DEPARTMENT OF EDUCATION

EDUCATION FOR THE DISADVANTAGED

FISCAL YEAR 2026 BUDGET REQUEST

CONTENTS

EDUCATION FOR THE DISADVANTAGED

APPROPRIATIONS LANGUAGE

For carrying out part A of title I of the Elementary and Secondary Education Act of 1965 (referred to in this Act as "ESEA"), $18,406,802,000, of which $7,565,625,000 shall become available on July 1, 2026, and shall remain available through September 30, 2027, and of which $10,841,177,000 shall become available on October 1, 2026, and shall remain available through September 30, 2027, for academic year 2026–2027:[1] Provided, That $6,459,401,000 shall be for basic grants under section 1124 of the ESEA:[2] Provided further, That up to $5,000,000 of these funds shall be available to the Secretary of Education (referred to in this title as "Secretary") on October 1, 2026, to obtain annually updated local educational agency-level census poverty data from the Bureau of the Census:[3] Provided further, That $1,362,301,000 shall be for concentration grants under section 1124A of the ESEA:[4] Provided further, That $5,292,550,000 shall be for targeted grants under section 1125 of the ESEA:[5] Provided further, That $5,292,550,000 shall be for education finance incentive grants under section 1125A of the ESEA.[6]

NOTES

This account is operating under the Full-Year Continuing Appropriations and Extensions Act, 2025 (division A of Public Law 119-4).

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

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ANALYSIS OF LANGUAGE PROVISIONS AND CHANGES

Language Provision	Explanation
[1] *…$7,565,625,000 shall become available on July 1, 2026, and shall remain available through September 30, 2027, and of which $10,841,177,000 shall become available on October 1, 2026, and shall remain available through September 30, 2027, for academic year 2026–2027:…*	This language provides for funds to be appropriated on a forward-funded basis for the Title I Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants. The language also provides that a portion of the funds is available in an advance appropriation that becomes available for obligation on October 1 of the following fiscal year.
[2] *…Provided, That $6,459,401,000 shall be for basic grants under section 1124 of the ESEA:…*	This language establishes a specific funding level for Title I Basic Grants.
[3] *…Provided further, That up to $5,000,000 of these funds shall be available to the Secretary of Education (referred to in this title as "Secretary") on October 1, 2026, to obtain annually updated local educational agency-level census poverty data from the Bureau of the Census:…*	This language makes available, on a current-funded basis, $5 million from Basic Grant funds to support continued work by the Census Bureau to update LEA-level poverty data.
[4] *…Provided further, That $1,362,301,000 shall be for concentration grants under section 1124A of the ESEA:…*	This language establishes a specific funding level for Title I Concentration Grants.
[5] *…Provided further, That $5,292,550,000 shall be for targeted grants under section 1125 of the ESEA:…*	This language establishes a specific funding level for Title I Targeted Grants.
[6] *…Provided further, That $5,292,550,000 shall be for education finance incentive grants under section 1125A of the ESEA.*	This language establishes a specific funding level for Title I Education Finance Incentive Grants.

EDUCATION FOR THE DISADVANTAGED

APPROPRIATION, ADJUSTMENTS AND TRANSFERS

(dollars in thousands)

Appropriation/Adjustments/Transfers	2024	2025	2026
Discretionary			
Appropriation	$19,107,790	$19,107,790	$18,406,802
Total, discretionary appropriation	$19,107,790	$19,107,790	$18,406,802
Advance			
Advance for succeeding fiscal year	-10,841,177	-10,841,177	-10,841,177
Advance from prior year	10,841,177	10,841,177	10,841,177
Total, budget authority	$19,107,790	$19,107,790	$18,406,802

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SUMMARY OF CHANGES

(dollars in thousands)

Budget/Request	Amount
2024 Enacted	$19,107,790
2026 Request	18,406,802
Net change	-$700,988

Summary of Changes	2024 base	Change from base
Decreases		
Program:		
Consolidation of Comprehensive literacy state development grants, Innovative approaches to literacy, and Neglected, delinquent, and at-risk children and youth into the K-12 Simplified Funding Program (SFP). The SFP would provide States the discretion to support any activity that was previously allowable under these programs without the unnecessary administrative burdens imposed under current law.	$273,239	-$273,239
Elimination of Migrant and Special programs for migrant students because States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under these programs or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.	427,749	-427,749
Net change		-700,988

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AUTHORIZING LEGISLATION

(dollars in thousands)

Activity	2024 Authorized	2024 Enacted	2026 Authorized	2026 Request
Grants to local educational agencies (ESEA-1-A):[1]				
LEA grants formulas:	To be determined		To be determined	
Basic grants (Section 1124)		$6,459,401		$6,459,401
Concentration grants (Section 1124A)		1,362,301		1,362,301
Targeted grants (Section 1125)		5,292,550		5,292,550
Education finance incentive grants (Section 1125A)		5,292,550		5,292,550
Comprehensive literacy development grants (ESEA-II-B 2, Section 2222)[1]	To be determined	194,000	To be determined[1]	0
Innovative approaches to literacy (ESEA-II-B-2, Section 2226)	To be determined	30,000	To be determined	0
State agency programs:[1]	To be determined		To be determined	
Migrant (ESEA I-C)	To be determined	375,626	To be determined	0
Neglected and delinquent (ESEA I-D)	To be determined	49,239	To be determined	0
Special Programs for Migrant Students (HEA IV-A-5)[2]	To be determined	52,123	To be determined	0
Total definite authorization	To be determined		To be determined	
Total annual appropriation		$19,107,790		$18,406,802
Portion of request subject to reauthorization				$18,406,802

[1] The GEPA extension expired September 30, 2021.
[2] The GEPA extension expired September 30, 2015.

