vary greatly. This is more than likely due to the length of time used to measure each cohort—the average enrollment rate for the 2008 data year is measured over 4 years, while the average enrollment rate for the 2013 data year is measured over 5 years. Only 6 institutions received funding from both the 2004-2007 and 2008-2012 periods. Enrollment data for 2018 will reflect the anticipated percentage increase in enrollment for the full set of SIP institutions receiving continuation grants in fiscal year 2018, i.e., grantees who receive new awards in fiscal years 2013-2017. Thus far, the change in enrollment for fiscal years 2013-2016 has decreased by 2 percent. The Department has set a target for 2018 that is based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018.

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Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year SIP institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year SIP institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	74.0%	74.0%	62.0%	56.0%
2015	74.5	75.0	62.5	57.0
2016	74.5	75.5	62.5	57.0
2017	75.0	75.0	63.0	59.0
2018	75.0		63.0	
2019	75.5		63.5	

Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year SIPs graduating within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year SIPs graduating within 3 years of enrollment.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	51.5%	47.0%	24.0%	18.0%
2015	52.0	47.5	24.5	19.5
2016	52.5	49.5	25.0	21.0
2017	53.0		25.0	
2018	53.5		25.0	
2019	53.5		25.0	

Additional information: Persistence at 4-year SIP institutions meet the target set for 2017 and is 6 percentage points lower than persistence rates at all 4-year public and private schools (81 percent). In addition, the current performance level for 2-year SIP institutions is 4 percentage points lower than the rate for all 2-year public and private schools nationally (63 percent). Persistence data for 2018 will be available in December 2018.

The targets on the 4-year graduation measure will serve to gradually narrow the gap between program and national (59 percent) performance. Graduation rates at 2-year SIP-grantee institutions is comparable to the graduation rate at TCCUs, but falls short of the national graduation rate at 2-year public and private institutions (33 percent). Graduation data for 2016-2017 will be available in December 2018.

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Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at TCCUs.

Year	Target	Actual
2008		+24.3% (5-year change)
2013	+24.0%	+15.3 (5-year change)
2018	+1.3	

Additional information: The data used to calculate this performance measure come from NCES/IPEDS. Enrollment is a long-term measure that focuses on changes in enrollment rather than the absolute numbers of students enrolled. The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The Department will only assess progress against targets periodically (about every 5 years). The initial target of 24 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 (30 institutions). The actual enrollment data generating the percentage changes displayed under actual values in the table above are as follows:

NCC Awards 2004-2007	Enrollment 2004-2008 (30 grantees)	NCC Awards 2008-2012	Enrollment 2008-2013 (32 grantees)	NCC Awards 2013-2017	Enrollment 2013-2018 (34 grantees)
2003	7,776	**2008**	9,741	**2013**	11,419
2004	9,249	**2009**	9,433	**2014**	10,964
2005	9,608	**2010**	11,674	**2015**	10,543
2006	9,038	**2011**	12,759	**2016**	9,714
2007	9,294	**2012**	11,581	**2017**	9,557
2008	9,666	**2013**	11,228		
Change	+24.3%	**Change**	+15.3%		

Student enrollment at TCCUs in 2008 was used to calculate the percentage change against student enrollment at TCCUs in the base year 2003. Likewise, student enrollment at TCCUs institutions in 2013 was used to calculate the percentage change against student enrollment in the base year 2008. The 2013 data year includes 2 additional TCCUs—Tohono O'odham Community College and Ilisagvik College—than student enrollment from data year 2008.

Enrollment trends can be affected both by changes in population and by changing rates of enrollment. While overall enrollment increased at TCCUs and at degree-granting postsecondary institutions between 2004 and 2014, during the most recent part of this period, enrollment has been on the decline. Thus, the Department has set a target for 2018 that is based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018. This target is a significant decrease from the 2013 target based on prior year enrollment at TCCUs.

HIGHER EDUCATION

Aid for institutional development

Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year TCCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same TCCU.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year TCCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same TCCU.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	50.0%	53.0%	52.0%	48.0%
2015	50.0	52.0	52.0	45.0
2016	50.5	56.0	52.0	44.5
2017	51.0	56.0	53.0	47.0
2018	51.0		53.0	
2019	51.5		53.5	

Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year TCCUs graduating within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year TCCUs graduating within 3 years of enrollment.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	17.0%	19.0%	28.0%	18.0%
2015	17.0	14.0	28.0	21.5
2016	17.0	11.0	28.0	19.0
2017	18.0		28.5	
2018	18.0		28.5	
2019	18.5		28.5	

Additional information: The 2017 persistence rate at 4-year TCCUs is level with the 2016 rate and exceeds the target set for 2017 by 5 percentage points. However, the persistence rate at 2-year TCCUs falls short of the target set for 2017, but is 2.5 percentage points higher than the 2016 persistence rate.

The 2016 graduation rate at 4-year TCCUs failed to meet the target set for 2016, and is 3 percentage points lower than the 2015 rate. This is likely due to the fact that only 7 of the 14 4-year TCCUs reported persistence data in IPEDS. The 4-year and 2-year graduation rates fail to meet the national rates of 59 percent and 33 percent, respectively. Graduation data for 2016-2017 will be available in December 2018. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES consistency and validity checks.

HIGHER EDUCATION

Aid for institutional development

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at ANNH institutions.

Year	Target	Actual
2008		-1.7% (5-year change)
2013	0%	+13.4 (5-year change)
2018	+1.3	

Additional information: The data used to calculate this performance measure come from NCES/IPEDS. Enrollment is a long-term measure that focuses on changes in enrollment rather than the absolute numbers of students enrolled. The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The Department will only assess progress against targets periodically (every 5 years). The initial target set for 2013 reflects the anticipated percentage increase in enrollment over the performance period of fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 (11 institutions), i.e., grantees from the fiscal years 2004-2007 competitions. The target of "0" for 2013 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period. The Department has set a target for 2018 that is based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018.

The actual enrollment data generating the percentage changes displayed under actual values in the table above are as follows:

NCC Awards 2004-2007	Enrollment 2004-2008 (11 grantees)	NCC Awards 2008-2012	Enrollment 2008-2013 (11 grantees)	NCC Awards 2013-2017	Enrollment 2013-2018 (9 grantees)
2003	13,638	**2008**	23,438	**2013**	24,632
2004	13,739	**2009**	23,933	**2014**	24,414
2005	13,717	**2010**	25,606	**2015**	23,632
2006	13,695	**2011**	26,343	**2016**	22,485
2007	13,529	**2012**	26,325	**2017**	21,266
2008	13,407	**2013**	26,580		
Change	-1.7%	**Change**	+13.4%		

Student enrollment at ANNH-grantee institutions in 2008 was used to calculate the percentage change against student enrollment at ANNH-grantee institutions in the base year 2003. Likewise, student enrollment at ANNH-grantee institutions in 2013 was used to calculate the percentage change against student enrollment in the base year 2008. Even though the both cohorts represented above awarded the same number of grants, one institution (the University of Hawaii at Manoa) in the 2008-2012 cohort enrolled over 11,000 students each year between 2008-2012. Enrollment for data year 2018 will reflect the anticipated percentage increase in enrollment for ANNH-grantee institutions receiving continuation funding in fiscal year 2018, i.e., grantees who receive new awards in fiscal year in 2013-2017. Similar to TCCUs and HBCUs, the current enrollment rates at ANNH-grantee institutions has consistently decreased between 2013 and 2017.

HIGHER EDUCATION

Aid for institutional development

Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year ANNH-serving institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same ANNH-serving institution.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year ANNH-serving institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same ANNH-serving institution.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	77.0%	72.0%	59.5%	56.0%
2015	77.5	72.0	71.0	55.0
2016	77.5	74.0	71.0	62.0
2017	78.0	75.0	71.5	60.0
2018	78.0		71.5	
2019	78.0		71.5	

Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year ANNH institutions who graduate within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year ANNH institutions who graduate within 3 years of enrollment.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	47.0%	37.0%	16.0%	19.0%
2015	47.5	50.0	16.5	16.5
2016	47.5	50.0	16.5	17.0
2017	48.0		16.5	
2018	48.0		16.5	
2019	48.5		17.0	

Additional information: The 2017 persistence rate at 4-year ANNH-grantee institutions is 1 percentage point higher than the 2016 rate, and the persistence rate at 2-year institutions is 2 percentage points higher than the 2016 rate; however, both rates failed to meet the targets set for 2017 for 4-year and 2-year ANNH-grantee institutions.

Graduation rates at 4-year and 2-year ANNH-grantee institutions exceeded the targets set for 2016. Graduation data for 2016-2017 will be available in December 2018. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES consistency and validity checks.

HIGHER EDUCATION

Aid for institutional development

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at HBCUs.

Year	Target	Actual
2008		+8.0% (5-year change)
2013	+8.0%	-0.3 (5-year change)
2018	+1.3	

Additional information: The data used to calculate this performance measure come from NCES/IPEDS. Enrollment is a long-term measure that focuses on changes in enrollment rather than the absolute numbers of students enrolled. The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The Department will only assess progress against targets periodically (about every 5 years). The initial target of 8 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from HBCUs receiving funding in fiscal year 2008 (96 institutions). The actual enrollment data generating the percentage changes displayed under actual values in the table above are as follows:

NCC Awards 2004-2007	Enrollment 2004-2008 (97 grantees)	NCC Awards 2008-2012	Enrollment 2008-2013 (96 grantees)	NCC Awards 2013-2017	Enrollment 2013-2018 (96 grantees)
2003	200,369	**2008**	217,628	**2013**	215,038
2004	217,738	**2009**	218,676	**2014**	207,525
2005	220,705	**2010**	228,399	**2015**	200,029
2006	219,454	**2011**	230,847	**2016**	197,950
2007	216,782	**2012**	226,493	**2017**	196,923
2008	216,207	**2013**	217,080		
Change	+8.0%	**Change**	-0.3%		

Student enrollment at HBCUs in 2008 was used to calculate the percentage change against student enrollment at HBCUs in the base year 2003. Likewise, student enrollment at HBCUs in 2013 was used to calculate the percentage change against student enrollment in the base year 2008. Similar to TCCUs and ANNH-grantee institutions, the current enrollment rates at HBCUs has consistently decreased between 2013 and 2017.

The Department has set the target for 2018 based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018.

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Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year HBCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HBCU.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year HBCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HBCU.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	69.0%	65.0%	57.0%	50.0%
2015	69.5	67.0	57.5	51.5
2016	69.5	66.0	57.5	57.0
2017	70.0	66.0	58.0	56.0
2018	70.0		58.0	
2019	70.5		58.5	

Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year HBCUs graduating within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year HBCUs graduating within 3 years of enrollment.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	40.0%	36.5%	17.0%	13.0%
2015	40.0	34.0	17.5	16.5
2016	40.0	33.0	17.5	18.0
2017	41.0		18.0	
2018	41.0		18.5	
2019	41.5		19.0	

Additional information: The 2017 persistence rates at 4-year HBCUs (66 percent) and 2-year HBCUs (56 percent) currently lag behind national persistence rates for 4-year public and private schools is (81 percent) and 2-year public and private schools (63 percent). Both 4-year and 2-year HBCUs missed the targets set for 2017 by 4 percentage points and 2 percentage points, respectively. Persistence data for 2018 will be available December 2018.

The graduation rate for 4-year HBCUs falls short of the target set for 2016 by 7 percentage points and the national rate. Graduation data for 2016-2017 will be available in December 2018. The graduation rate at 2-year HBCUs is comparable to the rates at PBIs (18.5 percent). Performance data for these measures are derived from electronic annual performance reports from grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES consistency and validity checks.

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Aid for institutional development

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time graduate students enrolled at HBGIs.

Year	Target	Actual
2008		+13.0% (5-year change)
2013	+13.0%	+22.0 (5-year change)
2018	+3.2	

Degree Completion Measure: The number of PhDs, first professional, and Master's degrees awarded at HBGIs.

Year	Target	Actual
2014	6,600	7,126
2015	6,700	6,883
2016	6,800	7,258
2017	6,900	
2018	7,000	
2019	7,100	

Additional information: The data used to calculate this performance measure come from NCES/IPEDS. Enrollment is a long-term measure that focuses on changes in enrollment rather than the absolute numbers of students enrolled. The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The Department will only assess progress against targets periodically (about every 5 years). Student enrollment at the original 18 HBGIs in 2008 (11,144) was used to calculate the percentage change against student enrollment at those HBGIs in the base year 2003 (9,860). Student enrollment for 2013 is for the 5-year grant period 2009-2013 and includes 6 additional HBGIs added in 2008 when the HEA was reauthorized. These include: Alabama State University, Prairie View A&M University, Delaware State University, Langston University, Bowie State University, and the University of the District of Columbia David A. Clarke School of Law. Student enrollment at the 24 HBGIs grew by nearly 23 percent, from 12,744 in 2008 to 15,632 in 2014, exceeding the target set for 2013 for student enrollment by 8 percentage points. The next enrollment period, fiscal years 2013-2018, will be based on NCES' projection for the change in total graduate enrollment at degree-granting institutions during this time.

The program's performance exceeded the target set for 2016 for degree completion. Data for 2017 will be available in December 2018. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES consistency and validity checks.

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Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at PBIs.

Year	Target	Actual
2011		+15.6% (1-year change)
2016		-28.1 (5-year change)
2021	+7.1%	

Additional information: This program received its first year of funding in 2008. Data for the 2013 persistence rate and the 2012 graduation rate are from PBI grantees who received a new award in 2010 and 2011 in the discretionary and mandatory PBI programs. For enrollment, the percentage change is calculated against the base year. Future progress will be assessed against targets every 5 years. Student enrollment at PBI-grantee institutions in 2011 (59,908) was used to calculate the percentage change against student enrollment at PBIs in the base year 2008 (56,629). However, the change in enrollment at grantee institutions decreased by 28 percent between 2011 and 2016; student enrollment at 19 grantee institutions decreased by 750 or more students during this time and one institution closed its doors. Program targets will be based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 is NCES' projection for the change in total undergraduate enrollment at all degree-granting institutions from 2016-2021.

NCC Awards 2011-2015	Enrollment 2011-2016 (41 grantees—discretionary and mandatory)
2011	129,471
2012	127,166
2013	116,460
2014	111,253
2015	100,879
2016	93,117
Change	-28.1%

NCC Awards 2016-2020	Enrollment 2016-2021 (31 grantees—discretionary and mandatory)
2016	85,725
2017	83,604

Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year PBIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same PBI.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year PBIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same PBI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	73.0%	66.0%	54.5%	52.0%
2015	73.0	70.0	55.0	53.0
2016	73.0	67.5	55.0	52.0
2017	73.5	76.0	55.5	53.0
2018	73.5		55.5	
2019	74.0		56.0	

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Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year PBIs who graduate within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year PBIs who graduate within 3 years of enrollment.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	29.5%	30.0%	13.5%	12.0%
2015	30.0	26.0	14.0	13.5
2016	30.0	40.0	14.0	18.5
2017	30.5		14.5	
2018	30.5		14.5	
2019	31.0		15.0	

Additional information: The persistence rates at 4-year PBIs lag exceeded the target set for 2017 by 2.5 percentage points; however, lags behind the national 2017 persistence rate by 5 percentage points. The 2016 graduation rate at 4-year PBIs exceeded the target set for 2016 by 10 percentage points. Graduation data for 2016-2017 will be available in December 2018. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES consistency and validity checks.

Although the funding for discretionary (formula) and mandatory (competitive) PBI programs are awarded to different institutions and support significantly different activities, the Department believes assessment of the performance of both programs should focus on enrollment, persistence, and graduation rates at PBIs. Therefore, performance data for the discretionary PBI program and the mandatory PBI program are combined.

Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at AANAPISIs.

Year	Target	Actual
2011		+3.4% (1-year change)
2016		+5.5 (5-year change)
2021	+7.1%	

Additional information: This program received its first year of funding in 2008. Recent data are from 17 grantees who received discretionary and mandatory funding from the AANAPISI programs—eight 2-year institutions and nine 4-year institutions. For enrollment, the percentage change is calculated against the base year. There are no intermediate annual targets. Future progress will be assessed against targets periodically (about every 5 years). Student enrollment at AANAPISI-grantee institutions in 2011 (68,687) was used to calculate the percentage change against student enrollment at AANAPISIs in the base year 2008 (63,000). The change in enrollment for fiscal years 2011-2015 was 5.5 percent.

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Targets will be based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 projects the change in total undergraduate enrollment at degree-granting institutions from 2016-2021.

NCC Awards 2011-2015	Enrollment 2011-2016 (17 grantees—discretionary and mandatory)
2011	114,545
2012	119,197
2013	118,100
2014	119,090
2015	118,597
2016	120,849
Change	+5.5%

NCC Awards 2016-2020	Enrollment 2016-2020 (23 grantees—discretionary and mandatory)
2016	210,524
2017	213,985

Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year AANAPISIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same AANAPISI.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year AANAPISIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same AANAPISI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	80.0%	81.0%	70.0%	71.0%
2015	80.5	82.0	70.5	72.0
2016	81.0	84.0	71.0	69.5
2017	81.0	84.5	71.0	70.0
2018	81.5		71.5	
2019	81.5		71.5	

Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year AANAPISIs who graduate within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year AANAPISIs who graduate within 3 years of enrollment.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	48.5%	48.0%	23.0%	29.0%
2015	49.0	60.5	23.0	23.0
2016	49.5	62.0	23.0	25.0
2017	49.5		23.5	
2018	50.0		23.5	
2019	50.0		24.0	

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Additional information: The performance rate of AANAPISI-grantee institutions not only exceeded the 2017 targets set for persistence at 4-year grantee institutions, but also exceeded the national persistence rate for 4-year public and private schools (81 percent). In addition, 4-year AANAPISI-grantee institutions exceeded the national graduation rate for 4-year public and private schools (59 percent) by 3 percentage points. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES consistency and validity checks.

Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at NASNTIs.

Year	Target	Actual
2011		+16.7% (1-year change)
2016		+0.5 (5-year change)
2021	7.1%	

Additional information: This program received its first year of funding in 2008. Recent data in the NASNTI program are from 13 grantees who received funding in the discretionary NASNTI program in 2010—ten 2-year institutions and three 4-year institutions. For enrollment, the percentage change is calculated against the base year. There are no intermediate annual targets. Future progress will be assessed against targets periodically (about every 5 years). Student enrollment at NASNTI-grantee institutions in 2013 (20,637) was used to calculate the percentage change against student enrollment at NASNTIs in the base year 2011 (20,844). The change in enrollment for fiscal years 2011-2016 was 0.5 percent. Enrollment rates at current grantee institutions are on the decline.

Targets will be based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 projects the change in total undergraduate enrollment at degree-granting institutions from 2016-2021.

NCC Awards 2011-2015	Enrollment 2011-2016 (16 grantees—discretionary and mandatory)		NCC Awards 2016-2020	Enrollment 2016-2020 (18 grantees—discretionary and mandatory)
2011	51,014		**2016**	34,914
2012	52,621		**2017**	33,960
2013	53,285			
2014	51,082			
2015	50,756			
2016	57,280			
Change	+0.5%			

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Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year NASNTIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same NASNTI.

Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year NASNTIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same NASNTI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	72.0%	66.0%	52.5%	52.5%
2015	72.0	67.0	53.0	52.0
2016	72.0	67.5	53.0	57.5
2017	73.0	68.0	53.5	57.0
2018	73.0		53.5	
2019	73.5		54.0	

Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year NASNTIs who graduate within 6 years of enrollment.

Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year NASNTIs who graduate within 3 years of enrollment.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	34.0%	37.5%	20.5%	19.0%
2015	34.5	41.0	21.0	24.0
2016	34.5	40.0	21.0	28.0
2017	35.0		21.5	
2018	35.0		21.5	
2019	35.5		22.0	

Additional information: The 4-year persistence rate at NASNTI-grantee institutions failed to meet the target set for 2017 but is higher than the 2016 persistence rate. The 2-year persistence rate at NASNTI-grantee institutions is comparable to the 2-year persistence rate at HBCUs (56 percent).

Both the 4-year and 2-year graduation rates exceed the targets set for 2016. The 4-year graduation rate at NASNTI-grantee institutions is comparable to the graduation rates at AANAPISI-grantee institutions (40 percent). Graduation data for 2016-2017 will be available in December 2018. Performance data for these measures are derived from electronic annual performance reports from program grantees and NCES/IPEDS. IPEDS data are reported by all institutions and are subject to NCES consistency and validity checks.

The Department is re-examining the methodology used for the current measures of enrollment and graduation in the MSEIP program. The current enrollment measure is calculated by determining the percentage change between the average minority enrollment in the fields of engineering, mathematics, biological sciences, and physical sciences at grantee institutions just

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before the beginning of the MSEIP grant period and at the end of the grant period. However, the classification of enrollments into fields of study may not be very reliable, with many students unsure of their major upon enrolling. In addition, data are not available for some years because enrollment data by field of study is provided only biennially in IPEDS.

