

Department of Education
INNOVATION AND IMPROVEMENT
Fiscal Year 2025 Budget Request

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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, \$1,208,000,000: Provided, That \$296,000,000 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 \$643,000,000 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), 4506, 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 up to \$324,000,000 to carry out sections 4303, 4305(a)(2), and 4305(b), not less than \$60,000,000 to carry out section 4304, and not less than \$16,000,000 to carry out the activities in section 4305(a)(3):⁴ Provided further, That the funds provided for section 4305(b) shall remain available until March 31, 2026:⁵ Provided further, That none of the funds made 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), \$269,000,000 shall be available through December 31, 2025, for subpart 1 of part F of title IV.⁷

INNOVATION AND IMPROVEMENT

Appropriations Language—continued

NOTES

A full-year 2024 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, 2024 and Other Extensions Act (Division A of Public Law 118-15, as amended). The amounts included for 2024 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
<p>¹ <u>Provided, That \$296,000,000 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:</u></p>	<p>This language provides funding for Teacher and School Leader Incentive Grants, American History and Civics Education, and Supporting Effective Educator Development, without regard to the sections of the ESEA that specify the distribution of funds appropriated under title II of the ESEA.</p>
<p>² <u>Provided further, That \$643,000,000 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), 4506, and 4601 of the ESEA:</u></p>	<p>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.</p>
<p>³ <u>Provided further, That section 4303(d)(3)(A)(i) shall not apply to the funds available for part C of title IV:</u></p>	<p>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.</p>
<p>⁴ <u>Provided further, That of the funds available for part C of title IV, the Secretary shall use up to \$324,000,000 to carry out sections 4303, 4305(a)(2), and 4305(b), not less than \$60,000,000 to carry out section 4304, and not less than \$16,000,000 to carry out the activities in section 4305(a)(3):</u></p>	<p>This language establishes, within the Charter Schools Grants appropriation, a maximum funding amount for State Entity, Developer, and Charter Management Organization grants combined, a minimum funding amount for facilities grants, and a minimum funding amount for national activities.</p>
<p>⁵ <u>Provided further, That the funds provided for section 4305(b) shall remain available until March 31, 2026:</u></p>	<p>This language extends the period of availability 6 months beyond the end of the appropriation year for the funds for Charter Management Organization grants.</p>
<p>⁶ <u>Provided further, That none of the funds made 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</u></p>	<p>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.</p>

INNOVATION AND IMPROVEMENT

Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<u>charter school, such as providing food services or payroll services:</u>	
⁷ <u>Provided further, That notwithstanding section 4601(b), \$269,000,000 shall be available through December 31, 2025, for subpart 1 of part F of title IV.</u>	This language provides a specific funding amount for Education Innovation and Research 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	2023	2024	2025
Discretionary:			
Appropriation	<u>\$1,453,443</u>	<u>\$1,453,443</u>	<u>\$1,208,000</u>
Total, discretionary appropriation	1,453,443	1,453,443	1,208,000

INNOVATION AND IMPROVEMENT

Summary of Changes (dollars in thousands)

	\$1,453,443
2024	
2025	1,208,000
Net change	-245,443

Increases:	2024 base	Change from base
<u>Program:</u>		
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 diversity in preschool through grade 12.	0	+\$10,000
Subtotal, increases		+10,000
Decreases:	2023 base	Change from base
<u>Program:</u>		
Decrease funding for Education Innovation and Research to support a more limited number of new awards for the creation, development, implementation, replication, and scaling up of evidence-based innovations to improve achievement and attainment for underserved students.	\$284,000	-15,000
Decrease for Charter Schools Grants to reflect declines in demand for funding for the startup of new charter schools and the replication and expansion of high-quality charter schools.	440,000	-40,000
Decrease funding for Community Project Funding/Congressionally Directed Spending.	200,443	-200,443
Subtotal, decreases		-255,443
Net change		-245,443

INNOVATION AND IMPROVEMENT

Authorizing Legislation (dollars in thousands)

Activity	2024 Authorized	2024 Appropriation	2025 Authorized	2025 Request
Education innovation and research (<i>ESEA IV-F-1</i>)	0	\$284,000	To be determined ¹	\$269,000
Teacher and school leader incentive grants (<i>ESEA II-B-1</i>)	0	173,000	To be determined ¹	173,000
American history and civics education (<i>ESEA II-B-3</i>)	0	23,000	To be determined ¹	23,000
Supporting effective educator development (SEED) (<i>ESEA II-B-4, section 2242</i>)	0	90,000	To be determined ¹	90,000
Charter schools grants (<i>ESEA IV-C</i>)	0	440,000	To be determined ¹	400,000
Magnet schools assistance (<i>ESEA IV-D</i>)	0	139,000	To be determined ¹	139,000
Ready to learn programming (<i>ESEA IV-F-4, section 4643</i>)	0	31,000	To be determined ¹	31,000
Arts in education (<i>ESEA IV-F-4, section 4642</i>)	0	36,500	To be determined ¹	36,500
Javits gifted and talented education (<i>ESEA IV-F-4, section 4644</i>)	0	16,500	To be determined ¹	16,500
Statewide family engagement centers (<i>ESEA IV-E</i>)	0	20,000	To be determined ¹	20,000
Fostering diverse schools (proposed legislation)	0	0	To be determined ²	10,000
Community project funding/Congressionally directed spending	0	200,443	0	0
Total definite authorization	0		To be determined	
Total appropriation		1,453,443		1,208,000

¹ The GEPA extension expired September 30, 2021. Reauthorization for fiscal year 2025 is expected through appropriations action.

² Authorizing legislation is sought for fiscal year 2025.

INNOVATION AND IMPROVEMENT

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2016 Discretionary ¹	\$1,601,559	\$275,000	\$694,616	\$1,181,226
2016 Mandatory ²	1,000,000	0	0	0
2017 Discretionary ³	1,411,556	632,938	942,743	887,575
2017 Mandatory ⁴	4,299,982	0	0	0
2018 Discretionary ⁵	1,208,026	757,904	880,375	982,256
2019 Discretionary ⁶	1,777,647	1,058,441	1,042,256	1,035,556
2020 Discretionary ⁷	1,107,000	1,224,315	1,055,556	1,103,815
2021 Discretionary ⁸	0	1,076,315	1,085,815	1,114,250
2022 Discretionary ⁹	1,284,250	1,385,286	1,355,585	1,300,730
2022 Mandatory ¹⁰	1,800,000	0	0	0
2023 Discretionary ¹¹	1,572,000	1,484,608	1,361,764	1,453,443

¹ 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.

² 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.

³ 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.

⁴ 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.

⁵ 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).

⁶ 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).

⁷ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁸ 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).

⁹ 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 Division H of the FY 2022 Consolidated Appropriations Act (P.L. 117-103).

¹⁰ The House allowance reflects floor action; the Senate allowance reflects the Chair's mark; and the Appropriation reflects Division H of the FY 2022 Consolidated Appropriations Act (P.L. 117-103).

¹¹ The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chairman's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

INNOVATION AND IMPROVEMENT

Appropriations History—continued

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2024 Discretionary ¹	\$1,604,000	\$737,000	\$1,236,844	\$1,453,443
2025 Discretionary	1,208,000			

¹ The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the annualized continuing resolution level.

