

Department of Education
HIGHER EDUCATION
Fiscal Year 2025 Budget Request
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Appropriations Language

For carrying out, to the extent not otherwise provided, titles II, III, IV, V, VI, VII, and VIII of the HEA, the Mutual Educational and Cultural Exchange Act of 1961, and section 117 of the Perkins Act, \$3,343,247,000: Provided, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:¹ Provided further, That of the funds referred to in the preceding proviso up to 1 percent may be used for program evaluation, national outreach, and information dissemination activities:² Provided further, That of the funds made available in this Act to carry out chapter 1 of subpart 2 of part A of title IV of the HEA, up to 1 percent may be used for technical assistance, national outreach, and information dissemination activities:³ Provided further, That up to 1.5 percent of the funds made available under chapter 2 of subpart 2 of part A of title IV of the HEA may be used for evaluation:⁴ Provided further, That section 313(d) of the HEA shall not apply to an institution of higher education that is eligible to receive funding under section 318 of the HEA:⁵ Provided further, That, in determining whether an individual is a low-income individual, as defined in section 402A(h)(4) of the HEA, a recipient of an award under section 402A(b) of the HEA may use—(i) for a project under section 402D or 402E, an individual's receipt of a Pell Grant under section 401 of the HEA within one year prior to the individual's enrollment in the program supported by the grant; and (ii) for a project under

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Appropriations Language—continued

section 402B, 402C, or 402F, an individual's, or an individual's parent's or guardian's, receipt of benefits under either Section V of the Food and Nutrition Act, a program funded under Part A of Title IV (other than under Section 418) of the Social Security Act (except for where income and resources are conditions of eligibility for receipt of such benefits), or Title XIX or Title XXI of the Social Security Act, within one year prior to the individual's enrollment in the program supported by the grant:⁶ Provided further, That amounts made available for carrying out section 419N of the HEA may be awarded notwithstanding the limitations in section 419N(b)(2) of the HEA:⁷ Provided further, That, under the Fund for the Improvement of Postsecondary Education, \$100,000,000 shall be used to support 4-year institutions that are eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA to build and expand institutional research and development infrastructure; \$100,000,000 shall be used for grants to eligible States, Tribal Colleges and Universities, and systems of institutions of higher education to implement or expand evidence-based statewide and institutional-level retention and completion reforms that improve student outcomes, including retention, transfer, and completion rates and labor market outcomes; \$15,000,000 shall be used for grants to States and state agencies that govern, make policy, and coordinate on higher education matters to implement statewide improvements and reforms to improve postsecondary access, success and outcomes; \$25,000,000 shall be used to support institutions of higher education to strengthen institutional statewide capacity to address student mental health needs and non-academic barriers to student success; \$10,000,000 shall be used to support a higher education advancement and success technical assistance center; and \$12,000,000 shall be used to support the Open Textbooks Pilot Program:⁸ Provided further, That funds made available in this Act to carry out part A of title II of the HEA may be used to support high school

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career programs in which high school students can earn postsecondary credit in an elementary and secondary education program of study, prepare for teacher and paraprofessional certification exams, and participate in other activities that prepare high school students for a career in elementary and secondary education:⁹ Provided further, That of the funds referred to in the preceding proviso, the Secretary may use up to 3 percent for technical assistance, national outreach, and information dissemination activities:¹⁰ Provided further, That funds made available in the Act to carry out sections 311 through 315 of the HEA may be used for national activities to advance the Strengthening Institutions program's goal of assisting institutions that provide educational opportunities to students from low-income backgrounds and students of color:¹¹ Provided further, That of the funds referred to in the preceding proviso, the Secretary may, without affecting an institution's allocation under the preceding proviso, use up to 5 percent for technical assistance and training to implement interventions to increase program value, including increasing a community college's capacity for credit attainment, mobility, and seamless transfer agreements:¹² Provided further, That funds made available in this Act to carry out section 317 and section 371(b)(2)(D)(ii) of the HEA shall be allotted to institutions in the same manner as under section 318(e) of the HEA but, for purposes of this proviso, section 318(e) shall be applied by substituting "Alaska Native and Native Hawaiian-serving Institution" for "Predominantly Black Institution" and by substituting "Alaska Native and Native Hawaiian" for "Black American":¹³ Provided further, That notwithstanding the preceding proviso, the amount allotted to each Alaska Native and Native Hawaiian-serving institution under section 317 and 371(b)(2)(D)(ii) of the HEA shall not be less than \$250,000, subject to section 318(e)(4) and (5) of the HEA:¹⁴ Provided further, That funds made available by this Act to carry out section 319 and section 371(b)(2)(D)(iv) of the HEA shall be allotted to institutions in the same manner as

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under section 318(e)(4) of the HEA but, for the purposes of this proviso, section 318(e) of the HEA shall be applied by substituting “Native American-serving Nontribal Institution” for “Predominantly Black Institution” and substituting “Native American” for “Black American”:¹⁵

Provided further, That notwithstanding the preceding proviso, the amount allotted to each Native American-serving Nontribal institution under section 319 and section 371(b)(2)(D)(iv) shall not be less than \$250,000, subject to section 318(e)(4) and (5) of the HEA:¹⁶

Provided further, That sections 399(b) and 528(b) of the HEA shall not apply to funds made available in this Act:¹⁷

Provided further, That activities authorized under sections 317(c)(2)(B), 319(c)(2)(B), and 320(c)(2)(B) of the HEA may include construction and maintenance in classrooms, libraries, laboratories, and other instructional facilities:¹⁸

Provided further, That section 714(d)(2) of the HEA shall not apply to funds made available in this Act.¹⁹

TITLE III GENERAL PROVISIONS

SEC. 304. (a) An institution of higher education that maintains an endowment fund supported with funds appropriated for title III or V of the HEA for fiscal year 2025 may use the income from that fund to award scholarships to students, subject to the limitation in section 331(c)(3)(B)(i) of the HEA. The use of such income for such purposes, prior to the enactment of this Act, shall be considered to have been an allowable use of that income, subject to that limitation.²⁰

(b) Subsection (a) shall be in effect until titles III and V of the HEA are reauthorized.²¹

SEC. 310. The Secretary may reserve not more than 0.5 percent from any amount made available in this Act for an HEA program, except for any amounts made available for subpart 1 of part A of title IV of the HEA, to carry out rigorous and independent evaluations and to collect

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Appropriations Language—continued

and analyze outcome data for any program authorized by the HEA:²² Provided, That no funds made available in this Act for the “Student Aid Administration” account shall be subject to the reservation under this section:²³ Provided further, That any funds reserved under this section shall be available through September 30, 2027:²⁴ Provided further, That if, under any other provision of law, funds are authorized to be reserved or used for evaluation activities with respect to a program or project, the Secretary may also reserve funds for such program or project for the purposes described in this section so long as the total reservation of funds for such program or project does not exceed any statutory limits on such reservations:²⁵ Provided further, That not later than 30 days prior to the initial obligation of funds reserved under this section, the Secretary shall submit to the Committees on Appropriations of the Senate and the House of Representatives, the Committee on Health, Education, Labor and Pensions of the Senate, and the Committee on Education and the Workforce of the House of Representatives a plan that identifies the source and amount of funds reserved under this section, the impact on program grantees if funds are withheld for the purposes of this section, and the activities to be carried out with such funds.²⁶

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 Consolidated 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><u>¹ Provided further, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:</u></p>	<p>This language permits International Education and Foreign Language Studies (IEFLS) program grantees to use funds for visits and study in foreign countries by individuals (in addition to teachers and prospective teachers) who plan to apply their language skills and knowledge in world areas that are vital to United States national security in the fields of government, the professions, or international development.</p>
<p><u>² Provided further, That of the funds referred to in the preceding proviso up to 1 percent may be used for program evaluation, national outreach, and information dissemination activities:</u></p>	<p>This language authorizes the use of up to 1 percent of the amounts appropriated for the IEFLS programs for evaluation, national outreach, and information dissemination activities.</p>
<p><u>³ Provided further, That of the funds made available in this Act to carry out chapter 1 of subpart 2 of part A of title IV of the HEA, up to 1 percent may be used for technical assistance, national outreach, and information dissemination activities:</u></p>	<p>This language permits the Department to use up to 1 percent of the funds appropriated for the Federal TRIO Programs for technical assistance, national outreach, and information dissemination activities.</p>
<p><u>⁴ Provided further, That up to 1.5 percent of the funds made available under chapter 2 of subpart 2 of part A of title IV of the HEA may be used for evaluation:</u></p>	<p>This language permits the Department to use up to 1.5 percent of the funds appropriated for Gaining Early Awareness and Readiness for Undergraduate Programs for evaluation.</p>
<p><u>⁵ Provided further, That section 313(d) of the HEA shall not apply to an institution of higher education that is eligible to receive funding under 318 of the HEA:</u></p>	<p>This language exempts the Strengthening Predominantly Black Institutions program from the 2-year wait-out period applicable to the general Title III Part A programs.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p><u>⁶ Provided further, That, in determining whether an individual is a low-income individual, as defined in section 402A(h)(4) of the HEA, a recipient of an award under section 402A(b) of the HEA may use—(i) for a project under section 402D or 402E, an individual's receipt of a Pell Grant under section 401 of the HEA within one year prior to the individual's enrollment in the program supported by the grant; and (ii) for a project under section 402B, 402C, or 402F, an individual's, or an individual's parent's or guardian's, receipt of benefits under either Section V of the Food and Nutrition Act, a program funded under Part A of Title IV (other than under Section 418) of the Social Security Act (except for where income and resources are conditions of eligibility for receipt of such benefits), or Title XIX or Title XXI of the Social Security Act, within one year prior to the individual's enrollment in the program supported by the grant:</u></p>	<p>This language would provide TRIO grantees with greater flexibility in determining whether a potential TRIO participant qualifies as a low-income individual by allowing consideration of whether the potential participant has participated in certain Federal assistance programs, in addition to the existing criteria.</p>
<p><u>⁷ Provided further, That amounts made available for carrying out section 419N of the HEA may be awarded notwithstanding the limitations in section 419N(b)(2) of the HEA:</u></p>	<p>This language lifts the statutory cap on grant awards to institutions of higher education to allow for larger grants to more accurately reflect the costs of providing high-quality, convenient childcare options for student participants in the Child Care Access Means Parents in School program.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p><u>⁸ Provided further, That, under the Fund for the Improvement of Postsecondary Education, \$100,000,000 shall be used to support 4-year institutions that are eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA to build and expand institutional research and development infrastructure; \$100,000,000 shall be used for grants to eligible States, Tribal Colleges and Universities, and systems of institutions of higher education to implement or expand evidence-based statewide and institutional-level retention and completion reforms that improve student outcomes, including retention, transfer, and completion rates and labor market outcomes; \$15,000,000 shall be used for grants to States and state agencies that govern, make policy, and coordinate on higher education matters to implement statewide improvements and reforms to improve postsecondary access, success and outcomes; \$25,000,000 shall be used to support institutions of higher education to strengthen institutional statewide capacity to address student mental health needs and non-academic barriers to student success; \$10,000,000 shall be used to support a higher education advancement and success technical assistance center; and \$12,000,000 shall be used to support the Open Textbooks Pilot Program:</u></p>	<p>This language authorizes a program to build and expand institutional research and development infrastructure investments for Historically Black Colleges and Universities, Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions; and a program of grants to States, TCCUs, and systems of IHEs designed to implement retention and completion reforms that improve student outcomes; a program of grants to States and state agencies that govern, make policy, and coordinate on higher education matters to implement statewide improvements and reforms to improve postsecondary access, success and outcomes; a program of grants to strengthen institutional statewide capacity to address student mental health needs and non-academic barriers to student success; a higher education advancement and success technical assistance center; and the Open Textbooks Pilot.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>⁹ <u>Provided further, That funds made available in this Act to carry out part A of title II of the HEA may be used to support high school career programs in which high school students can earn postsecondary credit in an elementary and secondary education program of study, prepare for teacher and paraprofessional certification exams, and participate in other activities that prepare high school students for a career in elementary and secondary education:</u></p>	<p>This language permits the Department to use Teacher Quality Partnership program funds to support grantees that prepare high school students for a career in elementary and secondary education.</p>
<p>¹⁰ <u>Provided further, That of the funds referred to in the preceding proviso, the Secretary may use up to 3 percent for technical assistance, national outreach, and information dissemination activities:</u></p>	<p>This language permits the Department to use up to 3 percent of the funds appropriated for title II of the HEA be used for technical assistance, national outreach, and information dissemination activities.</p>
<p>¹¹ <u>Provided further, That funds made available in the Act to carry out sections 311 through 315 of the HEA may be used for national activities to advance the Strengthening Institutions Program's goal of assisting institutions that provide educational opportunities to students from low-income backgrounds and students of color:</u></p>	<p>This language permits the Department to use funds appropriated for the Strengthening Institutions Program for national activities.</p>
<p>¹² <u>Provided further, That of the funds referred to in the preceding proviso, the Secretary may, without affecting an institution's allocation under the preceding proviso, use up to 5 percent for technical assistance and training to implement interventions to increase program value, including increasing a community college's capacity for credit attainment, mobility, and seamless transfer agreements:</u></p>	<p>This language permits the Department to use up to 5 percent of the funds appropriated for the Strengthening Institutions Program for technical assistance and training to community colleges to implement interventions to increase completion and value, including increasing an institution's capacity for credit attainment, mobility, and seamless transfer agreements.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p><u>¹³ Provided further, That funds made available in this Act to carry out section 317 and section 371(b)(2)(D)(ii) of the HEA shall be allotted to institutions in the same manner as under section 318(e) of the HEA but, for purposes of this proviso, section 318(e) shall be applied by substituting “Alaska Native and Native Hawaiian-serving Institution” for “Predominantly Black Institution” and by substituting “Alaska Native and Native Hawaiian” for “Black American”:</u></p>	<p>This language permits the Secretary to allocate funding to eligible Strengthening Alaska Native and Native Hawaiian-serving Institutions in the same manner as allocated to Strengthening Predominantly Black Institutions under section 318 of the HEA.</p>
<p><u>¹⁴ Provided further, That notwithstanding the preceding proviso, the amount allotted to each Alaska Native and Native Hawaiian-serving institution under section 317 shall not be less than \$250,000, subject to section 318(e)(4) and (5):</u></p>	<p>This language establishes a minimum grant allocation of \$250,000 in the Strengthening Alaska Native and Native Hawaiian-serving Institutions program.</p>
<p><u>¹⁵ Provided further, That funds made available by this Act to carry out section 319 and section 371(b)(2)(D)(iv) of the HEA shall be allotted to institutions in the same manner as under section 318(e)(4) of the HEA but, for the purposes of this proviso, section 318(e) of the HEA shall be applied by substituting “Native American-serving Nontribal Institution” for “Predominantly Black Institution” and substituting “Native American” for “Black American”:</u></p>	<p>This language permits the Secretary to allocate funding to eligible Strengthening Native American-serving Nontribal Institutions in the same manner as allocated to Strengthening Predominantly Black Institutions under section 318 of the HEA.</p>
<p><u>¹⁶ Provided further, That notwithstanding the preceding proviso, the amount allotted to each Native American-serving Nontribal institution under section 319 and section 371(b)(2)(D)(iv) shall not be less than \$250,000, subject to section 318(e)(4) and (5) of the HEA:</u></p>	<p>This language establishes a minimum grant allocation of \$250,000 in the Strengthening Native American-serving Nontribal Institutions program.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>¹⁷ <u>Provided further, That sections 399(b) and 528(b) of the HEA shall not apply to funds made available in this Act:</u></p>	<p>This language lifts the prohibition on frontloading in titles III and V of the HEA.</p>
<p>¹⁸ <u>Provided further, That activities authorized under sections 317(c)(2)(B), 319(c)(2)(B), and 320(c)(2)(B) of the HEA may include construction and maintenance in classrooms, libraries, laboratories, and other instructional facilities:</u></p>	<p>This language makes construction and maintenance in classrooms, libraries, and other instructional facilities an allowable use of funds in the Strengthening Alaska Native and Native Hawaiian-serving Institutions program, Strengthening Asian American and Native American Pacific Islander-serving program, and Strengthening Native American-serving Nontribal Institutions programs.</p>
<p>¹⁹ <u>Provided further, That section 714(d)(2) does not apply to appropriations made by this Act.</u></p>	<p>This language eliminates the work restriction thereby allowing GAANN fellows to receive an award even if the fellow engages in gainful employment on a full-time basis or in areas outside of teaching, research, or similar activities determined by the academic department to be in support of the fellow's progress towards a degree.</p>
<p>TITLE III GENERAL PROVISIONS</p> <p>²⁰ <u>SEC. 304. (a) An institution of higher education that maintains an endowment fund supported with funds appropriated for title III or V of the HEA for fiscal year 2025 may use the income from that fund to award scholarships to students, subject to the limitation in section 331(c)(3)(B)(i) of the HEA. The use of such income for such purposes, prior to the enactment of this Act, shall be considered to have been an allowable use of that income, subject to that limitation.</u></p>	<p>This language permits institutions of higher education supported by funds authorized by title III or V of the HEA to use the income from their endowment funds to award scholarships to students.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>²¹ <u>(b) Subsection (a) shall be in effect until titles III and V of the HEA are reauthorized.</u></p>	<p>This language recognizes that the preceding proviso shall remain in effect until the HEA is reauthorized.</p>
<p>²² <u>SEC. 310. The Secretary may reserve not more than 0.5 percent from any amount made available in this Act for an HEA program, except for any amounts made available for subpart 1 of part A of title IV of the HEA, to carry out rigorous and independent evaluations and to collect and analyze outcome data for any program authorized by the HEA:</u></p>	<p>This language permits HEA programs to reserve funds made available under the HEA in fiscal year 2025 to carry out rigorous and independent evaluations and to collect and analyze outcome data for any program authorized under the HEA.</p>
<p>²³ <u>Provided, That no funds made available in this Act for the “Student Aid Administration” account shall be subject to the reservation under this section:</u></p>	<p>This language prohibits the Student Aid Administration account from reserving funds for the HEA Pooled Evaluation authority.</p>
<p>²⁴ <u>Provided further, That any funds reserved under this section shall be available through September 30, 2027:</u></p>	<p>This language makes funds reserved for the HEA Pooled Evaluation authority available through fiscal year 2027.</p>
<p>²⁵ <u>Provided further, That if, under any other provision of law, funds are authorized to be reserved or used for evaluation activities with respect to a program or project, the Secretary may also reserve funds for such program or project for the purposes described in this section so long as the total reservation of funds for such program or project does not exceed any statutory limits on such reservations:</u></p>	<p>This language permits programs with authorized evaluation activities to reserve funds under the HEA Pooled Evaluation authority so long as the total reservation of funds does not exceed the program’s statutory limits.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>²⁶ <u>Provided further, That not later than 30 days prior to the initial obligation of funds reserved under this section, the Secretary shall submit to the Committees on Appropriations of the Senate and the House of Representatives, the Committee on Health, Education, Labor and Pensions of the Senate, and the Committee on Education and the Workforce of the House of Representatives a plan that identifies the source and amount of funds reserved under this section, the impact on program grantees if funds are withheld for the purposes of this section, and the activities to be carried out with such funds.</u></p>	<p>This language directs the Department to submit a plan that identifies the source and amount of funds reserved for the HEA Pooled Evaluation authority and the impact on program grantees to specific Congressional Committees no later than 30 days prior to the initial obligation of funds.</p>

HIGHER EDUCATION

Appropriation, Adjustments, and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2023	2024	2025
Discretionary:			
Appropriation	<u>\$3,526,037</u>	<u>\$3,526,037</u>	<u>\$3,343,247</u>
Total, discretionary appropriation	3,526,037	3,526,037	3,343,247
Mandatory:			
Appropriation	255,000	255,000	255,000
Sequester (P.L. 112-25)	<u>-14,535</u>	<u>-14,535</u>	<u>0</u>
Total, adjusted mandatory appropriation	<u>240,465</u>	<u>240,465</u>	<u>255,000</u>
Total, discretionary and adjusted mandatory appropriation	3,766,502	3,766,502	3,598,247

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Summary of Changes (dollars in thousands)

2024 Discretionary	\$3,526,037
2024 Mandatory	240,465
2025 Discretionary	3,343,247
2025 Mandatory	255,000
Net change	-168,255

	2024 base	Change from base
Discretionary:		
Increases:		
<u>Program:</u>		
Increase funding for individual HEA Title III, Title V, and Title VII program authorities to increase institutional capacity and student support at HBCUs, TCCUs, MSIs, and low-resourced institutions and provide additional support for disadvantaged students, including those at community colleges, to ensure they succeed in and graduate from college:		
• Strengthening Institutions Program	\$122,070	+\$17,930
• Strengthening Tribally Controlled Colleges and Universities	51,549	+4,859
• Strengthening Alaska Native and Native Hawaiian-serving Institutions	24,433	+1,407
• Strengthening Historically Black Colleges and Universities	395,986	+35,599
• Strengthening Historically Black Graduate Institutions	100,782	+7,680
• Strengthening HBCU Master's Program	19,937	+1,332
• Strengthening Predominantly Black Institutions	22,300	+1,372
• Strengthening Asian American and Native American Pacific Islander-serving Institutions	18,589	+1,310
• Strengthening Native American-serving Nontribal Institutions	11,405	+190
• Developing Hispanic-Serving Institutions program	227,751	+18,796
• Postbaccalaureate Opportunities for Hispanic Americans program	27,314	+2,455
Increase funding for Federal TRIO Programs that play an important role in assisting low-income students and students whose parents never completed college with support and preparation to enter and complete postsecondary education programs.	1,191,000	+20,000
Increase funding for Gaining Early Awareness and Readiness for Undergraduate Programs to support State efforts and build partnerships within communities, target entire cohorts of students in high-poverty middle schools, provide students with a full range of services through the 12th grade, and offer scholarships to attend college.	388,000	+10,000

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Summary of Changes—continued

Discretionary:	<u>2024 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase funding for Child Care Access Means Parents in School to help ensure low-income student parents enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care.	\$75,000	+\$5,000
Increase funding for Fund for the Improvement of Postsecondary Education (FIPSE) for HBCU, TCCU and MSI Research and Development Infrastructure Grants, Postsecondary Student Success Grants, and Open Textbooks Pilot; and to establish three new programs, including Statewide Reform Grants, Comprehensive Postsecondary Student Supports Program, and a Postsecondary Advancement and Success Technical Assistance Center.	184,000	+78,000
Increase funding for the Teacher Quality Partnership program to support partnerships that enhance professional development activities and training for current and prospective teachers and staff.	70,000	+25,000
Increase funding for the Hawkins Centers of Excellence program to increase the quality and number of new minority teachers prepared at institutions of higher education and add to the research base on effective, comprehensive teacher preparation program models.	15,000	+15,000
Establish the Graduate Fellowships to Prepare Faculty in High-Need Areas at Colleges of Education program to support fellowships to individuals who are preparing for the professorate in order to prepare individuals to become elementary school and secondary school mathematics and science teachers, special education teachers, and teachers who provide instruction for limited English proficient students.	0	+5,000
Subtotal, discretionary increases		+250,930
Decreases:		
<u>Program:</u>		
Decrease funding for International Education and Foreign Language Studies: Domestic Programs because less funding is needed to maintain support for existing grantees.	75,353	-2,071

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Summary of Changes—continued

Discretionary:	<u>2024 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
Decrease funding for International Education and Foreign Language Studies: Overseas Programs to eliminate the duplication of effort across the Department and the Department of State.	\$10,311	-\$2,062
Discretionary: Decrease funding for Fund for the Improvement of Postsecondary Education (FIPSE) due to elimination of Congressionally directed spending/community project funding.	429,587	-429,587
Subtotal, discretionary decreases		-433,720
Subtotal, discretionary increases and decreases		-182,790
 Mandatory:		
Increases:		
<u>Program:</u>		
Increase funding for individual HEA Title III, Title V, and Title VII program authorities to increase institutional capacity and student support at HBCUs, TCCUs and Minority-Serving Institutions (MSIs) to ensure they succeed in and graduate from college:		
• Mandatory Strengthening Tribally Controlled Colleges and Universities program	28,290	+1,710
• Mandatory Strengthening Alaska Native and Native Hawaiian-serving Institutions program	14,145	+855
• Mandatory Strengthening Historically Black Colleges and Universities program	80,155	+4,845
• Mandatory Strengthening Predominantly Black Institutions program	14,145	+855
• Mandatory Strengthening Asian American- and Native American Pacific Islander-serving Institutions program	4,715	+285
• Mandatory Strengthening Native American-serving Nontribal Institutions program	4,715	+285
• Mandatory Developing Hispanic-serving Institutions STEM and Articulation programs	94,300	+5,700
Subtotal, mandatory increases		+14,535
Net change		-168,255

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Authorizing Legislation
(dollars in thousands)

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
Aid for institutional development:				
Strengthening institutions <i>(HEA-III-A-311)</i>	0	\$122,070	To be determined ¹	\$140,000
Strengthening tribally controlled colleges and universities <i>(HEA-III-A-316)</i>	0	51,549	To be determined ¹	56,408
Strengthening Alaska Native and Native Hawaiian-serving institutions <i>(HEA-III-A-317)</i>	0	24,433	To be determined ¹	25,840
Strengthening predominantly Black institutions <i>(HEA-III-A-318)</i>	0	22,300	To be determined ¹	23,672
Strengthening Native American-serving Nontribal institutions <i>(HEA-III-A-319)</i>	0	11,405	To be determined ¹	11,595
Strengthening Asian American and Native American Pacific Islander-serving institutions <i>(HEA-III-A-320)</i>	0	18,589	To be determined ¹	19,899
Strengthening historically Black colleges and universities <i>(HEA-III-B-323)</i>	0	395,986	To be determined ¹	431,585
Strengthening historically Black graduate institutions <i>(HEA-III-B-326)</i>	0	100,782	To be determined ¹	108,462
Strengthening HBCU Master's Program <i>(HEA-VII-A-4-723)</i>	0	19,937	To be determined ¹	21,269
Minority science and engineering improvement <i>(HEA-III-E-1)</i>	0	16,370	To be determined ¹	16,370
Strengthening tribally controlled colleges and Universities <i>(HEA-III-F-31) (mandatory)</i>	\$30,000 ²	28,290 ²	\$30,000 ²	30,000 ²
Strengthening Alaska Native and Native Hawaiian-serving institutions <i>(HEA-III-F-371) (mandatory)</i>	15,000 ²	14,145 ²	15,000 ²	15,000 ²
Strengthening historically Black colleges and universities <i>(HEA-III-F-371) (mandatory)</i>	85,000 ²	80,155 ²	85,000 ²	85,000 ²
Strengthening predominantly Black institutions <i>(HEA-III-F-371) (mandatory)</i>	15,000 ²	14,145 ²	15,000 ²	15,000 ²

HIGHER EDUCATION
Authorizing Legislation—continued

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
Strengthening Asian American and Native American Pacific Islander-serving institutions (<i>HEA-III-F-371</i>)(<i>mandatory</i>)	\$5,000 ²	\$4,715 ²	\$5,000 ²	\$5,000 ²
Strengthening Native American-serving Nontribal institutions (<i>HEA-III-F-371</i>) (<i>mandatory</i>)	5,000 ²	4,715 ²	5,000 ²	5,000 ²
Aid for Hispanic-serving institutions:				
Developing Hispanic-serving institutions (<i>HEA-V-A</i>)	0	227,751	To be determined ¹	246,547
Promoting postbaccalaureate opportunities for Hispanic Americans (<i>HEA-V-B-512</i>) (<i>discretionary</i>)	0	27,314	To be determined ¹	29,769
Mandatory developing HSI STEM and articulation programs (<i>HEA III-F-371(b)(2)(B)</i>) (<i>mandatory</i>)	100,000 ²	94,300 ²	100,000 ²	100,000 ²
Other aid for institutions:				
International education and foreign language studies:				
Domestic programs (<i>HEA-VI-A and B</i>)	0	75,353	To be determined ¹	73,282
Overseas programs (<i>MECEA-102(b)(6)</i>)	Indefinite	10,311	Indefinite	8,249
Model comprehensive transition and postsecondary programs for students with intellectual disabilities into higher education (<i>HEA-VII-D-2</i>)	0	13,800	To be determined ¹	13,800
Tribally controlled postsecondary career and technical institutions (<i>Carl D. Perkins CTEA section 117</i>)	10,465	11,953	10,465 ³	11,953
Assistance for students:				
Federal TRIO programs (<i>HEA IV-A-2-1</i>)	0	1,191,000	To be determined ¹	1,211,000
Gaining early awareness and readiness for undergraduate programs (<i>HEA-IV-A-2-2</i>)	0	388,000 ⁴	To be determined ¹	398,000
Graduate assistance in areas of national need (<i>HEA-VII-A-2</i>).	0	23,547	To be determined ¹	23,547
Child care access means parents in school (<i>HEA-IV-A-7</i>)	0	75,000	To be determined ¹	80,000
Teacher quality partnership (<i>HEA II-A</i>) (<i>discretionary</i>)	0	70,000	To be determined ¹	95,000
Fund for the improvement of postsecondary education (<i>HEA-VII-B</i>)	0	184,000	To be determined ¹	262,000

HIGHER EDUCATION
Authorizing Legislation—continued

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
Graduate fellowships to prepare faculty in high-need areas at colleges of education (<i>appropriations bill</i>)	0	0	To be determined ¹	\$5,000
Hawkins Centers of Excellence (<i>HEA-II-B-2</i>) (<i>discretionary</i>)	0	\$15,000	To be determined ¹	30,000
Community Project Funding (<i>appropriations bill</i>)	0	429,587	To be determined ¹	0
<u>Unfunded authorizations</u>				
Interest subsidy grants (<i>HEA-I-121</i>)	0	0	0	0
Aid for institutional development:				
Endowment challenge grants (<i>HEA-III-C-331</i>)	0	0	0	0
Programs in STEM Fields (<i>HEA-III-E-2</i>)	0	0	0	0
Assistance for students:				
Byrd honors scholarships (<i>HEA-IV-A-6</i>)	0	0	0	0
Loan repayment for civil legal assistance attorneys (<i>HEA-IV-B, section 428L</i>)	0	0	0	0
International education and foreign language studies:				
Institute for international public policy (<i>HEA-VI-C</i>)	0	0	0	0
Science and technology advanced foreign language Education (<i>HEA-VI-D-637</i>)	0	0	0	0
Javits fellowships (<i>HEA-VII-A-1</i>)	0	0	0	0
Thurgood Marshall legal educational opportunity program (<i>HEA-VII-A-3</i>)	0	0	0	0
<u>Unfunded authorizations</u>				
National Technical Assistance Center (<i>HEA-VII-D-4(a)</i>)	0	0	0	0
College access challenge grant program (<i>HEA-VII-E</i>) (<i>discretionary</i>)	0	0	0	0
College access challenge grants program (<i>HEA-VII-E</i>) (<i>mandatory</i>)	0	0	0	0
Project GRAD (<i>HEA-VIII-A</i>)	0	0	0	0

HIGHER EDUCATION
Authorizing Legislation—continued

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
Mathematics and science scholars program <i>(HEA-VIII-B)</i>	0	0	0	0
Business workforce partnerships for job skill training in high growth occupations or industries <i>(HEA-VIII-C)</i>	0	0	0	0
Capacity for nursing students and faculty <i>(HEA-VIII-D)</i>	0	0	0	0
American history for freedom <i>(HEA-VIII-E)</i>	0	0	0	0
Patsy T. Mink fellowship program <i>(HEA-VIII-G)</i>	0	0	0	0
Improving college enrollment by secondary schools <i>(HEA-VIII-H)</i>	0	0	0	0
Early childhood education professional development and career task force <i>(HEA-VIII-I)</i>	0	0	0	0
Improving science, technology, engineering, and mathematics education with a focus on Alaska Native and Native Hawaiian students <i>(HEA-VIII-J)</i>	0	0	0	0
Pilot programs to increase college persistence and success <i>(HEA-VIII-K)</i>	0	0	0	0
Student safety and campus emergency management <i>(HEA-VIII-L-821)</i>	0	0	0	0
Education disaster and emergency relief loan program <i>(HEA-VIII-L-824)</i>	0	0	0	0
<u>Unfunded authorizations</u>				
Low tuition <i>(HEA-VIII-M)</i>	0	0	0	0
Cooperative education <i>(HEA-VIII-N)</i>	0	0	0	0
College partnership grants <i>(HEA-VIII-O)</i>	0	0	0	0
Jobs to careers <i>(HEA-VIII-P)</i>	0	0	0	0
Rural development grants for rural-serving colleges and universities <i>(HEA-VIII-Q)</i>	0	0	0	0
Campus-based digital theft prevention <i>(HEA-VIII-R)</i>	0	0	0	0
University sustainability programs <i>(HEA-VIII-U-881)</i>	0	0	0	0
Modeling and simulation programs <i>(HEA-VIII-V)</i>	0	0	0	0

HIGHER EDUCATION
Authorizing Legislation—continued

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
Math to success program (<i>HEA-VIII-W</i>)	0	0	0	0
School of veterinary medicine competitive grant program (<i>HEA-VIII-X</i>)	0	0	0	0
Early Federal Pell Grant commitment demonstration program (<i>HEA-VIII-Y</i>)	0	0	0	0
Master's degree programs at HBCUs and PBIs (<i>HEA VIII-AA-897</i>)	0	0	0	0
Promoting postbaccalaureate opportunities for Hispanic Americans (<i>HEA-VIII-AA-898</i>)	0	0	0	0
Grants to states for workplace and community transition training for incarcerated individuals (<i>Higher Education Amendments of 1998-VIII-D</i>)	0	0	0	0
B.J. Stupak Olympic scholarships (<i>Higher Education Amendments of 1992, Section 1543</i>)	0	0	0	0
Underground railroad program (<i>Higher Education Amendments of 1998-VIII-H</i>)	0	0	0	0
Total definite authorization	\$265,321		\$265,465	
Total appropriation		<u>\$3,766,502</u>		<u>\$3,598,247</u>
Total discretionary appropriation		3,526,037		3,343,247
Portion of discretionary request subject to reauthorization		3,526,037		3,343,247
Portion of the discretionary request not authorized		0		0
Total mandatory appropriation		240,465		255,000 ^s
Portion of the mandatory request not authorized		0		0

HIGHER EDUCATION
Authorizing Legislation—continued

¹ The GEPA extension expired September 30, 2015; reauthorization for fiscal year 2025 is expected through appropriations action.

² Mandatory funds made available in fiscal year 2009 and each succeeding fiscal year through 2019. In December 2019, the President signed Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) providing permanent mandatory appropriations for HBCUs and minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

³ The GEPA extension applies through September 30, 2025.