The current graduation measure is not calculated in the same manner as in IPEDS (graduating within 150 percent of normal time). The current MSEIP graduation measure uses degree completion data calculated using NCES/IPEDS Classification of Instructional Program (CIP) Codes developed to facilitate collection and reporting of postsecondary degree completions by major field of study using standard classifications. For 4-year institutions receiving continuation funding, the completion rate is calculated using data generated from 39 IPEDS CIP codes (covering 15 major fields of study) selected by the Department relevant to this program and data from IPEDS in 4 basic fields of study—math, engineering, biological sciences, and physical sciences. This measure is problematic because it compares minority enrollments in the 4 broad fields of study to minority completions using the 39 IPEDS CIP codes 6 years later.

As an alternative, the Department used IPEDS data to determine whether the percentage of bachelor's degrees conferred that were in STEM fields increased between 2005 and 2014. Specifically, data examined were:

- The percentage of bachelor's degrees conferred by the 2005 cohort of MSEIP grantees in 2005 and 2014 that were in STEM fields.

- The percentage of bachelor's degrees conferred by all Title IV eligible institutions in 2005 and 2014 that were in STEM fields.

In addition, the same percentages for the two largest underrepresented racial/ethnic groups were examined.

The intent is to examine whether an increasing percentage of students in MSEIP institutions earn degrees in STEM fields, given that one of the main purposes of the MSEIP program is to increase the participation of underrepresented minorities in scientific and technological careers. STEM fields can include a wide range of disciplines. However, for purposes of this data analysis, STEM fields include computer and information sciences; engineering; engineering technologies and engineering-related fields; biological and biomedical sciences; mathematics and statistics; physical sciences; science technology/technicians; and agriculture, agriculture operations, and related sciences.

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Measure: Number and percentage of bachelor's degrees conferred that are in STEM fields, 2005, 2010, and 2014.

	2005 MSEIP Grantees	2010 MSEIP Grantees	2014 MSEIP Grantees	2005 All Title IV IHEs	2010 All Title IV IHEs	2014 All Title IV IHEs
All Students: Number of STEM degrees	4,430	4,896	5,683	227,131	253,431	321,645
All Students: Number of degrees	23,866	32,663	37,019	1,411,002	1,620,629	1,821,458
All Students: Percent of degrees that are in STEM fields	15.7%	15.0%	15.4%	16.1%	15.6%	17.7%
Black or African American Students: Number of STEM degrees	915	847	2,079	16,405	16,196	32,056
Black or African American Students: Number of degrees	7,193	6,956	11,006	127,978	152,404	211,710
Black or African American Students: Percent of degrees that are in STEM fields	12.7%	12.2%	18.9%	12.8%	10.6%	15.1%
Hispanic Students: Number of STEM degrees	1,237	1,713	1,789	15,596	19,607	20,071
Hispanic Students: Number of degrees	9,407	12,688	14,572	111,616	147,205	180,812
Hispanic Students: Percent of degrees that are in STEM fields	13.1%	13.5%	12.3%	14.0%	13.3%	11.1%

In 2005, approximately 15.7 percent of all bachelor's degrees conferred by the 2005 cohort of MSEIP grantees were in STEM fields, a figure that was slightly higher than the 2010 and 2014 percentages. These percentages are comparable to that of those at all Title IV institutions in 2005, 2010, and 2014. Overall, the percentages of STEM degrees awarded to "all students" in 2005, 2010, and 2014 were higher than the comparable percentages of STEM degrees awarded to both Black or Hispanic students, and the percentages did not change appreciably between 2005 and 2014.

Efficiency Measures

The Department developed a common efficiency measure for the AID programs. These calculations do not take into account Federal student financial aid received by these institutions. Not only has the Department revised targets for 2013 based on a review of actual performance data from previous years for these programs to more accurately reflect program outcomes, but it has also based future calculations and targets to include both discretionary and mandatory funding in the TCCUs, ANNH-serving institutions, HBCUs, PBIs, AANAPISIs, and NASNTIs programs.

HIGHER EDUCATION

Aid for institutional development

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at SIP institutions.

Year	Target	Actual
2014	$425	$334
2015	420	413
2016	415	470
2017	410	
2018	405	
2019	400	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at TCCUs.

Year	Target	Actual
2014	$32,650	$25,630
2015	32,600	28,004
2016	32,550	20,697
2017	32,500	
2018	28,500	
2019	28,500	

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at ANNH-serving Institutions.

Year	Target	Actual
2014	$2,750	$2,739
2015	2,725	2,427
2016	2,700	2,329
2017	2,675	
2018	2,400	
2019	2,225	

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HBCUs.

Year	Target	Actual
2014	$7,340	$6,027
2015	7,265	6,950
2016	7,190	6,702
2017	7,115	
2018	7,000	
2019	6,900	

HIGHER EDUCATION

Aid for institutional development

Measure: Cost per successful outcome: Federal cost per graduate degree at HBGIs.

Year	Target	Actual
2014	$9,262	$8,121
2015	9,165	9,194
2016	9,068	8,719
2017	8,975	
2018	8,900	
2019	8,825	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at PBIs.

Year	Target	Actual
2014	$1,030	$787
2015	1,020	1,320
2016	1,010	1,162
2017	1,000	
2018	990	
2019	900	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at AANAPISIs.

Year	Target	Actual
2014	$295	$254
2015	290	141
2016	285	130
2017	280	
2018	175	
2019	125	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at NASNTIs.

Year	Target	Actual
2014	$1,015	$563
2015	1,005	501
2016	995	490
2017	985	
2018	550	
2019	500	

Aid for institutional development

Additional information: These measures are calculated as the appropriation for the program divided by the number of undergraduate and graduate degrees awarded. A similar efficiency measure has been established for the Developing HSIs program and for Howard University. This metric may enable the Department to assess program performance across institutions with similar types of missions. Performance on efficiency measures exceeded the targets set for 2016 on all but two Title III programs (SIP and PBIs).

Aid for Hispanic-serving institutions
(Higher Education Act of 1965, Title V, Parts A and B; Title III, Part F, Section 371(b)(2)(B); and Title VIII, Part AA, Section 898)

(dollars in thousands)

FY 2019 Authorization: To be determined (discretionary)[1]; $100,000 (mandatory)[2]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
Consolidated MSI Grant Proposal (discretionary)	0	$117,466 [3]	+$117,466
Developing Hispanic-serving Institutions (discretionary) (HEA V-A)	$107,063	0	-107,063
Promoting Postbaccalaureate Opportunities for Hispanic Americans (discretionary) (HEA V-B)	9,605	0	-9,605
Developing Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics and Articulation (mandatory) (HEA III-F)	93,400	100,000	+6,600
Total	210,068	217,466	+7,398
Discretionary	116,668	117,466	+798
Mandatory	93,400	100,000	+6,600

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[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2019.

[2] Mandatory appropriations are provided under Title III, Part F, Section 371 of the HEA; these funds are, therefore, not part of the appropriations or budget request. The 2018 levels for mandatory programs have been reduced by 6.6 percent which became effective on October 1, 2017, pursuant to the Budget Control Act of 2011 (P.L. 112-25).

[3] Combined with the $30.4 million requested for the Consolidated MSI Grant proposal under the Aid for Institutional Development request, the total funding requested is $147.9 million.

Aid for Hispanic-serving institutions

PROGRAM DESCRIPTION

The Developing Hispanic-serving Institutions program, authorized under Title V of HEA, provides grants to Hispanic-Serving Institutions (HSIs) to expand educational opportunities for, and improve the academic attainment of, Hispanic students. The program supports efforts to expand and enhance academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees. HSIs are defined as "eligible institutions" that have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic.

Grants are awarded for a period of up to 5 years. Grantees may use their funds to plan, develop, and implement a wide range of authorized activities, including activities that encourage: faculty and academic program development; better management of funds and administration; construction and maintenance of instructional facilities; student services designed to improve college completion; establishment of a program of teacher education designed to qualify students to teach in public schools; establishment of community outreach programs that encourage elementary and secondary school students to develop an interest in pursuing postsecondary education; and creation or improvement of facilities for Internet or other distance learning academic instruction, including purchase or rental of telecommunications technology equipment and services. Also, HSIs may use no more than 20 percent of the grant funds to establish or increase an institution's endowment fund. The endowment funds must be matched at a rate of one non-Federal dollar for each Federal dollar. If an institution receives funding under this program, it cannot receive funding under Part A or Part B of Title III.

Individual development grants support efforts to resolve institutional problems. Cooperative arrangement development grants between two or more IHEs support efforts to resolve institutional problems common to the IHEs and enable IHEs to combine their resources to better achieve institutional goals and avoid costly duplication of effort. In addition, 1-year planning grants may be awarded for the preparation of plans and grant applications under this program.

The HSI STEM and Articulation Program, authorized under Title III, Part F of the HEA, is designed to increase the number of Hispanic and other low-income students attaining degrees in fields of science, technology, engineering, and mathematics (STEM) and to develop model transfer and articulation agreements between 2-year HSIs and 4-year IHEs in such fields. The Student Aid and Fiscal Responsibility Act (SAFRA) amended the Higher Education Act of 1965 to provide $100 million in mandatory funding per year for fiscal years 2010 through 2019 for this program.

The Promoting Postbaccalaureate Opportunities for Hispanic Americans program, authorized under Title V of HEA, seeks to expand postbaccalaureate educational opportunities for, and improve the educational attainment of, Hispanic students. The program is designed to expand postbaccalaureate academic offerings and enhance program quality in the institutions of higher education that are educating large numbers of Hispanic and low-income students. To be eligible for a grant under this program, an institution of higher education must be an HSI that offers a program that leads to a postbaccalaureate certificate or degree. Grants are made for a

period of up to 5 years. Institutions receiving grants under this program are not prohibited from receiving funds under Title V, Part A.

The program statute authorizes a wide variety of institutional and student support activities, including: purchasing, renting, or leasing scientific or laboratory equipment used for educational purposes; construction, maintenance, renovation and facilities improvement, including telecommunications; purchasing library books, periodicals, journals, and other educational materials, including telecommunications program materials; supporting low-income postbaccalaureate students through outreach programs, academic support services, mentoring, and student financial assistance; supporting faculty development, exchanges, and research, as well as curricular development and academic instruction; the creation or improvement of facilities for Internet or other distance education technologies; and collaboration with other IHEs to expand postbaccalaureate offerings. Other activities related to the promotion of postbaccalaureate study at HSIs are permissible, provided that they contribute to the overall purpose of the program and are approved by the Department.

Funding levels for the Aid for HSI programs for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$210,900[1]
2015	201,923[2]
2016	210,666[3]
2017	210,566[4]
2018	210,068[5]

[1] Includes $103,472 thousand in mandatory funds provided under the HEA.
[2] Includes $92,700 thousand in mandatory funds provided under the HEA.
[3] Includes $93,200 thousand in mandatory funds provided under the HEA.
[4] Includes $93,100 thousand in mandatory funds provided under the HEA.
[5] Includes $93,400 thousand in mandatory funds provided under the HEA.

FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests $117.5 million in discretionary funding for programs focused on supporting Hispanic-serving Institutions (HSIs), an increase of $798 thousand to restore funding to the fiscal year 2017 level. In addition to these discretionary requested levels, $100 million is available in mandatory funding in fiscal year 2019 for the HSI STEM and Articulation program authorized under Section 371 of the HEA; these funds are not part of the fiscal year 2019 budget request. Including discretionary and mandatory funding, $217.5 million would be available if the 2019 request is enacted.

Consolidated MSI Grant Proposal

Currently, the HEA authorizes numerous Title III and Title V programs that have similar purposes and redundant activities and each of these programs conducts its own competition for new awards. Rather than continuing to invest significant Department staff time and resources

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into conducting individual competitive grant competitions, the Administration's fiscal year 2019 budget request for the Aid for Institutional Development and Aid for Hispanic-Serving Institutions (HSIs) programs proposes to consolidate the following six existing Title III and V programs into a single new $147.9 million institutional formula grant program that would continue to protect funding for programs that specifically serve large numbers of minority students:

- Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs)[1]
- Strengthening Asian American and Native American Pacific Islander-serving (AANAPISIs)[1]
- Strengthening Native American-serving Non-Tribal Institutions (NASNTIs)[1]
- Strengthening Predominantly Black Institutions (PBIs)[1]
- Developing Hispanic-Serving Institutions (HSIs)
- Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA)

The proposed new institutional formula grant program would ensure continued support for programs that provide direct support to Minority-Serving Institutions (MSIs), including HSIs, while eliminating redundant activities, reducing the Federal role, improving alignment between Federal resources and need, and enabling the Department to re-allocate limited staff resources from competition-related activities to grant monitoring and performance improvement. While this new proposal represents a departure from the current structure of the Title III and V programs, the Administration believes it would enable the Department to administer these programs in a more efficient and equitable way without dramatically impacting grantees.

As previously discussed in the Title III section, this proposal would gradually transform the methodology for allocating funds under the HSI programs from competitive grants to an institutional formula. The Administration proposes to award funding to eligible institutions using a formula allocation that would take into consideration factors such as: (1) the number of Pell Grant recipients enrolled, (2) the number of graduates, and (3) the number of graduates who are attending graduate or professional school in degree programs in which minorities are underrepresented. Funds would continue to be used for a wide range of institutional support activities that are currently authorized by the HEA.

The proposal envisions an initial phase-in period for the first 5 years. During this phase-in, the Department would honor and fully fund continuation awards and hold all currently funded institutions harmless according to the average grant amounts they have historically received through their currently designated Title III or Title V program. After the 5-year phase in period, all Title III Part A and Title V funding would be distributed on the basis of this formula. The formula would include a set-aside for data collection and rigorous program evaluation. No institution that receives funds under this proposal can concurrently receive funding under Part B of Title III.

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[1] Funds for the new institutional formula grant program that come from the consolidated ANNH, AANAPISI, NASNTI, and PBI programs are requested under the Aid for Institutional Development request in the Higher Education account.
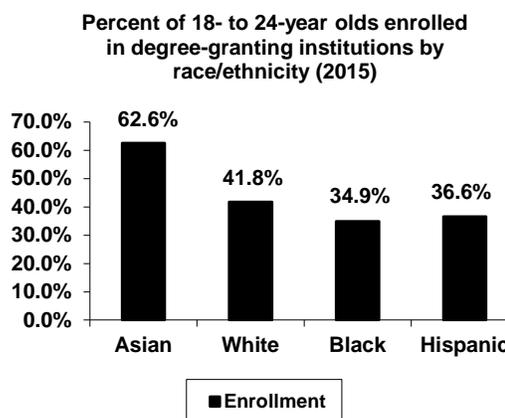
HIGHER EDUCATION

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The funding requested for the Aid for Hispanic-serving Institutions programs reflects the Administration's belief in the essential role these institutions play in ensuring that all students have access to a world-class education. These institutions provide critical support for activities designed to improve the educational outcomes at institutions with a significant share of low-income, Hispanic, and other minority students. HSIs enroll 16 percent of all postsecondary students and approximately 60 percent of all Hispanic undergraduates. Because of the unique role these institutions play in providing postsecondary opportunities for Hispanic students, they are vital to the improvement of Hispanic Americans' educational attainment. The 2019 request, combined with the mandatory funding available through Title III, Part F of the HEA, is intended to support student achievement at HSIs by improving outcomes for Hispanic and low-income students.

In 2016, there were 57.5 million Hispanics in the U.S., constituting 17.8 percent of the total U.S. population. More than one-half the growth in the total U.S. population between 2000 and 2010 was due to the increase in the Hispanic population. The Census Bureau projects that the Hispanic American population will reach nearly 30 percent of the overall population by 2060.

Hispanic Americans have made significant gains in education over the last several decades but still trail their peers. The increase in Hispanic enrollment is being driven by population growth and by increasing proportions of the population enrolling in colleges and universities. In 1976, approximately 383,800 Hispanic Americans attended degree-granting institutions of higher education. Since then, Hispanic enrollment has grown steadily, reaching almost 3.3 million in 2015. In 1976, Hispanics represented 3.8 percent of undergraduate enrollment; in 2015, they represented 18.5 percent of undergraduate enrollment and 24.3 percent of all students enrolled in 2-year institutions. The enrollment of Hispanics in degree-granting postsecondary institutions increased 3.1 percent from 2014 to 2015, compared to a decrease of 1.1 percent for the general population. Among all minority groups, Hispanics now have the largest number of students enrolled in postsecondary education.

Although the number of Hispanic students enrolled in postsecondary education has increased, enrollment rates and degree attainment remain lower than many of their non-Hispanic peers. In 2015, 36.6 percent of all Hispanics in the age group 18-24 years were enrolled in degree-granting institutions, compared to 62.6 percent of Asian peers, 41.8 percent of all non-Hispanic White peers, and 34.9 percent of

Percent of 18- to 24-year olds enrolled in degree-granting institutions by race/ethnicity (2015)

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Black peers (see graph). In 2014-2015, Hispanics earned 12 percent of bachelor's degrees, 9.1 percent of master's degrees, and 7.2 percent of PhDs awarded in the U.S. despite constituting nearly 18 percent of the total national population.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Consolidated MSI Grant Program Allocation			
Number of new awards	0	0	TBD
Average new award	0	0	TBD
Total new award funding	0	0	$30,859 [1]
Developing HSIs			
Number of new awards	20	15	0
Average new award	$566	$579	0
Total new award funding	$11,325	$8,681 [2]	0
Number of NCC awards	175	184	161
Average NCC award	$543	$535	$538
Total NCC award funding	$95,400	$98,382	$86,607
Peer review of new award applications	$695	0	0
Total award funding	$107,795 [3]	$107,063	$86,607
Total number of awards	195	199	161

[1] A total of $117.5 million is requested from HEA Title V programs for the Title III/V Institutional Formula Grant proposal. However, this amount excludes $86.6 million because it is needed for grantees that would receive continuation awards in the Developing HSIs program in fiscal year 2019. The remaining balance of $30.9 million will be allocated to minority-serving institutions based on the proposed formula. Likewise, the request includes $30.4 million from HEA Title III for this proposal; however, $4.5 million is exempt from the formula run in 2019 because it is needed for Title III continuation awards. A total of $35.4 million would be allocated to Title III and Title V minority-serving institutions based on the newly proposed funding formula.

[2] The Department has not yet finalized its plans to allocate funding for new awards in fiscal year 2018. Potential uses of this funding include funding down the 2017 slate or issuing supplemental awards.

[3] Includes $309,455 used to provide a supplement to a grantee that did not receive its full award in fiscal year 2016 and $65,538 in funding returned to Treasury.

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PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Promoting Postbaccalaureate Opportunities for Hispanic Americans			
Number of NCC awards	19	19	0
Average NCC award	$509	$506	0
Total NCC award funding	$9,671	$9,605	0
HSI STEM and Articulation Programs			
Mandatory funding:			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	$186,300	$186,500	$193,400
Number of NCC awards	91	91	91
Average NCC award	$1,024	$1,023	$10,264
Total NCC award funding	$93,200	$93,100	$93,400
Mandatory (Section 371) estimated carryover (mandatory funds remaining at the end of the fiscal year)	$93,100	$93,400	$100,000
Total program funding	$210,566	$210,068	$217,466
Discretionary	$117,466	$116,668	$117,466
Mandatory	$93,100 [1]	$93,400 [1]	$100,000 [1]
Total number of HSI awards	305	309	TBD [2]

[1] Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.
[2] The total number of new awards cannot be determined at this time; however, the Department expects to award 252 non-competing continuation awards.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Goal: To improve the capacity of minority-serving institutions, which traditionally have limited resources and serve large numbers of low-income and minority students, to improve student success, and to provide high-quality educational opportunities for their students.

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Objective: *Increase the enrollment, persistence, and graduation rates at grantees from Hispanic-Serving Institutions.*

HSI Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolling at HSIs receiving grants under this program.

Year	Target	Actual
2008		+11.2%
2013	+11.0%	+27.1
2018	+1.3	

Additional Information: The Department recast the measure of long-term enrollment to focus on changes in enrollment rather than the absolute numbers of students enrolled. The new measure, established in fiscal year 2009, uses the same National Center for Education Statistics (NCES) Integrated Postsecondary Education Data Systems (IPEDS) fall enrollment data for all full-time degree-seeking undergraduate students used by the antecedent measure, except that the new measure tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. Student enrollment at grantee institutions in 2013 (440,424) was used to calculate the percentage change against student enrollment at those same institutions in the base year 2008 (346,460). The target of 11 percent for 2013 was used to assess success for the 5-year grant period 2008-2012 and was developed in late 2008. Over the 5-year grant period of the 2008 grantee institutions, enrollment grew by 27.1 percent, exceeding the 11.0 percent target.

