Department of Education

INNOVATION AND IMPROVEMENT

Fiscal Year 2023 Budget Request

CONTENTS

INNOVATION AND IMPROVEMENT
Appropriations Language

For carrying out activities authorized by subparts 1, 3 and 4 of part B of title II, and parts C, D, and E and subparts 1 and 4 of part F of title IV of the ESEA, $1,472,000,000: *Provided*, That $280,500,000 shall be for subparts 1, 3 and 4 of part B of title II and shall be made available without regard to sections 2201, 2231(b) and 2241:[1] *Provided further,* That $677,500,000 shall be for parts C, D, and E and subpart 4 of part F of title IV, and shall be made available without regard to sections 4311, 4409(a), and 4601 of the ESEA:[2] *Provided further*, That section 4303(d)(3)(A)(i) shall not apply to the funds available for part C of title IV:[3] *Provided further*, That of the funds available for part C of title IV, the Secretary shall use not less than $330,000,000 to carry out sections 4303, 4305(a)(2), and 4305(b):[4] *Provided further*, That the funds for section 4305(b) shall remain available through March 31, 2024:[5] *Provided further*, That none of the funds available for part C of title IV may be used by the Secretary to make new awards that support any charter school, whether as a grantee or subgrantee or otherwise as a recipient of financing or other financial assistance, that is operated or managed by a for-profit education management organization or other similar for-profit entity, including through a contract with such an organization or entity, except that this proviso does not limit the ability of a charter school to contract with a for-profit entity for discrete purposes other than managing or operating the charter school, such as providing food services or payroll services:[6] *Provided further*, That notwithstanding section 4601(b), $514,000,000 shall be available through December 31, 2023 for subpart 1 of part F of title IV.[7]

NOTES

A full-year 2022 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Continuing Appropriations Act, 2022 (Division A of P.L. 117-43, as amended). The amounts included for 2022 reflect the annualized level provided by the continuing resolution.

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
[1] *Provided*, That $280,500,000 shall be for subparts 1, 3 and 4 of part B of title II and shall be made available without regard to sections 2201, 2231(b) and 2241:	This language provides funding for Teacher and School Leader Incentive Grants, American History and Civics Education, Supporting Effective Educator Development, and School Leader Recruitment and Support without regard to the sections of the ESEA that specify the distribution of funds appropriated under title II of the ESEA.
[2] *Provided further,* That $677,500,000 shall be for parts C, D, and E and subpart 4 of part F of title IV, and shall be made available without regard to sections 4311, 4409(a), and 4601 of the ESEA:	This language provides funds for Charter Schools Grants, Magnet Schools Assistance, Ready to Learn Programming, Arts in Education, Javits Gifted and Talented Education, and Statewide Family Engagement Centers without regard to the sections of the ESEA that specify the distribution of funds appropriated under title IV of the ESEA.
[3] *Provided further*, That section 4303(d)(3)(A)(i) shall not apply to the funds available for part C of title IV:	This language overrides the statutory provision under the Charter Schools Grants program that requires the Department to award at least 3 grants to State entities and to frontload funding for year 2 of those awards.
[4] *Provided further*, That of the funds available for part C of title IV, the Secretary shall use not less than $330,000,000 to carry out sections 4303, 4305(a)(2), and 4305(b):	This language establishes, within the Charter Schools Grants appropriation, a minimum funding amount for State Entity, Developer, and Charter Management Organization grants combined.

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
[5] *Provided further*, That the funds for section 4305(b) shall remain available through March 31, 2024.	This language extends the period of availability 6 months beyond the end of the appropriation year for the funds for Charter Management Organization grants.
[6] *Provided further*, That none of the funds available for part C of title IV may be used by the Secretary to make new awards that support any charter school, whether as a grantee or subgrantee or otherwise as a recipient of financing or other financial assistance, that is operated or managed by a for-profit education management organization or other similar for-profit entity, including through a contract with such an organization or entity, except that this proviso does not limit the ability of a charter school to contract with a for-profit entity for discrete purposes other than managing or operating the charter school, such as providing food services or payroll services:	This language prohibits the Secretary from making new awards under Charter Schools Grants that support charter schools that are operated or managed by for-profit entities, including through contractual relationships. The language also clarifies that charter schools receiving program support may contract with for-profit entities for purposes other than operating or managing the school.
[7] *Provided further*, That notwithstanding section 4601(b), $514,000,000 shall be available through December 31, 2023 for subpart 1 of part F of title IV.	This language provides a specific funding amount for Education Innovation and Research (EIR) overriding the authorized level. It also extends the period of Federal availability 3 months beyond the year of appropriation.

INNOVATION AND IMPROVEMENT

Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2021	2022	2023
Discretionary:			
Appropriation	$1,114,250	$1,114,250	$1,572,000
Total, discretionary appropriation	1,114,250	1,114,250	1,572,000

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Summary of Changes
(dollars in thousands)

2022	$1,114,250	
2023	1,572,000	
Net change	+457,750	

Increases:	2022 base	Change from base
Program:		
Increase funding for Education Innovation and Research to support the creation, development, implementation, replication, and scaling up of evidence-based innovations to improve achievement and attainment for underserved students.	$194,000	+$320,000
Increase funding for American History and Civics Education to improve the quality of teaching and learning in American history, civics, and government.	5,250	+5,250
Increase funding for Magnet Schools Assistance to support local educational agencies in the desegregation of schools by establishing and operating magnet schools that offer special curricula or instructional programs that appeal to students from diverse backgrounds.	109,000	+40,000
Increase funding for Statewide Family Engagement Centers to promote parent and family engagement in education and provide comprehensive training and technical assistance that support partnerships between families and schools.	12,500	+2,500
Provide funding for School Leader Recruitment and Support to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools.	0	+40,000
Provide funding for the proposed Fostering Diverse Schools program to support the development and implementation of comprehensive plans by local educational agencies to increase school racial and socioeconomic diversity in preschool through grade 12.	0	+100,000
Subtotal, increases		+507,750

Summary of Changes—continued

Decreases:	2021 base	Change from base
Program:		
Decrease funding for Teacher and School Leader Incentive Grants to help eligible entities develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools served by those entities.	$200,000	-$50,000
Subtotal, decreases		-50,000
Net change		+457,750

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Authorizing Legislation
(dollars in thousands)

Activity	2022 Authorized	2022 Estimate	2023 Authorized	2023 Request
Education innovation and research (ESEA IV-F-1)	0	$194,000	To be determined[1]	$514,000
Teacher and school leader incentive grants (ESEA II-B-1)	0	200,000	To de determined[1]	150,000
American history and civics education (ESEA II-B-3)	0	5,250	To be determined[1]	10,500
Supporting effective educator development (SEED) (ESEA II-B-4, section 2242)	0	80,000	To be determined[1]	80,000
Charter schools grants (ESEA IV-C)	0	440,000	To be determined[1]	440,000
Magnet schools assistance (ESEA IV-D)	0	109,000	To be determined[1]	149,000
Ready to learn programming (ESEA IV-F-4, section 4643)	0	29,500	To be determined[1]	29,500
Arts in education (ESEA IV-F-4, section 4642)	0	30,500	To be determined[1]	30,500
Javits gifted and talented education (ESEA IV-F-4, section 4644)	0	13,500	To be determined[1]	13,500
Statewide family engagement centers (ESEA IV-E)	0	12,500	To be determined[1]	15,000
School leader recruitment and support (ESEA II-B-4, section 2243)	0	0	To be determined[1]	40,000
Fostering diverse schools (proposed legislation)	0	0	To be determined[2]	100,000
Total definite authorization	0		TBD	
Total appropriation		1,114,250		1,572,000

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[1] The GEPA extension expired September 30, 2021. Reauthorization for fiscal year 2023 is expected through appropriations action.
[2] Authorizing legislation is sought for fiscal year 2023.

INNOVATION AND IMPROVEMENT

Appropriations History
(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2014 Discretionary[1]	5,335,000	N/A	1,331,598	931,317
2015 Discretionary[2]	5,335,000	N/A	868,721	852,111
2015 Mandatory[3]	5,000,000	N/A	0	0
2016 Discretionary[4]	1,601,559	275,000	694,616	1,181,226
2016 Mandatory[5]	1,000,000	0	0	0
2017 Discretionary[6]	1,411,556	632,938	942,743	887,575
2017 Mandatory[7]	4,299,982	0	0	0
2018 Discretionary[8]	1,208,026	757,904	880,375	982,256
2019 Discretionary[9]	1,777,647	1,058,441	1,042,256	1,035,556
2020 Discretionary[10]	1,107,000	1,224,315	1,055,556	1,103,815
2021 Discretionary[11]	0	1,076,315	1,085,815	1,114,250
2022 Discretionary[12]	1,284,250	1,385,286	1,355,585	1,114,250

[1] The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.
[2] The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.
[3] The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.
[4] The levels for the 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.
[5] The levels for the 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.
[6] The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.
[7] The levels for the 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).
[11] The level for the House allowance reflects subcommittee action. The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the FY 2021 Consolidated Appropriations Act (P.L. 116-260).
[12] The House allowance reflects floor action on the FY 2022 Consolidated Appropriations Act; the Senate Allowance reflects the Chairman's mark; and the Appropriation reflects the annualized continuing resolution.

Appropriations History—continued

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2022 Mandatory[1]	$1,800,000	0	0	0
2023	1,572,000			

[1] The House allowance reflects floor action on the FY 2022 Consolidated Appropriations Act; the Senate Allowance reflects the Chairman's mark; and the Appropriation reflects the annualized continuing resolution.

INNOVATION AND IMPROVEMENT

Significant Items in FY 2022 Appropriations Reports

Education Innovation and Research (EIR)

House: The Committee requests a briefing within 90 days of enactment of this Act on plans for carrying out the social and emotional learning (SEL) competition. In addition, the Department shall provide notice to the Committees at least seven days before grantees are announced.

Response: The Department will provide a briefing on the competition and a notice of grant awards to the Committees as requested.

Senate: The Committee appreciates the Department is developing a technical assistance plan for disseminating findings and lessons learned to stakeholders. The Department should expeditiously and effectively implement this plan. The Committee requests an update in the fiscal year 2023 and future CJs on the Department's goals, outcome measures and corrective measures for achieving the widest possible dissemination and use of this information in SEA and LEA decisionmaking.

Response: The Department continues to refine and implement its technical assistance and dissemination plan with support from the program's contractor. By April 2022 (the end of the contract's base year), the Department will have finalized a variety of products showcasing grantee success and expert perspectives from the field, including: four cross-projects summaries on issues such as college preparation in rural areas and micro-credentials in computer science; three project evaluation reports (in addition to the evaluation summaries and evidence reports available on the program website); three public webinars on topics including elevating the teaching profession and providing online professional development; and a white paper with extensive recommendations for designing and implementing social and emotional learning programs. In addition, the Department is expanding its dissemination strategy by, among other things, creating a new resources page on the program website (see https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/frequently-asked-questions-faqs-2/, which will be updated with new deliverables as available), developing partnerships for information sharing with other Department program offices, and engaging with social media with support from the Department's Office of Communications and Outreach. Finally, the Department is taking steps to improve stakeholder awareness of the Education Innovation and Research program in advance of publishing notices inviting grant applications, including the first-ever "EIR 101" webinar, on March 24, providing an overview of program eligibility, grant tiers, and evidence requirements.

Supporting Effective Educator Development (SEED)

House: Within SEED, the Department is directed to support professional development that helps educators incorporate SEL practices into teaching, and to support pathways into teaching that provide a strong foundation in child development and learning, including skills for implementing SEL strategies in the classroom. The

Committee is supportive of the Department's competitive preference priority for SEL in the fiscal year 2020 SEED competition and directs the Department to include a similar competitive preference priority in any new SEED competition in fiscal year 2022. The Committee requests a briefing within 90 days of enactment of this Act on plans for carrying out the SEL competitive preference priority in SEED. In addition, the Department shall provide notice to the Committees at least seven days before grantees are announced.

Senate: The Committee directs the Secretary to use a portion of funds made available for SEED for new awards supporting the preparation of principals and other school leaders.

Response: The Department intends to include in the fiscal year 2022 competition an absolute priority for projects supporting the preparation of principals and other school leaders and a competitive priority for projects that incorporate SEL strategies and will provide a briefing on the competition and a notice of grant awards to the Committees as requested.

Charter Schools Grants (CSP)

Senate: The Committee appreciates information included in the fiscal year 2022 CJ on activities taken or planned by State Entity grantees to strengthen charter school authorizing and oversight practices and looks forward to receiving the report on State Entity grantee use of funds expected in summer 2021. The Committee requests an update in the fiscal year 2023 CJ on actions the Department will take to ensure that charter schools receiving CSP grants are equipped to appropriately serve all students, including students with disabilities.

Response: The Department continues to monitor the extent to which State Entity grantees use funds to strengthen charter school authorizing and oversight practices and to ensure that charter schools receiving program funds are equipped to appropriately serve all students, including students with disabilities and English learners.[1] In addition, the Department is taking steps to ensure that funded schools are intentionally designed to identify and address the needs of students and families in the community, including rulemaking that would, among other things, require funded schools to be informed by community impact analyses that promote the involvement of families of all students, including underserved students.

Senate: The Committee directs the Department to brief authorizing and appropriations committees of Congress on actions taken and planned for eliminating the risk to Federal funds of charter school contracting relationships with for profit entities not later than 30 days of enactment of this act.

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[1] The report on State Entity grantee use of funds for these purpose is available at: https://charterschoolcenter.ed.gov/publication/how-2017-2019-state-entity-grantees-are-using-technical-assistance-set-aside-funds.

Response: The Department is pursuing rulemaking that would, among other things, impose requirements on grantees and subgrantees to improve transparency and strengthen oversight of charter schools receiving program funds that are operated or managed by for-profit entities through a contract. In addition, the Administration's fiscal year 2023 request includes appropriations language that would prohibit the new award of funding to charter schools with such contractual relationships. The Department is considering how best to respond to the directive for a briefing on this issue in light of these actions.