⁴ Of the amount appropriated, not less than 33 percent shall be used for State Grants and not less than 33 percent shall be used for Partnership Grants.

⁵ In December 2019, Congress enacted Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act providing permanent mandatory appropriations for HBCUs and minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189). Although the 2025 level for mandatory programs is expected to be reduced by 5.7 percent, the amounts in the table do not include the sequester reduction. The level is expected to be \$240.5 million for fiscal year 2025, a reduction of \$14.5 million from the mandatory level.

HIGHER EDUCATION

Appropriations History (dollars in thousands)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2016 Discretionary ¹	\$2,072,045	\$1,909,042	\$2,038,510	\$1,982,185
2016 Mandatory	2,266,842	255,000	255,000	237,660
2017 Discretionary ²	2,189,200	1,976,666	1,986,792	2,055,439
2017 Mandatory	2,060,121	2,060,121	2,060,121	237,405
2018 Discretionary ³	1,545,305	2,038,126	2,048,439	2,246,551
2018 Mandatory	255,000	255,000	255,000	238,170
2019 Discretionary ⁴	1,485,848	2,300,551	2,260,551	2,312,356
2019 Mandatory	255,000	255,000	255,000	239,190
2020 Discretionary ⁵	1,534,487	2,748,533	2,313,356	2,475,792
2020 Mandatory	255,000	255,000	255,000	239,955
2020 Supplemental, CARES Act (P.L. 116-136) ⁶	0	0	0	1,046,438
2021 Discretionary ⁷	1,788,634	2,557,315	2,488,157	2,541,661
2021 Mandatory	255,000	255,000	255,000	240,465
2021 Supplemental, CRRSA Act (P.L. 116-260) ⁸	0	0	0	1,702,285
2021 Mandatory Supplemental, ARP Act (P.L. 117-02) ⁹	0	0	0	2,968,843

¹ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bills, which proceeded in the 14th Congress only through the House Committee and Senate Committee.

² The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

³ 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).

⁴ 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).

⁵ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

⁶ The Appropriation reflects the supplemental funds from the Coronavirus Aid, Relief, and Economic Security Act (P.L. 116-136).

⁷ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁸ The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁹ The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

HIGHER EDUCATION
Appropriations History—continued

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2022 Discretionary ¹	\$3,308,802	\$3,430,757	\$3,383,375	\$2,994,111
2022 Mandatory ²	7,475,000	255,000	255,000	240,465
2023 Discretionary ³	3,792,802	3,959,485	3,547,681	3,526,037
2023 Mandatory	255,000	255,000	255,000	240,465
2024 Discretionary ⁴	4,516,621	2,767,239	3,260,429	3,526,037
2024 Mandatory	255,000	255,000	255,000	240,465
2025 Discretionary	3,343,247			
2025 Mandatory	255,000			

¹ The House allowance reflects floor action on the FY 2022 Consolidated Appropriations Act; the Senate allowance reflects the Chairman’s mark; and the Appropriation reflects the Consolidated Appropriations Act, 2022 (P.L. 117-103).

² The Budget Estimate to Congress includes mandatory budget proposals, including pre-sequestered mandatory funding made available under the Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) providing permanent mandatory appropriations for HBCUs and minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

³ 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).

⁴ 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.

HIGHER EDUCATION

Significant Items in FY 2024 Appropriations Reports

Federal TRIO Programs

Senate: The Committee continues to direct the Department to include estimated funding for each TRIO program in the operating plan required under section 516 of this act.

Response: Please see page 108 of this chapter (under the heading “Federal TRIO Programs”).

Gaining Early Awareness for Undergraduate Programs

Senate: The Committee directs the Department to announce Notices Inviting Applications for New Awards for State Grants and Partnership Grants in the Federal Register. In such notice for State Grants, the Committee directs the Department to uphold the longstanding guidance that States may only administer one active State GEAR UP grant at a time. The Secretary is directed to provide written guidance in the Federal Register notifying applicants that only States without an active State GEAR UP grant, or States that have an active State GEAR UP grant that is scheduled to end prior to October 1, 2024, will be eligible to receive a new State GEAR UP award funded in whole or in part by this appropriation.

Response: The Department will comply with this directive.

Senate: In making new awards, the Department shall ensure that not less than 33 percent of the new award funds are allocated to State awards, and that not less than 33 percent of the new award funds are allocated to Partnerships awards, as described in section 404(b) of the HEA. The Secretary is further directed to ensure that no request from a State Grant applicant to receive an exception to the GEAR UP scholarship described in section 404E(b)(2) of the HEA shall be denied on the basis of 34 CFR 694.14(c)(3).

Response: Consistent with section 404B(a) of the HEA, the Department will ensure that of the amounts appropriated for GEAR UP, not less than 33 percent will be used to fund State grants and not less than 33 percent will be used to fund Partnership grants. The Department will comply with the directive to ensure that not less than 33 percent of the new award dollars are allocated to State awards and not less than 33 percent of the new award dollars are allocated to Partnership awards, to the extent practicable, while still maintaining compliance with the statutory requirements.

HIGHER EDUCATION

Significant Items in FY 2024 Appropriations Reports—continued

Fund for the Improvement of Postsecondary Education

Senate: Basic Needs Systems Grants—The Committee includes \$10,000,000 for competitive grants to IHEs, consortia of IHEs, or a system of higher education, that enroll a significant population of low-income students to advance systemic solutions to student basic needs security. These grants shall prioritize strengthening strategic integrations of student supports which could include improving data infrastructure to facilitate data matching and streamlining student eligibility determinations, and other innovative solutions to better connect students to supports. The Committee strongly encourages the Department to include connecting students to mental health resources as a key element of addressing student's basic needs. The Committee also strongly encourages the Department to prioritize IHEs with a significant percentage of Pell-eligible students, including community colleges, HBCUs, and other MSIs.

Response: The Department will comply with the funding levels and directives for FIPSE as provided in the fiscal year 2024 appropriations act.

Senate: Rural Postsecondary and Economic Development Grant Program.—The Committee recommendation includes \$35,000,000 for the Rural Postsecondary and Economic Development [RPED] Grant Program. The Committee recognizes that rural-serving institutions and communities face unique challenges and barriers. In particular, smaller, rural-serving colleges, universities and non-profit organizations may have significantly fewer staff, and less experience, in preparing to respond to Federal grant opportunities. The Committee encourages the Department to consider ways to better support rural applicants by recognizing the unique challenges facing rural communities, including but not limited to providing greater flexibility, longer application timelines, and targeted technical assistance for RPED grants.

Response: The Department will comply with the funding levels and directives for FIPSE as provided in the fiscal year 2024 appropriations act.

Senate: Open Textbooks Pilot—The Committee recommendation includes \$7,000,000 for the Open Textbooks Pilot program. The Committee directs the Department to issue a notice inviting applications, allow for a 60-day application period and make a significant number of grant awards under the same terms and conditions as in prior years.

Response: The Department will comply with the funding levels and directives for FIPSE as provided in the fiscal year 2024 appropriations act.

HIGHER EDUCATION

Significant Items in FY 2024 Appropriations Reports—continued

Fund for the Improvement of Postsecondary Education

Senate: Postsecondary Student Success Grants—The Committee directs the Department continue to carry out this program as a tiered-evidence competition, and require rigorous independent evaluations of grantee projects.

Response: The Department will comply with the funding levels and directives for FIPSE as provided in the fiscal year 2024 appropriations act.

HEA Pooled Evaluation

Senate: SEC. 310. The Secretary may reserve not more than 0.5 percent from any amount made available in this Act for an HEA program, except for any amounts made available for subpart 1 of part A of title IV of the HEA, to carry out rigorous and independent evaluations and to collect and analyze outcome data for any program authorized by the HEA: Provided, That no funds made available in this Act for the “Student Aid Administration” account shall be subject to the reservation under this section: Provided further, That any funds reserved under this section shall be available through September 30, 2026: Provided further, That if, under any other provision of law, funds are authorized to be reserved or used for evaluation activities with respect to a program or project, the Secretary may also reserve funds for such program or project for the purposes described in this section so long as the total reservation of funds for such program or project does not exceed any statutory limits on such reservations: Provided further, That not later than 30 days prior to the initial obligation of funds reserved under this section, the Secretary shall submit to the Committees on Appropriations of the Senate and the House of Representatives, the Committee on Health, Education, Labor and Pensions of the Senate, and the Committee on Education and the Workforce of the House of Representatives a plan that identifies the source and amount of funds reserved under this section, the impact on program grantees if funds are withheld for the purposes of this section, and the activities to be carried out with such funds.

Response: The Department will comply with this directive.

HIGHER EDUCATION

Summary of Request

The Administration's fiscal year 2025 Request includes \$3.3 billion in discretionary funds for Higher Education Programs aimed at improving student achievement and increasing access to a high-quality education for all students. The fiscal year 2025 Request for the Department includes essential investments from early childhood to postsecondary education so that all children and young people are able to grow, learn, and gain the skills they need to succeed. The Request provides increases that are key to increasing equity, and bolstering our economy for those who are underserved.

The Administration is committed to ensuring that all students, particularly those from underserved communities, have the opportunity to obtain a meaningful postsecondary credential. Across the nation, postsecondary institutions, schools, States, and community organizations are working hard to develop and implement evidenced-based strategies that support that goal. However, the Administration is concerned that, for some communities and beneficiaries, certain program requirements—including statutory, regulatory, and administrative requirements—may impede implementation of college completion strategies with fidelity, hampering the achievement of the intended outcomes of Department programs. Therefore, the Administration seeks to work with Congress to develop a process for the Secretary to waive specific program requirements at the request of grantees or applicants, as necessary, to ensure effective implementation of evidence-based college completion strategies.

The Request includes \$1.4 billion in discretionary and mandatory funding authorized under Titles III and V of the Higher Education Act of 1965, as amended. Within this amount, the Request provides \$855.1 million in discretionary funding for the **Aid for Institutional Development (AID)** programs, \$71.7 million or 9.2 percent, more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The Request for Title III demonstrates the Administration's commitment to assisting eligible institutions by providing funds to improve institutions' academic programs and administrative and fundraising capabilities.

The Administration requests \$140 million, \$17.9 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Strengthening Institutions Program** and a total request of \$585 million to strengthen institutions of higher education that serve high proportions of Black and low-income students, including \$431.6 million, \$35.6 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, for **Historically Black Colleges and Universities (HBCUs)**; \$108.5 million, \$7.7 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for **Historically Black Graduate Institutions (HBGIs)**; \$21.3 million, \$1.3 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for **Master's Degree Programs at HBCUs**; and \$23.7 million, \$1.4 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for **Strengthening Predominantly Black Institutions (PBIs)**.

HIGHER EDUCATION

Summary Of Request—continued

Also included in the Request for Title III programs is \$56.4 million, \$4.9 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Tribally Controlled Colleges and Universities (TCCUs)** program; \$25.8 million, \$1.4 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Alaska Native and Native Hawaiian-serving Institutions (ANNH)** program; \$11.6 million, \$190,000 more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Native American-serving Nontribal Institutions (NASNTIs)** program; and \$19.9 million, \$1.3 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs)** program. Lastly, the Administration is requesting \$16.4 million, the same as a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Minority Science and Engineering Improvement Program (MSEIP)** to help improve science and engineering programs at postsecondary institutions with predominantly minority enrollments.

The Administration requests a total of \$276.3 million in discretionary funding for **Aid for Hispanic-serving Institutions** to ensure that Hispanic students have access to high quality postsecondary education and to help close the gap between Hispanic and non-Hispanic students in areas of academic achievement, high school graduation, postsecondary enrollment, and life-long learning. The Request includes \$246.5 million in discretionary funding for **Developing Hispanic-serving Institutions (HSIs)**, \$18.8 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation; and \$29.8 million, \$2.5 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA)** program.

In addition to these discretionary requested levels, \$255 million is available in mandatory funding for minority-serving institutions authorized under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA).

For the **International Education and Foreign Language Studies (IEFLS)** programs, the Administration requests a total of \$81.5 million. The IEFLS programs are designed to help meet the Nation's security and economic needs through the development of expertise in foreign languages and area and international studies. More specifically, the request for IEFLS includes \$73.3 million, \$2.1 million less than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the Domestic Programs and \$8.2 million, \$2.1 million less than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the Overseas Programs.

The Request would provide \$1.2 billion in fiscal year 2025 for the **Federal TRIO Programs**, \$20 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, to provide services to encourage underserved individuals to enter

HIGHER EDUCATION

Summary Of Request—continued

and complete college and postgraduate education. Additionally, the Request includes \$398 million, \$10 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, to assist middle and high school students in preparing for college through **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**.

The Request also includes \$13.8 million, the same as a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Model Transition Programs for Students with Intellectual Disabilities (TPSID)** program; \$23.5 million, the same as a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Graduate Assistance in Areas of National Need (GAANN)** program; and \$12 million, the same as a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation for the **Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI)** program.

For fiscal year 2025, the Administration requests \$80 million for the **Child Care Access Means Parents in School (CCAMPIS)** program, \$5 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The CCAMPIS program helps to ensure that low-income student parents enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care. The request reflects the Administration's strong commitment to closing equity gaps that limit access to and success in postsecondary education, including the extra challenges faced by underserved college student parents in finding high-quality, low-cost child care.

The Request includes \$262 million for the **Fund for the Improvement of Postsecondary Education (FIPSE)**, \$78 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, to support three existing programs and three new grant programs. The HBCU, TCCU and MSI Research and Development Infrastructure Grants program supports both planning and implementation grants designed to promote transformational investments in research infrastructure, including physical infrastructure and human capital development. The Postsecondary Student Success program would provide competitive grants to IHEs and systems of IHEs to implement, expand, and evaluate evidence-based and data-driven student success strategies to improve student outcomes. The new Statewide Reform Grants program would provide competitive grants to States and state agencies that govern, make policy, and coordinate on higher education matters to implement statewide improvements and reforms to the entire spectrum of postsecondary education—from access to career outcomes and student success. The new Comprehensive Postsecondary Student Supports program would provide grants to IHEs, consortia, or systems of IHEs to improve institutional support for mental health needs and strengthen institutional and systemwide capacity to better leverage the internal and external resources needed to address the full range of non-academic barriers to student success. The new Postsecondary Advancement and Success Technical Assistance Center would support IHEs, consortia and systems of IHEs, and States to apply evidence-based practices and data-driven solutions to improve student outcomes and ensure that inclusive and equitable higher education opportunities are available to all

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Summary Of Request—continued

students. The Open Textbooks Pilot supports projects at IHEs to create new open textbooks or expand their use while maintaining or improving instruction and student learning outcomes, thus lowering costs for students.

The Request would provide \$95 million, \$25 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, for the **Teacher Quality Partnership (TQP)** program to help support a variety of effective pathways into teaching and support our Nation's teaching force in improving student outcomes.

The Administration requests \$30 million, \$15 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, for the **Augustus F. Hawkins Centers of Excellence** program, authorized under Part B of Title II of the HEA, to support centers of excellence at HBCUs, TCCUs, and MSIs with a state-accredited teacher preparation program, to help increase the number of well-prepared teachers, including increasing the number of teachers of color and multilingual teachers, resulting in a more diverse teacher workforce prepared to teach in our Nation's elementary and secondary schools.

For fiscal year 2025, The Request includes \$5 million for a new proposal, **Graduate Fellowships to Prepare Faculty in High-Need Areas at Colleges of Education** program, authorized under Title II of the HEA, to support fellowships to individuals who are preparing for the professorate in order to prepare individuals to become elementary school and secondary school mathematics and science teachers, special education teachers, and teachers who provide instruction for English learners.

To help continue funding evidence building to improve postsecondary education, the Request again proposes through appropriations language an HEA pooled evaluation authority to improve data collection and conduct rigorous research and evaluations of the Department's postsecondary programs. The pooled evaluation authority, which was included in the fiscal year 2022 and 2023 appropriations, is modeled after the successful authority incorporated into the Elementary and Secondary Education Act reauthorized by the Every Student Succeeds Act in 2015. The authority would permit the Department to continue to reserve up to 0.5 percent of funding appropriated for each HEA program, with the exception of the Pell Grant program and the Student Aid Administration account.

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(Higher Education Act of 1965, Title III and Title VII, Section 723)

(dollars in thousands)

FY 2025 Authorization: To be determined (discretionary)¹; \$155,000 (mandatory)²

Budget Authority:

	2024 Annualized CR	2025 Request	Change
Discretionary:			
Strengthening Institutions Program (SIP) (Part A)	\$122,070	\$140,000	+\$17,930
Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A)	51,549	56,408	+4,859
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs) (Part A)	24,433	25,840	+1,407
Strengthening Historically Black Colleges and Universities (HBCUs) (Part B)	395,986	431,585	+35,599
Strengthening Historically Black Graduate Institutions (HBGIs) (Part B)	100,782	108,462	+7,680
Strengthening HBCU Master's Degree Program (Section 723)	19,937	21,269	+1,332
Strengthening Predominantly Black Institutions (PBIs) (Part A)	22,300	23,672	+1,372
Strengthening Asian American and Native American Pacific Islander- serving Institutions (AANAPISIs) (Part A)	18,589	19,899	+1,310
Strengthening Native American-serving Nontribal Institutions (NASNTIs) (Part A)	11,405	11,595	+190
Minority Science and Engineering Improvement Program (MSEIP) (Part E)	16,370	16,370	0
Total, Discretionary Appropriation	783,421	855,100	+71,679

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

² In December 2019, Congress enacted Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act providing permanent mandatory appropriations for HBCUs and minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

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	2024 Appropriation	2025 Request	Change
Mandatory (Part F, Section 371):			
Strengthening TCCUs	\$28,290	\$30,000	+\$1,710
Strengthening ANNHs	14,145	15,000	+855
Strengthening HBCUs	80,155	85,000	+4,845
Strengthening PBIs	14,145	15,000	+855
Strengthening AANAPISIs	4,715	5,000	+285
Strengthening NASNTIs	4,715	5,000	+285
Total, Mandatory Appropriation ¹	146,165	155,000	+8,835
Total, Discretionary and Mandatory Appropriation	929,586	1,010,100	+80,514

PROGRAM DESCRIPTION

The Aid for Institutional Development (AID) programs, commonly referred to as the Title III programs, are designed to promote equity across U.S. postsecondary education by strengthening institutions of higher education (IHEs) that serve high percentages of students of color and students from low-income backgrounds. A student from a low-income background is defined as an individual from a family whose taxable income for the preceding year did not exceed 150 percent of the Census poverty level. Funding is targeted to minority-serving and other institutions that enroll large proportions of financially underserved students and have low per-student expenditures. Grants help institutions improve student outcomes including graduation/attainment rates by expanding student support services, improving their management and fiscal operations, building endowments, and making effective use of academic and technological resources.

From their inception in 1965, one of the primary missions of the Title III programs has been to strengthen the Nation's Historically Black Colleges and Universities (HBCUs). The Higher Education Amendments of 1998 extended that mission to include programs to strengthen Tribally Controlled Colleges and Universities (TCCUs) and Alaska Native and Native Hawaiian-serving Institutions (ANNHs). In addition, the Higher Education Opportunity Act of 2008 (HEOA), which reauthorized the Higher Education Act of 1965 (HEA), established the Asian American and Native American Pacific Islander-serving Institutions program (AANAPISI), the Native American-serving Nontribal Institutions program (NASNTI), and the Predominantly Black Institutions program (PBIs).

¹ In December 2019, Congress enacted Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act providing permanent mandatory appropriations for HBCUs and minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189). The 2024 levels for mandatory programs have been reduced by 5.7 percent, which became effective on October 1, 2023, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2025 level for mandatory programs is expected to be reduced by 5.7 percent, the amounts in the table do not include the sequester reduction.

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Strengthening Institutions Program (SIP)

Strengthening Institutions (Part A, Section 311) authorizes competitions for 1-year planning grants and 5-year development grants. Under SIP, special consideration is given to institutions that (1) have endowment funds with a market value per full-time equivalent student less than the market value of endowment funds per full-time equivalent student at similar institutions, and (2) have below-average educational and general expenditures per full-time equivalent undergraduate student. Institutions receiving a 5-year grant under this part are not eligible to receive an additional grant under this part until 2 years after the 5-year grant has expired. Institutions may apply to use their SIP funds to support faculty and academic program development; improvement in fund and administrative management; joint use of libraries and laboratories; construction, maintenance, renovation, and improvement of instructional facilities, including strengthening an institution's technological capabilities; student services; and activities designed to improve the financial literacy and economic literacy of students or their families.

SIP grantees may use no more than 20 percent of their allocations—which must be matched at a rate of one institutional dollar for each Federal dollar—to establish or increase an institution's endowment fund.

To participate in SIP, an institution must award bachelor's degrees or be a junior or community college, provide an education program legally authorized by the State in which it is located, and be accredited or be making reasonable progress toward accreditation. However, the Secretary may waive the eligibility requirements for institutions with below-average educational and general expenditures per full-time equivalent undergraduate student that enroll a significant percentage of financially needy students, as measured by enrollment of Pell Grant recipients or other Title IV need-based aid recipients.Strengthening Tribally Controlled Colleges and Universities (TCCUs)

The TCCUs program, authorized by Part A, Section 316 of the HEA, awards 5-year formula-based discretionary grants that enable TCCUs to improve and expand their capacity to serve American Indian students. The term "Tribal College or University" means an institution that qualifies for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801 et seq.) or the Navajo Community College Act (25 U.S.C. 640a note); or is cited in Section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note). TCCUs do not have to wait 2 years between grants and thus may be funded continuously.

The Department may reserve 30 percent of the funds appropriated for TCCUs to award 1-year grants of at least \$1 million for construction, maintenance, and renovation needs at eligible institutions, with a preference given to institutions that did not receive an award in a prior fiscal year. The remaining funds must be allocated using a formula, with 60 percent allocated on the basis of Indian student counts at eligible institutions and the other 40 percent distributed equally among eligible TCCUs. The minimum grant size is \$500,000.

Institutions may apply to use their funds to plan, develop, and implement a wide range of authorized activities that include faculty and academic program development; improvement in fund and administrative management; construction, maintenance, renovation, and improvement of instructional facilities, including the acquisition of real property and equipping facilities for Internet use or other distance education technologies; student services; teacher education programs with

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an emphasis on qualifying students to teach Indian children; community outreach programs that encourage Indian elementary and secondary school students to pursue postsecondary education; and improving the financial and economic literacy of students or their families.

Institutions may use no more than 20 percent of grant funds to establish or increase an endowment fund, with funds matched dollar for dollar with non-Federal funds.

Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH)

The ANNH program, authorized by Part A, Section 317 of the HEA, makes competitive 5-year development grants that enable these institutions to improve and expand their capacity to serve Alaska Native and Native Hawaiian students. Like TCCUs, institutions receiving grants under Section 317 do not have to wait 2 years between grants and thus may be funded continuously. Uses of funds are similar to those authorized under SIP. Alaska Native-serving institutions and Native Hawaiian-serving institutions are institutions that meet the definition of an eligible institution under Section 312(b) of the HEA and have, respectively, undergraduate enrollments that are at least 20 percent Alaska Native students or 10 percent Native Hawaiian students.

Strengthening Historically Black Colleges and Universities (HBCUs)

The Strengthening HBCUs program, authorized by Part B, Section 323 of the HEA, makes 5-year formula-based discretionary grants to help HBCUs strengthen their infrastructure and achieve greater financial stability. A Part B eligible institution is defined as any accredited, legally authorized HBCU that was established prior to 1964 and whose principal mission was, and is, the education of Black Americans. Funds are allocated among HBCUs based on the number of Pell Grant recipients enrolled, the number of graduates, and the percentage of graduates who are attending graduate or professional school in degree programs in which Black American students are underrepresented. The statute provides for a \$250,000 minimum grant for each eligible institution.

HBCUs may use their funds to plan, develop, and implement activities that support faculty and academic program development; fund and administrative management; construction, maintenance, renovation, and improvement of instructional facilities, including the acquisition of real property; student services; teacher education programs designed to qualify students to teach in public schools; community outreach programs that will encourage elementary and secondary school students to pursue postsecondary education; and improving financial literacy and economic literacy of students or their families, especially with regard to loan and grant programs under Title IV.

HBCUs also may use no more than 20 percent of the grant funds provided under Part B—which must be matched at a rate of one institutional dollar for each Federal dollar—to establish or increase an institution’s endowment fund.

Strengthening Historically Black Graduate Institutions (HBGIs)

The Strengthening HBGIs program, authorized under Part B, Section 326 of the HEA, makes 5-year formula-based discretionary grants to 24 postgraduate institutions that are identified in the HEA.

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A grant under this Section can be used for a wide range of activities, including scholarships and fellowships for needy graduate and professional students; construction, maintenance, renovation, and improvement of instructional facilities; establishment or maintenance of an endowment fund; establishment or improvement of a development office to strengthen and increase contributions from alumni and the private sector; improvement in fund and administrative management; and tutoring, counseling, and student service programs designed to improve academic success.

HBGI grants are limited to \$1 million, unless the HBGI agrees to match 50 percent of the grant funding in excess of \$1 million with non-Federal resources. Institutions are not required to match any portion of the first \$1 million of their award. An HBGI that received a grant under this Section in fiscal year 2008 (and that is eligible to receive a grant after fiscal year 2008) may not receive a grant in subsequent fiscal years that is less than the grant amount received in fiscal year 2008. No institution or university system may receive more than one grant in any fiscal year.

Strengthening HBCU Master's Program

This program, authorized under Section 723 of the HEA, provides grants of up to 6 years in duration to 18 HBCUs that are identified in the HEA that make a substantial contribution to graduate education opportunities for Black Americans at the master's level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines where Black American students are underrepresented. Awards are used to improve graduate education opportunities at the master's level in these fields.

Grants may be used for a wide range of activities, including purchase, rental, or lease of scientific or laboratory equipment for educational purposes; construction, maintenance, renovation, and improvement in instructional facilities; scholarships, fellowships, and other financial assistance for participating students; establishment or maintenance of an institutional endowment; funds and administrative management; improving the financial literacy and economic literacy of students or their families; tutoring, counseling, and student service programs; and faculty professional development.

Strengthening Predominantly Black Institutions (PBIs)

The Strengthening PBIs program, authorized by Part A, Section 318 of the HEA, makes 5-year formula-based discretionary grants to support activities outlined in Section 311(c) of the HEA, which include: academic instruction in disciplines in which Black Americans are underrepresented; teacher education programs designed to qualify students to teach in public elementary or secondary schools; and community outreach programs that will encourage elementary and secondary school students to pursue postsecondary education. No more than 50 percent of grant funds awarded may be used for construction or maintenance of classroom, library, laboratory, or other instructional facilities. Institutions may use no more than 20 percent of grant funds to establish or increase an endowment fund, with funds matched dollar for dollar by non-Federal funds.

Funding is allocated among PBIs according to a formula that is based on: (1) the number of Pell Grant recipients enrolled; (2) the number of graduates; and (3) the percentage of graduates who are attending a baccalaureate degree-granting institution or a graduate or professional school in

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degree programs in which Black American students are underrepresented. The statute provides for a \$250,000 minimum grant for each eligible institution.

The term “Predominantly Black institution” is defined generally as an IHE with low educational and general expenditures per full-time equivalent student that has an enrollment of at least 1,000 undergraduate students, of which not less than 50 percent are low-income individuals or first-generation college students and 40 percent or more of whom are Black American students.

Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISI)

The AANAPISI program, authorized by Part A, Section 320 of the HEA, makes 5-year competitive grants to eligible IHEs, as defined under Section 312(b) of the HEA, that have, at the time of application, an enrollment of undergraduate students that is at least 10 percent Asian American or Native American Pacific Islander students. The term “Asian American” means a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam), as defined in the Office of Management and Budget’s Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity as published on October 30, 1997 (62 Federal Register 58789). The term “Native American Pacific Islander” means any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the U.S. AANAPISIs do not have to wait 2 years between grants and thus may be funded continuously.

Grants help these institutions to improve and expand their capacity to serve Asian American and Native American Pacific Islander students and individuals from low-income backgrounds. Funds may be used for a range of activities, including the purchase, rental, or lease of scientific or laboratory equipment for educational purposes; renovation and improvement of instructional facilities; faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the faculty’s field of instruction; curriculum development and academic instruction; endowment funds; and academic instruction in disciplines in which Asian American and Native American Pacific Islanders are underrepresented.

Strengthening Native American-serving Nontribal Institutions (NASNTI)

The NASNTI program, authorized by Part A, Section 319 of the HEA, provides 5-year competitive grants to eligible IHEs, as defined under Section 312(b) of the HEA, that are not a Tribal College or University (as defined in Section 316 of the HEA) and have, at the time of application, an enrollment of undergraduate students that is not less than 10 percent Native American students. The term “Native American” means an individual who is of a tribe, people, or culture that is indigenous to the United States. NASNTIs do not have to wait 2 years between grants and thus may be funded continuously.

Funds generally may be used to plan, develop, undertake, and carry out activities to improve and expand the institutions’ capacity to serve Native Americans and individuals from low-income backgrounds. More specifically, allowable activities include purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instruction and research; renovation and improvement of instructional facilities; faculty exchanges, faculty development, and faculty

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fellowships to assist faculty in attaining advanced degrees; curriculum development and academic instruction; funds and administrative management, and acquisition of equipment for use in strengthening funds management; academic tutoring and counseling programs and support services; and improving the financial and economic literacy of students or their families.

The statute requires a \$200,000 minimum grant for each eligible institution. Participating institutions are not eligible to receive funding under Part A or Part B of Title III or Part A of Title V of the HEA.

Minority Science and Engineering Improvement Program (MSEIP)

The MSEIP, authorized by Part E, Subpart 1 of the HEA, supports competitive 3-year grants to IHEs that are designed to promote long-range improvement in science and engineering education at predominantly minority institutions and increase the participation of underserved ethnic and racial minorities in scientific and technological careers. Only colleges and universities with minority enrollments of greater than 50 percent are eligible to receive assistance under MSEIP. MSEIP allows grantee institutions to support a variety of innovative and customized projects. Typically, MSEIP projects are designed to implement one, or a combination of, educational projects, such as curriculum development, purchase of scientific equipment, or development of research capabilities.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$762,125 ¹
2020 CARES Act	831,628
2021	786,012 ²
2021 CRRSA Act	1,352,845
2021 ARP Act	2,359,408
2022	843,305 ³
2023	929,586 ⁴
2024 Annualized CR	929,586 ⁵

¹ Includes \$145,855 thousand in mandatory funds provided under the HEA.

² Includes \$146,165 thousand in mandatory funds provided under the HEA.

³ Includes \$146,165 thousand in mandatory funds provided under the HEA.

⁴ Includes \$146,165 thousand in mandatory funds provided under the HEA.

⁵ Includes \$155,000 thousand in mandatory funds provided under the HEA.

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FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests a total of \$855.1 million in discretionary funding for the Aid for Institutional Development programs authorized under Title III of the Higher Education Act of 1965, as amended (HEA), \$71.7 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. In addition to these discretionary requested levels, \$155 million is available in mandatory funding in fiscal year 2025 for these programs under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA). Together the discretionary request and mandatory funding total \$1 billion.

These funds would increase institutional capacity and student support at Historically Black Colleges and Universities (HBCUs), Tribally Controlled Colleges and Universities (TCCUs), Minority-Serving Institutions (MSIs), and low-resourced institutions, including community colleges. A significant number of postsecondary education institutions serving high percentages of students of color and students from low-income backgrounds face challenges that threaten their continued operation and ability to provide a high-quality education. The Administration is committed to assisting these institutions by providing funds to support, among other activities, improvements in academic quality, institutional management, administrative capacity and fiscal stability, infrastructure, and student support services. Specific proposed increases include the following:

- \$140 million for the **Strengthening Institutions program**, \$17.9 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. This increase reflects the Administration's commitment to assist institutions, especially community colleges, that provide educational opportunities to students from low-income backgrounds and students of color.

Title III, Part A (MSI Programs)

- \$56.4 million for the **Strengthening TCCUs program**, \$4.9 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Funding would support 35 fully accredited Tribal Colleges and Universities. The majority of TCCUs are 2-year schools, primarily located in regions of the Midwest and Southwest not served by other postsecondary education institutions. TCCUs play a critical role by offering a broad range of degree and certificate programs to students for whom these educational opportunities would otherwise be geographically and culturally inaccessible. For example, approximately 11 percent of all American Indian/Alaska Native college students were enrolled in TCCUs in 2021. In 2020-2021, American Indian/Alaska Natives earned only 0.5 percent of the bachelor's degrees, 0.5 percent of the master's degrees, and 0.4 percent of doctoral degrees awarded in the U.S., though American Indian/Alaska Natives comprise 1.3 percent of the population. TCCUs also will receive \$30 million in mandatory funding authorized by the FUTURE Act.
- \$25.8 million in fiscal year 2025 for discretionary grants under Part A, Section 317 for the **Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH) program**, \$1.4 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Like TCCUs, ANNH institutions are typically located in remote areas not served

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by other postsecondary educational institutions. Eligible institutions also will receive \$15 million in mandatory funding authorized by the FUTURE Act.

- \$23.7 million in fiscal year 2025 for Part A, Section 318 **Strengthening Predominantly Black Institutions (PBIs) program**, \$1.4 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. PBIs are primarily urban and rural 2-year colleges where at least 40 percent of whom are Black American students and at least 50 percent are from a low-income background or first-generation college students. PBIs also will receive \$15 million in mandatory funding authorized by the FUTURE Act.
- \$19.9 million in fiscal year 2025 for discretionary funds for Part A, Section 320 **Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) program**, \$1.3 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Most AANAPISI institutions are junior and community colleges where at least 10 percent of students are Asian American or Native American Pacific Islander students. AANAPISI-eligible institutions enroll 75 percent of the total population of AAPI undergraduate students from a low-income background currently enrolled in higher education. They also serve communities with disproportionately high numbers of English language learners and individuals with significant academic needs. These institutions also will receive \$5 million in mandatory funding authorized by the FUTURE Act
- \$11.6 million in fiscal year 2025 for discretionary funds for Part A, Section 319 **Strengthening Native American-serving Nontribal Institutions (NASNTIs) program**, \$190,000 more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. NASNTI-eligible institutions must have an enrollment of undergraduate students that is at least 10 percent Native American and at least 50 percent are from a low-income background. Nontribal institutions of higher education that serve large populations of Native American students require additional resources to improve and expand their capacity to serve the unique and diverse needs of their Native American student population. These institutions also will receive \$5 million in mandatory funding authorized by the FUTURE Act.