The actual enrollment data generating the percentage changes displayed under actual values in the table above are as follows:

NCC Awards 2003-2007	Enrollment 2003-2008
2003	773,859
2004	825,492
2005	845,045
2006	850,184
2007	856,844
2008	860,424
Change	+11.2%

NCC Awards 2008-2012	Enrollment 2008-2013
2008	346,460
2009	406,709
2010	434,095
2011	442,257
2012	443,634
2013	440,424
Change	+27.1%

The Department has set the target for 2018 based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018. Thus far, the change in enrollment for this grantee cohort in fiscal years 2013-2018 has decreased by 4.9 percent.

HSI Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year HSI grantees who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

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HSI Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year HSI grantees who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	78.0%	78.0%	65.0%	65.0%
2015	78.5	79.0	66.0	65.0
2016	78.5	76.5	66.0	66.5
2017	79.0	73.3	66.0	67.5
2018	79.0		66.5	
2019	79.0		66.5	

HSI Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year HSI grantees graduating within 6 years of enrollment.

HSI Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year HSI grantees graduating within 3 years of enrollment.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	46.0%	46.0%	22.0%	22.0%
2015	46.5	45.0	22.5	23.0
2016	46.5	47.1	22.5	22.5
2017	47.0		23.0	
2018	47.0		23.0	
2019	47.5		23.5	

Additional Information: The data are derived from grantees' electronic annual performance reports and the NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Objective: Improve the year-to-year increase in enrollment and graduation rates in postbaccalaureate programs at Hispanic-serving institutions.

PPOHA Enrollment Measure: The percentage change, over the 5-year grant period, of the number of graduate and professional students enrolled at HSI grantee institutions.

Year	Target	Actual
2013	+2.5%	-0.6%
2019	+4.4	

Additional Information: The long-term measure for change in enrollment assesses the percentage change in enrollment at the PPOHA grantee institutions over a 5-year period. There are no intermediate annual targets. Future progress will be assessed against targets periodically (about every 5 years). For 2013, the measure was calculated as the percentage change in the number of graduate students enrolling at PPOHA grantee institutions, using the 2008 baseline of 100,570 students. Even though enrollment at these institutions increased between 2008 to 2010, by 4.5 percent over 2008, the total graduate enrollment at PPOHA grantee institutions decreased to 99,969 in 2013, or 0.6 percent from 2008. The actual

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enrollment data generating the percentage changes displayed under actual values in the table above are as follows:

Awards 2008-2012 (40 grantees)	Enrollment 2008-2013
2008	100,570
2009	102,437
2010	105,088
2011	103,980
2012	102,510
2013	99,969
Change	-0.6%

The Department has set the target for 2019 based on NCES projections for total post baccalaureate enrollment growth at degree-granting institutions between 2014 and 2019. Thus far, the change in enrollment for fiscal years 2014-2017 for these institutions has decreased by 4.9 percent (from 52,805 to 50,213).

PPOHA Degree Completion Measure: The percentage change, over the 5-year grant period, of the number of master's, doctoral and first-professional degrees and post baccalaureate certificates awarded at HSI grantee institutions.

Year	Target	Actual
2013	20.0%	63.0%
2019	5.8	

Additional Information: The long-term measure for change in graduate degrees assesses the percentage change in graduate degrees and certificates awarded over a 5-year period. For 2013, the measure was calculated as the percentage change in the number of degrees and certificates awarded at the grantee institutions. The change from 2008 to 2013 was 63 percent, based on a 2008 baseline of 18,108 degrees and certificates and the 29,580 degrees and certificates in 2013. The Department has set a target for 2019 based on NCES projections for the growth in master's and doctoral degrees conferred between 2014 and 2019.

HSI STEM Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at HSI grantee institutions.

Year	Target	Actual
2016		-0.8%
2021	TBD	

Additional Information: The Department has established an enrollment measure that focuses on changes in enrollment. The measure uses the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data Systems (IPEDS) fall enrollment data and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate

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annual targets. Student enrollment at HSI STEM grantee institutions in 2016 (522,042) was used to calculate the percentage change against student enrollment at HSIs in the base year 2011 (526,069). The actual enrollment data generating the percentage changes displayed under actual values in the table above are as follows:

Awards 2011-2015 (98 grantees)	Enrollment 2011-2016
2011	526,069
2012	535,755
2013	525,731
2014	528,959
2015	529,868
2016	522,042
Change	-0.8%

The target for 2021 will be developed as soon as data are available and will be used to determine success for the 5-year grant period 2016-2020.

HSI STEM Persistence Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students at 4-year HSI grantees who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

HSI STEM Persistence Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students at 2-year HSI grantees who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	78.0%	76.5%	65.0%	66.0%
2015	78.5	78.0	66.0	65.5
2016	78.5	78.5	66.0	67.0
2017	79.0	80.6	66.0	66.2
2018	79.0		66.5	
2019	79.5		66.5	

HSI STEM Graduation Measure (4-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year HSI grantee institutions graduating within 6 years of enrollment.

HSI STEM Graduation Measure (2-year): The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 2-year HSI grantee institutions graduating within 3 years of enrollment.

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Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2014	46.0%	45.5%	22.0%	21.0%
2015	46.5	46.5	22.5	22.5
2016	46.5	52.7	22.5	23.7
2017	47.0		23.0	
2018	47.0		23.0	
2019				

Additional Information: The data are derived from grantees' electronic annual performance reports and the NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Efficiency Measures

Developing HSIs: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HSI grantee institutions.

Year	Target	Actual
2014	$1,265	$453
2015	1,250	417
2016	1,235	353
2017	1,220	
2018	500	
2019	500	

Additional Information: The Developing Hispanic-serving Institutions efficiency measure is calculated by dividing the appropriation for the Developing HSIs program by the number of undergraduate and graduate degrees awarded. The Department notes that it is difficult to attribute increases or decreases under this measure to the Federal share of funds due to the limited amount of the Federal contribution. Given that the average cost per successful outcome for 2012-2015 was significantly lower than the established targets, the Department revised its targets, beginning in 2018, to more accurately reflect actual performance.

Promoting Postbaccalaureate Opportunities for Hispanic Americans: Cost per successful outcome: Federal cost per master's, doctoral and first-professional degree and postbaccalaureate certificate at HSI grantee institutions.

Year	Target	Actual
2014	$2,215	$816
2015	2,215	568
2016	650	553
2017	625	
2018	600	
2019	575	

Additional Information: The PPOHA efficiency measure is calculated by dividing the appropriation for the PPOHA program by the number of graduate degrees and certificates awarded at grantee institutions. In fiscal year 2016, when PPOHA obligations totaled

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Aid for Hispanic-serving institutions

$9.7 million, grantee institutions awarded 17,501 graduate degrees. Grantees have outperformed the initial targets, which were set based on eligible institutions. Given that the average cost per successful outcome for 2012-2015 was significantly lower than the established targets, the Department revised its targets, beginning in 2016, to more accurately reflect actual performance. The PPOHA efficiency measure can also be used to assess overall program performance over time. A similar efficiency measure was established for the Title III Aid for Institutional Development programs as well as for Howard University. This metric may enable the Department to assess program performance across institutions with similar types of missions.

HSI STEM: Cost per successful outcome: Federal cost for undergraduate and graduate degrees at institutions in the Hispanic-Serving Institutions STEM and Articulation Programs.

Year	Target	Actual
2014		$686
2015		489
2016	$610	472
2017	600	
2018	590	
2019	580	

Additional Information: The HSI STEM efficiency measure is calculated by dividing the appropriation for the HSI STEM program by the number of undergraduate and graduate degrees awarded at grantee institutions. In fiscal year 2016, when HSI STEM obligations totaled $93.2 million, grantee institutions awarded 197,442 undergraduate and graduate degrees.

International education and foreign language studies: Domestic programs
  (Higher Education Act of 1965, Title VI, Parts A and B)

(dollars in thousands)

FY 2019 Authorization: 0[1]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
	$64,661	0	-$64,661

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2019.

PROGRAM DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Domestic Programs are designed to strengthen the capability and performance of American education in foreign languages and in area and international studies. The IEFLS programs originated in the National Defense Education Act of 1958, as a response to the need to strengthen instruction in the areas of international studies and foreign languages that were insufficiently taught in the United States.

Funds are used to support a broad range of activities under ten Domestic Programs, at all levels, including primary and secondary education through a variety of K-12 outreach and teacher training collaborations. Grants are awarded to institutions of higher education (IHEs) to support centers, programs, and fellowships to increase the number of experts in foreign languages and international studies, meet national needs, and strengthen the teaching of foreign languages and international education at all levels. Prior to each grant cycle, the Department must consult with and receive recommendations from head officials of other relevant Federal Agencies to determine the "areas of national need" for expertise in foreign languages and world.

When awarding grants, the Department is required to take into account a variety of factors, including: the degree to which applicants' proposed activities address national needs and inform the public; the applicants' record placing students into postgraduate employment, education, or training in areas of national need; and the applicants' proposed plans and strategies to increase this number. Emphasis is placed on less commonly taught languages and the regions where those languages are used.

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International education and foreign language studies: Domestic programs

The Department developed a survey of students who have completed programs under Title VI Foreign Language and Areas Studies program to determine postgraduate employment, education, and training. Grantees must administer this survey once every 2 years (over a period of 8 years) and report the results to the Department. So far, the Department has administered this survey twice, for cohorts that graduated in 2010 and 2012. Up to 1 percent of Title VI funds may be used to carry out program evaluation, national outreach, and information dissemination activities relating to the Title VI programs.

The program authorization requires that institutions receiving funding under Title VI provide the following information to the Department, in accordance with the requirements of Section 117 of the HEA: (1) the amount of the contribution (including cash and the fair market value of any property) received from any foreign government or from a foreign private sector corporation or foundation during any fiscal year in which the contribution exceeds $250,000 in the aggregate; and (2) the aggregate contribution, or a significant part of the aggregate contribution, that is to be used by a center or program receiving funds under Title VI.

The Domestic Programs include the following program investment areas:

National Resource Centers (NRCs) Program supports IHEs or consortia of such institutions in establishing, operating, and strengthening comprehensive or undergraduate centers of excellence to train students, specialists, and other scholars. Activities may include: supporting instructors of less commonly taught languages; bringing visiting scholars and faculty to the Center to teach, conduct research, or participate in conferences or workshops; maintaining important library collections and related training and research facilities; conducting advanced research on issues on world affairs that concern one or more countries; establishing linkages between IHEs and other academic, governmental, and media entities; operating summer institutes in the U.S. or abroad; and providing outreach and consultative services at the national, regional, and local levels. Funds also support faculty, staff, and student travel in foreign areas, regions, or countries; the development and implementation of educational programs abroad for students; and projects that support students in the science, technology, engineering, and mathematics fields to achieve foreign language proficiency. NRCs are funded for up to 4 years, with funds allocated on an annual basis pending satisfactory performance by the Centers and availability of funds.

Foreign Language and Area Studies Fellowships Program supports academic year and summer fellowships for graduate- and undergraduate-level training at IHEs offering high quality performance-based modern language programs, in combination with area studies, international studies, or the international aspects of professional studies. Students apply to IHEs that receive fellowship allocations from the Department. To be eligible for fellowships, students must be:

* In an instructional program with stated performance goals for functional foreign language use or in a program developing such performance goals, in combination with area studies, international studies, or the international aspects of a professional studies program;
* In the case of an undergraduate student, in the intermediate or advanced study of a less commonly taught language; or
* In the case of a graduate student, in graduate study in connection with a program described above, including pre-dissertation level study, preparation for dissertation research, dissertation research abroad, or dissertation writing.

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International education and foreign language studies: Domestic programs

Before awarding a fellowship for use outside the U.S., an institution must obtain approval from the Department. A fellowship may be approved for use outside the U.S. if: (1) the student is enrolled in an overseas modern foreign language program approved by the institution where the student is enrolled in the U.S.; or (2) the student is engaged in research that cannot be effectively done in the U.S. and is affiliated with an IHE or other appropriate organization in the host country. Institutions are funded for up to 4 years and, in turn, award fellowships annually to individual students on a competitive basis.

Applications for awards must include an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and a description of how the applicant will encourage government service in areas of national need, as well as in areas of need in the education, business, and nonprofit sectors.

Undergraduate International Studies and Foreign Language Program supports IHEs or consortia of IHEs in establishing, operating, and strengthening instructional programs in international studies and foreign language at the undergraduate level. Eligible activities may include, but are not limited to: development of a global or international studies program that is interdisciplinary in design; development of a program that focuses on issues or topics, such as international business or international health; development of an area studies program and programs in corresponding foreign languages; creation of innovative curricula that combine the teaching of international studies with professional and pre-professional studies, such as engineering; research for and development of specialized teaching materials, including language instruction; establishment of internship opportunities for faculty and students in domestic and overseas settings; and development of study abroad programs.

All grantees must provide matching funds in either of the following ways: (1) cash contributions from the private sector equal to one-third of the total project costs; or (2) a combination of institutional and non-institutional cash or in-kind contributions equal to one-half of the total project costs. Applications for awards must describe: how the applicant will provide information to students regarding federally funded scholarship programs in related areas; how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, where applicable; how the applicant will encourage service in "areas of national need," as identified by the Department.

The Department may waive or reduce the required matching share for institutions that are eligible to receive assistance under Part A or Part B of Title III or Title V of the Higher Education Act of 1965. Grant awards are normally made for 2 years. However, organizations, associations, and institutional consortia are eligible for up to 3 years of support.

International Research and Studies (IRS) Program provides grants to institutions, public and private agencies, organizations, and individuals to conduct research and studies to improve and strengthen instruction in modern foreign languages, area studies, and other international fields. An applicant may apply for IRS funds to conduct the following activities: (a) studies and surveys to determine the need for increased or improved instruction in modern foreign languages and area studies and other international fields; (b) research and studies on more effective methods of instruction and achieving competency in modern foreign languages, area

studies, or other international fields; and (c) development and publication of specialized materials.

Centers for International Business Education (CIBE) Program supports IHEs or consortia of IHEs by paying the Federal share of the cost of planning, establishing, and operating centers that provide a comprehensive university approach to improving international business education by bringing together faculty from numerous disciplines. The Centers serve as national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize international business contexts; provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of U.S. trading partners; provide research and training in the international aspects of trade, commerce, and other fields of study; provide training to students enrolled in the institution or institutions in which a Center is located; serve as resources to local businesses and chambers of commerce by offering programs and providing research designed to meet the international training needs of such businesses; and serve other faculty, students, and IHEs and K-12 schools with additional teacher and student outreach programs located within their respective regions.

CIBEs are eligible for 4 years of support. The Federal share of the cost of planning, establishing, and operating the Centers cannot exceed 90 percent, 70 percent, or 50 percent in the first, second, third and following years, respectively.

Language Resource Centers Program supports IHEs or consortia of IHEs in improving the teaching and learning of foreign languages. The activities carried out by the Centers must support effective dissemination, whenever appropriate, and may include: conducting and disseminating research on new and improved teaching methods (including the use of advanced educational technology) to the education community; development, application, and dissemination of performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages; training of teachers in the administration and interpretation of the performance tests; a significant focus on the teaching and learning needs of the less commonly taught languages and the publication and dissemination of instructional materials in those languages; development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and operation of intensive summer language institutes. LRCs are eligible for up to 4 years of support.

American Overseas Research Centers Program makes grants to consortia of U.S. IHEs that operate overseas, facilitating research and scholarship in a particular region of the world. They promote postgraduate research, faculty and student exchanges, and area studies. Funds may be used to pay for all or a portion of the cost of establishing or operating a Center or program. Costs may include faculty and staff stipends and salaries; faculty, staff, and student travel; operation and maintenance of overseas facilities; teaching and research materials; the acquisition, maintenance, and preservation of library collections; travel for visiting scholars and faculty members who are teaching or conducting research; preparation for and management of conferences; and the publication and dissemination of material for the scholars and general public. Centers are eligible for 4 years of support.

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International education and foreign language studies: Domestic programs

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$65,103
2015	65,103
2016	65,103
2017	65,103
2018	64,661

FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests no funding for the Title VI Domestic Programs, a decrease of $64.7 million from the fiscal year 2018 annualized CR level. This request reflects the Secretary's interest in refocusing the Department's role in supporting States and school districts in their efforts to provide high-quality education to all students while reducing or eliminating funding for programs that are duplicative, ineffective, or more appropriately supported with State, local or private funds. A number of other Federal agencies offer programs that are similar and potentially duplicative of the Department's Title VI programs. These include:

- Department of Defense:

  o National Security Education Program (NSEP) provides funds for undergraduate and graduate student study abroad in areas less commonly visited by U.S. students.

  o Language Flagship Grants to Institutions of Higher Education and Language Flagship Fellowships supports undergraduate language flagship programs at Flagship Centers enabling students from all majors to work towards professional-level language proficiency in foreign languages.

- Central Intelligence Agency:

  o Undergraduate Scholarship Program offers major-related career experience for undergraduate students, including foreign language majors.

  o Central Intelligence Agency Undergraduate/Graduate Co-Op Program for undergraduate students pursuing degrees in a variety of liberal arts degree programs to work as Open Source Officers (OSO).

- United States Agency for International Development (USAID) supports academic involvement in international development projects, training in the U.S. for technical and professional personnel from developing countries, and linkages with universities in developing nations.

- There is also a significant private market presence for language learning programs, online tools, and integration programs.

The Administration believes Federal agencies whose primary mission is national security are more appropriately equipped to support these activities, and as such proposes to eliminate this

International education and foreign language studies: Domestic programs

program since it duplicates such efforts. However, under this request, the Department would provide existing Domestic Program grantees a reasonable period of time to close out existing projects and draw down grant funds already awarded in prior years.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
National Resource Centers Program:			
Number of new awards	0	100	0
Average new award	0	$216	0
Total new award funding	0	$21,636	0
Number of NCC awards	100	0	0
Average NCC award	$227	0	0
Total NCC award funding	$22,698	0	0
Total award funding	$22,698	$21,636	0
Total number of awards	100	100	0
Foreign Language and Area Studies Fellowships:			
Academic year graduate fellowships	666	666	0
Average academic year fellowship	$33	$33	0
Academic year undergraduate fellowships	290	290	0
Average academic year fellowship	$15	$15	0
Summer fellowships	534	534	0
Average summer year fellowship	$8	$8	0
Number of new awards	0	108	0
Average new award	0	$281	0
Total new award funding	0	$30,343	0
Number of NCC awards	108	0	0
Average NCC award	$281	0	0
Total NCC award funding	$30,343	0	0
Total award funding	$30,343	$30,343	0
Total number of awards	108	108	0
Undergraduate International Studies and Foreign Language Program:			
Number of NCC awards	33	33	0
Average NCC award	$87	$87	0
Total NCC award funding	$2,863	$2,863	0

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International education and foreign language studies: Domestic programs

Output Measures	2017	2018	2019
International Research and Studies Program:			
Number of new awards	10	0	0
Average new award	$71	0	0
Total new award funding	$712	0	0
Number of NCC awards	0	10	0
Average NCC award	0	$71	0
Total NCC award funding	0	$712	0
Total award funding	$712	$712	0
Total number of awards	10	10	0
Centers for International Business Education Program:			
Number of new awards	0	17	0
Average new award	0	$269	0
Total new award funding	0	$4,571	0
Number of NCC awards	17	0	0
Average NCC award	$269	0	0
Total NCC award funding	$4,571	0	0
Total award funding	$4,571	$4,571	0
Total number of awards	17	17	0
Language Resource Centers Program:			
Number of new awards	0	16	0
Average new award	0	$172	0
Total new award funding	0	$2,747	0
Number of NCC awards	16	0	0
Average NCC award	$172	0	0
Total NCC award funding	$2,747	0	0
Total award funding	$2,747	$2,747	0
Total number of awards	16	16	0
American Overseas Research Centers Program:			
Number of NCC awards	10	10	0
Average NCC award	$54	$54	0
Total NCC award funding	$543	$543	0
Total award funding	$543	$543	0
Total number of awards	10	10	0

International education and foreign language studies: Domestic programs

Output Measures	2017	2018	2019
Total award funding:			
Total new award funding	$712	$59,297	0
Total NCC award funding	$63,765	$4,118	0
Program evaluation, national outreach, and information dissemination	$601	$600	0
Peer review of new award applications	$25	$646	0
Total Domestic funding	$65,103	$64,661	0
Total Domestic awards	294	294	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department revised the performance measures for the International Education and Foreign Language Studies programs authorized under Title VI of the Higher Education Act of 1965, as amended, and the Mutual Educational and Cultural Exchange Act of 1961 (commonly known as the Fulbright-Hays Act). The new measures utilize higher quality data, and are designed to increase transparency and accountability for the IEFLS programs. The new performance measures are aligned to the institutional-level goals of the programs they serve.

Previous performance measures that calculated the percentage of "projects judged successful by the program officer, based on a review of information provided in annual performance reports," "outreach activities adopted or disseminated within a year," and "cost per high-quality successfully-completed project" have been retired, as they did not provide enough useful data on which to judge program performance.

Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting system for the IEFLS programs. The Department intends to use the following new performance measures:

NRCs:

- Percentage of priority languages defined by the Department taught at NRCs.
- Percentage of NRC grants teaching intermediate or advanced courses in priority languages as defined by the Department.
- Percentage of NRCs that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant period (long-term measure).
- Percentage of NRCs that increased the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the 4-year grant period.

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- Percentage of less and least commonly taught languages as defined by the Department of Education taught at NRCs.

FLAS:

- Percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey.
- Percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Department.
- Percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least 1 proficiency level (annual measure).

UISFL:

- Percentage of UISFL projects that added or enhanced courses in international studies in critical world areas and priority foreign languages.
- Percentage of UISFL consortium projects that established certificates and/or undergraduate degree programs in international or foreign language studies.

CIBE:

- Percentage of CIBE program participants who advanced in their professional field 2 years after their participation.
- Percentage of CIBE projects that established or internationalized a concentration, degree, or professional program with a focus on or connection to international business over the course of the CIBE grant period (long-term measure).
- The percentage of CIBE projects whose business industry participants increased export business activities.

LRC:

- Percentage of LRC products or activities judged to be successful by LRC customers with respect to quality, usefulness, and relevance.
- Percentage of LRC products judged to be successful by an independent expert review panel with respect to quality, relevance, and usefulness.

AORC:

- Number of individuals conducting postgraduate research utilizing the services of AORCs.
- Percentage of AORCs program participants who advanced in their professional field 2 years after their participation.

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Efficiency Measures

The Department intends to use the following new efficiency measures:

- Cost per NRC that increased the number of intermediate or advanced level language courses in the priority and/or LCTL s during the course of the grant period.
- Cost per FLAS fellowship program fellow who increased his/her reading, writing, and/or listening/speaking language score by at least one proficiency level (annual measure).
- Cost per CIBE doctoral or Master's graduate employed in international business-related fields, including teaching in a business school or program within 8 years after graduation as measured by the International and Foreign Language Education (IFLE) Tracking Survey.
- Cost per LRC project that increased the number of training programs for K-16 instructors of LCTLs.

Efficiency measures for the remaining Domestic Programs have not been finalized.

Other Performance Information

- The Department awarded a contract in September 2014 to support the development of a comprehensive program evaluation strategy (5-year plan) for the HEA Title VI programs and the Fulbright-Hays programs. The resulting plan presented several strategies for evaluating IEFLS programs. It was determined that the impact studies that could potentially most effectively measure program results present methodological challenges and are too costly to pursue in view of IEFL's resources. At the same time, it was determined that further evidence of IEFLS program results could be obtained using existing data in the IRIS information system. With support from a contractor, the Department analyzed and revised the FLAS Tracking Survey, developed a similar tracking survey for the Fulbright-Hays Doctoral Dissertation Research Abroad program, and analyzed the data available in IRIS to determine those elements that can best be used to demonstrate program results, conducting further analyses whose results will be used to design an IEFLS Annual Report that will describe program outputs. The first such report is under development in fiscal year 2017.

- A number of studies have been conducted over the years to evaluate aspects of the Domestic Programs. A few are outlined below:

  o In 2007, the National Research Council the National Academies completed its review of Title VI International Education programs supported under the Higher Education Act as well as Section 102(b)(6) Fulbright-Hays International Education programs in a study entitled "International Education and Foreign Languages: Keys to Securing America's Future." The National Research Council reviewed the adequacy and effectiveness of Title VI and Fulbright-Hays programs in addressing their statutory missions and in building the Nation's international and foreign language expertise—particularly as needed for economic, foreign affairs, and national security purposes. Despite its many recommendations for improvement, the National Research Council recognized that the Title VI/Fulbright-Hays programs have served as a foundation in the internationalization of higher education and should continue to do so. The Department has implemented six

of the twelve principal recommendations of the National Research Council study, including:

- Recommendation 4.1: The Department should increase incentives in the application process for National Resource Centers and Language Resource Centers to collaborate with schools or colleges of education on their campuses in the development of curriculum, the design of instructional materials, and teacher education.
- Recommendation 5.1: The Department should modify its policy guidelines to encourage overseas study by Foreign Language and Area Studies fellows.
- Recommendation 5.2: The Department should stop using its current self-assessment approach and develop an alternative approach to measuring foreign language proficiency with demonstrated reliability and validity.
- Recommendation 10.2: The Department should encourage Title VI and Fulbright-Hays grantees to actively recruit minority members.
- Recommendation 11.1: The Department should ensure that its new data system, the International Resource Information System, provides greater standardization, allows comparison across years and across programs, and provides information to all grantees and to the public.
- Recommendation 12.1: The Department should consolidate oversight of its international education and foreign language programs under an executive level person who would also provide strategic direction and consult and coordinate with other federal agencies. The position should be one that requires presidential appointment and Senate confirmation.

The study is available at the following links: http://www.nap.edu/catalog/11841/international-education-and-foreign-languages-keys-to-securing-americas-future or http://www.nap.edu/openbook.php?record_id=11841.

o A study of the Department's graduate fellowship programs was published in September 2008. The study was designed to provide information on academic and employment outcomes (as of 2006) of graduate students who received financial support through the Department's graduate fellowship programs between 1997 and 1999, including the Foreign Language and Area Studies (FLAS) fellowship program. The results of the study confirmed the validity of performance report data on employment outcomes and improvement in language competency. Data from the study indicate:

- FLAS fellows studied a wide variety of languages. South Asian and East Asian languages were among the most common, studied by about one-third of FLAS fellows, and 35 percent of fellowships supported the study of a language spoken in central Asia, the Middle East, or Africa. About 70 percent of fellowships supported the study of a critical foreign language as defined by the Department of Education.
- Students who received FLAS fellowships were highly likely to complete their degrees. Master's and first-professional degree students were far more likely (95–96 percent) than doctoral students (72 percent) to have completed their degrees at the time of the survey.

International education and foreign language studies: Domestic programs

- Regardless of their degree completion status, FLAS fellows reported that their oral and written language skills improved over the course of their FLAS-supported study. At the time of the survey, FLAS fellows rated their abilities to speak, write, and read the languages they studied (speaking and listening were rated on a 5-point scale; reading and writing on a 6-point scale) with FLAS support both at the start and upon completing FLAS-supported study at a variety of levels. FLAS fellowship recipients averaged a one-level gain in proficiency. These data compare favorably to data collected through IRIS on Title VI FLAS fellowship recipients.
- Nearly all fellows (92 percent) worked after completing their fellowships, and a majority of fellows (71 percent) worked in jobs that involved expertise they had gained through their FLAS-supported study. Nearly all fellows who reported working in a related job considered that job to be part of a career they were pursuing.
- Among fellows who had held at least one job related to the field they had studied with FLAS support, three-quarters of fellows worked in education, one-fifth in a U.S. private sector job, and one-fifth in foreign or international jobs. About one in nine worked for the military or other Government positions.
- Of fellows who had worked for pay since completing the fellowship, 68 percent worked in a job in which teaching was a major responsibility. These fellows had taught for an average of 3 years at the time of the survey, and 86 percent of them had taught in a field related to the FLAS-supported study.
- FLAS fellows believed that FLAS was very helpful in their degree completion and at least somewhat helpful in obtaining employment in a desired field. Over one-half reported that receiving a FLAS fellowship influenced their occupation and career choices.
- FLAS fellows believed that FLAS was very helpful in their degree completion and at least somewhat helpful in obtaining employment in a desired field. Over one-half reported that receiving a FLAS fellowship influenced their occupation and career choices.

While these findings are encouraging, it should be noted that the overall response rate—the proportion of fellowships for which a survey was completed—was less than 50 percent. In addition, the study does not offer data on outcomes for an appropriate comparison group due to limitations in the Department's data sources. Despite these limitations, the data indicate positive outcomes.

o When Congress reauthorized the HEA, by way of the Higher Education Opportunity Act of 2008 (HEOA), it directed the Department to assist grantees in developing a survey to administer to students who have completed programs authorized by Title VI of the HEA to determine postgraduate employment, education, or training. The Department published a report of findings based on the first survey conducted, which tracks the post-graduation career trajectory of FLAS fellowship recipients from 2010 to 2012.
   - FLAS fellows received support to study 67 languages (50 priority languages and 17 non-priority languages as defined by ED) during their first FLAS fellowship. Arabic (18 percent), Portuguese (11 percent), Russian (9 percent), Japanese (7 percent), and Chinese (Mandarin) (7 percent) were the most frequently studied languages for the respondents' first FLAS. These languages are considered to be essential for economic and strategic purposes.

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International education and foreign language studies: Domestic programs

- Respondents overwhelmingly reported that FLAS fellowships have been an asset in their career trajectories. Fifty-nine percent indicated that knowledge of a foreign language is a requirement or considered a key asset for their current job, and 62 percent reported that knowledge of area/international studies is a requirement or a key asset for their current job. More than 60 percent reported using their area/international studies training in their current work on a regular basis. More than 70 percent reported that their foreign language and area/international studies' training was very beneficial or beneficial to their marketability and their professional development/promotion potential. Employers that have hired FLAS fellows include Boston Consulting Group, Brookings Institution, Citigroup, Google, JPMorgan Chase, McKinsey and Company, Oliver Wyman, Teach for America, the U.S. Department of Defense, and the U.S. Department of State, among others.

International education and foreign language studies: Overseas programs

(Mutual Educational and Cultural Exchange Act of 1961, Section 102(b)(6))

(dollars in thousands)

FY 2019 Authorization: Indefinite

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
	$7,013	0	-$7,013

PROGRAM DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Overseas Programs provide participants with first-hand experience overseas that is designed to improve elementary, secondary, and postsecondary teaching and research concerning other cultures and languages, the training of language and area studies specialists, and the American public's general understanding of current international issues and problems.

Four major Overseas Programs in foreign languages and in area and international studies are authorized under the Mutual Educational and Cultural Exchange Act of 1961 (commonly known as the Fulbright-Hays Act). Grants are provided on an annual basis to eligible institutions that, in turn, support projects of varying duration under the following programs:

Group Projects Abroad (GPA) Program supports short-term projects, group training, research, and curriculum development in modern foreign languages and area studies for American teachers, college students, and faculty for periods from 1 to 12 months. In addition, the GPA program supports Advanced Overseas projects that provide intensive language projects designed to provide advanced language training to students in foreign countries for a period of up to 12 months. Projects can focus on all major world areas, with the exception of Western Europe.

Faculty Research Abroad (FRA) Program supports opportunities for faculty members of institutions of higher education to study and conduct advanced research overseas. Fellowships are generally reserved for scholars whose academic specializations focus on the less commonly taught languages and all major world areas, with the exception of Western Europe. Fellowships are from 3 to 12 months in length.

Doctoral Dissertation Research Abroad (DDRA) Program supports opportunities for doctoral candidates to engage in full-time dissertation research overseas. Fellowships are generally reserved for junior scholars whose academic specializations focus on the less commonly taught languages and all major world areas, with the exception of Western Europe. Fellowships are from 6 to 12 months in length.

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International education and foreign language studies: Overseas programs

Seminars Abroad (SA)-Special Bilateral Projects support training and curriculum development opportunities for American teachers and faculty through short-term overseas seminars conducted in all major world areas, with the exception of Western Europe.

IEFLS programs are administered through discretionary grants and interagency agreements. Federal program staff, panels of non-Federal academic specialists, bi-national commissions, U.S. embassies, and the J. William Fulbright Foreign Scholarship Board are involved in the merit-based selection of the Overseas Programs grantees and/or project participants.

The Overseas Programs are specifically designed to increase the supply of specialists in area, international, and language studies. These programs also improve public access to knowledge of other countries and languages by supporting activities such as: research; area, language, and international studies training; professional growth including faculty development and teacher-training; networking with counterparts in the U.S. and abroad; curriculum and instructional materials development; and overseas experience.

The Overseas Programs focus on less commonly taught foreign languages, and those areas of the world in which those languages are spoken. Emphasis is placed on languages and regions defined as high priority by the Administration.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$7,061
2015	7,061
2016	7,061
2017	7,061
2018	7,013

FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests no funding for the Overseas Programs, a decrease of $7 million from the fiscal year 2018 annualized CR level. This request reflects the Administration's interest in refocusing the Department's role in supporting States and school districts in their efforts to provide high-quality education to all students, while reducing or eliminating funding for programs that duplicate other programs; are ineffective; or are more appropriately supported with State, local or private funds.

There are a number of Federal agencies that offer programs that are similar and/or duplicative of the Department's Fulbright-Hays programs. These include:

- Department of State:

  o Benjamin A. Gilman International Scholarship, administered by the Bureau of Educational and Cultural Affairs (BECA), encourages American students of limited financial means to pursue studies or internships in countries critical to U.S. national interests and economic competitiveness.

HIGHER EDUCATION

International education and foreign language studies: Overseas programs

- o   Critical Language Scholarship Program, administered by the Bureau of Educational and Cultural Affairs, supports intensive summer language institutes overseas for students for the study of critical languages and for cultural enrichment.

- o   Fulbright Program for U.S. Students Open Study/Research awards, administered by the Bureau of Educational and Cultural Affairs, is the largest U.S. exchange program and offers opportunities for students and young professionals to undertake international graduate study, advanced research, university teaching, and primary and secondary school teaching. In addition, BECA administers the Fulbright English Teaching Assistant program which places grantees in schools overseas to supplement local English language instruction and to provide a native speaker presence in the classrooms; the Fulbright-National Geographic Digital Storytelling Fellowship; and the Critical Language Enhancement Award.

- •   American Councils for International Education administers many programs for overseas language and culture study in all world regions.

- •   There is also a significant private market presence for language learning programs, online tools, and integration programs.

The Department believes Federal agencies whose primary mission includes national security are more appropriately equipped to support these activities and, as such, proposes to eliminate this program since it duplicates such efforts. There is no reliable evidence demonstrating that these programs are any more effective than other federally-sponsored initiatives designed to support similar activities. Under this request, the Department would provide existing Overseas Program grantees a reasonable period of time to close out existing projects and draw down grant funds already awarded in prior years.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Group Projects Abroad:			
Short-Term Projects:			
Number of new projects	19	19	0
Average new project	$56	$56	0
Total new project funding	$1,071	$1,071	0
Advanced Overseas Projects:			
Number of new projects	6	0	0
Average new project	$287	0	0
Total new project funding	$1,722	0	0
Number of NCC projects	0	6	0
Average NCC project	0	$287	0
Total NCC project funding	0	1,722	0
Total GPA project funding	$2,793	$2,793	0

International education and foreign language studies: Overseas programs

Output Measures	2017	2018	2019
Total number of GPA projects	25	25	0
Total number of GPA participants	425	425	0
Doctoral Dissertation Research Abroad:			
Number of new fellows	91	91	0
Average new fellowship	$37	$37	0
Number of new awards	38	38	0
Average new award	$90	$90	0
Total new award funding	$3,419	$3,419	0
Seminars Abroad—Special Bilateral Projects:			
Number of new awards	3	3	0
Average new award	$177	$177	
Total new award funding	$532	$532	0
Total number of participants	48	48	0
Department of State administrative costs	$190	$190	0
Program evaluation, national outreach, and information dissemination	$56	$56	0
Peer review of new award applications	$71	$23	0
Total Overseas funding	$7,061	$7,013	0
Total Overseas participants	564	564	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department revised the program performance measures for the International Education and Foreign Language Studies (IEFLS) programs authorized under Title VI of the Higher Education Act of 1965, as amended, and the Mutual Educational and Cultural Exchange Act of 1961. The new performance measures are designed to improve the quality of program-level outcome data, as well as to increase transparency and accountability for the IEFLS programs. Measures that did not provide useful data were eliminated. The new performance measures are aligned to the institutional-level goals of the programs they serve.

The Department intends to use the following program performance measures for the Overseas Programs. Data will be based on pre- and post-grant scores on standardized, instructor-led examinations.

HIGHER EDUCATION

International education and foreign language studies: Overseas programs

- Percentage of DDRA fellows who increased their foreign language scores in speaking, reading, and/or writing by at least one proficiency level (annual measure).

- Percentage of GPA participants in the Advanced Language Program who increased their reading, writing, and/or listening/speaking foreign language scores by one proficiency level (Long-Term Projects).

Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting system for the IEFLS programs.

Efficiency Measures

The Department intends to use the following efficiency measures developed in 2013. Data will be collected from grantee institutions via their performance reports.

- Cost per DDRA fellow who found employment that utilized their language and area studies skills within 8 years.

- Cost per GPA participant who increased his/her foreign language score in reading, writing, and/or listening/speaking by at least one proficiency level.

Other Performance Information

The DDRA program in particular was created to provide funding to doctoral students conducting research abroad in modern foreign languages and area studies. These research projects enhance the nation's capacity for education regarding areas of the world not generally included in U.S. curricula. After completing their studies, fellowship recipients are expected to teach in U.S. institutions and in turn provide high-quality training for other U.S. students. The 2008 study of the Department's graduate fellowship programs revealed several key findings regarding the DDRA program. The data gathered through this study indicated that:

- DDRA fellows took less time to complete their degrees than other doctoral recipients did, which may be related to DDRA fellows having been enrolled full-time at higher rates than most doctoral students.

- Over 90 percent of DDRA fellows completed their degrees, with only 1 percent dropping out of their programs and the reminder planning to complete their degrees.

- DDRA fellows, who were awarded fellowships late in their graduate school careers, finished their doctoral degrees at a rate of 93 percent.

- DDRA fellows studied a wide variety of languages: only 20 percent of fellows studied European languages and more students studied South or East Asian languages than languages from any other geographic region. Nearly two-thirds studied a language deemed "critical" by the Department.

International education and foreign language studies: Overseas programs

Nearly all (89 percent) DDRA fellows worked in jobs that used the expertise they had gained through their fellowship-funded research, and all fellows in these jobs described them as part of a career they had pursued for an average of 4 years and were continuing to pursue.

Model transition programs for students with intellectual disabilities into higher education
  (Higher Education Act of 1965, Title VII, Part D, Subpart 2)

(dollars in thousands)

FY 2019 Authorization: To be determined[1]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
	$11,720	$11,800	+$80

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2019.

PROGRAM DESCRIPTION

The Model Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID) promote the successful transition of students with intellectual disabilities into higher education. TPSID funding supports competitive grants to institutions of higher education (IHEs) (as defined under section 101(a) of the Higher Education Act of 1965, as amended (HEA)), or consortia of IHEs, to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. Funds from this program also support a national Coordinating Center (Center), which develops evaluation standards for TPSID grantees and provides technical assistance, information, and opportunities for communication among institutions with postsecondary programs for students with intellectual disabilities. The Center assists in developing, evaluating, funding, conducting outreach, and supporting continuous improvement activities for model transition programs.

Grants under this program are awarded for 5 years. All grant recipients must partner with one or more local educational agencies to support students with intellectual disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA). IHEs receiving funds under this program are required to match Federal funds in an amount that is no less than 25 percent of the award amount. Funds may be used for a variety of activities, including: student support services; academic enrichment, socialization, or living skills programs; integrated work experiences; development of individualized instruction plans; evaluation of the model program, in cooperation with the Center; program sustainability; and development of a program credential.

Model transition programs for students with intellectual disabilities into higher education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$10,384
2015	11,800
2016	11,800
2017	11,800
2018	11,720

FY 2019 BUDGET REQUEST

The Administration requests $11.8 million for the Model Transition Programs for Students with Intellectual Disabilities in fiscal year 2019, an increase of $80 thousand to restore funding to the fiscal year 2017 level. Funds appropriated in fiscal year 2019 would support continuation awards for the 25 grants initially awarded in fiscal year 2015, as well as the Coordinating Center. In addition to activities required by authorizing statute, the Joint Explanatory Statement accompanying the Department of Education Appropriations Act, 2015, directs the Center to administer a mentoring program matching current and new TPSID grantees, and to coordinate a longitudinal data collection, among other activities. The Department plans to continue support for these activities in fiscal years 2018 and 2019.

Among all students with disabilities, students with intellectual disabilities are the least likely to have college enrollment listed as a goal on their Individualized Education Program (IEP) in high school, and are among the least likely (along with students with multiple disabilities) to enroll in postsecondary education within 4 years after high school. According to the 2011 "Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School" report from the National Longitudinal Transition Study-2 (NLTS2), only 29 percent of students with intellectual disabilities enrolled in postsecondary education settings, the lowest rate of all disability categories after 8 years, and of these students, only 7 percent enrolled in 4-year colleges. Among those youth with disabilities who do attend college, students with intellectual disabilities are less likely than others to successfully find employment, live independently, or see friends at least weekly.

Model transition programs for students with intellectual disabilities into higher education

TPSID programs identify, promote, and demonstrate innovative strategies to serve students with intellectual disabilities, in areas such as: access to academically inclusive college courses; participation in internships and integrated competitive employment; and engagement in social and personal development activities.