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Significant Items in FY 2024 Appropriations Reports

Education Innovation and Research

Senate: Briefing Requirement.—The Committee requests the Department brief the Committees on the fiscal year 2024 funding opportunities available under this program, including any proposed priorities, not less than 14 days prior to publication in the Federal Register.

Response: The Department will comply with this request.

Teacher and School Leader Incentive Grants

Senate: The Committee requests a briefing not later than 14 days prior to obligating funds for new activities, including renewal awards expected to be made at this funding level.

Response: The Department will comply with this request.

Supporting Effective Educator Development (SEED)

Senate: Effective School Leaders.—The Committee recognizes the significant impact of effective school principals and other school leaders on student achievement and other student outcomes, and believes the SEED program provides important support for helping ensure that more highly trained school leaders are available for service in schools that have concentrations of students from low-income families. Therefore, the Committee directs the Secretary to continue to use a portion of funds made available for SEED for awards supporting the preparation of principals and other school leaders.

Response: The Department is not holding a competition to make new SEED awards in fiscal year 2024.

Charter Schools Grants (CSP)

Senate: Program Activities.—The Committee bill includes new language modified from last year's enacted bill to increase flexibility within the program to effectively respond to the changing needs of the sector and the likelihood that Federal funds will be invested in high-quality charter schools prepared to serve all students effectively. Both the authorizing statute and prior year appropriations bills dictated the use of the appropriation in ways that prevented the Department from allocating funds based on the number of high-quality applications in grant competitions and emerging needs of the field. To facilitate this, the Committee expects the Department to run competitions for charter school programs on similar cycles and earlier in the fiscal year. The new language allows the Department to allocate not more than \$140,000,000 for replication and expansion of high-quality charter schools through the Charter Management Organization [CMO] program established in ESEA. The Committee bill provides extended availability through March 31, 2025 for continuation grants for existing CMO

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Significant Items in FY 2024 Appropriations Reports—continued

grantees making substantial progress on their awards. The bill also allocates not less than \$60,000,000 for Facilities Grants under section 4304, including the Credit Enhancement program. The bill also provides not more than \$16,000,000 for national activities to provide technical assistance, disseminate best practices, and evaluate the impact of the charter school program. Finally, funds are available for use under 4305(a)(2) for Developer grants and under section 4303 for State Entity grants. The Committee directs the Department to provide a briefing on its planned use of flexibility provided not later than 14 days prior to the announcement of any notice of proposed priorities, notice inviting applications for CSP activities, and announcement of grant awards.

In addition, the Department is directed to continue to support and evaluate flexibility in the availability and effective use of CSP State Entity technical assistance resources; evaluate how such funds are used to ensure subgrantees are equipped to meet the needs of all students, and specifically students with disabilities and English learners as required by law; and, brief the Committees not later than 90 days after enactment of this act on its actions and continued plans to effectively oversee the CSP program.

Response: The Department will comply with these directives, subject to final Congressional action on fiscal year 2024 appropriations.

Magnet Schools Assistance

Senate: Fiscal Year 2024 Priorities.—The Committee requests a briefing not later than 14 days prior to the publication of a notice of proposed priorities or notice inviting applications for fiscal year 2024 funds.

Response: The Department will comply with this request.

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 diversity in schools. The Administration requests a total of \$1.2 billion for these programs, a decrease of \$245 million, or 17 percent, over a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for this account.

Promoting Innovation

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

- \$269 million for **Education Innovation and Research** to continue the program's demonstrated success in developing an evidence base for strategies and practices that are effective in improving educational outcomes for students, including strategies to combat the effects of the COVID-19 pandemic and promote academic recovery and excellence for all students.
- \$400 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.
- \$36.5 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.
- \$31 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.
- \$20 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.
- \$16.5 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.

INNOVATION AND IMPROVEMENT

Summary of Request—continued

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.

- \$173 million for **Teacher and School Leader Incentive Grants** to develop, implement, improve, or expand human capital management systems or performance-based compensation systems, especially in high-need schools.
- \$23 million for the **American History and Civics Education** program for competitive grants to LEAs, State educational agencies, institutions of higher education, and other entities with demonstrated expertise to improve the quality of teaching and learning in American history, civics, and government.
- \$90 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.

Increasing Diversity in Schools

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

- \$139 million for **Magnet Schools Assistance** to help LEAs establish and operate magnet schools that are part of a required or approved voluntary desegregation plan and designed to attract students from diverse backgrounds.
- \$10 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 diversity in preschool through grade 12. Funds would support grants for planning and for implementation.

INNOVATION AND IMPROVEMENT

Education innovation and research

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$284,000	\$269,000	-\$15,000

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 identify and support 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 Department may provide smaller awards for start-up funding to test promising innovations that will undergo rigorous evaluation, while investing greater funding 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 grants for implementation and replication evaluation of interventions 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: local educational agencies (LEAs); State educational agencies (SEAs); the Bureau of Indian Education (BIE); consortia of LEAs or SEAs; nonprofit organizations; and SEAs, LEAs, or the BIE in partnership with a nonprofit organization, a business, an educational service agency, or an institution of higher education. Grants are for a period of up to 5 years. 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. At

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

Education innovation and research

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.

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)
2020	\$190,000
2021	194,000
2022	234,000
2023	284,000
2024 Annualized CR	284,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$269.0 million for Education Innovation and Research, \$15.0 million less than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support new awards that 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 opportunities and outcomes for students.

In particular, the request would continue recent efforts under this program to combat the effects of the COVID-19 pandemic and promote academic recovery and excellence for all students. The Department would target efforts to improve equity in access to learning opportunities and accelerate learning in reading and mathematics by focusing on evidence-based strategies and practices that can be effective in closing longstanding opportunity and achievement gaps.

Consistent with the authorizing statute, the Department would reserve up to \$13.45 million in fiscal year 2025 for technical assistance, including technical assistance to help grantees develop and implement rigorous evaluations, and dissemination.

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Education innovation and research

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Amount for new awards	\$276,125	\$275,733	\$254,050
Number of new awards	44	40-50	35-45
Amount for supplemental awards	\$1,213	\$204	0
Number of supplemental awards	1	1	0
Peer review of new award applications	\$1,069	\$1,391	\$1,500
National activities	\$5,593	\$6,672	\$13,450

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.

Data for these measures for fiscal year 2023 are generally expected to be available in late fall 2024 and will be included in the fiscal year 2026 Congressional Justification.

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.

¹ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Education Innovation and Research, 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 2023 but may do so in fiscal year 2024 or 2025.

INNOVATION AND IMPROVEMENT

Education innovation and research

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

Year	Target	Actual
2020	66%	67%
2021	66	40
2022	66	33
2023	66	
2024	66	
2025	66	

Additional information: Data for this measure for 2022 are from six Expansion grantees. Of these grantees, two met their targets and one was slightly below its targets.

Due to the low number of Expansion grantees, wider variation in performance on this measure from year to year can be expected.

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
2020	66%	N/A
2021	66	100%
2022	66	100
2023	100	
2024	100	
2025	100	

Additional information: No Expansion grantees ended their projects in the reporting period for 2020. Five Expansion grantees ended their projects in 2021 or 2022; each met or exceeded its cumulative target for students served.

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Education innovation and research

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

Year	Target	Actual
2020	66%	47%
2021	66	50
2022	66	50
2023	66	
2024	66	
2025	66	

Additional information: Data for this measure for 2022 are from 24 Mid-phase grantees.

