

Department of Education
SCHOOL IMPROVEMENT PROGRAMS

Fiscal Year 2021 Budget Request

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State tables reflecting final 2019 allocations and 2020 and 2021 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

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For carrying out school improvement activities authorized by part B of title I, [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] \$392,374,000 of which [\$3,575,402,000] \$369,100,000 shall be for part B of title I of the ESEA and shall become available on July 1, [2020]2021, and remain available through September 30, [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: *Provided*, That \$378,000,000 shall be for part B of title I¹: *Provided further*, That \$1,249,673,000 shall be for part B of title IV²: *Provided further*, That \$36,897,000 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 body³: *Provided further*, That \$35,953,000 shall be for part C of title VI and shall be awarded on a competitive basis, and also may be used for construction⁴: *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 section⁵]2022: *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 Islands⁶: *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 grants⁷]: *Provided further*, That \$185,840,000 shall be for part B of title

V⁸: *Provided further*, That \$1,210,000,000 shall be available for grants under subpart 1 of part A of title IV]⁹. (*Department of Education Appropriations Act, 2020.*)

NOTE

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ ... \$392,374,000 of which [\$3,575,402,000] \$369,100,000 shall be for part B of title I of the ESEA and shall become available on July 1, [2020] 2021 , and remain available through September 30, [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: <i>Provided</i> , That \$378,000,000 shall be for part B of title I]:	This language provides for a portion of funds to be appropriated on a forward-funded basis for State Assessments. 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.
² [... <i>Provided further</i> , That \$1,249,673,000 shall be for part B of title IV...]	This language specifies the funding level for 21st Century community learning centers. It is deleted because no funding is requested for this program.
³ [<i>Provided further</i> , That \$36,897,000 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]	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.
⁴ [<i>Provided further</i> , That \$35,953,000 shall be for part C of title VI and shall be awarded on a competitive basis, and also may be used for construction]	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.
⁵ [<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]	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.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
⁶ <i>Provided [further]</i> , That <u>\$16,699,000</u> shall be available to carry out the Supplemental Education Grants program for the Federated States of Micronesia and the Republic of the Marshall Islands	This language specifies the funding level for Supplemental Education Grants to the Federated States of Micronesia and the Republic of the Marshall Islands
⁷ <i>Provided further</i> , That the Secretary may reserve up to 5 percent of the amount referred to in the previous proviso to provide technical assistance in the implementation of these grants	This language allows the Secretary to reserve up to 5 percent of Supplemental Education Grants funds to provide technical assistance for these grants.
⁸ <i>[Provided further]</i> , That <u>\$185,840,000</u> shall be for part B of title V]	This language specifies the funding level for the Rural Education Achievement Program. It is deleted because no funding is requested for this program.
⁹ <i>[Provided further]</i> , That \$1,210,000,000 shall be available for grants under subpart 1 of part A of title IV]	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.

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Appropriation, Adjustments and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2019	2020	2021
Discretionary:			
Appropriation.....	<u>\$5,246,967</u>	<u>\$ 5,404.967</u>	<u>\$392,374</u>
Total, discretionary appropriation	5,246,967	5,404.967	392,374
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	5,246,967	5,404.967	2,073,815

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Summary of Changes (dollars in thousands)

2020.....	\$5,404,967
2021.....	<u>392,374</u>
Net change	-5,012,593

Decreases:	<u>2020 base</u>	<u>Change from base</u>
<u>Program:</u>		
Consolidate funding for Supporting Effective Instruction State grants, 21 st Century Community Learning Centers, Native Hawaiian Education, Alaska Native Education, Comprehensive Centers, and Student Support and Academic Enrichment Grants into a flexible block grant, the Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), that would let States and local educational agencies decide how best to use Elementary and Secondary Education Act (ESEA) funds to meet the needs of their students.	\$5,003,693	-\$5,003,693
Reduce funding for the State Assessments program because States may use ESED Block Grant funds to develop and implement new or improved assessment systems as authorized under the Competitive Grants for State Assessment program.	378,000	<u>-8,900</u>
Subtotal, decreases		-5,012,593
Net change		-5,012,593

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Authorizing Legislation (dollars in thousands)

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Activity	2020 Authorized	2020 Estimate	2021 Authorized	2021 Request
Supporting effective instruction State grants (<i>ESEA II-A</i>)	\$2,295,830	\$2,131,830	\$2,295,830 ¹	0
21st century community learning centers (<i>ESEA IV-B</i>)	1,100,000	1,249,673	1,100,000 ¹	0
State assessments (<i>ESEA I-B, sections 1201-1203</i>)	378,000	378,000	378,000 ¹	\$369,100
Education for homeless children and youths (<i>MVHAA Title VII-B</i>)	85,000	101,500	85,000	0
Native Hawaiian Education (<i>ESEA VI-B</i>)	32,397	36,897	32,397 ¹	0
Alaska Native education equity (<i>ESEA VI-C</i>)	31,453	35,953	31,453 ¹	0
Training and advisory services (<i>CRA IV</i>)	Indefinite	6,575	Indefinite	6,575
Rural education (<i>ESEA V-B</i>)	169,840	185,840	169,840 ¹	0
Supplemental education grants (<i>Compact of Free Association Act</i>)	21,865 ²	16,699	22,335 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>1,210,000</u>	<u>1,600,000</u> ¹	<u>0</u>
Total definite authorization	5,714,385		5,714,855	
Total appropriation		5,404,967		392,374

¹ The GEPA extension applies through September 30, 2021.

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 reauthorizing legislation is sought for fiscal year 2021.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2012	1,664,979	4,332,102 ¹	4,570,145 ¹	4,544,596
(2012 Advance for 2013)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2013	1,219,357	4,394,880 ²	4,544,596 ²	4,397,391
(2013 Advance for 2014)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2014	1,075,559	N/A ³	4,676,862 ⁴	4,397,391
(2014 Advance for 2015)	(0)		(1,681,441)	(1,681,441)
2015	966,923	N/A ³	4,402,674 ⁵	4,402,671
(2015 Advance for 2016)	(0)		(1,681,441)	(1,681,441)
2016	4,693,171	3,500,720 ⁶	4,134,746 ⁶	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 ⁷	4,177,239 ⁷	4,408,567 ⁷
(2017 Advance for 2018)	(1,681,441)	(1,681,441)	(1,681,441)	(1,670,022)
2018	697,321	2,369,964 ⁸	4,458,567 ⁸	5,158,467 ⁸
(2018 Advance for 2019)	(0)	(0)	(1,681,441)	(1,681,441)
2019	645,214	5,258,467 ⁹	5,291,967 ⁹	5,246,967 ⁹
(2019 Advance for 2020)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2020	675,614	6,016,470	5,305,967 ¹⁰	5,404,967 ¹⁰
(2020 Advance for 2021)	(0)	(1,681,441)	(1,681,441)	(1,681,441)
2021	392,374			
(2021 Advance for 2022)	(0)			

¹ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

² 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.

³ The House allowance is shown as N/A because there was no Subcommittee action.

⁴ The level for the Senate allowance reflects Committee action only.

⁵ The level for the Senate allowance reflects Senate Subcommittee action only.

⁶ 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.

⁷ 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.