Senate: The Committee directs the Secretary to describe in the fiscal year 2023 and future CJs the Department's plan for ensuring sufficient staffing and oversight of CSP.

Response: The Department is considering options for responding to this directive.

Magnet Schools Assistance (MSAP)

House: To address the urgent issue of inter-district segregation, the Committee directs the Department to include a priority for applicants seeking to establish new inter-district magnet schools.

Senate: The Committee strongly encourages the Department to include a priority for a portion of new grant funds in fiscal year 2022 for Magnet Schools Assistance applications that are connected to a nearby public housing redevelopment project, including developments funded through the HUD Choice Neighborhoods Initiative and the HUD Rental Assistance Demonstration. The notice inviting applications (NIA) shall prioritize MSAP applications that seek to provide an opportunity for children in the public housing redevelopment to attend a racially and economically integrated school in or near their neighborhood. The Department of Education is, to the extent feasible, directed to coordinate with HUD and the HUD Choice Neighborhoods Initiative, and to issue any 2022 MSAP NIA on or about the same date as the HUD Choice Neighborhoods notice of funding availability.

Response: The MSAP NIA, published on February 22, 2022, includes a competitive priority for applicants that seek to establish, expand, or strengthen inter-district and regional magnet programs. It also includes invitational priorities for projects that propose to implement whole-school magnet school programs and for projects that coordinate efforts with relevant governmental agencies, such as housing or transportation authorities or community organizations to promote student diversity and achievement in magnet schools, including coordination with public housing redevelopment efforts, such as those funded through the HUD Choice Neighborhoods Initiative or the HUD Rental Assistance Demonstration program.

Significant Items in FY 2022 Appropriations Reports—continued

Statewide Family Engagement Centers

Senate: The Committee requests the Department report in the fiscal year 2023 CJ on how it has and will monitor and support implementation of parent and family engagement activities of SEAs and LEAs, including through its broader network of elementary and secondary education technical assistance centers not limited to those authorized under Title II of the Educational Technical Assistance Act.

Response: The Department continues to support the activities of centers funded under this program and promote parent and community engagement more broadly in its technical assistance offerings. Among other things, program officers for the Department's technical assistance centers meet regularly to coordinate activities and host quarterly calls with center staff on cross-cutting topics, including parent engagement. In addition, the Department will continue to highlight effective engagement practices on its website, including at https://www.ed.gov/family-and-community-engagement?src=rn.

INNOVATION AND IMPROVEMENT

Summary of Request

Programs in the Innovation and Improvement account support the goal of improving student achievement in three key ways: providing incentives to test, evaluate, and expand innovative educational strategies and practices; increasing the supply of effective teachers and principals; and increasing racial and socioeconomic diversity in schools. The Administration requests a total of $1.6 billion for these programs, an increase of $457.8 million, or 41 percent, more than a fiscal year 2022 annualized Continuing Resolution (CR) based on the fiscal year 2021 appropriation.

Promoting Innovation

The Administration requests funding to support efforts to drive State and local innovation. Specifically, the request includes:

- $514.0 million for **Education Innovation and Research** to continue the program's demonstrated success in identifying and scaling models that improve recruitment and retention of staff in education, including models that would expand resources and support for educators, provide teacher access to leadership opportunities that increase teacher retention, and expand the impact of great teachers within and beyond their classrooms.

- $440.0 million for **Charter Schools Grants** to support the start-up, replication, and expansion of charter schools that can deliver promising and innovative solutions to meet student social, emotional, and academic needs, and to improve charter schools' access to facilities.

- $29.5 million for the **Ready to Learn Programming** program to support the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers to facilitate student academic achievement.

- $15.0 million for **Statewide Family Engagement Centers** to promote parent and family engagement in education and provide comprehensive training and technical assistance to States, local educational agencies (LEAs), schools, and organizations that support partnerships between families and schools.

- $13.5 million for the **Javits Gifted and Talented Education** program to support a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their educational needs, particularly students traditionally underrepresented in gifted and talented education programs.

Supporting Educators

The Administration requests funding for programs that would provide competitive awards to help States and LEAs increase the effectiveness of teachers and principals.

- $150.0 million for **Teacher and School Leader Incentive Grants** to develop, implement, improve, or expand human capital management systems, especially in high-need schools.

- $80.0 million for **Supporting Effective Educator Development** to provide competitive grants to provide educators with evidence-based professional development and to support pathways that allow educators with nontraditional preparation and certification to obtain employment in traditionally underserved LEAs.

- $40.0 million in first-time funding for the reauthorized **School Leader Recruitment and Support** program for grants to improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools.

- $30.5 million for the **Arts in Education** program to support State and local efforts to improve arts education, including in high-poverty schools, through the development and implementation of high-quality, cohesive, and innovative strategies for arts instruction; development and dissemination of instructional materials and programming; and professional development for arts educators.

- $10.5 million for the **American History and Civics Education** program for competitive grants to institutions of higher education and other entities with demonstrated expertise to improve the quality of teaching and learning in American history, civics, and government.

Increasing Diversity in Schools

The Administration requests funding to promote racial and socioeconomic diversity in schools.

- $149.0 million for **Magnet Schools Assistance** to help LEAs establish and operate magnet schools that are part of an approved desegregation plan and designed to attract students from racially and socioeconomically diverse backgrounds.

- $100.0 million for the proposed **Fostering Diverse Schools** program, which would provide competitive grants to LEAs to develop and implement comprehensive plans for improving school-level racial and socioeconomic integration in preschool through grade 12. Funds would support grants for planning and for implementation.

Education innovation and research
(Elementary and Secondary Education Act, as amended, Title IV, Part F, Subpart 1)

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

2022 Estimate	2023 Request	Change
$194,000	$514,000	+$320,000

PROGRAM DESCRIPTION

The Education Innovation and Research program supports the creation, development, implementation, replication, and scaling up of evidence-based, field-initiated innovations designed to improve student achievement and attainment for underserved students. The overall goal is to demonstrate innovative and proven approaches that address persistent education challenges while also building knowledge of what works in education.

Education Innovation and Research incorporates a tiered-evidence framework that ties the size of the Federal investment to the evidence base for funded interventions. For example, the program may provide $3 million in start-up funding to test promising innovations that will undergo rigorous evaluation, while investing $15 million for large-scale replications of proven interventions to assess their effectiveness in multiple settings with diverse student populations. Types of awards include: (1) early-phase grants for the development, implementation, and feasibility testing of an intervention or innovation which prior research suggests has promise, in order to determine whether the intervention can improve student academic outcomes;
(2) mid-phase grants for implementation and rigorous evaluation of interventions that have been successfully implemented under early-phase grants or have met similar criteria for documenting program effectiveness; and (3) expansion and replication of interventions or innovations that have been found to produce a sizable impact under a mid-phase grant or have met similar criteria for documenting program effectiveness. All grantees must carry out rigorous, independent evaluations of the effectiveness of their projects.

Eligible applicants include: (1) local educational agencies (LEAs); (2) State educational agencies (SEAs); (3) the Bureau of Indian Education (BIE); (4) consortia of LEAs or SEAs; (5) nonprofit organizations; or (6) SEAs, LEAs, or the BIE in partnership with a nonprofit organization, a business, an educational service agency, or an institution of higher education. Length of awards varies from 3 to 5 years. At least 25 percent of the funds appropriated for the program must be used for awards to serve rural areas, contingent on receipt of enough applications of sufficient quality. Grantees must provide matching contributions equal to 10 percent of their grant award (in cash or in-kind) from Federal, State, local, or private sources; the Department may waive this requirement for individual grantees under certain circumstances.

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

Education innovation and research

The Department may reserve up to 5 percent of program funds to provide technical assistance and disseminate best practices.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	$120,000
2019	130,000
2020	190,000
2021	194,000
2022 Estimate	194,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $514 million for Education Innovation and Research, $320 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request would build on the Department's success in using program funds to develop an evidence base for strategies and practices that are effective in improving educational outcomes for students. To date, innovative projects have been funded in a wide range of areas including social and emotional learning and science, technology, engineering, and mathematics (STEM) education.

The request would continue recent efforts under this program to combat the effects of the COVID-19 pandemic through the development and use of evidence-based practices to improve student achievement. In particular, the requested $320 million increase would be focused on identifying and scaling effective practices for improving educator recruitment and retention. While as of February 2022 there were 282,800 more people working in local public education than when the President took office, there are still 341,500 fewer people in these jobs than pre-pandemic (a 4.2 percent decline).[1] Shortages of educators, including teachers, paraprofessionals and substitutes, have undermined learning for all students, particularly impacting students with disabilities, and increased the strain on teachers. While the shortages were exacerbated by the pandemic, schools also faced staffing shortages before the pandemic, when schools across the nation needed an estimated additional 100,000 certified teachers, resulting in key positions going unfilled. Shortages of certified teachers disproportionately impact schools with higher percentages of students of color, which have a higher proportion of teachers who are uncertified and in their first or second year, worsening educational disparities.

Further investments are needed not only to stabilize the profession, but also to address these fundamental challenges to ensuring our students have access to qualified educators. While other investments in the President's Budget address expanding the pipeline into education by strengthening teacher preparation, the request for this program focuses on improving the ability of schools to effectively recruit and retain educators, including by addressing the additional responsibilities, burdens, and challenges educators have faced throughout the pandemic. Of the $514 million requested, $320 million would support projects that identify and scale up models to

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[1] See Bureau of Labor Statistics Employment Situation Summary release on March 4, 2022 https://www.bls.gov/news.release/empsit.nr0.htm.

Education innovation and research

elevate and strengthen an education workforce hit hard by the in-school and out-of-school impacts of COVID-19. Key priorities would include improving supports for educators that enhance the ability of schools to recruit and retain staff (e.g., structuring staffing and time to ensure educators and students are appropriately supported) and increasing access to leadership opportunities that can lead to increased pay and improved retention for fully certified, experienced, and effective educators, while expanding the impact of great teachers within and beyond their classrooms.

Consistent with the authorizing statute, the Department would reserve up to $25.7 million in fiscal year 2023 for technical assistance, including technical assistance to help grantees develop and implement rigorous evaluations, and dissemination.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Amount for new awards	$182,017	$119,408	$483,160
Number of new awards	30	12-20	48-80
Amount for continuation awards	$1,214	$67,652	0
Number of continuation awards	1	41	0
Amount for supplemental awards	$4,934	0	0
Number of supplemental awards	1	0	0
Peer review of new award applications	$530	$1,287	$5,140
National activities	$5,305	$5,653	$25,700

PROGRAM PERFORMANCE INFORMATION

Performance measures

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

The measures reported in this section include data for grants under both the predecessor Investing in Innovation (i3) program and EIR. Thus, the measures for Expansion grants include data for i3 Scale-up grants that were still active in the reporting year; the measures for Mid-phase grants include data for i3 Validation grants; and the measures for Early-phase grants

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include data for i3 Development grants. However, in the text below only the current terminology is used.

Data for these measures for fiscal year 2021 are generally expected to be available in fall 2022.

Goal: To improve educational outcomes for students by developing, identifying, and scaling up effective practices that are demonstrated to have an impact on student achievement and other student outcomes.

Objective: To validate and scale effective solutions for persistent educational challenges across the country to serve a substantially larger numbers of students.

Measure: The percentage of Expansion grantees that reached their annual targets of students served.

Year	Target	Actual
2018	66%	100%
2019	66	90
2020	66	67
2021	66	
2022	66	
2023	66	

Measure: The percentage of Expansion grantees that reached the targeted number of students specified in their applications by the end of the project.

Year	Target	Actual
2018	66%	N/A
2019	66	N/A
2020	66	N/A
2021	66	
2022	66	
2023	66	

Measure: The percentage of Mid-phase grantees that reached their annual targets of students served.

Year	Target	Actual
2018	66%	64%
2019	66	50
2020	66	47
2021	66	
2022	66	
2023	66	

INNOVATION AND IMPROVEMENT

Education innovation and research

Measure: The percentage of Mid-phase grantees that reached the targeted number of students specified in their applications by the end of the project.

Year	Target	Actual
2018	65%	71%
2019	65	50
2020	65	
2021	65	
2022	65	
2023	65	

Additional information: The source of the data for these measures is annual grantee performance reports and final performance reports. One of the goals of Mid-phase and Expansion grants is to expand the implementation of each intervention for which there is evidence of effectiveness while continuing to evaluate it to ensure that it is implemented well and continues to be effective on a larger scale. Therefore, reaching the targeted number of students is an important measure of success for these projects.

No Expansion grantees ended their grants in the reporting periods for 2018 through 2020, so there is no cumulative data on students served to report for Expansion grants. Four Mid-phase grantees ended their grants in the reporting period for 2020; however, final performance reports for these grantees are still under review, with cumulative data on students served expected to be available in spring 2022.

A number of grantees reporting data for 2020 cited the COVID-19 pandemic as a factor in not meeting their targets for students served. The Department is examining other factors that may have contributed to the decline in performance with respect to these measures in recent years. In addition, the Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data, including the accurate setting of yearly targets for students served.

Objective: To promote rigorous evaluation of projects that will generate significant new information about the effectiveness of diverse strategies, practices, and products that address persistent educational challenges.

Measure: The percentage of programs, practices, or strategies supported by an Expansion grant with ongoing, well-designed, and independent evaluations that will provide evidence of their effectiveness at improving student outcomes at scale and would meet the What Works Clearinghouse (WWC) Evidence Standards with or without reservations.

Year	Target	Actual
2018	100%	100%
2019	100	100
2020	100	83
2021	100	
2022	100	

INNOVATION AND IMPROVEMENT

Education innovation and research

Year	Target	Actual
2023	100	

Measure: The percentage of programs, practices, or strategies supported by a Mid-phase grant with ongoing, well-designed, and independent evaluations that will provide evidence of their effectiveness at improving student outcomes and would meet the WWC Evidence Standards with or without reservations.