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
2020	65%	N/A
2021	65	67%
2022	65	75
2023	65	
2024	65	
2025	65	

Additional information: No Mid-phase grantees ended their projects in 2020. Data for this measure for 2022 are from four Mid-phase grantees.

The source of the data for the four measures above is grantee annual 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.

A number of grantees have 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 lower 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.*

INNOVATION AND IMPROVEMENT

Education innovation and research

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
2020	100%	83%
2021	100	75
2022	100	75
2023	100	
2024	100	
2025	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
2020	100%	74%
2021	100	59
2022	100	76
2023	100	
2024	100	
2025	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
2020	100%	66%
2021	100	80
2022	100	96
2023	100	
2024	100	
2025	100	

Additional information: The source of the data for the three measures above is grantee evaluation plans. During the 2022 reporting period, two Expansion grantees, eight Mid-phase grantees, and three Early-phase grantees were implementing an evaluation plan that is at risk of not meeting WWC standards.

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Education innovation and research

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

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
2020	100%	100%
2021	100	100
2022	100	100
2023	100	
2024	100	
2025	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
2020	100%	96%
2021	100	100
2022	100	100
2023	100	
2024	100	
2025	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
2020	100	87%
2021	100	96
2022	100	96
2023	100	
2024	100	
2025	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

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Education innovation and research

to grantees in order to improve the quality, completeness, and consistency of data from their evaluations.

Efficiency Measures

The Department established cost per student as the efficiency measure for this 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
2020	\$349	\$1,408	\$785
2021	480	1,881	1,596
2022	1,274	1,499	1,546
2023			
2024			
2025			

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
2020	N/A	N/A	\$370
2021	\$240	\$423	1,431
2022	283	723	784
2023			
2024			
2025			

Additional information: No Expansion or Mid-phase grantees ended their projects in 2020.

INNOVATION AND IMPROVEMENT

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 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$173,000	\$173,000	0

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.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

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

- Improving LEA processes for recruiting, selecting, placing, supporting, and retaining effective teachers, principals, and other school leaders in high-need schools;
- Instituting career advancement opportunities that reward effective teachers, principals, or other school leaders in high-need schools;
- 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;
- Developing or improving evaluation and support systems that are based in part on demonstrated improvement in student achievement; 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)
2020	\$200,000
2021	200,000
2022	173,000
2023	173,000
2024 Annualized CR	173,000

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Teacher and school leader incentive grants

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$173.0 million for Teacher and School Leader Incentive Grants, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. At the requested level, funds would support continuation and renewal of grants made in prior years and technical assistance to those grantees. Under this program, the Department prioritizes funds for teacher leadership models and activities that provide experienced and effective teachers leadership opportunities that allow teachers to have a greater impact on their school community while remaining in the classroom (and be compensated for additional responsibilities). These approaches could include, for example, distributive leadership models which allow teachers to lead alongside their principal to facilitate positive schoolwide change; teacher-led instructional improvement efforts focused on specific areas of academic content; opportunities to shape schoolwide policies and climate, and lead professional learning communities; participation in master teacher programs, teacher mentorship programs, and job-embedded content coaching; and implementation of advisory systems.

Providing career advancement and teacher leadership opportunities for teachers is one of the five key policy levers¹ to Raise the Bar and eliminate educator shortage that the Department has encouraged SEAs and LEAs to utilize.² With the appropriate supports, such as release time and additional compensation for additional responsibilities, teacher leadership and advancement can support improved student outcomes and teacher recruitment and retention.

¹ <https://www2.ed.gov/about/inits/ed/raise-the-bar/support-educators.pdf>

² <https://www.ed.gov/raisethebar/educators>

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Teacher and school leader incentive grants

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Project Funding:			
New awards	\$94,654	\$60,355	0
Continuation awards	\$76,732	\$94,250	\$151,000
Renewal awards	0	\$16,500	\$20,000
Peer review of award applications	\$102	\$165	0
Technical assistance	\$1,512	\$1,730	\$2,000
Total	\$173,000	\$173,000	\$173,000
Grant Awards:			
Number of new awards	29	15-20	0
Number of continuation awards	21	29	30-35
Number of renewal awards	0	3-5	3-5

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

Performance Measures

For fiscal year 2021, the Department developed new performance measures for this program. The new program performance measures, listed below were used in fiscal year 2021 and fiscal year 2023 competitions and reflect performance data from current grantees. The Department is evaluating the continued use of these measures and other measures to consider beginning using in 2024 and for future years.

- The percentage of teachers and school leaders within the TSL-assisted schools rated effective or higher by their districts' evaluation and support systems.

¹ 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 2023 but may do so in fiscal year 2024 or 2025. Any amount pooled under section 8601 would not exceed the 1 percent evaluation and technical assistance reservation authorized for the program.

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- The percentage of teachers and school leaders across the participating district(s) that show improvements, over the previous year, on the student growth component of their evaluation rating.
- The percentage of teachers and school leaders in TSL-assisted schools for whom evaluation ratings were used to inform decisions regarding recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion, or all of the above.
- The percentage of teachers and school leaders within the participating district(s) who earned performance-based compensation based on their individual evaluation ratings.
- The percentage of teachers and school leaders in TSL-funded schools who earned performance-based compensation based on their individual evaluation ratings.

While grantee reporting has been problematic in the past, the program office has provided grantees with targeted technical assistance to both improve the quality of data provided and the timeliness in which they provide it. Last year, the submission rate of reports submitted on time was 93 percent. The Department continues to make efforts in assisting grantees with providing quality information and assistance in reporting. The data provided in the tables below represents the fiscal year 2021 cohort. Note that within that cohort, one grantee self-terminated and only 41 percent of grantees reported on all performance measures.

Measure: The percentage of teachers and School Leaders within the TSL-assisted schools rated effective or higher by their districts’ evaluation and support systems.

Year	Target	Actual
2020	Not available	Not available
2021	Baseline	87.5%
2022	Baseline	
2023	TBD	
2024	TBD	
2025	TBD	

Additional information: The Department will establish targets and will have fiscal year 2022 and fiscal year 2023 data in Spring 2024. This data will be included in the fiscal year 2026 Congressional Justification.

Measure: The percentage of teachers and School Leaders across the participating district(s) that show improvements, over the previous year, on the student growth component of their evaluation rating.

Year	Target	Actual
2020	Not available	Not available
2021	Baseline	53.2%
2022	Baseline	
2023	TBD	
2024	TBD	
2025	TBD	

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Teacher and school leader incentive grants

Additional information: The Department will establish targets and will have fiscal year 2022 and fiscal year 2023 data in Spring 2024. This data will be included in the fiscal year 2026 Congressional Justification.

Measure: The percentage of teachers and School Leaders in TSL-assisted schools for whom evaluation ratings were used to inform decisions regarding recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion, or all of the above.

Year	Target	Actual
2020	Not available	Not available
2021	Baseline	100%
2022	Baseline	
2023	TBD	
2024	TBD	
2025	TBD	

Additional information: Grantees reported that teachers and school leaders in TSL-assisted schools for whom evaluation ratings were used to inform decisions, 100 percent were for “all of the above”; recruitment, hiring, placement, retention, dismissal, professional development, tenure, and promotion. The Department will establish targets and will have fiscal year 2022 and fiscal year 2023 data in Spring 2024. This data will be included in the fiscal year 2026 Congressional Justification.