⁸ 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).

⁹ 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).

¹⁰ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

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Significant Items in FY 2020 Appropriations Reports

Student Support and Academic Enrichment Grants

House: The Committee is supportive of the Department's recognition of effective teaching and SEL as a vital, evidence-based field and is interested in how its newly established Office of Effective Teaching and Social and Emotional Learning will provide technical assistance to State Educational Agencies (SEAs) and LEAs in implementing the Every Student Succeeds Act (ESSA). In addition, the Committee is interested in how the office will disseminate knowledge of evidence-based SEL strategies from the Department's newly established Center to Improve Social and Emotional Learning and School Safety to external stakeholders and to Department offices responsible for competitive grant competitions. Therefore, within 60 days of enactment of this Act, the Committee directs the Department to brief the Committees on Appropriations on the Office of Effective Teaching and Social and Emotional Learning's plans for disseminating the Center to Improve Social and Emotional Learning and School Safety's clearinghouse of evidence-based strategies to internal and external stakeholders, including SEAs and LEAs, and the office's plans for leveraging the Center's knowledge of evidence-based SEL strategies to inform fiscal year 2020 grant competitions.

Response: The Department will brief the Committees within 60 days of enactment of the Further Consolidated Appropriations Act, 2020.

Senate: The Committee expects funds reserved for technical assistance and capacity building to be used strictly to support SEAs and LEAs in carrying out authorized activities under this program. The Committee directs the Department to include information on the planned uses of these funds in the operating plan required under section 516 of this act, and to brief the Committees on Appropriations of the House of Representatives and the Senate prior to issuing any notice inviting applications.

In the fiscal year 2021 Congressional Justification, the Department shall provide current and planned expenditures, and include a plan for how resources will be spent to build the capacity of SEAs and LEAs and provide technical assistance. The plan should include how resources will be spent helping SEAs and LEAs vet evidence, implement evidence-based interventions, and incorporate evidence-based SSAE activities into school improvement strategies.

House: The Committee expects funds reserved for technical assistance and capacity building to be used strictly to support SEAs and LEAs in carrying out authorized activities under this program. The Committee directs the Department to include information on the planned uses of these funds in the operating plan required under section 516 of this act, and to brief the Committees on Appropriations of the House of Representatives and the Senate prior to issuing any notice inviting applications.

Response: The Department provided the requested information in the Student Support and Academic Enrichment Grants program narrative and will brief the Committees

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prior to issuing any notice inviting applications for discretionary grants supported with program funds.

Minibus: The Department should publish reports on these studies publicly and is encouraged to conduct such studies periodically as appropriate.

Response: The Department will publish reports on its studies of implementation of Student Support and Academic Enrichment Grants and may collect additional data under those studies in future years if appropriate.

Education for Homeless Children and Youth

Minibus: The Department shall brief the Committees no later than 60 days after enactment of this Act on the resources currently being devoted to monitoring compliance with ESEA accountability and State and local report card provisions related to homeless children and youth and supporting State educational agencies (SEA) and local educational agencies (LEA) in achieving and maintaining compliance with such provisions; the internal support within other program offices in the Department being provided to assist with administration of the Education for Homeless Children and Youth (EHCY) program; and the resources available for monitoring compliance with EHCY program requirements at the SEA and LEA level.

Senate: The Committee notes that earlier this year the Department implemented a reorganization of offices which in part altered the administration of the McKinney-Vento program. The Committee would not want this reorganization to undermine the strengthening of the program that occurred in the reauthorization of the ESEA. Therefore, the Department is directed to brief the Senate Committees on Appropriations and Health, Education, Labor, and Pensions no later than 30 days after enactment on the resources currently being devoted to monitoring compliance with ESSA accountability and State and local report card provisions related to homeless children and youth and supporting SEAs and LEAs in achieving and maintaining compliance with such provisions; the internal support within other program offices in the Department being provided to assist with administration of the EHCY program; and the resources available for monitoring compliance with EHCY program requirements at the SEA and LEA level.

Response: The Department will brief the Committees within the 60 days after enactment specified in the Act.

Alaska Native Education

Senate/Minibus: The Committee directs the Department to make every effort to ensure that grants are awarded well in advance of the school year, to maximize grantees' ability to hire the necessary staff and have their programs ready to go with the start of Alaska's school year in mid-August. The Committee continues to direct the Department 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 by providing these entities multiple opportunities for technical assistance in developing successful

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applications for these funds, both in Alaska and via various forms of telecommunications.

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 2021 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2019 Appropriation	2020 Appropriation	2021 President's Budget	2021 President's Budget Compared to 2020 Appropriation	
					Amount	Percent

School Improvement Programs

1. Supporting effective instruction State grants (ESEA II-A)						
Annual appropriation	D	374,389	450,389	0	(450,389)	-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	2,131,830	0	(2,131,830)	-100.00%
2. 21st century community learning centers (ESEA IV-B)	D	1,221,673	1,249,673	0	(1,249,673)	-100.00%
3. State assessments (ESEA I-B, section 1201-1203)	D	378,000	378,000	369,100	(8,900)	-2.35%
4. Education for homeless children and youths (MVHAA Title VII-B)	D	93,500	101,500	0	(101,500)	-100.00%
5. Native Hawaiian education (ESEA VI-B)	D	36,397	36,897	0	(36,897)	-100.00%
6. Alaska Native education (ESEA VI-C)	D	35,453	35,953	0	(35,953)	-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	185,840	0	(185,840)	-100.00%
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	1,170,000	1,210,000	0	(1,210,000)	-100.00%
Total, Appropriation	D	5,246,967	5,404,967	392,374	(5,012,593)	-92.74%
Total, Budget authority	D	5,246,967	5,404,967	2,073,815	(3,331,152)	-61.63%
Current		3,565,526	3,723,526	392,374	(3,331,152)	-89.46%
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.

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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 \$392.4 million, \$8.9 million less than the fiscal year 2020 funding level, for the following programs in this account:

- \$369.1 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.
- \$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.
- \$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, Education for Homeless Children and Youth, Native Hawaiian Education, Alaska Native Education, Rural Education, Comprehensive Centers, and Student Support and Academic Enrichment Grants programs.

Instead, the Request would consolidate these programs into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant). ESED Block Grant funds would be allocated by formula to State and local educational agencies, which would have discretion to use those funds for any authorized purpose of the consolidated programs, including activities currently supported by the programs in this account. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

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Supporting effective instruction State grants

Supporting effective instruction State grants

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

(dollars in thousands)

FY 2021 Authorization: \$2,295,830¹

Budget Authority:

	2020 <u>Appropriation</u>	2021 <u>Request</u>	Change from <u>2020 to 2021</u>
Annual appropriation	\$450,389	0	-\$450,389
Advance for succeeding fiscal year	<u>1,681,441</u>	<u>0</u>	<u>-1,681,441</u>
Total	2,131,830	0	-2,131,830

¹ The GEPA extension applies through September 30, 2021.

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 are being allocated according to the hold-harmless amounts, with the remainder allocated by formula.

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Supporting effective instruction State grants

A second change to the statutory State allocation formula gradually increased the weighting for children from low-income families, rising by 5 percent per year from 65 percent in 2017 to 80 percent for 2020 and future years, with the remaining 20 percent allocated according to States' relative shares of the population aged 5 to 17.

