

Department of Education
SCHOOL IMPROVEMENT PROGRAMS

Fiscal Year 2020 Budget Request

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State tables reflecting final 2018 allocations and 2019 and 2020 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

SCHOOL IMPROVEMENT PROGRAMS

For carrying out school improvement activities authorized by part B of title I, *and* [part A of title II, subpart 1 of part A of title IV,] part B of title IV, part B of title V [, and parts B and C of title VI] of the ESEA; the McKinney-Vento Homeless Assistance Act; [section 203 of the Educational Technical Assistance Act of 2002;] the Compact of Free Association Amendments Act of 2003; and the Civil Rights Act of 1964, [\$5,246,967,000] \$675,614,000, of which [\$3,418,402,000] \$652,340,000 shall become available on July 1, [2019]2020, and remain available through September 30, [2020] 2021 [, and of which \$1,681,441,000 shall become available on October 1, 2019, and shall remain available through September 30, 2020, for academic year 2019–2020]¹: *Provided*, That \$378,000,000 shall be for part B of title I²: [*Provided further*, That \$1,221,673,000 shall be for part B of title IV³: *Provided further*, That \$36,397,000 shall be for part B of title VI and may be used for construction, renovation, and modernization of any elementary school, secondary school, or structure related to an elementary school or secondary school, run by the Department of Education of the State of Hawaii, that serves a predominantly Native Hawaiian student body⁴: *Provided further*, That \$35,453,000 shall be for part C of title VI and shall be awarded on a competitive basis, and also may be used for construction⁵: *Provided further*, That \$52,000,000 shall be available to carry out section 203 of the Educational Technical Assistance Act of 2002 and the Secretary shall make such arrangements as determined to be necessary to ensure that the Bureau of Indian Education has access to services provided under this section:⁶] *Provided further*, That \$16,699,000 shall be available to carry out the Supplemental Education Grants program for the Federated States of Micronesia and the Republic of the Marshall Islands⁷: *Provided further*, That the Secretary may reserve up to 5 percent of the amount referred to in the previous proviso to provide technical assistance in the implementation of these grants⁸: *Provided further*, That \$180,840,000 shall be for part B of

title V⁹ [: *Provided further*, That \$1,170,000,000 shall be available for grants under subpart 1 of part A of title IV]¹⁰. (*Department of Education Appropriations Act, 2019.*)

NOTE

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

SCHOOL IMPROVEMENT PROGRAMS

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹... of which [\$3,418,402,000] \$652,340,000 shall become available on July 1, [2019]2020, and remain available through September 30, [2020] <u>2021</u> [, and of which \$1,681,441,000 shall become available on October 1, 2019, and shall remain available through September 30, 2020, for academic year 2019–2020]¹:</p>	<p>This language provides for a portion of funds to be appropriated on a forward-funded basis for State Assessments, Education for Homeless Children and Youths, and Rural Education. This language also provides that a portion of funds for Supporting Effective Instruction State Grants is available on an advance-funded basis. The advance-funded language is deleted because no funding is requested for the Supporting Effective Instruction State Grants program.</p>
<p>²...<i>Provided</i>, That \$378,000,000 shall be for part B of title I:</p>	<p>This language specifies the funding level for Grants for State Assessments Grants and Competitive Grants for State Assessments</p>
<p>³ [<i>Provided further</i>, That \$1,221,673,000 shall be for part B of title IV</p>	<p>This language specifies the funding level for 21st Century community learning centers. It is deleted because no funding is requested for this program.</p>
<p>⁴ [<i>Provided further</i>, That \$36,397,000 shall be for part B of title VI and may be used for construction, renovation, and modernization of any elementary school, secondary school, or structure related to an elementary school or secondary school, run by the Department of Education of the State of Hawaii, that serves a predominantly Native Hawaiian student body:]</p>	<p>This language specifies the funding level for the Native Hawaiian education program and authorizes the use of funds appropriated for school construction, renovation, and modernization. It is deleted because no funding is requested for this program.</p>
<p>⁵[<i>Provided further</i>, That \$35,453,000 shall be for part C of title VI and shall be awarded on a competitive basis, and also may be used for construction:]</p>	<p>This language specifies the funding level for the Alaska Native education program and authorizes the use of funds appropriated for construction. It is deleted because no funding is requested for this program.</p>

SCHOOL IMPROVEMENT PROGRAMS

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>⁶ <i>Provided further</i>, That \$52,000,000 shall be available to carry out section 203 of the Educational Technical Assistance Act of 2002 and the Secretary shall make such arrangements as determined to be necessary to ensure that the Bureau of Indian Education has access to services provided under this section:]</p>	<p>This language specifies the funding level for the Comprehensive Centers program and authorizes the Secretary to provide the Bureau of Indian Education access to program services. It is deleted because no funding is requested for this program.</p>
<p>⁷ <i>Provided</i>, That \$16,699,000 shall be available to carry out the Supplemental Education Grants program for the Federated States of Micronesia and the Republic of the Marshall Islands:</p>	<p>This language specifies the funding level for Supplemental Education Grants to the Federated States of Micronesia and the Republic of the Marshall Islands</p>
<p>⁸ <i>Provided further</i>, That the Secretary may reserve up to 5 percent of the amount referred to in the previous proviso to provide technical assistance in the implementation of these grants:</p>	<p>This language allows the Secretary to reserve up to 5 percent of Supplemental Education Grants funds to provide technical assistance for these grants.</p>
<p>⁹ <i>Provided further</i>, That <u>\$180,840,000</u> shall be for part B of title V.</p>	<p>This language specifies the funding level for the Rural Education Achievement Program and overrides the authorization level.</p>
<p>¹⁰ [: <i>Provided further</i>, That \$1,170,000,000 shall be available for grants under subpart 1 of part A of title IV]</p>	<p>This language specifies the funding level for the Student support and academic enrichment grants program. It is deleted because no funding is requested for this program.</p>

SCHOOL IMPROVEMENT PROGRAMS

Appropriation, Adjustments and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2018	2019	2020
Discretionary:			
Appropriation.....	<u>\$5,158,467</u>	<u>\$5,246,967</u>	<u>\$675,614</u>
Total, discretionary appropriation	5,158,467	5,246,967	675,614
Advance:			
Advance for succeeding fiscal year	-1,681,441	-1,681,441	0
Advance from prior year	<u>1,681,441</u>	<u>1,681,441</u>	<u>1,681,441</u>
Total, budget authority	5,158,467	5,246,967	2,357,055

SCHOOL IMPROVEMENT PROGRAMS

Summary of Changes (dollars in thousands)

2019	\$5,246,967
2020.....	<u>675,614</u>
Net change	-4,571,353

Decreases:	<u>2019 base</u>	<u>Change from base</u>
<u>Program:</u>		
Eliminate funding for the Supporting Effective Instruction State grants because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	\$2,055,830	-\$2,055,830
Eliminate funding for the 21 st Century Community Learning Centers program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	1,221,673	-1,221,673
Eliminate funding for the Native Hawaiian Education program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	36,397	-36,397
Eliminate funding for the Alaska Native Education program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	35,453	-35,453
Eliminate funding for the Comprehensive Centers program because funding from other programs, such as Title I Grants to Local Educational Agencies, can be used for similar services.	52,000	-52,000
Eliminate funding for the Student Support and Academic Enrichment Grants program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding.	1,170,000	<u>-1,170,000</u>
Subtotal, decreases		-4,571,353
Net change		-4,571,353

SCHOOL IMPROVEMENT PROGRAMS

Authorizing Legislation (dollars in thousands)

	2019 Authorized	2019 Estimate	2020 Authorized	2020 Request
Supporting effective instruction State grants (<i>ESEA II-A</i>)	\$2,295,830	\$2,055,830	\$2,295,830	0
21st century community learning centers (<i>ESEA IV-B</i>)	1,100,000	1,221,673	1,100,000	0
State assessments (<i>ESEA I-B, sections 1201-1203</i>)	378,000	378,000	378,000	\$378,000
Education for homeless children and youths (<i>MVHAA Title VII-B</i>)	85,000	93,500	85,000	93,500
Native Hawaiian Education (<i>ESEA VI-B</i>)	32,397	36,397	32,397	0
Alaska Native education equity (<i>ESEA VI-C</i>)	31,453	35,453	31,453	0
Training and advisory services (<i>CRA IV</i>)	Indefinite	6,575	Indefinite	6,575
Rural education (<i>ESEA V-B</i>)	169,840 ¹	180,840	169,840 ¹	180,840
Supplemental education grants (<i>Compact of Free Association Act</i>)	21,779 ²	16,699	21,865 ²	16,699
Comprehensive centers (<i>ETAA section 203</i>)	0 ³	52,000	0 ³	0
Student support and academic enrichment grants (<i>ESEA IV-A-1</i>)	<u>1,600,000</u>	<u>397,284</u>	<u>1,600,000</u>	<u>0</u>
Total definite authorization	5,774,299		5,774,299	
Total appropriation		5,246,967		675,614

¹ Reflects amount initially authorized in fiscal year 2005, adjusted for inflation in accordance with the authorizing statute, which requires such adjustments through fiscal year 2023.

² Reflects amount initially authorized in fiscal year 2005, adjusted for inflation in accordance with the authorizing statute, which requires such adjustments through fiscal year 2023.

³ The GEPA extension expired September 30, 2009; no appropriations language or reauthorizing legislation is sought for fiscal year 2020.

SCHOOL IMPROVEMENT PROGRAMS

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2011	\$1,890,779	\$5,221,444 ¹	\$5,388,173 ²	\$4,593,841 ³
(2011 Advance for 2012)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
Rescission (P.L. 112-74)				(-3,178)
2012	1,664,979	4,332,102 ⁴	4,570,145 ⁴	4,544,596
(2012 Advance for 2013)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2013	1,219,357	4,394,880 ⁵	4,544,596 ⁵	4,397,391
(2013 Advance for 2014)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2014	1,075,559	N/A ⁶	4,676,862 ²	4,397,391
(2014 Advance for 2015)	(0)		(1,681,441)	(1,681,441)
2015	966,923	N/A ⁶	4,402,674 ⁷	4,402,671
(2015 Advance for 2016)	(0)		(1,681,441)	(1,681,441)
2016	4,693,171	3,500,720 ⁸	4,134,746 ⁸	4,443,629
(2016 Advance for 2017)	(1,681,441)	(1,681,441)	(1,681,441)	(1,681,441)
2017	4,658,409	4,799,912 ⁹	4,177,239 ⁹	4,408,567 ⁹
(2017 Advance for 2018)	(1,681,441)	(1,681,441)	(1,681,441)	(1,670,022)
2018	697,321	2,369,964 ¹⁰	4,458,567 ¹⁰	5,158,467 ¹⁰
(2018 Advance for 2019)	(0)	(0)	(1,681,441)	(1,681,441)
2019	645,214	5,258,467 ¹¹	5,291,967 ¹¹	5,246,967 ¹¹
(2019 Advance for 2020)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2020	675,614			
(2020 Advance for 2021)	(0)			

¹ The level for the House allowance reflects the House-passed full-year continuing resolution.

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

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 and the level for the Senate allowance reflects Senate Committee action only.