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APPROPRIATIONS HISTORY

(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2017[1]	$16,043,790	$15,986,790	$16,066,790	$16,143,790
2017 Advance for 2018	(10,841,177)	(11,041,177)	(10,841,177)	(10,767,555)
2018[2]	16,347,558	15,953,790	16,169,198	16,107,781
2018 Advance for 2019	(10,841,177)	(10,841,177)	(10,841,177)	(10,841,177)
2019[3]	15,926,790	16,443,790	16,568,790	16,543,790
2019 Advance for 2020	(11,681,898)	(10,841,177)	(10,841,177)	(10,841,177)
2020[4]	16,376,790	17,563,802	16,543,790	16,996,790
2020 Advance for 2021	(11,681,898)	(10,841,177)	(10,841,177)	(10,841,177)
2021[5]	0	17,258,290	17,121,790	17,226,790
2021 Advance for 2022	(10,841,177)	(10,841,177)	(10,841,177)	(10,841,177)
2022[6]	37,246,790	36,756,790	33,802,790	18,229,790
2022 Advance for 2023	(10,841,177)	(10,841,177)	(10,841,177)	(10,841,177)
2023[7]	37,280,551	21,260,551	20,852,667	19,087,790
2023 Advance for 2024	(10,841,177)	(10,841,177)	(10,841,177)	(10,841,177)
2024[8]	21,254,551	13,055,290	19,262,790	19,087,790

[1] The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.
[2] 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).
[3] 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).
[4] The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).
[5] 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).
[6] The House allowance reflects floor action; the Senate allowance reflects the Chair's mark; and the Appropriation reflects Division H of the Consolidated Appropriations Act, 2022 (P.L. 117-103).
[7] 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).
[8] The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the Further Consolidated Appropriations Act, 2024 (P.L. 118-47).

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Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2024 Advance for 2025	($10,841,177)	($10,841,177)	($10,841,177)	($10,841,177)
2025[1]	19,287,790	15,327,478	19,387,790	19,107,790
2025 Advance for 2026	(10,841,177)	(10,841,177)	(10,841,177)	(10,841,177)
2026	18,406,802	–	–	–
2026 Advance for 2027	(10,841,177)	–	–	–

[1] The levels for the House and Senate allowances reflect Committee action on the regular annual 2025 appropriations bill; the Appropriation reflects enactment of the Full-Year Continuing Appropriations and Extensions Act, 2025 (P.L. 119-4).

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SIGNIFICANT ITEMS IN FY 2024 AND FY 2025 APPROPRIATIONS REPORTS

Grants to LEAs

Senate: Students Experiencing Homelessness.—The Committee continues to be concerned by the challenges faced by students experiencing homelessness and the continued lack of compliance by LEAs with requirements intended to ensure such students receive necessary amounts required to be reserved under section 1113(c)(3)(A) of the ESEA for a wide variety of services, including those not ordinarily provided with title I–A funds to other students served by title I– A programs such as all or part of the homeless liaison's salary, education-related fees, and other necessary items or services. The Department has taken important steps by recently revising its monitoring protocol and planning to work with SEAs to ensure they provide guidance on coordination between the LEA's title I and McKinney-Vento staff and provide training on methods for determining required set-aside amounts. The Committee looks forward to seeing the changes that result from these and other efforts and directs the Department to report in its fiscal year 2025 CJ the specific State policy changes resulting from these efforts. In addition, the Department should widely disseminate specific State policy changes resulting from monitoring findings and recommendations that produce more collaborative and transparent approaches to the determination of set-aside amounts under such section providing necessary resources to fulfill needs assessments conducted for students experiencing homelessness to meet State challenging academic standards and effectively take advantage of educational opportunities.

Response: The Department provided a briefing for appropriators on the Department's work under this directive in May of 2024. In addition, the Department published guidance for the Title I-A program in January of 2025 on school improvement, parent and family engagement, and State and local reports, which covered provisions pertaining to homeless students under the Title I-A program. The Department's guidance on students in foster care, published in November of 2024, also provided guidance on these provisions. This concludes the Department's response to this directive.

Senate: State and Local Report Cards.—The Committee appreciates the Department's planned targeted monitoring effort this year on a sample of SEAs and LEAs with respect to applicable report card requirements of ESEA. The Committee requests an update in the fiscal year 2025 CJ on the findings from this targeted monitoring effort and the Department's planned actions to support SEAs and LEAs in achieving compliance with these requirements and improving the quality, accessibility (including language and data visualization) and utility of report card information available to parents, educators, and policymakers. This update should also provide steps the Department will take to support the inclusion of available information on postsecondary enrollment under section 1111(h)(1)(C)(xiii), which

could include enrollment information with and without remediation at the discretion of a State.

Response: The Department provided a briefing for appropriators on the Department's work under this directive in September of 2024, and in January of 2025 the Department published updated guidance on this topic, which reflects topics raised through additional questions from stakeholders, changes in the Department's data collections, and lessons learned from the Department's monitoring and technical assistance to SEAs. This concludes the Department's response to this directive.

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SUMMARY OF REQUEST

The request for the Education for the Disadvantaged account provides $18.41 billion for Title I Grants to LEAs for fiscal year 2026, level with the fiscal year 2024 appropriation, fully preserving funding for this program. The request recognizes the importance of funds under Title I Grants to LEAs, which serve as critical source of support for LEAs in communities of concentrated poverty.