Measure: The percentage of teachers and School Leaders within the participating district(s) who earned performance-based compensation based on their individual evaluation ratings.

Year	Target	Actual
2020	Not available	Not available
2021	Baseline	61%
2022	Baseline	
2023	TBD	
2024	TBD	
2025	TBD	

Additional information: The Department will establish targets and will have fiscal year 2022 and fiscal year 2023 data in Spring 2024. This data will be included in the fiscal year 2026 Congressional Justification.

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Teacher and school leader incentive grants

Measure: The percentage of teachers and School Leaders in TSL-funded schools who earned performance-based compensation based on their individual evaluation ratings.

Year	Target	Actual
2020	Not available	Not available
2021	Baseline	56%
2022	Baseline	
2023	TBD	
2024	TBD	
2025	TBD	

Additional information: The Department will establish targets and will have fiscal year 2022 and fiscal year 2023 data in Spring 2024. This data will be included in the fiscal year 2026 Congressional Justification.

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 Systems¹ 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.
- 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

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

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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.

Data collection includes 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 was 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 study is now scheduled for completion in August 2024, one year later than originally planned.

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

INNOVATION AND IMPROVEMENT

American history and civics education

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$23,000	\$23,000	0

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.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

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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)
2020	\$4,815
2021	5,250
2022	7,750
2023	23,000
2024 Annualized CR	23,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$23.0 million for the American History and Civics Education programs, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Funds would support both continuation and new awards.

History and civics education play an important role in providing individuals with the knowledge of our Constitution and system of government and the skills required to fully engage in an array of democratic processes, from voting to volunteering. This education can help ensure an informed citizenry and build trust in and respect for the institutions and activities central to a vibrant democracy. Yet, according to the Annenberg Civics Knowledge Survey, in 2023, only 17 percent of American adults were unable to name any of the three branches of government.¹ Additionally, there is a growing lack of confidence in our form of democratic government.” In fact, the United States ranked 35 of 41 countries in a Trust in Government survey conducted in 2021 and 2022 by the Organisation for Economic Co-operation and Development.²

¹ <https://www.annenbergpublicpolicycenter.org/political-communication/civics-knowledge-survey/>

² <https://data.oecd.org/gga/trust-in-government.htm>

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American history and civics education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Academies grants			
Amount for new awards	\$2,978	0	\$1,019
Number of new awards	4	0	2
Amount for continuation awards	0	\$3,000	\$1,951
Number of continuation awards	0	4	4
National Activities grants			
Amount for new awards	\$18,837	0	\$1,954
Number of new awards	25	0	3
Amount for continuation awards	\$1,056	\$20,000	\$17,936
Number of continuation awards	2	31	25
Peer review of new award applications	\$129	0	\$140

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 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 programs. The Department did not reserve funds for this purpose from American History and Civics Education in fiscal year 2023, but may do so in fiscal years 2024 and 2025.

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American history and civics education

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

Year	Target	Actual
2020	10%	12%
2021	10	21
2022	10	22
2023	17	
2024	18	
2025	18	

Additional information: Data for 2023 will be available in spring 2024 and will be included in the fiscal year 2026 Congressional Justification.

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

Year	Target	Actual
2020	10%	18%
2021	10	16
2022	10	39
2023	16	
2024	17	
2025	17	

Additional information: Data are from assessments created by the grantees' evaluators drawing on questions from nationally validated U.S. History tests. Data for 2023 will be available in spring 2024 and will be included in the fiscal year 2026 Congressional Justification.

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.*

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

Year	Target	Actual
2020	10%	12%
2021	10	19
2022	10	33
2023	19	
2024	20	
2025	20	

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 2023 will be available in spring 2024.

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Supporting effective educator development

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$90,000	\$90,000	0

PROGRAM DESCRIPTION

The purpose of the Supporting Effective Educator Development program (SEED) is to increase the number of highly effective educators by supporting the implementation of evidence-based practices that prepare, develop, or enhance the skills of educators. These grants allow eligible applicants to develop, expand, and evaluate practices that can serve as models to be sustained and disseminated. The SEED program also encourages the use of rigorous evidence in selecting and implementing interventions to support educators' development across the continuum of their careers.

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

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

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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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$80,000
2021	80,000
2022	85,000
2023	90,000
2024 Annualized CR	90,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$90.0 million for Supporting Effective Educator Development, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support continuation and renewal awards for grantees in prior cohorts as well as \$69.2million in new awards.

Supporting Effective Educator Development is an important vehicle for supporting evidence-based efforts to prepare, develop, and retain an effective and diverse teacher and school leader workforce, which features as a key component of the Department’s “Raise the Bar: Lead the World” initiative to strengthen and transform prekindergarten through grade 12 (P-12) education. Ensuring teachers and school leaders have the skills to meet the social, emotional, mental health and academic needs of their students is more necessary than ever in the wake of the COVID-19 pandemic when so many students are in need of academic recovery and social-emotional support. The Administration intends to continue supporting awards that are evidence-based projects that develop, expand, and evaluate practices that can serve as models to be sustained, replicated, and scaled and that promote educator diversity. These resources are critical as schools continue to work to recruit, develop and retain teachers as they recover from teacher shortages exacerbated by the pandemic, and work in partnership with the kinds of entities supported by SEED to address these challenges.

The Department underwent 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 across 3 or more states.

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Supporting effective educator development

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Project Funding:			
New awards	\$12,785	0	\$69,250
Continuation awards	\$77,197	\$90,000	\$20,500
Peer review of award applications	\$18	0	\$250
Total	\$90,000	\$90,000	\$90,000
Grant Awards:			
Number of new awards	8	0	20-25
Number of continuation awards	29	20-25	8-10
Number of renewal awards	0	0	0

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

Performance Measures

The Department established the following five performance measures for Supporting Effective Educator Development. Fiscal year 2023 data is expected to be available in late 2024 and will be included in the fiscal year 2026 Congressional Justification but was not available at the time of publication for this budget.

- 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;

¹ 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 2023 but may do so in fiscal year 2024 or 2025.

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- 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.

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.

Data for the fiscal year 2018 and 2020 cohorts funded after the reauthorization of ESEA are available for three of these measures; the most recent data was received in the fall of 2022.

- Based on data from 11 of the 23 grantees who were expected to report, 1,491 program participants, an average of 90% of the target measure, served concentrations of underserved students.
- Based on data from these 11 grantees reporting complete data, 1,043 of program participants served underserved students and were rated as highly effective.
- Based on data from 3 of the 6 renewal grantees, 90 percent of program participants (482 out of 537) served concentrations of high-need students, were highly effective, and served for at least two years. (These grantees are currently in the second year of a two-year extension period, and final year data will not be completed until early 2024.)

Data on the cost per participant will be available for the 2018 cohort in the spring of 2023; data for the 2022 cohort will be available in the spring of 2024.

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.

INNOVATION AND IMPROVEMENT

Charter schools grants

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$440,000	\$400,000	-\$40,000

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

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

Charter schools grants

and other community members and support the use of effective parent, family, and community 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)
2020	\$440,000
2021	440,000
2022	440,000
2023	440,000
2024 Annualized CR	440,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$400.0 million for Charter Schools Grants, \$40.0 million less than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Consistent with the program statute, the request would make start-up and facility support available to charter schools that can deliver innovative and promising solutions to meet student social, emotional, and academic needs.