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

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 bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

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

¹⁰ The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

¹¹ The levels for the House and Senate Allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

SCHOOL IMPROVEMENT PROGRAMS

Significant Items in FY 2019 Appropriations Reports

Alaska Native Education

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

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

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DEPARTMENT OF EDUCATION FISCAL YEAR 2020 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2018 Appropriation	2019 Appropriation	2020 President's Budget	2020 President's Budget Compared to 2019 Appropriation	
					Amount	Percent
School Improvement Programs						
1. Supporting effective instruction State grants (ESEA II-A)						
Annual appropriation	D	374,389	374,389	0	(374,389)	-100.00%
Advance for succeeding fiscal year	D	1,681,441	1,681,441	0	(1,681,441)	-100.00%
Subtotal	D	2,055,830	2,055,830	0	(2,055,830)	-100.00%
2. 21st century community learning centers (ESEA IV-B)	D	1,211,673	1,221,673	0	(1,221,673)	-100.00%
3. State assessments (ESEA I-B, section 1201-1203)	D	378,000	378,000	378,000	0	0.00%
4. Education for homeless children and youths (MVHAA Title VII-B)	D	85,000	93,500	93,500	0	0.00%
5. Native Hawaiian education (ESEA VI-B)	D	36,397	36,397	0	(36,397)	-100.00%
6. Alaska Native education (ESEA VI-C)	D	35,453	35,453	0	(35,453)	-100.00%
7. Training and advisory services (CRA IV)	D	6,575	6,575	6,575	0	0.00%
8. Rural education (ESEA V-B)	D	180,840	180,840	180,840	0	0.00%
9. Supplemental education grants (Compact of Free Association Act)	D	16,699	16,699	16,699	0	0.00%
10. Comprehensive centers (ETAA section 203)	D	52,000	52,000	0	(52,000)	-100.00%
11. Student support and academic enrichment grants (ESEA IV-A)	D	1,100,000	1,170,000	0	(1,170,000)	-100.00%
Total, Appropriation	D	5,158,467	5,246,967	675,614	(4,571,353)	-87.12%
Total, Budget authority	D	5,158,467	5,246,967	2,357,055	(2,889,912)	-55.08%
Current		3,477,026	3,565,526	675,614	(2,889,912)	-81.05%
Prior year's advance		1,681,441	1,681,441	1,681,441	0	0.00%

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

SCHOOL IMPROVEMENT PROGRAMS

Summary of Request

The programs in the School Improvement Programs (SIP) account support State and local efforts to implement the reforms and educational improvements called for in the Elementary and Secondary Education Act (ESEA). More specifically, the activities in this account provide flexible resources to pay the costs of developing and administering student achievement assessments and address the particular educational needs of special populations.

The Administration is requesting approximately \$675.6 million, the fiscal year 2019 funding level, for the following programs in this account:

- \$378.0 million for **State Assessments** to support formula and competitive grants to States to develop and implement assessments that are aligned with college- and career-ready academic standards to help States continue to administer aligned assessment systems as part of their ongoing implementation of the Every Student Succeeds Act.
- \$93.5 million for **Education for Homeless Children and Youths** to provide educational and support services that enable homeless children and youth to attend and achieve success in school.
- \$6.6 million for **Training and Advisory Services** to support regional equity assistance centers that provide technical assistance to school districts in addressing educational equity related to issues of race, sex, national origin, and religion.
- \$180.8 million for **Rural Education** to provide resources to rural LEAs and schools that often face unique challenges in implementing ESEA.
- \$16.7 million for **Supplemental Education Grants** program to provide support to the Federated States of Micronesia and to the Republic of the Marshall Islands in place of grant programs in which those Freely Associated States no longer participate pursuant to the Compact of Free Association Amendments Act of 2003.

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

SCHOOL IMPROVEMENT PROGRAMS

Supporting effective instruction State grants

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

(dollars in thousands)

FY 2020 Authorization: \$2,295,830

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
Annual appropriation	\$374,389	0	-\$374,389
Advance for succeeding fiscal year	<u>1,681,441</u>	<u>0</u>	<u>-1,681,441</u>
Total	2,055,830	0	-2,055,830

PROGRAM DESCRIPTION

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

Funds are distributed to States by a formula that uses the number of children age 5 to 17 and the number of children age 5 to 17 from poor families, with a “hold harmless” provision that takes into account the amount of money received under two antecedent programs. Prior to the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), most funds (about \$2.1 billion in fiscal year 2016) were allocated to States on the basis of the “hold harmless” amounts, which were the amounts received by each State in fiscal year 2001 under the Eisenhower Professional Development State Grants and Class Size Reduction programs. The reauthorization provides that for each of fiscal years 2017 through 2022, the initial amounts based primarily on fiscal year 2001 allocations are reduced by a percentage equal to the product of 14.29 percent and the number of years between the fiscal year for which the determination is being made and fiscal year 2016; thus, for 2017, the initial amounts were reduced by 14.29 percent. For fiscal year 2020, 42.84 percent of the funds will be allocated according to the hold-harmless amounts.

A second change to the statutory State allocation formula gradually increases the weighting for children from low-income families. In 2017, 35 percent of remaining funds (i.e., after hold harmless allocations) were allocated according to States’ relative shares of the population aged 5 to 17, and 65 percent was based on States’ relative shares of children aged 5 to 17 from low-income families. The percentage allocated based on poverty increased to 70 percent in 2018 and to 75 percent in 2019, and in 2020 and future years, the weighting will be 20 percent for all children and 80 percent for children from low-income families.

SCHOOL IMPROVEMENT PROGRAMS

Supporting effective instruction State grants

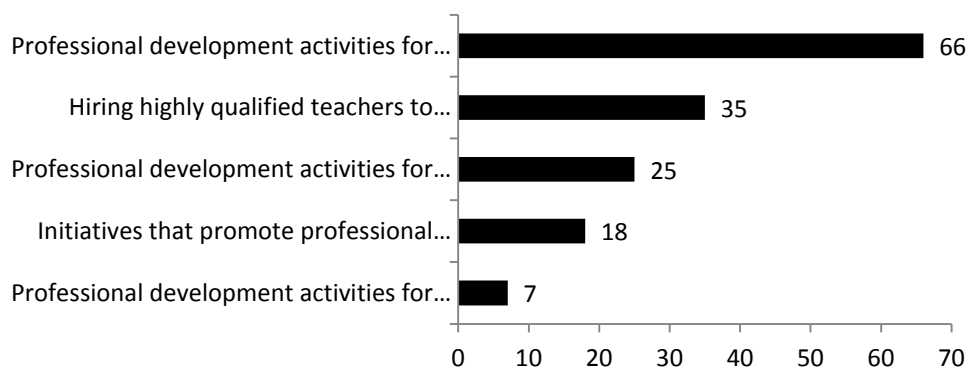
The Bureau of Indian Education (BIE) in the Department of the Interior and the Outlying Areas each receive one-half of 1 percent of the appropriation. The Department may reserve up to one-half of 1 percent of funding for evaluation.

Each State must reserve at least 95 percent of its funds for subgrants to LEAs; they may use up to 1 percent for administration and the remainder for State-level activities. The statute further authorizes States to reserve up to an additional 3 percent of the amount otherwise reserved for subgrants to LEAs for a range of State-level activities aimed at improving the effectiveness of principals and other school leaders. In making subgrants to LEAs, 20 percent of allocations are based on LEAs' share of children aged 5 through 17 and 80 percent on the LEAs' share of children aged 5 through 17 from low-income families.

States may use their State-level funds for a variety of activities, including the reform of teacher, principal, and other school leader certification and licensing; helping LEAs design and implement teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement; improving equitable access to effective teachers; creating or improving alternative routes to certification; technical assistance to LEAs; improving professional development; improving State reciprocity of teacher and principal certification or licensing; reforming or improving teacher and principal preparation programs; and training teachers on the appropriate use of student data. LEAs may use funds to develop, implement, and evaluate comprehensive programs and activities to improve teacher and school leader effectiveness, including evaluation and support systems; implement initiatives to assist in recruiting, hiring, and retaining effective teachers, especially in low-income schools that particularly need assistance; promote teacher leadership; recruit qualified individuals from other fields; reduce class size; provide high-quality, personalized professional development; and develop feedback mechanisms to improve school working conditions.

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

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



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Supporting effective instruction State grants

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$2,349,830
2016	2,255,837
2017	2,044,411
2018	2,055,830
2019	2,055,830

NOTE: The 2015 amount includes funds provided to support the Supporting Effective Educator Development (SEED) program. Starting in 2016, funds were appropriated separately for the SEED program in the Innovation and Improvement account.

FY 2020 BUDGET REQUEST

The Administration is not requesting funds for the SEI State Grants program for fiscal year 2020, a decrease of \$2.1 billion from the fiscal year 2019 appropriation. The SEI State Grants program duplicates activities that may be supported with other Federal, State, and local funds; has not demonstrated success in contributing to improved teacher effectiveness or student outcomes; and makes formula-based allocations to LEAs that often are too small to have a meaningful impact on student outcomes.

While the SEI State Grants program authorizes a wide range of activities intended to improve instructional quality and school leadership, in school year 2015-2016, the latest year for which information is available, 66 percent of districts used funds for professional development for teachers and paraprofessionals and 35 percent used funds for class size reduction (52 percent and 25 percent, respectively, of funds). An LEA that identifies either activity as a strategy for responding to a comprehensive needs assessment may use Title I, Part A funds for the same purpose. The Title I, Part A program, funded at nearly \$15.9 billion annually, also supports locally determined efforts to recruit and retain effective teachers.

The number of districts using funds for class-size reduction has decreased significantly over the years; consequently, Title II, Part A funds paid the salaries of an estimated 8,500 teachers in school year 2015-2016, or less than one-third of 1 percent of the total nationwide teacher workforce of roughly three million teachers. These data suggest that eliminating the program is likely to have minimal impact on class sizes or teacher staffing levels in most school districts.

While complete information on size of the LEA subgrants is not available, based on 2016 data for the antecedent Improving Teacher Quality State Grants program, the Department estimates that over 3,000 subgrant allocations are \$10,000 or less, with at least another 3,100 LEAs

SCHOOL IMPROVEMENT PROGRAMS

Supporting effective instruction State grants

receive between \$10,000 and \$25,000, too little to implement most authorized activities in a meaningful way or, most importantly, to have a measurable impact on student outcomes. In addition, while this program initially was authorized under No Child Left Behind (NCLB) primarily for the purpose of ensuring that all teachers are highly qualified, program performance information demonstrates that this goal was met years ago. (To be “highly qualified” under NCLB, teachers had to have a bachelor’s degree, full State certification or licensure, and demonstrated competency in the subjects they teach.) For example, in 2010, 97 percent of core academic elementary classes in high-poverty schools were taught by highly qualified teachers, and this percentage stayed roughly the same through 2016, the last year for which performance data are available.

