

**Department of Education**  
**ACADEMIC ACCELERATION AND ACHIEVEMENT GRANTS**

**Fiscal Year 2025 Budget Proposal**

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**ACADEMIC ACCELERATION AND ACHIEVEMENT GRANTS**

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

Appropriation/Adjustments/Transfers	2023	2024	2025
<b>Mandatory:</b>			
Appropriation	0	0	\$8,000,000
Total, mandatory appropriation	0	0	\$8,000,000

**ACADEMIC ACCELERATION AND ACHIEVEMENT GRANTS**

**Authorizing Legislation**  
(dollars in thousands)

Activity	2024 Authorized	2024 Appropriation	2025 Authorized	2025 Budget
Academic acceleration and achievement grants <i>(Proposed legislation)</i>	0	0	To be determined	\$8,000,000

## ACADEMIC ACCELERATION AND ACHIEVEMENT GRANTS

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### **Academic acceleration and achievement grants**

(Proposed legislation)

(dollars in thousands)

FY 2025 Authorization: To be determined

Budget Authority (mandatory):

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
0	\$8,000,000	+\$8,000,000

### **PROGRAM DESCRIPTION**

In its ongoing efforts to help the Nation's schools recover from the COVID-19 pandemic and to help students reach new heights of academic success, the Administration is proposing a one-time new grant program to assist States and local educational agencies (LEAs) to rapidly improve outcomes for underserved students through a variety of proven, evidence-based academic acceleration and achievement strategies. Academic Acceleration and Achievement Grants would fund the following strategies: (1) increasing student attendance and engagement; (2) providing high-quality, high-dosage tutoring and small-group instruction; and (3) expanding summer, extended, or afterschool learning time.

Funds, which would be initially awarded competitively to States and may also be awarded directly to LEAs in a subsequent competition, would be based on the quality of plans for the expansion of evidence-based attendance and engagement strategies, tutoring, or extended, afterschool or summer learning time in underserved schools that need it most. At a minimum, in their applications, eligible entities would be required to explain the following:

- how grant funds would complement and build on State, local, and other Federal investments (including Title I school improvement funds);
- How grant funds would be awarded to support Title I and Title I-eligible schools, including schools that have been designated for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI), and schools that have been disproportionately impacted by the COVID-19 pandemic that enroll at least 40% of students from low-income backgrounds;
- how the entity would ensure that student groups that have been disproportionately impacted by the COVID-19 pandemic, including students with disabilities, English learners, and other high-need students, would be prioritized for support; and
- how the entity would evaluate project outcomes.

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Additionally, State and LEA eligibility for funds would be contingent upon making school accountability determinations on-time and having met maintenance of effort and maintenance of equity requirements.

The authorization would include a national activities reservation of one-half of one percent for technical assistance and evaluation.

### **FY 2025 BUDGET PROPOSAL**

The Administration proposes the authorization of \$8.0 billion over 5 years for Academic Acceleration and Achievement Grants to rapidly accelerate student achievement and address gaps in opportunity and achievement caused by interruptions in learning due to the COVID-19 pandemic. Because of strong Federal, State, and local education investments and actions, headlined by the largest-ever investment in K-12 education through the American Rescue Plan, many students are on the path to academic improvement and success. However, progress is uneven, with many students still struggling to get back on track academically – especially those in historically underserved communities. Schools with the most significant achievement challenges are in need of continued, sustained investment in evidence-based strategies, as well as sustained efforts from across the community to build change that will last.

All States, districts, and schools must have in place strong, comprehensive plans to support students' learning, including strategies that support a strong instructional core. This includes sound instructional practices and approaches to ensure all students can access rigorous content, high-quality instructional materials, tiered approaches to instruction and climate, and incorporation of high-quality formative and diagnostic assessment into daily instructional practice. It includes strong partnership with parents and families and engagement that equips families with the tools they need to support students' learning and development. It means recognizing teachers with competitive salaries and working conditions; providing them ongoing, job-embedded professional learning; and giving them time to collaborate and use data together to identify and address students' academic and other needs. And, as evidenced through the landmark passage of the Bipartisan Safer Communities Act, it means designing school climates where students feel welcome, safe and where their social and emotional development and mental health needs are supported.