The request reflects declines in demand for funding since 2019 (including lower demand for continuation funding than initially requested by current grantees in their applications) under State Entity, Developer, and CMO grants, which is consistent with the slowed growth¹ in the number of charter schools operating across the country. In addition, the request would provide the Department greater flexibility to respond to demand across the program components than under current law, including by eliminating a specific funding level for CMO grants. Specifically, the request includes:

- Up to \$324 million for State Entity, Developer, and CMO grants combined;
- Not less than \$60 million for facilities grants, the same minimum total amount for these grants as under the fiscal year 2023 appropriation; and
- Not less than \$16 million for national activities.

While reflecting a lower request level than in prior years, the Department believes the request would be able to meet demand for new and continuation awards and help ensure that program funds can be fully and appropriately expended without the need for excessive frontloading of out-year costs or the possibility of funds reverting to Treasury.

Between fiscal years 2019 and 2023, for example, 10 annual State Entity continuation grant awards were cumulatively reduced by approximately \$66 million, generally due to lower demand for subgrants to open or expand schools than grantees projected in their applications. In addition, between fiscal years 2019 and 2022, nine existing CMO grantees had their projects

¹ Historical program performance data show, for example, that the number of charter schools in operation increased by an average of 167 schools per year between 2016 and 2022 (from 6,859 schools to 7,860 schools), compared with an average annual increase of 311 schools between 2010 and 2016 (from 4,991 schools to 6,859 schools).

INNOVATION AND IMPROVEMENT

Charter schools grants

terminated voluntarily or by the Department,¹ and 25 annual CMO continuation grant awards were reduced by an amount totaling nearly \$51 million, generally as a result of grantees' inability to replicate or expand the number of schools planned in their applications. With grantees needing less funding to support fewer school openings and expansions than anticipated, the Department has had to increasingly rely on frontloading grantees' out-year project costs,² make supplemental awards, or, where allowable, reprogram funds elsewhere in the Innovation and Improvement account³ to avoid lapsing program dollars.

With respect to CMO funds in particular, the Department has been obliged in recent years to frontload multiple years of grantee out-year costs to meet spending requirements in annual appropriations bills, which since fiscal year 2018 have been fixed spending amounts. This has increased the risk to the Federal investment by limiting the Department's ability to adjust funding in future years to reflect actual need on the part of grantees and has contributed to the challenging situation the Department currently faces with respect to fiscal year 2023 CMO funds (which are available through March 31, 2024), in which available funding will support new awards frontloaded for multiple years or otherwise lapse.

The requested funding level, together with increased flexibility to respond to demand across program components including CMO grants, would enable the Department to avoid similar circumstances with fiscal year 2025 funds.

Lastly, the request includes appropriations language to ensure, consistent with statutory intent, that new awards do not support schools that are 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 newly funded charter school to contract with a for-profit entity for purposes other than managing or operating the school, such as providing food services or payroll services.

¹ These grantees received \$27.3 million out of \$49.6 million, or an average of 55 percent, of the total project funding in their approved applications before their grants were voluntarily terminated or discontinued by the Department.

² The Department frontloaded grantee out-year project costs for State Entity grants an average of \$40 million per year between fiscal years 2019 and 2023 and for CMO grants an average of \$50 million per year between fiscal years 2019 and 2022.

³ In fiscal year 2019, the Department reprogrammed \$12.1 million of Charter Schools Grants funds to other programs in the Innovation and Improvement account, specifically Magnet Schools Assistance (\$6.7 million) and Statewide Family Engagement Centers (\$5.4 million).

INNOVATION AND IMPROVEMENT

Charter schools grants

PROGRAM OUTPUT MEASURES¹

(dollars in thousands)

Output Measures	2023	2024	2025
State Entity grants			
Amount for new awards	\$147,312	\$39,068	\$47,491
Number of new awards	10	3–5	4–6
Amount for continuation awards	\$39,174	\$167,582	\$167,472
Number of continuation awards	16	23	19–21
Developer grants			
Amount for new awards	\$9,524	\$5,000	\$5,000
Number of new awards	14	6–10	6–10
Amount for continuation awards	\$1,032	\$4,099	\$8,737
Number of continuation awards	16	24	24–28
CMO grants			
Amount for new awards	\$139,800	\$139,800	\$69,800
Number of new awards	10–15	10–15	10–15
Amount for continuation awards	0	0	0
Number of continuation awards	23	23–28	33–43
Peer review of new State Entity, Developer, and CMO award applications	\$380	\$500	\$500
Credit Enhancement grants			
Amount for new awards	\$79,000	\$57,850	\$74,900
Number of new awards	5	4	5
Amount for supplemental awards	\$5,765	0	0
Number of supplemental awards	1	0	0
State Facilities Incentive grants			
Amount for new awards	0	\$10,000	0
Number of new awards	0	1–2	0
Amount for continuation awards	\$2,000	0	\$10,000
Number of continuation awards	1	0	1–2

¹ 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 2023 but may do so in fiscal years 2024 and 2025.

INNOVATION AND IMPROVEMENT

Charter schools grants

Output Measures	2023	2024	2025
Peer review of new Credit Enhancement and State Facilities Incentive award applications	\$76	\$100	\$100
National activities	\$15,937	\$16,000	\$16,000

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 is in the process of revising the targets for these measures based on actual performance in recent years and will include targets in future justifications. Data for these measures for 2023 are generally expected to be available in late fall 2024 and will be included in the fiscal year 2026 Congressional Justification.

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	Actual
2020	7,555
2021	7,652
2022	7,860
2023	
2024	
2025	

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.

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	Actual
2020	N/A
2021	42.0%
2022	41.5
2023	
2024	
2025	

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

Year	Actual
2020	N/A
2021	35.2%
2022	35.1
2023	
2024	
2025	

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

Year	Actual
2020	N/A
2021	45.7%
2022	44.6
2023	
2024	
2025	

INNOVATION AND IMPROVEMENT

Charter schools grants

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

Year	Actual
2020	N/A
2021	33.3%
2022	31.1
2023	
2024	
2025	

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.

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	2019 Cohort Actual
2019	N/A
2020	2.61 : 1
2021	1.41 : 1
2022	3.53 : 1
2023	4.42 : 1

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 2022, Credit Enhancement grants leveraged \$842 million in facilities financing for 69 schools. Between program inception and 2022, Credit Enhancement funds have helped enable approximately \$9.3 billion in financing for facilities of 1,036 charter schools.

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 2020 show an average cost of \$1,056, for 2021 an average cost of \$964, and for 2022 an average cost of \$1,149. 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

Magnet schools assistance

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$139,000	\$139,000	0

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 goal is to eliminate, reduce, or prevent isolation of groups of students of color across and within 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.

Grants 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 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 provide transportation to 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

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected 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.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

(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)
2020	\$107,000
2021	109,000
2022	124,000
2023	139,000
2024 Annualized CR	139,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$139.0 million for Magnet Schools Assistance, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support continuation awards for grantees creating and expanding high-quality magnet schools that can attract students from diverse backgrounds.

As we approach the 70th anniversary of the *Brown v. Board of Education of Topeka* Supreme Court decision that declared segregation in our public schools unconstitutional, many students still attend schools that are racially isolated. According to Federal data, three in five Black and Latino students and two in five American Indian/Alaska Native students attend schools where at least 75 percent of students are students of color, whereas nearly half of White students attend schools in which students of color make up less than 25 percent of the student population.¹ Consistent with President Biden's Executive Order on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government*, the Department is committed to renewing and expanding efforts to address persistent racial isolation in schools and reverse its well-documented negative educational and other effects. 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 diversity in preschool through grade 12.