Given the progress demonstrated by these data, as well as the elimination of highly qualified teacher requirements under the reauthorized ESEA, the Administration believes there no longer is a compelling rationale for a separate formula grant program dedicated solely to teacher quality. Rather, to the extent that they can identify effective, evidence-based professional development that contributes meaningfully to improved student outcomes (the scarcity of such professional development is documented below under “Other Performance Information”), States and school districts may use other Federal formula grant funds (e.g., Title I, Part A, and Title III, Part A) to support more targeted teacher quality improvement activities in response to local needs assessments. In addition, the Budget includes a significant increase for the Education Innovation and Research program to support the Administration’s goal of elevating the teaching profession—treating teachers like professionals who can identify their own needs and select professional development that addresses those needs—and improving teacher quality.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Funding for State awards	\$2,025,095	\$2,025,095	0
Funding for Outlying Areas	\$10,228	\$10,228	0
Funding for BIE	\$10,228	\$10,228	0
Funding for evaluation	\$10,279	\$10,279	0
Range of State awards	\$9,790 - \$230,384	\$9,857 - \$229,555	0
Average State award	\$38,944	\$38,944	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including SEI State Grants, and to pool such funds for use in evaluating any ESEA program. The Department pooled \$7,206 thousand in fiscal year 2018 and may reserve funds for this purpose again in fiscal year 2019.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years as well as the resources and efforts invested by those served by this program. No targets for 2020 are presented

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because the Administration is not requesting funds for the program.

The measures established by the Department to assess the performance of the Improving Teacher Quality State Grants program gauged the percentage of core academic classes taught by highly qualified teachers in elementary and secondary schools as a whole compared to the percentage in high poverty schools. The reauthorization of the ESEA eliminated highly qualified teacher requirements, and no performance data was collected for 2017 (school year 2016-17), which was a transition year for SEAs and LEAs.¹ The Department developed new measures for the program, which are:

- The number of States that decrease the gap between the percentage of inexperienced teachers in the highest poverty quartile and the lowest poverty quartile.
- The number of States that decrease the gap between the percentage of teachers with emergency or provisional credentials in the highest poverty quartile and the lowest poverty quartile.
- The number of States that decrease the gap between teachers who are not teaching in the subject or field for which they are certified or licensed teaching in the highest poverty quartile and the lowest poverty quartile.

Other performance information

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

- Studies show that professional development has limited impact on student achievement. A recent impact evaluation of an intensive elementary school mathematics professional development (PD) intervention, which examined the effectiveness of providing PD to fourth-grade teachers to enhance their conceptual understanding of math, found that while the PD improved teacher knowledge and led to improvements in teachers' use and quality of explanation in the classroom, there was no difference in student achievement test scores on either the State assessment or on a study-administered math test.² Earlier studies of middle school mathematics and elementary reading PD improved teacher knowledge or practice on some aspects targeted by the PD but did not translate into improvements in student achievement. The study of middle school mathematics PD³, completed in 2011, had an impact on at least one of three targeted teacher practices, but did not improve teacher knowledge or improve student achievement in the math areas assessed. The study of elementary school reading⁴, released in 2008, examined the impact of a research-based PD

¹ <https://www2.ed.gov/policy/elsec/leg/essa/essafagstransition62916.pdf>

² https://ies.ed.gov/ncee/projects/evaluation/tq_mathpd.asp

³ https://ies.ed.gov/ncee/projects/evaluation/tq_mathematics.asp

⁴ https://ies.ed.gov/ncee/projects/evaluation/tq_reading.asp

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intervention for reading instruction and found that teacher knowledge of teaching reading improved along with some aspects of instructional practice. However, the PD did not improve student achievement in reading. An evaluation brief reviewing these studies¹, released in 2016, discusses the need for PD models that have a larger impact on teacher knowledge and practice or a need to better understand the aspects of teacher knowledge and practice that are more closely related to improving student achievement.

- While there are inequities in the distribution of effective teachers, the effects on low-income students may be relatively small. The Study of the Distribution of Effective Teaching, the final report for which was released in 2016, found that, on average, there are small differences in the effectiveness of teachers of high- and low-income students and that providing low-income students with equally effective teachers would not substantively reduce the achievement gap. There were, however, a small number of districts—3 out of the 26 study districts—where data suggested that providing low-income students with teachers who were as effective as the high-income students' teachers could reduce the math achievement gap by about 4 percentile points. (The study identified students as low-income or high-income based on whether or not they were eligible for free- or reduced-price lunch, so it was not possible to determine whether there might be differences in teacher effectiveness for very low-income students.)
- Incentive programs can attract and retain effective teachers, but only for as long as incentives are provided. An impact evaluation of moving high-performing teachers to low-performing schools showed that financial incentives (\$10,000 per year) were successful in attracting good teachers to low-performing schools, but once the incentives were discontinued, the high-performing teachers left at similar rates to other teachers. The transfer incentives had a positive effect on math and reading achievement in the elementary grades, and under some circumstances the policy was more cost-effective than a strategy of class size reduction. The study found no impact of the transfer incentives in middle schools.
- Most States have adopted laws or regulations related to educator evaluation systems, but only a small minority of districts has implemented systems consistent with research. The Implementation of Title I/II Program Initiatives study, which began in 2011, released its first report, based on data collected during the 2013–2014 school year, in January 2017.² The report summarizes information collected from States, LEAs, principals, and teachers in three core areas: (1) State content standards and assessments, (2) school accountability, and (3) teacher and principal evaluation and support. The study found that almost all States adopted new laws or regulations related to educator evaluation systems between 2009 and 2014, and a majority of districts reported full (32 percent of districts) or partial (27 percent of districts) implementation in 2013–14. However, only one out of every five districts implemented teacher evaluation systems that were consistent with the best practices highlighted by emerging research.

¹ <https://ies.ed.gov/ncee/pubs/20174010/pdf/20174010.pdf>

² <https://www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf>

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The Department is currently supporting an additional study on preservice teacher preparation that is examining the extent to which novice teachers' preparation experiences are related to the achievement of students in their classrooms.¹ This study includes a large sample of novice teachers who attended a diverse group of preparation providers. The study collected teachers' reports of their preparation experiences related to 13 instructional topic areas (such as classroom management) and information about the types of experiences (ranging from a traditional classroom experience to feedback based on their use of a particular strategy). The study report, expected in 2019, will look at the relationships between the teachers' experiences in their preparation programs and the achievement of students in their classrooms.

¹ https://ies.ed.gov/ncee/projects/evaluation/tg_teacherprep_early.asp

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

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

(dollars in thousands)

FY 2020 Authorization: \$1,100,000

Budget Authority:

<u>FY 2019</u>	<u>FY 2020</u>	<u>Change</u>
\$1,221,673	0	-\$1,221,673

PROGRAM DESCRIPTION

The 21st Century Community Learning Centers (21st CCLC) program enables communities to establish or expand centers that provide additional student learning opportunities through before- and after-school programs and summer school programs aimed at improving student academic outcomes. Centers, which also may offer training in parenting skills and family literacy services, must target their services primarily to students who attend schools identified for improvement under Title I of the Elementary and Secondary Education Act (ESEA) or other schools determined by local educational agencies (LEAs) to be in need of assistance. The program currently provides funding to approximately 9,600 centers serving 1.4 million students and 286,000 adult family members. In the 2016–17 program year, approximately 771,000, or 54 percent, of all students served attended a center for 30 or more days during the academic year.

Program funds may be used for a broad range of activities, such as those that support a well-rounded education; financial literacy and environmental literacy programs; programs that support a healthy and active lifestyle; services for individuals with disabilities; activities for students who are English learners; cultural programs; telecommunications and technology education programs; expanded library service hours; family engagement and literacy programs; programs for students who have been truant, suspended, or expelled; drug and violence prevention activities; programs that focus on in-demand fields of the local workforce; and programs that build skills in science, technology, engineering, and mathematics. Funds also may support in-school activities as part of an expanded learning time program under which the regular school day has been extended to include at least 300 additional program hours.

Program funds are allocated by formula to States. Of the total appropriation, the Department reserves up to 1 percent to carry out national activities and up to 1 percent for grants to the Bureau of Indian Education in the Department of the Interior and to the Outlying Areas. The Department allocates the remaining funds to States in proportion to each State's share of funds received the previous fiscal year under Part A of Title I of the ESEA, except that each State receives at least one-half of 1 percent of the total amount available for States.

Each State educational agency (SEA) must award at least 93 percent of its allocation competitively to LEAs, community-based organizations, Indian tribes or tribal organizations,

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faith-based organizations, or other public or private entities that can demonstrate experience, or the promise of success, in providing education and related activities. In making awards, States give priority to applications that: (1) propose to target services to students who attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Title I; (2) are submitted jointly by at least one LEA that receives funds under Part A of Title I and another eligible entity; or (3) demonstrate that the activities proposed in the application are not otherwise accessible to the students who would be served by the program or the activities would expand accessibility to high-quality services. States must make awards of at least \$50,000 per year for a period of 3 to 5 years. An SEA may reserve up to 2 percent of its allocation for administrative expenses, including the costs of conducting its grant competition, and up to 5 percent for monitoring local programs, providing technical assistance and training, and evaluating the effectiveness of the State's program.

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$1,151,673
2016	1,166,673
2017	1,191,673
2018	1,211,673
2019	1,221,673

FY 2020 BUDGET REQUEST

The request does not include funding for the 21st Century Community Learning Centers program. While limited evaluation and survey data from certain States and individual centers demonstrate benefits from participation, such as improved behavior and classroom grades, overall program performance data show that the 21st CCLC program is not achieving the goal of helping students, particularly those who attend low-performing schools, meet challenging State academic standards. For example, in 2017, only 25 percent of elementary school program participants improved from not proficient to proficient or above on State assessments in reading and only 19 percent of middle and high school program participants made similar gains in mathematics. Furthermore, student improvement in academic grades was limited, with States reporting higher math and English grades for less than half of "regular program participants," defined as students who attended programs for 30 days or more during a school year. Additionally, the last rigorous national evaluation of the program, conducted in 2005, found the program had limited academic impact (see <https://www2.ed.gov/rschstat/eval/other/cclcfinalreport/cclcfinal.pdf>).

These academic outcomes may be partly explained by the fact that only about half of all student participants (771,000 out of 1.4 million, or 55 percent) attended programs for 30 days or more during the 2016–17 school year. These data suggest that low participation rates and limited or

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infrequent access to federally funded activities are significant obstacles to program effectiveness.

These data strongly suggest that the 21st CCLC program is not generating the benefits commensurate with an annual investment of more than \$1.2 billion in Federal education funds. The Administration recognizes that many families may value the program as a safe and flexible “after care” option for their children; however, this purpose is not consistent with either the limited Federal role in education or the current fiscal constraints faced by the Federal Government, which requires the Department to give priority to programs more directly focused on improving student educational outcomes. Finally, the provision of before- and after-school academic enrichment opportunities may be supported with other Federal, State, local, or private funds. For example, such activities may be implemented under the \$15.9 billion Title I Grants to Local Educational Agencies program as part of schoolwide plans created in response to a comprehensive local needs assessment focused on helping all students meet challenging State academic standards.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Funding for States awards	\$1,187,440	\$1,197,240	0
Range of State awards	5,937–139,213	5,986–148,827	0
Average State award	22,835	23,024	0
Reservation for State activities (maximum)	59,372	59,862	0
Reservation for State administration (maximum)	23,749	23,945	0
National activities and evaluation	12,117	12,217	0
Amount for Bureau of Indian Education and the Outlying Areas	12,117	12,217	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including the 21st CCLC program, and to pool such funds for use in evaluating any ESEA program. The Department used this authority to pool \$1,851 thousand of evaluation funding from this program in fiscal year 2018 and may reserve funds for pooled evaluation in fiscal year 2019.