Proposed FY 2025 Appropriations Language

The Department's fiscal year 2025 request includes a number of program specific policy proposals for the Title III programs.

- **Meeting institutional needs** - Numerous Title III programs permit grantees to use funds to support construction, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities. However, construction is not a permissible use of funds in the Strengthening ANNH, Strengthening AANAPISI, and Strengthening NASNTI programs. To align these programs with other Title III/V programs, the Department proposes through appropriations language that construction be an allowable use of funds in these programs. Like TCCUs, ANNH and NASNTI institutions are typically located in remote areas not served by other postsecondary educational institutions.

Further, the majority of ANNH and NASNTI are public and thus rely heavily on state funding. Enrollment sizes often hinder the ability of these institutions to secure more equitable funding

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from state governments. Most lack access to alternate funding sources, such as tuition increases, private gifts, or endowments, which other institutions can use to offset funding cuts and needs such as construction¹.

AANAPISIs are a diverse set of institutions, but many of them face similar challenges as ANNH and NASNTI. Additionally, construction is an allowable activity for the mandatory AANAPISI program authorized under Section 371 of the HEA. Making this an allowable use for discretionary funding helps with internal consistency, program administration, and prevents AANAPISIs from being arbitrarily unable to use funds for this purpose.

- **Improving allocation of funding** - The Strengthening ANNH and Strengthening NASNTI competitive grant programs provide critical support to institutions serving Alaska Native, Native Hawaiian, and Native American populations, but the current structure of the program does not enable the grant funds and the Department to best serve these institutions. Grantees are only allowed to receive one grant at a time, and due to the limited number of potential grantees, there have been a low number of applicants in these programs. Despite multiple efforts, including technical assistance to grantees and the use of supplements, these programs frequently lapse or fail to fully utilize funding. In addition to expanding the uses of funds described above, the Department proposes appropriations language that would authorize the Secretary to distribute funding in these programs to eligible institutions using a formula similar to the funding formula currently used to determine grant allocations in the Strengthening PBIs program, i.e., Pell Grant basis, graduate basis, and graduate and professional student basis. This will more effectively support ANNH and NASNTI institutions, while also simplifying and streamlining the award process, reducing burden on applicants and grantees, and it will lower Federal administrative costs.
- **Increasing the Department's flexibility to make awards** - The HEA prohibits frontloading in Title III programs. More specifically, a provision in the HEA requires that, in the case of a multiple year award to an institution under Title III or Title V of the HEA, the funds for the award must come from funds appropriated for Title III or Title V for the fiscal year in which the funds are to be used by the recipient. Therefore, the Department cannot use funds appropriated in one year to fund future years of a multiple year award. This differs from other programs within the Higher Education account and other Departmental accounts, including Elementary and Secondary Education Act and Individuals with Disabilities Education Act. The Department proposes to include appropriations language permitting frontloading under the Title III and the Title V programs, which will allow the Department to maximize appropriated funds to support grantees.
- **National Activities** - For fiscal year 2025, the Department requests authority to reserve up to 5 percent within the Strengthening Institutions Program for national activities to support and advance this program's goal of assisting institutions that provide educational opportunities to students from low-income backgrounds and students of color. The Department proposes to provide technical assistance and training to community college SIP-eligible institutions to

¹ <https://subscriber.politicopro.com/f/?id=0000016d-22fe-d8f3-a3ed-6eff02fc0001>

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implement interventions to increase completion and value, including increasing an institution's capacity for credit attainment, mobility, and seamless transfer agreements.

Title III, Part B (HBCU Funding)

The Department's request would maintain strong support for Historically Black Colleges and Universities (HBCUs). HBCUs enroll over 11 percent of all Black American students in higher education. Figures compiled by National Center for Education Statistics (NCES) indicate that an estimated 287,001 Black American students were enrolled at HBCUs in 2021. In addition, 15 percent of Black Americans who currently hold undergraduate degrees earned their credential from an HBCU. Grants provided under the Title III, Part B programs enable HBCUs and HBGIs to continue graduating large numbers of Black American students and prepare them for advanced study while also helping these institutions improve their academic quality, institutional management, and fiscal stability.

Research has found that HBCUs are vital to helping students of color and underserved Black American students find success in postsecondary education—a key goal of President Biden's racial equity agenda. For example, while HBCUs constitute just three percent of four-year universities and have significantly fewer resources than other top colleges and universities, their graduates make up approximately 80 percent of Black judges, half of Black lawyers and doctors, and 25 percent of Black undergraduates earning degrees in STEM (science, technology, engineering, and mathematics).¹ The request, which would make a historic investment in HBCUs designed to help them build on these achievements, includes the following:

- \$431.6 million for the **Strengthening HBCUs program**, \$35.6 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. In addition, the Administration requests \$108.5 million for the **Strengthening HBGIs program**, \$7.7 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. HBCUs also would receive \$85 million in mandatory funding authorized by the FUTURE Act. The fiscal year 2025 request demonstrates the Administration's determination to increase support of HBCUs and HBGIs, which play a unique and vital role in providing higher education opportunities to students of color and underserved students.

Black American enrollment at IHEs more than doubled between 1976 and 2021, from about 1 million students to 2.3 million students. Despite these increases in college enrollment, overall educational attainment for Black American students is lower compared to their non-Black American peers (and the national average). In 2020-2021, Black Americans earned only 10.5 percent of bachelor's degrees, 13.3 percent of master's degrees, and 10 percent of doctoral degrees awarded in the United States. Further, Black American student participation in and completion of advanced programs in the physical and natural sciences, engineering, and mathematics continues to be lower than participation for other groups. Part B funding increases the capacity of HBCUs and HBGIs to improve opportunities and outcomes for Black Americans in such programs.

¹ Retrieved from <https://www.whitehouse.gov/briefing-room/statements-releases/2021/04/28/fact-sheet-the-american-families-plan/> and <https://www.theatlantic.com/education/archive/2019/05/howard-universitys-president-why-america-needs-hbcus/589582/>

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- \$21.3 million for the **Strengthening HBCU Master's Degree Program**, \$1.3 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. This request would provide funding to 18 specified HBCUs that make a substantial contribution to graduate education opportunities for Black American students at the master's level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines.

Title III, Part E (MSEIP)

- \$16.4 million for **MSEIP**, the same as the fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The fiscal year 2025 request would provide funding through institutional grants to support improving the preparation of minority students, particularly minority women, for K-12 teaching careers in science and engineering in an effort to increase the diversity of the profession, address critical teacher shortage areas, and increase access to high-quality, comprehensive pathways into the science and engineering teaching profession for students of color.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Strengthening Institutions			
Number of new development awards	107	63 ¹	100
Average new development awards	\$431	\$349	\$418
Total new development award funding	\$46,142	\$22,006	\$41,788
Number of continuation development awards	194	238	240
Average continuation development award	\$415	\$420	\$403
Total continuation development award funding	\$80,489	\$100,064	\$96,812
Peer review of new award applications	\$249	0	\$1,400
Unobligated funding	\$47	0	0
Total award funding (Section 311) ^{2,3}	\$127,354	\$122,070	\$140,000
Total number of awards	301	301	340
Strengthening TCCUs			
Discretionary funding:			
Number of continuation development awards	35	35	35
Average continuation development award	\$1,473	\$1,473	\$1,612
Total continuation development award funding	\$51,549	\$51,549	\$56,408
Mandatory funding (Section 371):			
Number of continuation development awards	35	35	35
Average continuation development award	\$808	\$808	\$857
Total continuation development award funding	\$28,290	\$28,290	\$30,000
Total award funding	\$79,839	\$79,839	\$86,408
Discretionary (Section 316)	\$51,549	\$51,549	\$56,408
Mandatory (Section 371)	\$28,290	\$28,290	\$30,000
Total number of awards	70	70	70

¹ In fiscal year 2024, the Department expects to make new awards from the list of unfunded, high-quality applications from the fiscal year 2023 competition.

² The Department reprogrammed a total of \$5.5 million that would have otherwise lapsed under the Strengthening ANNH program to SIP. The reprogramming allowed the Department to award 13 additional high-quality applications in the FY 2023 competition.

³ Totals include funding for higher education evaluation.

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Output Measures	2023	2024	2025
Strengthening ANNHs			
Discretionary funding:			
Number of new development awards	0	18	14 ¹
Average new development award	0	\$948	\$1,846
Total new development award funding	0	\$17,055	\$25,840
Number of continuation development awards	27	14	0
Average continuation development award	\$697	\$510	0
Total continuation development award funding	\$18,828 ²	\$7,134	0
Peer review of new award applications	\$13	\$244	0
Unobligated funding	\$3	0	0
Mandatory funding (Section 371):			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$28,290	\$29,145	\$29,145
Number of continuation development awards	25	25	25
Average continuation development award	\$524	\$566	\$566
Total continuation development award funding	\$13,089	\$14,145	\$14,145
Supplemental award funding	\$1,056	0	0
Total award funding	\$33,111	\$38,578	\$39,985
Discretionary (Section 317) ³	\$18,966	\$24,433	\$25,840
Mandatory (Section 371)	\$14,145	\$14,145	\$14,145
Mandatory (Section 371) funds remaining at the end of the fiscal year ⁴	\$14,145	\$14,145	\$15,000
Total number of awards (discretionary and mandatory)	52	59	39

¹ Appropriations language is sought authorizing the Secretary to distribute funding to all eligible ANNH institutions using a formula similar to the funding formula used to determine grant allocations in the Strengthening HBCUs and Strengthening PBIs programs. According to the 2023 Eligibility Matrix, 14 institutions met the Title III ANNH definition.

² Includes \$6.4 million in supplemental award funding to current ANNH grantees. Grantees could request funding to enhance any allowable activity consistent with the scope and objectives of their current projects, and in the case of the Native Hawaiian-serving institutions, grantees were invited to request additional funding to address challenges related to the national emergency in Hawaii.

³ Totals include funding for higher education evaluation.

⁴ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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Output Measures	2023	2024	2025
Strengthening HBCUs			
Discretionary funding:			
Number of continuation awards	98	98	98
Average continuation award	\$4,041	\$4,041	\$4,404
Total continuation award funding	\$395,986	\$395,986	\$431,585
Mandatory funding (Section 371):			
Number of continuation awards	98	98	98
Average continuation award	\$818	\$818	\$867
Total continuation award funding	\$80,155	\$80,155	\$85,000
Total award funding	\$476,141	\$476,141	\$516,585
Discretionary (Section 318)	\$395,986	\$395,986	\$431,585
Mandatory (Section 371)	\$80,155	\$80,155	\$85,000
Total number of awards (discretionary and mandatory)	196	196	196
Strengthening HBGIs			
Number of new awards	0	24	0
Average new award	0	\$4,199	0
Total new award funding	0	\$100,782	0
Number of continuation awards	24	0	24
Average continuation award	\$4,199	0	\$4,519
Total continuation award funding	\$100,782	0	\$108,462
Total award funding	\$100,782	\$100,782	\$108,462
Total number of awards (Section 326)	24	24	24
Strengthening HBCU Master's Program			
Number of new awards	18	0	0
Average new award	\$1,108	0	0
Total new award funding	\$19,937	0	0
Number of continuation awards	0	18	18
Average continuation award	0	\$1,108	\$1,182
Total continuation awards	0	\$19,937	\$21,269
Total award funding	\$19,937	\$19,937	\$21,269
Total number of awards (Section 723)	18	18	18

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Output Measures	2023	2024	2025
Strengthening PBIs			
Discretionary funding:			
Number of continuation development awards	39	39	39
Average continuation development award	\$572	\$572	\$607
Total continuation development award funding	\$22,300	\$22,300	\$23,672
Mandatory funding (Section 371 competitive):			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$28,290	\$29,145	\$29,145
Number of continuation development awards	22	22	22
Average continuation development award	\$576	\$600	\$600
Total continuation development award funding	\$12,672	\$13,195	\$13,195
Supplemental award funding	\$1,473	\$950	\$950
Unobligated funding	\$93	0	0
Total award funding	\$36,445	\$36,445	\$37,817
Discretionary (Section 318)	\$22,300	\$22,300	\$23,672
Mandatory (Section 371)	\$14,145	\$14,145	\$14,145
Mandatory (Section 371) funds remaining at the end of the fiscal year) ¹	\$14,145	\$14,145	\$15,000
Total number of awards (discretionary and mandatory)	61	61	61
Strengthening AANAPISIs			
Discretionary funding:			
Number of new development awards	16	0	15
Average new development award	\$378	0	\$428
Total new development award funding	\$6,047 ²	0	\$6,415
Number of continuation development awards	30	46	32
Average continuation development award	\$360	\$354	\$415
Total continuation development award funding	\$10,786 ³	\$16,303	\$13,295

¹ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

² Includes \$1.1 million in new AANAPISI awards from the list of unfunded, high-quality applications from the fiscal year 2022 grant competition.

³ Includes \$465 thousand in supplemental award funding to current AANAPISI grantees. Grantees could request funding to enhance any allowable activity consistent with the scope and objectives of their current projects.

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Output Measures	2023	2024	2025
Strengthening AANAPISIs (cont'd)			
Peer review of new award applications	\$39	0	\$188
Supplemental award funding	0	\$2,246	0
Unobligated funding	\$1,624	0	0
Mandatory funding (Section 371):			
Total mandatory (Section 371) funds available for obligation at the start of the year	\$9,430	\$9,715	\$9,715
Number of continuation development awards	15	15	15
Average continuation development award	\$305	\$306	\$307
Total continuation development award funding	\$4,581	\$4,597	\$4,611
Supplemental award funding	0	\$118	\$104
Unobligated funding	\$134	0	0
Total award funding	\$23,304	\$23,304	\$24,614
Discretionary (Section 320) ¹	\$18,589	\$18,589	\$19,899
Mandatory (Section 371)	\$4,715	\$4,715	\$4,715
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year) ²	\$4,715	\$4,715	\$5,000
Total number of awards (discretionary and mandatory)	61	61	62
Strengthening NASNTIs			
Discretionary funding:			
Number of new development awards	7	0	28 ³
Average new development award	\$601	0	\$414
Total new development award funding	\$4,209	0	\$11,595

¹ Totals include funding for higher education evaluation.

² Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

³ Appropriations language is sought authorizing the Secretary to distribute funding to all eligible NASNTI institutions using a formula similar to the funding formula used to determine grant allocations in the Strengthening HBCUs and Strengthening PBIs programs. According to the 2023 Eligibility Matrix, 28 institutions met the Title III NASNTI definition.

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Output Measures	2023	2024	2025
Strengthening NASNTIs (cont'd)			
Number of continuation development awards	20	27	0
Average continuation development award	\$356	\$422	0
Total continuation development award funding	\$7,116	\$11,405	0
Peer review of new award applications	\$23	0	0
Mandatory funding (Section 371):			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$9,430	\$9,715	\$9,715
Number of continuation development awards	8	8	8
Average continuation development award	\$476	\$437	\$437
Total continuation development award funding	\$3,808 ¹	\$3,492	\$3,500
Supplemental award funding	0	\$1,223	\$1,215
Unobligated funding	\$907	0	0
Total award funding	\$16,120	\$16,120	\$16,310
Discretionary (Section 319) ²	\$11,405	\$11,405	\$11,595
Mandatory (Section 371)	\$4,715	\$4,715	\$4,715
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year) ³	\$4,715	\$4,715	\$5,000
Total number of awards (discretionary and mandatory)	38	38	36

¹ Includes \$301 thousand in supplemental award funding to current NASNTI grantees. Grantees could request funding to enhance any allowable activity consistent with the scope and objectives of their current projects, including activities that support Native language preservation and revitalization.

² Totals include funding for higher education evaluation.

³ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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Output Measures	2023	2024	2025
Minority Science and Engineering Improvement			
Number of new awards	22	10	30
Average new award	\$269	\$230	\$246
Total new award funding	\$5,925	\$2,297 ¹	\$7,376
Number of continuation awards	42	51	32
Average continuation award	\$244	\$276	\$276
Total continuation award funding	\$10,255	\$14,073	\$8,831
Peer review of new awards applications	\$108	0	\$163
Total award funding ²	\$16,370	\$16,370	\$16,370
Total number of awards	64	61	62

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.

FY 2022 (as applicable) and FY 2023 performance data are expected to be available and processed by late February 2024 and will be included in the FY 2026 Congressional Justification but were not available at the time of publication for this budget.

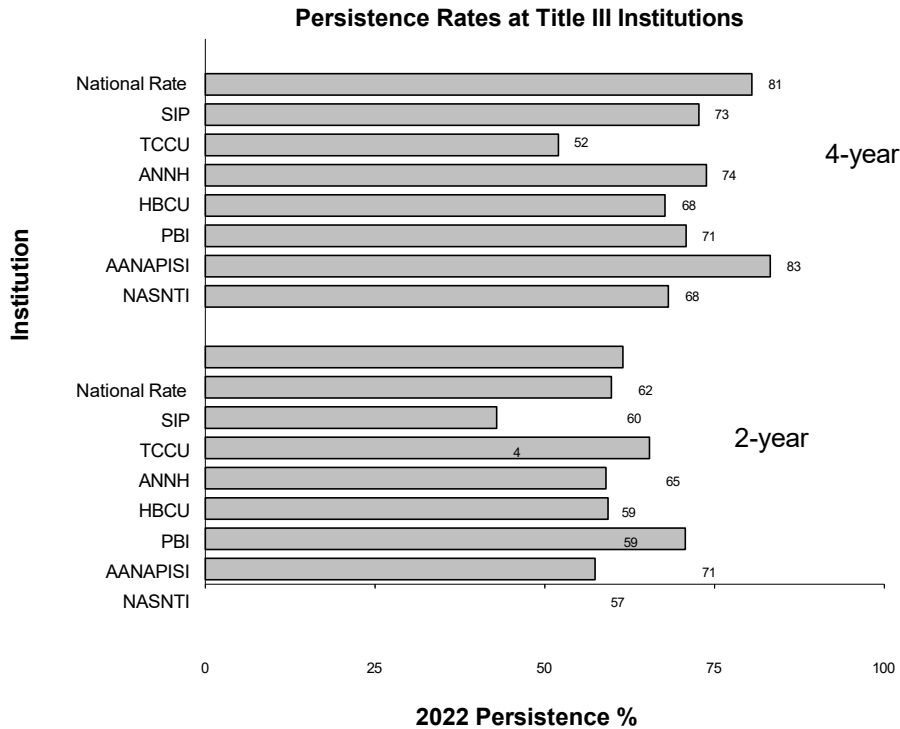
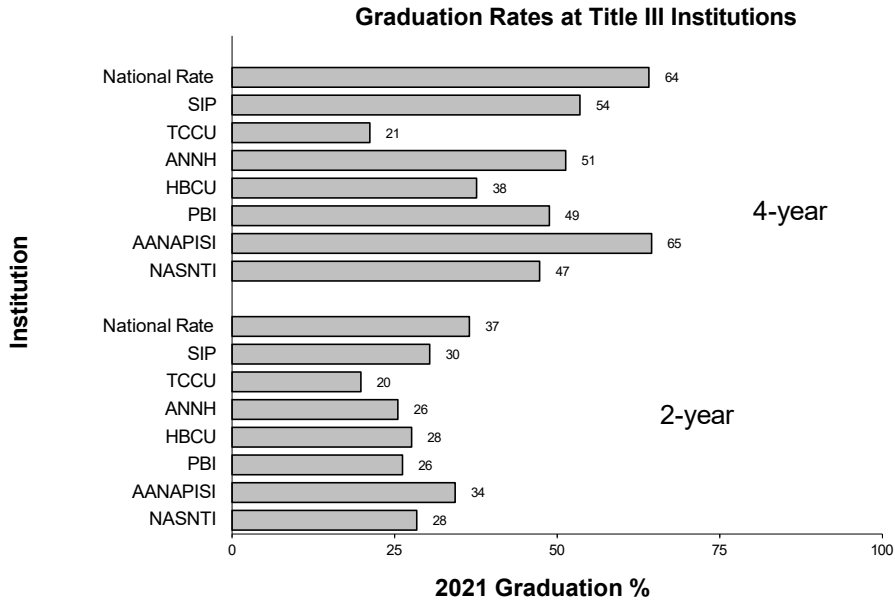
The Department identified a handful of critical indicators for which annualized data are available across all Title III institutions, including grantees. Such indicators include enrollment, persistence, and graduation outcomes. All national persistence and graduation rates shown below are estimates based on data from NCES/Integrated Postsecondary Education Data Systems (IPEDS) and subject to minor changes.

¹ In fiscal year 2024, the Department expects to make new awards from the list of unfunded, high-quality applications from the fiscal year 2023 competition.

² Totals include funding for higher education evaluation.

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Additional information: AANAPISI grantee institutions had the highest persistence rates in 2022 for 4-year and 2-year Title III institutions (83 percent and 71 percent, respectively), exceeding the national rate of 81 percent and 62 percent, respectively. In addition,

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AANAPISI-grantee institutions had the highest graduation rates for 4-year and 2-year Title III institutions (65 percent and 34 percent, respectively), exceeding the national graduation rate of 64 percent at 4-year institutions in 2021.

Goal: To improve the capacity of minority-serving institutions, which traditionally have limited resources and serve large numbers of low-income and minority students, to improve student success, and to provide high-quality educational opportunities for their students.

Objective: *Maintain or increase the enrollment, persistence, and graduation rates at minority-serving institutions.*

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at Strengthening Institutions Program (SIP) institutions.

Year	Target	Actual
2008		+5.1% (4-year change)
2013	+6.4%	+11.3 (5-year change)
2018	+1.3	-10.0 (5-year change)
2023	0	

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target of 6.4 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 which, at the time, was 5.1 percent. There has been a steady decline in enrollment at SIP-grantee institutions since 2014. Thus, the Department set the target for 2023 based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018. The target of "0" for 2023 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period.

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year SIP institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	75.5%	73.0%	63.5%	60.0%
2021	75.5	71.5	63.5	59.0
2022	75.5	73.0	63.5	60.0
2023	76.0		64.0	
2024	76.0		64.0	
2025	76.0		64.0	

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Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year SIP institutions graduating within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	53.5%	50.0%	25.0%	28.0%
2021	53.5	53.5	25.0	30.0
2022	54.0		25.5	
2023	54.0		25.5	
2024	54.5		30.0	
2025	54.5		30.0	

Additional information: Persistence at 4-year SIP institutions is 8 percentage points lower than persistence rates at all 4-year public and private institutions (81 percent), while the 2-year SIP persistence rate is 2 percentage points lower than the rate for all 2-year public and private schools nationally (62 percent).

The 4-year graduation rate targets are intended to gradually narrow the gap with the national rate of 64 percent. The 2-year SIP-grantee graduation rate fell short of the national rate of 34 percent.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at TCCUs.

Year	Target	Actual
2008		+24.3% (5-year change)
2013	+24.0%	+15.3 (5-year change)
2018	+1.3	-20.4 (5-year change)
2023	0	

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target of 24 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 (30 institutions).

While overall enrollment increased at TCCUs and at degree-granting postsecondary institutions between 2004 and 2014, during the most recent part of this period, enrollment has been on the decline. Thus, the Department set the target for 2018 based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018. The target of "0" for 2023 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period.

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Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year TCCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same TCCU.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	51.5%	57.0%	54.5%	48.0%
2021	51.5	56.0	54.5	46.0
2022	52.0	52.0	55.0	43.0
2023	52.0		55.0	
2024	53.0		55.0	
2025	53.0		55.0	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year TCCUs graduating within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	18.5%	15.0%	28.5%	17.0%
2021	18.5	21.0	28.5	20.0
2022	19.0		30.0	
2023	19.0		30.0	
2024	19.0		30.0	
2025	19.0		30.0	

Additional information: The 4-year persistence rate at TCCUs met the target set for 2022; while the 2-year rate is well short of the target. Graduation rates at 4-year TCCUs exceeded the target set for 2021; yet graduation rates at 4-year and 2-year institutions failed to meet the national rates (64 percent and 37 percent, respectively).

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at ANNH institutions.

Year	Target	Actual
2008		-1.7% (5-year change)
2013	0%	+13.4 (5-year change)
2018	+1.3	-14.8 (5-year change)
2023	0	

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target set for 2013 reflects the anticipated percentage increase in enrollment over the performance period of fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 (11 institutions), i.e., grantees from the fiscal years 2004-2007 competitions. There has been a steady decline in enrollment at ANNH-grantee institutions since 2014. The target of "0" for 2013 and 2023 reflects the fact that the Department did not anticipate an

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increase in enrollment over the performance period. The Department set a target for 2018 based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018.

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year ANNH institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same ANNH institution.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	78.0%	78.5%	71.5%	64.0%
2021	78.0	72.0	71.5	65.0
2022	78.5	74.0	72.0	65.0
2023	78.5		72.0	
2024	78.5		72.0	
2025	78.5		72.0	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year ANNH institutions who graduate within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	48.5%	43.0%	17.0%	24.0%
2021	49.0	51.0	17.5	25.5
2022	49.0		17.5	
2023	49.5		18.0	
2024	49.5		18.0	

Additional information: Persistence rates at 2-year ANNH-grantee institutions fell short of the target set for 2022; yet exceeded the national rate of 62 percent. Graduation rates at 4-year and 2-year grantee institutions exceeded the targets set for 2021; yet both rates fell short of the national graduation rates at 4-year and 2-year institutions.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at HBCUs.

Year	Target	Actual
2008		+8.0% (5-year change)
2013	+8.0%	-0.3 (5-year change)
2018	+1.3	-7.1 (5-year change)
2023	0	

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target of 8 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013

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based on actual enrollment data from HBCUs receiving funding in fiscal year 2008 (96 institutions). In 2010, more than 230,000 full-time degree-seeking undergraduate students attended Title III HBCUs. Full-time degree-seeking undergraduate enrollment in recent years has dropped to below 180,000. Thus, the Department set the target for 2018 based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018. The target of "0" for 2023 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period.

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year HBCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HBCU.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	70.5%	67.0%	58.5%	57.5%
2021	70.5	68.0	58.5	52.0
2022	71.0	68.0	60.0	59.0
2023	71.0		60.0	
2024	71.0		60.0	
2025	71.0		60.0	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year HBCUs graduating within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	41.5%	37.5%	19.0%	27.5%
2021	41.5	38.0	19.0	28.0
2022	41.5		19.5	
2023	42.0		19.5	
2024	42.0		20.0	
2025	42.0		20.0	

Additional information: The 2022 HBCU persistence rates lag behind the national rates for both 4-year (81 percent) and 2-year institutions (62 percent). Graduation rates at 2-year institutions exceeded the target set for 2021 by 9 percentage points.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time graduate students enrolled at HBGIs.

Year	Target	Actual
2008		+13.0% (5-year change)
2013	+13.0%	+22.0 (5-year change)
2018	+3.2	-4.8 (5-year change)
2023	0	

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Degree Completion Measure: The number of PhDs, first professional, and Master’s degrees awarded at HBGIs.

Year	Target	Actual
2020	7,000	7,093
2021	7,100	6,662
2022	7,200	
2023	7,200	
2024	7,300	
2025	7,300	

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. Student enrollment at the original 18 HBGIs in 2008 (11,144) was used to calculate the percentage change against student enrollment at those HBGIs in the base year 2003 (9,860). Student enrollment for 2013 is for the 5-year grant period 2009-2013 and includes 6 additional HBGIs added in 2008 when the HEA was reauthorized. Student enrollment at the 24 HBGIs grew by nearly 23 percent, from 12,744 in 2008 to 15,632 in 2014, exceeding the target set for 2013 for student enrollment by 8 percentage points. The next enrollment period, fiscal years 2013-2018, was based on NCES’ projection for the change in total graduate enrollment at degree-granting institutions during this time. The target of “0” for the 2023 enrollment measure reflects the fact that the Department did not anticipate an increase in enrollment over the performance period. The program’s performance fell short of the target set for 2021 for degree completion.

Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at PBIs.

Year	Target	Actual
2011		+15.6% (1-year change)
2016		-28.1 (5-year change)
2021	+7.1%	-17.4 (5-year change)

Additional information: This program received its first year of funding in 2008. Data for the 2013 persistence rate and the 2012 graduation rate are from PBI grantees who received a new award in 2010 and 2011 in the discretionary and mandatory PBI programs. For enrollment, the percentage change is calculated against the base year. Future progress will be assessed against targets every 5 years. Student enrollment at PBI-grantee institutions in 2011 (59,908) was used to calculate the percentage change against student enrollment at PBIs in the base year 2008 (56,629). However, enrollment at grantee institutions decreased by 28 percent between 2011 and 2016; student enrollment at 19 grantee institutions decreased by 750 or more students during this time and one institution closed its doors. Program targets will be based on NCES’ projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 is NCES’ projection for the change in total undergraduate enrollment at all degree-granting institutions from 2016-2021.

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Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year PBIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same PBI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	74.0%	75.5%	56.0%	56.0%
2021	75.0	73.0	56.0	57.5
2022	75.0	71.0	56.5	59.0
2023	75.0		56.5	
2024	75.0		57.0	
2025	75.0		57.0	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year PBIs who graduate within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	31.0%	47.0%	15.0%	29.0%
2021	31.5	49.0	16.0	26.0
2022	31.5		16.0	
2023	31.5		16.0	
2024	45.0		28.0	
2025	45.0		28.0	

Additional information: Data are for both the discretionary and mandatory PBI programs. Although persistence rates at 4-year PBIs fell short of the target set for 2022 by 4 percentage points, graduation rates at 2-year grantee institutions exceeded the target set for 2022 by more than 2 percentage points. Graduation rates at 4-year and 2-year grantee institutions exceeded the targets set for 2021 by more than 17 percentage points and 10 percentage points, respectively.

Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at AANAPISIs.

Year	Target	Actual
2011		+3.4% (1-year change)
2016		+5.5 (5-year change)
2021	+7.1%	

Additional information: This program received its first year of funding in 2008. Recent data are from 17 grantees who received discretionary and mandatory funding from the AANAPISI programs—eight 2-year institutions and nine 4-year institutions. For enrollment, the percentage change is calculated against the base year. There are no intermediate annual targets. Future progress will be assessed against targets periodically (about every 5 years). Student enrollment at AANAPISI-grantee institutions in 2011 (68,687) was used to calculate the percentage change against student enrollment at AANAPISIs in the base year 2008 (63,000). The change in enrollment for fiscal years 2011-2015 was 5.5 percent.

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Targets are based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 projects the change in total undergraduate enrollment at degree-granting institutions from 2016-2021.

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year AANAPISIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same AANAPISI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	82.0%	85.0%	72.0%	71.0
2021	82.0	85.0	72.0	70.0
2022	82.5	83.0	72.5	71.0
2023	82.5		72.5	
2024	83.0		73.0	
2025	83.0		73.0	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year AANAPISIs who graduate within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	50.5%	62.5%	24.0%	30.0%
2021	50.5	64.5	24.5	34.0
2022	60.0		24.5	
2023	60.0		25.0	
2024	63.0		30.0	
2025	63.0		30.0	

Additional information: The performance rate of AANAPISI-grantee institutions not only exceeded the 2022 target set for persistence at 4-year grantee institutions, but also exceeded the national persistence rate for 4-year public and private schools (81 percent). In addition, the graduation rate at 4-year and 2-year AANAPISI-grantee institutions exceeded the targets set for 2021 by 14 percentage points and 10 percentage points, respectively. Both 4-year and 2-year persistence and graduation rates fell short of meeting the national persistence and graduation rates.

Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at NASNTIs.

Year	Target	Actual
2011		+16.7% (1-year change)
2016		+0.5 (5-year change)
2021	7.1%	

Additional information: This program received its first year of funding in 2008. Recent data in the NASNTI program are from 13 grantees who received funding in the discretionary NASNTI program in 2010—ten 2-year institutions and three 4-year institutions. For enrollment, the percentage change is calculated against the base year. There are no intermediate annual

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targets. Future progress will be assessed against targets periodically (about every 5 years). Student enrollment at NASNTI-grantee institutions in 2013 (20,637) was used to calculate the percentage change against student enrollment at NASNTIs in the base year 2011 (20,844). The change in enrollment for fiscal years 2011-2016 was 0.5 percent. Enrollment rates at current grantee institutions are on the decline.

Targets are based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 projects the change in total undergraduate enrollment at degree-granting institutions from 2016-2021.

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year NASNTIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same NASNTI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	73.5%	69.5%	54.0%	54.5%
2021	73.5	70.5	54.0	58.5
2022	74.0	68.0	54.5	57.0
2023	74.0		54.5	
2024	74.0		54.5	
2025	74.0		54.5	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year NASNTIs who graduate within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	35.5%	44.5%	22.0%	29.5%
2021	40.0	47.0	22.5	28.0
2022	40.0		22.5	
2023	40.0		22.5	
2024	44.0		28.5	
2025	44.0		28.5	

Additional information: The 2-year persistence rate at NASNTI-grantee institutions exceeded the target set for 2022. The graduation rates at both 4-year and 2-year institutions exceeded the targets set for 2021. Both 4-year and 2-year persistence and graduation rates fell short of meeting the national persistence and graduation rates.

MSEIP Performance Measures

The Department believes that the current measures of enrollment and graduation for the MSEIP program may be unreliable or inconsistent due the challenges of collecting data by field of study. As an alternative, the Department used IPEDS data to determine whether the percentage

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of bachelor's degrees conferred that were in STEM fields increased between 2005 and 2015. Specifically, data examined were:

- The percentage of bachelor's degrees conferred by the 2005 cohort of MSEIP grantees in 2005 and 2015 that were in STEM fields.
- The percentage of bachelor's degrees conferred by all Title IV eligible institutions in 2005 and 2015 that were in STEM fields.

In addition, the same percentages for the two largest underrepresented racial/ethnic groups were examined.

The intent is to examine whether an increasing percentage of students in MSEIP institutions earn degrees in STEM fields, given that one of the main purposes of the MSEIP program is to increase the participation of underrepresented minorities in scientific and technological careers. STEM fields can include a wide range of disciplines. However, for purposes of this data analysis, STEM fields include computer and information sciences; engineering; engineering technologies and engineering-related fields; biological and biomedical sciences; mathematics and statistics; physical sciences; science technology/technicians; and agriculture, agriculture operations, and related sciences.

Measure: Number and percentage of bachelor's degrees conferred that are in STEM fields, 2005, 2010, 2015. and 2019.