In addition, the Department continues to explore opportunities to help increase the number of eligible applicants for Magnet Schools Assistance grants, including providing pathways for Fostering Diverse Schools grantees to apply, and more effectively meet the needs of students and communities who are interested in pursuing voluntary efforts related to school diversity. The Department will continue to engage with Congress on how possible statutory changes might further help enhance fulfillment of the program's core mission to improve diversity and academic

¹ See <https://nces.ed.gov/programs/coe/indicator/cge>.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

success of all students. The Department will also continue to engage with Congress on providing greater opportunity to promote whole-school magnet school approaches, which can improve school diversity and student outcomes,¹ and support for planning activities by grantees.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ²	2023	2024	2025
Amount for new awards	\$92,330	\$94,269	0
Number of new awards	17	17–21	0
Amount for continuation awards	\$45,008	\$43,041	\$137,610
Number of continuation awards	27	44	61–65
National activities	\$1,390	\$1,390	\$1,390
Peer review of new award applications	\$272	\$300	0

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.*

¹ See <https://learningpolicyinstitute.org/product/advancing-integration-equity-magnet-schools-report>.

² 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 2023 but may do so in fiscal years 2024 and 2025.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

Measure: Percentage of magnet schools receiving assistance whose student enrollment eliminates, reduces, or prevents minority-group isolation (MGI).

Year	2017 Cohort	2018 Cohort	2021 Cohort	2022 Cohort
2020	27.0%	23.8%	N/A	N/A
2021	25.4%	23.8%	N/A	N/A
2022	23.9%	14.3%	60.7%	N/A
2023	N/A	23.8%	46.9%	52.3%
2024				
2025				

Additional information: Data for this measure reflect the percentage of funded schools that fully met their annual MGI performance targets. In 2023, 5 of 21 schools in the 2018 cohort fully met their MGI targets. For the 2021 cohort, 15 of 32 schools met their MGI targets in 2023. 34 of 65 schools in the 2022 cohort met their MGI targets.

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

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

Year	2017 Cohort	2018 Cohort	2021 Cohort	2022 Cohort
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A
2022	16.6%	-5.9%	37.0%	N/A
2023	N/A	-1.0%	10.0%	N/A
2024				
2025				

Additional information: Data for this measure 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.

Data for 2023 for the 2018 cohort are from 13 schools. Across those schools, 39.2 percent of students scored proficient or above on State assessments in reading/language arts in 2022, and 38.8 percent of students scored proficient or above in 2023, a decrease of 1.0 percent.

Data for 2023 for the 2021 cohort are from 20 schools. Across those schools, 36.9 percent of students scored proficient or above in 2022, and 40.6 percent of students scored proficient or above in 2023, an increase of 10.0 percent.

No data are provided for the 2022 cohort, as grantees in this cohort are generally using 2023 (the first year of their projects) as the initial base year for performance comparisons under this measure.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

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

Year	2017 Cohort	2018 Cohort	2021 Cohort	2022 Cohort
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A
2022	36.9%	0.2%	48.0%	N/A
2023	N/A	-6.6%	38.4%	N/A
2024				
2024				

Additional information: Data for this measure 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.

Data for 2023 for the 2018 cohort are from 14 schools. Across those schools, 38.6 percent of students scored proficient or above on State assessments in mathematics in 2022, and 36.2 percent of students scored proficient or above in 2023, a decrease of 6.6 percent.

Data for 2023 for the 2021 cohort are from 20 schools. Across those schools, 43.7 percent of students scored proficient or above in 2022, and 60.5 percent of students scored proficient or above in 2023, an increase of 38.4 percent.

No data are provided for the 2022 cohort, as grantees in this cohort are generally using 2023 (the first year of their projects) as the initial base year for performance comparisons under this measure.

INNOVATION AND IMPROVEMENT

Ready to learn programming

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$31,000	\$31,000	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.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

Ready to learn programming

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$29,000
2021	29,500
2022	30,500
2023	31,000
2024 Annualized CR	31,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$31.0 million for Ready to Learn Programming, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. All requested funds would be used to support new grant awards. Researchers in many fields have looked carefully at whether and how considerable television viewing among children, 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. 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.

INNOVATION AND IMPROVEMENT

Ready to learn programming

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Number of new awards	0	0	2
New award funding	0	0	\$30,690
Number of continuation awards	2	2	0
Continuation award funding	\$30,980	\$30,980	0
Evaluation (review of grant products)	\$20	\$20	0
Peer review	0	0	\$310
Total	\$31,000	\$31,000	\$31,000

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

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

¹ 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 2023, it may do so in fiscal years 2024 and 2025.

INNOVATION AND IMPROVEMENT

Ready to learn programming

(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.

For the first performance measure, 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. The Department will conduct a product review in years three and five for the 2020 grantees. In 2023, the Department received two transmedia product suites from one grantee to review. Both of the transmedia product suites reviewed were of high quality, with scores of 4.22 and 4.26. The Department plans to conduct a review of transmedia products from the other grantee in 2024 and will conduct a product review for both grantees in 2025.

For the third performance measure, grantees reported on the number of children who used RTL-produced products, by type of product. In 2022, 49.0 million users access RTL-produced educational media products developed by the Corporation for Public Broadcasting (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. In 2023, 246.2 million users accessed RTL-produced educational medial products, of which 246.2 million users accessed RTL-produced products developed by CPB and 286 users accessed RTL-produced products developed by Twin Cities Public Television (TPT). TPT’s products have not been publicly released and have only been used in pilot versions.

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 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. In 2022, the two grantees leveraged \$10.0 million of non-Federal support compared to \$18.2 million in Federal dollars spent on production, or \$0.55 of non-Federal dollars for every Federal dollar spent. In 2023, the two grantees leveraged \$8.6 million of non-Federal support compared to \$22.3 million in Federal dollars spent on production, or \$0.39 of non-Federal dollars for every Federal dollar spent.

INNOVATION AND IMPROVEMENT

Arts in education

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$36,500	\$36,500	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 offered the Arts in Education program as one, single competition.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

Arts in education

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

Fiscal Year	(dollars in thousands)
2020	\$30,000
2021	30,500
2022	36,500
2023	36,500
2024 Annualized CR	36,500

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$36.5 million for the Arts in Education program, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. 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. The request would support the Administration's efforts to assist States and districts provide access to a broad and challenging education that provides opportunities to build deep knowledge and useful life skills across many disciplines and offer a comprehensive and rigorous education for every student as part of the "Raise the Bar: Lead the World" initiative to transform P-12 education.

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).

INNOVATION AND IMPROVEMENT

Arts in education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Assistance for Arts Education (AAE)			
Amount for new awards	0	0	\$13,600
Number of new awards	0	0	17
Amount for continuation awards	\$35,328	\$35,319	\$21,354
Number of continuation awards	28	28	27
Peer review of new award applications	0	0	\$365
Interagency transfer to support the Arts Education Partnership	\$525	\$525	\$525
Evaluation	\$647	\$656	\$656

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.

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

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

¹ 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 2023, it may do so in fiscal years 2024 and 2025.

INNOVATION AND IMPROVEMENT

Arts in education

Measure: The number of grantees that attain or exceed the targets for a majority of the outcome indicators for their projects.