PROGRAM PERFORMANCE INFORMATION

Performance measures

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

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efforts invested by those served by this program. The tables below do not have 2020 targets because the Administration is not requesting funding for this program.

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

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

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

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Regular Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Regular Participants
2015	40.0%	40.0%	40.0%	49.7%	45.4%	48.0%
2016	40.0	40.0	40.0	48.2	45.5	47.2
2017	40.0	40.0	40.0	51.4	47.6	50.0
2018	50.0	50.0	50.0			
2019	50.0	50.0	50.0			

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

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Regular Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Regular Participants
2015	48.5%	48.5%	48.5%	49.6%	46.9%	48.5%
2016	48.5	48.5	48.5	46.7	45.5	46.3
2017	48.5	48.5	48.5	50.0	48.1	49.4
2018	50.0	50.0	50.0			
2019	50.0	50.0	50.0			

Additional information: A “regular program participant” is defined as a student who attends the program for 30 days or more during the course of the school year (approximately 54 percent of student participants). To report data by grade span for this measure, the data system sorts program performance data by analyzing participant demographic information at the center level (as opposed to the individual student level). For this reason, programs that serve youth of all ages are not included in the columns disaggregated by grade level.

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

Year	Target Elementary Reading	Target Middle and High School Math	Actual Elementary Reading	Actual Middle and High School Math
2015	15.0%	25.0%	28.4%	22.6%
2016	15.0	25.0	25.5	19.1
2017	15.0	25.0	25.4	19.1
2018	30.0	25.0		
2019	30.0	25.0		

Additional information: The Department calculates results for this measure by dividing the number of regular participants who scored proficient or better in spring of the reporting year (but were not proficient in the previous year) by the total number of current-year regular participants who scored below proficient the previous spring. For a regular participant to be included in the data for this measure, the center has to have data on the student's prior-year and current-year State assessment results.

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

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Participants
2015	60%	75%	75%	57.5%	55.3%	56.8%
2016	60	75	75	54.7	54.4	54.6
2017	60	75	75	62.2	58.8	60.4
2018	60	60	60			
2019	60	60	60			

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

Efficiency measures

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

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

Year	Target	Actual
2015	95%	98%
2016	95	99
2017	95	98
2018	95	
2019	95	

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

Year	Target	Actual
2015	35	45
2016	35	90
2017	35	45
2018	35	
2019	35	

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

Year	Target	Actual
2015	4	17
2016	4	24
2017	4	24
2018	4	
2019	4	

Additional information: This measure tracks States' timeliness in responding to the Department's fiscal management monitoring findings that require States to take corrective action within 30 days. Examples of such fiscal management findings include: drawing down funds in a manner that is not consistent with State and Federal policies; awarding funds for periods other than between 3 and 5 years (the subgrant length required by the statute); and improperly limiting entities eligible for subgrants. Changes in data for the efficiency measures are due in part to the volume and severity of the findings for each year. Ongoing issues with a small number of States have made the average number of weeks a State takes to resolve compliance findings significantly higher in recent years.

Other performance information

A 2010 report prepared by the Department's Policy and Program Studies Service, "21st Century Community Learning Centers: Descriptive Study of Program Practices," analyzed data from a nationally representative sample of 21st CCLC programs to evaluate State and local program

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21st Century community learning centers

implementation.¹ The evaluation focused on how, and to what extent, funds support high quality programs that emphasize academic content, as well as staffing patterns and other features of after-school program implementation that may have an impact on the quality of the programming offered. Centers reported that about half of their students attended roughly 2 days a week or more. In addition, three-quarters of the centers reported that a typical student participated in reading activities (75 percent) and mathematics activities (81 percent) for less than 4 hours per week. About half of centers reported offering professional development opportunities to staff through training courses or conferences.

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

The Department awarded a contract in fiscal year 2018 to review and revise the GPRA measures of the 21st CCLC program, with particular attention to whether one or more measures of social-emotional learning is feasible and appropriate. As part of this effort, in early 2019, the contractor and the Department are hosting webinars to hear from States, subgrantees, and other stakeholders regarding their experiences, challenges, and successes in measuring outcomes and what they see as appropriate performance measures of the program. The Department plans to work with the Office of Management and Budget to determine revised measures later in 2019.

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

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

SCHOOL IMPROVEMENT PROGRAMS

State assessments

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

(dollars in thousands)

FY 2020 Authorization: \$378,000

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$378,000	\$378,000	0

PROGRAM DESCRIPTION

Title I of the Elementary and Secondary Education Act of 1965, as amended, (ESEA) requires States to test all students annually in grades 3 through 8 and once in high school in reading/language arts and mathematics and to administer annual assessments in science once in each of three grade spans specified in the law (grades 3-5, 6-9, and 10-12). Furthermore, States must assess the English language proficiency of all English learners annually. The annual statewide assessments, aligned to the State's academic content standards in reading/language arts and mathematics, provide critical information about student achievement and progress to parents and teachers, which can be used to help improve instruction for all students and meet specific student needs.

Under the reauthorized ESEA, the annual assessments in reading and mathematics are to be used as a factor to determine whether States, LEAs, and schools are meeting long-term goals and interim measures of progress and to differentiate annually and meaningfully the performance of all schools in the State. All assessments must be used for purposes for which such assessments are valid and reliable, include measures that assess higher-order thinking skills and understanding, and enable achievement results to be disaggregated by major racial and ethnic group, gender, poverty, disability, English proficiency, and migrant status.

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

The Grants for State Assessments program provides formula grants to States to pay the costs of developing the challenging academic standards and high-quality, aligned assessments required by Title I of the ESEA. Once a State has developed the assessments, it may use program funds to pay for the administration of the assessments and for other activities related to improving those assessments. Such activities may include, among other things, refining State assessments to ensure continued alignment with standards, expanding the range of testing accommodations for students with disabilities and for English learner students, developing multiple measures to ensure the validity and reliability of State assessments, developing or improving models to measure student progress or growth, and using academic assessment instruments such as performance- and technology-based assessments or computer adaptive

SCHOOL IMPROVEMENT PROGRAMS

State assessments

assessments to better reflect the kind of complex work students do in an effective classroom and the real world. States allocations are \$3 million, plus a share of any funds remaining for grants under this program based on each State's share of students ages 5–17.

The Assessment System Audit program, funded by an optional set-aside of up to 20 percent of the trigger amount (or any lesser amount appropriated by Congress) supports audits of State and local assessment systems as part of a State plan to eliminate unnecessary or low-quality assessments, support dissemination of best practices for improving assessment quality and efficiency, and assist LEAs in streamlining local assessment systems, including the establishment of a regular process to review and evaluate local assessments to help ensure that all assessments are worth taking. The Department has never reserved funds under this authority because (1) it would reduce the amount available for State formula grants and (2) States already have discretion to use their formula grant funds for assessment audits and related activities.

The Competitive Grants for State Assessments program, which is funded with the amount, if any, of appropriations in excess of the trigger amount, makes awards to States or consortia of States to support efforts to: (1) improve the quality, validity, and reliability of State academic assessments; (2) measure student academic achievement through the use of multiple measures from multiple sources; (3) develop or improve models to measure and assess student progress or growth; (4) develop or improve assessments for English learners, including assessments of English language proficiency or assessments of academic content in languages other than English; (5) develop or improve assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards; and (6) develop and use comprehensive assessment instruments, such as performance- and technology-based assessments, computer adaptive assessments, or extended performance task assessments that allow for new and improved methods for measuring critical thinking, writing, and problem solving skills.

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

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

SCHOOL IMPROVEMENT PROGRAMS

State assessments

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

Fiscal year	(dollars in thousands)
2015	\$378,000
2016	378,000
2017	369,100
2018	378,000
2019	378,000

FY 2020 BUDGET REQUEST

The Administration requests \$378 million for State Assessments in fiscal year 2020, the same as the fiscal year 2019 appropriation. The request would provide \$369.1 million for State grants along with \$8.9 million for awards under the Competitive Grants for State Assessment program. The Department does not plan to reserve funds for the separately authorized Assessment System Audits program. The \$369.1 million proposed for State grants is the minimum “trigger amount” needed to ensure that States continue to administer the assessments required under Title I, Part A; States may stop administering these assessments if the appropriation for the program is less than this amount.

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

The fiscal year 2020 request will help States continue to administer high-quality assessment systems as part of their ongoing implementation of the ESEA. Funds may be used to improve the quality of these assessment systems so that they measure higher order thinking skills; appropriately assess all students, including students with disabilities and English learners; and provide timelier and more useful data to students, teachers, and parents. States may also use funds to develop comprehensive academic assessment instruments such as technology-based assessments or computer adaptive assessments. The Department would continue its practice of not reserving funds for the Assessment System Audit program because States that desire to carry out such audits may do so in a more flexible, less prescriptive manner under the regular Grants for State Assessments.

The request also would provide \$8.9 million for the Competitive Grants for State Assessment program to help States, either alone or in consortia, address pressing needs they have identified for developing and implementing new or improved assessment systems. Potential priorities for the fiscal year 2020 competition could include improving assessments for English learners or students with disabilities; incorporating multiple measures to assess student academic achievement; and using technology to improve the quality of assessment systems while reducing their costs.

SCHOOL IMPROVEMENT PROGRAMS

State assessments

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Grants for State Assessments:			
Amount for State Grants	\$365,409	\$365,409	\$365,409
Estimated number of awards	52	52	52
Range of awards	\$3,307-\$28,444	\$3,307-\$28,444	\$3,307-\$28,444
Average award	\$7,027	\$7,027	\$7,027
BIE and Outlying Areas	\$3,691	\$3,691	\$3,691
Competitive Grants for State Assessments:			
Funding for new awards	\$8,811	\$8,811	\$8,811
Number of new awards	2	2	2
Range of new awards	\$3,800-3,900	\$3,800-3,900	\$3,800-3,900
Peer review of new award applications	\$89	\$89	\$89

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 2020 and future years, as well as the resources and efforts invested by those served by this program.

The goal of the Grants for State Assessments program is to support States in the development of the State assessments required under Title I of the ESEA. The performance measure is the number of States (including DC and PR) that have reading/language arts and mathematics assessments that align with the State's academic content standards for all students in grades 3–8 and in high school and science assessments that align with the State's academic content standards for all students in each of three grade spans (grades 3–5, 6–9, and 10–12). Beginning in 2018-19, each State must also demonstrate that assessments used to measure English Language Proficiency (ELP) of all English Learners are aligned with their State ELP standards. Success in meeting these requirements is determined primarily by formal peer reviews of State assessment systems by panels of external assessment experts.

The Department launched a new round of peer reviews in 2016 based on updated practices and technical standards in the field. Thirty-eight States submitted assessments for review in 2016, six additional States in 2017, and in 2018 the final eight States submitted assessments. Additionally, States reviewed in 2016 submitted additional evidence based on their peer review outcomes in succeeding years (5 in 2017, and 33 in 2018). The tables below show the number of States that were determined to have partially met, substantially met, or met all requirements by assessment subject, grade, and type (general or alternate) as of 2018, and also indicate the number of States where the outcome is pending. The Department expects to conduct peer

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State assessments

reviews in 2019 for all States' ELP assessments, as well as peer reviews for a number of States' academic assessments.