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.

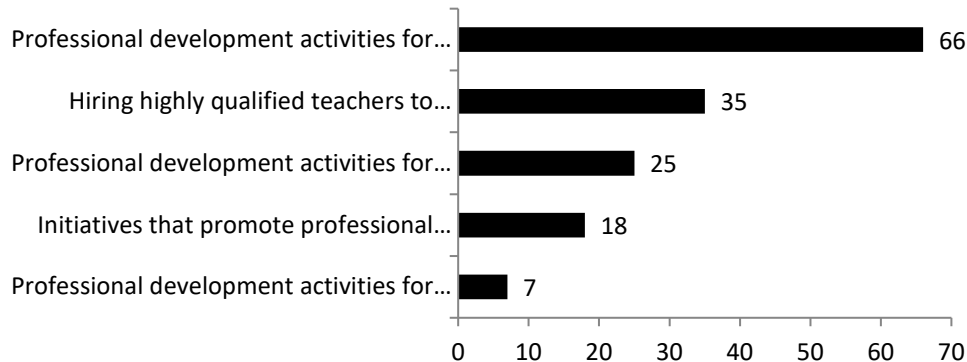
States may use their State-level funds for a variety of activities, including the reform of teacher, principal, and other school leader certification and licensing; helping LEAs design and implement teacher, principal, or other school leader evaluation and support systems that are based in part on evidence 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; 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 shown below 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.)

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Supporting effective instruction State grants

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



SEI State Grants is a forward-funded program that includes advance appropriations. A portion of funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remains available for 15 months, through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the 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)
2016.....	\$2,255,837
2017.....	2,044,411
2018.....	2,055,830
2019.....	2,055,830
2020.....	2,131,830

FY 2021 BUDGET REQUEST

For fiscal year 2021, the request would consolidate the SEI State Grants program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State educational agencies and local educational agencies (LEAs), which would have discretion to use those funds for any authorized purpose of the consolidated programs, including activities supported by the SEI State Grants program such as professional development and class-size reduction. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

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Supporting effective instruction State grants

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Funding for State awards	\$2,025,095	\$2,099,959	0
Funding for Outlying Areas	10,228	10,606	0
Funding for BIE	10,228	10,606	0
Funding for evaluation	10,279	10,659	0
Range of State awards	9,857 - 229,490	10,299 - 238,130	0
Average State award	38,944	40,384	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 \$5,509 thousand in fiscal year 2019 and plans to pool \$5,759 thousand in fiscal year 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 Federal resources provided for the program as well as the resources and efforts invested by those served by the program. Targets have not been set for the program measures because baseline data are not yet available.

The measures established by the Department to assess the performance of the predecessor 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 were 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.

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

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The reporting deadline for the school year 2017-18 data was December 12, 2018. Baseline data will be available in the fall of 2020; targets will be set after an examination of the baseline data.

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.¹ 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 PD², 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 reading³, released in 2008, examined the impact of a research-based PD intervention for reading instruction and found that teacher knowledge of teaching reading improved along with some aspects of instructional practice. However, the PD did not improve student achievement in reading. An evaluation brief reviewing these studies⁴, released in 2016, discussed the need for PD models that have a larger impact on teacher knowledge and practice as well as the 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.)

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

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

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

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

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- Incentive programs can attract and retain effective teachers, but only for as long as incentives are provided. The Impact Evaluation of Moving High-Performing Teachers to Low-Performing schools, which was completed in 2015, 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 2017.¹ 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.
- Certain types of teacher preparation can be effective. A study on preservice teacher preparation, which included a sample of 3,300 novice teachers who received services from a diverse group of preparation providers, found that teachers who reported more frequent preparation experiences (such as practice and feedback but excluding coursework) with strategies for creating a productive learning environment were more effective in the classroom than were teachers who received fewer such experiences.² Teacher preparation experiences with strategies for promoting analytic thinking skills were not related to teachers' effectiveness in the classroom. While the study has limitations, including that it was based on a purposive sample of teachers in upper elementary grades for which test scores were available and that preparation experiences were self-reported, it provides more information about teacher preparation than typically provided in the literature.

Professional development on data-driven instruction (DDI) is not necessarily effective in improving student achievement. An evaluation of support for using student data to inform teacher's instruction³ assessed an intensive approach to supporting teachers' use of student data to tailor their instruction. The support included funding for a data coach of the schools' choosing as well as intensive professional development for coaches and school leaders on helping teachers use student data to inform their instruction. The study's DDI coaching and professional development did not increase teachers' data use or change their instructional practices and did not improve students' achievement. On average, students had similar

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

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

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

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achievement in math and English/language arts whether they were in schools that received extra DDI coaching and professional development or not.

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

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

(dollars in thousands)

FY 2021 Authorization: \$1,100,000¹

Budget Authority:

	2020	2021	Change from
	<u>Appropriation</u>	<u>Request</u>	<u>2020 to 2021</u>
	\$1,249,673	0	-\$1,249,673

¹ The GEPA extension applies through September 30, 2021.

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 10,200 centers serving 2.1 million students and 349,000 adults and family members. In the 2017–18 program year, approximately 752,000, or 36 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

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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, 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.

National activities for fiscal year 2020 will include competitive grants to States for subgrants to local providers that will offer opportunities to students outside regular school hours to participate in a career pathway program that leads to an industry-recognized credential in existing and emerging in-demand industry sectors and occupations identified by the State, including through completion of an apprenticeship or internship.

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)
2016	\$1,166,673
2017	1,191,673
2018	1,211,673
2019	1,221,673
2020	1,249,673

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Request would consolidate the 21st CCLC program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would incorporate nearly all currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State and local educational agencies, which would have discretion to use those funds for any authorized purpose of the consolidated

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21st Century community learning centers

programs, including activities currently supported by the 21st CCLC program. For more information on the ESED Block Grant, please see the Improving Elementary and Secondary Education account.

During initial implementation of the ESED Block Grant, the Department would reserve sufficient funds to pay continuation awards to existing 21st CCLC National Activities grantees through the end of their approved project periods.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Funding for States awards	\$1,197,240	\$1,224,680	0
Range of State awards	5,986–148,827	6,123–148,413	0
Average State award	23,024	23,552	0
Reservation for State activities (maximum)	59,862	61,234	0
Reservation for State administration (maximum)	23,945	24,494	0
Out-of-school-time career pathways program	0	1,500	0
Other national activities and evaluation	12,217	10,997	0
Amount for Bureau of Indian Education and the Outlying Areas	12,217	12,497	0

NOTES:

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 \$1,520 thousand of evaluation funding from this program in fiscal year 2019 and may reserve funds for pooled evaluation in fiscal year 2020.

In fiscal year 2021, grant continuation costs of approximately \$1,500 thousand would be paid for from a reservation of funds under the ESED Block Grant for the Out of School Time Career Pathways Program.

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 Federal resources provided for the program as well as the resources

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21st Century community learning centers

and efforts invested by those served by the program. No targets are provided in the tables below for fiscal year 2021 because under the President's Request no formula projects would be funded in that year. However, the Department will collect data for the Out-of-School-Time Career Pathways Program using measures yet to be determined.