Year	Target	Actual
2022	50%	63%
2023	55	73
2024	60	
2025	65	

Measure: The percentage of AAE participants who complete 75% or more of the total hours of professional development offered.

Year	Target	Actual
2020	65%	62%
2021	65	56
2022	70	86
2023	70	80
2024	75	
2025	80	

Additional information: Prior to 2022, Professional Development for Arts Educators (PDAE) grantees reported on the percent of teachers participating in the program who receive professional development that is sustained and intensive. 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.

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.

For 2022, five grantees did not report data for this measure.

INNOVATION AND IMPROVEMENT

Arts in education

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

Year	Target	Actual
2020	100	371
2021	200	745
2022	250	700
2023	300	1,610
2024	350	
2025	400	

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.

For 2022, six grantees reported that they were in their planning year and did not develop accessible, arts-based instructional materials.

Arts in Education National Program

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. Data and targets for 2023 will be available in fall 2024 and will be included in the fiscal year 2026 Congressional Justification.

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

Year	Target	Actual
2020	1,240,000	1,596,693
2021	1,350,000	2,189,294
2022	1,300,000	1,995,614
2023		
2024		
2025		

INNOVATION AND IMPROVEMENT

Arts in education

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

Year	Target	Actual
2020	468,012	549,839
2021	864,184	875,125
2022	555,310	619,589
2023		
2024		
2025		

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

Year	Target	Actual
2020	100,623	117,003
2021	185,800	260,292
2022	134,827	148,802
2023		
2024		
2025		

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

Year	Target	Actual
2020	25,000	32,621
2021	30,000	32,755
2022	25,000	48,949
2023		
2024		
2025		

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$16,500	\$16,500	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: establish and operate gifted and talented education programs, which may include innovative methods and strategies for identifying and teaching underserved students in such programs; 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; 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.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$13,000
2021	13,500
2022	14,500
2023	16,500
2024 Annualized CR	16,500

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$16.5 million for Javits Gifted and Talented Education, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support new and continuation awards designed to help schools identify and meet the needs of students in gifted and talented education programs.

Consistent with the Administration’s commitment to promote equity in access to educational opportunities, 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 and other surveys show persistent underrepresentation in gifted and talented education programs or other advanced or accelerated learning opportunities. For example, in the 2020–2021 school year, Black students made up 15.0 percent of public elementary and secondary students, whereas they only made up 8.4 percent of students enrolled in gifted and talented programs.^{1,2} 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.”

¹ https://nces.ed.gov/programs/digest/d22/tables/dt22_203.50.asp?current=yes

² <https://civilrightsdata.ed.gov/data>

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Amount for new awards	\$2,500	0	\$6,254
Number of new awards	5	0	13
Amount for continuation awards ²	\$13,000	\$15,500	\$9,096
Number of continuation awards	26	22	18
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	0	\$150

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.

Due to the extraordinary circumstances created by the COVID-19 pandemic, the Department waived Title I, Part A assessment requirements for all States for the 2019-2020 school year. As a result, data on the performance of students on State assessments for the 2019-2020 school year are not available. Furthermore, given the continued impacts of the COVID-19 pandemic on assessment administration and reporting, 2020-2021 data may be incomplete and should be interpreted with caution. Program performance data not related to State assessment also suffer from reliability concerns and some grantees have not reported on all measures. Data for 2023 will be available in spring 2024.

¹ 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 programs. The Department did not reserve funds for this purpose from Javits Gifted and Talented Education in fiscal year 2023, but may do so in fiscal years 2024 and 2025.

² Includes frontloading of future years' non-competing continuation awards.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

Measure: The number of students newly identified for enrollment in gifted and talented education programs under the grant program.

2019 Cohort

Year	Target	Actual
2021		523
2022		945
2023		929
2024	968	

2020 Cohort

Year	Target	Actual
2021		162
2022		512
2023		701
2024	714	
2025	750	

2022 Cohort

Year	Target	Actual
2023		2,418
2024	2,000	
2025	2,050	

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

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

2022 Cohort

Year	Target	Actual
2023		1,150
2024	3,425	
2025	3,500	

Measure: Percentage of students newly identified as gifted and talented under the program who were served under the program

2019 Cohort

Year	Target	Actual
2021		31%
2022		54
2023	75%	30
2024	100	

2020 Cohort

Year	Target	Actual
2021		49%
2022		51
2023	50%	16
2024	75	
2025	100	

2022 Cohort

Year	Target	Actual
2023		23%
2024	50%	
2025	100	

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

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

2022 Cohort

Year	Target	Actual
2023		24%
2024	50%	
2025	100	

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

2019 Cohort

Year	Target	Actual
2021		17%
2022		16
2023		16
2024	100%	

2020 Cohort

Year	Target	Actual
2021		0
2022		22%
2023		49
2024	60%	
2025	100	

2022 Cohort

Year	Target	Actual
2023		16%
2024	50%	
2025	100	

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

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

2019 Cohort

Year	Target	Actual
2021		8%
2022		9
2023		7
2024	100%	

2020 Cohort

Year	Target	Actual
2021		0
2022		22%
2023		24
2024	75%	
2025	100	

2022 Cohort

Year	Target	Actual
2023		17%
2024	50%	
2025	100	

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

2022 Cohort

Year	Target	Actual
2023		16%
2024	75%	
2025	100	

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

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

2019 Cohort

Year	Target	Actual
2021		1,060
2022		749
2023		4,230
2024	2,500	

2020 Cohort

Year	Target	Actual
2021		513
2022		758
2023		892
2024	1,000	
2025	1,050	

2022 Cohort

Year	Target	Actual
2023		2,344
2024	4,115	
2025	4,300	

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$20,000	\$20,000	0

PROGRAM DESCRIPTION

The Statewide Family Engagement Centers program provides grants to statewide organizations to establish statewide centers to 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.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$10,000
2021	12,500
2022	15,000
2023	20,000
2024 Annualized CR	\$20,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$20.0 million for Statewide Family Engagement Centers, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support continuation awards for approximately 20 centers (first funded in fiscal year 2022 or 2023) serving parents and families across the Nation.

The Statewide Family Engagement Centers program 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 parents, fostering trusting relationships between families and schools, particularly schools with concentrations of underserved students, and providing educational opportunities for parents and families, Statewide Family Engagement Centers grants can help lay the groundwork for sustained school, parent, and family partnerships and school improvement efforts.

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Amount for new awards	\$11,463	0	0
Number of new awards	12	0	0
Amount for continuation awards	\$7,790	\$19,600	\$19,600
Number of continuation awards	8	20	20
Amount for supplemental awards	\$353	0	0
Number of supplemental awards	1	0	0
Peer review	\$2	0	0
Technical assistance	\$392	\$400	\$400

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.

Data for the measures are reported separately for the 2018 grantee cohort (12 grantees) and the 2022 grantee cohort (8 grantees). Actual data for 2023 for the 2018 grantee cohort are reported for 11 of 12 grantees; data for the remaining grantee are expected in early spring 2024. Targets for the measures for the 2022 cohort for 2024 and future years, using 2023 actual data as the baseline, will be developed at a later date.

¹ 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 2023 but may do so in fiscal years 2024 and 2025.