The Administration requests no funding for the other programs in this account. The President's Budget request for fiscal year 2026 would consolidate the funding for Comprehensive Literacy State Development Grants, Innovative Approaches to Literacy, and the State agency Neglected, Delinquent, and At-Risk Children and Youth program into a proposed K–12 Simplified Funding Program (K-12 SFP), which would combine most currently funded formula and competitive grant programs for elementary and secondary education into a single State formula grant program. The request eliminates funding for the State agency Migrant program and Special Programs for Migrant Students as part of the Administration's overall effort to restore fiscal discipline and reduce the Federal role in education. States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

GRANTS TO LOCAL EDUCATIONAL AGENCIES

(Elementary and Secondary Education Act of 1965, Title I, Part A)

(dollars in thousands)

FY 2026 Authorization: To be determined[1]

BUDGET AUTHORITY

	2024 Appropriation	2026 Request	Change from 2024 to 2026
Basic grants	$6,459,401	$6,459,401	0
Concentration grants	1,362,301	1,362,301	0
Targeted grants	5,292,550	5,292,550	0
Education finance incentive grants	5,292,550	5,292,550	0
Total	$18,406,802	$18,406,802	0
Annual appropriation	$7,565,625	$7,565,625	0
Advance for succeeding fiscal year	10,841,177	10,841,177	0
Total	$18,406,802	$18,406,802	0

PROGRAM DESCRIPTION

Title I Grants to Local Educational Agencies (LEAs) provides supplemental education funding, especially in communities of concentrated poverty, for local programs that provide educational opportunities and additional academic support to help students in schools with high rates of poverty meet challenging State academic standards. The program serves an estimated 26 million students in nearly 90 percent of school districts and nearly 60 percent of all public schools.

Title I schools help students reach challenging State academic standards through one of two models: a targeted assistance model that supplements the regular education program for individual students most in need of special assistance, or a schoolwide model that allows schools to use Title I funds—in combination with other Federal, State, and local funds—to improve the overall instructional program for all students in a school. Schools serving attendance areas in which at least 40 percent of students are from low-income backgrounds, or schools in which such students account for at least 40 percent of enrollment, are eligible to operate schoolwide programs.

[1] The GEPA extension expired September 30, 2021.

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GRANTS TO LOCAL EDUCATIONAL AGENCIES

The reauthorized ESEA encourages the use of Title I funds to strengthen the academic program of participating schools, including by establishing preschool programs for eligible children under 6 years of age and dual or concurrent enrollment programs for eligible secondary school students that provide access to college-level coursework through partnerships with institutions of higher education. Schools also must provide ongoing professional development for staff working with disadvantaged students and carry out activities designed to increase parental engagement.

Title I Grants to LEAs provide the foundation for ESEA's accountability and improvement system for all public schools, which emphasizes State and local responsibilities in the areas of meeting challenging academic standards and implementing aligned assessments, measuring annual student progress, reporting on performance, and supporting continuous school improvement.

STANDARDS AND ASSESSMENTS

Under Title I, each State is required to have a system of challenging academic standards and aligned assessments that ensures students are prepared for college and careers, and LEAs must integrate these standards into local instruction. The State must adopt challenging content standards that describe what all students should know and be able to do in at least reading, language arts, mathematics, and science, as well as achievement standards that describe at least three levels of performance with respect to the State's content standards. The reauthorized ESEA requires that each State demonstrate alignment of its standards with entrance requirements for credit-bearing coursework in the State's system of higher education as well as relevant State career and technical education standards. The State must also adopt standards for English language proficiency and may adopt alternate achievement standards for students with the most significant cognitive disabilities; both must be aligned with the State's challenging academic content standards.

States are also required to administer academic assessments that measure and provide understandable and timely information about the achievement of all students against State standards. States must administer reading and mathematics assessments annually to all students in grades 3–8 and once in high school, and must administer annual science assessments for at least one grade in each of three grade spans (3–5, 6–9, and 10–12). These assessments must be valid and reliable, include measures that assess higher-order thinking skills and understanding of challenging content (which may include measures of student academic growth and which may be partially delivered in the form of portfolios, projects, or extended performance tasks), and enable achievement results to be disaggregated by major racial and ethnic groups, gender, poverty, disability status, English proficiency, migratory status, foster care status, homeless status, and military connected status. States may permit LEAs to use State-approved, nationally recognized high school assessments in lieu of the State's high school assessments. States must also annually assess the English language proficiency of English learners and may administer alternate assessments based on alternate achievement standards to students with the most significant cognitive disabilities, provided that the number of students taking these alternate assessments does not exceed 1 percent of all assessed students in the State.

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GRANTS TO LOCAL EDUCATIONAL AGENCIES

ACCOUNTABILITY AND SCHOOL IMPROVEMENT

Under Title I, State standards and assessments are used to hold LEAs and schools accountable for performance through State-determined accountability and improvement systems and identify where additional resources and other supports are needed. These systems must include interim targets and long-term goals for, at a minimum, student proficiency on State assessments and high school graduation rates, for all students and disaggregated by each student subgroup, as well as progress in attaining English language proficiency for English learners. In addition, State systems must include indicators of: (1) academic achievement based on State assessments; (2) for high schools, 4-year adjusted cohort graduation rates and, at the State's discretion, extended-year adjusted cohort graduation rates; (3) for elementary and middle schools, another academic indicator (which may be a measure of student growth); (4) progress in achieving English language proficiency; and (5) at least one indicator, of the State's choosing, of school quality or student success. States must use these indicators to meaningfully differentiate school performance annually, with the first four indicators afforded substantial weight individually and much greater weight in the aggregate than indicators of school quality or student success.