States and LEAs need to continue strengthening their academic acceleration and achievement efforts to ensure they are reaching the students and schools who need them the most, and to place their efforts on a sustainable path for steady increases in academic achievement, including the closing of opportunity and achievement gaps. To that end, research shows that three key strategies, when well implemented, can rapidly improve student outcomes: (1) increasing student attendance and engagement; (2) providing high-quality, high-dosage tutoring and small-group instruction; and (3) providing summer, extended, and afterschool learning and enrichment programs. States and schools have invested Federal COVID-19 relief funds to support these strategies.

At the same time, additional Federal investment is needed following the obligation deadline of COVID-19 federal education relief dollars and to sustain and scale evidence-based approaches to student academic success. The proposed Academic Acceleration and Achievement Grants

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would provide a total of \$8 billion over 5 years in competitive grants to help fund one or more of the following evidence-based strategies depending on need:

- **Increase student attendance and engagement:** Regular, in-person student attendance at school is essential to support student and teacher success. But chronic absenteeism sharply increased during the pandemic and continues to be a challenge in many schools. Students who are chronically absent are much less likely to read at grade level and to graduate high school. According to the Council of Economic Advisers, absenteeism accounted for up to 27 and 45 percent of the test score declines in math and reading, respectively, in the most recent administration of the National Assessment of Educational Progress. Research shows that interventions such as sending texts to parents about their children’s school absences can reduce absenteeism by up to 17 percent. Research also shows that targeted parent and family engagement, such as home visits, the adoption of early warning interventions systems that engage families, low-cost communications such as texts and phone calls, and the effective use of data to identify and address the root cause of student absenteeism, can significantly increase student attendance.
- **Provide high-quality, high-dosage tutoring:** Well-designed and well-implemented tutoring programs can significantly accelerate student learning, including enabling a child to gain as much as 1.5 years of achievement in math. Research shows that to achieve these results, tutoring programs should: (1) provide at least three 30-minute sessions per week; (2) be held in small groups (e.g., 1-4 students); (3) occur during the school day, wherever possible, which helps support consistent attendance; (4) use well-prepared and supported tutors, which may include teachers, paraprofessionals, teaching candidates, retired teachers, AmeriCorps members, and other volunteers or staffs; and (5) align with an evidence-based and structured curriculum that supports strong core instruction, and that is set up for continuous evaluation for impact. Tutoring can also reduce burdens on teachers and complement other school-based activities. These include building educator capacity through math and literacy coaches, which research shows can improve student achievement, and professional development to support data-driven instruction. States can access technical assistance through the National Partnership for Student Success support hub.
- **Expand summer, extended, or afterschool learning time:** Providing students with additional instructional time, including through efforts like afterschool or summer learning or extending the school day or year, can help students make up for time lost during the pandemic. For example, one study found that when students consistently participate in high-quality afterschool enrichment programs, it adds approximately 4 months of learning in 1 year. Another analysis of 30 schools found that when the school day’s instructional time is extended from 6.5 to 8 hours for students in low-income areas, test scores improve between 11 and 24 percent. Summer programs lasting 5 weeks with at least 3 hours of academic instruction per day add about 2 months of learning in math and 1 month of learning in reading, according to a meta-analysis. Collecting and using

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data on student participation and program quality helps these programs succeed, and this success enables teachers to deliver instruction more effectively during the regular school day.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025
Estimated amount for awards	\$7,955,000
National activities (including technical assistance and evaluation)	\$40,000
Peer review	\$5,000
Number of SEA awards	30-40
Number of LEA awards (if making both SEA and LEA awards)	20-30

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

The Department will establish performance measures to assess the impact of the activities that receive support under this program. The Department will seek to align program measures for the Academic Acceleration and Achievement Grants program with measures for related programs, such as the 21<sup>st</sup> Century Community Learning Centers program.