The current TPSID Coordinating Center is Think College, a project of the Institute for Community Inclusion at the University of Massachusetts Boston. In the most recent annual report for the 2010-2015 cohort, released in 2016, Think College reported that TPSID served a total of 888 students on 52 campuses, across 23 states in the fifth and final year of data collection, i.e., fiscal year 2015. TPSID reported successes in a number of areas, including: establishment of peer education centers through which other college students provide academic and social mentoring; support for Universal Design for Learning and Universal Course Design training for faculty, staff, and administrators; and establishment of satellite posts of successful vocational and social skill programs on other campuses within respective community college networks. Forty percent of students who exited the TPSID program held paid jobs, and 80 percent of the students who exited the program earned one or more credentials prior to exiting—an increase of 3 percent over the previous year and the highest percentage of credential earners thus far in the funding period.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Number of new awards	0	0	0
Average new award	0	0	0
Total new award funding	0	0	0
Number of non-competing continuation (NCC) awards	25	25	25
Average NCC award	$392	$389	$392
Total NCC award funding	$9,800	$9,734	$9,800
Coordinating Center	$2,000	$1,986	$2,000
Peer review of new award applications	0	0	0

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, and the resources and efforts invested by those served by this program.

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

TPSID grantees submit annual performance reports (APRs) to the Department. Data from these reports are used to assess the success of TPSID grantees in meeting the program's goal of promoting the successful transition of students with intellectual disabilities into higher education.

In addition to participating in the evaluation activities conducted by the Center, each TPSID has its own internal mechanism for evaluating its program. The Center captures information about these strategies through the TPSID Program Evaluation Special Interest Group. In general, TPSIDs evaluate their programs using information from a variety of sources, including: assessments of students' academic progress; assessments of students' career interests and progress; assessments of students' self-determination levels; and interviews, meetings, and feedback questionnaires with students, peer mentors, and staff.

The Center piloted an evaluation tool in 2011 and made modifications based on grantee feedback. The Center made the evaluation data collection system available for use beginning in September 2012 for the 27 fiscal year 2010 grantees (i.e., the first cohort). These TPSID grantees submitted data for all 5 years of the grants. In 2016, the Center released a report on grantees' progress during the 5 years of the program.

To support evaluation of the second cohort of TPSID model demonstration projects, in fall 2015 the Center reviewed and revised the previously approved evaluation tool in preparation for approval by the Office of Management and Budget (OMB) for this new collection. The revised tool enhances clarity and streamlines the format. Sixty-five questions were eliminated from the final tool. The revised TPSID evaluation protocol was submitted to OMB for approval in December of 2015, and OMB approval was received in July 2016.

The Department is currently exploring a number of different approaches to measuring the success and performance of the Center and TPSID grantees and will consider adding additional measures in fiscal year 2018.

Goal: To promote the successful transition of students with intellectual disabilities into higher education.

Objective*: Increase the percentage of students with intellectual disabilities who are enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the Center and approved by the Department.*

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Model transition programs for students with intellectual disabilities into higher education

Measure: The percentage of students with intellectual disabilities enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the Center and approved by the Department.

Year	Target	Actual
2015		80%[1]
2016	85%	72[2]
2017	85	75[3]
2018	85	
2019	85	

[1] Year 5 of Cohort 1
[2] Year 1 of Cohort 2
[3] Year 2 of Cohort 2

Additional Information: Possible credentials include certificates specifically for TPSID students granted by an IHE, specialized certificates granted by a program, certificates available to all students, specialized certificates issued from a Local Education Agency (LEA), Bachelor or Associate degrees available to all students. Fiscal year 2017 represented the second year of the second cohort (i.e., 2015-2020) of TPSID grantees. Of the 220 students who exited a TPSID program during fiscal year 2017, 163 students (75 percent) received a meaningful credential.

The Center released the Year 5 (cohort 1, fiscal year 2015) Annual Report during fiscal year 2016. The percentage of students completing a TPSID program with meaningful credentials increased steadily over the 5 years of the grants in the first cohort. The most common credential earned by exiting students in Year 5 (i.e., fiscal year 2015) of the first cohort was an IHE certificate specifically for TPSID students (46 percent). No students earned a Bachelor's or Associate's degree during this year, and 16 percent of all students were enrolled in programs that did not offer a credential. Students who exited programs at 4-year IHEs were more likely to have earned a credential (91 percent) than students who exited programs at 2-year IHEs (66 percent). A certificate specifically for students in the TPSID program granted by the IHE was the most common credential at both 2-year and 4-year IHEs in Year 5.

A primary goal of the TPSID program is to facilitate career development and to provide the supports necessary for students to seek and sustain integrated competitive employment. The percentage of students employed at exit has increased each year of the first cohort, from 14 percent in Year 1 to 40 percent in Year 5. The percentage of exiting students who were employed within 90 days of exit or engaged in career development at the point of exit peaked in Year 5 at 76 percent, compared to only 30 percent in Year 1. The percentage of students with a paid job within 90 days of exit has increased each year for which data has been reported, and has doubled since Year 1 (20 percent compared to 40 percent).

Objective: Increase the percentage of TPSID grant recipients that meet Department-approved, Center-developed standards for necessary program components.

Measure: The percentage of TPSID grant recipients that meet Department-approved, Center-developed standards for necessary program components: Academic Access; Career

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

Development; Campus Membership; Self-Determination; Alignment with College Systems and Practices; Coordination and Collaboration; Sustainability; and Ongoing Evaluation.

Year	Target	Actual
2015		88%
2016	90%	88
2017	90	63
2018	90	
2019	90	

Additional Information: The Center developed the Think College Standards for Inclusive Higher Education in 2012. These eight standards include 18 quality indicators and 87 benchmarks and provide an evaluation framework for TPSID performance in areas of academic, vocational, social, and independent living skills; evaluation of student progress; program administration and evaluation; student eligibility; and program credit equivalency.

The Center looks at the TPSID grantees as a cohort in this measure, determining the percentage of standards that are met by all programs. In fiscal year 2017, 100 percent of TPSIDs from the second cohort met five of the eight standards (63 percent) in their second year. This decrease from the prior year is largely the result of a single grantee who did not meet three of the eight standards in its second year. The following table provides a breakout of the individual standards and the percentage of grantees that met each, respectively, by year.

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Model transition programs for students with intellectual disabilities into higher education

Standard	FY 2014	FY 2015	FY 2016	FY 2017
1. **Academic Access**: To facilitate quality academic access for students with intellectual disabilities, the comprehensive postsecondary education program should provide access to a wide array of college course types that are attended by students without disabilities and address issues that may impact college course participation.	100%	100%	100%	96%
2. **Career Development**: To facilitate career development leading to competitive employment for students with intellectual disabilities, the comprehensive postsecondary education program should provide students with the supports and experiences necessary to seek and sustain competitive employment.	96	93	93	92
3. **Campus Membership**: To facilitate campus membership for students with intellectual disabilities, the comprehensive postsecondary education program should provide access to and support for participation in existing social organizations, facilities, and technology.	100	100	100	100
4. **Self-Determination**: To facilitate the development of self-determination in students with intellectual disabilities, the comprehensive postsecondary education program should ensure student involvement in and control of the establishment of personal goals through use of person centered planning and have a stated process for family involvement.	96	100	100	100
5. **Alignment with College Systems and Practices**: To facilitate alignment with college systems and practices for students with intellectual disabilities, the comprehensive postsecondary education should offer an educational credential (e.g., degree or certificate) established by the institution for students enrolled in the program, provide access to academic advising college campus resources, collaborate with faculty and staff, and adhere to the college's schedules, policies and procedures, public relations, and communications.	100	100	100	100
6. **Coordination and Collaboration**: To facilitate collaboration and coordination, the comprehensive postsecondary education program should establish connections and relationships with key college/university departments and have a designated person to coordinate program-specific services of the comprehensive postsecondary education program.	100	100	100	100

Model transition programs for students with intellectual disabilities into higher education

Standard	FY 2014	FY 2015	FY 2016	FY 2017
7. **Sustainability**: To facilitate sustainability the comprehensive postsecondary education program should use diverse sources of funding and have a planning and advisory team.	100%	100%	100%	100%
8. **Ongoing Evaluation**: To facilitate quality postsecondary education services for students with intellectual disabilities, the comprehensive postsecondary program should conduct evaluation of services and outcomes on a regular basis.	96	100	100	96

The Department will continue to work with the Center to refine this measure. The Department is also in the process of identifying additional performance measures, including long-term and efficiency measures, for the evaluation of TPSID grantees. Data from the current 25 grantees from the second cohort (2015-2020) as well as the 27 grantees from the first cohort (2010-2015) will inform measurement development and refinement.

Tribally controlled postsecondary career and technical institutions

(Carl D. Perkins Career and Technical Education Act of 2006, Section 117)

(dollars in thousands)

FY 2019 Authorization: To be determined[1]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
	$8,230	$8,286	+$56

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[1] The GEPA extension expired September 30, 2013; reauthorizing legislation is sought for fiscal year 2019.

PROGRAM DESCRIPTION

This program makes grants to tribally controlled postsecondary career and technical institutions to provide career and technical education to Indian students.

In order to be eligible for a grant, a tribally controlled postsecondary career and technical institution must:

- Be formally controlled (or have been formally sanctioned or chartered) by a governing body of an Indian tribe or tribes;

- Offer a technical degree- or certificate-granting program;

- Demonstrate that it adheres to a philosophy or plan of operation that fosters individual Indian economic opportunity and self-sufficiency by providing, among other things, programs that relate to stated tribal goals of developing individual entrepreneurship and self-sustaining economic infrastructures on reservations;

- Have been operational for at least 3 years;

- Be accredited, or be a candidate for accreditation, by a nationally recognized accrediting authority for postsecondary career and technical education;

- Enroll at least 100 full-time equivalent students, the majority of whom are Indians; and

- Receive no funds under Title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 or the Navajo Community College Act.

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Tribally controlled postsecondary career and technical institutions

Funds may be used by a grantee to train faculty; purchase equipment; provide instructional services, child-care and other family support services, and student stipends; and for institutional support.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$7,705
2015	7,705
2016	8,286
2017	8,286
2018	8,230

FY 2019 BUDGET REQUEST

The Administration requests $8.3 million for fiscal year 2019 for the Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI) program, an increase of $56,000, to restore funding to the fiscal year 2017 level. Funds would be used to improve eligible institutions' academic and career and technical education offerings as well as for institutional support and capital expenditures.

This program currently makes awards to two institutions: Navajo Technical College (Navajo Tech) and United Tribes Technical College (UTTC). While UTTC is located in an urban setting and serves a diverse Indian student population and Navajo Tech is a rural institution that serves an almost entirely Navajo enrollment, they struggle with similar institutional and academic challenges. Both institutions serve an especially economically disadvantaged population and have difficulty providing sufficient financial aid to students. In addition, each school serves a number of students who lack preparation for postsecondary education and need academic and support services to help them develop the skills needed for postsecondary work.

Furthermore, according to Navajo Tech and UTTC officials, these institutions receive limited support from the tribes they serve because they are not the primary postsecondary institutions for those tribes. The institutions also receive limited financial support from such sources as student tuition, endowments, and State assistance and, therefore, they rely on Federal assistance to help them provide postsecondary career and technical education services to their students.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Range of awards	$2,415-$5,870	$2,399-$5,831	$2,415-$5,870
Number of awards	2	2	2

Tribally controlled postsecondary career and technical institutions

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 increase access to and improve career education that will strengthen workforce preparation, employment opportunities, and lifelong learning in the Indian community.**

Objective: *Ensure that career and technical education (CTE) students in tribally controlled postsecondary career and technical institutions make successful transitions to work or continuing education.*

Measure: The percentage of CTE students who receive a degree, certificate, or credential.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2014	88%	82%	56%	66%
2015	90	83	58	42
2016	95	76	60	42
2017	88		62	
2018	88		62	
2019	88		62	

Additional information: The source of data is grantee reports. The percentage of CTE students who receive a degree, certificate, or credential is based on the number of CTE concentrators (students who have completed at least 12 academic or CTE credits in a single program area or a full short-term CTE program comprised of less than 12 credits that results in an industry-recognized credential, certificate, or degree) who received an industry-recognized credential, a certificate, or a degree during the reporting year divided by the total number of CTE concentrators who left postsecondary education during the reporting year. Navajo Tech attributes the decreases in its performance to increases in the rigor of its programs since the institution was accredited as a university in 2013. The increased rigor has led to a decline in student attainment and an increase in the number of students having academic problems or withdrawing from the institution. UTTC reported that there has been a significant increase in the number of students who "stop out," or leave the program to return later, in order to earn income. The Department reset targets in 2015 based on actual performance over the preceding 5 years; in particular, it reset targets for Navajo Tech given the changes in rigor due to its new status as a university and expected changes in performance due to these changes. Data for 2017 will be available in early 2018.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Measure: The percentage of students who are retained in postsecondary CTE programs.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2014	83%	66%	60%	56%
2015	85	78	65	72
2016	87	70	65	72
2017	82		58	
2018	82		58	
2019	82		61	

Additional information: The source of data is grantee reports. The measure is based on students who complete CTE programs and students who have not yet completed, but have been retained, in CTE programs. Students who are retained in postsecondary CTE programs are the number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year, divided by the number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year. The Department reset targets in 2015 based on actual performance over the preceding 5 years; in particular, it reset targets for Navajo Tech given the changes in rigor due to its new status as a university and expected changes in performance due to these changes. Data for 2017 will be available in the spring of 2018.

Measure: The percentage of students who meet State- or program-established industry-validated CTE skills standards.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2014	80%	79%	73%	72%
2015	85	78	80	68
2016	85	76	82	68
2017	83		76	
2018	83		76	
2019	83		76	

Additional information: The source of data is grantee reports. The percentage of students who meet State- or program-established industry-validated CTE skills standards is based on the number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards during the reporting year divided by the number of CTE concentrators who took technical skill assessments during the reporting year. The Department reset targets in 2015 based on actual performance over the preceding 5 years; in particular, it reset targets for Navajo Tech given the changes in rigor due to its new status as a university and expected changes in performance due to these changes. Data for 2017 will be available in early 2018.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Objective: *Ensure that CTE students in the tribally controlled postsecondary career and technical institutions are placed in jobs or continuing education or complete postsecondary CTE programs.*

Measure: The percentage of students placed in jobs, military service, or higher-level continuing education programs upon graduation or completion of the postsecondary career and technical education programs.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2014	65%	79%	80%	79%
2015	70	55	85	80
2016	73	86	87	81
2017	77		82	
2018	79		79	
2019	79		79	

Additional information: The source of data is grantee reports. The Department requires Navajo Tech and UTTC to collect placement data during the second quarter after students graduate from or complete their programs. Since most students do so in late spring or early summer, both institutions generally collect these data at the end of the calendar year. The Department has worked with the grantees to help ensure that they collect performance data consistently, but both grantees have acknowledged weaknesses in their data on post-program outcomes (such as placement in jobs or continuing education). The grantees have stated it is difficult to track students after they leave the institutions and that they need to develop strategies for collecting better data on this indicator. UTTC reported that decreases in performance are largely due to students leaving the institution without a credential due to new job opportunities in a recovering economy. Some students would rather get a job that provides a salary immediately rather than foregoing an income while they work towards a credential. The Department reset targets in 2015 based on actual performance over the preceding 5 years; in particular, it reset targets for Navajo Tech given the changes in rigor due to its new status as a university and expected changes in performance due to these changes. Navajo Tech attributed its improvement to hiring a placement specialist to link students with managers who are hiring, along with initiating exit surveys to collect placement data from students when they leave the institution. Data for 2017 will be available in the spring of 2018.

Efficiency Measures

The Department adopted cost per participant as the efficiency measure for this program. The Department considered calculating the cost per successful outcome (which would be a more meaningful indicator of cost-effectiveness), but the recipients do not use the same methodology to determine degree completion, which limits the comparability of the data. In addition, there continue to be reliability concerns about these data due to challenges in obtaining an accurate student count. The Department developed guidance to help grantees improve the comparability and reliability of the data provided in their performance reports and expects to be able to calculate the cost per successful outcome more reliably in the future.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Measure: Annual cost per participant.

Year	Cost per participant, Navajo Tech	Cost per participant, UTTC
2011	$3,160	$4,747
2012	3,104	4,128
2013	2,950	2,950
2014	3,172	3,172
2015	4,086	4,086
2016	4,150	4,150

Additional information: The statutory definition of Indian student count is an aggregate of the enrollment counts for each term: summer school, fall, spring, and continuing education; this means that an individual student may be included more than once in the total count. Since funding is distributed on an annual basis, the Department calculates the cost per participant by dividing the reported Indian student count by two to adjust for students who are counted multiple times. Data for fiscal year 2017 will be available by the fall of 2018. Note that the validity of the student count data provided by the recipients is uncertain.

Federal TRIO programs
(Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1)

(dollars in thousands)

FY 2019 Authorization: To be determined[1]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
	$943,549	$550,000	-$393,549

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2019.

PROGRAM DESCRIPTION

The Federal TRIO Programs consist primarily of five discretionary grant programs—Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, and McNair Post Baccalaureate Achievement—that provide services to encourage individuals from disadvantaged backgrounds to enter and complete college and postgraduate education. Competitive grants are awarded for 5 years to eligible applicants, which include institutions of higher education; public and private agencies, including community-based organizations with experience in serving disadvantaged youth; and, as appropriate to the purposes of the program, secondary schools. At least two-thirds of the program participants must be low-income, first-generation college students (or individuals with disabilities for the Student Support Services program).

Talent Search identifies and assists individuals from disadvantaged backgrounds, who are between 11 and 27 years of age, and who have the potential for postsecondary education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school (or return to school, for those who have dropped out) and enroll in a postsecondary education program. Projects must provide a variety of supports and services, including: advice on and assistance in selecting secondary and college courses; assistance in preparing for college entrance exams and in completing college applications; information on student financial aid and assistance in completing financial aid applications; connections to academic tutoring services; connections to services designed to improve financial and economic literacy; and guidance and assistance in re-entering and completing secondary school. Projects also may provide academic tutoring; personal and career counseling; information on career options; exposure to college campuses; and services specially designed for students with disabilities or limited English proficiency, homeless children and youth, and students in foster care.

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Upward Bound provides services to high school students that are designed to generate the skills and motivation needed to pursue and complete a postsecondary education. Projects provide the same services as Talent Search projects, except that Upward Bound projects may provide an on-campus residential summer component and work-study positions that expose students to careers requiring a postsecondary degree. In addition to regular projects, Upward Bound supports projects that focus on math and science and also on veterans. The *Upward Bound Math and Science* program establishes mathematics and science centers that encourage students to pursue postsecondary degrees specifically in those fields. The *Veterans Upward Bound* projects are designed to assist veterans in preparing for a program of postsecondary education.

Educational Opportunity Centers provide counseling and information on college admissions to adults who are at least 19 years old and who are seeking a postsecondary education degree. Services include disseminating information on higher education opportunities in the community; academic advice, personal counseling, and career workshops; help in completing applications for college admissions, testing, and financial aid; tutoring; mentoring; and services to improve financial and economic literacy.

The Student Support Services program offers a broad range of support services to postsecondary students to increase their retention, graduation, and transfer rates from 2-year to 4-year institutions. All projects must provide a range of supports and services, including: academic tutoring; advice on postsecondary course selection; financial aid counseling; services to improve financial and economic literacy; assistance in applying for graduate and professional programs; and activities to help students in 2-year institutions enroll in 4-year programs. Projects may also provide personal and career counseling; exposure to cultural events; mentoring; services to secure temporary housing during academic breaks for students who are homeless; activities for students with disabilities, limited English proficiency students, homeless students, and students in foster care; and grant aid (not to exceed 20 percent of a project's funds). Projects providing grant aid also must provide a match equal to 33 percent of the total funds used for that purpose, unless they are eligible to receive funds under Title III, Part A or B, or Title V of the Higher Education Act.

The McNair Post Baccalaureate Achievement program prepares disadvantaged undergraduate students for doctoral study to help them succeed in obtaining doctoral degrees. Projects must provide opportunities for research and other scholarly activities at the recipient institution or graduate center, summer internships, seminars, tutoring, academic counseling, and activities to help students enroll in graduate programs. Projects may also provide services to improve financial and economic literacy, mentoring, and exposure to cultural events and academic programs not usually available to disadvantaged students.

The two largest programs, in terms of funding, are Upward Bound (which includes Veterans Upward Bound and Upward Bound Math and Science) and Student Support Services, which together accounted for nearly three-fourths of all TRIO funding in 2017. TRIO programs vary greatly in service intensity, with per-participant annual costs ranging from a high of $8,766 for the McNair Postgraduate Achievement program to a low of $254 for the Educational Opportunity Centers. The regular Upward Bound and Upward Bound Math and Science projects, on

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average, spend approximately $4,458 and $4,436 per year per participant, respectively, while the Veterans Upward Bound projects, which do not have a residential summer component, had an average per participant annual cost of $2,163 in 2016. Most projects are located at colleges, although nonprofit organizations operate a substantial number of Talent Search and Educational Opportunity Center projects.