States and LEAs receiving Title I funds must disseminate annual report cards that provide information on the performance of the State and its LEAs and schools. These report cards must be concise, presented in an understandable and uniform format, and accessible to the public, and must address minimum content requirements including, among other things: a description of the State's accountability system; information on performance with respect to the interim targets, long-term goals, and indicators discussed above; professional qualifications of teachers; per-pupil expenditures, including actual personnel and non-personnel expenditures of Federal, State, and local funds; and, where available, rates at which high school graduates enroll in postsecondary education programs in the year following graduation. Report cards may also include any additional information that the State or LEA determines will best provide parents, students, and the public with information on school progress. States must prepare a report card for the State as a whole, and LEAs must prepare report cards for the LEA as a whole (which must include comparisons of achievement on State assessments between the LEA and State) and for each school (which must include achievement comparisons between the school and the LEA and State).

The State's indicators are also used to identify, at least once every 3 years, a statewide category of schools for comprehensive support and improvement (CSI schools), which must include at least the lowest-performing 5 percent of Title I schools and all high schools with 4-year graduation rates at or below 67 percent. LEAs, in partnership with stakeholders, must develop and implement plans for these schools that, among other things, include evidence-based interventions stemming from a needs assessment. The State must also notify LEAs annually of any schools with consistently underperforming student subgroups or with subgroups performing as poorly as schools in at least the lowest-performing 5 percent of Title I schools. These schools then must develop and implement targeted support and improvement plans to improve outcomes for those particular subgroups of students using evidence-based interventions. Schools with subgroups performing as poorly as schools in at least the lowest-performing 5 percent and that

have not improved after receiving targeted support and improvement for a State-determined number of years must be identified by the State for comprehensive support and improvement.

Under section 1003(a) of the ESEA, States must reserve funds to make subgrants on a formula or competitive basis to LEAs to support schools identified for comprehensive support and improvement or implementing targeted support and improvement plans. States must generally reserve for this purpose 7 percent of combined Title I, Part A allocations to LEAs, except that the amount a State reserves may not result in a decrease in the amount of Title I funds each of its LEAs receives compared to the previous fiscal year.

ALLOCATIONS

Title I, Part A funds are allocated through four separate formulas. All four formulas are based on the number of children from low-income backgrounds in each LEA, and each formula also includes such factors as the LEA's poverty rate and State per-pupil expenditures for education. Other children counted for allocation purposes ("formula children") include children in families above the poverty line receiving Temporary Assistance for Needy Families (the main Federal-State income maintenance program), children in foster homes, and children in local institutions for neglected and delinquent (N&D) children. Eligible LEAs receive funding under one or more of the formulas, but the final outcome of the Federal-State allocation process is a single Title I, Part A award to each qualifying LEA.

Three formulas are based primarily on the number of formula children in each LEA, weighted by State per-pupil expenditures for education. Basic Grants are awarded to school districts with at least 10 formula children who make up more than 2 percent of their school-age population (defined as children ages 5 to 17) and, thus, spread funds thinly across nearly all LEAs. Concentration Grants provide additional funds to LEAs in which the number of formula children exceeds 6,500 or 15 percent of the total school-age population. The Targeted Grants formula weights child counts to make higher payments to school districts with high numbers or percentages of formula students. To be eligible for Targeted Grants, an LEA must have at least 10 formula children counted for Basic Grant purposes, and the count of formula children must equal at least 5 percent of the school age population.

In addition, the statute includes a separately authorized and funded Education Finance Incentive Grants (EFIG) formula. This formula uses State-level "equity" and "effort" factors to make allocations to States that are intended to encourage States to spend more on education and to improve the equity of State funding systems. Once State allocations are determined, sub-allocations to the LEA level are based on a modified version of the Targeted Grants formula.

In determining allocations under each of the four formulas, the statute requires the use of annually updated Census Bureau estimates of the number of children from low-income backgrounds in each LEA. There is roughly a 2-year lag between the income year used for LEA poverty estimates and the fiscal year in which those estimates are used to make Title I allocations. For example, the fiscal year 2021 allocations were based on LEA poverty estimates

for 2019. The Department transfers approximately $5.0 million from the annual Title I appropriation to the Census Bureau to finance the preparation of these LEA poverty estimates.

LEAs also use poverty data—generally the number of students eligible for free- or reduced-price lunch under the National School Lunch Program—to make within-district allocations to schools. LEAs with more than 1,000 students must serve, in rank order by poverty rate, all schools with a poverty rate above 75 percent, including middle and high schools, before serving other schools. An LEA may lower the service threshold for high schools from 75 to 50 percent if it chooses.

Of the total appropriation for Title I Grants to LEAs, 0.7 percent is reserved for the Department of the Interior's Bureau of Indian Education and 0.4 percent for the Outlying Areas (American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands). The amount reserved for the Outlying Areas includes $1.0 million for the Republic of Palau. In addition, States are permitted to reserve up to 1 percent, or $400,000, whichever is greater, to cover State costs of administering Title I programs, except that such amounts may not exceed the level that is provided if the total appropriation for Parts A, C, and D of Title I of the ESEA equals $14.0 billion, a threshold that has been exceeded each year beginning with fiscal year 2008. Under Subpart 2 of Part D of Title I, a State must also reserve funds from its Title I, Part A allocation to make subgrants, on a formula or competitive basis, to eligible LEAs with high numbers or percentages of children and youth in correctional facilities for children and youth not operated by the State, including public or private institutions and community day programs or schools that serve delinquent children and youth. Finally, a State may also reserve up to 3 percent of its allocation to make grants to LEAs to carry out direct student services, including participation in courses not otherwise available at the student's school and in advanced courses and exams, personalized learning approaches, credit recovery programs, and transportation to enable students to attend higher-performing public schools. In making such grants, States must give priority to LEAs with the highest percentage of schools identified for comprehensive or targeted support and improvement, and LEAs must use grant funds to pay for services for students in such schools prior to serving other struggling students.