	2005 MSEIP Grantees	2010 MSEIP Grantees	2015 MSEIP Grantees	2019 MSEIP Grantees	2005 All Title IV IHEs	2010 All Title IV IHEs	2015 All Title IV IHEs	2019 All Title IV IHEs
All Students: # of STEM degrees	4,430	4,896	6,239	9,810	227,131	253,431	357,571	438,304
All Students: # of degrees	23,866	32,663	34,276	49,543	1,411,002	1,620,629	1,916,129	2,034,071
All Students: % of degrees in STEM fields	15.7%	15.0%	18.2%	19.8%	16.1%	15.6%	18.3%	21.5%
Black Students: # of STEM degrees	915	847	1,890	2,714	16,405	16,196	21,138	25,904
Black Students: # of degrees	7,193	6,956	11,747	23,160	127,978	152,404	182,778	189,471
Black Students: % of degrees in STEM fields	12.7%	12.2%	16.1%	17.2%	12.8%	10.6%	11.6%	13.7%
Hispanic Students: # of STEM degrees	1,237	1,713	2,688	4,495	15,596	19,607	35,805	53,263
Hispanic Students: # of degrees	9,407	12,688	14,966	15,735	111,616	147,205	226,900	294,537
Hispanic Students: % of degrees in STEM fields	13.1%	13.5%	18.0%	19.4%	14.0%	13.3%	15.8%	18.1%

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In 2005, approximately 15.7 percent of all bachelor's degrees conferred by the 2005 cohort of MSEIP grantees were in STEM fields, a figure that was slightly higher than the 2010 and 2015 percentages. These percentages are comparable to that of those at all Title IV institutions in 2005, 2010, and 2015. Overall, the percentages of STEM degrees awarded to "all students" in 2005, 2010, and 2015 were higher than the comparable percentages of STEM degrees awarded to both Black or Hispanic students, and the percentages did not change appreciably between 2005 and 2015. In 2019, the number and percentage of bachelor's degrees conferred in STEM fields at all Title IV institutions and among Hispanic and Black students continued to increase at 21.5 percent, 13.7 percent, and 18.1 percent, respectively.

Efficiency Measures

The Department developed a common efficiency measure for the AID programs. These calculations do not take into account Federal student financial aid received by these institutions. Both discretionary and mandatory funding are included in the calculation of the measures and targets for TCCUs, ANNH-serving institutions, HBCUs, PBIs, AANAPISIs, and NASNTIs programs.

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at SIP institutions.

Year	Target	Actual
2020	\$395	\$423
2021	395	380
2022	395	
2023	395	
2024	390	
2025	390	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at TCCUs.

Year	Target	Actual
2020	\$28,000	\$36,367
2021	27,500	40,037
2022	27,000	
2023	26,500	
2024	26,000	
2025	26,000	

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Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at ANNH-serving Institutions.

Year	Target	Actual
2020	\$2,200	\$3,827
2021	2,075	1,865
2022	1,950	
2023	1,925	
2024	1,900	
2025	1,875	

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HBCUs.

Year	Target	Actual
2020	\$6,800	\$7,002
2021	6,800	9,406
2022	6,800	
2023	6,800	
2024	6,800	
2025	6,800	

Measure: Cost per successful outcome: Federal cost per graduate degree at HBGs.

Year	Target	Actual
2020	\$8,750	\$12,310
2021	8,750	14,450
2022	8,750	
2023	8,750	
2024	8,750	
2025	8,750	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at PBIs.

Year	Target	Actual
2020	\$875	\$952
2021	875	1,010
2022	875	
2023	875	
2024	875	
2025	875	

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Measure: Cost per successful outcome: Federal cost per undergraduate degree at AANAPISIs.

Year	Target	Actual
2020	100	122
2021	100	158
2022	100	
2023	100	
2024	100	
2025	100	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at NASNTIs.

Year	Target	Actual
2020	\$450	\$580
2021	450	788
2022	450	
2023	450	
2024	450	
2025	450	

Additional information: These measures are calculated as the appropriation for the program divided by the number of undergraduate and graduate degrees awarded. A similar efficiency measure has been established for the Developing HSIs program and for Howard University. This metric may enable the Department to assess program performance across institutions with similar types of missions. Performance on efficiency measures exceeded the targets set for 2021 in two Title III programs (SIP and ANNHs).

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(Higher Education Act of 1965, Title V, Parts A and B; Title III, Part F, Section 371(b)(2)(B))

(dollars in thousands)

FY 2025 Authorization: To be determined (discretionary)¹; \$100,000 (mandatory)².

Budget Authority:

	<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
Discretionary Funding			
Developing Hispanic-serving Institutions (HSIs) (discretionary) (HEA V-A)	\$227,751	\$246,547	+\$18,796
Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) (discretionary) (HEA V-B)	27,314	29,769	+2,455
Subtotal	255,065	276,316	+21,251
Mandatory Funding			
Developing Hispanic-serving Institutions Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation (mandatory) (HEA III-F) ³	94,300	100,000	+5,700
Subtotal	94,300	100,000	+5,700
Total	349,365	376,316	+26,951

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

² The Fostering Undergraduate Talent by Unlocking Resources for Education Act (P.L. 116-91) provides permanent mandatory appropriations for HBCUs and minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

³ The 2024 level for mandatory programs has been reduced by 5.7 percent which became effective on October 1, 2023, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2025 level for mandatory programs is expected to be reduced by 5.7 percent, the amount in the table does not include the sequester reduction.

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PROGRAM DESCRIPTION

Developing Hispanic-serving Institutions

The Developing HSIs Program, authorized under Title V of the Higher Education Act (HEA), provides competitive grants to HSIs to expand educational opportunities for, and improve the academic attainment of, Hispanic students. The program supports efforts to expand and enhance academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other individuals from low-income backgrounds complete postsecondary degrees. HSIs are defined as “eligible institutions” if they: (1) have below-average educational and general expenditures per full-time equivalent undergraduate student; (2) enroll a significant percentage of students with a high financial need, as measured by Pell Grant status or receipt of other Title IV need-based aid; and (3) have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic.

The program makes (1) individual development grants to help institutions address unique challenges to building capacity and improving performance and (2) cooperative arrangement development grants that promote joint efforts between two or more IHEs to resolve common challenges to institutional effectiveness. In addition, the Department may award 1-year planning grants for the preparation of plans and grant applications under this program.

Grants are awarded for a period of up to 5 years. Grantees may use their funds to plan, develop, and implement a wide range of authorized activities, including activities that encourage: faculty and academic program development; better management of funds and administration; construction and maintenance of instructional facilities; student services designed to improve college completion; establishment of a program of teacher education; establishment of community outreach programs that encourage elementary and secondary school students to develop an interest in pursuing postsecondary education; and creation or improvement of facilities for Internet-based or other distance learning academic instruction, including purchase or rental of telecommunications technology equipment and services. Also, HSIs may use up to 20 percent of the grant funds to establish or increase an institution’s endowment fund so long as the Federal contribution is matched dollar-for-dollar by non-Federal funds. HSI grantees are not eligible to receive funding under Part A or Part B of Title III.

Promoting Postbaccalaureate Opportunities for Hispanic Americans

The PPOHA Program, authorized under Title V of the HEA, seeks to expand the number of Hispanic students entering postbaccalaureate education and attaining advanced degrees. The program is designed to help institutions of higher education that are educating large numbers of Hispanic students and students from low-income backgrounds increase their postbaccalaureate academic offerings and enhance program quality. To be eligible for a grant under this program, an institution of higher education must be an HSI that offers a program that leads to a postbaccalaureate certificate or degree. Grants are awarded for up to 5 years, and participating institutions also may receive funds under Title V, Part A.

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Authorized activities include: purchasing, renting, or leasing scientific or laboratory equipment used for educational purposes; construction, maintenance, renovation and facilities improvement, including telecommunications; purchasing library books, periodicals, journals, and other educational materials, including telecommunications program materials; supporting postbaccalaureate students from low-income backgrounds through outreach programs, academic support services, mentoring, and student financial assistance; supporting faculty development, exchanges, and research, as well as curricular development and academic instruction; the creation or improvement of facilities for Internet-based or other distance education technologies; and collaboration with other IHEs to expand postbaccalaureate offerings.

Developing Hispanic-serving Institutions Science, Technology, Engineering, or Mathematics and Articulation

The HSI STEM and Articulation Program, authorized under Title III, Part F of the HEA and funded through mandatory appropriations, is designed to increase the number of Hispanic and other students from low-income backgrounds attaining degrees in STEM fields and to support the development of model transfer and articulation agreements between 2-year HSIs and 4-year IHEs in such fields.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$250,019 ¹
2020 CARES Act	214,810
2021	256,877 ¹
2021 CRRSA Act	349,440
2021 Mandatory ARP Act	609,435
2022	296,815 ¹
2023	349,365 ¹
2024 Annualized CR	349,365 ¹

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$276.3 million in discretionary funding for the two programs under Aid for Hispanic-serving Institutions, \$21.3 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. In addition to these requested discretionary levels, \$100 million is available in mandatory funding in fiscal year 2025 for the HSI STEM and Articulation program. Including discretionary and mandatory funding, \$376.3 million would be available if the 2025 request put forth by the Administration is enacted.

The fiscal year 2025 request for discretionary and mandatory funding would support institutional capacity and student support at HSIs. A significant number of postsecondary education institutions serving high percentages of students of color and students from low-income

¹ Includes \$94,100 (2020) and \$94,300 (2021, 2022, 2023, and 2024) thousand in mandatory funds provided under the HEA.

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backgrounds face challenges that threaten their continued operation and ability to provide a high-quality education. The Administration is committed to assisting these institutions by providing funds to support, among other activities, improvements in academic quality, institutional management, administrative capacity and fiscal stability, infrastructure, and student support services.

These investments will largely provide continued support of the increased number of awards that were first made under the HSI programs using the fiscal year 2023 appropriation.

Proposed FY 2025 Appropriations Language

The HEA prohibits frontloading in certain programs. More specifically, provisions in the HEA require that, in the case of a multiple year award to an institution under Title III or Title V of the HEA, funds for the award must come from funds appropriated for the fiscal year in which they are to be used by the recipient. Therefore, the Department cannot use funds appropriated in one year to fund future years of a multiple year award. This differs from other programs within the Higher Education account and other Departmental accounts, including ESEA and IDEA. The Department proposes to include appropriations language to permit frontloading under the Title III and the Title V programs, which will allow the Department to maximize appropriated funds to support grantees.

PROGRAM OUTPUT MEASURES¹

(dollars in thousands)

Output Measures	2023	2024	2025
Developing HSIs			
Number of new awards	111	45	147
Average new award	\$579	\$580	\$582
Total new award funding	\$64,222	\$26,115	\$85,810
Number of continuation awards	278	344	272
Average continuation award	\$583	\$582	\$585
Total continuation award funding	\$162,006	\$200,113	\$159,120
Peer review of new award applications	\$384	\$384	\$384
Total program funding ²	\$227,751	\$227,751	\$246,547
Total number of awards	389	389	419
PPOHA			
Number of new awards	13	20	7
Average new award	\$576	\$568	\$531
Total new award funding	\$7,486	\$11,361	\$3,487

¹ Total mandatory funding shown for each year includes carryover funds from prior year. Actual appropriations used in any given year are shown in the "Total obligated funding" line; this is often the exact amount appropriated for the program the prior year.

² Totals include funding for higher education evaluation.

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Output Measures	2023	2024	2025
Number of continuation awards	34	27	45
Average continuation award	\$579	\$585	\$580
Total continuation award funding	\$19,691	\$15,783	\$26,100
Peer review of new award applications	<u>0</u>	<u>\$33</u>	<u>\$33</u>
Total program funding ¹	\$27,314	\$27,314	\$29,769
Total number of awards	47	47	52

HSI STEM and Articulation

Total mandatory (Section 371) funds (available for obligation at the start of the fiscal year)	\$188,600	\$188,600	\$194,300
Number of new awards	0	0	0
Average new award	0	0	0
Total new award funding	0	0	0
Number of continuation awards	100	100	100
Average continuation award	\$943	\$943	\$943
Total continuation award funding	\$94,300	\$94,300	\$94,300
Peer review of new award applications	<u>0</u>	<u>0</u>	<u>0</u>
Total obligated funding	\$94,300	\$94,300	\$94,300
Mandatory (Section 371) estimated carryover (mandatory funds remaining at the end of the fiscal year)	\$94,300	\$94,300	\$100,000

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 COVID-19 pandemic was likely a confounding variable in a number of the areas measured.

FY 2022 (as applicable) and FY 2023 performance data are expected to be available and processed by late February 2024 and will be included in the FY 2026 Congressional Justification but was not available at the time of publication for this budget.

Goal: To improve the capacity of minority-serving institutions, which traditionally have limited resources and serve large numbers of low-income and minority students, to

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improve student success, and to provide high-quality educational opportunities for their students.

Objective: Increase the enrollment, persistence, and graduation rates at HSI grantees.

HSI Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolling at HSIs receiving grants under this program.

Year	Target	Actual
2018	+1.3%	-4.9%
2023	+1.1	

Additional information: This measure uses fall enrollment data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data Systems (IPEDS) and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. In this case, 2018 enrollment was compared to 2013 enrollment. The 2023 target is based on NCES projections for the change in total undergraduate enrollment at degree-granting institutions between 2018 and 2023.

HSI Persistence Measure: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year HSI grantees who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	79.0%	80.9%	66.5%	73.9%
2021	80.0	79.1	70.0	63.5
2022	80.0	79.6	70.0	63.8
2023	80.0		70.0	
2024	80.0		70.0	
2025	80.0		70.0	

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HSI Graduation Measure: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year HSI grantees graduating within 6 years of enrollment and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	47.5%	58.2%	23.5%	28.3%
2021	50.0	59.0	24.0	29.3
2022	50.0		24.0	
2023	50.0		24.0	
2024	50.0		24.0	
2025	50.0		24.0	

Additional information: The data are derived from grantees' electronic annual performance reports and the NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Objective: *Improve the year-to-year increase in enrollment and graduation rates in postbaccalaureate programs at Hispanic-serving institutions.*

PPOHA Enrollment Measure: The percentage change, over the 5-year grant period, of the number of graduate and professional students enrolled at grantee institutions.

Year	Target	Actual
2018	+0.9%	-3.8%
2023	+2.8	

Additional information: This measure uses NCES/IPEDS fall enrollment data and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. In this case, 2018 enrollment was compared to 2013 enrollment. The 2023 target is based on NCES projections for the change in total post baccalaureate enrollment at degree-granting institutions between 2018 and 2023.

PPOHA Degree Completion Measure: The percentage change, over the 5-year grant period, of the number of master's, doctoral and first-professional degrees and post baccalaureate certificates awarded at HSI grantee institutions.

Year	Target	Actual
2018	+3.2%	+3.3%
2023	+3.0	

Additional Information: This measure uses NCES/IPEDS data to track graduate degree and certificate completion. In this case, 2018 completion rates were compared to rates at the same institutions in 2013. The 2023 target is based on NCES projections for the growth in graduate degrees and certificates conferred between 2018 and 2023.

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Aid for Hispanic-serving institutions

Objective: Increase enrollment, persistence, and graduation rates at HSI STEM grantees.

HSI STEM Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at HSI grantee institutions.

Year	Target	Actual
2016		-0.8%
2021	+4.5%	-2.7%

Additional information: This measure uses NCES/IPEDS fall enrollment data and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. In this case, 2016 enrollment was compared to 2011 enrollment. When established, the 2026 target will be based on NCES projections for the change in total undergraduate enrollment at degree-granting institutions between 2021 and 2026.

HSI STEM Persistence Measure: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year HSI grantees who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	79.5%	80.8%	67.0%	66.5%
2021	80.0	79.5	67.0	64.9
2022	80.0	78.4	67.0	66.0
2023	80.0		67.0	
2024	80.0		67.0	
2025	80.0		67.0	

HSI STEM Graduation Measure: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year HSI grantee institutions graduating within 6 years of enrollment and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2020	48.0%	59.2%	24.0%	29.2%
2021	48.5	57.5	24.5	30.4
2022	49.0		25.0	
2023	49.5		25.5	
2024	50.0		26.0	
2025	50.5		26.5	

Additional information: The data are derived from grantees' electronic annual performance reports and the NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

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Aid for Hispanic-serving institutions

Efficiency Measures

Developing HSIs: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HSI grantee institutions.

Year	Target	Actual
2020	\$475	\$348
2021	425	376
2022	400	
2023	400	
2024	400	
2025	400	

Additional information: The Developing Hispanic-serving Institutions efficiency measure is calculated by dividing the amount awarded under the Developing HSIs program by the number of undergraduate and graduate degrees awarded. The Department notes that it is difficult to attribute increases or decreases under this measure to the Federal share of funds due to the limited amount of the Federal contribution. Given that the average cost per successful outcome for 2012-2017 was significantly lower than the established targets, the Department revised its targets, beginning in 2018, to more accurately reflect actual performance.

PPOHA: Cost per successful outcome: Federal cost per master's, doctoral and first-professional degree and postbaccalaureate certificate at HSI grantee institutions.

Year	Target	Actual
2020	\$550	\$897
2021	525	706
2022	525	
2023	525	
2024	525	
2025	525	

Additional information: The PPOHA efficiency measure is calculated by dividing the amount awarded under the PPOHA program by the number of graduate degrees and certificates awarded at grantee institutions.

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Aid for Hispanic-serving institutions

HSI STEM: Cost per successful outcome: Federal cost for undergraduate and graduate degrees at institutions in the Hispanic-serving Institutions STEM and Articulation Programs.

Year	Target	Actual
2020	\$570	\$375
2021	560	394
2022	550	
2023	540	
2024	530	
2025	520	

Additional information: The HSI STEM efficiency measure is calculated by dividing the amount awarded under the HSI STEM program by the number of undergraduate and graduate degrees awarded at grantee institutions.

HIGHER EDUCATION

International education and foreign language studies: Domestic programs

(Higher Education Act of 1965, Title VI, Parts A and B)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$75,353	\$73,282	-\$2,071

PROGRAM DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Domestic Programs are designed to strengthen the capability and performance of American education in foreign languages and in area and international studies. The IEFLS programs originated in the National Defense Education Act of 1958, as a response to the need to strengthen instruction in the areas of international studies and foreign languages that were insufficiently taught in the United States.

Funds are used to support a broad range of activities under 10 Domestic Programs, including primary and secondary education through a variety of K-12 outreach and teacher training collaborations. Grants are awarded to institutions of higher education (IHEs) to support centers, programs, and fellowships to increase the number of experts in foreign languages and international studies, meet national needs, and strengthen the teaching of foreign languages and international education at all levels. Prior to each grant cycle, the Department must consult with and receive recommendations from other relevant Federal Agencies to determine the “areas of national need” for expertise in foreign languages and world areas.

When awarding grants, the Department is required to take into account a variety of factors, including: the degree to which applicants’ proposed activities address national needs and inform the public; the applicants’ record placing students into postgraduate employment, education, or training in areas of national need; and the applicants’ proposed plans and strategies to increase this number. Emphasis is placed on less commonly taught languages and the regions where those languages are used. The program authorization requires that institutions receiving funding under Title VI provide the following information to the Department, in accordance with the requirements of Section 117 of the HEA: (1) the amount of the contribution (including cash and the fair market value of any property) received from any foreign government or from a foreign private sector corporation or foundation during any fiscal year in which the contribution exceeds \$250,000 in the aggregate; and (2) the aggregate contribution, or a significant part of the aggregate contribution, that is to be used by a center or program receiving funds under Title VI.

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

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International education and foreign language studies: Domestic programs

The Domestic Programs include the following program investment areas:

The **National Resource Centers (NRCs) Program** supports IHEs or consortia of such institutions in establishing, operating, and strengthening comprehensive or undergraduate centers of excellence to train students, specialists, and other scholars. Activities may include: supporting instructors of less commonly taught languages; bringing visiting scholars and faculty to the Center to teach, conduct research, or participate in conferences or workshops; maintaining important library collections and related training and research facilities; conducting advanced research on issues in world affairs that concern one or more countries; establishing linkages between IHEs and other academic, governmental, and media entities; operating summer institutes in the U.S. or abroad; and providing outreach and consultative services at the national, regional, and local levels. Funds also support faculty, staff, and student travel in foreign areas, regions, or countries; the development and implementation of educational programs abroad for students; and projects that help students in science, technology, engineering, and mathematics fields achieve foreign language proficiency. NRCs are funded for up to 4 years, with funds awarded on an annual basis pending satisfactory performance by the Centers and availability of funds.

The **Foreign Language and Area Studies Fellowships (FLAS) Program** supports academic year and summer fellowships for graduate- and undergraduate-level training at IHEs offering high-quality, performance-based modern language programs in combination with area studies, international studies, or the international aspects of professional studies. Students apply to IHEs that receive fellowship allocations from the Department. To be eligible for fellowships, students must be:

- In an instructional program with stated performance goals for functional foreign language use or in a program developing such performance goals, in combination with area studies, international studies, or the international aspects of a professional studies program;
- In the case of an undergraduate student, in the intermediate or advanced study of a less commonly taught language; or
- In the case of a graduate student, in graduate study in connection with a program described above, including pre-dissertation level study, preparation for dissertation research, dissertation research abroad, or dissertation writing.

Before awarding a fellowship for use outside the U.S., an institution must obtain approval from the Department. A fellowship may be approved for use outside the U.S. if: (1) the student is enrolled in an overseas modern foreign language program approved by the institution where the student is enrolled in the U.S.; or (2) the student is engaged in research that cannot be effectively done in the U.S. and is affiliated with an IHE or other appropriate organization in the host country. Institutions are funded for up to 4 years and, in turn, award fellowships annually to individual students on a competitive basis.

Applications for awards must include an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world

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International education and foreign language studies: Domestic programs

regions and international affairs; and a description of how the applicant will encourage government service in areas of national need, as well as in areas of need in the education, business, and nonprofit sectors.

The **Undergraduate International Studies and Foreign Language (UISFL) Program** supports IHEs or consortia of IHEs in establishing, operating, and strengthening instructional programs in international studies and foreign languages at the undergraduate level. Eligible activities may include, but are not limited to: development of a global or international studies program that is interdisciplinary in design; development of a program that focuses on specific issues or topics, such as international business or international health; development of an area studies program and programs in corresponding foreign languages; creation of innovative curricula that combine the teaching of international studies with professional and pre-professional studies, such as engineering; research for and development of specialized teaching materials, including language instruction; establishment of internship opportunities for faculty and students in domestic and overseas settings; and development of study abroad programs.

All grantees must provide matching funds in either of the following ways: (1) cash contributions from the private sector equal to one-third of the total project costs; or (2) a combination of institutional and non-institutional cash or in-kind contributions equal to one-half of the total project costs. Applications for awards must describe: how the applicant will provide information to students regarding federally funded scholarship programs in related areas; how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, where applicable; and how the applicant will encourage service in “areas of national need,” as identified by the Department.

The **International Research and Studies (IRS) Program** provides grants to institutions, public and private agencies, organizations, and individuals to conduct research and studies to improve and strengthen instruction in modern foreign languages, area studies, and other international fields. An applicant may apply for IRS funds to conduct research and studies, including the following activities: (1) studies and surveys to determine the need for increased or improved instruction in modern foreign languages and area studies and other international fields; (2) research and studies on more effective methods of instruction and achieving competency in modern foreign languages, area studies, or other international fields; and (3) development and publication of specialized materials.

Business and International Education (BIE) Projects supports IHEs in designing 2-year projects both to enhance international academic programs and to promote linkages between the IHEs and the international business community engaged in international economic activity. Eligible activities include, but are not limited to: improving the business and international education curriculum of institutions to serve the needs of the business community, including the development of new programs for mid-career or part-time students; developing programs to inform the public of increasing international economic interdependence and the role of U.S. businesses within the international economic system; internationalizing curricula at the junior and community college level and at undergraduate and graduate schools of business; developing area studies and interdisciplinary international programs; establishing export education programs; conducting research and developing specialized teaching materials

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appropriate to business-oriented students; establishing student and faculty fellowships and internships or other training or research opportunities; creating opportunities for business and professional faculty to strengthen international skills; developing research programs on issues of common interest to IHEs and private sector organizations and associations engaged in or promoting international economic activity; establishing internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies; establishing links overseas with IHEs and organizations that contribute to the education objectives of the BIE program; and establishing summer institutes in international business, foreign areas, and other international studies designed to carry out the purposes of the BIE program. The Federal share of the projects cannot exceed 50 percent of the total cost.

The **Centers for International Business Education (CIBE) Program** supports IHEs or consortia of IHEs by paying the Federal share of the cost of planning, establishing, and operating centers that provide a comprehensive university approach to improving international business education by bringing together faculty from numerous disciplines. The Centers serve as national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize international business contexts; provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of U.S. trading partners; provide research and training in the international aspects of trade, commerce, and other fields of study; provide training to students enrolled in the institution or institutions in which a Center is located; serve as resources to local businesses and chambers of commerce by offering programs and providing research designed to meet the international training needs of such businesses; and serve other faculty, students, and IHEs and K-12 schools with additional teacher and student outreach programs located within their respective regions.

CIBEs are eligible for 4 years of support. The Federal share of the cost of planning, establishing, and operating the Centers cannot exceed 90 percent, 70 percent, or 50 percent in the first, second, third and following years, respectively.

The **Language Resource Centers (LRC) Program** supports IHEs or consortia of IHEs in improving the teaching and learning of foreign languages. The activities carried out by the Centers must support effective dissemination, whenever appropriate, and may include: conducting and disseminating research on new and improved teaching methods (including the use of advanced educational technology) to the education community; development, application, and dissemination of performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages; training of teachers in the administration and interpretation of the performance tests; a significant focus on the teaching and learning needs of the less commonly taught languages and the publication and dissemination of instructional materials in those languages; development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and operation of intensive summer language institutes. LRCs are eligible for up to 4 years of support.

The **American Overseas Research Centers (AORC) Program** makes grants to consortia of U.S. IHEs that operate overseas, facilitating research and scholarship in a particular region of the world. They promote postgraduate research, faculty and student exchanges, and area

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studies. Funds may be used to pay for all or a portion of the cost of establishing or operating a Center or program. Costs may include faculty and staff stipends and salaries; faculty, staff, and student travel; operation and maintenance of overseas facilities; teaching and research materials; the acquisition, maintenance, and preservation of library collections; travel for visiting scholars and faculty members who are teaching or conducting research; preparation for and management of conferences; and the publication and dissemination of material for the scholars and general public. Centers are eligible for 4 years of support.

The **Technological Innovation and Cooperation for Foreign Information Access (TICFIA)** supports IHEs, public or nonprofit private libraries, or a partnership of an IHE and one or more IHEs, libraries, or nonprofit educational organizations in developing innovative techniques or programs using electronic technologies to collect, organize, preserve, and widely disseminate information from foreign sources on world regions that address our Nation's teaching and research needs in international education and foreign languages.

Grants may be used to acquire, facilitate access to, or preserve foreign information resources in print or electronic forms; develop new means of immediate, full-text document delivery for information and scholarship from abroad; develop new means of or standards for shared electronic access to international data; support collaborative projects for indexing, cataloging, and providing other means of bibliographic access for scholars to important research materials published or distributed outside the United States; develop methods for the wide dissemination of resources written in non-Roman language alphabets; assist teachers of less commonly taught languages in acquiring, via electronic and other means, materials suitable for classroom use; promote collaborative technology-based projects in foreign languages, area studies, and international studies among grant recipients under Title VI; and creation of linkages to facilitate carrying out activities between the institutions receiving grants and other institutions of higher education, nonprofit educational organizations, and libraries overseas. The Federal share of the projects cannot exceed two-thirds of the total cost. Awards are made for 4 years.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$68,103
2021	69,353
2022	71,853
2023	75,353
2024 Annualized CR	75,353

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$73.3 million for the Domestic Programs, \$2.1 million less than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation because less funding is needed to maintain support for existing grantees. Despite constrained funding levels, the fiscal year 2025 request for the Title VI Domestic Programs will, among other priorities, provide continued support for activities that help to make world language and area studies education accessible to more Americans and help ensure high levels of

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International education and foreign language studies: Domestic programs

proficiency in the languages key to the Nation’s economic and national security. All the funds requested in fiscal year 2025 would support continuation awards.

Historically, the Domestic Programs have helped to develop and maintain American expertise in world cultures and economies, and foreign languages. It is critical for our Nation to have a readily available pool of international area and language experts for economic, foreign affairs, and defense purposes. The Title VI programs are key to the teaching and learning of languages vital to national interests and serve as a national resource.

The Administration also believes our Nation needs citizens with global competence. The ability to compete and collaborate on the world stage requires an awareness and understanding of the world, the ability to communicate and collaborate with others from different cultures, and exposure to foreign languages. The Administration believes that a world-class education must integrate global competencies and is committed to increasing the skills and knowledge of all United States students. Effective global engagement will involve American students and equip them with the knowledge, skills and awareness of other countries, cultures, languages, and perspectives. Boosting the number of students with global competencies supports U.S. economic competitiveness, increases access to a wider range of jobs, enables young people to work with their counterparts all over the world in meeting global challenges, and fosters national security and diplomacy. The Administration believes that American students and teachers of all ages would benefit significantly from partnering with students and faculty abroad—especially in priority countries—through connected classrooms, joint research projects, and exchanges.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
National Resource Centers Program:			
Number of new awards	15	0	0
Average new award	\$251	0	0
Total new award funding	\$3,772	0	0
Number of continuation awards	98	113	113
Average continuation award	\$261	\$260	\$259
Total continuation award funding	\$25,561	\$29,333	\$29,267
Total award funding	\$29,333	\$29,333	\$29,267
Total number of awards	113	113	113
Foreign Language and Area Studies Fellowships Program:			
Academic year graduate fellowships	677	677	677
Average academic year fellowship	\$33	\$33	\$33
Academic year undergraduate fellowships	298	298	298
Average academic year fellowship	\$15	\$15	\$15

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Output Measures	2023	2024	2025
Summer fellowships	534	534	534
Average summer year fellowship	\$8	\$8	\$8
Foreign Language and Area Studies Fellowships Program (cont'd):			
Number of continuation awards	112	112	112
Average continuation award	\$279	\$279	\$279
Total continuation award funding	\$31,236	\$31,236	\$31,236
Total award funding	\$31,236	\$31,236	\$31,236
Total number of awards	112	112	112
Undergraduate International Studies and Foreign Language Program:			
Number of new awards	13	8 ¹	0
Average new award	\$125	\$133	0
Total new award funding	\$1,624	\$1,067	0
Number of continuation awards	18	15	13
Average continuation award	\$93	\$145	\$134
Total continuation award funding	\$1,680	\$2,172	\$1,745
Total award funding	\$3,304	\$3,239	\$1,745
Total number of awards	31	23	13
International Research and Studies Program:			
Number of new awards	22	0	0
Average new award	\$76	0	0
Total new award funding	\$1,620	0	0
Number of continuation awards	0	22	22
Average continuation award	0	\$74	\$73
Total continuation award funding	0	\$1,620	\$1,608
IRS Study of National Resource Centers	\$148 ²	0	0
Total award funding	\$1,767	\$1,620	\$1,608
Total number of awards	22	22	22

¹ In fiscal year 2024, the Department expects to make new awards from the list of unfunded, high-quality applications from the fiscal year 2023 competition.

² Study to conduct research on the effectiveness of the Department's Title VI National Resource Centers program. Specifically, the extent to which activities at NRC grantee institutions reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, as required by Section 602(e) of Title VI of the Higher Education Act of 1965, as amended.

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International education and foreign language studies: Domestic programs

Output Measures	2023	2024	2025
Centers for International Business Education Program:			
Number of continuation awards	16	16	16
Average continuation award	\$317	\$317	\$317
Total continuation award funding	\$5,071	\$5,071	\$5,071
Total award funding	\$5,071	\$5,071	\$5,071
Total number of awards	16	16	16
Language Resource Centers Program:			
Number of continuation awards	16	16	16
Average continuation award	\$181	\$178	\$178
Total continuation award funding	\$2,900	\$2,847	\$2,847
Total award funding	\$2,900	\$2,847	\$2,847
Total number of awards	16	16	16
American Overseas Research Centers Program:			
Number of new awards	0	15	0
Average new award	0	\$90	0
Total new award funding	0	\$1,348	0
Number of continuation awards	15	0	15
Average continuation award	\$68	0	\$90
Total continuation award funding	\$1,024	0	\$1,348
Total award funding	\$1,024	\$1,348	\$1,348
Total number of awards	15	15	15
Total award funding:			
Total new award funding	\$7,016	\$2,415	0
Total continuation award funding	\$67,619	\$72,278	\$73,122
Program evaluation, national outreach, and information dissemination	\$304	\$271	\$151
MS Forms Customer Voice License Update	\$8	\$9	\$9
Peer review of new award applications	\$31	\$14	0
Total Domestic funding¹	\$75,353	\$75,353	\$73,282
Total Domestic awards	325	317	307

¹ Totals include funding for higher education evaluation.

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International education and foreign language studies: Domestic programs

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.

Outcomes for the NRC measures are reported on below. However, the Department is unable to extract data from the annual performance reports (APR) for FLAS. Upon deeper investigation into the program's theory of change, the current FLAS performance measure does not accurately reflect results that can be, or are expected to be, accomplished by fellows within the established grant award period. As such, the Department is working on revisions to select Domestic Programs performance measures and plans to include the proposed measures in a future budget justification.

Goal: To meet the Nation's security and economic needs through the development of a national capacity in foreign languages, and area and international studies.

Objective: *Provide grants to institutions of higher education or consortia of institutions of higher education to establish, strengthen, and operate comprehensive and undergraduate language and area/international studies centers.*

Measure: Percentage of priority languages defined by the Department taught at NRCs.

Year	Target	Actual
2020	85%	69%
2021	85	
2022	85	
2023	85	
2024	85	
2025	85	

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Data for this measure is obtained through NRC grantee language course uploads. The percentage of priority languages is calculated by taking the total number of distinct priority language courses uploaded by institutions and dividing that number by the total number of priority language courses defined by the Department. NRC grantees taught a total of 2,262 language courses. Of those, 1,552 were priority languages as defined by the Department.

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International education and foreign language studies: Domestic programs

Measure: Percentage of NRC grants teaching intermediate or advanced courses in priority languages as defined by the Department.

Year	Target	Actual
2020	65%	71%
2021	65	
2022	65	
2023	65	
2024	65	
2025	65	

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Data for the measure is obtained from grantee NRC language course uploads. The percentage of NRC grants teaching intermediate or advanced courses in priority languages is calculated by taking the total number of priority language courses uploaded by institutions and dividing that figure by the total number of priority languages defined by the Department. NRC grantees for 2020 taught 1,552 priority language courses. Of those, 1,100 were intermediate or advanced courses.

Objective: Provides Foreign Language and Area Studies (FLAS) academic year and summer fellowships to institutions of higher education to assist graduate students in foreign language and either area or international studies.