The number of States with approved assessment systems is lower than might be expected because States revise their assessments periodically and must submit for peer review evidence that their assessment systems meet statutory requirements every time they make significant changes.

Reading/English Language Arts and Mathematics Assessments

Outcome	Grades 3-8 General	High School General	Grades 3-8 and High School Alternate
Met All Requirements	10	8	5
Substantially Met	25	22	19
Partially Met	9	9	5
Does not meet	0	0	2
Pending Outcome Notification	6	10	7

Science

Outcome	Grades 3-8 General	High School General	Grades 3-8 and High School Alternate
Met All Requirements	1	1	0
Substantially Met	10	10	5
Partially Met	2	5	2
Does not meet	0	0	3
Pending Outcome Notification	5	4	3

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

(McKinney-Vento Homeless Assistance Act, Title VII, Subpart B)

(dollars in thousands)

FY 2020 Authorization: \$85,000

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
	\$93,500	\$93,500	0

PROGRAM DESCRIPTION

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

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

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

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

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

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

Fiscal Year	(dollars in thousands)
2015.....	\$65,042
2016.....	70,000
2017.....	77,000
2018.....	85,000
2019.....	93,500

FY 2020 BUDGET REQUEST

The Administration requests \$93.5 million for fiscal year 2020 for Education for Homeless Children and Youths, the same as the fiscal year 2019 level. The request would support activities to help reduce and eliminate the barriers to educational success faced by homeless children, such as transportation and healthcare needs, and ensure they have access to academic services available to other children, including preschool programs, special education, gifted and talented programs, and career and technical education. Approximately 1.3 million students were identified as homeless in school year 2016-17, of which approximately 16 percent were English learners, 18.2 percent were eligible to receive services under the Individuals with Disabilities Education Act, and 8.7 percent were unaccompanied youth (i.e., youth who were not in the physical custody of a parent or guardian).

The Department plans to continue to coordinate activities under the Education for Homeless Children and Youths program with other programs that serve homeless students, in particular the ESEA's Title I Grants to Local Educational Agencies program. Title I, for which homeless students are automatically eligible, authorizes recipients to provide homeless children and youths with services not ordinarily provided to other students, such as supporting LEA liaisons for homeless children and youths and providing transportation. The non-regulatory guidance on the Education for Homeless Children and Youths program, updated by the Department in 2017, included a section on coordinating services with the Title I program, and on July 30, 2018, the Department provided additional clarification to States regarding the requirement for LEAs to reserve Title I funds to serve homeless students.¹

In addition, the Department plans to use national activities funds to support projects to improve educational services and outcomes for homeless youth through the National Center for Homeless Education. The Department will also continue to seek opportunities to work with other agencies that administer programs that serve homeless family and youth. For example, the Department currently is working with the Department of Housing and Urban Development (HUD) to facilitate collaboration among school districts, institutions of higher education, and grantees under HUD's Youth Homeless Demonstration program to address the educational needs of unaccompanied homeless youth and provide them with pathways to postsecondary education or training and careers.

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

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Amount for State grants	\$82,570	\$90,976	\$90,976
Range of State awards	213–10,564	234–11,340	234–11,340
Average State award	1,588	1,750	1,750
Amount to BIE	850	935	935
Amount to Outlying Areas	85	94	94
National activities	1,495	1,495	1,495

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 2020 and future years, as well as the resources and efforts invested by those served by this program.

The Department adopted four new performance measures for the program in early 2019: (1) the percentage of homeless students in grades 3-8 who meet or exceed proficiency on State assessments in reading/language arts; (2) the percentage of homeless students in grades 3-8 who meet or exceed proficiency on State assessments in mathematics; (3) the percentage of homeless students in grades pre-K-12 or 13 who are chronically absent; and (4) the 4-year Adjusted Cohort Graduation Rate for students experiencing homelessness. The first two new measures are focused on the academic achievement of all homeless students in a State, as opposed to the measures the Department has been reporting on, which focus on the performance of homeless students in LEAs receiving subgrants under the program. The Department plans to continue collecting and reporting data on the subgrantee measures as well. Chronic absenteeism is a measure of the number of students who have missed more than 10 percent of their instructional time during their period of enrollment in half-day increments, and is often a better indicator of which students need more intervention and support to attend school regularly and persist. About two-thirds of States chose chronic absenteeism as an alternate accountability measure under Title I. The adjusted cohort graduation rate will serve as a proxy for program performance at the secondary level. The Department expects to start reporting on these new measures in 2020.

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

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

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

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

Year	Target – Reading	Actual – Reading	Target – Math	Actual – Math
2015	73%	27%	73%	23%
2016	77	29	77	24
2017	80	27	80	24
2018	80		80	
2019	80		80	
2020	80		80	

Additional Information: The source of the data is the Consolidated State Performance Reports that States submit to the Department. States made changes to their standards and assessments systems to comply with the requirements that assessments be based on college- and career-ready standards by school year 2014-15, resulting in more rigorous assessments. The Department is still in the process of reviewing and determining whether those assessments meet statutory requirements. Data for 2018 will be available in summer 2019.

Efficiency Measure

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

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

Year	Target	Actual
2015	40	35.0
2016	40	37.4
2017	40	51.0
2018	40	39.0
2019	40	
2020	40	

Additional Information: This measure provides information on monitoring events with States. In 2017, the Department revised its monitoring instruments and procedures to align them with changes to the program from included in the reauthorization. The Department piloted the new instrument and procedures with one State in 2017 and continued pilot activities through 2018.

Other Performance Information

The Department released a report in February 2015 from a national study of implementation of the Education for Homeless Children and Youths program.¹ The study examined State and local program administration and use of funds, efforts to collect data on homeless students,

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

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

policies to remove barriers faced by homeless students, and coordination of services to homeless students. The study found that transportation, school supplies, and tutoring and supplemental instruction were reported by district liaisons as the largest local program expenditures and that transportation needs and preoccupation with survival needs were most frequently identified as barriers to homeless student enrollment and attendance in school.

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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

(dollars in thousands)

FY 2020 Authorization: \$32,397

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$36,397	0	-\$36,397

PROGRAM DESCRIPTION

The Native Hawaiian Education program supports the provision of supplemental education services to the Native Hawaiian population. The program awards 3-year competitive grants to support a variety of authorized activities in such areas as teacher training, family-based education, gifted and talented education, early childhood education, special education, higher education, and community-based education learning centers. Eligible applicants include Native Hawaiian educational organizations and community-based organizations, public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language, and other entities.

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$32,397
2016	33,397
2017	33,397
2018	36,397
2019	36,397

FY 2020 BUDGET REQUEST

The Administration is not requesting funding for Native Hawaiian Education in fiscal year 2020, a reduction of \$36.4 million from the fiscal year 2019 appropriation. The Administration is proposing to eliminate funding for this program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding. For example, school districts in Hawaii may use Title I Grants to LEAs funds to carry out most activities authorized under the Native Hawaiian Education program. The elimination of funding for this

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

program also will allow the Department to provide stronger support for State formula grant programs and streamline the Department's operations and workforce over time while maintaining the fiscal discipline required to meet the President's deficit reduction goals.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Amount for new awards	\$7,824	\$1,021	0
Number of new awards	13	1	0
Amount for continuation awards	\$27,923	\$34,726	0
Number of continuation awards	26	38	0
Native Hawaiian Education Council	\$650	\$650	0
Peer review of new award applications	0 ¹	0 ¹	0

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

Consistent with the President's request to eliminate funding for this program in fiscal year 2020, the output measures for fiscal year 2019 reflect the use of fiscal year 2019 funds to pre-pay continuation costs so as to allow existing grantees to complete their planned projects and/or frontload new grants to pay, to the extent possible, the full costs of newly funded projects over the proposed grant period.

¹The Department funded new applications in fiscal years 2018 and 2019 from the fiscal year 2017 slate.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years as well as the resources and efforts invested by those served by this program. Targets for 2020 are not included because funding for this program is proposed for elimination. Performance data for 2018 will be available in winter 2019.

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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

Year	Target	Actual
2015	70%	46%
2016	70	48
2017	70	49
2018	70	
2019	70	

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

Year	Target	Actual
2015	58%	39%
2016	59	40
2017	60	41
2018	60	
2019	61	

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

Year	Target	Actual
2015	32%	25%
2016	35	28
2017	38	28
2018	41	
2019	44	

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

Year	Target	Actual
2015	44%	51%
2016	45	52
2017	46	53
2018	47	
2019	48	

Additional Information: Because not all grantees provide early learning services, this measure may not apply to all grantees in a given year. In 2015, this measure applied to two grantees.

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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

Year	Target	Actual
2015	80%	83%
2016	81	84
2017	82	85
2018	83	
2019	84	

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

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

(dollars in thousands)

FY 2020 Authorization: \$31,453

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$35,453	0	-\$35,453

PROGRAM DESCRIPTION

The Alaska Native Education program supports supplemental educational programs and services designed to improve educational outcomes for Alaska Natives. The program awards 3-year competitive grants to eligible applicants, which include Alaska Native organizations and entities located in Alaska with experience operating Alaska Native programs that have been granted a charter from an Alaska Native tribe or Alaska Native organization.

Allowable activities include the development and implementation of curricula and educational programs that address needs of the Alaska Native student population (including the use and preservation of Alaska Native languages), professional development activities for educators, the development and operation of home instruction programs for Alaska Native preschool children that help ensure the active involvement of parents in their children's education, family literacy services, student enrichment programs in science and mathematics, and dropout prevention programs.

Grantees may use up to 5 percent of their awards for administrative costs.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$31,453
2016	32,453
2017	32,453
2018	35,453
2019	35,453

FY 2020 BUDGET REQUEST

The Administration is not requesting funding for the Alaska Native Education program in fiscal year 2020, a reduction of \$35.5 million below the fiscal year 2019 appropriation. The Administration is proposing to eliminate funding for this program because it duplicates activities that may be supported by other Federal programs as well as State, local, and private funding. For example, local educational agencies; Indian tribes, including Alaska Native entities; Indian organizations; and Indian community-based organizations in Alaska are eligible for the Title VI

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

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

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Amount for new awards	\$14,541	\$19,580	0
Number of new awards	20	9	0
Amount for continuation awards	\$20,912	\$15,518	0
Number of continuation awards	21	36	0
Peer review of new award applications	0 ¹	\$355	0

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

Consistent with the President's request to eliminate funding for this program in fiscal year 2020, the output measures for fiscal year 2019 reflect the use of fiscal year 2019 funds to pre-pay continuation costs so as to allow existing grantees to complete their planned projects and/or frontload new grants to pay, to the extent possible, the full costs of newly funded projects over the proposed grant period.

¹ The Department funded new applications in fiscal year 2018 from the fiscal year 2017 slate.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results bases on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years as well as the resources and efforts invested by those served by this program. Targets for 2020 are not included because funding for this program is proposed for elimination. Data for 2017 will be available later in 2019.

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

Measure: The percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State's annual assessments.

Year	Target	Actual
2015	45%	32%
2016	46	
2017	47	
2018	48	
2019	49	

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

Measure: The percentage of Alaska Native children participating in early learning and preschool programs who demonstrate school readiness in language and literacy as measured by the Revised Alaska Developmental Profile.