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
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	51.3	46.5	49.7
2019	50.0	50.0	50.0			
2020	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
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	50.1	46.2	48.8
2019	50.0	50.0	50.0			
2020	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 36 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
2016	15.0%	25.0%	25.5%	19.1%
2017	15.0	25.0	25.4	19.1
2018	30.0	25.0	25.5	18.6
2019	30.0	25.0		
2020	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 must 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
2016	60%	75%	75%	54.7%	54.4%	54.6%
2017	60	75	75	62.2	58.8	60.4
2018	60	60	60	63.1	60.7	62.4
2019	60	60	60			
2020	60	60	60			

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

Efficiency measures

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

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21st Century community learning centers

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

Year	Target	Actual
2016	95%	99%
2017	95	98
2018	95	100
2019	95	
2020	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	55
2019	35	
2020	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	13
2019	4	
2020	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. 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.

The Department awarded a contract in fiscal year 2018 to review and revise the GPRA measures of the 21st CCLC program. As part of this effort, in 2019, the contractor and the Department hosted conference calls 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 announce revised measures in 2020.

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

SCHOOL IMPROVEMENT PROGRAMS

State assessments

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

(dollars in thousands)

FY 2021 Authorization: \$378,000¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change for</u> <u>2020 to 2021</u>
\$378,000	\$369,100	-\$8,900

¹ The GEPA extension applies through September 30, 2021.

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.

More specifically, as part of the statewide accountability systems required by the ESEA, the results of annual assessments in reading and mathematics must be used as a factor in determining whether States, local educational agencies (LEAs), and schools are meeting long-term goals and interim measures of progress and to differentiate annually and meaningfully the performance of all schools. 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. Under section 1111(b)(2)(I) of the ESEA, 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

SCHOOL IMPROVEMENT PROGRAMS

State assessments

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 assessments to better reflect the kind of complex work students do in an effective classroom and the real world.

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 discretionary 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 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.

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State assessments

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

Fiscal Year	(dollars in thousands)
2016	\$378,000
2017	369,100
2018	378,000
2019	378,000
2020	378,000

FY 2021 BUDGET REQUEST

For State Assessments, the Request provides \$369.1 million, the minimum “trigger amount” needed to ensure that States continue to administer the assessments required under Title I, Part A. The request is \$8.9 million less than the fiscal year 2020 appropriation and would preclude awards under the Competitive Grants for State Assessment program. The Department also does not plan to reserve funds for the separately authorized Assessment System Audits program.

The Administration did not incorporate State Assessments into the Elementary and Secondary Education of the Disadvantaged Block Grant (ESED Block Grant) in order to make clear that States may not stop administering assessments under Title I, Part A. 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 2021 Request would 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 use their formula allocations for this purpose.

Although the request does not include funding for the Competitive Grants for State Assessment program, States may use ESED Block Grant funds to develop and implement new or improved assessment systems.

SCHOOL IMPROVEMENT PROGRAMS

State assessments

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</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	\$3,317-\$28,369	\$3,317-\$28,369	\$3,317-\$28,369
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	0
Number of new awards	4	2-3	0
Range of new awards	\$3,800-3,900	\$3,800-3,900	0
Peer review of new award applications	\$89	\$89	0

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2021 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 and implementation of the State assessments required under Title I of the ESEA. The performance measure is the number of States (including the District of Columbia and Puerto Rico) 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 school year 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 academic assessments for review. Additionally, States reviewed in 2016 submitted additional evidence in succeeding years based on their peer review outcomes (5 in 2017, and 33 in 2018). In 2019, 48 States submitted evidence for their ELP assessments, and 13 States submitted evidence for academic assessment peer review. The tables below show the number of States that were

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State assessments

determined to have partially met, substantially met, or met all requirements by assessment subject, grade, and type (general or alternate) as of August 2019, and also indicate the number of States where the outcome is pending. The Department expects to conduct peer reviews in 2020 for approximately 35 States' academic assessments, as well as peer reviews of ELP assessments for about four States.

The number of States with approved assessment systems is lower than might be expected because States revise their assessments periodically and must undergo peer review each time they make significant changes. For example, two States that received "met all requirements" designations in 2017 and 2018 have changed their assessments since then, thus triggering a new peer review cycle in 2019.

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	11	9	5
Substantially Met	28	23	23
Partially Met	7	12	4
Does not meet	0	0	3
Pending Outcome Notification	5	6	5

Science

Outcome	Grades 3-8 General	High School General	Grades 3-8 and High School Alternate
Met All Requirements	1	2	0
Substantially Met	13	13	7
Partially Met	3	5	3
Does not meet	1	0	4
Pending Outcome Notification	2	0	2

English Language Proficiency

Outcome	ELP General	ELP Alternate
Met All Requirements	0	0
Substantially Met	0	0
Partially Met	39	26
Does not meet	0	0
Pending Outcome Notification	8	8

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

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

(dollars in thousands)

FY 2021 Authorization: \$85,000¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$101,500	0	-\$101,500

¹ The GEPA extension applies through September 30, 2021.

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)
2016.....	\$70,000
2017.....	77,000
2018.....	85,000
2019.....	93,500
2020.....	101,500

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Request would consolidate the Education for Homeless Children and Youths program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as related programs such as Education for Homeless Children and Youths, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State educational agencies (SEAs) and local educational agencies (LEAs), which would have discretion to use those funds for any purpose any authorized purpose of the consolidated programs, including all activities currently supported by the Education for Homeless Children and Youths program. In addition, both SEAs and LEAs would develop and implement plans consistent with sections 1111 and 1112 of the ESEA, respectively, which include provisions describing how they will meet the needs of homeless students, including through a range of services similar to those supported by the Education for Homeless Children and Youth program. SEAs and LEAs also would continue to maintain protections for homeless students consistent with the requirements of the McKinney-Vento Homeless Assistance Act and would report performance on State academic assessments and graduation rates for homeless students.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Amount for State grants	\$90,976	\$98,888	0
Range of State awards	234–11,328	254–12,235	0
Average State award	1,750	1,902	0
Amount to BIE	935	1,015	0
Amount to Outlying Areas	94	102	0
National activities	1,496	1,496	0

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years, as well as the resources and efforts invested by those served by this program. No targets are provided for fiscal year 2021 because under the President's Request no projects would be funded in that year.

The Department adopted four new performance measures for the program in early 2019. The new performance measures are: (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. 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 their ESEA Consolidated State Plans. 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 by the end of calendar year 2020.

In addition to the new performance measures, the Department will continue to collect and report data on the following measures.

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

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

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

Year	Target – Reading	Actual – Reading	Target – Math	Actual – Math
2016	77%	29%	77%	24%
2017	80	27	80	24
2018	80	28	80	23
2019	80		80	
2020	80		80	

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

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. Data for 2019 will be available in summer 2020.

Efficiency Measure

The Department 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
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.

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, 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.

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

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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

(dollars in thousands)

FY 2021 Authorization: \$32,397 ^{1,2}

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$36,897	0	-\$36,897

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

² The GEPA extension applies through September 30, 2021.