Measure: Percentage of FLAS masters and doctoral graduates who studied priority languages as defined by the Department.

2014 and 2018 Cohort

Year	Target	Actual
2014		86%
2018	85%	85
2022	85	

Additional information: The measure is created by taking the total masters and doctorate fellows who are studying a priority language and dividing that number by the total masters and doctoral fellows. In fiscal year 2018, 803 out of 950 FLAS masters and doctoral fellows were studying a priority language. Data for the 2022 cohort will be available in 2026.

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International education and foreign language studies: Domestic programs

Other Performance Information

In February 2019, the Department released an International and Foreign Language Education Annual Report for 2017 that highlights the results of the IEFLS programs and provides a snapshot of the ways in which funded programs have benefited the nation's students, educators, institutions, and the nation at large. The Report provides a brief update on each program and summarizes the results of the most recent (fiscal year 2017) program competitions. More information is available at the following link:
<https://www2.ed.gov/about/offices/list/ope/iegps/2017ifleanualreport.pdf>.

In addition, when Congress reauthorized the HEA, by way of the Higher Education Opportunity Act of 2008 (HEOA), it directed the Department to assist grantees in developing a survey to administer to students who have completed programs authorized by Title VI of the HEA to determine postgraduate employment, education, or training. The most recent report is based on a survey that tracked FLAS fellowship recipients from 2015 to 2018 who have since graduated. This report follows on the first and second reports, published in 2015 and 2017, respectively. Subsequent surveys will continue to track these cohorts in addition to new FLAS graduates, (i.e., FLAS fellows graduating after 2018). The survey data for this cohort demonstrate that graduated FLAS fellows tend to use their training in their jobs.

Key findings of this report were as follows:

- FLAS fellows studied 104 languages during their first fellowship; 57 percent of the languages studied were considered priority languages.
- Approximately 30 percent of fellows used their fellowship to study at overseas institutions.
- Seventy-nine percent of respondents reported that their principal jobs were “closely related” (48 percent) or “somewhat related” (30 percent) to the fields in which they received their degrees. Less than 5 percent of fellows reported that they were unemployed.
- Fifty-four percent indicated that knowledge of a foreign language is a requirement or a key asset to their current job, and 62 percent reported that knowledge of area/international studies is a requirement or a key asset to their current job.
- Approximately 64 percent reported using their area/international studies training in their current work on a regular basis with 37 percent reporting daily use.
- Sixty-five percent reported that they were “unlikely to achieve advanced language proficiency” without the FLAS fellowship.

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International education and foreign language studies: Overseas programs

(Mutual Educational and Cultural Exchange Act of 1961, Section 102(b)(6))

(dollars in thousands)

FY 2025 Authorization: Indefinite

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$10,311	\$8,249	-\$2,062

PROGRAM DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Overseas Programs provide participants with first-hand experience overseas that is designed to improve elementary, secondary, and postsecondary education teaching and research concerning other cultures and languages, the training of language and area studies specialists, and the American public's general understanding of current international issues.

Four major Overseas Programs in foreign languages and in area and international studies are authorized under the Mutual Educational and Cultural Exchange Act of 1961 (commonly known as the Fulbright-Hays Act). Grants are provided on an annual basis to eligible institutions that, in turn, support projects of varying duration under the following programs:

The **Group Projects Abroad (GPA) Program** supports short-term projects, group training, research, and curriculum development in modern foreign languages and area studies for American teachers, college students, and faculty for periods from 1 to 12 months. In addition, the GPA program supports Advanced Overseas projects designed to provide advanced language training to students in foreign countries for a period of up to 12 months. Projects can focus on all major world areas outside of Western Europe.

The **Faculty Research Abroad (FRA) Program** supports opportunities for faculty members of institutions of higher education to study and conduct advanced research overseas. Fellowships are generally reserved for scholars whose academic specializations focus on the less commonly taught languages and all major world areas apart from Western Europe. Fellowships are 3 to 12 months in length.

The **Doctoral Dissertation Research Abroad (DDRA) Program** supports opportunities for doctoral candidates to engage in full-time dissertation research overseas. Fellowships are generally reserved for junior scholars whose academic specializations focus on the less commonly taught languages and all major world areas except for Western Europe. Fellowships are 6 to 12 months in length.

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International education and foreign language studies programs: Overseas programs

Seminars Abroad (SA)-Special Bilateral Projects support training and curriculum development opportunities for American teachers and faculty through short-term overseas seminars conducted in all major world areas except for Western Europe.

IEFLS Overseas Programs are administered through discretionary grants and interagency agreements (IAAs). Federal program staff, panels of non-Federal academic specialists, bi-national commissions, U.S. embassies, and the J. William Fulbright Foreign Scholarship Board are involved in the merit-based selection of the Overseas Programs grantees and/or project participants.

The Overseas Programs specifically improve the supply of specialists in area, international, and language studies. There is a focus on less commonly taught foreign languages, and areas of the world in which those languages are spoken. Current participants and graduates of the Overseas Programs are important sources of information and expertise on many issues that dominate the international environment. The Overseas Programs additionally improve public access to knowledge of other countries and languages by providing to individuals and institutions of higher education measurable opportunities in the field of international education for: research; area, language, and international studies training; professional growth including faculty development and teacher preparation; networking with counterparts in the U.S. and abroad; curriculum and instructional materials development; and overseas experience.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$8,061
2021	8,811
2022	9,811
2023	10,311
2024 Annualized CR	10,311

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$8.2 million for the Overseas Programs, \$2.1 million less than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request reflects concrete spending caps and the need to fund other priorities across the Department's portfolio. All of the funds would be used to support programs designed to develop expertise in strategic languages and area studies.

The Overseas Programs provide competitive preference in many of their grant competitions to broaden access to international education content and opportunities. These priorities have focused on community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Minority-Serving Institutions, teacher education programs, less commonly taught languages, and new applicants.

HIGHER EDUCATION

International education and foreign language studies programs: Overseas programs

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Group Projects Abroad:			
Short-Term Projects:			
Number of new projects	24	20	18
Average new project	\$133	\$132	\$132
Total new project funding	\$3,180	\$2,644	\$2,400
Advanced Overseas Projects:			
Number of new projects	8	10	6
Average new project	\$251	\$251	\$251
Total new project funding	\$2,005	\$2,515	\$1,500
Total project funding	\$5,185	\$5,159	\$3,900
Total number of GPA projects	32	30	24
Total number of GPA participants	469	467	353
Doctoral Dissertation Research Abroad:			
Number of new fellows	86	86	86
Average new fellowship	\$38	\$38	\$38
Number of new awards	41	41	41
Average new award	\$79	\$79	\$79
Total new award funding	\$3,252	\$3,278	\$3,278
Faculty Research Abroad:			
Number of new awards	0	13	13
Average new award	0	\$58	\$58
Total new award funding	0	\$750	\$750
Seminars Abroad—Special Bilateral Projects:			
Number of new awards	3	3	3
Average new award	\$250	\$250	\$250
Total new award funding	\$1,500 ¹	\$750 ¹	0
Total number of participants	47	48	48
Department of State administrative costs	\$221	\$221	\$221
Program evaluation, national outreach, and information dissemination	\$50	\$50	\$50
Peer review of new award applications	\$103	\$103	\$50
Total Overseas funding	\$10,311	\$10,311	\$8,249

¹ Approximately \$750 thousand from the fiscal years 2023 and 2024 appropriations was/will be used to support the fiscal years 2024 and 2025 SA IAAs, respectively.

HIGHER EDUCATION

International education and foreign language studies programs: Overseas programs

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.

Outcomes for the GPA measures are reported on below. However, the Department is unable to extract data from the annual performance reports (APR) for DDRA. Upon deeper investigation into the program's theory of change, the current DDRA performance measures do not accurately reflect results that can be, or are expected to be, accomplished by fellows within the established grant award period. As such, the Department is working on revisions to select Overseas Programs performance measures and plans to include the proposed measures in a future budget justification.

Goal: To contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study in foreign countries.

Objective: *Long-term GPA participants have increased their language proficiency.*

Measure: Percentage of GPA participants in the Advanced Language Program who increased their reading, writing, and/or listening/speaking foreign language scores by one proficiency level (Long-Term Projects).

Year	Target	Actual
2019	Baseline	84.7%
2020	Baseline	
2021	Baseline	
2022		
2023		
2024		
2025		

Additional information: Data is based on pre- and post-grant scores on standardized instructor-led examinations. Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Complete data is available for 2019. A handful of pandemic era group projects have yet to complete their travel and/or their final APRs. Targets for 2022 and subsequent years will be set once an average of three baseline years can be calculated.

Updated performance data is expected to be available in late February 2024 and will be included in the FY 2026 Congressional Justification but was not available at the time of publication for this budget.

HIGHER EDUCATION

International education and foreign language studies programs: Overseas programs

Efficiency Measures

Goal: To contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study in foreign countries.

Objective: Long-term GPA participants have increased their language proficiency.

Measure: Cost per GPA participant who increased their foreign language score in reading, writing, and/or listening/speaking by at least one proficiency level.

Year	Target	Actual
2019	Baseline	\$9,785
2020	Baseline	
2021	Baseline	
2022		
2023		
2024		
2025		

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Complete data is available for 2019. A handful of pandemic era group projects have yet to complete their travel and/or their final APRs. Targets for 2022 and subsequent years will be set once an average of three baseline years can be calculated.

Updated performance data is expected to be available in late February 2024 and will be included in the FY 2026 Congressional Justification but was not available at the time of publication for this budget.

Other Performance Information

In February 2019, the Department released an International and Foreign Language Education Annual Report for 2017 that highlights the results of the IEFLS programs and provides a snapshot of the ways in which funded programs have benefited the nation's students, educators, institutions, and the nation at large. The report provides a brief update on each program and summarizes the results of the most recent (fiscal year 2017) program competitions. More information is available at the following link:
<https://www2.ed.gov/about/offices/list/ope/iegps/2017ifleanualreport.pdf>.

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

(Higher Education Act of 1965, Title VII, Part D, Subpart 2)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$13,800	\$13,800	0

PROGRAM DESCRIPTION

The Model Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID) support competitive grants to institutions of higher education (IHEs) (as defined under section 101(a) of the Higher Education Act of 1965, as amended (HEA)), or consortia of IHEs, to create or expand high-quality, inclusive, model comprehensive transition and postsecondary education programs for students with intellectual disabilities. Funds from this program also support a national Coordinating Center (Center), which develops evaluation standards for TPSID grantees and provides technical assistance, information, and opportunities for communication among institutions with postsecondary education programs for students with intellectual disabilities aimed at supporting continuous improvement of such programs.

Grants under this program are awarded for 5 years. All grant recipients must partner with one or more local educational agencies (LEAs) to support students with intellectual disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) and must provide a non-Federal match of at least 25 percent of the award amount. Authorized activities include student support services; academic enrichment, socialization, or living skills programs; integrated work experiences; development of individualized instruction plans; evaluation of the model program, in cooperation with the Center; program sustainability; and development of a program credential.

Beginning in 2021, the Department established a postsecondary education program for students with intellectual disabilities (PPSID) center under this program to translate and disseminate research and best practices for all IHEs for improving inclusive postsecondary education for students with intellectual disabilities. This center helps ensure that knowledge and products gained through research will reach more IHEs and students.

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$11,800
2021	13,800
2022	13,800
2023	13,800
2024 Annualized CR	13,800

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$13.8 million for TPSID, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. All funds appropriated in fiscal year 2025 will support new awards to IHEs, the Coordinating Center, and the PPSID Center.

Among all students with disabilities, students with intellectual disabilities are the least likely to have college enrollment listed as a goal on their Individualized Education Plan (IEP) in high school and are among the least likely (along with students with multiple disabilities) to enroll in postsecondary education within 4 years after high school. According to the 2011 report, “Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School,” from the National Longitudinal Transition Study-2 (NLTS2)¹, only 29 percent of students with intellectual disabilities enrolled in postsecondary education settings, the lowest rate of all disability categories, and of these students, only 7 percent enrolled in 4-year colleges. Among those youth with disabilities who do attend college, students with intellectual disabilities are less likely than others to successfully find employment, live independently, or see friends at least weekly.²

TPSID programs identify, promote, and demonstrate innovative strategies to serve students with intellectual disabilities in areas such as access to academically inclusive college courses, participation in internships and integrated competitive employment, and engagement in social and personal development activities.

The current TPSID Coordinating Center is Think College, a project of the Institute for Community Inclusion at the University of Massachusetts Boston. The most recent annual report for the 2020-2025 grantee cohort was released in 2023, (i.e., year 2 data from grantee cohort 3). The Center reported that TPSID served a total of 494 students on 36 colleges and university campuses in 16 states.³ Findings from this cohort reflected growth in student numbers as well as growth in inclusive course access, Comprehensive Transition and Postsecondary program approval, and credential attainment. Data from the 2015-2020 grantee cohort, released in 2021, served a total of 956 students on 56 campuses across 19 states. TPSID reported successes in a number of areas, including continued growth in enrollments in inclusive courses, the number

¹ <https://ies.ed.gov/ncser/projects/nlts2/>

² <https://ies.ed.gov/ncser/projects/nlts2/>

³ https://thinkcollege.net/sites/default/files/files/resources/TCReports_Cohort%203_Year2_R.pdf

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

and percentage of students completing programs, and the percentage of students who held paid jobs when they exited the TPSID program. Additionally, Think College reported that the majority of students (89%) participated in at least one employment or career development activity, such as work-based learning, job-seeking skills, and career awareness/exploration. Forty-four percent of students had at least one paid position.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Number of new awards	0	0	22
Average new award	0	0	\$442
Total new award funding	0	0	\$9,923
Number of continuation awards	22	22	0
Average continuation award	\$446	\$446	0
Total continuation award funding	\$9,821	\$9,821	0
Total estimated cost per participant	\$20	\$20	\$20
Coordinating Center	\$2,000	\$2,000	\$2,000
PPSID Center	\$1,979	\$1,979	\$1,979
Peer review of new award applications	0	0	\$98
Total	\$13,800	\$13,800	\$13,800

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 promote the successful transition of students with intellectual disabilities into higher education.

Objective: *Increase the percentage of students with intellectual disabilities who are enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the Center and approved by the Department.*

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

Measure: The percentage of students with intellectual disabilities enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the Center and approved by the Department.

Year	Target	Actual
2020	85	77%
2021	85	84
2022	85	99
2023	85	
2024	85	
2025	85	

Additional information: Possible credentials include certificates specifically for TPSID students granted by an IHE, specialized certificates granted by a program, certificates available to all students, specialized certificates issued from a local educational agency, and Bachelor or Associate degrees available to all students. In fiscal year 2022 (year 3 of cohort 2), of the 115 students who exited a TPSID program, 114 students (99 percent) received a meaningful credential. FY 2023 performance data is expected to be available in December 2024.

Objective: Increase the percentage of TPSID grant recipients that meet Department-approved, Center-developed standards for necessary program components.

Measure: The percentage of TPSID grant recipients that meet Department-approved, Center-developed standards for necessary program components, including Academic Access, Career Development, Campus Membership, Self-Determination, Alignment with College Systems and Practices, Coordination and Collaboration, Sustainability, and Ongoing Evaluation.

Year	Target	Actual
2020	90	50%
2021	90	38
2022	90	38
2023	90	
2024	90	
2025	90	

Additional information: The Center developed the Think College Standards for Inclusive Higher Education in 2012. These eight standards include 18 quality indicators and 87 benchmarks and provide an evaluation framework for TPSID performance in areas of academic, vocational, social, and independent living skills; evaluation of student progress; program administration and evaluation; student eligibility; and program credit equivalency. In fiscal year 2022, 100 percent of TPSIDs met three of the eight standards (38 percent). FY 2023 performance data will be available in December 2024.

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

Measure: The percentage of students with intellectual disabilities enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the Center and approved by the Department.

Year	Target	Actual
2020	85	77%
2021	85	74
2022	85	
2023	85	
2024	85	
2025	85	

Additional information: Possible credentials include certificates specifically for TPSID students granted by an IHE, specialized certificates granted by a program, certificates available to all students, specialized certificates issued from a local educational agency, and Bachelor or Associate degrees available to all students. In fiscal year 2021, of the 69 students who exited a TIPSID program, 58 students (84 percent) received a meaningful credential. FY 2022 performance data is expected to be available in March 2024 and will be included in the FY 2026 Congressional Justification.

Objective: *Increase the percentage of TPSID grant recipients that meet Department-approved, Center-developed standards for necessary program components.*

Measure: The percentage of TPSID grant recipients that meet Department-approved, Center-developed standards for necessary program components, including Academic Access, Career Development, Campus Membership, Self-Determination, Alignment with College Systems and Practices, Coordination and Collaboration, Sustainability, and Ongoing Evaluation.

Year	Target	Actual
2020	90	72%
2021	90	74
2022	90	
2023	90	
2024	90	
2025	90	

Additional information: The Center developed the Think College Standards for Inclusive Higher Education in 2012. These eight standards include 18 quality indicators and 87 benchmarks and provide an evaluation framework for TPSID performance in areas of academic, vocational, social, and independent living skills; evaluation of student progress; program administration and evaluation; student eligibility; and program credit equivalency. FY 2022 performance data is expected to be available in March 2024 and will be included in the FY 2026 Congressional Justification.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

(Carl D. Perkins Career and Technical Education Act of 2006, Section 117)

(dollars in thousands)

FY 2025 Authorization: \$10,465¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$11,953	\$11,953	0

PROGRAM DESCRIPTION

This program makes grants to tribally controlled postsecondary career and technical institutions to provide career and technical education to Indian students. In order to be eligible for a grant, a tribally controlled postsecondary career and technical institution must:

- Be formally controlled (or have been formally sanctioned or chartered) by a governing body of an Indian Tribe or Tribes;
- Offer a technical degree- or certificate-granting program;
- Demonstrate that it adheres to a philosophy or plan of operation that fosters individual Indian economic opportunity and self-sufficiency by providing, among other things, programs that relate to stated Tribal goals of developing individual entrepreneurship and self-sustaining economic infrastructures on reservations;
- Have been operational for at least 3 years;
- Be accredited, or be a candidate for accreditation, by a nationally recognized accrediting authority for postsecondary career and technical education;
- Enroll at least 100 full-time equivalent students, the majority of whom are Indians; and
- Receive no funds under Title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 or the Navajo Community College Act.

Only two institutions currently meet these eligibility requirements: Navajo Technical University in Crownpoint, New Mexico, and United Tribes Technical College in Bismarck, North Dakota.

¹ The GEPA extension applies through September 30, 2025.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Funds may be used by a grantee to train faculty; purchase equipment; provide instructional services, child-care and other family support services, and student stipends; and for institutional support.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$10,000
2021	10,634
2022	10,634
2023	11,953
2024 Annualized CR	11,953

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$12.0 million for the Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI) program, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Funds would be used to improve eligible institutions' academic and career and technical education offerings consistent with the purposes of the Carl D. Perkins Career and Technical Education Act of 2006, as amended, and for institutional support and capital expenditures.

This program currently makes awards to two institutions: Navajo Technical University (Navajo Tech) and United Tribes Technical College (UTTC). While UTTC is located in an urban setting and serves a diverse Indian student population, and Navajo Tech is a rural institution that serves an almost entirely Navajo population, they struggle with similar institutional and academic challenges. Both institutions serve an especially economically underserved population and have difficulty providing sufficient financial aid to students. In addition, each school serves many students who have been underprepared for postsecondary education and need academic and support services to help them develop the skills needed to succeed in a postsecondary education setting. Typical sources of institutional support, such as student tuition, endowments, and State assistance are not sufficient to meet student needs. These institutions rely on Federal assistance to help them provide postsecondary career and technical education services to their students.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Range of awards	\$3,813-\$7,140	\$3,813-\$7,140	\$3,813-\$7,140
Number of awards	2	2	2

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data. 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 this program.

In 2019, the Department adopted new performance measures focused on persistence and graduation. The first set of targets is for 2022, and the Department first reported data for the new measures in calendar year 2020.

Goal: To increase access and support workforce preparation, through career and technical education programs, for high-skill, high-wage, or in-demand occupations that will strengthen employment opportunities and lifelong learning in the community.

Objective: *Ensure that CTE students in the Tribally Controlled Postsecondary Career and Technical Institutions are provided career and technical education opportunities through employment, continuing education to attain industry credentials, and/or completing postsecondary career and technical education programs.*

Measure: The percentage of full-time, first-time degree or certificate-seeking Navajo Technical University and United Tribes Technical College undergraduates who graduated within 150 percent of the normal time to program completion.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2020	N/A	9%	N/A	9%
2021	N/A	48	20%	29
2022	17%	73	20	19
2023	25	13	14	12
2024	25		14	
2025	25		14	

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Measure: Number of associate degrees and certificates awarded in Career and Technical Education fields during the preceding school year at Navajo Technical University and United Tribes Technical College.

Year	Target Number, Navajo Tech	Actual Number, Navajo Tech	Target Number, UTTC	Actual Number, UTTC
2020	N/A	143	N/A	73
2021	N/A	120	N/A	63
2022	213	137	60	63
2023	213		76	
2024	213		76	
2025	213		76	

Measure: The percentage of full-time, first-time degree or certificate-seeking undergraduates who, within eight years of first enrolling, received a degree or certificate from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2020	N/A	31%	N/A	29%
2021	N/A	Unavailable	28%	48
2022	44%	Unavailable	60	53
2023	30	35	22	48
2024	30		22	
2025	30		60	

Additional information: Data was improperly reported for Navajo Tech for 2021 and 2022.

Measure: Percent of part-time, first-time degree or certificate-seeking undergraduates who, within eight years of first enrolling, received a degree or certificate from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2020	N/A	31%	N/A	6%
2021	N/A	47	45%	58
2022	39%	47	36	65
2023	39	29	45	53
2024	28		45	
2025	28		45	

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Measure: Percent of full-time, non-first-time degree or certificate-seeking undergraduates who, within eight years of first enrolling, received a degree or certificate from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2020	N/A	40%	N/A	44%
2021	N/A	47	N/A	33
2022	50%	56	41%	33
2023	51		41	
2024	51		41	
2025	51		41	

Measure: Percent of part-time, non-first-time degree or certificate-seeking undergraduates who, within eight years of first enrolling, received a degree or certificate from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2020	N/A	25%	N/A	17%
2021	N/A	30	33%	78
2022	31%	30	32	58
2023	30	31	32	33
2024	30		32	
2025	30		32	

Additional information: The source of data is the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data Systems (IPEDS). IPEDS data are subject to NCES' consistency and validity checks.

Efficiency Measures

The Department adopted cost per participant as the efficiency measure for this program. There continue to be data reliability concerns because some students are counted multiple times.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Measure: Annual cost per participant (whole dollars).

Year	Cost per participant, Navajo Tech	Cost per participant, UTTC
2020	\$4,070	\$4,252
2021	3,992	2,806
2022	3,825	2,993
2023	3,724	3,137
2024		
2025		

Additional information: The statutory definition of Indian student count is an aggregate of the enrollment counts for each term: summer school, fall, spring, and continuing education; this means that an individual student may be included more than once in the total count. Since funding is distributed on an annual basis, the Department calculates the cost per participant by dividing the reported Indian student count by two to adjust for multiple counting of some students. Data for fiscal year 2024 will be available by the fall of 2025. Note that the validity of the student count data provided by the recipients is uncertain.

HIGHER EDUCATION

Federal TRIO programs

(Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$1,191,000	\$1,211,000	+\$20,000

PROGRAM DESCRIPTION

The Federal TRIO Programs consist primarily of five discretionary grant programs—Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, and McNair Postbaccalaureate Achievement—that provide services to encourage underserved individuals to enter and complete college and postgraduate education. Competitive grants are awarded for 5 years to eligible applicants, which include institutions of higher education; public and private agencies, including community-based organizations with experience in supporting underserved youth; and, as appropriate to the purposes of the program, secondary schools. At least two-thirds of the program participants must be students from low-income backgrounds, first-generation college students (or individuals with disabilities for the Student Support Services program).

Talent Search identifies and assists individuals from underserved backgrounds who are between 11 and 27 years of age by providing them with academic, career, and financial counseling and encouraging them to graduate from high school (or return to school, for those who have dropped out) and enroll in a postsecondary education program. Projects must provide a variety of supports and services, including: advice on and assistance in selecting secondary and college courses; assistance in preparing for college entrance exams and in completing college applications; information on student financial aid and assistance in completing financial aid applications; connections to academic tutoring services; connections to services designed to improve financial and economic literacy; and guidance and assistance in re-entering and completing secondary school. Projects also may provide academic tutoring; personal and career counseling; information on career options; exposure to college campuses; and services specially designed for students with disabilities or limited English proficiency, students experiencing homelessness, and students in foster care.

Upward Bound provides services to high school students that are designed to generate the skills and motivation needed to pursue and complete a postsecondary education. Projects provide the same services as Talent Search projects, except that Upward Bound projects may

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

HIGHER EDUCATION

Federal TRIO Programs

provide an on-campus residential summer component and work-study positions that expose students to careers requiring a postsecondary degree. In addition to regular projects, the *Upward Bound Math and Science* program establishes mathematics and science centers that encourage students to pursue postsecondary degrees specifically in those fields, and *Veterans Upward Bound* projects assist veterans in preparing for a program of postsecondary education.

Educational Opportunity Centers provide counseling and information on college admissions to adults who are at least 19 years old and who are seeking a postsecondary education degree. Services include disseminating information on higher education opportunities in the community; academic advice, personal counseling, and career workshops; help in completing applications for college admissions, testing, and financial aid; tutoring; mentoring; and services to improve financial and economic literacy.

The Student Support Services program offers a broad range of support services to postsecondary students to increase their retention, graduation, and transfer rates from 2-year to 4-year institutions. All projects must provide a range of supports and services, including academic tutoring; advice on postsecondary education course selection; financial aid counseling; services to improve financial and economic literacy; assistance in applying for graduate and professional programs; and activities to help students in 2-year institutions enroll in 4-year programs. Projects may also provide personal and career counseling; exposure to cultural events; mentoring; services to secure temporary housing during academic breaks for students who are experiencing financial hardship; activities for students with disabilities, limited English proficiency (English learner) students, student experiencing homelessness, and students in foster care; and grant aid (not to exceed 20 percent of a project's funds). Projects providing grant aid also must provide a match equal to 33 percent of the total funds used for that purpose, unless they are eligible to receive funds under Title III, Part A or B, or Title V of the Higher Education Act.

The McNair Postbaccalaureate Achievement program prepares underserved undergraduate students for doctoral study to help them succeed in obtaining doctoral degrees. Projects must provide opportunities for research and other scholarly activities at the recipient institution or graduate center, summer internships, seminars, tutoring, academic counseling, and activities to help students enroll in graduate programs. Projects may also provide services to improve financial and economic literacy, mentoring, and exposure to cultural events.

The two largest programs, in terms of funding, are Upward Bound (which includes Upward Bound Math and Science and Veterans Upward Bound) and Student Support Services, which together accounted for approximately 74 percent of all TRIO funding in 2021, while Talent Search serves the largest number of students. TRIO programs vary greatly in service intensity, with annual per-student costs ranging from \$9,931 for the McNair program to \$292 for the Educational Opportunity Centers. Most projects are located at 2- and 4-year postsecondary institutions, although nonprofit organizations operate a substantial number of Talent Search and Educational Opportunity Center projects.

HIGHER EDUCATION

Federal TRIO programs

Number of Participants, Participants per Project, and Cost per Participant (FY 2023) ¹

Award Type	Number of Participants	Average number of participants per project	Federal cost per participant
Talent Search	343,356	627	\$568
Upward Bound	74,294	72	5,117
Upward Bound Math and Science	15,593	62	5,070
Veterans Upward Bound	8,973	132	2,459
Educational Opportunity Centers	217,253	1,200	294
Student Support Services	208,738	180	1,824
McNair	5,935	27	10,244

Percentage of Funds by Institution Type (FY 2023)

Institution Type	Talent Search	Upward Bound ²	Educational Opportunity Centers	Student Support Services	McNair
Postsecondary Institutions					
Public, 4-year	43.7%	47.9%	41.4%	43.8%	75.4%
Public, 2-year	26.3	24.5	29.0	42.5	0
Private, 4-year	8.3	13.4	3.7	12.3	24.6
Private, 2-year	0	0.1	0.0	0.3	0
Total, Postsecondary	78.3	85.9	74.1	98.9	100.0
Other organizations ³	21.7	14.1	25.9	1.1	0
Total	100.0	100.0	100.0	100.0	100.0

¹ Data reflects number of participants projects were funded to serve in FY 2023, not the number of participants actually served by projects in that year.

² Includes regular Upward Bound, Upward Bound Math and Science, and Veterans Upward Bound.

³ Other includes nonprofit organizations, State agencies, local educational agencies, county and city governments, private profit-making organizations, Indian Tribes, and private elementary and secondary schools. Data is based on entity provided data at time of application submission.

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TRIO funding also supports Staff Training grants, which provide professional development activities and opportunities to improve the practice of project directors and staff members. Training is offered on such topics as: legislative and regulatory requirements for operating funded projects; assisting students in receiving adequate financial aid; the design and operation of model programs; the use of appropriate educational technology in the operations of funded projects; and strategies for recruiting and serving students with limited-English proficiency or with disabilities, children and youth experiencing homelessness, foster care youth, or out-of-school youth.

The statute requires Evaluation of TRIO programs and projects but stipulates that the primary purpose of such evaluations must be the identification of successful practices and places limitations on the Department's ability to use experimental design methodologies in conducting rigorous evaluations of overall program effectiveness.

Finally, up to 0.5 percent of the funds appropriated for TRIO may be used by the Department to support Administrative Activities that include obtaining additional qualified readers to review applications; increasing the level of oversight monitoring; supporting impact studies, program assessments, and reviews; and providing technical assistance to applicants and grantees.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$1,090,000
2021	1,097,000
2022	1,137,000
2023	1,191,000
2024 Annualized CR	1,191,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$1.2 billion for the Federal TRIO programs, \$20 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. At the requested level, the amount available for Student Support Services in fiscal year 2025 would increase by approximately \$15 million to \$382.3 million. This increase would support new awards that would serve an estimated 8,547 additional students over the next five years. The requested increase for the Student Support Services program would support the Administration's priority on improved retention and completion outcomes for eligible students enrolled in two-year and four-year postsecondary education. Additionally, the requested increase would support up to \$5 million in new funding for a national activities set-aside to support and advance the objectives of TRIO programs through a range of potential activities including evidence-based student support models in the suite of TRIO programs.

The request also would provide approximately \$839.1 million to support continuation awards for all TRIO programs. Additionally, the Department expects that \$11.4 million will be required to maintain administrative support for these programs, including the costs of collecting and analyzing grantee performance data.

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Fiscal Year 2025 Proposed Appropriations Language

The Administration strongly believes that access to and participation in TRIO programs can be life-changing for many students and is dedicated to ensuring that as many students as possible benefit from the critical services our grantees provide every day. Unfortunately, for many students, participation in the Federal TRIO programs is not possible because they do not meet the definition of “low income individual” as defined in the TRIO program of the HEA, even though they may meet a range of definitions of “low-income”.¹ Therefore, the Administration continues to propose appropriations language to provide TRIO grantees with greater flexibility in determining whether a potential TRIO participant qualifies as a low-income individual. The proposed language would allow TRIO grantees to, when determining whether a potential participant is a low-income individual, consider whether the potential participant or their immediate family has participated in the past year in certain Federal assistance programs, in addition to the existing criteria set forth in the HEA. Specifically, Student Support Services and McNair grantees would be able to consider participation in the Federal Pell Grant program to determine participant eligibility while Upward Bound, Talent Search, and Educational Opportunity Centers grantees may consider participation in Federal assistance programs such as the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, or the Children’s Health Insurance Program. The proposed language would provide greater flexibility for grantees and reduce barriers for recruiting and enrolling eligible participants, thereby ensuring that TRIO grantees are able to serve the students with the greatest need.

The Administration also proposes new appropriations language to create a national activities set-aside to support and advance the objectives of the TRIO programs. The proposed language would allow the Department to reserve up to one percent of the TRIO appropriation to conduct national activities. The Department would ensure that funding for this activity does not reduce any TRIO program below each program’s respective fiscal year 2023 funding level. From the fiscal year 2025 request, the Department anticipates reserving \$5 million to support national activities that include technical assistance, national outreach, and information dissemination activities. In the first year of the national activities set-aside, the Department would use the funds to support evidence-based student support models in the suite of TRIO programs. This funding would enable implementation of evidence-based approaches that, once demonstrated effective based on student outcomes, can then be scaled through the broader suite of TRIO programs, at grantee initiative.

The national activities set-aside will fund student support models by assisting TRIO projects in implementing evidence-based services and practices.² Awards made under this set-aside will investigate the degree to which a given support model can be implemented and sustained within a TRIO project. Service models supported under this set-aside must be evidenced-based practices that are designed to meet the needs of TRIO participants and not duplicative of

¹ Section 402A(h)(4) of the HEA defines “low-income individual” as an individual from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census.

² Evidence-based means the proposed project component is supported by promising evidence, which is evidence of the effectiveness of a key project component in improving a “relevant outcome” (as defined in 34 CFR 77.1), based on a relevant finding from one of the sources identified under “promising evidence” in 34 CFR 77.1.

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services currently provided by similar programs authorized and funded under the HEA. Recipients of funds under this set-aside will be required to report on the impact of a given model's academic outcomes for TRIO participants. In cases where the Department decides to allocate national activities funds as grants, grantees of any TRIO direct student support program would be eligible and encouraged to apply for this additional funding.

Student Participant Stipends

The Administration believes that student support stipends serve as a critical component of the suite of services offered by McNair and Upward Bound programs to program participants. The HEA restricts stipends for students participating in research under the McNair program to no more than \$2,800 per year and similarly restricts maximum stipends for Upward Bound participants to \$60 per month during summer school recess and \$40 during all other months. The Administration believes that it is necessary to increase the maximum stipend for these two programs to offset increased costs for students. The Department is interested in consulting with Congress and other interested stakeholders to develop new appropriations language that would increase the maximum stipend available to eligible students under the McNair and Upward Bound programs.

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PROGRAM OUTPUT MEASURES ¹

(dollars in thousands)

Output Measures	2023	2024 ²	2025
Talent Search			
New Awards	0	0	0
Continuation Awards	\$177,379	\$197,085	\$197,085
Total	177,379	197,085	\$197,085
Upward Bound			
New Awards	4,522	0	0
Continuation Awards	376,803	382,057	382,057
Total	381,325	382,057	382,057
Upward Bound Math and Science			
New Awards	4,886	0	0
Continuation Awards	74,170	79,614	79,614
Total	79,056	79,614	79,614
Veterans Upward Bound			
New Awards	1,172	0	0
Continuation Awards	20,895	22,253	22,253
Total	22,067	22,253	22,253
Educational Opportunity Centers			
New Awards	0	0	0
Continuation Awards	63,935	65,959	65,959
Total	63,935	65,959	65,959
Student Support Services			
New Awards	0	0	355,487
Continuation Awards	394,359	367,274	26,786
Total	394,359	367,274	382,274

¹ Column totals may not add due to rounding.