Year	Target	Actual
2015	54%	49%
2016	55	54
2017	56	
2018	57	
2019	58	

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

Year	Target	Actual
2015	54%	3.8%
2016	55	2.9
2017	56	
2018	57	
2019	58	

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

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

(Civil Rights Act of 1964, Title IV)

(dollars in thousands)

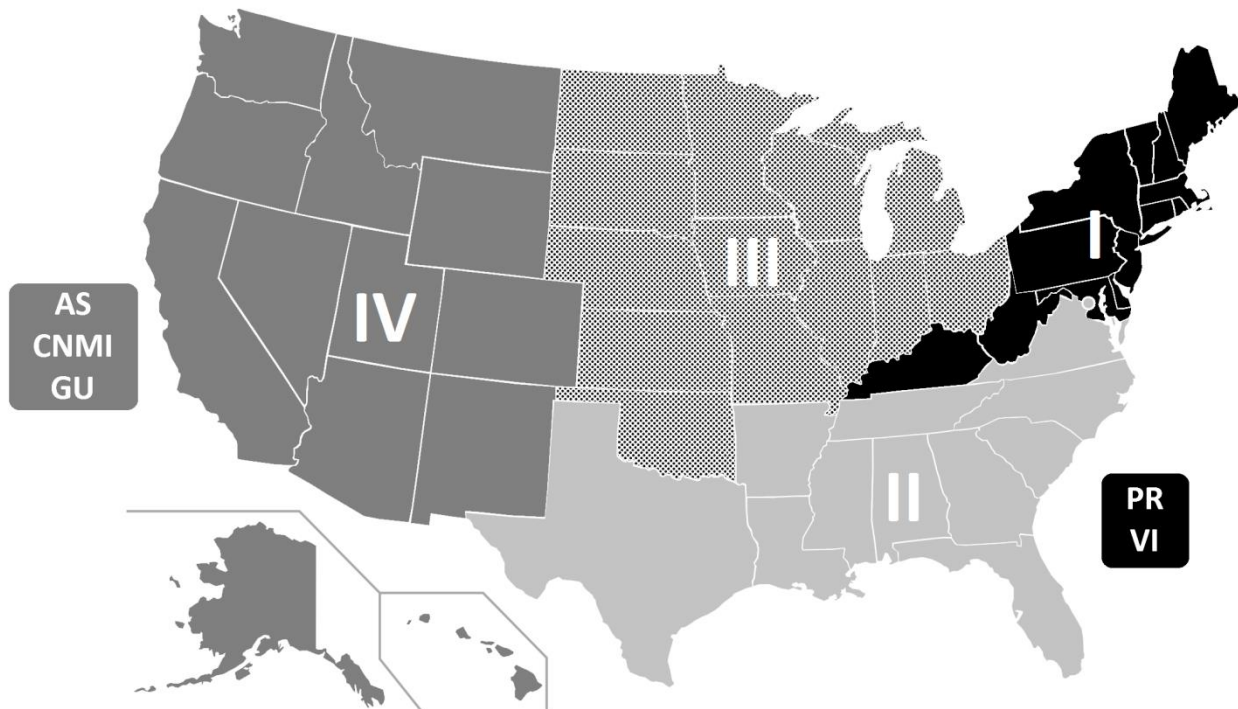
FY 2020 Authorization: Indefinite

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$6,575	\$6,575	0

PROGRAM DESCRIPTION

The Training and Advisory Services program supports efforts to achieve the intent of Title IV of the Civil Rights Act by aiding educators in preparing, adopting, and implementing plans for desegregating public schools and solving equity problems related to race, sex, national origin, and religion. To carry out those activities, the Department awarded 5-year grants in fiscal year 2016 to Equity Assistance Centers (EACs) in four geographic regions serving the 50 States, the District of Columbia, Puerto Rico, and the Outlying Areas of American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands.



SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

The EACs provide services to school districts upon request. Typical activities include disseminating information on successful educational practices and on legal requirements related to nondiscrimination in educational programs. Other activities include training designed to develop educators' skills in such areas as the identification of race and sex bias in instructional materials and technical assistance in the identification and selection of appropriate educational programs to meet the needs of a diverse student body. Topics covered by the EACs go beyond a traditional view of desegregation to include areas such as school climate, disproportionate discipline, bullying and harassment, culturally relevant pedagogy, teacher diversity, the effect of poverty on equity and achievement gaps, and instructional practices that reach all students.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015.....	\$6,575
2016.....	6,575
2017.....	6,575
2018.....	6,575
2019.....	6,575

FY 2020 BUDGET REQUEST

For fiscal year 2020, the Administration requests level funding of \$6.6 million for Training and Advisory Services. Fiscal year 2020 funds would support the fifth year of the Equity Assistance Center awards made in fiscal year 2016.

In fiscal year 2018, the EACs provided targeted and intensive assistance to 40 State educational agencies (SEAs), 106 local educational agencies (LEAs), and 217 schools in 45 States in areas such as creating a positive and safe school climate, improving family engagement, increasing teacher diversity, and implementing instructional practices that reach all students. EACs also developed new resources on a variety of topics, such as addressing health disparities, supporting English learners, and implementing socioeconomic integration strategies. Four-fifths of recipients of intensive technical assistance (80 percent) indicated that they were satisfied with the services the EACs provided.

EACs continue to adopt innovative approaches to technical assistance that respond to areas of need, including socioeconomic integration and religious discrimination. For example, an EAC assisted a State in supporting socioeconomic integration in 25 Title I-focused school districts, resulting in increased staff awareness of integration strategies for diverse learners and integration plans. An EAC also provided technical assistance to LEA administrators to conduct community and family engagement to inform a strategic plan with the purpose of decreasing religion and racial discrimination and increase awareness of equity issues. The EACs would continue to provide similar services with fiscal year 2020 funds.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Amount for grant awards	\$6,545	\$6,537	\$6,537
Number of awards	4	4	4
Data collection	\$30	\$38	\$38

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years, and those requested in FY 2020 and future years, as well as the resources and efforts invested by those served by this program.

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

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

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

GPRA Measures

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

Year	Target (Combined Only)	Combined Actual	Awareness Actual	Knowledge Actual
2017		82%	82%	76%
2018	85%	80	80	75
2019	83			
2020	86			

Additional information: Customers were asked whether they increased their awareness or knowledge and, if so to what extent, on different topics for which they received assistance. Data reflect the percentage of respondents who said they did so to a moderate or great extent on at least one topic. Results for 2017 are based on 50 of 91 clients served in 2016-17 who responded to the survey questions corresponding to this measure. Results for 2018 are based on 56 of 77 clients served in 2017-18 who responded.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

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

Year	Target	Actual
2017		76%
2018	79%	75
2019	78	
2020	81	

Additional information: Customers were asked if their organization developed, improved, or implemented such policies or practices on different topics for which they received assistance. Data reflect the percentage of respondents who said they did so on at least one topic. Results for 2017 are based on 50 of 91 clients served in 2016-17 who responded to the survey questions corresponding to this measure. Results for 2018 are based on 56 of 77 clients served in 2017-18 who responded.

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

Year	Target	Actual
2017		74%
2018	77%	71
2019	74	
2020	77	

Additional information: Customers were asked whether their organization received assistance to (1) build inclusive leadership, (2) identify and/or leverage mutually beneficial relationships or partnerships, or (3) obtain and/or leverage tangible materials or systems, and, if so, the extent to which their capacity increased after receiving assistance from the EAC. Data reflect the percentage of respondents who said their capacity increased to a moderate or great extent in at least one of these ways. Results for 2017 are based on 27 of 91 clients served in 2016-17 who responded to the survey questions corresponding to this measure. (This suggests that only 27 clients received services in any of the three areas enumerated in the survey question, with this GPRA question applicable only to those clients.) Results for 2018 are based on 56 of 77 clients served in 2017-18 who responded.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

Project Measures

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

Year	Target	Actual
2017		95%
2018	96%	96
2019	97	
2020	97	

Additional information: Data are from EAC grantee annual performance reports. In the 2016-17 school year, the four EACs reported they received a total of 257 requests for technical assistance, of which they accepted 243 (or 95 percent). In the 2017-18 school year, the four EACs reported they received a total of 251 requests for technical assistance, of which they accepted 241 (or 96 percent). Examples of requests for assistance that were not accepted included requests from clients outside the EAC's geographic regions (in which case the EAC referred the requester to the EAC in its region) and requests that were outside the statutory desegregation assistance scope of the EACs (such as a request for assistance with a disability claim, or with filing a complaint alleging unfair racial discipline of a student, in which case the EAC referred the requester to the appropriate agency).

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

Year	Target	Actual
2017		61%
2018	68%	72
2019	75	
2020	82	

Additional information: Data are from EAC grantee annual performance reports. In the 2016-17 school year, the EACs reported they received a total of 257 requests for technical assistance, of which 156 (or 61 percent) were from new (not previously served by the EAC) organizations. In the 2017-18 school year, the EACs reported they received a total of 251 requests for technical assistance, of which 181 (or 72 percent) were from new (not previously served by the EAC) organizations.

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

Year	Target (Combined Only)	Combined Actual	Request Additional Actual	Refer Actual
2017		83%	79%	83%
2018	85%	86	84	86
2019	88			
2020	91			

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

Additional information: Customers were asked (1) how likely they were to request additional assistance from the EAC and (2) how likely they were to refer another agency to an EAC for technical assistance. Results for 2017 are based on 47 of 91 clients served in 2016-17 who responded to the survey questions corresponding to this measure and how many of them reported they probably or definitely will do so. Results for 2018 are based on 56 of 77 clients served in 2017-18 who responded to the survey questions corresponding to this measure and how many of them reported they probably or definitely will do so.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

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

(dollars in thousands)

FY 2020 Authorization: \$169,840 ⁽¹⁾

Budget Authority:

<u>FY 2019</u>	<u>FY 2020</u>	<u>Change</u>
\$180,840	\$180,840	0

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

PROGRAM DESCRIPTION

The Rural Education Achievement program (REAP) includes two distinct programs to assist rural local educational agencies (LEAs) in carrying out activities to help improve the quality of teaching and learning in their schools. The Small, Rural School Achievement program (SRSA) provides funds to rural LEAs that serve small numbers of students; the Rural and Low-Income School program (RLIS) provides funds to rural LEAs that serve high concentrations of students living in poverty, regardless of the LEA's size. Funds appropriated for REAP are divided equally between the SRSA and the RLIS programs.

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

Small, Rural School Achievement Program (Subpart 1)

To be eligible to receive funds under the SRSA program, an LEA must: (1) have a total average daily attendance (ADA) of less than 600 students or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; and (2) serve only schools that have a National Center for Education Statistics (NCES) locale code of 41 (Rural, Fringe), 42 (Rural, Distant), or 43 (Rural, Remote) or are located in an area of the State defined as rural by a governmental agency of the State.