Number of Participants, Participants per Project and Cost per Participant (FY 2017)

Award Type	Number of Participants	Average number of participants per project	Federal cost per participant
Talent Search	312,855	661	$485
Upward Bound	70,001	73	4,458
Veterans Upward Bound	8,407	131	2,163
Upward Bound Math and Science	13,132	62	4,436
Educational Opportunity Centers	199,722	1,406	254
Student Support Services	202,913	190	1,500
McNair	5,209	28	8,766

Percentage of Funds by Institution Type (FY 2017)

Institution Type	Talent Search	Upward Bound[1]	Educational Opportunity Centers	Student Support Services	McNair
Postsecondary Institutions					
Public, 4-year	43.3%	48.2%	41.3%	42.2%	75.3%
Public, 2-year	28.7	26.1	27.0	45.3	0.0
Private, 4-year	9.8	15.0	5.0	12.1	24.7
Private, 2-year	0.0	0.1	0.0	0.4	0.0
Total, Postsecondary	81.8	89.4	73.2	100.0	100.0
Other organizations[2]	18.2	10.6	26.8	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

[1] Includes regular Upward Bound, Upward Bound Math and Science, and Upward Bound Veterans.
[2] Other includes nonprofit organizations, State agencies, local educational agencies, county and city governments, private profit-making organizations, Indian Tribes, and private elementary and secondary schools.

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In addition, TRIO funding supports training for project staff members, dissemination of best practices, evaluation activities, and administrative expenses.

Funding for Staff Training grants supports professional development activities and opportunities to improve the competency of project directors and staff members. Training is offered on such topics as: legislative and regulatory requirements for operating funded projects; assisting students in receiving adequate financial aid; the design and operation of model programs; the use of appropriate educational technology in the operations of funded projects; and strategies for recruiting and serving students with limited-English proficiency or with disabilities, homeless children and youth, foster care youth, or other disconnected students.

Funding for Evaluation activities helps to improve the effectiveness of TRIO programs and projects. The statute requires rigorous evaluation of TRIO programs and projects, but stipulates that the primary purpose of such evaluations must be the identification of successful practices and places limitations on the Department's ability to use experimental design methodologies in conducting program evaluations. The evaluation must examine the characteristics of the programs and projects that most benefit students.

Finally, up to 0.5 percent of the funds appropriated for TRIO may be used by the Department to support administrative activities that include obtaining additional qualified readers to review applications; increasing the level of oversight monitoring; supporting impact studies, program assessments, and reviews; and providing technical assistance to applicants and grantees.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$838,252
2015	839,752
2016	900,000
2017	950,000
2018	943,549

FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests $550 million for the Federal TRIO programs, a decrease of $393.5 million from the fiscal year 2018 annualized CR level. Through this request, the Administration is proposing major changes to the Federal TRIO Programs to transition these programs from a set of competitive grant programs into a single State formula grant program that would support activities—including those authorized under Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)—to help low-income and other disadvantaged students progress through the academic pipeline from middle school through college.

This proposal supports a number of the Administration's most important objectives, including shifting authority and responsibility from the Federal government to the States, improving alignment between Federal resources and need, investing in activities that are most supported by evidence, and enabling the Department to re-allocate limited staff resources from

competition-related activities to other core activities such as grant monitoring, performance improvement, and program evaluation.

This proposal would shift authority and responsibility for allocating these funds to States. For example, under this proposal, States would be responsible for determining how to allocate TRIO dollars among the activities now authorized by the TRIO (along with additional activities authorized under GEAR UP) programs that are most supported by evidence and reflective of the needs of their States. States would also be empowered to follow their own preferred approach to determining sub grant allocations among the institutions of higher education, local education agencies, schools, and nonprofits in their States. For example, decisions regarding whether current grantees would continue to earn prior experience (PE) points would be left entirely up to the States.

Restructuring these programs will also streamline the grant-making process and increase competitiveness. The Department devotes significant resources to conducting TRIO competitions; however, due to a variety of factors that put new applicants at a significant competitive disadvantage compared to applicants who are prior grantees, including the availability of PE points under current law, these competitions tend to strongly skew in favor of current grantees. Consequently, despite the significant ongoing investment of Department time and resources into running and administering TRIO competitions, awards do not necessarily go to the applicants demonstrating the greatest need and submitting the strongest proposals. Across the TRIO competitions conducted between 2015 and 2017, the overall success rate in winning new awards for prior grantees that submitted applications was approximately 90 percent; conversely, less than 30 percent of new applicants across these competitions received awards.

The proposed formula would provide "base allocations" to hold all States harmless according to the amounts they have historically received (through grantee recipients located in their States) on average, over some designated time period. Any funds remaining after the State "base allocations" would be distributed using statutory formula criteria, such as each State's relative share of the population (in a particular age range) at or below 150 percent of the poverty line. The formula would include a set-aside for Freely Associated States and Outlying Areas, as well as for data collection and rigorous program evaluation.

The Administration also proposes to modify the HEA by removing the current statutory provisions limiting the Department's ability to evaluate overall program effectiveness using the most rigorous methodologies. At current funding levels, TRIO represents a significant investment of taxpayer resources in college access and completion for disadvantaged students, and as such, the Department believes these programs warrant further rigorous evaluation without the limitations stipulated in the HEA.

Finally, under the proposal, the transition to a formula-based allocation would be phased in to enable the Department to continue supporting continuation awards. In each year of the phase-in period, funding not needed for continuation awards would be distributed based on the formula. Accordingly, the amount requested for TRIO in fiscal year 2019, while not funding continuations for the SSS, McNair, and EOC programs in fiscal year 2019, would be used to

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fully fund continuation awards to TRIO grantees that were successful in the 2016 TS and 2017 UB, UB Math and Science, and Veterans UB competitions.

The decrease reflects the Administration's prioritization for programs that have demonstrated some evidence of effectiveness. While there is limited rigorous evidence of effectiveness for the SSS, McNair, and EOC programs, there is some evidence with respect to TS and UB. A 2006 Department study of TS found a positive association between TS participation and college enrollment rates and was found by the What Works Clearinghouse (WWC) to meet standards with reservations. A 2009 experimental design evaluation of UB that met WWC standards without reservations did not find statistically significant positive effects for the average participant, but did find statistically significant positive impacts on both college enrollment and completion rates for key subgroups, including students in rural areas and students who did not expect to earn a bachelor's degree. Furthermore, the Administration believes that while the goals of the SSS, McNair, and EOC programs are important, these are activities that are more appropriately supported with other resources, including State and institutional funding.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017 Funding	2018 Request	2019 Funding	2017 Awards	2018 Awards	2019 Awards
Talent Search						
Continuation awards	$151,773	$151,817	$151,817	473	473	473
Total	151,773	151,817	151,817	473	473	473
Upward Bound						
New awards	292,817	0	0	910	0	0
Continuation awards	19,236	311,789	316,260	46	955	955
Total	312,053	311,789	316,260	956	955	955
Veterans Upward Bound						
New awards	15,768	0	0	55	0	0
Continuation awards	2,418	17,632	17,632	9	62	62
Total	18,186	17,632	17,632	64	62	62
Upward Bound Math and Science						
New awards	53,291	0	0	193	0	0
Continuation awards	4,965	57,943	57,943	18	210	210
Total	58,256	57,943	57,943	211	210	210
Educational Opportunity Centers						
Continuation awards	50,650	49,661	0	142	140	0
Total	50,650	49,661	0	142	140	0

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Output Measures	2017 Funding	2018 Request	2019 Funding	2017 Awards	2018 Awards	2019 Awards
Student Support Services						
Continuation awards	$304,355	$303,631	0	1,069	1,069	0
Total	304,355	303,631	0	1,069	1,069	0
McNair Postbaccalaureate						
New awards	41,171	0	0	167	0	0
Continuation awards	4,494	45,886	0	19	186	0
Total	45,665	45,886	0	186	186	0
Staff Training						
New awards	0	2,500	0	0	10	0
Continuation awards	2,805	0	$2,500	13	0	10
Total	2,805	2,500	0	13	10	0
Total awards						
Total new awards	$403,047	$2,500	0	1,325	10	0
Total Continuation awards	540,696	938,359	546,152	1,789	3,095	1,710
Evaluation	2,705	746	2,000			
Administrative expenses:						
Peer review of new award applications	1,943	0	0			
Other expenses	1,610	1,944	1,848			
Total	3,553	1,944	1,848			
Total	**950,000**	**943,549**	**550,000**	**3,114**	**3,105**	**1,710**

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Goal: Increase the percentage of low-income, first-generation college students who successfully pursue postsecondary educational opportunities.

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Objective: *Increase postsecondary enrollment rates of low-income, first-generation individuals in the academic pipeline.*

Measure: The percentage of participants enrolling in college.

Year	Talent Search Target	Talent Search Actual	Upward Bound Target	Upward Bound Actual	Educational Opportunity Centers Target	Educational Opportunity Centers Actual
2014	80.5%	79.7%	80.5%	85.3%	61.5%	57.6%
2015	80.5	78.7	81.0	84.9	61.5	58.0
2016	81.0	77.6	81.5	84.1	61.5	57.1
2017	81.0		82.0		62.0	
2018	81.0		82.0		62.0	
2019	81.0		82.5		62.0	

Additional information: This measure looks at the percentage of participants who enroll in college. Targets are set and data are calculated independently for each of the three programs for which this measure is relevant. Data are provided by the grantees in their Annual Performance Reports.

- For Talent Search, the measure looks at the percentage of "college ready" participants who enrolled in programs of postsecondary education during the reporting period or the next fall term. "College ready" participants are those who have received a regular secondary school diploma or an alternative award such as a high school equivalency certificate.

- For the Upward Bound program, including the Math and Science projects, this measure tracks the percentage of Upward Bound participants with a regular secondary school diploma who subsequently enroll in postsecondary education.

- For Educational Opportunity Centers, the Department defines the cohort of participants comprising the denominator in the postsecondary enrollment calculation in the following way: participants who received a secondary school diploma or its equivalent during the reporting year, high school graduates or high school equivalency graduates not already enrolled in postsecondary education, postsecondary dropouts, or potential postsecondary transfers.

Objective: *Increase postsecondary persistence and completion rates of low-income, first-generation individuals in the academic pipeline.*

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Measure: The percentage of Student Support Services participants completing an Associate's degree at their original institution or transferring to a 4-year institution within 3 years.

Year	Target	Actual
2014	36.0%	39.2%
2015	37.0	41.2
2016	37.5	43.1
2017	38.0	
2018	38.5	
2019	39.0	

Measure: The percentage of Student Support Services first-year students completing a Bachelor's degree at their original institution within 6 years.

Year	Target	Actual
2014	42.0%	50.7%
2015	45.0	50.4
2016	47.0	55.9
2017	49.0	
2018	50.0	
2019	51.0	

Additional information: Grantees provide data on college completion in their Annual Performance Reports (APR). The NCES Digest of Education Statistics helps provide some context for this performance data. According to NCES, the 6-year graduation rate for students first enrolling in 4-year institutions in 2009 was 59.4 percent while the 3-year graduation rate for students first enrolling in 2-year institutions in 2012 was 29.1 percent. It must be noted these NCES data include all students, regardless of income or first generation status. A continuing shortcoming of these measures is they only measure degree completion of participants who remain at the grantee institution because the grantees are unable to track whether the completion of students who transfer to other institutions.

Measure: The percentages of TRIO McNair participants enrolling and persisting in graduate school.

Year	Enrolling Target	Enrolling Actual	Persisting Target	Persisting Actual
2014	69.0%	71.8%	83.0%	84.3%
2015	70.0	69.7	84.0	81.4
2016	70.0	68.7	84.5	84.4
2017	71.0		85.0	
2018	71.0		85.0	
2019	71.0		85.0	

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Additional information: The methodology for this enrollment measures counts as successes those McNair participants who enroll in graduate school within 3 years of postsecondary graduation. The reporting year in the table above represents the 3-year point of measurement. That is, 68.7 percent of McNair participants who graduated with their baccalaureate degree in 2013 had enrolled in graduate school by 2016. The persistence measure tracks the percentage of McNair participants who enrolled in graduate school and were still enrolled at the beginning of their second year.

Efficiency Measures

Measure: The cost per successful outcome.

Year	Talent Search Target	Talent Search Actual	Upward Bound Target	Upward Bound Actual	Student Support Services Target	Student Support Services Actual
2014	$475	$453	$4,600	$4,134	$1,690	$1,595
2015	470	460	4,585	4,273	1,680	1,671
2016	470	468	4,570	4,292	1,670	1,693
2017	465		4,555		1,660	
2018	465		4,540		1,650	
2019	460		4,525		1,640	

Additional Information: The efficiency measure for the TRIO programs is the average annual cost per successful outcome, which is calculated by dividing the program's funding by the number of successful outcomes in each program in a given year. The definition of "successful outcome" varies by program; as a result, it is difficult to make valid comparisons across TRIO programs based on these data. For Talent Search and Upward Bound, participants are considered successful if they persist to the next grade level, graduate high school, or enroll in postsecondary school. For Student Support Services, participants are counted as successful if they graduate, transfer, or persist to the following academic year.

Measure: The Federal cost of each McNair program baccalaureate recipient who enrolls in graduate school within 3 years.

Year	Target	Actual
2014	$33,000	$25,029
2015	32,000	34,991
2016	31,000	29,816
2017	30,000	
2018	30,000	
2019	30,000	

Additional information: This measure is calculated by dividing the McNair funding allocation from the year in which participants graduated college by the number of college graduates from that cohort that enrolled in graduate school within 3 years.

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Other Performance Information

The Department has invested significant resources in evaluations and studies of the Federal TRIO Programs. Each TRIO evaluation and study was conducted independently by outside contractors that reported to the Department's evaluation offices. Summaries of key TRIO evaluations are provided below:

Talent Search: The Department initiated a study in 1998 that examined outcomes of participating in the Talent Search program in three States—Florida, Indiana, and Texas. The study, which was published in 2006, relied on quasi-experimental matching techniques using administrative data. The study found that Talent Search participants were more likely than comparison students to apply for Federal financial aid and to enroll in college in all three States. Since the study was not a randomized experiment, it is not possible to attribute differences in outcomes solely to participation in Talent Search. However, the consistency of the findings across the three States suggests greater robustness. The study is available at the following link: https://www2.ed.gov/rschstat/eval/highered/talentsearch-outcomes/ts-report.pdf.

Upward Bound: The evaluation of Upward Bound, based on a random assignment design in a sample of 67 Upward Bound projects, was initiated in 1991. The final report, which was released in January 2009, did not provide evidence that Upward Bound has effects on most key outcome measures for the average participant. The study found that approximately 81 percent of Upward Bound participants and 79 percent of control group students enrolled in a postsecondary institution. The difference was not statistically significant. The study also did not find that program participation increased the chances of completing a postsecondary program (38 percent of participants, compared to 35 percent of nonparticipants, completed any type of degree, certificate, or license) or completing a 4-year college program (21 percent of Upward Bound participants compared to 22 percent of nonparticipants completed a bachelor's degree.)

The evaluation, however, did find that Upward Bound increased postsecondary enrollment and completion rates for some key subgroups of students. For the subgroup of students with lower educational expectations—that is, the students who did not expect to complete a bachelor's degree—Upward Bound increased the rate of postsecondary enrollment by 6 percentage points and postsecondary completion by 12 percentage points. The evaluation also found that Upward Bound improved college enrollment and completion rates for students in rural areas and that longer participation in Upward Bound was associated with higher rates of postsecondary enrollment and completion. The study is available at the following link: https://www2.ed.gov/rschstat/eval/highered/upward/upward-2009-report.doc

Student Support Services: The final report of the national evaluation of Student Support Services (SSS), which was initiated in 1990, was released in 2010. The quasi-experimental study, which was based on a random cross-section of projects, examined the extent to which Student Support Services projects improved key student outcomes, such as persistence, transfers from 2-year to 4-year institutions, and degree completion. The study did not find differences between students who received services from SSS and those that did not. The report does indicate that participation in supplemental services, generally—whether or not they were offered directly by SSS projects—was related to improved student outcomes and that

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higher service levels were associated with better student outcomes. The study is available at the following link: https://www2.ed.gov/rschstat/eval/highered/student-support/final-report.pdf

Upward Bound Math & Science: To assess program impact, UBMS participants were compared to a comparison group of students that had applied for regular Upward Bound but did not participate in Upward Bound/Math/Science. Some of the comparison group students did participate in regular Upward Bound and some did not; the differences in outcomes between UBMS participants and comparison group students participating in regular Upward Bound were analyzed separately. Propensity score matching was used to control for demographic differences between UBMS and comparison group. A limitation of this study design is that the findings are vulnerable to selection bias if UBMS participants were initially more interested and skilled in math and science than their counterparts who did not apply to participate in UBMS. The final report, released in the spring of 2010, indicates that Upward Bound Math/Science participants were more likely to enroll in and complete postsecondary education than comparison students and more likely to enroll in selective postsecondary institutions. In addition, UBMS participants took more math and science credits than comparison students. However, UBMS students were no more likely than comparison students to major in math or science. The study is available at the following link: https://www2.ed.gov/rschstat/eval/highered/upward-math-science/impacts-7-9-years-report.doc

Ronald E. McNair Postbaccalaureate Achievement: The study of the Ronald E. McNair Postbaccalaureate Achievement is a descriptive analysis of McNair participants' educational and employment outcomes. The study, which was released in March 2008, found that approximately 6 percent of participants served from 1989 to 1998 had earned a doctoral degree by 2003, with the largest number of degrees in the life sciences (26 percent), followed by the social sciences (24 percent). Another 6 percent of participants earned professional degrees, e.g., degrees in law, medicine, or pharmacy. More of the students included in the analyses may have completed degrees after the 2003 data collection: approximately 14 percent of students from the first cohort participating from 1989 through 1993, who thus had more years to complete their degrees before the 2003 data collection, completed doctorates. The study is available at the following link: https://www2.ed.gov/rschstat/eval/highered/mcnair/mcnair.pdf.

Current evaluations

Upward Bound: The Institute of Education Sciences began a new evaluation of Upward Bound promising practices in 2013, as required by section 402H(b)(1) of the Higher Education Act. The study is testing the use of practices aimed at improving college fit by evaluating the effectiveness of a professional development program for Upward Bound project staff on college enrollment outcomes for participating Upward Bound students. The intervention includes tools and resources, including information packets and a well-specified set of in-person college guidance strategies informed by recent research. The effort leverages work in the field to design effective informational materials on college costs and outcomes, application fee waivers, and guidance on colleges to which individual students could consider applying based on their location and standardized test scores. The training component is designed so that it can be used with regular high school counselors or Upward Bound project staff to maximize the return on investment in the demonstration. The evaluation builds on the developing body of research suggesting that low-income students may not be attending colleges that match their academic

abilities and career objectives, in part because they do not have adequate information about their college options. The Department expects to publish initial results from this evaluation in the spring of 2018. More information is available at the following link: https://ies.ed.gov/ncee/projects/evaluation/pathways_upward.asp

Educational Opportunity Centers: In the spring of 2017, the Institute of Education Sciences announced a new evaluation to examine the effectiveness of a low cost approach to providing information designed to overcome key barriers to college enrollment to participants through a systematic set of timely and personalized text messages. The study, which is currently scheduled to be released in the fall of 2022, will evaluate the impact of the intervention on EOC participants' FAFSA completion and college enrollment rates. More information is available at the following link: https://ies.ed.gov/ncee/projects/evaluation/pathways_postsec.asp

Gaining early awareness and readiness for undergraduate programs

  (Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 2)

(dollars in thousands)

FY 2019 Authorization: 0[1]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
	$337,447	$0	-$337,447

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[1] The GEPA extension expired September 30, 2015. No appropriations language or reauthorizing legislation is sought for fiscal year 2019.

PROGRAM DESCRIPTION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides 6-year grants to States and partnerships that support early college preparation and awareness activities at the State and local levels to ensure low-income elementary, middle, and secondary school students are prepared for and pursue postsecondary education. Applicants may also apply for an optional seventh year of funding to provide services at an institution of higher education to follow students through their first year of college attendance.

GEAR UP has two major service components: First, projects provide a comprehensive set of early intervention services including mentoring, tutoring, academic and career counseling, and other college preparation activities like exposure to college campuses and financial aid information and assistance. Second, projects provide college scholarships to participating students. In making awards to State applicants, the Department must give priority to funding entities that have carried out successful GEAR UP programs prior to enactment in 2008 of the Higher Education Opportunity Act; have a prior, demonstrated commitment to early intervention programs; and ensure that students previously served by GEAR UP programs receive services through the completion of secondary school. States and partnerships must provide matching funds of at least 50 percent of the total project costs with cash or in-kind contributions from nonfederal sources accrued over the full duration of the grant award. The Department may authorize a reduction in the required match for partnerships under certain circumstances.