² These figures are not final and may change as the Department administers fiscal year 2024 grantmaking activities.

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Output Measures	2023	2024	2025
McNair Postbaccalaureate			
New Awards	2,996	0	0
Continuation Awards	<u>57,805</u>	<u>61,358</u>	<u>61,358</u>
Total	60,801	61,358	61,358
Staff Training			
New Awards	343	4,034	0
Continuation Awards	<u>4,034</u>	<u>343</u>	<u>4,034</u>
Total	4,377	4,377	4,034
Total awards			
New Awards	13,920	4,034	355,487
Continuation Awards	1,169,379	1,175,942	839,147
National Activities			
	0	0	5,000
Administrative expenses			
Peer review of new award applications	2	182	2,689
Other expenses ¹	<u>7,700</u>	<u>10,840</u>	<u>8,677</u>
Total	7,702	11,023	\$11,366
Total	1,191,000	1,191,000	1,211,000

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. 2023 performance data is expected to be available in December 2024 and will be included in the fiscal year 2026 Congressional Justification.

Goal: Increase the percentage of first-generation college students from low-income backgrounds who successfully pursue postsecondary educational opportunities.

Objective: Increase postsecondary enrollment rates for first-generation college students from low-income backgrounds in the academic pipeline.

¹ Totals include funding for higher education evaluation.

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Measure: The percentage of participants enrolling in college.

Year	Talent Search Target	Talent Search Actual	Upward Bound Target	Upward Bound Actual	Educational Opportunity Centers Target	Educational Opportunity Centers Actual
2020	81.0%	71.0%	84.0%	79.0%	62.0%	56.6%
2021	81.0	65.2	84.0	73.9	62.0	59.2
2022	81.0	67.5	84.0	74.6	62.0	56.3
2023	81.0		84.0		62.0	
2024	81.0		84.0		62.0	
2025	81.0		84.0		62.0	

Additional information: This measure looks at the percentage of participants who enroll in college. Targets are set and data are calculated independently for each of the three programs for which this measure is relevant. Data are provided by the grantees in their Annual Performance Reports.

- For Talent Search, the measure looks at the percentage of “college ready” participants who enrolled in programs of postsecondary education during the reporting period or the next fall term. “College ready” participants are those who have received a regular secondary school diploma or an alternative award such as a high school equivalency certificate.
- For the Upward Bound program, including the Math and Science projects, this measure tracks the percentage of Upward Bound participants with a regular secondary school diploma who subsequently enroll in postsecondary education.
- For Educational Opportunity Centers, the Department defines the cohort of participants comprising the denominator in the postsecondary enrollment calculation in the following way: participants who received a secondary school diploma or its equivalent during the reporting year, high school graduates or high school equivalency graduates not already enrolled in postsecondary education, postsecondary dropouts, or potential postsecondary transfers.

Objective: Increase postsecondary persistence and completion rates of first-generation college students from low-income backgrounds in the academic pipeline.

Measure: The percentage of Student Support Services participants completing an Associate’s degree at their original institution or transferring to a 4-year institution within 3 years.

Year	Target	Actual
2020	39.5%	48.2%
2021	41.5	47.5
2022	45.0	45.8
2023	45.0	
2024	45.0	
2025	45.0	

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Measure: The percentage of Student Support Services first-year students completing a Bachelor's degree at their original institution within 6 years.

Year	Target	Actual
2020	52.0%	59.1%
2021	54.0	60.7
2022	58.0	59.8
2023	58.0	
2024	58.0	
2025	58.0	

Additional information: Grantees provide data on college completion in their Annual Performance Reports (APR). Bachelor's degree completion was calculated as the percentage of full-time, first-time freshman participants at 4-year grantee institutions who received a bachelor's degree (or an equivalent degree) from the same grantee institution within 6 years.

Measure: The percentages of TRIO McNair participants enrolling and persisting in graduate school.

Year	Enrolling Target	Enrolling Actual	Persisting Target	Persisting Actual
2020	71.0%	64.7%	85.0%	86.8%
2021	71.0	64.1	85.0	85.7
2022	71.0	67.9	85.0	78.5
2023	71.0		85.0	
2024	71.0		85.0	
2025	71.0		85.0	

Additional information: Successful outcomes for this enrollment measure counts the McNair participants who enroll in graduate school within 3 years of postsecondary graduation. The reporting year in the table above represents the 3-year point of measurement. The persistence measure tracks the percentage of McNair participants who enrolled in graduate school and were still enrolled at the beginning of their second year.

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Efficiency Measures

Measure: The cost per successful outcome.

Year	Talent Search Target	Talent Search Actual	Upward Bound Target	Upward Bound Actual	Student Support Services Target	Student Support Services Actual
2020	460	\$660	\$4,525	\$5,150	\$1,630	\$1,971
2021	460	716	4,525	5,669	1,630	2,207
2022	460	702	4,510	5,666	1,630	1,805
2023	460		4,510		1,630	
2024	460		4,510		1,630	
2025	460		4,510		1,630	

Additional information: The efficiency measure for the TRIO programs is the average annual cost per successful outcome, which is calculated by dividing the program’s funding by the number of successful outcomes in each program in a given year. The definition of “successful outcome” varies by program; as a result, it is difficult to make valid comparisons across TRIO programs based on these data. For Talent Search and Upward Bound, participants are considered successful if they persist to the next grade level, graduate high school, or enroll in postsecondary school. For Student Support Services, participants are counted as successful if they graduate, transfer, or persist to the following academic year.

Measure: The Federal cost of each McNair program baccalaureate recipient who enrolls in graduate school within 3 years.

Year	Target	Actual
2020	\$30,000	\$29,726
2021	30,000	36,746
2022	30,000	30,589
2023	30,000	
2024	30,000	
2025	30,000	

Additional information: This measure is calculated by dividing the McNair funding allocation from the year in which participants graduated college by the number of college graduates from that cohort that enrolled in graduate school within 3 years.

Other Performance Information

The Department has invested significant resources in evaluations and studies of the Federal TRIO Programs. Each TRIO evaluation and study was conducted independently by outside contractors that reported to the Department’s evaluation offices.

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Descriptions of past studies are available at the following link: <http://www2.ed.gov/about/offices/list/oepd/ppss/reports.html#postsecondary>. Summaries of current TRIO evaluations are provided below:

Upward Bound: The Institute of Education Sciences began a new evaluation of Upward Bound promising practices, as required by section 402H(b)(1) of the Higher Education Act, that tested the use of practices aimed at reducing undermatching by evaluating the effectiveness of advising practices collectively named the Find the Fit program that combined college information, text message reminders, and specialized training for Upward Bound project staff.

In November 2021, the Department published the report (available at this link: <https://ies.ed.gov/ncee/pubs/2022002/pdf/2022002.pdf>), which found that (1) Increasing the number and selectivity of the colleges to which students applied did not change whether students undermatched, (2) Participation in the Find the Fit program shifted some students' enrollment choices to more selective colleges, and (3) There was no significant effect on college persistence through the third year after high school.

Educational Opportunity Centers: In the spring of 2017, the Institute of Education Sciences announced a new evaluation to examine the effectiveness of a low-cost approach to providing information designed to overcome key barriers to college enrollment to participants through a systematic set of timely and personalized text messages. The study's report, which is currently scheduled to be released in the fall of 2023, will assess the impact of the intervention on EOC participants' FAFSA completion and college enrollment rates. More information is available at the following link: https://ies.ed.gov/ncee/projects/evaluation/pathways_postsec.asp.

HIGHER EDUCATION

Gaining early awareness and readiness for undergraduate programs

(Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 2)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$388,000	\$398,000	+\$10,000

PROGRAM DESCRIPTION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides grants to States and partnerships that support early college preparation and awareness activities at the State and local levels to ensure middle and secondary school students from low-income backgrounds are prepared to succeed in postsecondary education. Grants are awarded for 6 years. Applicants may also apply for an optional seventh year of funding to provide services at an institution of higher education to follow students through their first year of college attendance.

GEAR UP supports two types of grants:

State Grants—States receiving funds are required to provide both an early intervention and a scholarship component targeted to students from low-income backgrounds, with services starting no later than the 7th grade. At least 50 percent, but not more than 75 percent, of the grant funds must be used to provide scholarships to participating students (a State grantee may receive a waiver of this requirement by demonstrating another means to provide all eligible students with scholarships that meet the requirements of 34 CFR 694.14). Conversely, at least 25 percent, but not more than 50 percent, of the funds must be used for early intervention services. State grantees generally must hold in reserve funds for scholarships equivalent to the effective minimum Pell Grant amount multiplied by the number of students the project is serving that the State estimates will enroll in an eligible institution of higher education. The State must make these funds available to eligible students who meet certain requirements, such as GEAR UP project participation and postsecondary enrollment. These scholarships are portable and may be used outside the State in which the GEAR UP program is located. States must provide all students served by the program with a personalized 21st Century Scholar Certificate to indicate the amount of Federal financial aid that they may be eligible to receive for college.

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

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Other authorized activities include providing technical assistance to GEAR UP partnership grantees located in the State, providing professional development opportunities to individuals working with GEAR UP students, capacity-building strategies for partnership applicants to apply for a GEAR UP grant, and dissemination of best practices to improve services for eligible students.

Partnership Grants—Partnerships must include one or more degree-granting institutions of higher education, one or more local educational agencies, and may include at least two community organizations or entities such as businesses, professional associations, State agencies, or other public or private organizations. Partnerships receiving funds are required to provide an early intervention component to: (1) at least one cohort or grade level of students beginning not later than the 7th grade, in a school that has a 7th grade and at least 50 percent of its enrolled students are eligible for free or reduced-price lunch; or (2) to an entire grade level of students, beginning not later than the 7th grade, who reside in public housing. Partnerships must ensure that services will continue to be provided through the 12th grade. Partnerships may also provide scholarships. Partnerships must provide all students served by the program with a personalized 21st Century Scholar Certificate to indicate the amount of Federal financial aid that they may be eligible to receive for college.

Both types of GEAR UP grants have two major components. First, GEAR UP projects provide a comprehensive set of early intervention services including mentoring, tutoring, academic and career counseling, and other college preparation activities such as exposure to college campuses and financial aid information and assistance. Funds also may support rigorous curricula and coursework, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment programs in order to reduce the need for remedial coursework at the postsecondary education level. Second, GEAR UP projects provide scholarships to participating students, which in the case of State Grants described above must equal at least the minimum Pell Grant amount. In making awards to State applicants, the Department must give priority to entities that carried out successful GEAR UP programs prior to enactment in 2008 of the Higher Education Opportunity Act; have a prior, demonstrated commitment to early intervention programs; and ensure that students previously served by GEAR UP programs receive services through the completion of secondary school. States and partnerships must provide matching funds of at least 50 percent of the total project costs with cash or in-kind contributions from nonfederal sources accrued over the full duration of the grant award. The Department may authorize a reduction in the required match for partnerships under certain circumstances.

Of the amount appropriated for GEAR UP, not less than 33 percent must be used to fund State grants and not less than 33 percent must be used to fund Partnership grants, with the remainder being allocated between States and Partnerships at the Department's discretion. The Department may meet these percentage requirements for a given fiscal year through a combination of new and non-competing continuation awards. Additionally, the statute allows the Department to use up to 0.75 percent of the funds appropriated to evaluate and improve the impact of GEAR UP activities.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$365,000
2021	368,000
2022	378,000
2023	388,000
2024 Annualized CR	388,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$398.0 million for the GEAR UP program, \$10.0 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The Administration's request for GEAR UP is based on the demonstrated promise of and data supporting the program's approach. Research has demonstrated that GEAR UP helps level the playing field in higher education by reducing the gap in college enrollment by about half for students of color from low-income backgrounds participating in GEAR UP programs compared to their peers from higher income backgrounds attending non-GEAR UP schools.¹ Another study found that GEAR UP students who enrolled in college had similar grade-point averages and second-year persistence levels as their university campus peers, despite a higher likelihood of being from a low-income background or having parents with less educational attainment.² Other findings suggest that GEAR UP participants perform better in other indicators of college readiness including high school attendance rates and standardized test scores, with students from lower socioeconomic backgrounds exhibiting the most significant gains.³

GEAR UP supports State efforts to increase early college preparation and awareness, builds partnerships within communities promoting college access, targets entire cohorts of students in middle schools in communities with high rates of poverty, provides students with a full range of services through the 12th grade (in some cases through the first year of college), and offers scholarships to attend college. By targeting entire grades of students no later than the 7th grade, serving them throughout middle and high school, and providing them with scholarship funding, GEAR UP offers a unique approach to ensuring that students from low-income backgrounds have the skills and resources to attend college. Furthermore, the considerable State and local investments GEAR UP requires (both through the creation of partnerships and

¹ Bowman, N. A., Kim, S., Ingleby, L., Ford, D. C., & Sibaouih, C. (2018). Improving College Access at Low-Income High Schools? The Impact of GEAR UP Iowa on Postsecondary Enrollment and Persistence. *Educational Evaluation and Policy Analysis*, 40(3), 399-419. <https://journals.sagepub.com/doi/pdf/10.3102/0162373718778133>.

² Sanchez, J.E., Lowman, J.L., & Hill, K.A. (2018). Performance and Persistence Outcomes of GEAR UP Students: Leveling the Playing Field in Higher Education. *Journal of College Student Retention: Research, Theory & Practice*, 20(3), 328-349. <https://files.eric.ed.gov/fulltext/EJ1193896.pdf>.

³ Leuwerke, W. C., Ingleby, L. D., Tillery, C. Y., Cech, T. G., & Sibaouih, C. M. (2021). Narrowing the College Readiness Gap: Assessing GEAR UP Iowa's Intermediate Impact on Underserved Students. *Journal of Education for Students Placed at Risk*, 26(4), 352-372. <https://www.tandfonline.com/doi/epdf/10.1080/10824669.2021.1884864?needAccess=true&role=button>.

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matching contributions) help ensure that the program will have a sustainable impact on the educational outcomes of middle and high school students from low-income backgrounds.

Most of the requested funds will be used to support continuation awards for State and Partnership grantees that were successful in the fiscal year 2019 through 2024 competitions. The Department would use approximately \$132.6 million to fund additional new State and Partnership awards in a fiscal year 2025 competition. The Department would use the remaining funds to support a web-based data collection contract, which enables the Department to collect and analyze performance data, and to support continuation costs for an evaluation of strategies to improve access to dual enrollment programs.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
State Grants:			
Number of new awards	6	10	10
Average new award	\$3,865	\$4,019	\$4,419
Total new award funding	\$23,190	\$40,187	\$44,190
Number of continuation awards	31	27	30
Average continuation award	\$3,846	\$3,958	\$4,075
Total continuation award funding	\$119,236	\$106,875	\$122,257
Total award funding	\$142,426	\$147,061	\$166,447
Total number of awards	37	37	40
Partnership Grants:			
Number of new awards	6	18	44
Average new award	\$2,022	\$2,233	\$2,009
Total new award funding	\$12,130	\$40,187	\$88,379
Number of continuation awards	116	98	62
Average continuation award	\$1,988	\$2,034	\$2,271
Total continuation award funding	\$230,566	\$199,366	\$140,788
Total award funding	\$242,696	\$239,552	\$229,167
Total number of awards	122	116	106
Total award funding:			
Total new award funding	\$35,320	\$80,373	\$132,569
Total continuation award funding	\$349,802	\$306,240	\$263,045
Evaluation	\$700	\$1,000	\$2,000

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Output Measures	2023	2024	2025
Peer review of new award applications	\$59	\$200	\$200
Data collection	\$179	\$186	\$186
Total program funding¹	\$388,000	\$388,000	\$398,000
Total number of awards	159	153	146

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 significantly increase the number of students from low-income backgrounds who are prepared to enter and succeed in postsecondary education.

Objective: Increase the rate of high school graduation and enrollment in postsecondary education of GEAR UP students.

Measure: The percentage of GEAR UP high school seniors who graduated from high school.

Year	Target	Actual
2020	89.0%	87.2%
2021	89.0	86.6
2022	89.0	88.3
2023	89.0	90.6
2024	89.0	
2025	89.0	

Additional information: This measure indicates the percentage of GEAR UP high school seniors who graduated from high school. That is, the denominator used in the calculation includes only GEAR UP participants who persisted until the 12th grade while the numerator includes participants who both persisted until the 12th grade and graduated. The figures are based on data submitted by grantees in their Final Performance Reports. As a result, each year of data captures a different subset of grantees serving a fluctuating number of students, which could account for some of the annual variation in performance. The Department is exploring potential changes to the methodology to be inclusive of a larger set of grantees and students.

¹ Totals include funding for higher education evaluation.

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Measure: The percentage of former GEAR UP high school graduates who immediately enrolled in college.

Year	Target	Actual
2020	64.0%	87.8%
2021	65.0	66.1
2022	66.0	81.6
2023	66.0	59.3
2024	66.0	
2025	66.0	

Additional information: This measure indicates the percent of GEAR UP students who graduated from high school and enrolled in postsecondary education the following September. The figures are based on data submitted by grantees in their Final Performance Reports. As a result, each year of data captures a different subset of grantees serving a fluctuating number of students, which could account for some of the annual variation in performance.

Objective: Increase the academic performance and preparation for postsecondary education of GEAR UP students.

Measure: The percentage of GEAR UP students who enrolled in pre-algebra by the end of the 8th grade who passed the course and the percentage of GEAR UP students enrolled in Algebra I by the end of the 9th grade who passed the course.

Year	Pre-algebra Target	Pre-algebra Actual	Algebra I Target	Algebra I Actual
2020	65%	71.0%	65%	64.4%
2021	65	67.9	70	58.4
2022	65	62.6	75	54.9
2023	65	56.7	75	48.8
2024	65		75	
2025	65		75	

Additional information: This measure tracks completion rates for two mathematics classes that research has shown are key indicators of college readiness. Data for this measure, collected through Annual Performance Reports, reflect student completion levels from the prior year. It should be noted that, as the measure tracks only the percentage of those students who are enrolled that pass the class, the percentage of the entire cohort who are on the path to college-readiness is likely to be lower. The GEAR UP grantees have expressed challenges with collecting data on pre-algebra because many States and districts no longer classify math courses as pre-algebra. The Department has proposed changes to the Annual Performance Report (88 FR 59515), which include the removal of reporting requirements for Pre-algebra.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as enrollment in postsecondary education by GEAR UP students immediately following high school graduation. The Department calculates this measure by dividing the annual funding

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supporting closeout grantees (grantees serving cohorts of 12th graders) by the total number of postsecondary enrollees they produce. Using this methodology, the annual cost per successful outcome for the GEAR UP cohort that submitted Final Performance Reports in 2023 was \$1,690. The Department provided approximately \$1.3 million per year to the grantees in this cohort, which produced 4,791 postsecondary enrollees in the final year of their grants. It is important to note that this measure uses the strictest possible definition of “successful outcome.” For instance, students from this cohort who graduate high school with the help of GEAR UP programs but do not enroll in postsecondary education are not considered “successes” under this methodology. The Department is exploring alternative methodologies to measuring efficiency in this program.

Other Performance Information

Early Outcomes Study

In 2001, the Department began an evaluation on the early effects of the GEAR UP program. This study, which was released in 2008, reported on the program’s impact on participants attending middle schools and their parents, and the effects of GEAR UP on middle schools and on the sustainability of the program’s activities after Federal funds are no longer available. The study did not report on two key outcomes of interest—secondary school graduation and postsecondary enrollment—because the data were not yet available. Overall, the study found that GEAR UP had significant impacts on students’ and parents’ knowledge and behavior and academic offerings at GEAR UP schools. The study is available at the following link: <https://www2.ed.gov/rschstat/eval/highered/gearup/index.html>.

Study of College Transition Messaging in GEAR UP

The Department completed a rigorous study of college access strategies designed to improve GEAR UP students’ college enrollment and persistence. The evaluation report, published in February 2021, indicated that while certain interventions increased awareness of the need for students to take rigorous coursework, it often did not result in desired outcomes. This may indicate that messaging may not be a sufficient intervention or may only be effective in specific situations. Specifically, participating students were no more likely to enroll or persist in college than were other students. The messages also did not affect whether students completed the Free Application for Federal Student Aid (FAFSA). While the messaging went as planned, providing college-specific information to many students dispersed over multiple colleges may have been challenging for advisors. This study adds to building evidence that the Department is using to improve the program.

For this study, the Department used approximately \$5.5 million of fiscal year 2014 and 2015 funds to test a low-cost advising strategy that provided GEAR UP high school seniors intending to enroll in college with a series of text messages and emails throughout the summer and into the fall of their first expected year of college. The messages reminded students about key college-related tasks they need to complete, customized to the specific activities and deadlines of the colleges or universities in which they intend to enroll. The reminders focused on matriculation-related tasks such as award letters, fees, orientation and registration timelines and

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requirements, and early steps in college, such as meeting with advisors, connecting with campus support services, and FAFSA renewal. Most importantly, the messaging was two-way – allowing GEAR UP students an ongoing connection to an advisor as they left high school and throughout the first year of college. For more information on this study, see <https://ies.ed.gov/ncee/pubs/2021005/>.

Current evaluations

Scholarship Study

In 2019, the Department began a study of the scholarship component of GEAR UP, to fulfill an evaluation mandate in the Higher Education Act (HEA) and to provide information for its reauthorization. Scholarships to support college enrollment and persistence can be critical for low-income students, including those in GEAR UP's high need schools. The HEA changed some requirements for administering GEAR UP scholarships, restricting it in certain ways but giving States more flexibility in other ways. Providing scholarships distinguishes GEAR UP from other Federal college access programs, but little is known about how and to whom State grantees distribute the aid. The evaluation is using approximately \$1 million to collect and analyze data from the directors of all 42 State grants that could have been affected by the HEA scholarship changes – those awarded after fiscal year 2011. A report describing State grantees' policies and practices, expenditures, and challenges related to administering scholarships is expected to be published in 2024. For more about this evaluation, see https://ies.ed.gov/ncee/projects/evaluation/pathways_gearupscholarship.asp.

Dual Enrollment Study

The Department began a study in 2022 to explore the feasibility of conducting an evaluation of strategies designed to improve access to dual enrollment programs among students from underserved backgrounds. Despite the promise dual enrollment programs hold for improving college enrollment and degree attainment, there remain equity gaps in access to them. For some students, entrance criteria such as a minimum GPA score, lack of access to the foundational courses, or the need to cover the costs of tuition, fees, and books are significant barriers. For others, the main barrier is informational; students and their parents need to be aware of dual enrollment options, their requirements, and their potential benefits. They may also need supports to complete key admission activities. For rural students, there are additional challenges related to the need to travel long distances to get to schools and inconsistent access to technology. The study is examining whether strategies such as targeted information provided to GEAR UP high school students and their parents, or information plus logistical support enrolling in classes, can be included in an effectiveness study focusing on whether these strategies can increase participation in dual enrollment and ultimately improve college enrollment and persistence after high school.

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Graduate assistance in areas of national need

(Higher Education Act of 1965, Title VII, Part A, Subpart 2)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$23,547	\$23,547	0

PROGRAM DESCRIPTION

Graduate Assistance in Areas of National Need (GAANN) provides fellowships, through 3-year grants to degree-granting postsecondary institutions, to graduate students of exceptional promise and high financial need studying in areas of national need. Applicants must set forth policies and procedures identifying the specific strategies they will use to identify and support talented students from traditionally underrepresented backgrounds. To be eligible for a fellowship, students must be pursuing a doctoral degree or the highest degree in the academic field at the institution of higher education (IHE) they are attending, have excellent academic records, and demonstrate financial need.

After consultation with appropriate agencies and organizations, such as the National Science Foundation, the Department of Defense, and the Department of Homeland Security, the Department designates those fields of study that are considered “areas of national need.” This is done by considering the extent to which studies in such areas fulfill a compelling national interest, whether post-baccalaureate studies in such areas are supported by other Federal programs, and the potential impact of the Federal investment.

Institutions use program funds to award fellowships for up to 5 years of study. Each fellowship consists of a student stipend to cover living costs and an institutional payment to cover each fellow's tuition and other expenses. The stipend is the lesser of demonstrated need or the level of support provided by the National Science Foundation's Graduate Research Fellowships. Institutions must match 25 percent of the Federal grant amount. The institutional match may be used for the following: (1) to provide additional fellowships to graduate students not already receiving institutional or GAANN fellowships; (2) to meet the cost of tuition, fees, and other instructional costs that are not covered by the institutional payment; and (3) to supplement the stipend received by a fellow in an amount not to exceed the fellow's financial need. Institutions must also provide fellows with at least 1 year of supervised training in classroom instruction.

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

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Graduate assistance in areas of national need

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$23,047
2021	23,547
2022	23,547
2023	23,547
2024 Annualized CR	23,547

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$23.5 million for the Graduate Assistance in Areas of National Need (GAANN) program, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation.

Through its support of graduate study in key disciplines, GAANN helps address the problem of insufficient numbers of students pursuing graduate degrees in critical scientific and technical fields and other areas of national need. GAANN provides students with exceptional promise and financial need with the resources that they need to pursue graduate studies. The request recognizes the role that graduate education plays in the advancement of national prosperity, demonstrates the Administration's commitment to educational achievement at the graduate level, and provides greater postsecondary education access to students in financial need and those from historically underrepresented backgrounds.

Proposed FY 2025 Appropriations Language

The Department's fiscal year 2025 request includes a program specific policy proposal that would provide additional support for graduate students with financial need and those from historically underrepresented backgrounds, including students of color pursuing degrees in areas of national need.

- **Eliminate work restrictions.** The GAANN statute prohibits fellows from working, except on a part-time basis in teaching, research, or similar activities determined by the academic department to be in support of the fellow's progress toward a degree. This may limit students from low-income backgrounds from earning the funds necessary to continue in the program and may increase dropouts or student debt. The Administration is proposing appropriations language to eliminate the requirements that limit fellows' work.

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Graduate assistance in areas of national need

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Number of new awards	0	60	0
Number of new fellowships	0	359	0
Average new award	0	\$280	0
Total new award funding	0	\$20,178	0
Number of continuation awards	90	11	71
Number of continuation fellowships	462	56	415
Average continuation award	\$262	\$280	\$331
Total continuation funding	\$23,547	\$3,139	\$23,547
Average institution payment	\$17	\$19	\$19
Average stipend	\$34	\$37	\$37
Total average fellowship	\$51	\$56	\$56
Total number of awards	90	71	71
Total number of fellowships	462	415	415
Peer review of new award applications	0	\$230	0
Total program funding ¹	\$23,547	\$23,547	\$23,547

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 increase the number of persons trained at the highest academic level.

Objective: *To increase the number of students with exceptional promise completing the terminal degree in designated areas of national need in order to alleviate that need.*

¹ Totals include funding for higher education evaluation.

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Graduate assistance in areas of national need

Measure: The percentage of GAANN fellows completing the terminal degree in the designated areas of national need.

Year	Target	Actual
2020	65	66
2021	65	63
2022	65	
2023	65	
2024	65	
2025	65	

Additional information: The data used to calculate performance for this measure comes from the program’s final performance reports, the Department’s Grants and Payments database, and the GAANN program database. The data is calculated by dividing the number of GAANN fellows in the last year of their fellowships who have successfully completed their doctoral studies by the total number of GAANN fellows who are in the last year of their fellowships.

Because a fellow can receive no more than 5 years of funding and most doctoral students take 6-7 years to complete their doctoral programs, advancing to candidacy is used as a proxy for degree completion where appropriate. Use of such proxy data may inflate outcomes on this measure, as not all doctoral candidates who advance to candidacy actually complete their doctoral degrees. FY 2022 performance data is expected to be available in March 2024 and will be included in the FY 2026 Congressional Justification.

Measure: Median time to degree completion (years).

Year	Target	Actual
2020	5.0	4.9
2021	5.0	4.8
2022	5.0	
2023	5.0	
2024	5.0	
2025	5.0	

Additional information: Data collected through annual performance reports show that program participants had a median time to completion of 4.9 years in 2020. According to the 2021 data provided by the National Science Foundation’s annual “Survey of Earned Doctorates,” the median time to doctoral degree completion, measured from initial enrollment in graduate school, was 6.0 years for the physical sciences, 6.6 years for engineering, and 6.8 years for life sciences. It is important to note that these figures are not directly comparable to those of GAANN because the GAANN completion rate includes students in non-doctoral programs who are likely to complete their degrees in fewer years than doctoral students. FY 2022 performance data is expected to be available in March 2024 and will be included in the FY 2026 Congressional Justification.

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Graduate assistance in areas of national need

Efficiency Measure

The efficiency measure for this program is the cost of a successful outcome, where success is defined as terminal graduate program completion. This measure is directly tied in with the program's performance measures.

Measure: Cost per PhDs and those who pass preliminary exams.

Year	Target	Actual
2020	\$68,000	\$71,930
2021	68,000	77,058
2022	68,000	
2023	68,000	
2024	68,000	
2025	68,000	

Additional information: The data used to calculate the efficiency measure come from the program's final performance reports, the Department's Grants and Payments database, and the GAANN program database. The data are calculated by dividing the total amount of Federal funds provided to support a cohort of fellows for the 3 years of the grant period by the number of GAANN fellows who complete their degree or successfully advance to candidacy during the 5-year fellowship period. As the efficiency measure is based on data from a relatively small number of students, significant year-to-year fluctuations may be expected. This may reduce the usefulness of the measure at the program level. FY 2022 performance data is expected to be available in March 2024 and will be included in the FY 2026 Congressional Justification.

HIGHER EDUCATION

Child care access means parents in school

(Higher Education Act of 1965, Title IV, Part A, Subpart 7)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$75,000	\$80,000	+\$5,000

PROGRAM DESCRIPTION

The Child Care Access Means Parents in School (CCAMPIS) program is designed to support the participation of parents from low-income backgrounds in postsecondary education through the provision of campus-based child care services. The program makes competitive grants of up to 4 years to institutions of higher education, with a priority for child care programs that (1) leverage significant local or institutional resources and (2) utilize a sliding fee scale.

Institutions may use the funding to establish or support a campus-based child care program primarily serving the needs of students from low-income backgrounds enrolled at the institution. Grants may also be used to provide before- and after-class and other student support services. Grants may not be used to supplant funds for existing child care services. The authorizing statute defines a “low-income student” as a student eligible to receive a Pell Grant during the year of enrollment at the institution or who would otherwise be eligible to receive a Pell Grant because the student is enrolled in a graduate or first professional course of study or is in the United States for a temporary purpose.

An institution is eligible to receive a grant if the total amount of Pell Grant funds awarded to students at the institution for the preceding fiscal year equals or exceeds \$250,000. The minimum grant amount is \$30,000, and the maximum grant award cannot exceed 1 percent of the total amount of all Pell Grant funds awarded to students enrolled at the institution during the preceding fiscal year.

Grantees must submit annual reports to the Department regarding their activities, including data and information on the population served by the grant; campus and community resources and funding used to help students from low-income backgrounds access child care services; progress made toward accreditation of any child care facility; and the impact of the grant on the quality, availability, and affordability of campus-based child care services.

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

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An institution receives a continuation award only if the Department determines, on the basis of the annual reports, that the institution is making a good faith effort to ensure that students from low-income backgrounds have access to affordable, quality child care services.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$53,000
2021	55,000
2022	65,000
2023	75,000
2024 Annualized CR	75,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$80 million for the Child Care Access Means Parents in School (CCAMPIS) program, \$5 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The increase would support a competition for new awards in fiscal year 2025, as well as provide continued support to institutions receiving grants in prior fiscal years. The CCAMPIS program helps to ensure that student parents from low-income backgrounds enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care. The request reflects the Administration's strong commitment to closing equity gaps that limit access to and success in postsecondary education among underserved students, including the particularly steep barriers faced by student parents in finding high-quality, low-cost child care.

The Administration also supports grantee efforts to improve quality in funded programs, including by increasing compensation and providing support services for early childhood educators who serve children of students at CCAMPIS colleges. High-quality child care provides benefits to children, their parents, and the economy at large. Research indicates that children who attend high-quality early childhood education programs perform better in school, have higher educational attainment, better health, and higher individual and household earnings. An important, measurable dimension of quality in early childhood settings is the nature of relationships and interactions between early childhood staff and children in the care setting. Evidence suggests that stable, attached child-caregiver relationships in the children's earliest years provide a critical foundation for their subsequent healthy development. Research also suggests that staff turnover in early childhood settings is associated with children's weaker language and social skill development, and workers experiencing economic stress have a more difficult time fully engaging with children and offering a high-quality learning experience. Evidence also indicates that improvements in compensation and working conditions can significantly reduce turnover and are associated with better care and improved child outcomes. This focus on enhancing job quality for early educators is in keeping with President Biden's Executive Order on Increasing Access to High-Quality Care and Supporting Caregivers, signed April 18, 2023.

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Child care access means parents in school

Offering access to affordable, high-quality child care is also critically important for parenting students. According to the Institute for Women’s Policy Research (IWPR)’s analysis of data from the National Postsecondary Student Aid Study (NPSAS), more than one in five college students—or 22 percent of all undergraduates—are parents.¹ The largest share of student parents is enrolled in community colleges (40 percent of all student parents are community college students). Significant shares of student parents also attend private for-profit and public four-year institutions (18 percent and 17 percent, respectively), with the remainder enrolled in private four-year (13 percent) and other/more than one institution (10 percent). Half of all 4-year public institutions offer daycare services for the children of student-parents.² Recognizing that community colleges educate a disproportionate number of student parents, the Administration is also supportive of prioritizing applications from these institutions.