Year	Target	Actual
2018	100%	100%
2019	100	95
2020	100	74
2021	100	
2022	100	
2023	100	

Measure: The percentage of programs, practices, or strategies supported by an Early-phase grant with ongoing evaluations that provide evidence of promise for improving student outcomes.

Year	Target	Actual
2018	100%	100%
2019	100	93
2020	100	66
2021	100	
2022	100	
2023	100	

Additional information: The source of the data for these measures is grantee evaluation plans. During the 2020 reporting period, one Expansion grantee was implementing an evaluation plan that is at risk of not meeting WWC standards because of the rigor of the evaluation plan as introduced. In addition, 7 Mid-phase grantee and 28 Early-phase grantees were implementing evaluation plans that are at risk of not meeting WWC standards because they might not produce reliable, credible evidence; the evaluation plans for the majority of these grantees were adversely impacted by the COVID-19 pandemic.

The Department will continue to provide technical assistance on appropriate evaluation design and implementation to the grantees to improve the likelihood that their evaluations meet WWC standards by the end of the projects.

INNOVATION AND IMPROVEMENT

Education innovation and research

Measure: The percentage of programs, practices, or strategies supported by an Expansion grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2018	100%	100%
2019	100	100
2020	100	100
2021	100	
2022	100	
2023	100	

Measure: The percentage of programs, practices, or strategies supported by a Mid-phase grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2018	100%	100%
2019	100	100
2020	100	96
2021	100	
2022	100	
2023	100	

Measure: The percentage of programs, practices, or strategies supported by an Early-phase grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2018	100%	100%
2019	100	100
2020	100	87
2021	100	
2022	100	
2023	100	

Additional information: The source of the data is grantee evaluation plans. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data.

INNOVATION AND IMPROVEMENT

Education innovation and research

Efficiency measures

The Department established cost per student as the efficiency measure for the program. Data for this measure are based on total project costs minus evaluation costs divided by the number of students served by all grantees. Separating the evaluation costs is critical because of the significant evaluation costs for projects under this program.

Measure: The annual cost per student served by grant type.

Year	Cost per student, Expansion grants	Cost per student, Mid-phase grants	Cost per student, Early-phase grants
2018	$222	$1,812	$776
2019	416	1,467	1,572
2020		1,408	785

Additional information: Data for this measure for 2020 for Expansion grants are expected to be available in spring 2022.

Measure: The cumulative cost per student by grant type for programs, practices, or strategies that were proven to be effective at improving educational outcomes for students.

Year	Cost per student, Expansion grants	Cost per student, Mid-phase grants	Cost per student, Early-phase grants
2018	N/A	618	3,446
2019	N/A	2,087	1,904
2020	N/A		

Additional information: No Expansion grantees ended their grants in the reporting periods for 2018 through 2020, so there is no cumulative data on cost per student to report for Expansion grants. Data for this measure for 2020 for Mid-phase and Early-phase grants are expected to be available in spring 2022.

Teacher and school leader incentive grants

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

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

	2022 Estimate	2023 Request	Change
	$200,000	$150,000	-$50,000

PROGRAM DESCRIPTION

The Teacher and School Leader Incentive Grants program makes competitive grants to help eligible entities develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools served by those entities.

Eligible entities include local educational agencies (LEAs); State educational agencies or other designated State agencies; the Bureau of Indian Education (BIE); and partnerships of LEAs, State agencies, and the BIE with nonprofit or for-profit entities. The grant period is 3 years, and the Department has discretion to provide up to an additional 2 years of funding if the grantee demonstrates success. In making grants, the Department is required to give priority to applicants that support teachers, principals, and other school leaders in high-need schools and to ensure an equitable geographic distribution of grants, including the distribution of grants between rural and urban areas. An LEA is permitted to receive (whether individually or as part of a consortium) a grant under this program only twice.

The statute defines high-need schools as public elementary or secondary schools located in an area in which at least 30 percent of students are from low-income backgrounds. Human capital management systems (HCMSs) are defined as systems that enable the LEA to make and implement human capital decisions (such as decisions related to hiring, professional development, dismissal, tenure, and promotion) and that include a performance-based compensation system. Performance-based compensation systems (PBCSs) are systems of compensation for teachers, principals, or other school leaders that differentiate levels of compensation based in part on measurable increases in student academic achievement. The systems also may include differentiated levels of compensation for positions in hard-to-staff schools and subject areas, as well as for recognition of skills and knowledge of teachers, principals, and other school leaders demonstrated through additional responsibilities and evidence of professional achievement.

Grantees may use funds for a wide variety of activities to develop, implement, improve, or expand an HCMS or PBCS, including:

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is expected through appropriations action.

- Conducting outreach to gain information on how to construct evaluation and support systems;

- Providing principals with the tools necessary to make school-level decisions, including staffing decisions, in order to build high-performing instructional leadership teams for high-need schools;

- Improving LEA processes for recruiting, selecting, placing, supporting, and retaining effective teachers, principals, and other school leaders in high-need schools;

- Developing or improving evaluation and support systems that are based in part on demonstrated improvement in student achievement;

- Instituting career advancement opportunities that reward effective teachers, principals, or other school leaders in high-need schools; and

- Implementing a differentiated salary structure for teachers who teach in high-needs schools or teach high-need subjects, raise student academic achievement, or take on additional leadership responsibilities, or for principals or other school leaders to serve in high-need schools and raise student academic achievement.

Grantees must provide matching contributions, in cash or in kind, from non-Federal sources equal to 50 percent of the amount of their grants. Grant funds must be used to supplement, not supplant, other Federal or State funds available to carry out activities.

The Department is required to submit an annual report to Congress that provides information on grant award amounts and grantee activities, as well as student academic achievement information for participating schools. In addition, the Institute for Education Sciences (IES) must evaluate the effectiveness of the program; the Department may reserve up to 1 percent of each year's appropriation for this purpose as well as to provide technical assistance to grantees.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	$200,000
2019	200,000
2020	200,000
2021	200,000
2022 Estimate	200,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $150 million for Teacher and School Leader Incentive Grants, $50 million less than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request would support a limited number of new awards as well as continuation and renewal awards for current grantees and technical assistance.

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

New awards under this program beginning in fiscal year 2022 are likely to be focused on providing opportunities for educators to take on leadership roles in their schools and districts and be compensated for those additional responsibilities, and to promote greater diversity in the educator workforce. On July 9, 2021, the Department published two final priorities that may be used in competitions in fiscal year 2022 and later years. The first priority is designed to promote the continued development and growth of educators, including through leadership opportunities. The second is intended to improve educator diversity—including racial, cultural, and linguistic diversity—so that students may learn to high standards and be prepared to live and work in a diverse society.

The Department also issued another final priority and definition for this program on July 9, 2021, to clarify the extent to which grant-funded activities are concentrated in high-need schools and to refine the definition of a high-need school. Specifically, the priority requires applicants to demonstrate that at least the majority of schools participating in a project are high-need schools, which are defined as schools enrolling 50 percent or more of students from low-income backgrounds, based on free- or reduced-price lunch data, comparable data from another source, or, for middle and high schools, poverty data from feeder schools.

Teacher and school leader incentive grants

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Project Funding:			
New awards	$96,055	0	$30,200
Continuation awards	74,767	$187,858	88,000
Renewal awards	27,116	10,142	30,200
Peer review of new award applications	62	0	100
Evaluation	900	717	0
Technical assistance	1,100	1,283	1,500
Total	200,000	200,000	150,000
Grant Awards:			
Number of new awards	23	0	5–8
Range of new awards	$855–$8,497	–	$500–$8,000
Number of continuation awards	14	35	22
Range of continuation awards	$1,551–$10,142	$500–$10,735	$500–$8,500
Number of renewal awards	5	1	3–6
Range of renewal awards	$3,116–$7,668	$10,000	$1,500–$10,000

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Teacher and School Leader Incentive Grants, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from this program in fiscal year 2021 but may do so in fiscal year 2022 or 2023. Any amount pooled under section 8601 would not exceed the 1 percent evaluation and technical assistance reservation authorized for the program.

PROGRAM PERFORMANCE INFORMATION

Performance measures

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

Current performance measures for this program include the following:

• The percentage of educators in all schools who earned performance-based compensation.

• The percentage of educators in all high-need schools who earned performance-based compensation.

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

- The gap between the retention rate of educators receiving performance-based compensation and the average retention rate of educators in each high-need school whose educators participate in the project.

- The number of school districts participating in a grant that use educator evaluation systems to inform recruitment, hiring, placement, retention, dismissal, professional development, tenure, and promotion.

- The number of high-need schools within districts participating in a TSL grant that use educator evaluation and support systems to inform recruitment, hiring, placement, retention, dismissal, professional development, tenure, and promotion.

- The percentage of performance-based compensation paid to educators with State, local, or other non-TSL Federal resources.

- The percentage of teachers and principals who receive the highest effectiveness rating.

- The percentage of teachers and principals in high-needs schools who receive the highest effectiveness rating.

Grantee reporting has been problematic. Department staff are reviewing grantee performance reports, but data are not yet available.

Other performance information

The Institute of Education Sciences (IES) conducted two recent studies that provide information on effective practices relevant to the TSL program:

The Impact Evaluation of Teacher and Leader Performance Evaluation Systems[1] examined districts' and educators' experiences with performance evaluation systems and their impact on classroom practice and student achievement in eight districts. The study provided resources and support to implement three performance measures: a classroom practice measure that provided feedback sessions four times per year, a student growth measure of teacher contributions to student achievement (i.e., "value-added" scores), and a principal leadership measure with feedback sessions twice a year. No formal stakes were attached to the measures; instead, they were used to provide educators and their supervisors with information on performance. Both treatment and control schools continued to implement existing district performance evaluations and measures, with the treatment schools additionally implementing the study's performance measures and feedback. The study, which cost $21.5 million over 6 years, was completed in December 2017. The key findings were:

- Performance evaluations were implemented generally as planned. For instance, in both study years, teachers and principals received multiple rounds of ratings and feedback on their practices.

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[1] See https://ies.ed.gov/ncee/projects/evaluation/tq_performance.asp.

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

- On average, teachers received nearly the four intended feedback sessions per year. Most teachers had classroom observation overall scores in the top two performance levels, limiting the potential of the information to signal a need for teachers to improve. A majority of the teachers said the study's feedback on classroom practice was more useful and specific than their district's existing feedback.

- Principals' scores tended to be lower than teachers': many received scores indicating a need for improvement. Even so, nearly three-quarters of principals in the treatment group said the study's feedback on their leadership was more objective and actionable than feedback received in the past. The goal of the principal feedback was to improve leadership skills, and the study measured two aspects of leadership: instructional leadership and teacher-principal trust. The intervention had a positive impact on teacher-principal trust in year 1 and on both instructional leadership and trust in year 2.

- While educator evaluation systems provided some information to identify educators who needed support, they provided limited information to indicate the areas of practice most needing improvement.

- The study's performance evaluation system had a positive impact on teachers' classroom practice on one of the two observation measures, and it also had a positive impact on both of the principal leadership measures. There was no impact on reading/English language arts achievement in either study year, but the mathematics impact in year 1 was the equivalent of about 4 weeks of learning. In year 2, the mathematics impact was similar, but not statistically significant.

In September 2018, IES began a new Impact Evaluation to Inform the Teacher and School Leader Incentive Program[1] that is designed to answer the following questions:

- What are the implementation experiences of the 2017 TSL grantees? What are their educator satisfaction, recruitment, and retention experiences with TSL, particularly among those grantees funding teacher leader roles?

- What is the effect on student achievement, educator satisfaction, recruitment, and retention of a teacher leader role strategy? Is the teacher leader strategy cost effective?

The evaluation will provide implementation information from all 2017 grantees, including information about strategies supported by grant funds. For those grantees supporting a teacher leader role, information will include teacher leader responsibilities and their teaching load, the stipend amount, how grantees select and train their teacher leader, the types of teachers targeted for support, and district and school contexts that facilitate or hinder the teacher leader role implementation. In addition, the evaluation will recruit approximately 100 schools to participate in an impact evaluation of funding teacher leaders to support their peers using activities similar to that funded within the TSL grantees.

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[1] See https://ies.ed.gov/ncee/projects/evaluation/tq_leader.asp.

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

Data collection will include a TSL grantee survey of all 14 TSL grantees receiving awards in 2017 to gather information about their TSL program; teacher and principal surveys to collect program implementation information as well as educator satisfaction and teacher recruitment activities and outcomes; teacher leader activity forms to provide information about teacher leader roles and activities; teacher and principal school assignment records to look at mobility and retention; and student administrative records to look at student outcomes. The study has been delayed due to the pandemic, which required IES to recruit study schools over two school years instead of one to get a sufficiently large sample for a portion of the evaluation. The first report from the study now is expected in 2022, and the study is scheduled for completion in August 2024, one year later than originally planned.

American history and civics education

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 3)

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

	2022 Estimate	2023 Request	Change
	$5,250	$10,500	+$5,250

PROGRAM DESCRIPTION

American History and Civics Education is designed to improve the quality of teaching and learning in American history, civics, and government. Funds support Presidential Academies for teachers, Congressional Academies for students, and National Activities to promote innovative instruction and professional development for teachers and school leaders.

American History and Civics Academies

Presidential Academies for the Teaching of American History and Civics offer intensive workshops of at least 2 weeks to elementary and secondary school teachers to strengthen their knowledge and skills through instruction and interaction with primary scholars and accomplished teachers in these fields. Congressional Academies for Students of American History and Civics offer similar workshops to secondary school students to enrich their understanding of American history and civics.

The Department makes competitive awards for up to 5 years to institutions of higher education and nonprofit educational organizations, museums, libraries, and research centers with demonstrated expertise in historical methodology or the teaching of American history and civics. The Department may make no more than 12 grants in a fiscal year and must give priority for Presidential Academies grants to applicants that propose to use the resources of the National Parks and coordinate or align their projects with the National Park Service National Centennial Parks initiative. Grantees must provide matching funds from non-Federal sources in an amount equal to 100 percent of the grant amount.