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

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	2018 Cohort Target	2018 Cohort Actual	2022 Cohort Target	2022 Cohort Actual
2020	50,000	60,046	N/A	N/A
2021	60,000	95,439	N/A	N/A
2022	60,000	119,921	N/A	N/A
2023	60,000	196,305	Baseline year	5,400

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	2018 Cohort Target	2018 Cohort Actual	2022 Cohort Target	2022 Cohort Actual
2020	350	816	N/A	N/A
2021	500	1,249	N/A	N/A
2022	500	889	N/A	N/A
2023	500	2,054	Baseline year	272

Additional information: Grantees have worked with a technical assistance contractor to define “high-impact” as consistently as possible across 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 with activities at home or outside the school generally, as well as how they can participate in State and local decision-making processes.

Year	2018 Cohort Target	2018 Cohort Actual	2022 Cohort Target	2022 Cohort Actual
2020	100	935	N/A	N/A
2021	800	1,526	N/A	N/A
2022	800	1,284	N/A	N/A
2023	850	3,273	Baseline year	399

Additional information: Grantees largely pivoted to online programming for parents beginning in 2020 and have therefore been able to reach more parents than anticipated.

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

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	2018 Cohort Target	2018 Cohort Actual	2022 Cohort Target	2022 Cohort Actual
2020	80%	87.3%	N/A	N/A
2021	80	88.7	N/A	N/A
2022	80	90.9	N/A	N/A
2023	80	76.3	Baseline year	71.2

The following additional measures were established for the 2022 grantee cohort.

Measure: The number of high-impact activities or services implemented to ensure that LEA, school, and community-based organization staff are trained and can effectively engage in activities with families that will improve student academic achievement, to include an understanding of how they can support families with activities at home or outside the school generally, as well as how they can help families participate in State and local decision-making processes.

Year	2022 Cohort Target	2022 Cohort Actual
2023	Baseline year	170

Measure: The percentage of LEA and school staff receiving SFEC services who report having enhanced capacity to work with families effectively in meeting the academic and developmental needs of their children.

Year	2022 Cohort Target	2022 Cohort Actual
2023	Baseline year	93.2

INNOVATION AND IMPROVEMENT

Fostering diverse schools

(Proposed legislation)

(dollars in thousands)

FY 2025 Authorization: To be determined

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
0	\$10,000	+\$10,000

PROGRAM DESCRIPTION

The Fostering Diverse Schools program would help address the well-documented, persistent negative effects of concentrated poverty and racial isolation by supporting voluntary efforts to increase school 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 segregation or isolation 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 voluntary, locally developed 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. Applicants would be required to develop voluntary plans for improving socioeconomic diversity in schools and may choose to pursue permissible strategies for improving diversity as it relates to other factors, such as race, ethnicity, or disability status.

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 diversity and creating inclusive learning environments within and across districts, 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 State or local 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 diversity. For example, applicants could allow students to enroll in public

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schools within or across districts through programs that promote 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 educator, family, and 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 socioeconomic isolation and stratification, student educational opportunities and outcomes, and related barriers to diversity at the classroom, school, and district levels; (2) developing and implementing a robust student, family, educator, and community engagement plan, including, where feasible, public hearings or other open forums to inform the development of a formal strategy to improve diversity; and (3) producing a strategic plan that includes specific performance metrics, activities, timelines, and cost estimates for improving diversity and student opportunities and 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 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;
- 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 opportunities and outcomes for all students, particularly students of color and students from low-income backgrounds, and increase integration within and across schools; (2) evidence of extensive stakeholder support for these strategies, including that the applicant has engaged in meaningful

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student, family, educator, and community outreach activities; (3) ambitious but achievable goals to increase 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 schoolwide 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; or
- Other innovative and promising activities designed to increase 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 could 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 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$10.0 million for a new Fostering Diverse Schools program, which would be authorized through appropriations language. The Department would use funds under this program for a limited number of planning grants and implementation grants, which may include grants initially supported through the Fostering Diverse Schools Demonstration Grants program under the Title IV-A Student Support and Academic Enrichment Grants technical assistance and capacity building authority.

Diversity is America's greatest strength. Unfortunately, students in racially isolated communities and communities of concentrated poverty are too often denied access to critical educational resources and opportunities, resulting in negative outcomes in school and throughout life. Fostering Diverse Schools is an integral part of the Administration's efforts to remove the barriers to success that these students face and help all students excel academically and become engaged citizens. In particular, this program would demonstrate the Administration's commitment to focusing national attention on—and increasing the number of communities

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engaging in a robust and informed discussion of—the critical role schools that are diverse by design can play, as research shows, in improving academic, social and emotional, civic, and economic outcomes.¹

Fostering Diverse Schools would build on the Administration’s efforts to improve diversity within and across schools to date, including the planning and implementation grants first made in fiscal year 2023 under the Fostering Diverse Schools Demonstration Grants program using funds from the Title IV-A Student Support and Academic Enrichment Grants technical assistance and capacity building authority. Most critically, the request would support and improve these efforts by establishing a standalone authority with dedicated funding.

Fostering Diverse Schools would also be complemented by the Administration’s request for Magnet Schools Assistance, which would support efforts to desegregate schools by creating special instructional programs that appeal to diverse students.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025
Amount for grants	\$8,900
Number of planning grants	1-6
Average planning grant award	\$750
Number of implementation grants	1-2
Average implementation grant award	\$4,000
Peer review of new award applications	\$100
National activities	\$1,000

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.

¹ 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.>

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Account Summary Table

Select here for the online version.

DEPARTMENT OF EDUCATION FISCAL YEAR 2025 PRESIDENT'S BUDGET
(in thousands of dollars)

	Cat Code	2023 Appropriation	2024 Annualized CR	2025 Request	FY 2025 Request Compared to FY 2024 Annualized CR: Amount	FY 2025 Request Compared to FY 2024 Annualized CR: Percent
<i>Innovation and Improvement</i>						
1. Education innovation and research (ESEA IV-F-1)	D	284,000	284,000	269,000	(15,000)	-5.28%
2. Teacher and school leader incentive grants (ESEA II-B-1)	D	173,000	173,000	173,000	0	0.00%
3. American history and civics education (ESEA II-B-3)	D	23,000	23,000	23,000	0	0.00%
4. Supporting effective educator development (SEED) (ESEA II-B-4, section 2242)	D	90,000	90,000	90,000	0	0.00%
5. Charter schools grants (ESEA IV-C)	D	440,000	440,000	400,000	(40,000)	-9.09%
6. Magnet schools assistance (ESEA IV-D)	D	139,000	139,000	139,000	0	0.00%
7. Ready to learn programming (ESEA IV-F-4, section 4643)	D	31,000	31,000	31,000	0	0.00%
8. Arts in education (ESEA IV-F-4, section 4642)	D	36,500	36,500	36,500	0	0.00%
9. Javits gifted and talented education (ESEA IV-F-4, section 4644)	D	16,500	16,500	16,500	0	0.00%
10. Statewide family engagement centers (ESEA IV-E)	D	20,000	20,000	20,000	0	0.00%
11. Fostering Diverse Schools (proposed legislation)	D	0	0	10,000	10,000	---
12. Community Project Funding/Congressionally Directed Spending	D	200,443	200,443	0	(200,443)	-100.00%
Total	D	1,453,443	1,453,443	1,208,000	(245,443)	-16.89%

NOTES:

- 1) D = discretionary program; M = mandatory programs
- 2) Detail may not add to totals due to rounding.