Based on the IWPR’s data analysis, there are nearly 2.1 million single mothers in college today, many of whom are women of color and face significant challenges in postsecondary education persistence and completion. Only eight percent of single mothers who start college earn an associate or bachelor’s degree within six years, compared with about half of women who are not mothers. According to the IWPR, offering child care to a single mother pursuing a bachelor’s degree improves success rates for community college students. Child care may allow many student parents to finish school on time or more quickly, reducing college costs and allowing them to secure higher paying jobs. Studies show that students who utilize a campus child care center had more than triple the rate of on-time completion than that of parents who did not use the center.³

Additionally, data from the 2015-2016 NPSAS indicate that 29 percent of Pell Grant recipients have children. Of the Pell Grant recipients with children, 45 percent rely on child care while enrolled in higher education. Data also show that only 38 percent of Pell Grant recipients with dependent children are at an institution that offers on-campus child care. NPSAS 2020 data indicate that 41 percent of independent students (individuals who are financially self-sufficient) with dependent children attend institutions of higher education exclusively on a part-time basis. The fiscal year 2025 request would take steps to address this demonstrated need with new and continuation grants to enable institutions to establish or expand campus-based child care programs; offer emergency back-up care and provide summer child care and before and after class services; subsidize the costs of child care for students from low-income backgrounds; and enhance other supports for student parents.

¹ Institute for Women’s Policy Research (IWPR) analysis of data from the U.S. Department of Education (September 2017), National Center for Education Statistics. National Postsecondary Student Aid Study and the Integrated Postsecondary Aid Survey (IPEDS). Retrieved from <https://iwpr.org/iwpr-issues/student-parent-success-initiative/single-mothers-in-college-growing-enrollment-financial-challenges-and-the-benefits-of-attainment/>

² Stewart, P. (2018). Campus Child Care Critical in Raising Single Mothers’ Graduation Rates. *Diverse*. <https://diverseeducation.com/article/117704/>.

³ Institute for Women’s Policy Research (IWPR) analysis of data from the U.S. Department of Education (September 2017), National Center for Education Statistics. National Postsecondary Student Aid Study and the Integrated Postsecondary Aid Survey (IPEDS). Retrieved from <https://iwpr.org/single-mothers-in-college-growing-enrollment-financial-challenges-and-the-benefits-of-attainment/>

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Child care access means parents in school

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Number of new awards	30	0	40
Average new award	\$452	0	\$503
Total new award funding	\$13,549	0	\$20,106
Number of continuation awards	235	240	141
Average continuation award	\$226	\$293	\$423
Total continuation award funding	\$53,144	\$70,370	\$59,594
Number of frontload awards	191	0	0
Average frontload award	\$24	0	0
Total frontload award funding	\$4,658	0	0
Supplemental awards to current grantees	\$3,138	\$4,630	0
Peer review of new award applications	\$136	0	\$300
Total award funding ¹	\$75,000	\$75,000	\$80,000
Total number of awards	456	240	181

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Goal: To support the participation of parents from low-income backgrounds in the postsecondary education system through the provision of campus-based child care services.

Objective: *Increase access for parents from low-income backgrounds to postsecondary institutions.*

¹ Totals include funding for higher education evaluation.

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Measure: Percentage of CCAMPIS program participants enrolled at CCAMPIS grantee institutions receiving child care services who remain in postsecondary education at the end of the academic year, as reported in the annual performance report.

Year	4-year/ year Target	2- 4-year/ year Actual	2- 4-year Target	4-year Actual	2-year Target	2-year Actual
2020	75%	85%	81%	90%	62%	77%
2021	75	75	81	89	62	78
2022	75		81		62	
2023	75		81		62	
2024	75		81		62	
2025	75		81		62	

Additional information: To obtain the universe of participants for the persistence rate, records reporting blank enrollment/participation data, coded as not eligible, coded as enrolled declined participation in CCAMPIS, and any records that were duplicates were removed from the calculation. For the remaining participants, those that were enrolled and participating in CCAMPIS in fall or winter and whose academic status in fall or winter was either enrolled, graduated, or transferred were included in the calculation. As were the participants that were enrolled in postsecondary education in spring or graduated or transferred at any point of the year. All CCAMPIS Program grantees are required to submit an annual performance report documenting the persistence of their participants. According to the most recent annual performance report, the CCAMPIS program served over 250 campuses and just over 4,000 student parents. Actual persistence rates in the table above are preliminary and subject to change. Performance data is expected to be re-analyzed in 2024 and will be included in the FY 2026 Congressional Justification.

Other Performance Information

In addition to the persistence performance measure, the Department intends to measure degree completion rates of the CCAMPIS program participants. Although students use child care services at different points, it is important to understand the degree to which students receiving CCAMPIS program services go on to complete a degree. The goal of the completion measure is to evaluate the outcomes of student parents based on their completion of their program within 150 percent or 200 percent of the published program length. The cohort model of evaluation will track a student parent's child care utilization throughout enrollment at the institution and will provide results based on the long-term academic success of the student parent. The Department will aggregate the data provided in the annual grantee performance reports for individual cohorts. Performance data is expected to be analyzed in 2024 and will be included in the FY 2026 Congressional Justification.

HIGHER EDUCATION

Fund for the Improvement of Postsecondary Education

(Higher Education Act of 1965, Title VII, Part B)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$184,000	\$262,000	+\$78,000

PROGRAM DESCRIPTION

The Fund for the Improvement of Postsecondary Education (FIPSE) supports a wide range of activities to promote institutional reforms and innovative programs with the potential to transform postsecondary education. Under FIPSE, all discretionary grants and contracts are awarded to institutions of higher education (IHEs) and other public and private nonprofit institutions and agencies. Grants typically are frontloaded to pay full multi-year project costs from a single appropriation.

The following activities were funded with fiscal year 2023 appropriations.

The **Centers of Excellence for Veterans Student Success (CEVSS)** program (\$9 million), authorized under section 777(a) of the Higher Education Act (HEA), funds model programs to support veteran student success in postsecondary education by coordinating services to address the academic, financial, physical, and social needs of veteran students. CEVSS grantees establish on their campuses a single point of contact to coordinate, through a veteran student support team, comprehensive support services, including counseling, tutoring, assistance with special admissions, and transfer of credits from previous postsecondary education or experience, assistance with applying for financial aid and veterans' benefits, and admission into college. In fiscal year 2023, the Department funded 16 new awards from the list of remaining eligible applicants from the fiscal year 2022 competition.

The **Open Textbooks Pilot (OTP)** program (\$12 million) supports projects at IHEs to create new open textbooks or expand their use while maintaining or improving instruction and student learning outcomes. This pilot program emphasizes the development of projects that demonstrate the greatest potential to achieve the highest level of savings for students through sustainable, expanded use of open textbooks in high-enrollment courses or in programs that prepare individuals for in-demand fields. In fiscal year 2023, the Department funded one new award from the list of remaining eligible applicants from the fiscal year 2022 competition and funded 5 additional new awards through a competition.

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

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Fund for the improvement of postsecondary education

The **Basic Needs for Postsecondary Students** program (\$10 million) supports IHEs or consortia or systems of IHEs that demonstrate a commitment to developing or enhancing systemic evidence-based approaches to support the basic needs of students, including housing, food, transportation, childcare, technology, and access to physical and mental health services. The program requires grant recipients to develop cross-agency partnerships or community-based partnerships with local nonprofit organizations, businesses, philanthropic organizations, or others to meet the family well-being needs of students. At least 25 percent of grants must go to community colleges and at least 25 percent must go to four-year HBCUs, TCCUs, and MSIs, including HSIs, ANNHs, AANAPISIs, and PBIs. Grant priority will go to IHEs serving a significant number of students with low incomes using multiple indicators of student financial need. In fiscal year 2023, the Department funded 11 new awards from the list of remaining eligible applicants from the fiscal year 2022 competition.

The **Modeling and Simulation (MSP)** program (\$8 million) promotes the study of modeling and simulation at IHEs, through collaboration with new and existing programs to promote the use of technology in such study through the creation of accurate models that can simulate processes or recreate real life. This program is authorized under section 891 of the HEA. In fiscal year 2023, the Department funded 7 grants through a competition for new awards.

The **Rural Postsecondary and Economic Development (RPED)** program (\$45 million) promotes innovative approaches to improve rates of postsecondary enrollment, persistence, and completion among rural students through development of high-quality career pathways aligned to high-skill, high-wage, or in-demand industry sectors and occupations in the region. In fiscal year 2023, the Department funded 22 grants through a competition for new awards.

The **Transitioning Gang-Involved Youth to Higher Education (TGIY)** program (\$5 million) supports IHEs and other non-profit organizations that are best prepared to provide the supports and services necessary to enable these youth, including youth with disabilities, to transition to postsecondary programs that will allow them to pursue a certificate, degree, or other credential. Such programs can include apprenticeships or other workforce preparation programs that promote job readiness upon completion of the program, while simultaneously providing essential wrap-around services that include culturally competent social and emotional support. In fiscal year 2023, the Department funded 5 grants through a competition for new awards.

The **Postsecondary Student Success Grants** program (\$45 million) supports evidence-based activities to improve postsecondary transitions, persistence, retention, and completion rates, particularly for underrepresented student groups. Eligible applicants may include IHEs designated to apply under Title III/V (which includes HBCUs, TCCUs, MSIs and SIP); nonprofits that are not an IHE, in partnership with at least one eligible Title III/V IHE; a State, in partnership with at least one eligible Title III/V IHE; or a public system of higher education institutions. In fiscal year 2023, the program was executed through a tiered-evidence competition through a structure similar to the Education, Innovation and Research (EIR) program under section 4611 of the Elementary and Secondary Education Act. All grantees will be required to carry out rigorous independent evaluations of their projects. In fiscal year 2023, the Department awarded 7 early phase grants and 3 mid-phase or expansion grants through a competition for new awards. Approximately half of these funds supported awards for mid-phase or expansion grants.

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Fund for the improvement of postsecondary education

The **Historically Black Colleges and Universities (HBCU), Tribally Controlled Colleges and Universities (TCCU), and Minority Serving Institutions (MSI) Research and Development (R&D) Infrastructure Grants** program (\$50 million) supports planning and implementation grants designed to promote transformational investments in research infrastructure at four-year HBCUs, TCCUs, and MSIs, either alone or as the lead entity in consortia. The Department received first time funding for this program in fiscal year 2023 and funded 11 awards through a competition.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$24,500
2021	41,000
2022	76,000
2023	184,000
2024 Annualized CR	184,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$262.0 million for FIPSE, \$78.0 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. This request includes \$100.0 million for the HBCU, TCCU, and MSI R&D Infrastructure Grants program, \$50.0 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would also target resources to fund comprehensive and systemic reforms, including supporting student mental health and basic needs, to reduce barriers to and support of successful completion of postsecondary credentials for underserved students. In order to achieve these goals, the request includes \$100.0 million to support the Postsecondary Student Success Grants program, \$55.0 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation; \$15.0 million for a new Statewide Reform Grants program; \$25.0 million for a new Comprehensive Postsecondary Student Supports program; \$10.0 million for a new Postsecondary Advancement and Success Technical Assistance Center, which was first requested in fiscal year 2024; and \$12.0 million for the Open Textbook Pilot, the same as a fiscal year 2024 annualized CR.

HBCU, TCCU, and MSI R&D Infrastructure Grants

While the ratio of total U.S. R&D to GDP (“research intensity”) has been maintained at just under 3 percent since the 1960s, the Federal government’s investments declined from approximately 1.9 percent in 1964 to 0.6 percent in 2017.¹ Moreover, three decades ago, the U.S. was first in the world for overall R&D spending as a share of GDP. Now, the U.S. is ninth.² Furthermore, Federal R&D funding has disproportionately supported large, well-resourced public and private nonprofit institutions, where 25 IHEs—none of which are HBCUs, TCCUs, or MSIs—account for nearly three-quarters of the total non-defense Science and Technology R&D

¹ <https://nces.nsf.gov/pubs/nsb20203/recent-trends-in-u-s-r-d-performance#u-s-total-r-d-and-r-d-intensity>

² <http://uis.unesco.org/apps/visualisations/research-and-development-spending/>

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budget in the country. Despite these inequitable funding levels, HBCUs continue to provide the undergraduate education for approximately 25 percent of Black doctoral recipients in science and engineering (S&E) fields, and High-Hispanic Enrollment IHEs provide the undergraduate education for more than one third of Hispanic S&E doctoral recipients.¹ One study found that innovation in the U.S. would quadruple if women, people of color, and individuals who grew up in low-income backgrounds engaged in innovation at the same rate as other demographic groups who are not held back by discrimination and structural barriers.² Persistent inequitable access to R&D dollars and careers in innovative industries prevent both individuals and the U.S. economy from reaching their full potential.

The request would support the Administration's commitment to making transformative investments in the research capacity of IHEs and expanding opportunities for groups that have historically been underrepresented in the R&D enterprise. President Biden has emphasized the need to upgrade America's research infrastructure while eliminating racial and gender inequities in R&D and STEM. Across the Federal government, the President has proposed historic investments in upgrading R&D infrastructure at IHEs across the country, with significant funds reserved for or directed to HBCUs, TCCUs, and MSIs. The goals of these investments are to increase the capacity of HBCUs, TCCUs, and MSIs to conduct innovative research in emerging technology and industries by:

- Bringing needed resources to under-resourced IHEs that have a proven track record of training students from underrepresented groups who go on to graduate school in STEM fields and the workforce such as doctors, STEM educators, engineers, and scientists;
- Generating greater innovation, connectivity, and positive carryover effects (for example, increases in external funding, faculty and student recruitment, student research opportunities, and greater diversity in graduate students and faculty) across academic communities, other postsecondary institutions, and with other organizations within regional economies; and
- Increasing and sustaining research excellence across IHEs at every level of research capacity, especially cutting-edge research, as well as providing opportunities for IHEs to increase their research intensity.

In alignment with these goals, the requested increase would support new awards to four-year HBCUs, TCCUs, or MSIs, either alone or as the lead entity in consortia including other academic partners such as community colleges, non-profits, industry, and philanthropic partners.

Postsecondary Student Success Grants

The Administration's requested increase would be used to focus on expanding the size, scale, and impact of the program to advance equity and completion through a tiered-evidence

¹ <https://nces.nsf.gov/pubs/nsb20223/assets/nsb20223.pdf>

² http://www.equality-of-opportunity.org/assets/documents/inventors_summary.pdf

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competition similar to EIR. The program would continue to focus on the implementation, expansion, and evaluation of evidence-based and data-driven student success strategies at IHEs or systems of IHEs to drive continuous improvement. It would advance strategies that improve student outcomes, including retention, transfer (including successful transfer of completed credits), and completion rates, as well as labor market outcomes, with priority given to strategies that are designed to improve outcomes for underserved student populations. Potential grant activities may include:

- Providing comprehensive academic, career, and student support services, including mentoring, advising, case management services, or career pathway navigation;
- Providing students with advising services from faculty and staff, including setting benchmarks with students to help them stay on track toward meeting college and career goals, using real-time data to track student progress toward these benchmarks, or leveraging the data to help students get back on track when they do not meet particular benchmarks;
- Providing assistance to students in applying for and accessing emergency financial aid grants for unexpected expenses or meeting basic needs, direct support services, means-tested Federal benefit programs, or State, tribal, or local benefit programs; and
- Providing accelerated learning opportunities, as well as dual or concurrent enrollment programs, early college high school programs, or pathways to graduate and professional degree programs, and reforming course scheduling and credit awarding policies, including credit for prior learning or noncredit to credit articulation; utilizing career pathways, including through building capacity for high-quality career and technical education; improving transfer pathways between community colleges and four-year IHEs; and reforming remedial and developmental education including implementation of corequisite remediation or the implementation of the use of multiple measures for placement.

Statewide Reform Grants

The request would build on the Administration's work on inclusive student success and postsecondary education completion through the creation of a new grant program focused on statewide improvements and reforms to the entire spectrum of postsecondary education—from access to career outcomes and student success. The Administration's new Statewide Reform Grant program will provide States and State agencies that govern, make policy, and coordinate on higher education matters with grants to build State capacity to support improvements in State policies, infrastructure and approaches to and the design of State postsecondary education in order to increase student access, credit-accumulation, retention, completion, the creation or enhancement of articulation agreements and credit transfer between institutions, and post-education employment, salary and career success. Eligible entities would be expected to focus efforts on institutions designated as eligible to apply under Titles III and V, including HBCUs,

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TCCUs, MSIs, and public community colleges eligible under the Strengthening Institutions Program (SIP). States may use grants to:

- Promote aligned and clear, structured pathways between secondary, 2-year, and 4-year postsecondary education systems and the workforce, including through dual and concurrent enrollment; transfer, reverse transfer, and credit mobility policies, including CTE programs; and longitudinal data systems, including the integration of data from 2-year and 4-year institutions with postsecondary employment, wage, and basic needs data;
- Pursue promising and evidence-based institutional reforms at public institutions and institutions designated as eligible to apply under Titles III and V to improve student outcomes, including reforms to remedial, developmental, and co-requisite programs and evidence-based reforms to encourage reenrollment, persistence, and completion, such as holistic advising that addresses students' academic, financial, and career needs;
- Implement statewide quality improvements that help advance inclusive campus climates, completion, and improved student outcomes, including by supporting State efforts to streamline eligible college student access to basic needs supports such as Supplemental Nutrition Assistance Program (SNAP) benefits; Temporary Assistance for Needy Families (TANF); Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Medicaid; and services for veterans; and
- Conduct an equity audit on State higher education financing, including State funding for HBCUs, TCCUs, and MSIs and State need-based and merit financial aid to improve affordability; and pursue equity-focused funding initiatives with a focus on community colleges and Title III- and V-eligible institutions.

Comprehensive Postsecondary Student Supports Program

This program builds on and expands the Basic Needs for Postsecondary Students program. This Administration is committed to closing equity gaps and ensuring that all students have the resources they need to meet their basic needs and persist and be successful in postsecondary education. Difficulty in meeting basic needs in postsecondary education has gained increasing attention as a barrier to access, retention, and completion. Across all institutional types, students are missing class because they cannot find childcare, they lack transportation to campus,¹ or they do not have the technology to access their course materials. Students are too hungry or too tired to focus because they do not have access to reliable, healthy food or a safe place to sleep at night.² In addition to these physical barriers, the inability to meet basic needs

¹ https://hope.temple.edu/sites/hope/files/media/document/RioHondoReport_FINAL.pdf

² Broton, Katharine, M. (2021). Poverty in American Higher Education: The Relationship Between Housing Insecurity and Academic Attainment. *Journal of Postsecondary Student Success*. Retrieved from <https://journals.flvc.org/jpss/article/view/129147>.

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adds additional strain on a student's mental health.¹ Research indicates that unmet mental health needs for students during college are associated with adverse student outcomes, including a low GPA and an increased likelihood of dropping out.² College presidents have taken note of the need for increased mental health support. In American Council on Education (ACE) Pulse Point surveys throughout 2021, over 70 percent of college presidents indicated that student mental health was one of their top three concerns, an increase of more than 30 percentage points from April 2020.³ The new Comprehensive Postsecondary Student Supports program would take significant steps to address these ongoing needs. It would do so by supporting IHEs, consortia, or systems of IHEs to improve institutional support for mental health needs and strengthen institutional and systemwide capacity to better leverage the internal and external resources needed to address the full range of academic and other barriers to student success.

Grant activities must include:

- Developing a campus-wide strategy to address student mental health needs, including creating inclusive campuses, increasing the availability of supportive and treatment services and access to additional staff, and implementing best practices, such as auditing existing campus mental health supports for effectiveness, identifying gaps and taking steps to tailor interventions to better meet the needs of vulnerable populations, implementing skill-training interventions, conducting routine screenings for depression, suicide risk, and anxiety, or investing in suicide means restriction;
- Coordinating mental health services for students in the community; and
- Developing or enhancing systemwide evidence-based approaches to address mental health and basic needs and evaluating the effectiveness of holistic support programs.

Potential grant activities may include, based on campus need:

- Strengthening institutional capacity to comprehensively address students' basic needs by conducting audits and identifying gaps in institutional resources; developing a long-term, campus-wide strategy; coordinating with communities, States, and State entities to identify and help students access relevant local, State, and Federal resources that may help ease burdens on institutional capacity; and expanding staffing and providing evidence-based training and professional development to coordinate resources; and
- Strengthening systemwide capacity to comprehensively address students' basic needs by partnering with State agencies to improve the infrastructure and data sharing necessary to facilitate data matching, streamline student eligibility determinations, and automate application and approval processes to better connect students to basic needs

¹ Broton, K. M., Mohebali, M., & Lingo, M. D. (2022). Basic Needs Insecurity and Mental Health: Community College Students' Dual Challenges and Use of Social Support. *Community College Review*, 50(4), 456-482. <https://doi.org/10.1177/00915521221111460>.

² <https://public.websites.umich.edu/~daneis/papers/MHacademics.pdf>

³ <https://www.acenet.edu/Research-Insights/Pages/Pulse-Point-Surveys.aspx>

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supports, including SNAP benefits, TANF, WIC, Medicaid, and services for veterans; and to pursue other innovative solutions to coordinate and align critical services, such as mental health care and childcare, across systems (this could include using funding to develop or improve data infrastructure and portals to facilitate data matching, streamline student eligibility determinations, and automate application and approval processes, and to pursue other innovative solutions to better connect students to supports); and

- Hiring qualified and diverse mental health providers including providers who are reflect the communities they serve.

Priority for the awards would be given to IHEs serving large numbers or percentages of Pell Grant recipients, as well as IHEs in rural or geographically isolated areas with fewer services and resources available in surrounding communities. The Department plans to include a priority for community colleges.

Postsecondary Advancement and Success Technical Assistance Center

For fiscal year 2025, the Administration requests \$10.0 million in dedicated funding to create the first of its kind technical assistance center to support postsecondary education advancement and success. The Postsecondary Advancement and Success Technical Assistance Center would build capacity and expertise to provide support to institutions while also collaborating with external organizations through partnerships to provide technical assistance (TA) and training to advance efforts to improve postsecondary equity, access, persistence, retention, and completion. The Center would help IHEs, consortia and systems of IHEs, and States apply evidence-based practices and data-driven solutions to improve student outcomes and ensure that inclusive and equitable higher education opportunities are available to all students. The Center would be responsible for developing and publishing best practices and lessons learned to share widely, including with IHEs and States not receiving direct TA, thus expanding the impact of the Department's existing investments.

The Center would maintain the in-house expertise and flexibility to support a wide range of activities related to improving postsecondary education equity, access, persistence, retention, and completion, including but not limited to sharing evidence-based practices and data-driven solutions to improve advising, degree and pathway flexibility, accelerated coursework, developmental education redesign, academic supports, targeted student services, free community college models at the state and local levels, applications for Department grants, and other strategies for improving student outcomes and lowering costs for students.

Open Textbook Pilot

The Administration requests \$12.0 million for the Open Textbook Pilot (OTP), in alignment with the Administration's goal of lowering the cost of college and the elimination of junk fees, such as automatic fees for textbooks. The OTP supports projects at IHEs to create new open textbooks or expand their use while maintaining or improving instruction and student learning outcomes. This pilot program emphasizes the development of projects that demonstrate the greatest potential to achieve the highest level of savings for students through sustainable, expanded use

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of open textbooks in high-enrollment courses or in programs that prepare individuals for in-demand fields. The OTP program investments from fiscal year 2018–2023 grant awards include 24 grant projects that engage and support 429 consortium partners at institutions of higher education in building and expanding open educational resources and infrastructure to address student affordability, equity, and access to education. The fiscal year 2025 request would fund approximately six new awards in support of the Department’s efforts to increase affordable and equitable access to quality open educational resources for all students.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Postsecondary Student Success Grants			
Number of new awards	10	8	18
Average new award	\$4,569	\$5,141	\$5,528
Total award funding ¹	\$45,693 ²	\$44,775 ³	\$99,500
R&D Infrastructure Grants			
Number of new awards	11	10	22
Average new award	\$4,416	\$4,975	\$4,523
Total award funding	\$48,575	\$49,750	\$99,500
Postsecondary Advancement and Success TA Center			
Number of new awards	0	0	1
Average new award	0	0	\$9,950
Total award funding	0	0	\$9,950

¹ At least half of resources will support mid-phase and expansion grants, to the extent practicable. In fiscal year 2023, the Department used \$22.7 million, or 49.8% of PSSG resources, to support mid-phase and expansion grants.

² Includes \$354 thousand for a partial award. The remaining 4-year funding request was awarded using fiscal year 2024 funding under the Further Continuing Appropriations and Other Extensions Act, 2024 (Pub. L. 118-22). The grant was awarded in December 2023 when an administrative error to the original slate memo was discovered and corrected.

³ Includes \$3.6 million in fiscal year 2024 CR funds awarded to complete funding costs for the 4-year budget period for a grant that was partially funded in fiscal year 2023.

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Output Measures	2023	2024	2025
Comprehensive Postsecondary Student Supports			
Number of new awards	0	0	12
Average new award	0	0	\$2,073
Total award funding	0	0	\$24,875
Statewide Reform Grants			
Number of new awards	0	0	3
Average new award	0	0	\$4,975
Total award funding	0	0	\$14,925
CEVSS			
Number of new awards	16	16	0
Average new award	\$557	\$560	0
Total award funding	\$8,911	\$8,955	0
OTP			
Number of new awards	6	6	6
Average new award	\$1,952	\$1,990	\$1,990
Total award funding	\$11,709	\$11,940	\$11,940
Basic Needs Grants			
Number of new awards	11	10	0
Average new award	\$909	\$995	0
Total award funding	\$9,994	\$9,950	0
MSP			
Number of new awards	7	7	0
Average new award	\$1,131	\$1,128	0
Total award funding	\$7,920	\$7,960 ¹	0
RPED			
Number of new awards	22	21	0
Average new award	\$2,025	\$2,093	0
Total award funding	\$44,550	\$44,775 ²	0

¹ Pending availability of funds, MSP will use approximately \$65 thousand from the fiscal year 2024 appropriation to complete funding third-year costs associated with an MSP grant that was partially funded in fiscal year 2023.

² Pending availability of funds, RPED will use approximately \$812 thousand from the fiscal year 2024 appropriation to complete funding third- and fourth-year costs associated with an RPED grant that was partially funded in fiscal year 2023.

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Output Measures	2023	2024	2025
TGIY			
Number of new awards	5	5	0
Average new award	\$990	\$995	0
Total award funding	\$4,948	\$4,975	0
Contracts			
Peer review	\$753	\$890	\$1,250
Evidence review	\$27	\$30	\$60
Total FIPSE funding ¹	\$184,000	\$184,000	\$262,000
Total number of new awards	88	84	62

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

The Department has established goals and performance measures to report for the Open Textbooks Pilot (OTP) program; the Postsecondary Student Success Grant program; and the HBCU, TCCU, and MSI R&D Infrastructure Grants program. The Department is working with all FIPSE program grantees to collect program- and project-level performance data annually, as well as final performance data at the end of the grant period of performance.

Open Textbook Pilot

The following performance measures are reflective of those established for the Open Textbooks Pilot. The Open Textbooks Pilot (OTP) program went through rulemaking in fiscal year 2020 and a Notice of Final Priorities (NFP) was established. As a result, the Department adopted new and revised performance measures that included language regarding “ancillary materials” that accompany open textbooks. The language “ancillary materials” was included in the program following rulemaking as this language speaks to the applicant’s ability to provide complimentary materials to open textbooks that best suit the identified needs of their population. These can include materials such as printed materials, instructor materials, website access, and electronically distributed materials.

The Department set performance measures for the programs funded under the fiscal year 2018 and 2019 appropriations, as outlined in the fiscal year 2018 Notice Inviting Applications (NIA).

¹ Totals include funding for higher education evaluation.

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The Department set separate performance measures for all remaining programs funded under the fiscal year 2020 appropriations, and future fiscal year appropriations, as outlined in the Notice of Final Priorities (NFP) and will begin collecting data for these measures in fiscal years 2022 and 2023, respectively. These measures are reported separately. Most of these measures are final measures (i.e., data will not be reported until after the completion of the project). The partial data reported below is for annual measures. Data currently are limited due to the impact of the COVID-19 pandemic on the development, testing, and adoption of open educational resources. The Department will report 3 years of baseline data and will set targets for future years when complete baseline data becomes available.

2018 and 2019 Cohort

Measure: The number of students who enrolled in courses that use open textbooks developed through the grant.

Year	Target	Actual
2020	Baseline	1,364
2021	Baseline	72,699
2022	Baseline	105,702
2023	90,700	

Additional information: Complete data is only available for the fiscal year 2018 awardee who recently closed out their grant award. The remaining data is partial data collected from annual performance reports. The grants awarded in 2019 are expected to report final data for fiscal year 2023; therefore, targets for future years are not set. Fiscal year 2023 performance data is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The number of students who completed courses which used the open textbooks developed through the grant.

Year	Target	Actual
2020	Baseline	705
2021	Baseline	3,878
2022	Baseline	3,878
2023	4,800	

Additional information: Complete data is only available for the fiscal year 2018 awardee who recently closed out their grant award. The remaining data is partial data collected from annual performance reports. The grants awarded in 2019 are expected to report final data for fiscal year 2023; therefore, targets for future years are not set. Fiscal year 2023 performance data is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

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Measure: The average cost savings per student.

Year	Target	Actual
2020	Baseline	\$154
2021	Baseline	254
2022	Baseline	741
2023	800	

Additional information: Complete data is only available for the fiscal year 2018 awardee who recently closed out their grant award. The remaining data is partial data collected from annual performance reports. The grants awarded in 2019 are expected to report final data for fiscal year 2023; therefore, targets for future years are not set. Fiscal year 2023 performance data is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The total cost savings for students who used open textbooks compared to students in the same course of study who used traditional textbooks.

Year	Target	Actual
2020	Baseline	\$117,656
2021	Baseline	10,215,588
2022	Baseline	10,799,560
2023	11,000,000	

Additional information: Complete data is only available for the fiscal year 2018 awardee who recently closed out their grant award. The remaining data is partial data collected from annual performance reports. The grants awarded in 2019 are expected to report final data for fiscal year 2023; therefore, targets for future years are not set. Fiscal year 2023 performance data is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The number of courses among consortium members that adopted the use of open textbooks, where appropriate, as opposed to those that continued to use paper or electronic textbooks.

Year	Target	Actual
2020	Baseline	49
2021	Baseline	743
2022	Baseline	827
2023	850	

Additional information: Complete data is only available for the fiscal year 2018 awardee who recently closed out their grant award. The remaining data is partial data collected from annual performance reports. The grants awarded in 2019 are expected to report final data for fiscal year 2023; therefore, targets for future years are not set. Fiscal year 2023 performance data is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

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Measure: The number of institutions outside of the consortium that adopted the use of the open textbooks produced through the grant.

Year	Target	Actual
2020	Baseline	3
2021	Baseline	386
2022	Baseline	2,060
2023	2,100	

Additional information: This performance measure was established in the fiscal year 2018 competition and is not a measure that was included in the NFP for the fiscal year 2020 competitions and beyond. Complete data is only available for the fiscal year 2018 awardee who recently closed out their grant award. The remaining data is partial data collected from annual performance reports. The grants awarded in 2019 are expected to report final data for fiscal year 2023; therefore, targets for future years are not set. Fiscal year 2023 performance data is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

2020 and 2021 Cohort

Measure: The number of students who enrolled in courses that use open textbooks and/or ancillary materials developed through the grant.

Year	Target	Actual
2021	Baseline	540
2022	Baseline	641
2023		
2024		
2025		

Additional information: This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language”. Data is collected from annual performance reports. Fiscal year 2023 performance data, which includes data for the 2022 cohort, is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

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Measure: The number of courses among consortium members that adopted the use of open textbooks and/or ancillary materials developed through the grant, compared to those that continued to use commercial textbooks.

Year	Target	Actual
2021	Baseline	18
2022	Baseline	36
2023		
2024		
2025		

Additional information: This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language”. Data is collected from annual performance reports. Fiscal year 2023 performance data, which includes data for the 2022 cohort, is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The number of institutions within the consortium, and the number of institutions outside the consortium that adopted the use of open textbooks and/or ancillary materials developed through the grant.

Year	Target	Actual
2021	Baseline	20
2022	Baseline	20
2023		
2024		
2025		

Additional information: This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language”. This revision additionally included a requirement to report on both institutions within the consortium, and outside of the consortium that adopted the use of open textbooks. Data is collected from annual performance reports. Fiscal year 2023 performance data, which includes data for the 2022 cohort, is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The average cost savings per student.

Year	Target	Actual
2021	Baseline	\$113.66
2022	Baseline	\$457.00
2023		
2024		

Additional information: This measure remained the same in the NFP for fiscal year 2020 competitions and beyond. Data is collected from annual performance reports. Fiscal year 2023

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performance data, which includes data for the 2022 cohort, is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

Measure: The total cost savings for students who used open textbooks and/or ancillary materials developed through the grant compared to students in the same course of study who used traditional textbooks.

Year	Target	Actual
2021	Baseline	\$35,360
2022	Baseline	\$45,865
2023		
2024		

Additional information: This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language”. Data is collected from annual performance reports. Fiscal year 2023 performance data, which includes data for the 2022 cohort, is expected to be available in May 2024 and will be included in the fiscal year 2026 Congressional Justification.

Postsecondary Student Success Grants

The Department established five performance measures for the Postsecondary Student Success Grant program that are aligned to metrics established by the Institute for Higher Education Policy.¹ Targets will be established after the Department has collected three years of baseline data from 2024, 2025, and 2026. Project year 2024 data (for the cohort awarded at the end of calendar year 2023) is expected to be available in April 2025.

Goal: To equitably improve postsecondary student outcomes by leveraging data and implementing, scaling, and rigorously evaluating evidence-based activities to support data-driven decisions and actions by institutional leaders committed to inclusive student success.

Objective: *To improve rates of student retention, upward transfer, credit accumulation and completion for underserved students.*

Measure: First-year credit accumulation.

Measure: Annual retention (at initial institution) and persistence (at any institution) rates.

Measure: Success rates including graduation and upward transfer for two-year institutions.

Measure: Time to credential.

Measure: Number of credentials conferred.

¹ <https://www.ihep.org/publication/toward-convergence-a-technical-guide-for-the-postsecondary-metrics-framework/>

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HBCU, TCCU, and MSI R&D Infrastructure Grants

The Department established five performance measures for the HBCU, TCCU, and MSI R&D Infrastructure Grants program. Targets will be established after the Department has collected three years of baseline data from 2024, 2025, and 2026. Project year 2024 data (for the cohort awarded at the end of calendar year 2023) is expected to be available in April 2025.

Goal: To make transformative investments in the research capacity of IHEs that serve historically underserved students.

Objective: *To improve research infrastructure, including physical infrastructure and human capital development, at HBCUs, TCCUs, and MSIs.*

The following measures will be reported for grants to HBCUs and MSIs:

Measure: The annual number and percentage change in the number of doctoral students enrolled at the lead applicant university.

Measure: The annual number and percentage change in the number of doctoral conferrals.

Measure: The annual number and percentage change in the number of doctoral conferrals to underrepresented students.

The following measures will be reported for grants to HBCUs, TCCUs, and MSIs:

Measure: The annual faculty development expenditures and percentage change from the prior year.