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)
2016.....	\$33,397
2017.....	33,397
2018.....	36,397
2019.....	36,397
2020.....	36,897

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

FY 2021 BUDGET REQUEST

For fiscal year 2021, the request would consolidate the Native Hawaiian Education program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State educational agencies and local educational agencies (LEAs), which would have discretion to fund any authorized purpose of the consolidated programs, including activities currently carried out by the Education for Native Hawaiians program. For more information on the ESED Block Grant, please see the Improving Elementary and Secondary Education account.

During initial implementation of the ESED Block Grant, the Department would reserve sufficient funds to pay continuation awards to existing grantees for this program through the end of their approved project periods.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Amount for new awards	\$693	\$26,847	0
Number of new awards	1	14	0
Amount for continuation awards	\$35,204	\$9,186	0
Number of continuation awards	38	14	0
Native Hawaiian Education Council	\$500	\$500	0
Peer review of new award applications	0 ¹	\$364	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 2019, but may do so in fiscal year 2020.

Continuation costs of approximately \$27,136 thousand for projects with outstanding continuation costs would be provided under the fiscal year 2021 request for the Elementary and Secondary Education for the Disadvantaged Block Grant.

¹The Department funded one new award in fiscal year 2019 from the fiscal year 2017 slate.

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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 Federal resources provided for this program as well as the resources and efforts invested by those served by this program.

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
2016	46%	48%
2017	47	49
2018	47	49
2019	48	
2020	49	
2021	49	

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
2016	39%	40%
2017	40	41
2018	40	41
2019	41	
2020	42	
2021	43	

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
2016	26%	28%
2017	28	28
2018	28	28
2019	29	
2020	29	
2021	30	

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

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

Year	Target	Actual
2016	45%	52%
2017	45	53
2018	45	54
2019	45	
2020	45	
2021	45	

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

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
2016	80%	84%
2017	81	85
2018	82	85
2019	83	
2020	84	
2021	85	

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

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

(dollars in thousands)

FY 2021 Authorization: \$31,453¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$35,953	0	-\$35,953

¹ The GEPA extension applies through September 30, 2021.

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)
2016.....	\$32,453
2017.....	32,453
2018.....	35,453
2019.....	35,453
2020.....	35,953

FY 2021 BUDGET REQUEST

For fiscal year 2021, the request would consolidate the Alaska Native Education program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State educational agencies and local educational agencies (LEAs), which would have discretion to use those funds for any authorized purpose of the consolidated programs, including activities consistent with the Alaska Native Education program that are designed to improve educational outcomes for Alaska Native students. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

During initial implementation of the ESED Block Grant, the Department would reserve sufficient funds to pay continuation awards to existing grantees through the end of their approved project periods.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Amount for new awards	\$19,580	0	0
Number of new awards	20	0	0
Amount for continuation awards	\$15,656	\$35,953	0
Number of continuation awards	36	40	0
Peer review of new award applications	\$217	0	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 2019, but may do so in fiscal year 2020.

Continuation costs of approximately \$24,485 thousand for projects with outstanding continuation costs would be provided under the fiscal year 2021 request for the Elementary and Secondary Education for the Disadvantaged Block Grant.

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 Federal resources provided for the program as well as the resources

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

and efforts invested by those served by the program. Data for 2016, 2017, and 2018 will be available in winter 2020.

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
2016	46%	
2017	47	
2018	48	
2019	49	
2020	50	
2021	51	

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
2016	55%	54%
2017	56	
2018	57	
2019	58	
2020	59	
2021	60	

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
2016	55%	2.9%
2017	56	
2018	57	
2019	58	
2020	59	
2021	60	

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)

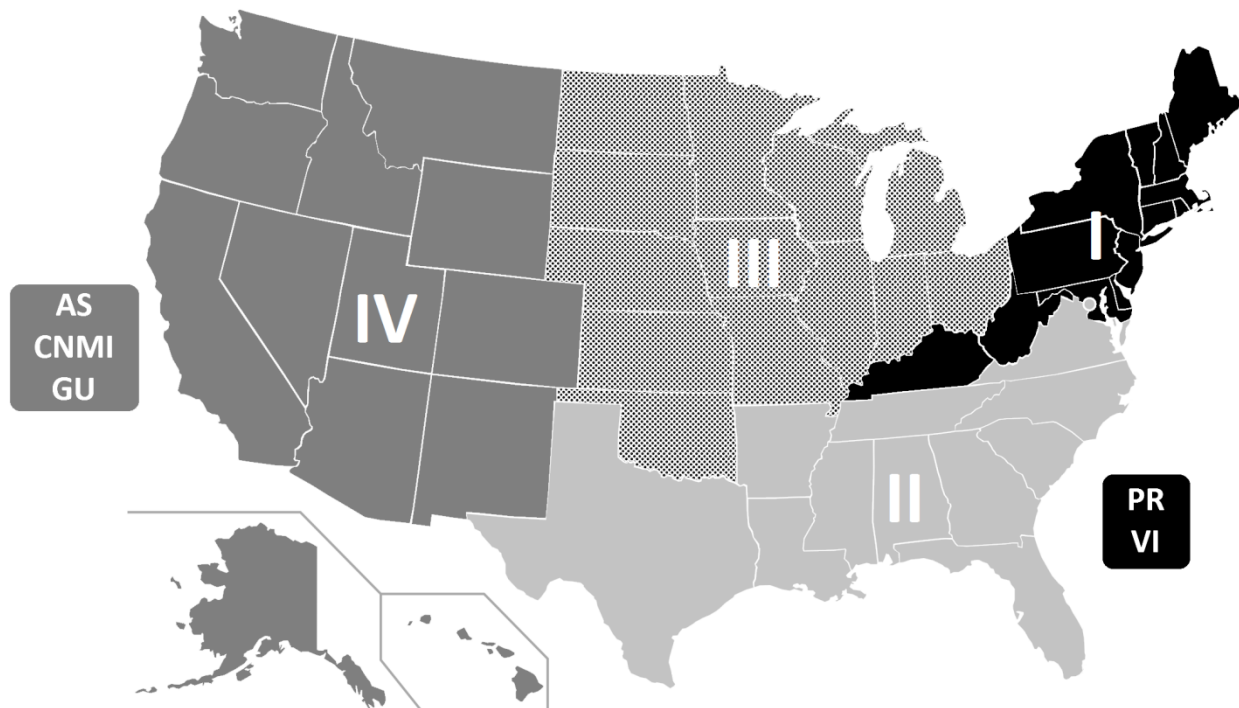
FY 2021 Authorization: Indefinite

Budget Authority:

	2020 <u>Appropriation</u>	2021 <u>Request</u>	Change from <u>2020 to 2021</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)
2016.....	\$6,575
2017.....	6,575
2018.....	6,575
2019.....	6,575
2020.....	6,575

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Administration requests level funding of \$6.6 million for Training and Advisory Services. Fiscal year 2021 funds would support the first year of Equity Assistance Center grant awards that would be made under a new competition and provide services similar to those provided by the 2016 cohort of EACs.

In fiscal year 2019, the EACs provided targeted and intensive assistance to 37 State educational agencies (SEAs), 190 local educational agencies (LEAs), and 164 schools in 43 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. Of the EAC clients that participated in an annual Client Satisfaction Survey, 83 percent indicated satisfaction with the services they received, a 3 percentage point increase from the previous year.