This is a forward-funded program that includes advance appropriations. A portion of funds becomes available for obligation on July 1 of the fiscal year in which they are appropriated and remains available for Federal obligation for 15 months. The remaining funds become available on October 1 of the following fiscal year and remain available for Federal obligation for 12 months, expiring at the same time as the forward-funded portion.

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GRANTS TO LOCAL EDUCATIONAL AGENCIES

Funding levels for the past 5 fiscal years were:

Fiscal Year	Basic Grants	Concentration Grants	Targeted Grants	Education Finance Incentive Grants	Total
2021	$6,459,401	$1,362,301	$4,357,550	$4,357,550	$16,536,802
2022	6,459,401	1,362,301	4,857,550	4,857,550	17,536,802
2023	6,459,401	1,362,301	5,282,550	5,282,550	18,386,802
2024	6,459,401	1,362,301	5,292,550	5,292,550	18,406,802
2025	6,459,401	1,362,301	5,292,550	5,292,550	18,406,802

FY 2026 BUDGET REQUEST

For fiscal year 2026 the Administration requests $18.41 billion for Title I Grants to LEAs, level with the fiscal year 2024 appropriation, fully preserving funding for this program. The request recognizes the importance of funds under Title I Grants to LEAs, which serve as critical source of support for LEAs in communities of concentrated poverty. This program also provides considerable flexibility to LEAs on how to use the funds to best address the needs of their students, which is consistent with the Administration's goal to return education back to the States and empower all parents to choose an excellent education for their children. This funding would also complement the proposed K–12 Simplified Funding Program (K–12 SFP), which would combine nearly all currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as several related programs, into a single State formula grant program. For more information on the K–12 SFP, see its budget justification in the School Improvement Programs account.

The Administration is committed to ensuring the effective, efficient, and timely use of Federal funds to support our Nation's students. As such, the Department will begin taking additional steps to improve accountability among grantees, including limiting approval of late liquidation requests beyond the liquidation period that follows the obligation deadline under the Tydings Amendment.

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GRANTS TO LOCAL EDUCATIONAL AGENCIES

PROGRAM OUTPUT MEASURES

(dollars in thousands, except whole dollar per-child amounts)

Output Measures	2024	2025	2026
Allocations by LEA Poverty Rate:			
0–15%			
# of LEAs	6,634	6,889	6,873
Dollars	$4,591,598	$4,922,066	$4,926,238
% of Total $	25.36%	27.18%	27.20%
# of Formula Eligible Children	2,568,952	2,731,428	2,731,350
$ Per Formula Child	$1,787	$1,802	$1,804
15–25%			
# of LEAs	4,097	4,079	4,074
Dollars	$7,359,569	$7,308,309	$7,307,402
% of Total $	40.64%	40.35%	40.35%
# of Formula Eligible Children	3,441,376	3,375,216	3,375,180
$ Per Formula Child	$2,139	$2,165	$2,165
>25%			
# of LEAs	1,920	1,670	1,669
Dollars	$6,156,584	$5,879,624	$5,877,708
% of Total $	34.00%	32.47%	32.45%
# of Formula Eligible Children	2,612,334	2,454,529	2,454,522
$ Per Formula Child	$2,357	$2,395	$2,395
LEA Allocation Subtotal	$18,107,751	$18,109,999	$18,111,348
BIA/Outlying Areas	$202,420	$202,420	$202,420
N&D Program (Part D, Subpart 2)	$91,631	$89,383	$88,034
Census Updates	$5,000	$5,000	$5,000
Grants to LEAs Total	$18,406,802	$18,406,802	$18,406,802

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

Performance measures for this program rely on data submitted annually through the ESEA Consolidated State Performance Reports, which include State and local performance information primarily as specified through the annual "report card" requirements described in Section 1111(h) of the ESEA.

Goal: At-risk students improve their achievement to meet challenging standards and increase their graduation rates.

Objective: *The performance of low-income students will increase substantially in reading.*

Measure: The percentage of States that decrease the difference between the percentage of economically disadvantaged students in grades 3–8 scoring at or above proficient on State reading assessments and the percentage of non-economically disadvantaged students in grades 3–8 scoring at or above proficient on State reading assessments.

Year	Target	Actual
2021	64.0%	57.6%
2022	68.0	66.7
2023	68.0	38.6
2024	72.0	—
2025	76.0	—
2026	80.0	—

Additional information: Data for 2022 are reported for 33 of 52 States (including the District of Columbia and Puerto Rico. Data are not included for 17 States because comparison year data for 2020-2021 are not available or may not be sufficiently representative for a State (Alaska, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Illinois, Michigan, Minnesota, Nevada, New Mexico, New York, Oregon, Pennsylvania, Puerto Rico). Data are not included for 2 States for 2021–2022 because of substantial data quality issues (Utah, Virginia). Twenty-two States reported decreasing the gap in achievement on reading assessments in 2022. These results reflect data reported to the Department by States and reviewed through the Department's data quality review processes. Due to impacts of the COVID-19 pandemic in the 2020–2021 school year, the Department urges abundant caution when using these data. Data for 2023 are reported for 49 of 52 States (including the District of Columbia and Puerto Rico). Data

are not included for 2 States for 2021–2022 because of substantial data quality issues (Utah, Virginia). Data are not included for 1 State for 2022–2023 because of substantial data quality issues (North Carolina). Fourteen States reported decreasing the gap in achievement on reading assessments in 2023.