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

American history and civics education

National Activities

National Activities grants promote evidence-based instructional methods and professional development programs in American history, civics and government, and geography, particularly those methods and programs that benefit students from low-income backgrounds and underserved students. Grants support the development, implementation, expansion, evaluation, and dissemination of methods and programs that show potential to improve teaching and learning and demonstrate innovation, scalability, accountability, and a focus on underserved students. Grant projects may include civic engagement activities and educational programs on the history and principles of the Constitution and Bill of Rights. The Department makes competitive grants to institutions of higher education and other nonprofit or for-profit organizations with demonstrated expertise for an initial period of up to 3 years, and may renew grants for an additional 2 years.

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

Fiscal Year	(dollars in thousands)
2018	$3,515
2019	4,815
2020	4,815
2021	5,250
2022	5,250

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $10.5 million for the American History and Civics Education programs, $5.3 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The Department would use fiscal year 2023 funds to fund both continuation awards and new awards.

According to the Annenberg Civics Knowledge Survey, in 2021, only 56 percent of American adults were able to name the three branches of government.[1] It is not only Americans' knowledge of how government works that is lacking; there is also a growing lack of confidence in our form of democratic government. In 2021, a Pew Research Center survey found that only about one in four Americans said they could trust the Federal government to do what is right just about always or most of the time.[2] In fact, the United States ranked 19 of 41 countries in a Trust in Government survey conducted in 2019 and 2020 by the Organisation for Economic Co-operation and Development.[3] History and civics education plays an important role in providing individuals with the knowledge and skills required to fully participate in civic life, from voting to civic engagement to volunteerism, and can thus help ensure an informed citizenry and rebuild trust in and respect for the institutions and activities central to a vibrant democracy.

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[1] https://www.annenbergpublicpolicycenter.org/political-communication/civics-knowledge-survey/
[2] https://www.pewresearch.org/politics/2021/05/17/public-trust-in-government-1958-2021/
[3] https://data.oecd.org/gga/trust-in-government.htm

American history and civics education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
American History and Civics Academies grants			
Amount for new awards	$1,670[1]	$958	$3,014
Number of new awards	1	2	8
Amount for continuation awards	$316	$1,028	$958
Number of continuation awards	1	2	2
National Activities grants			
Amount for new awards	$2,298[24]	$1,384	$3,211
Number of new awards	2	3	8
Amount for continuation awards	$913	$1,827	$3,212
Number of continuation awards	2	4	5
Peer review of new award applications	$53	$53	$105

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including American History and Civics Education, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds from the program for this purpose in fiscal year 2021, but may do so in fiscal years 2022 and 2023.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Goal: To improve the quality of teaching and learning in American history, civics and government, and geography in elementary and secondary schools.

Objective: Participants will demonstrate through pre- and post-assessments an increased understanding of American history and civics that can be directly linked to their participation in the Presidential or Congressional academy.

[1] Includes frontloading of future years' non-competing continuation awards.

INNOVATION AND IMPROVEMENT

American history and civics education

Measure: The average percentage gain on a teacher assessment after participation in a Presidential Academy.

Year	Target	Actual
2018	10%	15%
2019	10	14
2020	10	12
2021	10	21
2022	10	
2023	12	

Measure: The average percentage gain on a student assessment after participation in a Congressional Academy.

Year	Target	Actual
2018	10%	15%
2019	10	11
2020	10	18
2021	10	16
2022	10	
2023	12	

Additional information: Data are from assessments created by the grantees' evaluators drawing on questions from nationally validated U.S. History tests. The table excludes data from a 2017 grantee that were deemed not comparable to performance data from other grantees due to the assessment instruments used. The 2017 grantee, which did not use traditional testing instruments but rather conducted pre- and post-assessments of teacher lesson plans (in the case of the Presidential Academy) and student research papers (for the Congressional Academy) using a rubric developed by an external evaluator, reported average content knowledge gains of 28 percent for Presidential Academy teachers and 24 percent for Congressional Academy students in 2020. Data for 2021 will be available in spring 2022.

Objective: Participants will demonstrate through pre- and post-assessments an increased understanding of American history, civics and government, and geography that can be directly linked to their participation in National Activities grant activities.

INNOVATION AND IMPROVEMENT

American history and civics education

Measure: The average percentage gain on an assessment after participation in National Activities grant activities.

Year	Target	Actual
2018	10%	28%
2019	10	21
2020	10	12
2021	10	19
2022	10	
2023	12	

Additional information: Data are from assessments of participating teachers created by the grantees' evaluators drawing on questions from nationally validated U.S. History tests. Data for 2021 will be available in spring 2022.

Supporting effective educator development

(Elementary and Secondary Education Act of 1965, Title II, Part B, Subpart 4, Section 2242)

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

	2022 Estimate	2023 Request	Change
	$80,000	$80,000	0

PROGRAM DESCRIPTION

The Supporting Effective Educator Development program provides competitive grants to institutions of higher education (IHEs), national nonprofit entities, and the Bureau of Indian Education, or to partnerships of one or more IHEs or national nonprofit organizations with a for-profit entity, for the purposes of:

- Providing teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential or additional credential, such as a special education, bilingual education, or career and technical education credential.

- Providing professional development to improve instruction in dual enrollment programs or early college high school settings;

- Providing support to teachers, principals, or other school leaders from nontraditional preparation and certification routes or pathways, such as high-quality mentoring and induction programs, who serve in traditionally underserved local educational agencies (LEAs);

- Providing evidence-based professional development that addresses literacy, numeracy, academic support, or other needs of LEAs and the students they serve; or

- Making professional development and related learning opportunities freely available to LEAs, including through publicly accessible electronic means.

Grants may be awarded for up to 3 years; the Department has the discretion to renew awards for an additional 2-year period if grantees demonstrate success. The Department must give priority for grants to eligible entities that will implement evidence-based activities and ensure that grants are distributed among eligible entities that will serve geographically diverse areas to the extent practicable. The statute requires grantees to use non-Federal sources, in cash or in kind, to cover at least 25 percent of project costs each year. The Department may waive or modify this cost-sharing requirement in cases of demonstrated financial hardship.

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

Supporting effective educator development

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	$75,000
2019	75,000
2020	80,000
2021	80,000
2022 Estimate	80,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $80.0 million for Supporting Effective Educator Development, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. At the request level, the Department would use approximately $60 million to continue grant awards initiated in fiscal year 2022 and $20 million for renewal awards (extending 3-year grants for an additional 2 years) for grantees in prior grant cohorts.

Supporting Effective Educator Development is an effective vehicle for supporting evidence-based efforts to prepare and develop a diverse and effective educator workforce. The Administration intends to focus new awards in fiscal year 2022 on evidence-based projects that promote educator diversity in classrooms; prepare teachers to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments; and develop students' social and emotional skills. The Department also is undergoing rulemaking in fiscal year 2022 to specify that national nonprofit entities must demonstrate a record of serving or benefitting teachers, principals, or other school leaders in 3 or more States.

Examples of funded grants from the fiscal year 2020 competition include:

- Vorhees College, an HBCU located in South Carolina, plans to help raise student achievement in rural and urban high-need schools throughout the State by increasing the number of STEM (including computer science) teachers, by both establishing pathways for current teachers in other content areas to move into these fields (e.g., by competency-based teaching endorsements and micro-credentials) and by attracting STEM and other mid-career professionals to the teaching profession through non-traditional licensure pathways.

- The University of Alabama at Tuscaloosa, which will help elementary educators incorporate social and emotional learning in instruction to students in grades K-3, including those who are struggling socially, emotionally, and academically. The project expects to develop a digitally delivered curriculum as well as to craft digital and in-person professional learning to train teachers and provide ongoing support as they implement the program.

INNOVATION AND IMPROVEMENT

Supporting effective educator development

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Project Funding:			
New awards	0	$59,890	0
Continuation awards	$62,944	7,861	$60,012
Supplemental awards	0	122	0
Renewal awards	17,043	11,952	19,998
Peer review of new award applications	13	175	0
Total	80,000	80,000	80,000
Grant Awards:			
Number of new awards	0	15−20	0
Range of new awards	−	$1,000−$5,000	−
Number of continuation awards	13	12	15−20
Range of continuation awards	$925−$5,764	$739−$5,771	$1,000−$5,000
Number of supplemental awards	0	1	0
Number of renewal awards	10	6	4−8
Range of renewal awards	$424−$2,806	$1,050−$2,837	$1,000−$3,000

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Supporting Effective Educator Development, and to pool such funds for use in evaluating any ESEA program. The Department did not pool evaluation funds from this program in fiscal year 2021 but may do so in fiscal year 2022 or 2023.

PROGRAM PERFORMANCE INFORMATION

Performance measures

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

The Department established the following five performance measures for Supporting Effective Educator Development. Targets have not been set for these measures because obtaining baseline data from grantees has proved problematic.

- The percentage of teacher and principal participants who serve concentrations of underserved students;

- The percentage of teacher and principal participants who serve concentrations of underserved students and are highly effective;

INNOVATION AND IMPROVEMENT

Supporting effective educator development

- The percentage of teacher and principal participants who serve concentrations of underserved students, are highly effective, and serve for at least 2 years;

- The cost per participant who was highly effective and who taught in high need schools for 2 years; and

- The number of grantees with evaluations that meet the What Works Clearinghouse standards with reservations.

Data for the FY 2017 and 2018 cohorts funded after the reauthorization of ESEA are available for three of these measures; the most recent data was received in the fall of 2020.

- Based on data from 22 of the 25 grantees who were expected to report, 92 percent of program participants (9,745 out of 10,644 participants) served concentrations of underserved students.

- Based on data from these 22 grantees, 3,875 of these participants, or 36 percent, served underserved students and were rated as highly effective.

- Based on data from 7 of the 25 grantees, 55 percent (766 out of 1,398 participants) served concentrations of high-need students, were highly effective, and served for at least two years. (Data for this measure are available later in the grant period, so fewer grantees reported on the measure.)

Data on the cost per participant will be available for the 2017 cohort in the spring of 2022; data for the 2018 and 2020 cohorts will be available in the spring of 2023 and the spring of 2025, respectively.

All 25 grantees from the 2017 and 2018 cohorts reported that they have evaluations that they believe will meet What Works Clearinghouse (WWC) standards with reservations; these grantees are conducting a total of 36 such evaluations. Determination of whether the evaluations do meet WWC standards will be made after the studies are completed.
During the last year, program staff have intensified efforts to improve the quality of performance information for this program. Activities have included development and dissemination of a revised guidance document that provides detailed information on what data are to be reported and how the data are to be analyzed, technical assistance webinars for project directors and their evaluators, and emphasizing to grantees the importance of submitting timely and accurate data.

Charter schools grants

(Elementary and Secondary Education Act of 1965, as amended, Title IV, Part C)

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

	2022 Estimate	2023 Request	Change
	$440,000	$440,000	0

PROGRAM DESCRIPTION

Charter Schools Grants support the startup of new charter schools and the replication and expansion of high-quality charter schools serving students in prekindergarten through grade 12. Funds also support grants to improve charter schools' access to facilities and information dissemination, grantee technical assistance, and evaluation activities.

Grants for the Opening of New Charter Schools and the Replication and Expansion of High-Quality Charter Schools

State Entity Grants

Section 4303 of the Elementary and Secondary Education Act (ESEA) authorizes the Department to make competitive grants to State educational agencies (SEAs), State charter school boards, State governors, and statewide charter school support organizations. Recipients of State Entity grants must use not less than 90 percent of grant funds to make subgrants to charter school developers to enable them to open new charter schools or to replicate or expand high-quality charter schools; not less than 7 percent to provide technical assistance to subgrant applicants and to charter school authorizers and carry out other activities to improve authorizer quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools; and not more than 3 percent for administrative costs.

Developers—individuals and public and private nonprofit entities, which may include charter management organizations (CMOs)—may apply for subgrants. In an application for a subgrant, a developer must describe, among other things, the quality controls agreed to between it and its school's authorizer, such as a contract or performance agreement; how its school's performance in the State's accountability system and impact on student academic achievement or growth will be one of the most important factors for renewal or revocation of the school's charter; how its school's authorizer will reserve the right to revoke or not renew its school's charter based on financial, structural, or operational factors involving the management of the school; how it will ensure that its school meets the educational needs of its students, including children with disabilities and English learners; how it will solicit and consider input from parents and other community members and support the use of effective parent, family, and community

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is proposed through appropriations action.

engagement strategies in the operation of its school. Subgrants are for a period of up to 5 years, of which developers may use not more than 18 months for planning and program design, including hiring and compensating school leaders and instructional staff. Developers may also use funds for activities such as providing professional development, making necessary renovations to school buildings, acquiring equipment and supplies, engaging the community, and developing student transportation systems.

In making awards, the Department must give priority to State entities that support charter schools for at-risk students and that ensure all charter school authorizers implement recognized school approval and monitoring standards and procedures. In addition, priority must be given to State entities in States that: (1) have charter school authorizers that are not local educational agencies (LEAs) or, if only LEAs are authorizers, have an appeals process for prospective charter schools that initially fail to gain approval from the LEA; (2) ensure equitable funding for charter and other public schools; (3) provide funding or other support for charter school facilities; and (4) use best practices from charter schools to support traditional school and LEA improvement.

Developer Grants

If no State entity in a State receives a grant, charter school developers in the State may apply directly to the Department for Developer grants, which are awarded under the same terms and conditions as for State Entity subgrants to start up new charter schools or replicate or expand high-quality charter schools.

CMO Grants

Under section 4305(b), the Department makes competitive grants to nonprofit CMOs to replicate and expand high-quality charter schools. Priority for these awards must be given to CMOs that: (1) plan to operate schools with racially and socioeconomically diverse student bodies; (2) demonstrate success in working with schools identified by the State for comprehensive support and improvement under Title I, Part A of the amended ESEA; (3) propose to replicate or expand schools serving high school students; or (4) propose to operate schools that focus on dropout recovery and academic reentry. As with Developer grants, CMO grants are awarded under the same terms and conditions as for State Entity subgrants, including requirements that the schools to be replicated or expanded have demonstrated success in increasing student achievement and (where applicable) graduation rates, for all students and for each student subgroup, and have no significant compliance issues in the areas of student safety or school financial or operational management.