EACs continue to adopt innovative approaches to technical assistance that respond to areas of need, including socioeconomic integration and religious discrimination. For example, one EAC provided intensive, research-based support to a school district to increase hiring and retention of African-American faculty and certified staff in response to a consent order. Services included assisting the district in reviewing and revising hiring practices and training for staff. The EAC provided school board training on the consent order and revision of policies and designed and delivered school and district administrator training on the interconnection between recruitment, hiring and retention. School and district administrators, faculty and staff participated in training related to diversity, equity and inclusion, cultural competency, and implicit bias. As a result, the district made several changes to its faculty recruitment and retention policies based on jointly discussed best practice recommendations, and eventually, after adoption of these revised

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

policies and practices, reported hiring five highly-qualified African-American staff and educators, doubling the district's current African-American employee count.

As an additional example, another school district requested support from its EAC to address racial disparities in academic achievement and disciplinary infractions. The EAC served as a critical thought partner with the district to develop improvements to its existing plan and assisted the district in creating a "bridging the gap" plan that addresses five areas: graduation rates; grade level proficiency; participation and performance in accelerated courses; disciplinary infractions; and eligibility for exceptional students.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Amount for grant awards	\$6,534	\$6,534	\$6,475
Data collection	\$41	\$41	\$50
Peer review of new award applications	0	0	\$50
Number of awards	4	4	4
Average size award	\$1,634	\$1,634	\$1,619

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 Federal resources provided for the program as well as the resources and efforts invested by those served by this program.

Except where stated otherwise below, data for the following measures are collected through an annual survey of EAC clients. The survey is 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.*

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

GPRA Measures

Measure: The percentage of customers reporting an increase in awareness 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	84	81	84
2020	86			
2021	88			

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. The “Combined Actual” percentage is the higher of the two reported percentages for Awareness and Knowledge.

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	75
2020	78	
2021	81	

Additional information: Customers were asked if their organizations developed, improved, or implemented such policies or practices on different topics for which they received assistance.

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	89
2020	90	
2021	90	

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

Additional information: Customers were asked whether their organizations 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.

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	98
2020	98	
2021	98	

Additional information: Data are from EAC grantee annual performance reports.

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	41
2020	48	
2021	55	

Additional information: Data are from EAC grantee annual performance reports. The significantly lower percentage on this measure in 2019 may be due to the high number of existing clients who reported high satisfaction with the services received and requested additional services in this school year than in previous years. The Department expects that, due to an overall increase in the number of requests received and an increase in the number of returning clients, this percentage may remain static in the final 2 years of the performance period.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

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	89	89	87
2020	91			
2021	93			

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.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

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

(dollars in thousands)

FY 2021 Authorization: \$169,840^{1, 2}

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$185,840	0	-\$185,840

¹ The GEPA extension applies through September 30, 2021.

² 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.

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.

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

SCHOOL IMPROVEMENT PROGRAMS

Rural education

(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 their 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.

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.

Funding levels for the past 5 fiscal years were:

Fiscal year	(dollars in thousands)
2016	\$175,840
2017	175,840
2018	180,840
2019	180,840
2020	185,840

SCHOOL IMPROVEMENT PROGRAMS

Rural education

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Request would consolidate the REAP program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State and local educational agencies, which would have discretion to use those funds for any authorized purpose of the consolidated programs, including providing supplemental funds to rural or low-income LEAs and schools. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Small, rural school achievement			
Total funding	\$90,420	\$92,920	0
Number of LEAs receiving grants	3,947	3,947	0
Average LEA grant	\$23	\$24	0
Average award per student (whole \$)	\$85	\$88	0
Range of awards to LEAs	0–\$60	0–\$60	0

SCHOOL IMPROVEMENT PROGRAMS

Rural education

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Rural and low income schools			
Total funding	\$90,420	\$92,920	0
Amount for State and SQA grants	\$89,305	\$92,991	0
Amount for BIE	\$452	\$465	0
Amount for Outlying Areas	\$452	\$465	0
Amount for Pooled Evaluation	\$211	0	0
Number of States receiving grants	45	45	0
Number of LEAs receiving subgrants	2,494	2,494	0
Number of LEAs receiving SQA grants	17	17	0
Average State grant	\$1,977	\$2,044	0
Average LEA subgrant	\$36	\$37	0
Average SQA grant	\$20	\$20	0
Average award per student (whole \$)	\$21	\$22	0
Range of awards to States	\$3–\$9,316	\$3–\$9,573	0
Estimated range of subgrants to LEAs	0–\$271	0–\$278	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department reserved \$211 thousand for this purpose from RLIS in fiscal year 2019, and may reserve funds for this purpose from SRSA or RLIS in fiscal year 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 Federal resources provided for this program as well as the resources and efforts invested by those served by the program. No targets are provided for fiscal year 2021 because under the President's Request no projects would be funded in that year.

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
2016	100%	57%
2017	100	52
2018	100	48
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
2016	100%	50%
2017	100	47
2018	100	43
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
2016	100%	48%
2017	100	46
2018	100	43
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
2016	100%	44%
2017	100	43
2018	100	40
2019	100	
2020	100	

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

SCHOOL IMPROVEMENT PROGRAMS

Rural education

required all students to be proficient in reading/language arts and mathematics by 2014. These targets are no longer relevant under the current authorization. The Department anticipates setting targets consistent with the reauthorized program and based on actual data in 2020.

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
2016	65%	44%
2017	65	46
2018	65	43
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.

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 for both SRSA and RLIS) and to provide educator professional development (45 percent for SRSA and 58 percent for RLIS). 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 previous 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 2021 Authorization: \$22,335¹

Budget Authority:

<u>2020 Appropriation</u>	<u>2021 Request</u>	<u>Change from 2020 to 2021</u>
\$16,699	\$16,699	0

¹ The 2021 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

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

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

The FSM and the RMI may request technical assistance from ED, HHS, or DOL, on a reimbursement basis. 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)
2016	\$16,699
2017	16,699
2018	16,699
2019	16,699
2020	16,699

FY 2021 BUDGET REQUEST

The Administration requests \$16.7 million for Supplemental Education Grants, the same as the fiscal year 2020 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.

The RMI and the FSM have used Supplemental Education Grant funds for early childhood education, 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 2021 funding would be used for similar purposes.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</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

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

PROGRAM PERFORMANCE INFORMATION

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

A December 2006 General Accounting Office report, entitled “Compacts of Free Association: Micronesia and the Marshall Islands Face Challenges in Planning for Sustainability, Measuring Progress, and Ensuring Accountability,” documented both the continuing need for improvement in the public education systems of the Freely Associated States and the difficulties in obtaining and reporting performance data for this program. The RMI, according to the report, was not able to measure progress towards its educational goals because the data collected were inadequate, inconsistent, and incomplete. Tests to measure achievement were not administered in 2005 and 2006, and some of the tests 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 2021 Authorization: 0¹

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$52,000	0	-\$52,000

¹ The GEPA extension expired September 30, 2009; no reauthorizing legislation is sought for fiscal year 2021.