The Department makes formula allocations directly to eligible LEAs based on the number of students in ADA in the schools served by the LEA and the amount the LEA received under certain Federal programs in the previous fiscal year. For each eligible LEA, the Department calculates an initial allocation that is equal to \$20,000 plus \$100 for each child in ADA above 50, with a maximum initial allocation of \$60,000. An LEA's final allocation is equal to the initial allocation minus the amount received in "applicable funding," which are funds allocated in the previous fiscal year under the Supporting Effective Instruction State Grants (Part A of Title II) and Student Support and Academic Enrichment Grants (Part A of Title IV) programs.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

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

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

Rural and Low-Income School Program (Subpart 2)

Under the RLIS program the Department makes formula allocations to States based on each State’s share of children in ADA in all eligible LEAs. Eligible LEAs must: (1) have a Census child-poverty rate of at least 20 percent, and (2) serve only schools that have an NCES locale code of 32 (Town, Distant), 33 (Town, Remote), 41 (Rural, Fringe), 42 (Rural, Distant), or 43 (Rural, Remote). States have the option of allocating funds to eligible LEAs competitively or through a formula based on the number of children in ADA in eligible LEAs within the State. A State may also use an alternative formula to allocate funds if it can demonstrate that an alternative method would better target funds to eligible LEAs that serve the highest concentrations of poor students. If an RLIS-eligible LEA is in a State whose State educational agency (SEA) does not submit an RLIS application, the LEA may apply directly to the Department to receive the funding it would have generated, based on its ADA, for its State had the SEA applied for RLIS. These LEAs are referred to in the statute as Specially Qualified Agencies (SQAs).

LEAs may use program funds for: (1) Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies); (2) Part A of Title II (Supporting Effective Instruction State Grants); (3) Title III (English Language Acquisition State Grants); (4) Part A of Title IV (Student Support and Academic Enrichment Grants); and (5) parental involvement activities.

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

Funding levels for the past 5 fiscal years were:

Fiscal year	(dollars in thousands)
2015	\$169,840
2016	175,840
2017	175,840
2018	180,840
2019	180,840

SCHOOL IMPROVEMENT PROGRAMS

Rural education

FY 2020 BUDGET REQUEST

The Administration requests \$180.8 million for fiscal year 2020 for the REAP, the same as the fiscal year 2019 appropriation. The request would support an average LEA award of approximately \$23,000 under SRSA and an average LEA subgrant of approximately \$36,000 under RLIS. The request includes appropriations language that overrides the authorized fiscal year 2020 level of \$169.8 million.

The fiscal year 2020 request for REAP recognizes the significant obstacles faced by rural LEAs in ensuring that all students meet challenging State academic standards and graduate high school ready for college or careers, consistent with the Elementary and Secondary Education Act (ESEA). Based on 2016 data from the National Center for Education Statistics, 28 percent of the Nation's public schools were located in rural areas, with 19 percent of all public school students enrolled at these schools. The small size and remoteness of many rural schools and LEAs creates a different set of challenges from those of urban schools and LEAs. For example, rural schools and LEAs generally do not benefit from economies of scale and, thus, can face greater per-pupil costs in areas such as staffing or transportation. Rural LEAs often are not able to offer their students the same level of access to advanced coursework as other LEAs. In 2009, just 32 percent of students graduating high school in rural areas had earned credits in dual credit, Advanced Placement, or International Baccalaureate courses, compared to 48 percent of city and 44 percent of suburban high school graduates. In addition, because of size and location, many small, rural LEAs have faced difficulty in recruiting and retaining effective teachers. REAP funds provide rural LEAs with critical additional resources that can be used to help meet such challenges.

Rural LEAs also frequently receive allocations under the Department's other formula grant programs that are too small to allow the LEA to effectively address the purposes for which the funds are appropriated. Recognizing that rural LEAs frequently receive small allocations from Federal formula grants, the alternative fund use authority gives SRSA-eligible LEAs the flexibility to make more effective use of these small allocations by consolidating them. An estimated 46 percent of eligible LEAs notified their respective States of their intention to take advantage of this authority in school year 2016-17. Yet even when the eligible LEAs consolidate their allocations under these programs, some do not have enough money to address the other statutory objectives in a meaningful manner. REAP funds can help ensure that such LEAs have sufficient funds to implement ESEA programs consistent with Congressional intent.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Small, rural school achievement			
Total funding	\$90,420	\$90,420	\$90,420
Number of LEAs receiving grants	3,896	3,896	3,896
Average LEA grant	\$23	\$23	\$23

SCHOOL IMPROVEMENT PROGRAMS

Rural education

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Average award per student (whole \$)	\$87	\$87	\$87
Range of awards to LEAs	0–\$51	0–\$51	0–\$51
Rural and low income schools			
Total funding	\$90,420	\$90,420	\$90,420
Amount for State grants	\$89,516	\$89,516	\$89,516
Amount for BIE	\$452	\$452	\$452
Amount for Outlying Areas	\$452	\$452	\$452
Number of States receiving grants	46	46	46
Number of LEAs receiving subgrants	2,484	2,484	2,484
Number of LEAs receiving SQA grants	10	10	10
Average State grant	\$1,946	\$1,946	\$1,946
Average LEA subgrant	\$36	\$36	\$36
Average SQA grant	\$22	\$22	\$22
Average award per student (whole \$)	\$21	\$21	\$21
Range of awards to States	\$13–\$8,781	\$13–\$8,781	\$13–\$8,781
Estimated range of subgrants to LEAs	0–\$267	0–\$267	0–\$267

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from REAP in fiscal year 2018, but may do so in fiscal years 2019 and 2020.

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 2020 and future years, as well as the resources and efforts invested by those served by this program.

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

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

SCHOOL IMPROVEMENT PROGRAMS

Rural education

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

Year	Target	Actual
2015	100	56
2016	100	57
2017	100	52
2018	100	
2019	100	
2020	100	

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

Year	Target	Actual
2015	100	49
2016	100	50
2017	100	47
2018	100	
2019	100	
2020	100	

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

Year	Target	Actual
2015	100	48
2016	100	48
2017	100	46
2018	100	
2019	100	
2020	100	

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

Year	Target	Actual
2015	100	43
2016	100	44
2017	100	43
2018	100	
2019	100	
2020	100	

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Additional information: The decreases in the percentage of students scoring at or above the proficient level among LEAs participating in REAP can be explained, in part, by States' transition to more rigorous assessments based on college- and career-ready standards. The performance targets for these measures reflect the previous reauthorization of the ESEA, which required all students to be proficient in reading/language arts and mathematics by 2014. These targets are no longer relevant following reauthorization and REAP GPRA measures will be revised to reflect appropriate goals. Data for 2018 are expected in October 2019.

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

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

Year	Target	Actual
2015	65	43
2016	65	44
2017	65	46
2018	65	
2019	65	
2020	65	

Additional information: While this measure was developed to capture the percentage of eligible LEAs actually using the flexibility authority, the best available information is on the number of LEAs reporting to the State their intent to use this authority. Since there is little reason to believe that LEAs would provide this notification and not use the authority, reported intent serves as a reasonable proxy. Data for 2018 are expected in October 2019.

Other Performance Information

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

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

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

(dollars in thousands)

FY 2020 Authorization: \$21,865¹

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$16,699	\$16,699	0

¹ The 2020 authorization is based on the fiscal year 2005 authorization level, adjusted for inflation in accordance with statutory requirements.

PROGRAM DESCRIPTION

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

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

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

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

used for construction or remodeling, the general operating costs of school systems, or teacher salaries (except the salaries of teachers who carry out programs supported by the grants).

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

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

Fiscal Year	(dollars in thousands)
2015	\$16,699
2016	16,699
2017	16,699
2018	16,699
2019	16,699

FY 2020 BUDGET REQUEST

The Administration requests \$16.7 million for Supplemental Education Grants, the same as the fiscal year 2019 level. The request would ensure the continuation of services for residents of the RMI and the FSM. The request also includes appropriations language that would continue to give the Department of Education the authority to reserve up to 5 percent of appropriated funds to provide technical assistance to support effective use of program funds to improve educational outcomes in the RMI and the FSM.

A majority of the funding in some fiscal years was used to support early childhood education. The RMI and the FSM have also used Supplemental Education Grant funds for education improvement programs, vocational and skills training, and professional development. Both the RMI and the FSM have also used funds to prepare students for jobs resulting from the Guam military build-up. The Administration anticipates that fiscal year 2020 funding would be used for similar purposes.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Grant to the Federated States of Micronesia	\$11,142	\$11,142	\$11,142
Grant to the Republic of the Marshall Islands	5,557	5,557	5,557

PROGRAM PERFORMANCE INFORMATION

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

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

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

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

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

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

(dollars in thousands)

FY 2020 Authorization: 0 ⁽¹⁾

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$52,000	0	-\$52,000

¹ The GEPA extension expired September 30, 2009; no appropriations language or reauthorizing legislation is sought for fiscal year 2020.

PROGRAM DESCRIPTION

The Comprehensive Centers program is authorized to fund not less than 20 Comprehensive Centers, including regional centers and content centers, that provide training, technical assistance, and professional development to build State capacity to provide high-quality education for all students, particularly those in low-performing local educational agencies (LEAs) and schools. Centers provide support to State educational agencies (SEAs), and through them, to LEAs and schools. The Comprehensive Centers are part of a Department technical assistance network that includes the Regional Educational Laboratories, the What Works Clearinghouse, Equity Assistance Centers, Office of Special Education Program-funded technical assistance centers, and other program-specific centers designed to provide support to SEAs, LEAs, and schools.

Regional centers provide broad assistance to SEAs in their assigned states, and content centers create materials, tools, and training on specific issues to complement and support the direct services that regional centers provide to SEAs. Regional centers identify relevant information generated by these content centers in their local work with SEAs to build their capacity to implement school and district improvement measures.

The statute requires that the Department fund a minimum of 10 regional centers. The program currently supports 7 content centers and 15 regional centers that received initial awards in 2012. An additional content center, funded in 2016, focuses on students at risk of not attaining full literacy skills due to a disability. Centers typically receive 5-year grants, but the 2012 awards were extended for 2 years to allow the Department to align a new competition with the reauthorized ESEA.

For the new competition, which is being held in 2019, the Department published a Notice of Proposed Priorities (NPP) on September 28, 2018, (<https://www.federalregister.gov/documents/2018/09/28/2018-21089/proposed-priorities-requirements-definitions-and-performance-measures-comprehensive-centers-program>). The NPP proposed funding 19 regional centers that would provide services to assigned States and

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

1 national center that would provide targeted and universal services that complement regional center services. The Department will announce the number of centers to be funded when it publishes a Notice of Final Priorities in 2019.

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

The ESEA does not authorize the Comprehensive Centers to provide direct support to the Bureau of Indian Education (BIE). However, appropriations language in fiscal years 2017 through 2019 directed the Department to ensure that BIE has access to services from the Comprehensive Centers. The Department addressed this language by providing a supplement of \$400,000 to the West Comprehensive Center to support direct technical assistance to the BIE.

The statute requires the National Center for Education Evaluation and Regional Assistance, a component of the Department's Institute of Education Sciences (IES), to carry out an independent evaluation of the Comprehensive Centers (both regional and content) to determine the extent to which each center meets its objectives. The evaluation of the 2012 Centers is scheduled for completion in 2019.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015	\$48,445
2016	51,445
2017	50,000
2018	52,000
2019	52,000

FY 2020 BUDGET REQUEST

The Administration is not requesting funds for the Comprehensive Centers program in fiscal year 2020. The dissemination and technical assistance activities provided by the Centers, which are focused on the implementation of ESEA programs, can be paid for directly by States and school districts through State and local set-asides provided under programs such as Title I Grants to LEAs, including Title I funds reserved for school improvement. For example, States may reserve more than \$200 million in regular and school improvement funds under Title I that may be used to obtain needed technical assistance, and LEAs are not limited in the amount of Title I funds that may be use for reasonable and necessary technical assistance services related to the effective implementation of Title I program requirements. Given the fiscal discipline

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

required to maintain support for higher priority State formula programs serving the most vulnerable student populations while meeting the President’s deficit reduction goals, the Administration does not support continued funding of the duplicative Comprehensive Centers program. The request also is consistent with the principles of the reauthorized ESEA, which restored State and local authority and responsibility for the effective implementation of ESEA formula grant programs. Consequently, the Administration believes that operation of a top-down, Washington-directed Comprehensive Centers system is no longer an appropriate role for the Department of Education.