Objective: *The performance of low-income students will increase substantially in mathematics.*

Measure: The percentage of States that decrease the difference between the percentage of economically disadvantaged students in grades 3–8 scoring at or above proficient on State mathematics assessments and the percentage of non-economically disadvantaged students in grades 3–8 scoring at or above proficient on State mathematics assessments.

Year	Target	Actual
2021	62.0%	68.6%
2022	66.0	37.1
2023	66.0	20.1
2024	70.0	—
2025	74.0	—
2026	78.0	—

Additional information: Data for 2022 are reported for 35 of 52 States (including the District of Columbia and Puerto Rico. Data are not included for 16 States because comparison year data for 2020–2021 are not available or may not be sufficiently representative for a State (Alaska, California, Colorado, Delaware, District of Columbia, Georgia, Illinois, Michigan, Minnesota, Nevada, New Mexico, New York, Oregon, Pennsylvania, Puerto Rico, Virginia). Data are not included for 3 States for 2021–2022 because of substantial data quality issues (Illinois, Utah, Virginia), including two State also not include due to comparison year data. Thirteen States reported decreasing the gap in achievement on mathematics assessments in 2022. These results reflect data reported to the Department by States and reviewed through the Department's data quality review processes. Due to impacts of the COVID-19 pandemic in the 2020–2021 school year, the Department urges abundant caution when using these data. Data for 2023 are reported for 48 of 52 States (including the District of Columbia and Puerto Rico). Data are not included for 3 States for 2021–2022 because of substantial data quality issues (Illinois, Utah, Virginia). Data are not included for 1 State for 2022–2023 because of substantial data quality issues (North Carolina). Ten States reported decreasing the gap in achievement on mathematics assessments in 2023.

EDUCATION FOR THE DISADVANTAGED

GRANTS TO LOCAL EDUCATIONAL AGENCIES

Objective: *The performance of low-income students will increase substantially in science.*

Measure: The percentage of States that decrease the difference between the percentage of economically disadvantaged students in grades 3–9 scoring at or above proficient of States science assessments and the percentage of non-economically disadvantaged students in grades 3–9 scoring at or above proficient on State science assessments.

Year	Target	Actual
2021	60.7%	63.0%
2022	64.7	66.7
2023	64.7	27.1
2024	68.7	—
2025	72.7	—
2026	76.7	—

Additional information: Data for 2022 are reported for 27 of 52 States (including the District of Columbia and Puerto Rico. Data are not included for 23 States because comparison year data for 2020-2021 are not available or may not be sufficiently representative for a State (Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Maine, Michigan, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, Puerto Rico). Data are not included for 2 States for 2021–2022 because of substantial data quality issues (Utah, Virginia). Eighteen States reported decreasing the gap in achievement on science assessments in 2022. These results reflect data reported to the Department by States and reviewed through the Department's data quality review processes. Due to impacts of the COVID-19 pandemic in the 2020–2021 school year, the Department urges abundant caution when using these data. Data for 2023 are reported for 48 of 52 States (including the District of Columbia and Puerto Rico). Data are not included for 3 States for 2021–2022 because of substantial data quality issues (Colorado, Utah, Virginia). Data are not included for one State for 2022–2023 because of substantial data quality issues (North Carolina). Thirteen States reported decreasing the gap in achievement on science assessments in 2023. These results reflect data reported to the Department by States and reviewed through the Department's data quality review processes.

EDUCATION FOR THE DISADVANTAGED

GRANTS TO LOCAL EDUCATIONAL AGENCIES

Objective: *The graduation rates of low-income students will increase substantially.*

Measure: The percentage of States that decrease the difference between the graduation rate of economically disadvantaged students and the graduation rate of non-economically disadvantaged students.

Year	Target	Actual
2021	66.0%	35.4%
2022	70.0	64.4
2023	74.0	79.2
2024	78.0	—
2025	82.0	—
2026	86.0	—

Additional information: Data for 2022 are reported for 45 of 52 States (including the District of Columbia and Puerto Rico). Data are not included for 4 States for 2020-2021 because of substantial data quality issues (Illinois, Mississippi, Texas, Washington). Data are not included for 4 States for 2021–2022 because of substantial data quality issues (Hawaii, Mississippi, New Mexico, Oklahoma). Twenty-nine States reported decreasing the graduation rate gap in 2022. These results reflect data reported to the Department by States and reviewed through the Department's data quality review processes. Due to impacts of the COVID-19 pandemic in the 2020–2021 school year, the Department urges abundant caution when using these data. Data for 2023 are reported for 48 of 52 States (including the District of Columbia and Puerto Rico). Data are not included for 4 States for 2021–2022 because of substantial data quality issues (Hawaii, Mississippi, New Mexico, Oklahoma). Thirty-eight States reported decreasing the graduation rate gap in 2023. These results reflect data reported to the Department by States and reviewed through the Department's data quality review processes.