PROGRAM DESCRIPTION

The Comprehensive Centers program is authorized to fund not fewer 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.

The statute requires that the Department fund a minimum of 10 regional centers. The program currently supports 19 regional centers and 1 national center that received 5-year grants in 2019. The regional centers provide broad assistance to SEAs in their assigned States, following annual State service plans developed in consultation with each State's Chief State School Officer. The national center develops an annual service plan in consultation with the Department and the regional centers. The national service plan takes into account problems identified in the regional centers' State service plans, Department monitoring and audit findings, and emerging national education trends. The national center also maintains the Comprehensive Center website and disseminates information to a wide variety of education stakeholders, including parents. The program also supports one content center, first funded in 2016, that focuses on students at risk of not attaining full literacy skills due to a disability.

The 2019 competition included two competitive preference priorities for the regional centers ("Promoting Effective Instruction in Classrooms and Schools" and "Empowering Families and Individuals to Choose a High-Quality Education That Meets Their Unique Needs") and three competitive preference priorities for the national center ("Promoting Effective Instruction in Classrooms and Schools"; "Promoting Science, Technology, Engineering, or Math Education,

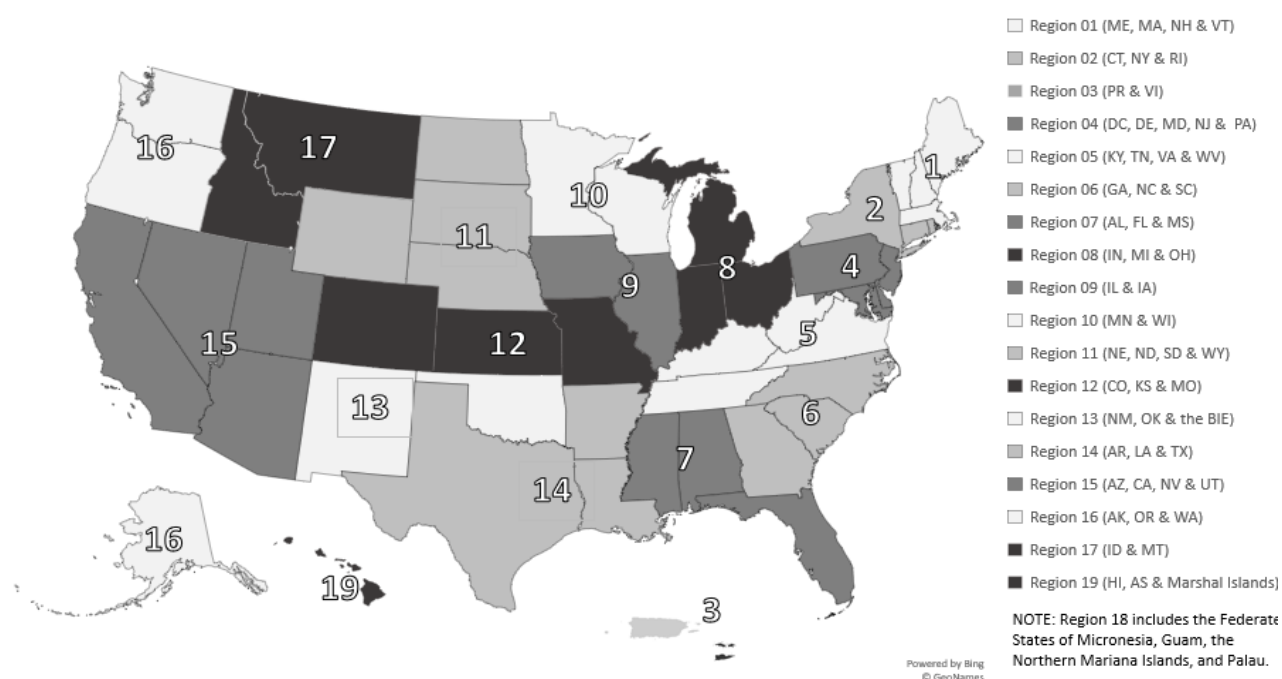
SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

with a Particular Focus on Computer Science”; and “Empowering Families and Individuals to Choose a High-Quality Education That Meets Their Unique Needs”). All successful applicants addressed these competitive preference priorities. In addition, the competition included a novice applicant priority for both regional centers and the national center; one successful regional center applicant was a novice applicant. Information on the new Centers is available at <https://www.compcenternetwork.org/>.

Each regional Center serves a specific set of States, as shown in Figure 1.

Figure 1. Regional Comprehensive Centers



The Education Technical Assistance Act (ETAA) 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 2020 directed the Department to ensure that BIE has access to services from the Comprehensive Centers. The Department addressed this language in the 2019 competition by identifying Region 13 to support the BIE and budgeting \$400,000 annually for the work.

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 to determine the extent to which each center meets its objectives. The evaluation of the 2012 Centers was completed in 2019; the Department is developing plans for an evaluation of the 2019 Comprehensive Centers.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

Funding levels for the past 5 fiscal years were:

Fiscal year	(dollars in thousands)
2016	\$51,445
2017	50,000
2018	52,000
2019	52,000
2020	52,000

FY 2021 BUDGET REQUEST

For fiscal year 2021, the Request would consolidate the Comprehensive Centers program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as related programs such as Comprehensive Centers, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to SEAs and LEAs, which would have discretion to use those funds for any authorized purpose of the consolidated programs, including activities currently supported by the Comprehensive Centers. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

During initial implementation of the ESED Block Grant, the Department would reserve sufficient funds to pay continuation awards to the existing Comprehensive Centers through the end of their approved project periods. In fiscal year 2021, the Department anticipates the continuation costs for the existing grantees will be approximately \$49 million.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Funding for new grant awards	\$50,242	0	0
Funding for continuation grant awards	1,500	\$51,000	0
Evaluation	0	1,000	0
Peer review of new award applications	<u>258</u>	<u>0</u>	<u>0</u>
Total	52,000	52,000	0
Average Grant Award	\$2,464	\$2,405	NA
Range of Grant Awards	\$1,000–\$6,471	\$1,000–\$6,270	NA
Number of Grant Awards	21	21	NA

NOTE: Continuation costs of approximately \$49,400 thousand for projects with outstanding continuation costs would be provided under the fiscal year 2021 request for the Elementary and Secondary Education for the Disadvantaged Block Grant.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program. No targets are provided for 2021 because baseline data are not yet available.

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; for 2019, the data are from October 2018 through June 2019). The final year of data for the 2012 cohort is 2019; these data will be available in February 2020.

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
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
2016	80%	93%
2017	80	97
2018	80	96
2019	80	

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

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

The Department established the following measures in the Notice of Final Priorities published on April 4, 2019, for the 2019 Centers:

- 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.

Baseline data will be available in late 2020.

Other Performance Information

The Department conducted a descriptive study of the 2012 cohort of Comprehensive Centers' activities and outcomes that examined how the individual centers intended to build SEA capacity (their theories of action) and what types of activities they conducted to build capacity.¹ Data collection began in the spring of 2015; IES released the final report in October 2019.

The data collection consisted of interviews, surveys, and reviews of Center work to address questions about the design, implementation, and outcomes of the Centers' products and

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

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

technical assistance. The evaluation focused on two of the seven Federal priority areas in which Centers provided 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.