Since fiscal year 2018, funds for CMO grants have been available for obligation by the Department for an 18-month period, or until March 31 of the fiscal year following the year in which they are appropriated.

INNOVATION AND IMPROVEMENT

Charter schools grants

Facilities Grants

Section 4304 authorizes two programs through which the Department makes grants to improve charter schools' access to high-quality facilities: Credit Enhancement for Charter School Facilities (Credit Enhancement) and State Facilities Incentive grants.

Credit Enhancement Grants

The Department makes annual competitive Credit Enhancement grants to public and private nonprofit entities (such as finance authorities and community development financial institutions) that assist charter schools in acquiring, constructing, and renovating facilities by enhancing the availability of loan or bond financing. Grantees must deposit grant funds into a reserve account that is used to, among other things, guarantee and insure debt to finance charter school facilities and guarantee and insure leases of personal and real property. These credit enhancements are intended to reduce risk to lenders, thereby creating access to credit or lowering interest rates and borrowing costs for charter schools.

Grantees must invest reserve account funds in low-risk securities, and any earnings on such investments must be re-invested. Grantees continue to implement their projects until funds have been fully expended for grant purposes (such as to cover debt obligations of charter school borrowers in the event of default) or until financing facilitated by the grant has been retired.

State Facilities Incentive Grants

Authorized under section 4304(k) of the ESEA, the competitive State Facilities Incentive Grants help States establish or enhance programs that provide dedicated State per-pupil funding for charter school facilities. The Department makes State Facilities Incentive awards for a period of up to 5 years, over which States pay an increasing share of program costs. States may partner with other organizations to provide up to 50 percent of the State share of costs.

National Activities

Under section 4305(a)(3), the Department uses funds to provide technical assistance to State entities in awarding subgrants and to recipients of facilities grants; disseminate best practices regarding charter schools; and evaluate the impact of Charter Schools Grants, including on student achievement.

INNOVATION AND IMPROVEMENT

Charter schools grants

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	$400,000
2019	427,859[1]
2020	440,000
2021	440,000
2022 Estimate	440,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $440 million for Charter Schools Grants, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Consistent with the program statute, the request would provide start-up and facility support for charter schools that can deliver promising and innovative solutions to meet student social, emotional, and academic needs.

The request would provide the Department greater flexibility to respond to demand across the program components, including by eliminating earmarked funding for CMO grants. Specifically, the request includes appropriations language providing that not less than 75 percent, or $330 million, is for State Entity, Developer, and CMO grants combined. The remaining $110 million of the request could be used for any authorized program purpose, including for facilities grants and national activities. While overall demand for charter school funding has generally remained strong, demand for program component funds can fluctuate from year to year. The requested flexibility would enable the Department to allocate funds more efficiently in response to varying demand for component program funding and avoid circumstances such as occurred in fiscal year 2019, when limited demand for funds that were available for State Entity and Developer grants (and that could not be used for other program purposes) resulted in the Department needing to reprogram funds to other programs in the Innovation and Improvement account to avoid a lapse.

In addition, the request includes appropriations language to ensure, consistent with statutory intent, that program funds are not provided to schools that are fully or substantially operated or managed by a for-profit education management organization or other similar for-profit entity, including through a contract with such an organization or entity. This language would not limit the ability of a charter school to contract with a for-profit entity for discrete purposes other than managing or operating the school, such as providing food services or payroll services.

The fiscal year 2023 request would continue and build on efforts to improve Charter Schools Grants that the Administration is initiating in fiscal year 2022, which may include rulemaking and other administrative actions to ensure program funds support schools that: are student-, educator-, and community-centered; have demonstrated family and community support,

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[1] The program received an appropriation of $440 million in fiscal year 2019. The amount in the table reflects a reprogramming of $12,141 thousand from Charter Schools Grants to other programs in the Innovation and Improvement account, including $6,700 thousand to Magnet Schools Assistance and $5,440 thousand to Statewide Family Engagement Centers.

address locally identified needs, maintain racially and socioeconomically diverse student and staff populations, and do not contribute to racial segregation in schools, as reflected by community impact analyses; and are subject to strong accountability, transparency (including fiscal and operational transparency), and oversight. The Department is also considering how best to mitigate the risk of providing program funds to schools that ultimately do not receive approval to operate from their authorizer, and to promote collaborative activities between funded schools and traditional public schools and school districts that benefit underserved students and families.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
State Entity grants			
Amount for new awards	0	$73,271	$20,000–$40,000
Number of new awards	0	5–10	2–4
Amount for continuation awards	$220,842	$141,856	$171,000
Number of continuation awards	27	19	15–20
Developer grants			
Amount for new awards	0	$4,000	$4,500
Number of new awards	0	10–15	10–15
Amount for continuation awards	$5,884	$5,673	$6,000
Number of continuation awards	31	30	21–26
CMO grants			
Amount for new awards	0	$68,083	$20,000–$35,000
Number of new awards	0	15–20	5–10
Amount for continuation awards	$140,000	$71,602	$108,000
Number of continuation awards	30	26	27–32
Peer review of new State Entity, Developer, and CMO award applications	0	$515	$500
Credit Enhancement grants			
Amount for new awards	$42,000	$49,900	$49,900–$74,900
Number of new awards	4	5	5–7
Amount for supplemental awards	$13,229	0	0
Number of supplemental awards	1	0	0
State Facilities Incentive grants			
Amount for new awards	0	7,735	$10,000–$20,000
Number of new awards	0	1	1–2
Amount for continuation awards	$4,735	$2,265	$10,000
Number of continuation awards	1	1	2

Charter schools grants

Output Measures	2021	2022	2023
Peer review of new Credit Enhancement and State Facilities Incentive award applications	$36	$100	$100
National activities	$13,274	$15,000	$15,000

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Charter Schools Grants, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from Charter Schools Grants in fiscal year 2021 but may do so in fiscal years 2022 and 2023.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Goal: To support the creation of a large number of high-quality charter schools.

Objective: Encourage the development of a large number of high-quality charter schools that are free from State or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging State performance standards, and are open to all students.

Measure: The number of charter schools in operation around the Nation.

Year	Target	Actual
2018	8,950	7,196
2019	9,420	7,434
2020	9,890	7,555
2021	10,360	
2022	10,830	
2023	11,300	

Additional information: Data on the total number of charter schools in operation, including those funded by Charter Schools Grants, are provided annually by SEAs and are verified by the Department. The Department is considering revising the targets for this measure due to slower-than-anticipated growth in the number of schools in operation in recent years. Data for this measure for 2021 are expected to be available in late fall 2022.

INNOVATION AND IMPROVEMENT

Charter schools grants

Measure: The percentage of fourth-grade charter school students who are achieving at or above the proficient level on State assessments in reading.

Year	Target	Actual
2018	89.2%	48.6%
2019	94.2	48.2
2020	99.2	N/A
2021	100.0	
2022	100.0	
2023	100.0	

Measure: The percentage of fourth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics.

Year	Target	Actual
2018	86.4%	45.0%
2019	91.4	44.7
2020	96.4	N/A
2021	100.0	
2022	100.0	
2023	100.0	

Measure: The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in reading.

Year	Target	Actual
2018	91.6%	48.7%
2019	96.6	49.9
2020	100.0	N/A
2021	100.0	
2022	100.0	
2023	100.0	

Measure: The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics.

Year	Target	Actual
2018	78.7%	40.2%
2019	83.7	40.8
2020	88.7	N/A
2021	93.7	
2022	98.7	
2023	100.0	

INNOVATION AND IMPROVEMENT

Charter schools grants

Additional information: Analysis of the data has found notable variation in performance among funded schools. Data for these measures for 2020 are unavailable because the Department waived for all States the requirements in ESEA section 1112(b)(2) to administer State assessments in school year 2019-2020 due to the COVID-19 pandemic. Data for these measures for 2021 are expected to be available in late fall 2022.

Efficiency Measures

Measure: The ratio of funds leveraged by States for charter facilities to funds awarded by the Department under the State Charter School Facilities Incentive Grant Program.

Year	2014 Cohort Actual	2019 Cohort Actual
2018	6.12 : 1	
2019	6.51 : 1	
2020		2.25 : 1
2021		2.50 : 1
2022		
2023		

Additional information: The leveraging ratio is the total funds available (the Federal grant and the State match) compared to the Federal grant for a given year. The State match amount excludes State and local funds that would otherwise be used to provide charter school per-pupil facilities aid in absence of participation in the program.

The Department also tracks the amount of funds leveraged and the number of schools served under Credit Enhancement grants. In 2020, Credit Enhancement grants leveraged $431 million in facilities financing for 44 schools. Between program inception and 2020, Credit Enhancement funds have helped enable approximately $6.9 billion in financing for facilities of 881 charter schools, for an approximate ratio of 17 dollars leveraged to date for each dollar awarded under the program.

The Department also developed a measure to assess the cost efficiency, across States, of the Federal investment in supporting charter school start-ups. The measure is defined as the Federal cost per student of launching a successful school (defined as a school in operation for 3 or more years). Data for 2018 show an average cost of $1,078, for 2019 an average cost of $1,060, and for 2020 an average cost of $1,056. Data for this measure, collected through grantee annual performance reports, assist the Department in understanding the different costs per student for different types of charter schools.

INNOVATION AND IMPROVEMENT

Charter schools grants

Other Performance Information

2019 Charter Schools Grants Data Analysis

In July 2019, the Department released an analysis of data on grantees and subgrantees under the State Entity, Developer, and CMO competitions.[1] Using data from grantee annual performance reports, the Department's Common Core of Data, and the Civil Rights Data Collection, the analysis found, among other things, that:

- Of the 7,014 charter schools in operation in the 2016-2017 school year, 3,138 (or 45 percent) had received funding under the competitions between the 2006-2007 and 2016-2017 school years;

- Of the 5,712 charter schools that opened between the 2006-2007 and 2016-2017 school years, 3,351 (or nearly 60 percent) had received funding; and

- Compared to traditional public schools, schools that received funding served higher percentages of students eligible for free or reduced-price lunch, Black students, and Hispanic students.

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[1] See https://oese.ed.gov/files/2019/12/CSP-Data-Overview-WestEd-7.22.2019.pdf.

Magnet schools assistance
(Elementary and Secondary Education Act of 1965, Title IV, Part D)

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

	2022 Estimate	2023 Request	Change
	$109,000	$149,000	+$40,000

PROGRAM DESCRIPTION

The Magnet Schools Assistance program provides Federal resources to assist eligible local educational agencies (LEAs) in the desegregation of schools by supporting the elimination, reduction, and prevention of racial isolation in elementary and secondary schools with substantial proportions of students of color.[2]

Grantees establish and operate magnet schools that are part of court-ordered, agency-ordered, or federally approved voluntary desegregation plans. The ultimate goal is to eliminate, reduce, or prevent isolation of groups of students of color in elementary and secondary schools while strengthening students' academic knowledge and increasing opportunities to develop college- and career-ready skills. The program accomplishes this goal by supporting the creation and expansion of magnet schools that offer special curricula or instructional programs that appeal to students from diverse backgrounds.

Grantees are for a period of up to 5 years, and grantees may not receive more than $15 million over the course of their projects. Funds must be used for activities that will improve academic achievement and may be used for, among other things, planning and promotional activities; acquiring books, materials, and equipment; and paying the salaries of effective teachers and other instructional personnel. Grantees may spend up to 50 percent of project costs in the first year and 15 percent in the second and third years on planning activities. Additionally, the ESEA authorizes grantees to use funds to establish or strengthen inter-district or regional magnet programs and to transport students enrolled in magnet schools, provided the transportation costs do not consume a significant portion of the grant award and the transportation strategy is sustainable at the end of the grant period.

By statute, the Department gives priority to applicants that: (1) demonstrate the greatest need for assistance; (2) propose to carry out new, evidence-based magnet school programs, significantly revise existing programs using evidence-based methods and practices, or replicate an existing magnet school program with a demonstrated record of success of increasing student achievement and reducing racial isolation; (3) use methods other than academic examinations

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is proposed through appropriations action.

[2] In this justification, we generally use "students of color" in place of the term "minority students" used in the program statute.

(such as a lottery) to admit students; and (4) increase racial integration by designing and implementing magnet school programs that increase socioeconomic diversity. Applicants that did not receive a grant the previous year receive priority for any funds appropriated above $75 million.

The Department may use up to 1 percent of funds to provide technical assistance and disseminate best practices.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	$105,000
2019	113,700 [1]
2020	107,000
2021	109,000
2022 Estimate	109,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $149 million for Magnet Schools Assistance, $40 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request would support continuation awards as well as a cohort of new awards to create or expand high-quality magnet schools that can attract students from racially and socioeconomically diverse backgrounds.

In making new awards in fiscal year 2023, the Administration would continue and build on efforts to strengthen the Magnet Schools Assistance program that it is initiating in fiscal year 2022. For example, in addition to the statutorily required priorities, the Department intends to give priority for projects that establish or expand inter-district or regional magnet school programs, which is an allowable use of funds under the program statute, and that seek to improve instruction by promoting diverse educator workforces. The Department may also continue to encourage whole-school magnet programs and coordination of project activities with those of local housing and transportation authorities, among other entities, and may pursue other administrative actions to ensure that funded schools are part of well-designed school desegregation plans.

Consistent with President Biden's Executive Order on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government*, the Administration is committed to renewing and expanding efforts to reverse the well-documented, persistent negative educational effects of isolation of groups of students of color and concentrated poverty. Magnet Schools Assistance plays an important role in these efforts and would complement the proposed Fostering Diverse Schools program, which would provide grants to LEAs to develop and implement comprehensive plans to improve student outcomes by increasing school racial and socioeconomic diversity in preschool through grade 12.