GEAR UP supports two types of grants:

State Grants—States receiving funds are required to provide both an early intervention and a scholarship component, targeted to low-income students in grades K-12. At least 50 percent, but not more than 75 percent, of the grant funds must be used to provide scholarships to participating students. Conversely, at least 25 percent, but not more than 50 percent, of the funds must be used for early intervention services. State grantees must, unless they request

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and receive a waiver, hold in reserve funds for scholarships equivalent to the effective minimum Pell grant amount multiplied by the number of students the project is serving that the State estimates will enroll in an eligible institution of higher education. The State must make these funds available to eligible students who meet certain benchmarks. These scholarships are portable and may be used outside the State in which the GEAR UP program is located. States must provide all students served by the program with a personalized 21st Century Scholar Certificate to indicate the amount of Federal financial aid that they may be eligible to receive for college.

Partnership Grants—Partnerships must include one or more degree granting institutions of higher education, one or more local educational agencies, and at least two community organizations or entities such as businesses, professional associations, State agencies, or other public or private organizations. Partnerships receiving funds are required to provide an early intervention component to at least one cohort or grade level of students beginning no later than the 7th grade, in a school that has a 7th grade and in which at least 50 percent of the students enrolled are eligible for free or reduced-price lunch—or to an entire grade level of students, not later than the 7th grade, who reside in public housing. Partnerships must ensure that services will continue to be provided through the 12th grade. Partnerships may also provide scholarships. Partnerships must provide all students served by the program with a personalized 21st Century Scholar Certificate to indicate the amount of Federal financial aid that they may be eligible to receive for college.

Of the amount appropriated for GEAR UP, not less than 33 percent must be used to fund State grants and not less than 33 percent must be used to fund Partnership grants, with the remainder being awarded at the Department's discretion, taking into consideration the number, quality, and promise of applications and, to the extent practicable, the geographic distribution of grants and the distribution of grants between urban and rural applicants. Additionally, the statute allows up to 0.75 percent of the funds appropriated to be used to conduct a national evaluation of the GEAR UP program.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$301,639
2015	301,639
2016	322,754
2017	339,754
2018	337,447

FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests no funding for Gaining Early Awareness and Readiness for Undergraduate Programs, a decrease of $337.4 million from the fiscal year 2018 annualized CR level. The proposed elimination of the GEAR UP program is consistent with the Administration's belief in reducing the Federal role in education, eliminating duplicative programs, and reallocating scarce Federal resources to higher priority programs.

Gaining early awareness and readiness for undergraduate programs

There is limited rigorous evidence that GEAR UP is effective, particularly in achieving the program's ultimate objectives of increasing high school graduation and college enrollment rates. For example, although a 2008 Department-sponsored evaluation found a positive association between GEAR UP participation and some early outcomes such as increasing students' and parents' knowledge of postsecondary opportunities and increasing rigorous course-taking, there was no indication of an association with improved grades or school behavior, and the evaluation did not report on high school graduation or college enrollment outcomes.

Many of the activities supported under GEAR UP can be supported through the Administration's proposal to transition the Federal TRIO programs into a single State formula grant program that would support activities to help low-income and other disadvantaged students progress through the academic pipeline from middle school through college. GEAR UP activities can also be supported through the existing Talent Search and Upward Bound programs and similar activities can also be supported through ESEA Title I grants to States.

Under the Administration's proposal to transition the Federal TRIO programs into a single State formula grant program, the Department would provide funding directly to States to support activities to help low-income and other disadvantaged students progress through the academic pipeline from idle school through college. This proposal would shift authority and responsibility from the Federal government to the States, improve alignment between Federal resources and need, invest in activities that are most supported by evidence, and enable the Department to re-allocate limited staff resources from competition-related activities to areas that are critical to help ensure appropriate use of limited taxpayer resources, such as grant monitoring and oversight, performance improvement, and program evaluation. The Administration believes that restructuring the Federal TRIO programs into a single State formula grant program, including by incorporating additional activities authorized under GEAR UP, would yield significant program management efficiencies and support more effective uses of Federal resources. More information on the State formula grant proposal is available in the request for the Federal TRIO programs.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
State Grants			
Number of new awards	10	16	0
Average new award	$3,488	$3,660	0
Total new award funding	$34,884	$58,556	0
Number of continuation awards	36	32	0
Average continuation award	$3,284	$3,344	0
Total continuation award funding	$118,209	$106,996	0
Total award funding	$153,093	$165,553	0
Total number of awards	46	48	0

HIGHER EDUCATION

Gaining early awareness and readiness for undergraduate programs

Output Measures	2017	2018	2019
Partnership Grants:			
Number of new awards	24	32	0
Average new award	$1,882	$1,830	0
Total new award funding	$47,625 [1]	$58,556	0
Number of continuation awards	85	67	0
Average continuation award	$1,622	$1,659	0
Total continuation award funding	$137,859	$108,452	0
Total award funding	$185,483	$169,711	0
Total number of awards	109	99	0
Total award funding:			
Total new award funding	$82,509	$117,113	0
Total continuation award funding	$256,067	$218,151	0
Evaluation	0	1,000	0
Peer review of new award applications	1,012	1,000	0
Web data collection	$166	$183	0
Total program funding	$339,754	$337,447	0
Total number of awards	155	147	0

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[1] Includes $2,462 thousand used to pay 2018 continuation costs. These funds are excluded from the average award calculation.

HIGHER EDUCATION

Gaining early awareness and readiness for undergraduate programs

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Goal: **To significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.**

Objective: *Increase the rate of high school graduation and enrollment in postsecondary education of GEAR UP students.*

Measure: The percentage of GEAR UP high school seniors who graduated from high school.

Year	Target	Actual
2014	87.0%	86.5%
2015	88.0	83.9
2016	88.0	77.1
2017	89.0	
2018	89.0	

Additional Information: This measure indicates the percentage of GEAR UP high school seniors that graduated from high school. That is, the denominator used in the calculation includes only GEAR UP participants who persisted until the 12th grade while the numerator includes participants who both persisted until the 12th grade and graduated. The figure reported for 2016 excludes data grantees reported for the no-cost extension year due to concerns about data quality in that time period. The Department will work with grantees in 2018 to improve the accuracy of reporting on Final Performance Reports going forward.

Measure: The percentage of former GEAR UP high school graduates who immediately enrolled in college.

Year	Target	Actual
2014	61.0%	77.3%
2015	61.0	57.6
2016	62.0	55.5
2017	62.0	
2018	63.0	

Additional Information: This measure indicates the percent of GEAR UP students who graduated from high school and enrolled in postsecondary education the following September. Data from NCES provide context for these data. According to NCES, 69.8 percent of recent high school completers enrolled in postsecondary education immediately following high school

Gaining early awareness and readiness for undergraduate programs

graduation in 2016. In that same year, 65.4 percent of low-income students enrolled in postsecondary education immediately following high school graduation, according to the same NCES research. The figure reported for 2016 excludes data grantees reported for the no-cost extension year due to concerns about data quality in that time period. The Department will work with grantees in 2018 to improve the accuracy of reporting on Final Performance Reports going forward.

Objective: *Increase the academic performance and preparation for postsecondary education of GEAR UP students.*

Measure: The percentage of GEAR UP students who enrolled in pre-algebra by the end of the 8th grade who passed the course and the percentage of GEAR UP students enrolled in Algebra I by the end of the 9th grade who passed the course.

Year	Pre-algebra Target	Pre-algebra Actual	Algebra I Target	Algebra I Actual
2014	34%	60.4%	53%	58.3%
2015	34	58.3	53	67.7
2016	55	53.6	54	58.1
2017	55	67.7	54	72.8
2018	56		55	

Additional Information: This measure tracks completion rates for two mathematics classes that research has shown are key indicators of college readiness. Data for this measure, collected through Annual Performance Reports, reflect student completion levels from the prior year. It should be noted that, as the measure tracks only the percentage of those students who are enrolled that pass the class, the percentage of the entire cohort who are on the path to college-readiness is likely to be lower.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as enrollment in postsecondary education by GEAR UP students immediately following high school graduation. The Department calculates this measure by dividing the annual funding supporting closeout grantees (grantees serving cohorts of 12th graders) by the total number of postsecondary enrollees they produce. Using this methodology, the annual cost per successful outcome for the GEAR UP cohort that submitted Final Performance Reports in 2016 was $5,154. The Department provided approximately $8.7 million per year to the grantees in this cohort, which produced 1,694 postsecondary enrollees in the final year of their grants. It is important to note that this measure uses the strictest possible definition of "successful outcome." For instance, students from this cohort who graduate high school with the help of GEAR UP programs but do not enroll in postsecondary education are not considered "successes" under this methodology. The Department is exploring alternative methodologies to measuring efficiency in this program.

Other Performance Information

In 2001, the Department began an evaluation on the early effects of the GEAR UP program. This study, which was released in 2008, reported on the program's impact on participants

Gaining early awareness and readiness for undergraduate programs

attending middle schools and their parents, and the effects of GEAR UP on middle schools and on the sustainability of the program's activities after Federal funds are no longer available. The study did not report on two key outcomes of interest—secondary school graduation and postsecondary enrollment—because the data were not yet available. Overall, the study found that GEAR UP had significant impacts on students' and parents' knowledge and behavior and on the academic offerings at GEAR UP schools, but did not find impacts on grades or school behavior. The study is available at the following link: (http://www2.ed.gov/rschstat/eval/highered/gearup/early-outcomes.pdf). The Department initiated a follow up study designed to assess the impact of GEAR UP participation on high school graduation and college enrollment rates, but methodological issues, including very low survey response rates, prevented the Department being able to publish any meaningful results.

Current evaluation

In fiscal year 2014, the Department began using GEAR UP evaluation funds to undertake a rigorous study of college access strategies designed to improve GEAR UP students' college enrollment and completion. The findings from this evaluation will be useful to GEAR UP grantees as they search for promising practices to incorporate into their projects, and also to policymakers seeking to enhance current college access efforts.

Specifically, the Department used approximately $5.5 million of fiscal year 2014 and 2015 funds to test a low-cost communication strategy that employs commonly used technology to provide college-intending high school graduates in the GEAR UP program and their parents with customized reminders about college enrollment-related tasks. The study is based on research indicating that although academic preparation and financial circumstances continue to drive disparities in postsecondary enrollment and completion, a substantial number of low-income students fail to enroll in and complete college simply because they fall off track trying to navigate the complex process of applying to, enrolling in, and staying in college (Bowen, Chingos, and McPherson, 2009; Roderick, Nagaoka, Coca, and Moeller, 2008).

The study targets GEAR UP high school seniors intending to enroll in college, providing them with a series of electronic communications through text messages and emails throughout the summer and into the fall of their first expected year of college. The messages remind students about key college-related tasks they need to complete, customized to the specific activities and deadlines of the colleges or universities in which they intend to enroll. The reminders focus on matriculation-related tasks such as award letters, fees, orientation and registration timelines and requirements, and early steps in college, such as meeting with advisors, connecting with campus support services, and FAFSA renewal. In addition, the messages assist program participants in ensuring that they obtain scholarship funds made available through their GEAR UP projects. The Department expects to publish a report assessing the intervention's impact on college matriculation rates by December 2018, followed by a report assessing the impact on FAFSA renewal and college persistence rates in the fall of 2019. If the findings on college enrollment and persistence warrant further follow up, the Department could analyze and report on longer term persistence outcomes in the spring of 2020.

Graduate assistance in areas of national need
(Higher Education Act of 1965, Title VII, Part A, Subpart 2)

(dollars in thousands)

FY 2019 Authorization: 0[1]

Budget Authority:

2018 Annualized CR	2019	Change from Annualized CR
$27,857	$0	-$27,857

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[1] The GEPA extension expired September 30, 2015. No appropriations language or reauthorizing legislation is sought for fiscal year 2019.

PROGRAM DESCRIPTION

Graduate Assistance in Areas of National Need (GAANN) provides fellowships, through 3-year grants to degree-granting postsecondary institutions, to graduate students of superior ability and high financial need studying in areas of national need. The Department may also award grants to non-degree-granting institutions that have formal arrangements for the support of doctoral dissertation research with degree-granting institutions. Applicants must set forth policies and procedures identifying the specific strategies they will use to identify and support talented students from traditionally underrepresented backgrounds. To be eligible for a fellowship, students must be pursuing a doctoral degree or the highest degree in the academic field at the institution of higher education (IHE) they are attending, have excellent academic records, and demonstrated financial need.

After consultation with appropriate agencies and organizations, such as the National Science Foundation, the Department of Defense, and the Department of Homeland Security, the Department designates those fields of study that are considered "areas of national need" by taking into account the extent to which such areas fulfill a compelling national interest, the extent to which other Federal programs support post-baccalaureate studies in such areas, and the most significant impact that can be made with available resources. The designated areas of national need for the most recent competition were: area studies; biological sciences/life sciences; chemistry; computer and information sciences; engineering; foreign languages and literatures; mathematics; nursing; physics; and educational evaluation, research, and statistics.

Institutions use program funds to award fellowships of up to 5 years of study. Each fellowship consists of a student stipend to cover living costs, and an institutional payment to cover each fellow's tuition and other expenses. The stipend is the lesser of demonstrated need or the level

of support provided by the National Science Foundation's Graduate Research Fellowships program. The institutional payment is adjusted annually based on the Consumer Price Index.

Institutions must match 25 percent of the Federal grant amount. The institutional match may be used for the following: to provide additional fellowships to graduate students not already receiving institutional or GAANN fellowships; to meet the cost of tuition, fees, and other instructional costs that are not covered by the institutional payment; and to supplement the stipend received by a fellow in an amount not to exceed the fellow's financial need. Institutions must also provide fellows with at least 1 year of supervised training in instruction for students.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$29,293
2015	29,293
2016	29,293
2017	28,047
2018	27,857

FY 2019 BUDGET REQUEST

For fiscal year 2019, the Administration requests no funding for the GAANN program, a decrease of $27.8 million from the fiscal year 2018 annualized CR level. This request supports the Administration's intent to reduce the Federal role in education by reallocating scarce Federal resources to higher priority programs. While GAANN provides significant financial support to the graduate students receiving fellowships, the program operates at a high cost per student (approximately $50,000 per student) and, as a result, provides support to just a limited number of graduate students. The Administration believes such fellowships can be more efficiently and more appropriately supported through other Federal programs, as well as through institutional and other non-Federal resources.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2017	2018	2019
Number of new awards	0	93	0
Number of new fellowships	0	465	0
Average new award	0	$249	0
Total new award funding	0	$23,157	0
Number of NCC awards	113	18	0
Number of NCC fellowships	567	90	0
Average NCC award	$248	$249	0
Total NCC funding	$28,047	$4,484	0

Graduate assistance in areas of national need

Output Measures	2017	2018	2019
Average institution payment	$15	$16	0
Average stipend	$34	$34	0
Total average fellowship	$49	$50	0
Peer review of new award applications	0	$216	0
Total number of awards	113	111	0
Total number of fellowships	567	555	0
Total program funding	$28,047	$27,857	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years, as well as the resources and efforts invested by those served by this program. The Department has not established targets for 2019 because the President's Request does not include funding for this program.

Goal: **To increase the number of persons trained at the highest academic level.**

Objective: *To increase the number of students of superior academic ability completing the terminal degree in designated areas of national need in order to alleviate that need.*

Measure: The percentage of GAANN fellows completing the terminal degree in the designated areas of national need.

Year	Target	Actual
2014	60%	67%
2015	60	67
2016	60	75
2017	60	
2018	60	

Additional Information: The data used to calculate performance for this measure come from the program's final performance reports, the Department's Grants and Payments database, and the GAANN program database. The data are calculated by dividing the number of GAANN fellows in the last year of their fellowships who have successfully completed their doctoral studies by the total number of GAANN fellows who are in the last year of their fellowships.

Because a fellow can receive no more than 5 years of funding and most doctoral students take 6–7 years to complete their doctoral programs, advancing to candidacy is used as a proxy for

degree completion where appropriate. Use of such proxy data may inflate the performance data, as most, but not all, doctoral candidates who advance to candidacy actually complete their doctoral degrees. In fiscal year 2016, GAANN fellows exceeded the target completion rate for the tenth year in a row.

Measure: Median time to degree completion (years).

Year	Target	Actual
2014	5.0	4.9
2015	5.0	5.2
2016	5.0	5.1
2017	5.0	
2018	5.0	

Additional Information: This measure, along with the completion rate measure, shows that the program supports fellows who have a high likelihood of successfully completing their degree in a relatively short period of time. Data collected through annual performance reports show that the program had a median time to completion of 5.1 years in 2016.

According to the most recent publicly available national data provided by the National Science Foundation's annual "Survey of Earned Doctorates," the median time to doctoral degree completion for all graduate programs, measured from initial enrollment in graduate school, in the United States was 7.3 years in 2016. During that same period, the average time to completion was 6.1 years for the physical sciences, 6.5 years for engineering, and 6.7 years for life sciences. These figures are not directly comparable to those of the GAANN program, insofar as the GAANN measures begin counting years to completion at first enrollment in any type of graduate education, not just doctoral study. For example, the GAANN completion rate includes students in Master's programs who are likely to complete their degrees in a shorter number of years than doctoral students. However, research shows that students with financial need, such as those served by the GAANN program, typically take longer to complete terminal graduate degrees than the national student body as a whole.

Efficiency Measure

The efficiency measure for this program is the cost of a successful outcome, where success is defined as terminal graduate program completion. This measure is directly tied in with the program's performance measures.

Measure: Cost per PhDs and those who pass preliminary exams.

Year	Target	Actual
2014	$68,500	$63,925
2015	68,500	74,775
2016	68,500	
2017	68,500	
2018	68,500	

HIGHER EDUCATION

Graduate assistance in areas of national need

The data used to calculate the efficiency measure come from the program's final performance reports, the Department's Grants and Payments database, and the GAANN program database. The data are calculated by dividing the total amount of Federal funds provided to support a cohort of fellows for the 3 years of the grant period by the number of GAANN fellows who complete their degree or successfully advance to candidacy during the 5-year fellowship period. As the efficiency measure is based on data from a relatively small number of students, significant year-to-year fluctuations may be expected. This may reduce the usefulness of the measure at the program level.

Other Performance Information

A study of the Department's graduate fellowship programs was initiated in 2004. The study was designed to provide information on educational and employment outcomes of participants in the Department's graduate fellowship programs, including the GAANN program. The study found that about 78 percent of GAANN fellows had completed their degree within 10 years and another 9 percent were still pursuing their degrees; in comparison, 62 percent of all U.S. students who enrolled in a graduate degree program completed their degrees and 15 percent were still enrolled in that program. The study also found that the average time to degree completion for GAANN fellows was 6 years, compared to 8 to 9 years for all U.S. graduate students in comparable fields, based on the "Survey of Earned Doctorates." The final report was published in September 2008 and can be found at: http://files.eric.ed.gov/fulltext/ED526947.pdf.

Child care access means parents in school
(Higher Education Act of 1965, Title IV, Part A, Subpart 7)

(dollars in thousands)

FY 2019 Authorization: To be determined[1]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
	$15,031	$15,134	+$103

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2019.

PROGRAM DESCRIPTION

The Child Care Access Means Parents in School (CCAMPIS) program is designed to support the participation of low-income parents in postsecondary education through campus-based child care services. Under this program, discretionary grants of up to 4 years in duration are awarded competitively to institutions of higher education. Priority is given to child care programs that (1) leverage significant local or institutional resources and (2) utilize a sliding fee scale.

Institutions may use the funding to support or establish a campus-based child care program primarily serving the needs of low-income students enrolled at the institution. Grants may also be used to provide before- and after-school services. The authorizing statute defines a "low-income student" as a student eligible to receive a Pell Grant during the year of enrollment at the institution or who would otherwise be eligible to receive a Pell Grant, except that the student fails to meet the requirements of: (1) Section 401(c)(1) of the Higher Education Act (HEA) because the student is enrolled in a graduate or first professional course of study; or (2) Section 484(a)(5) of the HEA because the student is in the United States for a temporary purpose. Grants are only to be used to supplement existing child care services or start a new program. Funds may not be used for grants that supplant funds for current child care services.

An institution is eligible to receive a grant if the total amount of Pell Grant funds awarded to students at the institution for the preceding fiscal year equals or exceeds $350,000. When the appropriation for the program reaches $20 million, this amount decreases to $250,000. The maximum grant award cannot exceed 1 percent of the total amount of all Pell Grant funds awarded to students enrolled at the institution during the preceding fiscal year. The minimum grant amount is $10,000. This amount increases to $30,000 when the program's appropriation reaches $20 million.