This evaluation, which cost approximately \$7.9 million, sought to address how the Centers designed and implemented technical assistance (TA), what challenges they encountered, and what outcomes they achieved. Data were collected through surveys of Center staff and TA recipients, annual interviews with Center staff and TA recipients, activity reports that provided information on Center projects, and a review of Center documents.

Key takeaways from the study include:

- Overall, Centers and their TA recipients reported that the Centers' TA improved the capacity of SEAs to meet their goals.
- Centers shared similar approaches to the design and implementation of their TA. Those Center practices perceived to be instrumental to building capacity included: engaging a broad array of stakeholders to provide input on policy, providing products and tools for SEA staff to use as they took greater ownership of policy design and implementation, imparting organizational practices and structures resilient to SEA turnover and policy shifts, and flexibly adapting TA in response to changing priorities and needs.

Centers and their TA recipients pointed to a few areas for program improvement, including clarification of the Centers' role and expected outcomes related to their work with LEAs, and further guidance for SEAs about how best to use the Centers.

SCHOOL IMPROVEMENT PROGRAMS

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 2021 Authorization: \$1,600,000¹

Budget Authority:

<u>2020 Appropriation</u>	<u>2021 Request</u>	<u>Change from 2020 to 2021</u>
\$1,210,000	0	-\$1,210,000

¹ The GEPA extension applies through September 30, 2021.

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 (i.e., shares of Title I, Part A funds), 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

SCHOOL IMPROVEMENT PROGRAMS

Student support and academic enrichment grants

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 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.

SCHOOL IMPROVEMENT PROGRAMS

Student support and academic enrichment grants

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

Fiscal Year	(dollars in thousands)
2016.....	0
2017.....	\$400,000
2018.....	1,100,000
2019.....	1,170,000
2020.....	1,210,000

FY 2021 BUDGET REQUEST

For fiscal year 2021, the request would consolidate the Student Support and Academic Enrichment Grants program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would incorporate nearly all currently funded formula and competitive grant programs authorized by the ESEA, as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to States and LEAs, which would have discretion to use those funds for any authorized purpose of the consolidated programs, including all activities currently supported by Title IV, Part A. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

During initial implementation of the ESED Block Grant, the Department would reserve sufficient funds to pay continuation awards under competitive grant programs consolidated into the block grant, including competitive grant programs supported under this program's reservation for technical assistance and capacity building.

SCHOOL IMPROVEMENT PROGRAMS

Student support and academic enrichment grants

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Amount to States	\$1,129,225	\$1,167,831	0
Range of State awards	5,646–143,389	5,839–144,762	0
Average State award	21,716	22,458	0
Amount to Outlying Areas	5,821	6,020	0
Amount to BIE	5,821	6,020	0
Technical assistance and capacity building	23,283	24,079	0
Evaluation	5,850	6,050	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 reserved \$5,850 thousand for pooled evaluation in fiscal year 2019, and expects to reserve funds for this purpose in fiscal year 2020.

In fiscal year 2021, grant continuation costs of approximately \$17,750 thousand would be paid for from a reservation of funds under the proposed ESED Block Grant.

PROGRAM PERFORMANCE INFORMATION

Performance Measurement

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

Consolidated State Performance Reports

Consistent with the program statute's public reporting requirements for States and LEAs, the Department is collecting 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 2018-2019 CSPR. Results from the first data collection are expected to be available in fall 2020.

"First-Look" Implementation Study

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The Department has also collected information on use of funds in school year 2018-2019 based on State analyses of LEA applications for fiscal year 2018 program funding, as well as other basic program information. Key findings from this contractor-supported study, which the Department expects to release on its website in February 2020, include the following:

- Less than one-third (31 percent) of LEAs receiving a fiscal year 2018 formula allocation received at least \$30,000.
- Most LEAs (74 percent) retained at least some of their fiscal year 2018 funds for use under the program, as opposed to transferring their entire allocation to other ESEA programs, as permitted under statute.
- An estimated 73 percent of LEAs that retained fiscal year 2018 funds used the funds to support well-rounded educational opportunities, 70 percent used funds to support safe and healthy students, and 53 percent to support the effective use of technology.
- On average, LEAs spent an estimated 44 percent of funds for well-rounded educational opportunities, 41 percent of funds to support safe and healthy students, and 14 percent on the effective use of technology.
- Two percent of LEAs receiving a fiscal year 2018 allocation operated in consortia.

Formal Implementation Study

In addition, the Department is conducting a formal implementation study that will examine 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 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 summer 2020 (covering the use of funds during school year 2019-2020), with a descriptive report expected in fall 2021. We also expect to release a set of briefs on implementation of specific authorized activities, which may include 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.

Other Performance Information

Technical Assistance and Capacity Building

The Department is engaged in a variety of actions using funds reserved for technical assistance and capacity building under Student Support and Academic Enrichment Grants. These funds typically are used in the year following the year of appropriation; consequently, the Department will support the following key activities in fiscal year 2020 using fiscal year 2019 funds:

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- A program technical assistance center providing general resources as well as customized technical assistance to States to increase their capacity to assist LEAs in carrying out program activities, including through a network of subject matter experts who can help identify activities and interventions across the program content areas that are evidence-based and can be incorporated into broader school improvement efforts (approximately \$3.2 million).
- A center focused on building the capacity of States and LEAs to promote a well-rounded education by implementing evidence-based practices and programs in social and emotional learning (\$565 thousand).
- A technical assistance provider assisting LEAs that seek to use Title IV-A funds to improve school conditions for student learning by implementing positive behavioral interventions and supports frameworks (\$750 thousand).
- A national center, initially supported with funds under the former School Improvement Grants program, for disseminating evidence-based practices in addressing chronic absenteeism, including early-warning systems and mentoring (\$750 thousand).
- School crime and safety surveys administered or supported by the National Center for Education Statistics, including the School Survey on Crime and Safety, a survey of public school principals, and the School Crime Supplement to the National Crime Victimization Survey, a survey of students ages 12 through 18 (\$2.1 million).
- Awards under the Trauma Recovery Demonstration Grants program, which supports model programs that enable low-income students who have experienced trauma to seek trauma-specific mental-health services from the provider that best meets the student's needs, as well as technical assistance to award recipients (\$5.8 million).

Other notable ongoing activities supported with funds reserved in prior years include:

- A new National Educational Technology Plan and related policy briefs providing guidance to States, LEAs, and other stakeholders on identifying and implementing innovative and evidence-based approaches for using technology to support teaching and learning.
- A pilot challenge for developing online competency-based career and technical education (CTE) models that can be replicated and adapted in CTE programs and that enable students to stay in their communities while receiving in-demand skills and credentials in areas such as coding, computer science, cybersecurity, and healthcare information technology.

Lastly, the Department is considering using fiscal year 2019 funds in fiscal year 2020 to support new competitive grant programs designed to identify and document innovative ways to increase the number of well-rounded educational opportunities available to our Nation's students, which may include Course Access Demonstration Grants supporting model programs that provide

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access to course options that would otherwise not be available in a student's school. This includes specialized coursework and courses that are more rigorous than the regular curricula.