In 2021, the Department established the following two measures focused on performance of recently identified CSI schools. Due to the subsequent disruption in data collection caused by the COVID-19 pandemic the Department was unable to establish a baseline and targets until this year when the Department had collected enough data to set a baseline and targets.

EDUCATION FOR THE DISADVANTAGED

GRANTS TO LOCAL EDUCATIONAL AGENCIES

Measure: The percentage of States that increase the percentage of students in CSI schools scoring at or above proficient on State reading assessments.

Year	Target	Actual
2023	Baseline	68.8%
2024	70.8%	—
2025	72.0	—
2026	74.0	—

Additional information: Data for 2023 are reported for 48 of 52 States (including the District of Columbia and Puerto Rico). Data are not included for 3 States for 2021–2022 because of substantial data quality issues (Utah, Virginia and Washington). Data are not included for 1 State for 2022–2023 because of substantial data quality issues (North Carolina). Thirty-three States reported increasing the percentage of students in CSI schools scoring at or above proficient on State reading assessments in 2023. These results reflect data reported to the Department by States and reviewed through the Department's data quality review processes.

Measure: The percentage of States that increase the percentage of students in CSI schools scoring at or above proficient on State mathematics assessments.

Year	Target	Actual
2023	Baseline	85.1%
2024	87.1%	—
2025	89.0	—
2026	91.0	—

Additional information: Data for 2023 are reported for 47 of 52 States (including the District of Columbia and Puerto Rico). Data are not included for 3 States for 2021–2022 because of substantial data quality issues (Illinois, Utah, Virginia and Washington). Data are not included for 1 State for 2022–2023 because of substantial data quality issues (North Carolina). Forty States reported increasing the percentage of students in CSI schools scoring at or above proficient on State math assessments in 2023. These results reflect data reported to the Department by States and reviewed through the Department's data quality review processes.

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS

(Elementary and Secondary Education Act of 1965, Title II, Part B, Subpart 2, Section 2222)

(dollars in thousands)

FY 2026 Authorization: To be determined[1]

BUDGET AUTHORITY

2024 Appropriation	2026 Request	Change from 2024 to 2026
$194,000	0	-$194,000

PROGRAM DESCRIPTION

The Comprehensive Literacy State Development Grants program provides competitive grants to State educational agencies (SEAs) to develop or enhance comprehensive literacy instruction plans and to make subgrants to eligible entities to support efforts to improve literacy instruction in high-need schools and early childhood education programs.

In awarding funds under the Comprehensive Literacy State Development Grants program, the Department gives priority to SEAs that will use grant funds for evidence-based activities. Each SEA that receives a grant must use at least 95 percent of its award to make competitive subgrants to one or more local educational agencies (LEAs) or, for the purposes of providing early literacy services, to one or more early childhood education programs. LEAs or early childhood education programs that receive subgrants from SEAs under this program must serve a high percentage of underserved children and youth, such as children and youth from low-income backgrounds, children with disabilities, or English learners, and must represent diverse geographical areas. Early childhood education programs that receive subgrants must also have a demonstrated record of providing comprehensive literacy instruction for children aged birth through 5. SEAs must ensure that at least 15 percent of funds are used to serve children from birth through age 5, 40 percent to serve students in kindergarten through grade 5, and 40 percent to serve students in grades 6 through 12. In addition, funds must be distributed equally among grades within the kindergarten through grade 5 and grades 6 through 12 bands.

An SEA may reserve up to 5 percent of grant funds for activities related to implementing its comprehensive literacy plan and administering subgrants, including providing technical assistance to subgrantees to design and implement their literacy programs, coordinating with institutions of higher education to enhance pre-service courses for students preparing to teach in early childhood education programs or elementary and secondary schools, reviewing and updating State literacy licensure or certification standards, sharing information on promising literacy instructional practices, training literacy coaches, and evaluating grant-funded activities. Eligible entities receiving subgrants must use program funds for services and activities that have

[1] The GEPA extension expired September 30, 2021.

the characteristics of effective, evidence-based comprehensive literacy instruction, as defined by the statute. Allowable activities include professional development and training for early childhood educators and related school staff, coordinating activities designed to increase family engagement in children's literacy development, and other research-based methods of improving classroom instruction and practice.

Of the amount appropriated in a given fiscal year, the Department must reserve: (1) one-half of 1 percent for the Department of the Interior to carry out comprehensive literacy programs in schools operated or funded by the Bureau of Indian Education; and (2) one-half of 1 percent for the Outlying Areas. The Department may also reserve up to 5 percent for national activities, including a national evaluation, technical assistance and training, data collection, and reporting.

Comprehensive Literacy State Development Grants is a forward-funded program, with funds becoming available on July 1 of the fiscal year in which they are appropriated and remaining available for 15 months through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2021	$192,000
2022	192,000
2023	194,000
2024	194,000
2025	194,000

FY 2026 BUDGET REQUEST

For fiscal year 2026, the request would consolidate the Comprehensive Literacy State Development Grants (CLSD) program into the K–12 Simplified Funding Program (SFP), which would combine 18 currently funded formula and competitive grant programs authorized by the Elementary and Secondary Education Act (ESEA), as well as several related programs, into a single State formula grant program.

The K–12 SFP provides the discretion to support any activity that was previously allowable under the consolidated programs without the unnecessary administrative burdens imposed under current law. This revamped approach to grant-making is aligned with Executive Order 14242, "Improving Education Outcomes by Empowering Parents, States, and Communities," which seeks to return authority over education to States and local communities. The K–12 SFP places a special emphasis on literacy, given the critical importance of improving reading proficiency rates among both elementary and secondary students. It requires that at least 7.5 percent of grant funds support literacy instruction backed by high or moderate evidence. For more information on the SFP, see its budget justification in the School Improvement Programs account.