Grantees must submit annual reports to the Department regarding their activities. The reports must contain data on the population served by the grant; information on campus and community resources and funding used to help low-income students access child care services; information on progress made toward accreditation of any child care facility; and information on the impact

Child care access means parents in school

of the grant on the quality, availability, and affordability of campus-based child care services. An institution receives a continuation award only if the Department determines, on the basis of the annual reports, that the institution is making a good faith effort to ensure that low-income students have access to affordable, quality child care services.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	$15,134
2015	15,134
2016	15,134
2017	15,134
2018	15,031

FY 2019 BUDGET REQUEST

The Administration requests $15 million for fiscal year 2019 for the Child Care Access Means Parents in School (CCAMPIS) program, an increase of $103 thousand, to restore funding to the fiscal year 2017 level. All of the funds requested for the CCAMPIS program in fiscal year 2019 would support continuation awards.

A National Center for Education Statistics (NCES) report entitled "Persistence and Attainment of 2011–12 First-Time Postsecondary Students After 3 Years," indicates that single parents enrolled in 2-year and 4-year institutions are at significantly greater risk of not completing a certificate or degree. These data show, for example, that 50 percent of students who were single parents when they started at a 4-year institution were no longer enrolled and had not completed any certificate or degree after 3 years, compared to just 16 percent of dependent students (students under 24, unmarried, and with no dependents of their own). Similarly, at 2-year public institutions, 57 percent of beginning postsecondary students who were single parents in 2011-2012 were no longer enrolled and had not completed any certificate or degree after 3 years. This rate is 18 percentage points higher than the comparable rate for dependent students.

One significant barrier to completion for low-income students and single parents is the lack of convenient and affordable quality child care services. In 2017, the Institute of Women's Policy Research published a briefing paper concluding that single student mothers had, on average, over $6,600 in unmet need, more than $1,700 higher than the average need of non-parenting women in college, and $2,000 more than married mothers' unmet need in 2012. In addition, data from Child Care Aware of America, a national membership-based nonprofit organization working to advance affordability, accessibility, development and learning of children in child care reported in 2016 that child care can pose a major financial challenge for all student parents, and especially for single student mothers. The annual cost of center-based care for a four-year-old ranges from roughly $4,000 in Mississippi to more than $12,700 in Massachusetts—levels that may be prohibitively high for single mothers. (Child Care Aware of America. 2016. *Parents and the High Cost of Child Care: 2016*. Arlington, VA: Child Care Aware of America.)

Child care access means parents in school

Fiscal year 2019 funding maintains support to enable institutions to sustain or establish campus-based child care programs; establish emergency back-up care and provide summer child care and before and after school services; subsidize the costs of child care for low-income students; and establishes programs involving parents.

PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Number of new awards	58	29	0
Average new award	$148	$223	0
Total new award funding	$8,575	$6,456	0
Number of NCC awards	28	58	87
Average NCC award	$229	$148	$174
Total NCC award funding	$6,408	$8,575	$15,134
Peer review of new award applications	$151	0	0
Total award funding	$15,134	$15,031	$15,134
Total number of awards	86	87	87

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department recently dropped a performance measure that focused on completion rates at 4-year grantee institutions. The methodology used for this measure was problematic because the denominator included students who had not been in school long enough to graduate even if they persisted without interruption. The Department does not plan to replace this measure. CCAMPIS grantees at 4-year institutions will continue to be required to submit completion rate data for students served by their projects, however, the data will not be aggregated to obtain completion rates at 4-year CCAMPIS grantee institutions.

Goal: **To support the participation of low-income parents in the postsecondary education system through the provision of campus-based child care services.**

Objective: *Increase access for low-income parents to postsecondary institutions.*

HIGHER EDUCATION

Child care access means parents in school

Measure: Percentage of CCAMPIS program participants enrolled at CCAMPIS grantee institutions receiving child care services who remain in postsecondary education at the end of the academic year, as reported in the annual performance report.

Year	4-year/2-year Target	4-year/2-year Actual	4-year Target	4-year Actual	2-year Target	2-year Actual
2014		61.8%		62.9%		60.3%
2015		63.1		66.0		59.6
2016		64.5		62.4		67.5
2017						
2018	73.9%		80.5%		60.7%	
2019	74.5		80.8		61.2	

Additional information: The overall persistence rate in 2016 for students participating in the CCAMPIS program is 64.5 percent (2,189 out of 3,396 student participants). The persistence rate for 2016 is calculated by dividing the number of students who were either still attending, had transferred from a 2-year institution to a 4-year institution of higher education, or had graduated during academic year 2015-2016 by the total number of students participating in the program. Outyear targets are consistent with current retention rates compiled by NCES/IPEDS for first-time degree-seeking undergraduates at degree-granting postsecondary institutions. Program performance data for 2017 will be available in March 2018.

Measure: Percentage of CCAMPIS program participants enrolled at 2-year CCAMPIS grantee institutions receiving child care services who graduate from postsecondary education within 3 years of enrollment.

Year	2-year Target	2-year Actual
2014		17.8%
2015		19.5
2016		20.0
2017		
2018	22.0%	
2019	22.0	

Additional information: Data for the graduation rate measure is collected from CCAMPIS grantee participants enrolled at 2-year CCAMPIS grantee institutions who graduate within 3 years of enrollment. The 2-year graduation measure is consistent with the Department's standard graduation rate for 2-year institutions, calculated as the percentage of recipients who graduated from their postsecondary institution within 150 percent of normal completion time. This means graduating within 3 years of beginning studies at a 2-year institution. The 2016 graduation rate for students participating in the CCAMPIS program from 2-year institutions is 20 percent.

Outyear targets are intended to reduce gap in graduation rates for institutions participating in the CCAMPIS program and 2-year public institutions nationally (22 percent) participating in Title IV Federal financial aid programs. Targets are based on students receiving associate's degrees or certificates from their initial institutions of attendance only using data compiled by NCES/IPEDS.

HIGHER EDUCATION

Child care access means parents in school

Annual Performance Report Data

The annual performance report (APR) data form grantees use to submit performance data to the Department requires the CCAMPIS project director and a certifying official at the institution to certify that the information reported in the APR is accurate, complete, and readily verifiable. All student participants are assigned a unique CCAMPIS participant identification (ID) number that is used to track them throughout their postsecondary education. Grantees use the same number for individual participants each time annual data are reported to the Department. Also, grantees code whether individual participants have:

- Completed the term without completing his/her studies, graduating, transferring, or withdrawing during the term or at the end of the term;

- Earned a certificate/diploma, associate's, bachelor's, or teaching credential during or at the end of the term;

- Transferred from a 2-year institution of higher education to a 4-year institution or from one 4-year institution to another 4-year institution during or at the end of the term;

- Officially withdrawn from the grantee-institution during the term;

- Not returned/dropped out/stopped out from the grantee-institution (without official notification to the institution) during the term;

- No further need for CCAMPIS funded services (examples: student is no longer eligible for Pell Grants; family member cares for the child; child aged out of care; etc.); and

- Participated in the CCAMPIS program while enrolled at the grantee-institution or declined CCAMPIS participation at any point while enrolled.

Efficiency Measure

The efficiency measure tracks student cost per successful outcome.

Measure: Federal cost per CCAMPIS student enrolled at CCAMPIS-grantee institutions receiving child care services who remain in postsecondary education at the end of the academic year, as reported in the annual performance report.

Year	Target	Actual
2014		$3,663
2015		3,609
2016		4,439
2017		
2018	$4,500	
2019	4,500	

Additional information: For 2016, the cost per successful outcome of $4,439 was calculated by dividing the program allocation of $14.5 million by 3,276, the total number of students receiving child care services who remain in postsecondary education at the end of the academic year at 4-year and 2-year CCAMPIS-grantee institutions.

Teacher quality partnership
   (Higher Education Act of 1965, Title II, Part A)

(dollars in thousands)

FY 2019 Authorization: 0[1]

Budget Authority:

	2018 Annualized CR	2019	Change from Annualized CR
	$42,799	0	-$42,799

[1] The GEPA extension expired September 30, 2015; no reauthorization is sought for fiscal year 2019.

PROGRAM DESCRIPTION

The Teacher Quality Partnership (TQP) program seeks to improve student achievement and the quality of teachers working in high-need schools and early childhood education (ECE) programs by improving the preparation of teachers and enhancing professional development activities for teachers; holding teacher preparation programs accountable for preparing effective teachers; recruiting highly qualified individuals, including minorities; and attracting talented professionals from outside the teaching pipeline into the classroom. Projects may also include a component to train school leaders in high-need or rural local educational agencies (LEAs) or a component to partner with a public broadcast television station or another entity that develops digital education content, to improve the quality of teacher preparation programs. The program is intended to help create a variety of effective pathways into teaching and support our Nation's teaching force in improving student outcomes.

Only partnerships may apply for funding under this program. Partnerships must include a high-need LEA; a high-need school or high-need ECE program (or a consortium of high-need schools or ECE programs served by the partner LEA); a partner institution of higher education (IHE); a school, department, or program of education within the partner IHE; and a school or department of arts and sciences within the partner IHE. A partnership may also include, among others, the Governor of the State, the State educational agency, the State board of education, the State agency for higher education, or a business.

In order to maximize resources and avoid duplication, applicants are required to explain how they plan to coordinate activities under the TQP program with other federally funded programs aimed at improving teacher effectiveness (e.g., Teacher Quality State Grants under Title II of the Elementary and Secondary Education Act (ESEA) and the Teacher Incentive Fund).

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The following three types of grants are eligible for funding through the program:

Pre-Baccalaureate Preparation of Teachers program (Pre-Baccalaureate)—Grants are provided to implement a wide range of reforms in teacher preparation programs and, as applicable, preparation programs for early childhood educators. These reforms may include, among other things, implementing curriculum changes that improve and assess how well prospective teachers develop teaching skills; using teaching and learning research so that teachers implement research-based instructional practices and use data to improve classroom instruction; developing a high-quality and sustained preservice clinical education program that includes high-quality mentoring or coaching; creating a high-quality induction program for new teachers; implementing initiatives that increase compensation for qualified early childhood educators who attain 2-year and 4-year degrees; developing and implementing high-quality professional development for teachers in partner high-need LEAs; developing effective mechanisms, which may include alternative routes to certification, to recruit qualified individuals into the teaching profession; and strengthening literacy instruction skills of prospective and new elementary and secondary school teachers.

Teaching Residency program—Grants are provided to develop and implement teacher residency programs that are based on models of successful teaching residencies and that serve as a mechanism to prepare teachers for success in high-need schools and academic subjects. Grant funds must be used to support programs that provide rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching apprenticeship; learning opportunities alongside a trained and experienced mentor teacher; and clear criteria for selecting mentor teachers based on measures of teacher effectiveness. Programs must place graduates in targeted schools as a cohort in order to facilitate professional collaboration. Programs must also provide a 1-year living stipend or salary to members of the cohort, which must be repaid by any recipient who fails to teach full time at least 3 years in a high-need school and subject or area.

School Leadership program—Grants are provided to develop and implement effective school leadership programs to prepare individuals for careers as superintendents, principals, early childhood education program directors, or other school leaders. Such programs must promote strong leadership skills and techniques so that school leaders are able to:

- Create a school climate conducive to professional development for teachers;

- Understand the teaching and assessment skills needed to support successful classroom instruction;

- Use data to evaluate teacher instruction and drive teacher and student learning;

- Manage resources and time to improve academic achievement;

- Engage and involve parents and other community stakeholders; and

- Understand how students learn and develop in order to increase academic achievement.

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Grant funds must also be used to develop a yearlong clinical education program, a mentoring and induction program, and programs to recruit qualified individuals to become school leaders.

Partnerships may apply for funding under the Pre-Baccalaureate program, the Teaching Residency program, or both, and may also seek separate funding under the School Leadership program. In addition, grant funds are available to develop digital education content to carry out the activities for Pre-baccalaureate or Teaching Residency programs, but not for School Leadership programs. Partnerships are eligible to receive grants for up to 5 years and must provide matching funds from non-Federal sources equal to at least 100 percent of the grant amount.

Program funds also can be used to support evaluations of program activities, and, in 2010, the Department awarded a contract for an evaluation of teacher residency programs supported through grants awarded in 2009 and 2010. Results from that evaluation are discussed in the "Other Performance Information" section below.

The Higher Education Act of 1965, as amended, also allows the Department to use program funds to support the State teacher quality accountability reporting system, as authorized by sections 205–207. The State teacher quality accountability reporting system gathers data from all 50 States, the District of Columbia, Puerto Rico, the outlying areas, and the Freely Associated States on such topics as the completion rates for traditional and alternative route teacher preparation programs, as well as State teacher assessments and certifications. These data are reported to Congress and the Nation through the Secretary's annual report on teacher quality, and they provide critical information on both the progress toward the Nation's goal of a highly qualified teacher in every classroom, and the areas needing further improvements (http://title2.ed.gov).

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

Fiscal Year	(dollars in thousands)
2014	$40,592
2015	40,592
2016	43,092
2017	43,092
2018	42,799

FY 2019 BUDGET REQUEST

The Administration's fiscal year 2019 budget request includes no funding for the Teacher Quality Partnership (TQP) program. The TQP authority is overly restrictive and does not provide States, school districts, and institutions of higher education the flexibilities that they need to meaningfully design systems of teacher preparation, recruitment, and induction that meet their staffing needs. In addition, funding to support partnerships that enhance professional development activities and training for current and prospective teachers and staff may be provided through ESEA formula grant funds (e.g., Title I, Title III). Finally, there is no reliable evidence demonstrating that this program is any more effective than other State- and locally driven initiatives designed to train and retain highly effective teachers in critical shortage areas.

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PROGRAM OUTPUT MEASURES
(dollars in thousands)

Output Measures	2017	2018	2019
Partnership Grants:			
New	0	$14,686	0
Continuations	42,613[1]	27,559	0
Subtotal	42,613	42,245	0
State teacher quality accountability reports	479	479	0
Program totals:			
New	0	14,686	0
Continuations	43,092	28,038	0
Peer review of new award applications	0	75	0
Total	43,092	42,799	0

[1] The fiscal year 2017 continuation awards total includes approximately $10,898 thousand in fiscal year 2017 funds used to support fiscal year 2018 continuation costs.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

In 2008, the program was reauthorized and extensively revised as part of the Higher Education Opportunity Act. The Department concluded that the performance measures that had been developed for the antecedent program were no longer appropriate. As a result, the Department developed new measures for the program. The Department has received data on several of these measures, but is continuing to work to address data quality issues with those for other measures. For the interim period, the Department has created measures that will provide data in a shorter period of time. Data for these measures comes from the revised annual performance report.

Goal: To increase the quality of teachers in high-need schools and early childhood education programs.

Objective: To increase the number of new teachers graduating from high-quality teacher preparation programs.

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Measure: The percentage of program completers who: (1) attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a bachelor's degree (pre-baccalaureate program) within 6 years or a master's degree (residency program) within 2 years, or (2) attain highly competent early childhood educator status with a bachelor's degree within 6 years or an associate's degree within 3 years.

Interim Measure: The percentage of program participants who did not graduate in the previous reporting period and who persisted in the postsecondary program in the current reporting period.

Year	Pre-Baccalaureate Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2014	Baseline	81%	Baseline	96%
2015		82		97
2016				
2017				
2018				

Additional information: In general, data from grantees under the TQP program has demonstrated a high level of persistence among program participants. Data for this measure was derived from annual performance reports for fiscal year 2009 and fiscal year 2010 cohorts. As there were no grantees under this program in their second or later year of operation during 2016, the Department does not expect additional persistence information to be available until 2018, when data for program year 2017 will be reported to the Department.

Objective: *To improve the subject matter competency of new teachers.*

Measure: The percentage of grantees that report improved scores for initial State certification or licensure of teachers.

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Objective: *To increase the retention rate of new teachers in high-need school districts.*

Measure: The percentage of beginning teachers who are retained in teaching in the partner high-need local educational agency or early childhood education program 3 years after initial employment.

Year	Pre-Baccalaureate Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2014	Baseline	78%	Baseline	88%
2015		78		88
2016				
2017				
2018				

Additional information: Prior to this year, the Department was only able to present performance on an interim measure—the percentage of beginning teachers who are retained in the partner high-need local educational agency or early childhood education program 1 year after initial employment. Performance on that measure was approximately 90 percent for pre-baccalaureate projects and 91 percent for residency projects. Three-year retention as captured by this measure is markedly higher than that reported in the study of teacher residency programs discussed below in the "Other Performance Information" section (88 percent 3-year retention versus 81 percent 2-year retention in the study). The cause of the discrepancy is unclear, but may have to do with the sampling methodology of the study, given that these data represent the universe of TQP residency grantees in the 2009 and 2010 cohorts. Data for 2016 is expected to be available in spring 2018. Data on retention for the 2014 cohort is not expected for several more years.

Efficiency Measure

Measure: The cost of a successful outcome, where successful outcome is defined as retention in the partner high-need LEA or ECE program 3 years after initial employment.

Year	Pre-Baccalaureate Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2015	Baseline	$3,510	Baseline	$54,663

Additional information: Performance on this measure is calculated by dividing the total amount of Federal funding obligated to a project by the total number of program graduates who are retained in their LEA or ECE program 3 years after initial employment. Due to the nature of the cohort nature of the TQP program, data on this measure is lagged and only intermittently available. Performance cannot be calculated until a project has ended, and projects in both the 2009 and 2010 cohorts did not end until 2015. In addition, for individuals who completed their preparation programs in the final year of the projects, 3 years have not yet passed since initial employment. As a result, the Department believes that the number of successful outcomes is likely to increase over time, while total project costs remain steady, meaning that

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the cost per successful outcome is likely to fall from the levels indicated above. The Department does not expect data from the 2014 cohort to be available until fall 2020 at the earliest.

Other Performance Information

In 2010, the Institute of Education Sciences (IES) awarded a contract for an evaluation of the teacher residency projects supported through the TQP program to Mathematica Policy Research, Inc. Although the evaluation was originally intended to be an impact study that would examine whether having a teacher residency program graduate as a teacher had an effect on student achievement, IES determined that an experimental research design was not feasible. Instead, the evaluation was restructured as an implementation study.

In spring 2011, the evaluator surveyed all 28 TQP teacher residency projects in order to collect descriptive information on the characteristics and implementation of the projects. In order to limit the administrative burden on schools and districts, for a subset of projects, the evaluator conducted interviews with project directors and surveyed teacher residents and their mentors in spring 2011. In spring 2012, the evaluator began conducting additional surveys of the teachers of record, collecting student administrative data and teacher employment verification data, and conducting a survey on teacher mobility.

The implementation study addressed the following research questions:

- How do teachers who complete teacher residency projects compare to other novice teachers and to all teachers in their district?

- What is the retention rate of the residency project teachers compared to their novice colleagues who weren't prepared through a teacher residency project?

- What are the characteristics of the teacher residency projects (e.g., length of overall program, nature of required coursework and apprenticeship activities, characteristics of their assigned mentor teacher, criteria for selecting program participants)?

- What are the characteristics of the teacher applicants and participants in the teacher residency projects?

The study (http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20154002) determined that TQP projects provided residents with an average of 450 hours of coursework (the equivalent of 10 college courses) focusing on content, pedagogy, classroom management, and student assessment. Sixty-eight percent of residents reported spending 4 or 5 full days per week in their mentor's classroom during the first half of their residency, during which time residents averaged 21 days fully in charge of instruction. During the second semester, 78 percent of residents reported spending 4 or 5 days in their mentor's classroom. During that same semester, residents averaged 37 days fully in charge of instruction. Eighty-three percent of residents reported that their fieldwork reinforced what they learned in their coursework and 68 percent reported that their coursework was well integrated with their classroom experiences.

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Additionally, novice residency program teachers reported feeling more prepared than other novice teachers in the same district.

Individuals completing residency programs were more likely than other teachers to have made a distinct career change when they joined their programs, but were otherwise largely demographically similar to non-residency teachers. Residency teachers also had similar retention rates as non-residency teachers in the same district from spring 2012 to fall 2012 (92 percent versus 90 percent).

The study also found that mentors had significant prior teaching experience (10 years, on average) and significant prior mentoring experience (3.5 semesters, on average). Mentors also received extensive training—averaging 37 hours—from residency programs prior to beginning their role as mentors.

A follow-up to this study (https://ies.ed.gov/ncee/pubs/20154015/), using data collected in fall 2013, found that residency teachers were no more likely than non-residency teachers to remain in their school from spring 2012 to fall 2013 (62 percent versus 60 percent). However, residency teachers in their first year of teaching in spring 2012 were more likely than non-residency teachers in their first year in spring 2012 to remain in the same district through fall 2013 (81 percent versus 66 percent). These residency teachers, while remaining in the same district, tended to move to schools that were higher achieving and had fewer numbers of black students.