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[1] Reflects a reprogramming of $6,700 thousand to Magnet Schools Assistance from Charter Schools Grants.

Magnet schools assistance

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Amount for new awards	$54,877	$95,732	$34,505
Number of new awards	9	30–40	10–15
Amount for continuation awards	$53,033	$11,775	$112,605
Number of continuation awards	33	14	39–49
National activities	$1,090	$1,090	$1,490
Peer review of new award applications	0	$403	$400

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Magnet Schools Assistance, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from Magnet Schools Assistance in fiscal year 2021 but may do so in fiscal years 2022 and 2023.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department does not set aggregate performance targets for this program; rather, each grantee sets project-level performance targets. Data are from annual performance reports.

Goal: Students have access to high-quality education in desegregated magnet schools.

Objective: *Federally funded magnet schools will eliminate, reduce, or prevent minority group isolation in targeted elementary and secondary schools with substantial proportions of minority students.*

INNOVATION AND IMPROVEMENT

Magnet schools assistance

Measure: Percentage of magnet schools receiving assistance reporting enrollment data demonstrating success in reducing, eliminating, or preventing minority-group isolation (MGI).

Year	2016 Cohort	2017 Cohort	2018 Cohort
2017	39.0%		
2018	21.1	45.2%	
2019	10.5	36.3	52.4%
2020		27.0	23.8
2021		25.4	23.8

Additional information: In 2021, 31 of 122 schools in the 2017 cohort fully met their annual MGI performance targets. Of the 91 schools that did not meet their annual MGI performance targets, one school partially met its targets. For the 2018 cohort, five of 21 schools met their annual MGI targets in 2021. No schools in this cohort had more than one racially isolated group, so none partially met their targets.

The Department continues to examine factors that may be associated with the decreases over time in the percentage of schools meeting MGI targets in the respective cohorts. In 2021, 80 percent of 2017 cohort schools and 100 percent of 2018 cohort schools that did not meet MGI targets cited the COVID-19 pandemic as the primary factor.

***Objective:** Magnet school students meet their State's academic achievement standards.*

The following measures apply to the fiscal year 2016 cohort, whose grants were for a period of up to 3 years.

Measure: Percentage of students in magnet schools receiving assistance who score at the proficient level or above on State assessments in reading/language arts.

Year	2016 Cohort
2018	39.3%
2019	41.2

Measure: Percentage of students in magnet schools receiving assistance who score at the proficient level or above on State assessments in mathematics.

Year	2016 Cohort
2018	35.9%
2019	38.8

Based on lessons learned in measuring grantee performance, the Department revised these measures beginning with the 2017 cohort to focus on the percentage increase of students scoring at or above the proficient level on State assessments as compared to the previous year. Data for these measures for 2020 and 2021 are unavailable because the Department waived for all States the requirements in ESEA section 1112(b)(2) to administer State assessments in school year 2019-2020 due to the COVID-19 pandemic.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

Measure: Percentage increase of students who scored proficient or above on State assessments in reading/language arts.

Year	2017 Cohort	2018 Cohort
2018	5.7%	
2019	9.3	4.9%
2020	N/A	N/A
2021	N/A	N/A

Additional information: Grantees reported that 42 percent of students in 2017 cohort schools, and 48 percent in 2018 cohort schools, scored proficient or above on State assessments in reading/language arts in 2021.

Measure: Percentage increase of students who scored proficient or above on State assessments in mathematics.

Year	2017 Cohort	2018 Cohort
2018	9.4%	
2019	9.6	11.5%
2020	N/A	N/A
2021	N/A	N/A

Additional information: Grantees reported that 30 percent of students in 2017 cohort schools, and 41 percent in 2018 cohort schools, scored proficient or above on State assessments in mathematics in 2021.

Ready to learn programming

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 4)

(dollars in thousands)

FY 2023 Authorization: To be determined [1]

Budget Authority:

	2022 Estimate	2023 Request	Change
	$29,500	$29,500	0

PROGRAM DESCRIPTION

Ready to Learn (RTL) Programming is designed to facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers. At least 60 percent of the funding must be used to:

- Develop educational television programming for preschool and elementary school children and the accompanying support materials and services that can be used to promote the effective use of such programming;

- Develop television programming (and digital content, such as applications and online educational games, containing RTL-based children's programming) that is specifically designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet, along with accompanying resources for parents and caregivers; and

- Support contracts with public telecommunications and related entities to ensure that programs are widely distributed.

Remaining funds may be used to develop and disseminate education and training materials, including interactive programs that are designed to promote school readiness through the effective use of educational video programs.

Funds are awarded competitively, and only public telecommunications entities are eligible to receive awards. Applicants must have the capacity to: develop and distribute high-quality educational and instructional television programming that is accessible to underserved preschool and elementary school children; contract with the producers of children's television programming; negotiate these contracts in a manner that returns to the grantee an appropriate share of income from sales of program-related products; and target programming and materials to meet specific State and local needs, while providing educational outreach at the local level.

Grantees are required to consult with the Departments of Education and Health and Human Services on strategies for maximizing the use of quality educational programming for preschool

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is expected through appropriations action.

and elementary school children. Grantees must also coordinate activities with other Federal programs that have major training components related to early childhood development.

The fiscal year 2020 competition included two invitational priorities: (1) projects that focus on literacy content in ways that go beyond vocabulary and basic reading skills to include functional literacy, use of language in contexts, and other areas reflective of current literacy frameworks and research; and (2) projects that focus on content that meets young children's developmental needs and exposes them to future career and workforce options. The Department awarded two 5-year grants in 2020:

- Twin Cities Public Television is using RTL funds to produce Mashopolis, which will employ research-based strategies around executive functions to increase workforce and career readiness for children ages 5-8. Mashopolis will use the power of narrative storytelling, interactive media, intergenerational learning and equity to engage children in building the critical skills they need to join—and lead—the 21st century workforce.

- The Corporation for Public Broadcasting will create new transmedia experiences (including television and learning games) for children ages 2 to 8 that expose young learners to a range of career and workforce opportunities in ways that inspire them to explore the world of work, and introduce, model, and promote the development of key skills; innovate on new media platforms that hold promise for extending the reach and impact of quality learning content, and open up new avenues of accessibility; and build new engagement models and resources that empower adults and communities to support early learning, with an emphasis on intergenerational learning.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	$27,741
2019	27,741
2020	29,000
2021	29,500
2022 Estimate	29,500

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $29.5 million for Ready to Learn Programming, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. With these funds, the Department expects to continue supporting awards made in fiscal year 2020. Children, including children in communities with high rates of poverty, may spend considerable time watching television and using digital media. Researchers in many fields have looked carefully at whether and how television viewing might contribute to the "literacy gap," and, conversely, whether and how television and digital media can be used as a tool to promote literacy development. Recent research suggests that television and transmedia can have a positive impact on children's literacy and learning, provided certain conditions are in place.

Ready to learn programming

Producers and developers must understand how children learn, and how programming content can facilitate such learning. Individual episodes should reflect what research tells us about effective educational programming. For example, programs that succeed in helping children learn tend to help children understand how to watch and make sense of what they see. Such programs also develop familiarity by using recurring characters and situations, repeat key tasks and information, link knowledge to what children already know, and are carefully paced to keep children cognitively engaged throughout each episode.

Early childhood, preschool, and elementary school curricula typically emphasize foundational skills in math and reading. RTL content is specifically designed to reinforce young children's literacy skills, emphasizing letter recognition, vocabulary, fluency, rhyming, and comprehension. Through targeted outreach and marketing campaigns, grantees actively reach out to parents and caregivers, particularly in rural and urban communities with high rates of poverty, to encourage the use of RTL programming to support the skills that children need to succeed in school.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Number of new awards	0	0	0
New award funding	0	0	0
Number of continuation awards	2	2	2
Continuation award funding	$29,500	$29,300	$29,500
Evaluation (review of grant products)	0	$20	0
Peer review of new award applications	0	0	0
Total	$29,500	$29,500	$29,500

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including the RTL program, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from RTL for this purpose in fiscal year 2021, it may do so in fiscal years 2022 and 2023.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program 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 for the program, as well as the resources and efforts invested by those served by this program.

INNOVATION AND IMPROVEMENT

Ready to learn programming

The Department uses the following performance measures to assess RTL's effectiveness in improving what children learn, the quality of RTL-funded transmedia products, and the number of children RTL is reaching:

(1) the percentage of summative experimental or quasi-experimental research studies that demonstrate positive and statistically significant gains in math or literacy skills when RTL transmedia properties, such as applications and online educational games, are compared to similar non-RTL-funded digital properties or to other more traditional educational materials;

(2) the percentage of educational transmedia products, along with necessary supporting materials, that are deemed to be of high-quality in promoting learning of math or literacy by an independent panel of expert reviewers; and

(3) the number of children who use RTL-produced educational media products, disaggregated by individual product, as determined by appropriate industry standard metrics or, when available, by tracking tools.

The two 2015 grantees planned a total of four experimental or quasi-experimental research studies, to be conducted beginning in year 4 of the grant, that will provide data on the first performance measure. However, both grantees experienced delays in production. The Department received the first two of the studies in 2020, but neither of them demonstrated positive and statistically significant gains that met What Works Clearinghouse standards with reservations. The Department received the final two studies in 2021. The results of the first study were not statistically significant. The second study is pending What Works Clearinghouse review. The 2020 grantees have not yet submitted experimental or quasi-experimental research studies for review.

For the second performance measure, the Department asks expert panel members to review a random sample of current RTL transmedia products and provide a quality rating using criteria developed by the Department. The panel members rate products on a 5-point scale. In order for any particular product to achieve a rating of "high quality," a product has to secure an average score of 3.8 across the panel members. In 2017, the Department received two transmedia product suites from one grantee to review. One of the transmedia product suites reviewed was of high quality, with a score of 4.41, while the other received a score of 3.74, just under the cutoff for high quality. In 2018, the Department received one transmedia product suite from one grantee to review, which received a high-quality score of 4.02. In 2019, the Department received one transmedia suite from each grantee to review, which received high-quality scores of 4.52 and 3.85, respectively. In 2020, the Department received one transmedia suite to review that received a high-quality score of 3.9. The Department will conduct a product review in years three and five for the 2020 grantees.

For the third performance measure, grantees reported on the number of children who used RTL-produced products, by type of product. In 2018, 22.0 million users accessed RTL-produced educational media products. The Corporation for Public Broadcasting (CPB) reported 22.0 million users, of which 14.0 million watched CPB television shows and 8.0 million used Web-based games. Twin Cities Public Television (TPT) did not report any users for 2018. In

INNOVATION AND IMPROVEMENT

Ready to learn programming

2019, 19.0 million users accessed RTL-produced products, 19.0 million for CPB and 1.2 thousand for TPT. In 2020, CPB reported 33.1 million users and TPT reported 9.5 million users for a total of 42.6 million RTL users. In 2021, 8.71 million users accessed RTL-produced educational media products developed by CPB. This includes TV viewers and media users for properties created as part of the 2015 grant that are also part of the 2020 grant.

Efficiency Measure

The Department uses a single efficiency measure for the RTL program: dollars leveraged from non-Federal sources over 5 years (the length of each grant award) per Federal dollar dedicated to core non-outreach program activities. In the second year of the 2015 grants, the two grantees leveraged $6.9 million of non-Federal support compared to $19.9 million in Federal dollars spent on production, or $0.35 of non-Federal dollars for every Federal dollar spent. In the third year of the 2015 grants, the two grantees leveraged $8.8 million of non-Federal support compared to $12.0 million in Federal dollars spent on production, or $0.73 of non-Federal dollars for every Federal dollar spent. In the fourth year of the 2015 grants, the two grantees leveraged $11.8 million of non-Federal support compared to $11.6 million in Federal dollars spent on production, or $1.02 of non-Federal dollars for every Federal dollar spent. In the fifth year of the 2015 grants, the two grantees leveraged $17.9 million of non-Federal support compared to $16.7 million in Federal dollars spent on production, or $1.07 of non-Federal dollars for every Federal dollar spent. In 2021, the two grantees leveraged $2.3 million of non-Federal support compared to $1.6 million in Federal dollars spent on production, or $1.43 of non-Federal dollars for every Federal dollar spent.

Arts in education

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 4)

(dollars in thousands)

FY 2023 Authorization: To be determined [1]

Budget Authority:

	2022 Estimate	2023 Request	Change
	$30,500	$30,500	0

PROGRAM DESCRIPTION

The Arts in Education program supports national demonstration and Federal leadership activities to promote arts education for students, including underserved students and students who are children with disabilities. The program includes the following allowable activities: (1) professional development for arts educators, teachers, and principals; (2) development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines; and (3) national and community outreach activities that strengthen and expand partnerships among schools, local educational agencies (LEAs), communities, or centers for the arts, including national centers for the arts.

The program supports a number of arts education activities through 4-year grants to LEAs in which 20 percent or more of the students are from low-income backgrounds; State educational agencies (SEAs); national nonprofit organizations; institutions of higher education; organizations with expertise in the arts; museums or cultural institutions; the Bureau of Indian Education; and partnerships of these entities. Prior to 2021, the Arts in Education program supported three separate grant competitions: Arts Development and Dissemination, Professional Development for Arts Educators, and Arts in Education National Program. The Department reviewed the implementation of the three programs offered and found a large overlap in the applicant and grantee pool, and in the services provided across the various programs. In addition, the three separate competitions required applicants to design narrower projects to fit each program's specific requirements and to submit separate applications to each of the three grant competitions. Beginning in 2021, in an effort to recognize and encourage different, creative, and innovative applications, the Department offers the Arts in Education program as one, single competition.

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is expected through appropriations action.

Arts in education

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

Fiscal Year	(dollars in thousands)
2018	$29,000
2019	29,000
2020	30,000
2021	30,500
2022 Estimate	30,500

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $30.5 million for the Arts in Education program, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation.