Under our fiscal year 2020 proposal, the new centers awarded under the fiscal year 2019 competition would be terminated after 1 year. One additional center, the National Center on Improving Literacy for Students with Disabilities, which received a 5-year award in 2016 in response to report language accompanying the Department of Education Appropriations Act, would be terminated in fiscal year 2020 at the end of its fourth year of funding.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Funding for new grant awards	0	\$50,000	0
Funding for continuation grant awards	\$52,000	1,500	0
Peer review of new award applications	<u>0</u>	<u>500</u>	<u>0</u>
Total	52,000	52,000	0
 Average Grant Award	 \$2,226	 TBD	 0
Range of Grant Awards	\$825–\$4,761	TBD	0
Number of Grant Awards	23	TBD	0

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years, as well as the resources and efforts invested by those served by this program. No targets are provided for 2020 because the Administration is not requesting funding for the program.

The Comprehensive Centers measures are designed to analyze the quality, relevance, and usefulness of the services provided by the centers. The data were collected and reported using client surveys developed by the Centers in conjunction with their evaluators. The designs of client surveys used to collect data for these measures varied widely by center. The data are from the Centers that received awards in the 2012 grant competition. Data for each year are from the first 9 months of the fiscal year (e.g., for 2018, the data are from October 2017 through June 2018).

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

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

Objective: *Improve the quality of technical assistance.*

Measure: The percentage of all Comprehensive Centers' products and services that are deemed to be of high quality by clients.

Year	Target	Actual
2015	80%	95%
2016	80	96
2017	80	96
2018	80	96
2019	80	

Additional information: In 2017, 20 of the 22 Centers in the 2012 grant cohort provided data for this measure, with percentages for individual Centers ranging from 81 to 100 percent. In 2018, 21 of the 22 Centers provided data, with percentages for individual Centers ranging from 86 to 100 percent.

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

Year	Target	Actual
2015	80%	95%
2016	80	93
2017	80	97
2018	80	96
2019	80	

Additional information: In 2017, 20 of the 22 Centers in the 2012 grant cohort provided data for this measure, with percentages for individual Centers ranging from 91 to 100 percent. In 2018, 21 of the 22 Centers provided data, with percentages for individual Centers ranging from 91 to 100 percent.

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

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

Year	Target	Actual
2015	80%	92%
2016	80	93
2017	80	95
2018	80	95
2019	80	

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

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

2018, 21 of the 22 Centers provided data, with percentages for individual Centers ranging from 84 to 100 percent.

The Department proposed the following measures in the NPP published on September 28, 2018, for the new cohort of Center that would be created through the 2019 competition:

- The extent to which Comprehensive Center clients are satisfied with the quality, usefulness, and relevance of services provided.
- The extent to which Comprehensive Centers provide services and products to a wide range of recipients.
- The extent to which Comprehensive Centers demonstrate that capacity-building services were implemented as intended.
- The extent to which Comprehensive Centers demonstrate recipient outcomes were met.

Other Performance Information

The Department is carrying out a descriptive study of the 2012 cohort of Comprehensive Centers' activities and outcomes that is examining how the individual centers intended to build SEA capacity (their theories of action) and what types of activities they conduct to build capacity.¹ Data collection began in the spring of 2015; IES anticipates releasing the final report by early fall of 2019.

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

In November 2016, the study contractor provided descriptive reports for 8 of the 22 Centers (4 regional centers and 4 content centers) summarizing information from an online survey of recipients of Center technical assistance. Reports for the remaining 14 Centers were not provided because response rates were less than 50 percent and the number of respondents was less than 10. The number of respondents across the eight Centers for which reports were provided was small (136 of 186 individuals responded to the survey, with response rates ranging from 50 to 80 percent across the Centers), but based on information received:

- Most respondents (72 to 100 percent across the eight Centers) indicated that they had specific plans to use the information received from the Centers within the next 12 months; and

¹ https://ies.ed.gov/ncee/projects/evaluation/other_techcenters12.asp

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

- Most respondents (77 to 100 percent) indicated that the Centers enabled them to accomplish something that they might not otherwise have been able to accomplish.

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

Student support and academic enrichment grants

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

(dollars in thousands)

FY 2020 Authorization: \$1,600,000

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$1,170,000	0	-\$1,170,000

PROGRAM DESCRIPTION

Student Support and Academic Enrichment Grants are intended to improve academic achievement by increasing the capacity of States and local educational agencies (LEAs) to provide students with access to a well-rounded education and improve school conditions and use of technology.

The Department allocates program funds to States by formula based on each State's share of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA), for the preceding fiscal year. No State may receive less than 0.5 percent of the total program appropriation except for Puerto Rico, which may not receive more than this amount. The Department also reserves funds for the outlying areas and for the Bureau of Indian Education (BIE) of the Department of the Interior (0.5 percent in each case) and to provide technical assistance and capacity building (2 percent).

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

LEAs receiving formula allocations of \$30,000 or more must conduct a comprehensive needs assessment and use not less than 20 percent of their allocations for activities to support well-rounded educational opportunities, not less than 20 percent for activities to support safe and healthy students, and a portion to support the effective use of technology. LEAs receiving less than \$30,000 must use funds to carry out activities in at least one of these three areas. LEAs must prioritize support to schools with the greatest needs as determined by the LEA, schools with the highest concentrations of Title I formula children, schools that are identified for comprehensive support and improvement or implementing targeted support and improvement plans, or schools that are identified as persistently dangerous schools. LEAs may reserve up to 2 percent of their allocations for administrative costs.

LEAs may use funds for a range of activities to support a well-rounded education, including: providing college and career counseling, including financial literacy activities; promoting student

engagement and success through music and the arts; improving instruction in science, technology, engineering, and mathematics (including computer science); increasing the availability of accelerated learning courses, such as Advanced Placement and International Baccalaureate courses, as well as dual or concurrent enrollment programs and early college high schools; strengthening instruction in American history, civics, economics, geography, and government; and providing foreign language instruction and environmental education.

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

Lastly, LEAs may pursue such educational technology-related activities as: providing school and LEA personnel with tools and resources to use technology effectively to improve instruction, support teacher collaboration, and personalize learning; building technological capacity and infrastructure, including by procuring content and purchasing devices, equipment, and software; providing specialized or rigorous technology-based academic courses; carrying out projects blending classroom and technology-based instruction in a way that provides students with control over the time, path, or pace of learning; providing professional development; and providing students in rural and underserved areas with access to digital learning experience and resources, including online courses. Of funds supporting the effective use of technology, LEAs receiving formula allocations may use not more than 15 percent to purchase technology infrastructure.

Student Support and Academic Enrichment Grants is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

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

Fiscal Year	(dollars in thousands)
2015.....	0
2016.....	0
2017.....	\$400,000
2018.....	1,100,000
2019.....	1,170,000

FY 2020 BUDGET REQUEST

The request does not include funding for Student Support and Academic Enrichment Grants. The activities authorized under this program generally can be supported with funds from other Federal, State, local, and private sources, including similarly flexible funds provided under the \$15.9 billion Title I Grants to LEAs program. In addition, the formula grant structure of the program, even at the fiscal year 2019 funding level of \$1.17 billion, results in allocations of less than \$30,000 for an estimated two-thirds of LEAs, more than half of which receive only the minimum subgrant of \$10,000. The Administration believes that limited Federal education resources should not be invested in a program under which most local awards would be too small to have a meaningful impact.

To ensure students can learn in a safe learning environment, the Administration has prioritized funds for programs that specifically support school safety. For example, the Administration is proposing a \$100 million School Safety State Grants program, described in more detail under School Safety National Activities in the Safe Schools and Citizenship Education account, which would make formula grants to States focused solely on school safety and student health. States would have broad flexibility, consistent with the school safety activities authorized under Title IV-A of the ESEA, to carry out a wide range of strategies to build State and local capacity to keep students safe in school by both preventing and responding effectively to violent or traumatic incidents. In particular, School Safety State Grants would empower States to develop and implement their own school safety strategies based on State and local needs and priorities, while also drawing on the resources and recommendations included in the Final Report of the Federal Commission on School Safety released in December 2018. The Administration believes that proposed School Safety State Grants (1) more appropriately reflect the limited Federal role in education, (2) are better structured to build State and local capacity to implement meaningful measures to improve school safety, and (3) allow for more effective targeting of limited Federal education resources to priority needs than the Student Support and Academic Enrichment Grants program.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Amount to States	\$1,061,665	\$1,129,225	0
Range of State awards	5,308–127,292	5,646–143,389	0
Average State award	20,417	21,716	0
Amount to Outlying Areas	5,473	5,821	0
Amount to BIE	5,473	5,821	0
National activities	21,890	23,283	0
Evaluation (including pooled evaluation)	5,500	5,850	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Student Support and Academic Enrichment Grants, and to pool such funds for use in evaluating any ESEA program. From the total for evaluation, the Department pooled \$3,500 thousand in fiscal year 2018 and may use funds for this purpose again in fiscal year 2019.

PROGRAM PERFORMANCE INFORMATION

The Department plans to collect performance information for Student Support and Academic Enrichment Grants primarily through the annual Consolidated State Performance Report (CSPR) and descriptive implementation studies.

Consistent with the program statute's public reporting requirements for States and LEAs, the Department will collect State-aggregate data on LEA uses of funds through the CSPR, beginning with basic information (e.g., the percentage of funds spent by LEAs in each of the three program content areas, the percentage of LEAs spending funds in each area) in the school year 2019-2020 CSPR.

To ensure information on LEA use of funds is available as soon as possible, the Department is implementing, through a contractor, a quick-turnaround study for school year 2018-2019. Through this study the Department will compile use-of-funds information based on State analyses of LEA applications for program funds, as well as other basic program information, such as the percentage of subgrantee LEAs that are participating in consortia or that received at least \$30,000 in fiscal year 2018 funds. Results from this study are expected to be available in late calendar year 2019.

The Department is also developing a formal implementation study that will examine, in addition to local uses of funds, State-level program activities and other aspects of local implementation (e.g., how LEAs conduct comprehensive needs assessments and use them in deciding how to spend program funds). The study will consist of surveys and follow-up interviews of State program coordinators in all States, a nationally representative survey of LEAs, and site visits to a select number of LEAs to collect in-depth program implementation information. The Department plans to initiate data collection in spring 2020 (covering the use of funds during school year 2018-2019), with a descriptive report expected in spring 2021, and may pursue additional data collections in later years. We also expect to release a set of briefs on implementation of specific authorized activities, including activities of interest to the Administration (e.g., school safety activities, opioid abuse prevention and mitigation) or for which LEAs frequently report spending program funds.