Measure: The annual research and development expenditures and percentage change from the prior year in (1) science and engineering and (2) non-science and engineering.

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Teacher quality partnership

(Higher Education Act of 1965, Title II, Part A)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$70,000	\$95,000	+\$25,000

PROGRAM DESCRIPTION

The Teacher Quality Partnership (TQP) program is intended to help support a variety of effective pathways into teaching and support our Nation's educator workforce in improving student opportunities and outcomes. More specifically, TQP seeks to improve student educational opportunity and achievement and the effectiveness of teachers working in high-need schools and early childhood education (ECE) programs by improving the preparation of teachers and enhancing professional development activities for teachers; recruiting and graduating diverse and highly qualified individuals; attracting and preparing talented professionals from outside the teaching profession into the classroom; and holding teacher preparation programs accountable for preparing effective teachers.

Only partnerships may apply for funding under this program. Partnerships must include a high-need local education agency (LEA); a high-need school or high-need ECE program (or a consortium of high-need schools or ECE programs served by the partner LEA); a partner institution of higher education (IHE); a school, department, or program of education within the partner IHE; and a school or department of arts and sciences within the partner IHE. A partnership may also include, among others, the Governor of the State, the State educational agency, the State board of education, the State agency for higher education, or a business. In order to maximize resources and avoid duplication, applicants are required to explain how they plan to coordinate activities under the TQP program with other federally funded programs aimed at improving teacher effectiveness (e.g., Supporting Effective Instruction State Grants under Title II of the Elementary and Secondary Education Act (ESEA), the Teacher and School Leader Incentive Grants program, and the Hawkins Centers of Excellence Program).

The following three types of grants are eligible for funding through the program:

Pre-Baccalaureate Preparation of Teachers program (Pre-Baccalaureate) - Grants are provided to implement a wide range of reforms in teacher preparation programs and, as applicable, preparation programs for early childhood educators. These reforms may include,

¹ The GEPA extension expired September 30, 2015. Reauthorization for fiscal year 2025 is expected through appropriations action.

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among other things, using teaching and learning research so that teachers implement research-based instructional practices and use data to improve classroom instruction; implementing curriculum changes that improve and assess how well prospective teachers develop teaching skills; developing a high-quality and sustained preservice clinical education program that includes high-quality mentoring or coaching; creating a high-quality induction program for new teachers; implementing initiatives that increase compensation for qualified early childhood educators who attain 2-year and 4-year degrees; developing and implementing high-quality professional development for teachers in partnership with high-need LEAs; developing effective mechanisms to recruit qualified individuals into the teaching profession.

Teaching Residency program - Grants are provided to develop and implement teacher residency programs that are based on effective models that prepare teachers for success in high-need schools and academic subjects. Grant funds must be used to support programs that provide rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching mentorship; learning opportunities alongside a trained and experienced mentor teacher; and clear criteria for selecting mentor teachers based on measures of teacher effectiveness. Programs must place graduates in targeted schools as a cohort in order to facilitate professional collaboration. Programs must also provide a 1-year living stipend or salary to members of the cohort, which must be repaid by any recipient who fails to teach full time for at least 3 years in a high-need school and subject or area.

School Leadership program - Grants are provided to develop and implement effective school leadership programs to prepare individuals for careers as principals, early childhood education program directors, superintendents, or other school leaders. Such programs must promote strong leadership skills and techniques so that school leaders are able to:

- Create a school climate conducive to professional development for teachers;
- Understand the teaching and assessment skills needed to support successful classroom instruction;
- Use data to evaluate teacher instruction and drive teacher and student learning;
- Manage resources and time to improve academic achievement;
- Engage and involve parents and other community stakeholders; and
- Understand how students learn and develop to increase academic achievement.

Grant funds must also be used to develop a yearlong clinical education program, a mentoring and induction program, and programs to recruit qualified individuals to become school leaders.

Partnerships may apply for funding under the Pre-Baccalaureate program, the Teaching Residency program, or both, including funding for evidence-based Grow Your Own programs for teachers that meet TQP program requirements, and may also seek separate funding under the School Leadership program. In addition, grant funds are available to develop digital education content to carry out the activities for Pre-baccalaureate or Teaching Residency programs, but

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not for School Leadership programs. Partnerships are eligible to receive grants for up to 5 years and must provide matching funds from non-Federal sources equal to at least 100 percent of the grant amount.

Program funds also can be used to support evaluations of program activities; the Department last used funds for this purpose in 2010 when it awarded a contract for an evaluation of teacher residency programs supported through grants awarded in 2009 and 2010. Results from that evaluation are discussed in the “Other Performance Information” section below.

The Higher Education Act of 1965, as amended, also allows the Department to use program funds to support the State teacher quality accountability reporting system, as authorized by sections 205–207. This reporting system gathers data from all 50 States, the District of Columbia, Puerto Rico, the outlying areas, and the Freely Associated States on such topics as the completion rates for traditional and alternative route teacher preparation programs, as well as State teacher assessments and certifications. These data are reported to Congress and the Nation through the Secretary’s annual report on teacher quality, and they provide critical information on both the progress toward the goal of an effective teacher in every classroom and the areas needing further improvement (<http://title2.ed.gov>).

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

Fiscal Year	(dollars in thousands)
2020	\$50,092
2021	52,092
2022	59,092
2023	70,000
2024 Annualized CR	70,000

FY 2025 BUDGET REQUEST

Every student should have access to well-prepared and well-supported educators who reflect the diversity of this nation. Unfortunately, due to the pandemic, from February to May 2020, the economy lost an estimated 730,000 local public education jobs, 9 percent of all these employees.¹ With the help of COVID-relief funds, districts have made tremendous progress in refilling these roles; as of October 2023, there were less than 1 percent fewer employees in local public education relative to the last pre-pandemic back to school in October of 2019. However, just as the loss of teacher jobs lagged losses of other public education jobs, the recovery of teacher jobs has lagged as well, and built upon the shortages of highly qualified educators that persisted before the pandemic. Significant shortages remain, including teachers who are not fully licensed or who are teaching outside of their licensure area. While the impacts vary from State to State, district to district and school to school, they fall disproportionately on students of color, students from low-income backgrounds, students with disabilities, and English learners.

¹ <https://www.ed.gov/news/press-releases/fact-sheet-biden-harris-administration-highlights-efforts-support-k-12-education-students-go-back-school>

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As part of the Department's Raise the Bar: Lead the World efforts, the Department is focused on continuing its work to eliminate educator shortages for every school, so that schools not only fill roles that have gone vacant as a result of the impacts of the pandemic, but have a highly-qualified teacher and principal in every classroom and school. The TQP program advances each of the Department's five key strategies for eliminating educator shortages: expanding high-quality and affordable pathways into the profession, providing high-quality new teacher induction and professional learning throughout educators' careers, improving educator diversity, providing opportunities for career advancement and teacher leadership, and increasing compensation and improving working conditions. The TQP program plays a central role in the Department's work to advance each of these strategies.

For fiscal year 2025, the Administration requests \$95 million for the TQP program, \$25 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Of the funds requested, approximately \$18.1 million would support new awards and \$66.1 million would support continuation awards to successful applicants from prior competitions. Of the \$25 million requested increase, approximately \$2.9 million would be used for technical assistance activities as described under the proposed appropriations language section below. Approximately \$356,000 out of the total amount appropriated in fiscal year 2025 would be used to prepare the State teacher quality reports required under Title II of the HEA.

The Biden-Harris Administration, led by the Department and the U.S. Department of Labor, launched a joint effort to scale high-quality Registered Apprenticeship Programs (RAPs) for teachers in August of 2022. As outlined below, high quality *RAPs* can help to advance the Department's key strategies for eliminating educator shortages when they are aligned with key features of high-quality, comprehensive educator preparation. In addition, once registered with DOL's Office of Apprenticeship or the State Apprenticeship Agency, RAPs can access additional federal and state workforce funds, providing significant additional funding for scaling Grow Your Own and residency programs that are also aligned with apprenticeship program requirements. Applicants should also consider ways these additional resources may be leveraged to sustain and scale efforts initially supported through potential grant funds received through the TQP grant program.

As a result of this effort, the number of states with RAPs for teachers has expanded from zero at the beginning of the Administration to 30 and Puerto Rico as of January 2024, with over 2,100 apprentices enrolled. Programs are being utilized in a range of states¹ and communities² across the country, both urban and rural. The increased funds for TQP requested for fiscal year 2025, can support the Department's efforts to scale up high-quality pathways and respond to strong demand by the field for additional resources to address teacher shortages. For example, registered apprenticeship programs for teachers have been registered in 30 states and 37 states have indicated their plan to use a portion of their DOL State Apprenticeship Expansion Funds to support apprenticeships in the education sector. Leveraging TQP funds with DOL dollars can help to ensure programs funded by DOL meet the high-quality requirements of TQP, serving as an additional lever on DOL funds to ensure quality apprenticeship programs.

¹ <https://www.ed.gov/raisethebar/educators>

² <https://www.apprenticeship.gov/partner-finder>

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The Administration prioritizes increased funds for TQP in its fiscal year 2025 budget request because of TQP's ability to advance each of the Department's key strategies for eliminating educator shortages:

Scaling High-Quality and Affordable Educator Preparation: The TQP program is the Department's primary source of competitive funding for high-quality and affordable educator preparation programs, scaling high-quality and evidence-based residency and Grow Your Own programs, including through Registered Apprenticeship Programs for teachers (RAPs). Critical to high-quality educator preparation is robust clinical experience prior to becoming teacher of record, a priority of both TQP's Pre-Baccalaureate and Teacher Residency Programs. These kinds of opportunities are key features of high quality RAPs, which require paid on the job learning (clinical experience), support from an expert journey-worker (mentor teacher), and related technical instruction (integrated coursework), some of the key program quality features that TQP also emphasizes.

Educator Diversity: Increasing educator diversity is critical both to improving student outcomes and bringing more people into the profession. Grow Your Own Programs and Teacher Residency Programs, have a demonstrated track record of improving educator diversity, helping schools to recruit and develop staff that better reflect the diversity of their students. GYO programs recruit and prepare educators from the communities schools serve, preparing of local residents who will then be retained in that community. A report from New America, *Grow Your Own: A 50-State Scan of Grow Your Own Teacher Policies and Programs*,¹ suggests that homegrown teachers have higher rates of retention and GYO programs remove barriers that have kept some individuals from being able to access and persist in a teacher preparation program. While data is not yet available on the impact of RAPs in teaching, RAPs may be a promising for increasing workforce diversity as they include diversity as a key program goal. And, by requiring that apprenticeships are paid and providing resources that program sponsors can use to cover the cost of tuition, can help reduce the burden of student loan debt, which researchers have found is a particular barrier for individuals of color to entering the teaching profession.² Some GYO programs and RAPs also support pathways into the profession for paraprofessionals into teachers, who are often more diverse than the broader teacher workforce and earn lower wages, reducing their ability to take a break from employment to earn a college degree or teacher's license.³

Increasing Compensation, Providing Opportunities for Teacher Leadership and Career Advancement, and Strengthening New Teacher Induction: To more effectively recruit and retain effective teachers, SEAs and LEAs must increase teacher compensation, better support new teachers so that they are able to best serve their students and do not leave the profession, and provide teacher leadership and career advancement opportunities that allow our best teachers to remain in the classroom while advancing in their careers.

Robust clinical experience with a master teacher not only supports the development of the student teacher/resident/apprentice but also provides opportunities for veteran teachers to earn

¹ <https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/>

² <https://www.apprenticeship.gov/eo>

³ <https://www.ed.gov/raisethebar/Eliminating-Educator-Shortages-through-Increasing-Educator-Diversity>

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additional compensation by taking on this additional role and advance in their careers. The Pre-Baccalaureate program and Residency programs, also require high-quality new teacher induction programs for teachers, including the use of master teachers as mentors, better supporting new teachers and provide additional opportunities for master teachers to lead and earn additional compensation. These types of career pathways for teachers support greater teacher retention, allowing teachers to earn more and have a greater impact without leaving their classroom, while also building the skills necessary to become an administrator later in their career, if desired.

The significant increase in funds for this program reflects both the urgency for resources to address ongoing educator shortages, TQP's ability to support multiple key strategies for addressing these shortages, as well as growing interest in the types of programs the TQP program supports.

Fiscal Year 2025 Proposed Appropriations Language

The Administration strongly believes that comprehensive, evidence-based teacher preparation programs are a vital component of the Department's response to the national teacher shortage. The Administration proposes appropriations language that would allow the Department to set aside up to three percent of the TQP program appropriation to support high-quality technical assistance activities and disseminating and supporting best practices that will enable both novice and experienced TQP projects to improve the effectiveness of their teacher preparation activities.

In addition, the Administration proposes appropriations language that would allow TQP funds to support high school career academies that put high school students on the path to becoming a teacher. As districts nationwide seek to put in place sustainable, long-term strategies to address teacher shortages, many are turning to developing their own students into their schools' future teachers and leaders.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
New	\$14,553	\$18,000	\$18,100
Continuations	42,485	44,393	66,122
Subtotal	57,038	62,393	84,222
Technical assistance activities	0	0	2,850
State teacher quality accountability reports	366	356	356
Peer review of new award applications	0	75	75
HEA Pooled Evaluation	350	350	475
Frontloading ¹	12,246	6,826	7,022
Total	70,000	70,000	95,000

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.

Goal: To increase the quality of teachers in high-need schools and early childhood education programs.

Objective: *To increase the number of new teachers graduating from high-quality teacher preparation programs.*

Measure: The percentage of program completers who: (1) attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a bachelor's degree (pre-baccalaureate program) within 6 years or a master's degree (residency program) within 2 years, or (2) attain highly competent early childhood educator status with a bachelor's degree within 6 years or an associate degree within 3 years.

¹ TQP awardees typically request smaller awards for Year 1 and larger awards for Years 2-5. The Department maintains a frontload balance to fund outyear continuation costs.

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Interim Measure: The percentage of program participants who did not graduate in the previous reporting period and who persisted in the postsecondary program in the current reporting period.

Year	Pre-Baccalaureate Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2020	85%	90%	95%	93%
2021	85	91	95	93
2022	85	90	95	93
2023	85	89	95	90
2024	85		95	
2025	85		95	

Additional information: In general, data from grantees under the TQP program has demonstrated a high level of persistence among program participants. Data for this measure was derived from annual performance reports for cohorts in at least their second year of operation.

Objective: *To increase the retention rate of new teachers in high-need school districts.*

Measure: The percentage of beginning teachers who are retained in teaching in the partner high-need local educational agency or early childhood education program 3 years after initial employment.

Year	Pre-Baccalaureate Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2020	80%	Not available	90%	Not available
2021	80	85%	90	90%
2022	80	85	90	90
2023	80		90	
2024	80		90	
2025	80		90	

Additional information: Performance on this measure increased significantly in 2018 and the Department is continuing its efforts to ensure that grantees provide the necessary supports to beginning teachers in partner LEAs. Data on this measure for 2020 is not available because an insufficient number of grants had teachers in at least their third year of employment in those years. Fiscal year 2023 performance data is expected to be available in January 2025 and will be included in the fiscal year 2026 Congressional Justification.

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Other Performance Information

In 2014, the Institute of Education Sciences (IES) published an implementation study of TQP teacher residency projects that addressed the following research questions:

- How do teachers who complete teacher residency projects compare to other novice teachers and to all teachers in their district?
- What is the retention rate of the residency project teachers compared to their novice colleagues who weren't prepared through a teacher residency project?
- What are the characteristics of the teacher residency projects (e.g., length of overall program, nature of required coursework and apprenticeship activities, characteristics of their assigned mentor teacher, criteria for selecting program participants)?
- What are the characteristics of the teacher applicants and participants in the teacher residency projects?

The study (<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20154002>) determined that TQP projects provided residents with an average of 450 hours of coursework (the equivalent of 10 college courses) focusing on content, pedagogy, classroom management, and student assessment. Sixty-eight percent of residents reported spending 4 or 5 full days per week in their mentor's classroom during the first half of their residency, during which time residents averaged 21 days fully in charge of instruction. During the second semester, 78 percent of residents reported spending 4 or 5 days in their mentor's classroom. During that same semester, residents averaged 37 days fully in charge of instruction. Eighty-three percent of residents reported that their fieldwork reinforced what they learned in their coursework and 68 percent reported that their coursework was well integrated with their classroom experiences. Additionally, novice residency program teachers reported feeling more prepared than other novice teachers in the same district.

Individuals completing residency programs were more likely than other teachers to have made a distinct career change when they joined their programs but were otherwise demographically similar to non-residency teachers. Residency teachers also had similar retention rates as non-residency teachers in the same district from spring 2012 to fall 2012 (92 percent versus 90 percent).

The study also found that mentors had significant prior teaching experience (10 years, on average) and significant prior mentoring experience (3.5 semesters, on average). Mentors also received extensive training—averaging 37 hours—from residency programs prior to beginning their role as mentors.

A follow-up report published in 2015 (<https://ies.ed.gov/ncee/pubs/20154015/>) found that residency teachers were no more likely than non-residency teachers to remain in their school from spring 2012 to fall 2013 (62 percent versus 60 percent). However, residency teachers in their first year of teaching in spring 2012 were more likely than non-residency teachers in their first year in spring 2012 to remain in the same district through fall 2013 (81 percent versus 66 percent). These residency teachers, while remaining in the same district, tended to move to schools that were higher achieving and less diverse.

HIGHER EDUCATION

Graduate fellowships to prepare faculty in high-need areas at colleges of education

(Higher Education Act of 1965, Title II, Part B)

(dollars in thousands)

FY 2025 Authorization: To be determined ¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
0	\$5,000	+\$5,000

PROGRAM DESCRIPTION

Section 258 of the Higher Education Act (HEA) provides the Department with authority to award Graduate Fellowships to Prepare Faculty in High-Need Areas at Colleges of Education. The purpose of this program is to provide graduate fellowships to individuals who are preparing to become education faculty that prepare individuals to become elementary school and secondary school teachers. Graduate fellowships provided under this section support individuals in pursuing postbaccalaureate study which results in a degree related to teacher preparation and pedagogy in one of the following areas:

- Science, technology, engineering, or mathematics (STEM);
- Special education; and
- Instruction of EL students, including postbaccalaureate study in language instruction educational programs.

Graduate fellowship funds are awarded to eligible Institutions of Higher Education (IHE). IHEs provide graduate fellowship awards to individuals who plan to pursue a career as faculty at an IHE that has a teacher preparation program.

Each individual who receives a graduate fellowship under this program and earns a doctoral degree must teach for one year at an IHE that has a teacher preparation program for each year of fellowship support received. Fellowship participants are required to sign an agreement with the Department whereby the individual agrees to pursue a career in instruction at an IHE that has a teacher preparation program.

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action

HIGHER EDUCATION

Graduate fellowships to prepare faculty in high-need areas at colleges of education

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$5 million for Graduate fellowships to prepare faculty in high-need areas at colleges of education. Educator shortages represent a real challenge as the nation's schools work to recover from the national COVID-19 pandemic. These shortages fall hardest on students from low-income backgrounds, students with disabilities, multilingual learners, students of color, and students in rural communities. The Administration is committed to strengthening the educator pipeline and addressing teacher shortages through the expansion of high-quality teacher preparation programs that prepare and support pre-service teachers. Strengthening the pipeline of well-prepared teachers (in areas such as STEM education, special education, or bilingual education) into high-need schools begins with high-quality teacher preparation programs across the nation.

Specifically, the Administration is focused on strengthening the educator pipeline by expanding high-quality teacher residency, registered apprenticeship, and grow-your-own (GYO) programs. It is critical that teacher residency, registered apprenticeship, and GYO programs at IHEs are staffed with faculty that are trained in high-need content areas. For that reason, the Administration requests \$5 million to fund the Graduate Fellowships to Prepare Faculty in High-Need Areas. The Administration intends to prioritize the award of funds under this program to applicants that administer high-quality teacher residency, registered apprenticeship, or GYO programs. This program is authorized under Title II, Part B of the HEA but has never been funded.

The Administration believes that this program will expand the pipeline of well-prepared pre-service teachers into high-need content areas by ensuring that pre-service teachers are taught by faculty with expertise in high-need areas. The Department estimates that \$5 million invested under this program in fiscal year 2025 would result in 120 new faculty members in STEM, special education, or bilingual education.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025
Fellowship grants:	\$4,900
Peer review	<u>\$100</u>
Total	\$5,000

HIGHER EDUCATION

Graduate fellowships to prepare faculty in high-need areas at colleges of education

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

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

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(Higher Education Act of 1965, Title II, Part B, Subpart 2)

(dollars in thousands)

FY 2025 Authorization: To be determined ¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$15,000	\$30,000	+\$15,000

PROGRAM DESCRIPTION

The Augustus F. Hawkins Centers of Excellence (Hawkins) program is designed to support a diverse and well-prepared pipeline of effective educators by expanding and strengthening teacher education programs at Minority-Serving Institutions (MSIs), Historically Black Colleges or Universities (HBCUs), Historically Black Graduate Institutions, Hispanic-serving Institutions, Tribally Controlled Colleges or Universities (TCCUs), Alaska Native-serving Institutions, Native Hawaiian-serving Institutions, Predominantly Black Institutions, Asian American and Native American Pacific Islander-serving Institutions, and Native American-serving Nontribal Institutions. The program authorizes competitive awards of up to 5 years in length to eligible institutions of higher education to strengthen and expand their teacher preparation programs by establishing centers of excellence. The minimum grant amount is \$500,000.

Grants must be used for one or more of the following activities:

- Implementing changes within teacher preparation programs to ensure that such programs are preparing teachers who meet applicable State certification and licensure requirements, which may include qualifications related to meeting the needs of students with disabilities, through retraining or recruiting faculty and designing evidence-based programs that promote effective teaching skills and prepare teachers to serve in under resourced schools and close student opportunity and academic achievement gaps.
- Providing extensive, sustained, and high-quality preservice clinical experience, including the mentoring of prospective teachers by exemplary teachers.
- Developing and implementing initiatives to promote retention of teachers and principals of color, such as programs that provide teacher or principal mentoring or induction and support for teachers and principals during their first 3 years of employment.

¹ The GEPA extension expired September 30, 2015. Reauthorization for FY 2025 is expected through appropriations action.

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- Awarding scholarships based on financial need to help students pay the cost of tuition, room, board, and other expenses of completing a teacher preparation program, not to exceed the cost of attendance.
- Disseminating information on effective practices for teacher preparation and successful teacher certification and licensure assessment preparation strategies.

Eligible institutions are defined by statute as HBCUs, Historically Black Graduate Institutions, Hispanic-serving Institutions, TCCUs, Alaska Native-serving Institutions, Native Hawaiian-serving Institutions, Predominantly Black Institutions, Asian American and Native American Pacific Islander-serving Institutions, and Native American-serving Nontribal Institutions with a qualified teacher preparation program. Consortia of MSIs are also eligible to apply. Grantees may use up to 2 percent of their awards for administrative costs.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	0
2021	0
2022 ¹	0
2023	\$15,000
2024 Annualized CR	15,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$30.0 million for the Hawkins program, \$15.0 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation, to increase the number of high-quality teacher preparation programs at HBCUs, TCCUs, and other MSIs. The proposed increase would support additional centers of excellence at institutions of higher education (IHEs) to help increase and retain the number of well-prepared teachers from diverse backgrounds, resulting in a more diverse teacher workforce prepared to teach in our Nation's underserved elementary and secondary schools and close achievement gaps.²

Increasing the number of educators of color is a key strategy in the Administration's equity agenda aimed at improving educational opportunities and outcomes for students of color and eliminating educator shortages. Research shows that teachers of color benefit all students and

¹ In fiscal year 2022, funding for the Hawkins program was appropriated under the Fund for the Improvement of Postsecondary Education (FIPSE).

² Anderson, Meredith, B.L., Brian K. Bridges, Brittany A. Harris and Sekou Biddle. (2020). *Imparting Wisdom: HBCU Lessons for K-12 Education*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.

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can have a significant impact on students of color,¹ yet only one in five teachers are people of color, compared to more than half of K-12 public school students.²

In addition to the shortage of teachers of color, the current educator workforce is understaffed to meet the existing and future needs of English learners (ELs);³ over 10 percent of students are already identified as ELs, and ELs are the fastest growing student demographic.⁴ Moreover, similar to the ratio of students of color to teachers of color, one quarter of all students speak a language other than English at home, whereas only 1 in 8 teachers do.⁵ Research suggests that all students benefit from diverse classrooms like bilingual immersion settings, helping students build career and social skills, such as empathy.⁶

Finally, educator shortages across certification areas continue to persist, varying from state to state and community to community, with a disproportionate impact on students of color, students from low-income backgrounds, students with disabilities, and English learners. Recruiting, preparing and retaining more teachers of color, underrepresented in the current teacher workforce, is critical to addressing these shortages.⁷ HBCUs, TCCUs, and other MSIs are ideally positioned, with additional resources, to help prepare a new generation of effective teachers of color and multilingual teachers for high-need schools.

Well-prepared, experienced, and effective teachers can make a significant difference in the achievement of their students, and research suggests that the impact of being assigned effective teachers year after year can help narrow opportunity and achievement gaps substantially.⁸ Additional funding for the Hawkins program, which emphasizes preparing teachers who meet applicable certification requirements, also would help address longstanding evidence that students of color have less access to fully qualified educators. For example, a 2018 analysis found that schools with high enrollments of students of color were nearly four times as likely to employ uncertified teachers as were schools with low enrollments of students of color.⁹ Students in schools with high enrollments of students of color also have less access to experienced teachers. In these schools, nearly one in every six teachers is just beginning their career, compared to one in every 10 teachers in schools with low enrollments of students of

¹ Dee, T. (2004). Teachers, race, and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86(1), 195–210; and Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papageorge, N. W. (2017). The long-run impacts of same race teachers. Bonn, Germany: IZA Institute of Labor Economics. Discussion Paper Series.

² Taie, S., & Goldring, R. (2017). Characteristics of public elementary and secondary school teachers in the United States: Results From the 2015–16 National Teacher and Principal Survey. Washington, DC: National Center for Education Statistics; and U.S. Department of Education, National Center for Education Statistics. (2016). Table 203.50: Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2026. In U.S. Department of Education, National Center for Education Statistics (Ed.), *Digest of Education Statistics* (2016 ed.).

³ <https://nces.ed.gov/pubs2022/2022111.pdf>

⁴ https://nces.ed.gov/programs/digest/d20/tables/dt20_204.20.asp

⁵ <https://datacenter.kidscount.org/data/tables/81-children-who-speak-a-language-other-than-english-at-home?loc=1&loct=1#detailed/1/any/false/1729,37,871,870,573,869,36,868,867,133/any/396,397>

⁶ <https://soeonline.american.edu/blog/benefits-of-bilingual-education/>

⁷ <https://www.ed.gov/raisethebar/Eliminating-Educator-Shortages-through-Increasing-Educator-Diversity>

⁸ https://www.rand.org/content/dam/rand/pubs/research_reports/RR4300/RR4312/RAND_RR4312.pdf

⁹ <https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive>

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color.¹ These data also highlight the importance of the high-quality mentoring and induction programs for new teachers that are integral to the Hawkins program.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Number of new awards ²	3	25	25
Average new award	\$1,450	\$591	\$597
Total new award funding	\$4,349	\$14,775	\$14,925
Number of continuation awards ³	12	0	25
Average continuation award	\$877	0	\$591
Total continuation award funding	\$10,522	0	\$14,775
Peer review of new award applications	0	\$150	\$150
Total program funding ⁴	\$15,000	\$15,000	\$30,000

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 four performance measures for the Hawkins program. Targets will be established after the Department has collected two years of baseline data from 2023 and 2024. Project year 2023 data for all four measures is expected to be available in April 2024 and will be included in the FY 2026 Congressional Justification.

Goal: To support a diverse teacher workforce to improve student achievement and outcomes.

¹ https://learningpolicyinstitute.org/sites/default/files/product-files/CRDC_Teacher_Access_REPORT.pdf

² Fiscal year 2023 new awards are fully frontloaded for 48 months. Fiscal year 2024 new awards will likely be funded for year 1 of a 5-year award.

³ Fiscal year 2023 continuation awards partially funded year 2, and fully funded years 3 and 4 of awards first made in fiscal year 2022.

⁴ Totals include funding for higher education evaluation.

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Objective: *To improve the recruitment, preparation, support, placement and retention of teachers for and in high-need schools to support underserved students.*

Measure: The number and percentage of teacher candidates who complete the teacher preparation program, disaggregated by race.

Measure: The number and percentage of teacher candidates, disaggregated by race, served by the funded program who become fully certified and are placed as teachers of record in high-need LEAs or hard-to-staff schools.

Measure: The number and percentage of bilingual and/or multilingual teacher candidates who complete the teacher preparation program.

Measure: The number and percentage of bilingual and/or multilingual teacher candidates, served by the funded program who become fully certified and are placed as teachers of record in high-need LEAs or hard-to-staff schools.

HIGHER EDUCATION

Account Summary Table

[Select hear 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
Higher Education						
1. Aid for institutional development:						
(a) Strengthening institutions (HEA III-A, section 311)	D	122,070	122,070	140,000	17,930	14.69%
(b) Strengthening tribally controlled colleges and universities (HEA III-A, section 316)	D	51,549	51,549	56,408	4,859	9.43%
(c) Mandatory strengthening tribally controlled colleges and universities (HEA III-F, section 371)	M	28,290	28,290	30,000	1,710	6.04%
Subtotal		201,909	201,909	226,408	24,499	12.13%
(d) Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-A, section 317)	D	24,433	24,433	25,840	1,407	5.76%
(e) Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-F, section 371)	M	14,145	14,145	15,000	855	6.04%
Subtotal		38,578	38,578	40,840	2,262	5.86%
(f) Strengthening HBCUs (HEA III-B, section 323)	D	395,986	395,986	431,585	35,599	8.99%
(g) Mandatory strengthening HBCUs (HEA III-F, section 371)	M	80,155	80,155	85,000	4,845	6.04%
Subtotal		476,141	476,141	516,585	40,444	8.49%
(h) Strengthening historically Black graduate institutions (HEA III-B, section 326)	D	100,782	100,782	108,462	7,680	7.62%
(i) Strengthening HBCU masters program (HEA Title VII, section 723)	D	19,937	19,937	21,269	1,332	6.68%
Subtotal		120,719	120,719	129,731	9,012	7.47%
(j) Strengthening predominantly Black institutions (HEA III-A, section 318)	D	22,300	22,300	23,672	1,372	6.15%
(k) Mandatory strengthening predominantly Black institutions (HEA III-F, section 371)	M	14,145	14,145	15,000	855	6.04%
Subtotal		36,445	36,445	38,672	2,227	6.11%
(l) Strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-A, section 320)	D	18,589	18,589	19,899	1,310	7.05%
(m) Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-F, section 371)	M	4,715	4,715	5,000	285	6.04%
Subtotal		23,304	23,304	24,899	1,595	6.84%
(n) Strengthening Native American-serving nontribal institutions (HEA III-A, section 319)	D	11,405	11,405	11,595	190	1.67%
(o) Mandatory strengthening Native American-serving nontribal institutions (HEA III-F, section 371)	M	4,715	4,715	5,000	285	6.04%
Subtotal		16,120	16,120	16,595	475	2.95%

HIGHER EDUCATION

Account Summary Table—continued

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
Higher Education (continued)						
(p) Minority science and engineering improvement (HEA III-E-1)	D	16,370	16,370	16,370	0	0.00%
Subtotal, Aid for institutional development		929,586	929,586	1,010,100	80,514	8.66%
Discretionary	D	783,421	783,421	855,100	71,679	9.15%
Mandatory	M	146,165	146,165	155,000	8,835	6.04%
2. Aid for Hispanic-serving institutions:						
(a) Developing Hispanic-serving institutions (HEA V-A)	D	227,751	227,751	246,547	18,796	8.25%
(b) Mandatory developing HSI STEM and articulation programs (HEA III-F, section 371(b)(2)(B))	M	94,300	94,300	100,000	5,700	6.04%
(c) Promoting postbaccalaureate opportunities for Hispanic Americans (HEA V, section 512)	D	27,314	27,314	29,769	2,455	8.99%
Subtotal		349,365	349,365	376,316	26,951	7.71%
Discretionary		255,065	255,065	276,316	21,251	8.33%
Mandatory		94,300	94,300	100,000	5,700	6.04%
3. Other aid for institutions:						
(a) International education and foreign language studies:						
(1) Domestic programs (HEA VI-A and B)	D	75,353	75,353	73,282	(2,071)	-2.75%
(2) Overseas programs (MECEA section 102(b)(6))	D	10,311	10,311	8,249	(2,062)	-20.00%
Subtotal		85,664	85,664	81,531	(4,133)	-4.82%
(b) Model transition programs for students with intellectual disabilities into higher education (HEA VII-D-2)	D	13,800	13,800	13,800	0	0.00%
(c) Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	11,953	11,953	11,953	0	0.00%
4. Assistance for students:						
(a) Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	1,191,000	1,191,000	1,211,000	20,000	1.68%
(b) Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	388,000	388,000	398,000	10,000	2.58%
(c) Graduate assistance in areas of national need (HEA VII-A-2)	D	23,547	23,547	23,547	0	0.00%
(d) Child care access means parents in school (HEA IV-A-7)	D	75,000	75,000	80,000	5,000	6.67%
5. Fund for the improvement of post secondary education (FIPSE) (HEA VII-B)	D	184,000	184,000	262,000	78,000	42.39%
6. Teacher quality partnership (HEA II-A)	D	70,000	70,000	95,000	25,000	35.71%
7. Hawkins Centers of Excellence (HEA II-B-2)	D	15,000	15,000	30,000	15,000	100.00%
8. Graduate Fellowships to Prepare Faculty in High-need Areas at Colleges of Education	D	0	0	5,000	5,000	---
9. Community Project Funding	D	429,587	429,587	0	(429,587)	-100.00%
Total		3,766,502	3,766,502	3,598,247	(168,255)	-4.47%
Discretionary	D	3,526,037	3,526,037	3,343,247	(182,790)	-5.18%
Mandatory ¹	M	240,465	240,465	255,000	14,535	6.04%

¹ FY 2023 and FY 2024 data are post-sequestration. FY 2025 data are pre-sequestration.

NOTES:

1) D = discretionary program; M = mandatory programs

2) Pursuant to the Budget Control Act of 2011 (P.L. 112-25), for most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates, the levels shown in the 2023 and 2024 Appropriation columns reflect the 5.7 percent reduction that went into effect on October 1, 2022 and October 1, 2023, respectively.

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