Instruction and involvement in the arts, including the visual arts, music, dance, theater, and the media arts, are widely recognized as vital to a well-rounded education and may contribute to improved student achievement and success. Federal and State education policies have recognized the value of the arts. At the Federal level, the Elementary and Secondary Education Act (ESEA) includes the arts as one of the components of a well-rounded education. Similarly, at the State level, 45 States have arts instructional requirements for elementary school, 50 have arts education standards, and 42 have arts requirements for high school graduation. However, only 27 States have defined arts as a core academic subject. Results from the 2016 National Assessment of Educational Progress (NAEP) arts assessment show that in 2016, 63 percent of 8th-graders reported taking a music class in school and 42 percent reported taking a visual arts course in school, which is not significantly different than the results from the 2008 NAEP arts assessment. However, in both music and visual arts in 2016, there are significant score gaps between certain student groups. Female students scored higher on average than their male peers (15 point gap for music and 14 point gap for visual arts); students from higher income backgrounds (as measured by eligibility for the National School Lunch Program) scored higher on average than students from lower income backgrounds (26 point gap for music and 22 point gap for visual arts); and students in suburban schools scored higher on average than those in city schools (13 point gap for music and 8 point gap for visual arts)..

The Administration's request would support State and local efforts to improve and expand arts education, including arts programming for underserved students, through the development and implementation of high-quality, cohesive, and innovative strategies for art instruction.

Arts in education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Assistance for Arts Education			
Total funds available	$17,927	$29,959	$29,965
Amount for new awards	$17,176	$8,463	0
Number of new awards	27	2	0
Amount for continuation awards	0	$20,666	$29,440
Number of continuation awards	0	27	40
Peer review of new award applications	$206	$305	0
Interagency transfer to support the Arts Education Partnership	$545	$525	$525
Arts Development and Dissemination			
Total funds available	$11,908	0	0
Amount for continuation awards	$11,908	0	0
Number of continuation awards	23	0	0
Professional Development for Arts Educators (PDAE)			
Total funds available	$133	0	0
Amount for continuation awards	$133	0	0
Number of continuation awards	1	0	0
Evaluation	$532	$541	$535

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Arts in Education, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from the Arts in Education program for this purpose in fiscal year 2021, it may do so in fiscal years 2022 and 2023.

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, program 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 for the program, as well as the resources and efforts invested by those served by this program.

Performance Measures

Goal: To help ensure that all program participants meet challenging State academic content standards in the arts.

INNOVATION AND IMPROVEMENT

Arts in education

Objective: Activities supported with Federal funds will improve the quality of standards-based arts education for all participants.

Measure: The percentage of teachers participating in the Professional Development for Arts Educators (PDAE) program who receive professional development that is sustained and intensive.

Year	Target	Actual
2018	65%	81%
2019	70	60
2020	65	62
2021	65	56
2022	70	
2023	70	

Additional Information: Sustained and intensive professional development for the PDAE program is defined as completion of 40 or more of the professional development hours offered by the PDAE-funded project during the reporting period; completion of 75 percent of the total number of professional development hours offered by the PDAE-funded project during the reporting period; and completion of these professional development hours over at least a 6-month period during the reporting period.

The fiscal year 2018 cohort grantees reported on the progress made in the first year of their award, which focused on planning activities rather than provision of professional development, and that may explain the lower actual reported for the 2019 data.

For 2020, sixteen out of seventeen performance reports submitted by grantees had data for this measure. Some grantees had issues completing the professional development planned for the year due to COVID-19 pandemic-related issues causing schools to close and grantees to rethink how they were able to provide professional development to teachers. Given challenges in 2020, grantees were still able to exceed last year's results and come close to meeting the target.

Measure: The percentage of PDAE projects in which teachers show a statistically significant increase in content knowledge in the arts.

Year	Target	Actual
2018	100%	90%
2019	100	74
2020	75	76
2021	75	78
2022	80	
2023	80	

Additional Information: Grantees administer a pre-test and a post-test of teacher content knowledge in the arts and include those data in their annual performance reports. The fiscal

Arts in education

year 2018 cohort grantees reported on the progress made in the first year of their award, which focused on planning activities rather than provision of professional development, and that may explain the lower actual reported for the 2019 data.

For 2020, fourteen out of seventeen performance reports submitted by grantees had data for this measure. Some grantees had issues completing the professional development planned for the year due to issues related to the COVID-19 pandemic causing schools to close and grantees to rethink how they were able to provide professional development to teachers. Given challenges in 2020, grantees were still able to exceed last year's results as well as the target.

Measure: The percentage of students participating in Arts Development and Dissemination programs who demonstrate proficiency in mathematics compared to those in control or comparison groups.

Year	Treatment	Control
2018	37%	32%
2019	40	39
2020	21	18
2021	21	10
2022	23	
2023	25	

Additional information: For 2020, only one of 21 grantees was able to provide data on this measure due to issues related to the COVID-19 pandemic, including waiver of State assessment requirements.

Measure: The percentage of students participating in Arts Development and Dissemination programs who demonstrate proficiency in reading compared to those in control or comparison groups.

Year	Treatment	Control
2018	39%	35%
2019	45	49
2020	17	15
2021	17	28
2022	20	
2023	25	

INNOVATION AND IMPROVEMENT

Arts in education

Additional information: For 2020, only one of 21 grantees was able to provide data on this measure due to issues related to the COVID-19 pandemic, including waiver of State assessment requirements.

Measure: The number of accessible, arts-based instructional materials that are developed.

Year	Target	Actual
2019	84	84
2020	100	371
2021	200	745
2022	250	
2023	300	

Additional Information: This measure was added to the Arts Development and Dissemination program for the fiscal year 2018 cohort in response to statutory changes to the program authorization. Data for 2019 represents a baseline set by the fiscal year 2018 cohort.

The Department also developed the following four measures for the Arts in Education National Program (AENP). Targets for these measures are set annually by the AENP grantee.

Measure: The total number of students who participate in arts education sponsored by the grantee.

Year	Target	Actual
2018	1,911,000	2,151,664
2019	1,130,000	1,527,535
2020	1,240,000	1,596,693
2021	1,350,000	2,189,294
2022		
2023		

Measure: The total number of low-income students who participate in arts education sponsored by the grantee.

Year	Target	Actual
2018	693,500	693,065
2019	490,227	490,227
2020	468,012	549,839
2021	864,184	875,125
2022		
2023		

INNOVATION AND IMPROVEMENT

Arts in education

Measure: The total number of children with disabilities who participate in arts education sponsored by the grantee.

Year	Target	Actual
2018	168,000	173,195
2019	135,000	135,074
2020	100,623	117,003
2021	185,800	260,292
2022		
2023		

Measure: The number of teachers participating in the grantee's program who receive professional development.

Year	Target	Actual
2018	57%	85%
2019	20,000	28,598
2020	25,000	32,621
2021	30,000	32,755
2022		
2023		

Additional Information: Prior to 2019, the grantee reported on the percent of teachers participating in the grantee's program who receive professional development that is sustained and intensive.

Javits gifted and talented education

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 4, Section 4644)

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

	2022 Estimate	2023 Request	Change
	$13,500	$13,500	0

PROGRAM DESCRIPTION

Javits Gifted and Talented Education supports a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their special educational needs. The Department makes grant or contract awards, typically for 5 years, to State educational agencies (SEAs), local educational agencies (LEAs), the Bureau of Indian Education of the Department of the Interior, institutions of higher education (IHEs), and other public and private agencies and organizations to carry out projects to fulfill this purpose, including an award to one or more IHEs or SEAs to establish a National Research Center for the Education of Gifted and Talented Children.

Award recipients may use funds to: conduct research on methods and techniques for identifying and teaching gifted and talented students and on applying gifted and talented educational methods to all students, particularly students from low-income backgrounds and students who are struggling; establish and operate gifted and talented education programs, which may include innovative methods and strategies for identifying and teaching underserved students in such programs; and provide technical assistance and disseminate information. Funds also may be used for professional development and support for educators in such programs.

By statute, the Department gives priority in making awards to projects that include evidence-based activities or that develop new information to improve the capacity of schools to operate gifted and talented education programs or to assist schools in identifying and serving underserved students.

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is expected through appropriations action.

Javits gifted and talented education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	$12,000
2019	12,000
2020	13,000
2021	13,500
2022 Estimate	13,500

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests $13.5 million for Javits Gifted and Talented Education, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request would support continuation awards designed to help schools identify and meet the needs of gifted and talented students.

Consistent with the Administration's commitment to promote equity in access to educational opportunities, in fiscal year 2022, the Department will continue to place special emphasis in making new awards on serving underserved students, including students of color, multilingual learners, and students with disabilities, for whom data from the Department's Civil Rights Data Collection[1] show persistent underrepresentation in gifted and talented education programs. For example, in the 2017–2018 school year, Black students made up 15.2 percent of public elementary and secondary students, whereas they only made up 8.2 percent of students enrolled in gifted and talented programs.[2,3] Serving underserved students also is consistent with the statutory priority on projects that assist schools in the "identification of, and provision of services to, gifted and talented students (including economically disadvantaged individuals, individuals who are English learners, and children with disabilities) who may not be identified and served through traditional assessment methods."

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[1] See https://ocrdata.ed.gov/assets/downloads/CRDC-College-and-Career-Readiness-Snapshot.pdf.
[2] https://nces.ed.gov/programs/digest/d21/tables/dt21_203.50.asp?current=yes;
[3] https://ocrdata.ed.gov/assets/downloads/2017-2018/School-Programs/Gifted-and-Talented/Gifted-Talented-Enrollment.xlsx.

Javits gifted and talented education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Amount for new awards	$531	$6,603	0
Number of new awards	1	12	0
Amount for continuation awards	$11,969	$5,762	$12,500
Number of continuation awards	27	15	26
National Research Center for the Education of Gifted and Talented Children and Youth	$1,000	$1,000	$1,000
Peer review of new award applications	0	$135	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Javits Gifted and Talented Education, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds from the program for this purpose in fiscal year 2021, but may do so in fiscal years 2022 and 2023.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department has established the following new measures to assess program performance. Due to the COVID-19 pandemic, grantees had limited ability to carry out project activities in 2020 and 2021. In addition, the Department waived for all States the requirements in ESEA section 1112(b)(2) to administer State assessments in school year 2019-2020. As a result, data responsive to the performance measures for 2020 and 2021 are generally unavailable. The Department will provide available data for these measures in future budget justifications.

Measure 1: The number of students newly identified as gifted and talented under the program.

Measure 2: The number of underserved students newly identified as gifted and talented under the program.

Measure 3: The percentage of students newly identified as gifted and talented under the program who were served under the program.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

Measure 4: The percentage of underserved students newly identified as gifted and talented under the program who were served under the program.

Measure 5: Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics.

Measure 6: Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science.

Measure 7: Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in reading.

Measure 8: The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students.

Statewide family engagement centers

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

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

2022 Estimate	2023 Request	Change
$12,500	$15,000	+$2,500

PROGRAM DESCRIPTION

The Statewide Family Engagement Centers program provides grants to statewide organizations, or consortia of such organizations, to establish statewide centers that carry out programs that promote parent and family engagement in education or provide comprehensive training and technical assistance to State educational agencies (SEAs), local educational agencies (LEAs), schools, and organizations that support partnerships between families and schools.

Grantees must use funds to: assist parents (including legal guardians) in effectively participating in their children's education; partner with SEAs to develop and implement systemic family engagement initiatives; and develop and implement parental involvement policies. Grantees must use at least 65 percent of their funds to serve LEAs, schools, and community-based organizations that serve high concentrations of underserved students. In addition, grantees must use at least 30 percent of their funds to establish or expand technical assistance for evidence-based parent education programs. By statute, the Department gives priority to applicants that propose to use evidence-based strategies for improving family engagement in schools in general.

The Department may not award less than $500,000 to an individual project. To help ensure that projects are supported in local communities and financially sustainable, grantees must secure matching funds from non-Federal sources after the first year of their projects.

The Department may use up to 2 percent of program funds to provide technical assistance on the establishment, development, and coordination of statewide family engagement centers.

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[1] The GEPA extension expired September 30, 2021; reauthorization for FY 2023 is proposed through appropriations action.

Statewide family engagement centers

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	$10,000
2019	15,440[1]
2020	10,000
2021	12,500
2022 Estimate	12,500

FY 2023 BUDGET REQUEST

The Administration requests $15 million for Statewide Family Engagement Centers for fiscal year 2023, $2.5 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request would support approximately 16 new or continuation awards (including continuation awards for approximately five new grants in fiscal year 2022) in total, or roughly the same number of awards that would be supported in fiscal year 2022 under an annualized CR.

Statewide Family Engagement Centers is designed to promote strong parent and community engagement and relationships, which is critical to efforts to improve our Nation's schools and is a priority for the Administration. By communicating with and educating parents and fostering trusting relationships between families and schools, particularly schools with concentrations of underserved students, SFEC grants can help lay the groundwork for sustained school and family partnerships and school improvement efforts.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Amount for new awards	0	$4,875	$9,550
Number of new awards	0	5	11
Amount for continuation awards	$12,300	$7,259	$5,000
Number of continuation awards	12	12	5
Peer review	0	$116	$150
Technical assistance	$200	$250	$300

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Statewide Family Engagement Centers, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds from Statewide Family Engagement Centers for this purpose in fiscal year 2021 but may do so in fiscal years 2022 and 2023.

[1] Reflects a reprogramming of $5,440 thousand to Statewide Family Engagement Centers from Charter Schools Grants.

Statewide family engagement centers

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Measure: The number of parents who are participating in program activities designed to provide them with the information necessary to understand their annual school report cards and other opportunities for engagement under section 1116 and other related ESEA provisions.

Year	Target	Actual
2019	Baseline year	49,746
2020	50,000	60,046
2021	60,000	95,439
2022	60,000	
2023	60,000	

Additional information: Grantees largely pivoted to online programming for parents beginning in 2020 and have therefore been able to reach more parents than anticipated. Grantees generally intend to continue offering online programming in future years and anticipate that performance against this measure will be sustained.

Measure: The number of high-impact activities or services provided to build a statewide infrastructure for systemic family engagement that includes support for State and local educational agency level leadership and capacity-building.

Year	Target	Actual
2019	Baseline year	311
2020	350	816
2021	500	1,249
2022	500	
2023	500	

Additional information: In 2020, grantees saw increased focus at the State and local levels on improving family engagement capacity. As States and districts improve supports for leaders and build capacity at the staff level, the Department expects that performance for this measure will begin to level out. The grantees have worked with a technical assistance contractor to define "high-impact" as consistently as possible across all projects.

Measure: The number of high-impact activities or services implemented to ensure that parents are trained and can effectively engage in activities that will improve student academic achievement, to include an understanding of how they can support learning in the classroom

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Statewide family engagement centers

with activities at home or outside the school generally, as well as how they can participate in State and local decision-making processes.

Year	Target	Actual
2019	Baseline year	99
2020	100	935
2021	800	1,526
2022	800	
2023	850	

Additional information: Grantees largely pivoted to online programming for parents beginning in 2020 and have therefore been able to reach more parents than anticipated. Grantees generally intend to continue offering online programming in future years and anticipate that performance against this measure will be sustained

Measure: The percentage of parents and families receiving services who report having enhanced capacity to work with schools and service providers effectively in meeting the academic and developmental needs of their children.

Year	Target	Actual
2019	Baseline year	91.9%
2020	80%	87.3
2021	80	88.7
2022	80	
2023	80	

Additional information: The percentage of parents and families who reported enhanced capacity ranged from 62 to 100 percent in 20.

School leader recruitment and support

(Elementary and Secondary Education Act of 1965, Title II, Part B, Subpart 4, Section 2243)

(dollars in thousands)

FY 2023 Authorization: To be determined[1]

Budget Authority:

2022 Estimate	2023 Request	Change
0	$40,000	+$40,000

PROGRAM DESCRIPTION

The School Leader Recruitment and Support program (previously authorized as the School Leadership program) provides competitive grants to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools. Allowable activities include:

- developing or implementing leadership training programs designed to prepare and support principals or other school leaders in high-need schools, including through new or alternative pathways or school leader residency programs;

- developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals or other school leaders to serve in high-need schools;

- developing or implementing programs for recruiting, developing, and placing school leaders to improve schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Title I, Part A of the Elementary and Secondary Education Act (ESEA);

- providing continuous professional development for principals or other school leaders in high-need schools;

- developing and disseminating information on best practices and strategies for effective school leadership in high-need schools; and

- supporting other evidence-based programs or activities focused on principals or other school leaders in high-need schools.

Eligible entities include local educational agencies (LEAs) or consortia of LEAs that serve at least one high-need school, State educational agencies (SEAs) or consortia of SEAs, an SEA in partnership with one or more LEAs that serve a high-need school, the Bureau of Indian Education, or one of those entities in partnership with one or more nonprofit organizations or institutions of higher education. The statutory definition of "high-need" schools references the

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[1] The GEPA extension expires September 30, 2021; reauthorization for FY 2023 is proposed through appropriations action.

percentage of students from families with incomes below the poverty line, with a minimum threshold of 50 percent for elementary schools and 40 percent for secondary schools. Implementing this requirement may require rulemaking as census poverty data are not available at the school level.

Grants may be awarded for up to 5 years; the Department has the discretion to renew awards for an additional 2-year period if grantees demonstrate success. To the extent practicable, the Department must ensure that grants are distributed among eligible entities that will serve geographically diverse areas. The statute requires grantees to use non-Federal sources, in cash or in kind, to cover at least 25 percent of project costs each year. The Department may waive or modify this cost-sharing requirement in cases of demonstrated financial hardship.

FY 2023 BUDGET REQUEST

The Administration requests $40 million for fiscal year 2023 for the first competition under the reauthorized School Leader Recruitment and Support program. Funds would support grants for high-quality professional development for principals, other school leaders, and aspiring principals and school leaders.

School leaders are second only to classroom teachers among school factors that affect student learning.[1] They play a critically important role in students' academic success, especially in underserved schools, by creating cultures of high expectations for all students and positive working conditions for teachers and other staff, as well as by recruiting and retaining highly effective teachers.

Projects would help ensure that the nation's most underserved schools have resources to improve school leadership. Funded projects would help develop high-quality principal and school leader recruitment and preparation programs and help ensure that current principals and school leadership teams strengthen essential school leadership skills such as creating a safe, positive, and inclusive school climate, developing school leadership teams and professional learning communities, providing feedback to teachers to support their practice, and analyzing and responding to student data. In addition, the program would fund projects that support teachers serving in leadership roles.

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[1] Grissom, Jason A., Egalite, Anna J., and Lindsay, Constance A. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research", February 2021. https://www.wallacefoundation.org/knowledge-center/pages/how-principals-affect-students-and-schools-a-systematic-synthesis-of-two-decades-of-research.aspx

School leader recruitment and support

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023
Project Funding:	
New grant awards	$39,600
Peer review of new award applications	400
Total	40,000
Grant Awards:	
Number of new awards	20–40
Range of new awards	$500–2,500

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including School Leader Recruitment and Support, and to pool such funds for use in evaluating any ESEA program. The Department may reserve School Leader Recruitment and Support funds for this purpose in fiscal year 2023.

PROGRAM PERFORMANCE INFORMATION

Performance measures

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

The Department would develop performance measures for the program and publish them in the notice inviting applications. Measures could focus on the number of participants who meet certification requirements to become a principal or assistant principal, the number of such participants who obtain positions in high-need schools, and the cost per participant who becomes certified and obtains employment in a high-need school.

Fostering diverse schools

(Proposed legislation)

(dollars in thousands)

FY 2023 Authorization: To be determined.

Budget Authority:

	2022 Estimate	2023 Request	Change
	0	$100,000	+$100,000

PROGRAM DESCRIPTION

The Fostering Diverse Schools program would help address the well-documented, persistent negative effects of racial isolation and concentrated poverty by supporting voluntary efforts to increase school racial and socioeconomic diversity in preschool through grade 12. The program would make competitive awards to local educational agencies (LEAs)—alone, in consortia, or in partnership with State educational agencies—that have significant opportunity and achievement gaps and racial or socioeconomic segregation within or across districts. Educational service agencies or other regional educational authorities serving such LEAs may also apply for grants.

Fostering Diverse Schools grants would require applicants to demonstrate strong student, family, educator, and community involvement in their plans and would provide resources for communities to implement locally tailored school integration and improvement strategies. Applicants would have flexibility to develop and implement school diversity plans that reflect their individual needs and circumstances, and the program would promote the use of evidence-based strategies.

Program funds would support two types of grants: (1) planning grants for activities, for up to 18 months, that culminate in a strategic plan for increasing school racial and socioeconomic diversity and creating inclusive learning environments within schools and classrooms; and (2), for applicants with well-designed plans that were developed as a result of strong family, community, and educator engagement, implementation grants for a period of up to 5 years to carry out activities in those plans. The Department would give special consideration in making awards to applicants that partner with or leverage resources of other agencies (for example, local housing authorities), and grantees would be encouraged to partner with other entities, such as community-based organizations, social service agencies, institutions of higher education, and early learning providers to support implementation. Priority would also be given to projects that are inter-district or regional in approach, as well as to applicants for implementation grants that successfully complete planning grant projects.

Applicants for either type of grant could pursue a variety of school enrollment policies to promote school racial and socioeconomic diversity. For example, applicants could allow students to enroll in public schools within or across districts through public school choice programs that promote racial and socioeconomic diversity in schools or other student-

assignment policies that consider the socioeconomic status or neighborhood of residence of students.

Planning Grants

Planning grants would support a rigorous process that includes research and analysis, extensive community engagement, and the development of an implementation plan. Required activities for planning grantees would include: (1) completing a comprehensive assessment of the geographic area to be served, including using established survey or data collection methods to identify areas of concentrated poverty, racial and socioeconomic stratification, student educational opportunities and outcomes, and related barriers to socioeconomic and racial diversity at the classroom, school, and district levels; (2) developing and implementing a robust student, family, teacher, and community engagement plan, including, where feasible, public hearings or other open forums to inform the development of a formal strategy to improve racial and socioeconomic diversity; and (3) producing a strategic plan that includes specific performance metrics, activities, timelines, and cost estimates for improving diversity and student outcomes in covered schools. To these ends, planning grantees could use funds for activities such as:

- Assessing the impact on school diversity of current school and district boundaries and feeder patterns, and identifying enrollment strategies that promote diversity while taking into account geographic proximity;

- Analyzing the location and capacity of existing school facilities and the adequacy of local or regional transportation infrastructure to support more diverse student bodies;

- Developing new school construction or siting proposals that promote racial and socioeconomic diversity;

- Prototyping activities designed to improve diversity and student educational opportunities and outcomes in covered schools;

- Identifying or developing strategies to evaluate and address segregation within schools with diverse student populations, including disparate participation in academic programs and other school activities that result in social segregation within schools and disparate access to educational opportunities;

- Ensuring that an implementation plan complies with any court- or agency-ordered school desegregation plan; and

- Coordinating with other relevant government entities, including housing authorities.

Implementation Grants

To be eligible to receive an award, an applicant for an implementation grant must submit a high-quality plan that includes: (1) a comprehensive set of activities that is based on the assessment required of planning grantees and designed to improve academic outcomes for all students, particularly students of color and students from low-income backgrounds, and increase racial and socioeconomic integration in schools; (2) evidence of extensive stakeholder support for these strategies, including that the applicant has engaged in meaningful student,

family, educator, and community outreach activities; (3) ambitious but achievable goals to increase racial and socioeconomic diversity over the course of the grant period; and (4) regular collection and analysis of performance data to provide transparency and support continuous improvement.

Grantees would use funds to carry out one or more activities in their plans, which could include:

- Creating or improving systems or partnerships that make information on public school options easily accessible to students and families, with a focus on removing barriers to information access;

- Providing new or expanded access to specialized academic programs or facilities designed to attract students from diverse backgrounds;

- Recruiting, hiring, and supporting diverse educators in new, expanded, or restructured schools, including professional development activities on implementing culturally and linguistically responsive practices and creating safe and inclusive learning environments;

- Other innovative or promising activities designed to increase racial and socioeconomic diversity and close opportunity and achievement gaps within and across schools.

National Activities

The Department would reserve up to 10 percent of appropriations for the new program to support a wide range of national activities, including research, development, technical assistance, evaluation, and dissemination. In particular, these funds would support intensive, customized technical assistance to planning grantees and a rigorous evaluation of implementation grants. Funds could also be used to develop and maintain a community of practice for information sharing among grantees and experts in the field.

FY 2023 BUDGET REQUEST

The Administration requests $100 million in fiscal year 2023 for a new Fostering Diverse Schools program, which would be authorized through appropriations language. The Department would use initial funds under this program for a varied cohort of planning grants and a robust, coordinated set of national activities while also making a limited number of implementation awards.

Fostering Diverse Schools is an integral part of the Administration's efforts to remove the barriers to success that children living in racially isolated communities or communities of concentrated poverty too often face. In particular, the proposed increase would demonstrate the Administration's commitment to focusing national attention on—and significantly increasing the number of communities engaging in a robust and informed discussion of—the critical role schools that are diverse by design can play in improving outcomes for all students, including, as

research shows, academic outcomes as well as social and emotional, civic, and economic outcomes.[1]

Fostering Diverse Schools would support comprehensive school diversity plans and be complemented by the request for Magnet Schools Assistance, which supports efforts to desegregate schools by creating special instructional programs that appeal to diverse students.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023
Amount for grants	$89,500
Number of new planning grants	20
Average planning grant award	$1,500
Number of new implementation grants	3
Average implementation grant award	$20,000
Peer review of new award applications	$500
National activities	$10,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department will establish performance measures to assess the impact of the activities that receive support under this program, based in part on the goals established by grantees. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for Fostering Diverse Schools with measures for related programs, including Magnet Schools Assistance.

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[11] See https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/#:~:text=On%20average%2C%20students%20in%20socioeconomically,have%20higher%20average%20test%20scores.

INNOVATION AND IMPROVEMENT

Account Summary Table

Click here for accessible version

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Estimate	2023 Request	2023 Request Compared to 2022 Estimate	
					Amount	Percent
Innovation and Improvement						
1. Education innovation and research (ESEA IV-F-1)	D	194,000	194,000	514,000	320,000	164.95%
2. Teacher and school leader incentive grants (ESEA II-B-1)	D	200,000	200,000	150,000	(50,000)	-25.00%
3. American history and civics education (ESEA II-B-3)	D	5,250	5,250	10,500	5,250	100.00%
4. Supporting effective educator development (SEED) (ESEA II-B-4, section 2242)	D	80,000	80,000	80,000	0	0.00%
5. Charter schools grants (ESEA IV-C)	D	440,000	440,000	440,000	0	0.00%
6. Magnet schools assistance (ESEA IV-D)	D	109,000	109,000	149,000	40,000	36.70%
7. Ready to learn programming (ESEA IV-F-4, section 4643)	D	29,500	29,500	29,500	0	0.00%
8. Arts in education (ESEA IV-F-4, section 4642)	D	30,500	30,500	30,500	0	0.00%
9. Javits gifted and talented education (ESEA IV-F-4, section 4644)	D	13,500	13,500	13,500	0	0.00%
10. Statewide family engagement centers (ESEA IV-E)	D	12,500	12,500	15,000	2,500	20.00%
11. School Leader Recruitment and Support (ESEA II-B-4, section 2243)	D	0	0	40,000	40,000	---
12. Fostering Diverse Schools (proposed legislation)	D	0	0	100,000	100,000	---
Total	D	**1,114,250**	**1,114,250**	**1,572,000**	**457,750**	**41.08%**

NOTES:

1) D = discretionary program; M = mandatory programs

2) Detail may not add to totals due to rounding.