EDUCATION FOR THE DISADVANTAGED

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2024	2026
Funding for continuation awards	$191,060	0
Number of continuation awards	23	0
Amount for Bureau of Indian Education	$970	0
Amount for Outlying Areas	$970	0
National activities (including evaluation)[1]	$1,000	0

PROGRAM PERFORMANCE INFORMATION

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

PERFORMANCE MEASURES

Objective: *To advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including English learners and students with disabilities.*

Measure: The percentage of participating 4-year-old children who achieve significant gains in oral language skills.

Year	Target	Actual
2021	75%	54%
2022	59	58
2023	64	64
2024	66	66
2025	68	—

[1] The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Comprehensive Literacy State Development Grants, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds from Comprehensive Literacy State Development Grants for this purpose in fiscal year 2024.

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS

Additional information: The Department defines "significant gains" as a positive change in assessment score for which the effect size was at least 0.20 standard deviations. This approach allows the Department to report standard performance data across States with varying assessments. Four-year-old children who are eligible for testing are children in early childhood education classrooms participating in a CLSD subgrant program.

Measure: The percentage of participating 5th-grade students who meet or exceed proficiency on State English language arts assessments.

Year	Target	Actual
2021	43%	34%
2022	39	59
2023	44	38
2024	40	39
2025	41	—

Additional information: Data reflect cumulative results across States for all students who participated in the CLSD program, completed pre- and post-assessments, and met or exceeded proficiency levels on the State English language arts assessments.

Measure: The percentage of participating 8th-grade students who meet or exceed proficiency on State English language arts assessments.

Year	Target	Actual
2021	43%	38%
2022	43	60
2023	62	38
2024	40	39
2025	41	—

Additional information: Data reflect cumulative results across States for all students who participated in the CLSD program, completed pre- and post-assessments and met or exceeded proficiency levels on the State English language arts assessments.

EDUCATION FOR THE DISADVANTAGED

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS

Measure: The percentage of participating high school students who meet or exceed proficiency on State English language arts assessments.

Year	Target	Actual
2021	42%	40%
2022	45	61
2023	65	39
2024	41	42
2025	44	—

Additional information: Data reflect cumulative results across States for all students who participated in the CLSD program, completed pre- and post-assessments, and met or exceeded proficiency levels on the State English language arts assessments.

Measure: The percentage of evidence-based activities implemented by subgrantees that meet the requirements of strong or moderate evidence.

Year	Target	Actual
2021	Baseline	69%
2022	74%	62
2023	65	86
2024	88	90
2025	92	—

Additional information: Evidence-based activities that meet the requirements of strong or moderate evidence is determined by States based on the definition of evidence-based in section 8101 of the ESEA.

INNOVATIVE APPROACHES TO LITERACY

(Elementary and Secondary Education Act of 1965, Title II, Part B, Subpart 2, Section 2226)

(dollars in thousands)

FY 2026 Authorization: To be determined[1]

BUDGET AUTHORITY:

2024 Appropriation	2026 Request	Change from 2024 to 2026
$30,000	0	-$30,000

PROGRAM DESCRIPTION

The Innovative Approaches to Literacy (IAL) program supports a wide range of projects that develop the literacy skills of children and adolescents in communities of concentrated poverty. The program may award grants, contracts, or cooperative agreements to local educational agencies in which at least 20 percent of the students are from low-income backgrounds, the Bureau of Indian Education, or eligible national non-profit organizations. Awards typically are for 5 years, and grantees may use funds to (1) develop or enhance existing school library programs by providing professional learning opportunities to school librarians or updating library materials in underserved schools; (2) support early literacy services, including conducting outreach to parents of young children to ensure that families have access to developmentally appropriate materials and are encouraged to read aloud to their young children; and (3) distribute books and reading materials to children and adolescents to increase students' reading motivation, performance, and frequency.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2021	$28,000
2022	29,000
2023	30,000
2024	30,000
2025	To be determined

[1] The GEPA extension expired September 30, 2021

INNOVATIVE APPROACHES TO LITERACY

FY 2026 BUDGET REQUEST

For fiscal year 2026, the request would consolidate the IAL program into the K–12 Simplified Funding Program (K–12 SFP), which would combine most currently funded formula and competitive grant programs for elementary and secondary education into a single State formula grant program.

The K–12 SFP provides the discretion to support any activity that was previously allowable under the consolidated programs without the unnecessary administrative burdens imposed under current law. For example, the K–12 SFP could support activities allowable under the IAL program, such as developing and enhancing effective school library programs and providing: (1) professional development to librarians, (2) early literacy services, and (3) high-quality books to children and adolescents. For more information on the K–12 SFP, see its budget justification in the School Improvement Programs account.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures[1]	2024	2026
Funding for continuation awards	$30,000	0
Number of continuation awards	52	0

PROGRAM PERFORMANCE INFORMATION

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

[1] The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Innovative Approaches to Literacy, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds from Innovative Approaches to Literacy for this purpose in fiscal year 2024.

EDUCATION FOR THE DISADVANTAGED

INNOVATIVE APPROACHES TO LITERACY

PERFORMANCE MEASURES

Measure: The percentage of fourth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments.

Year	Target	Actual
2021	30%	41%
2022	30	38
2023	30	49
2024	30	51
2025	30	—

Additional information: Data was reported by 42 of 52 grantees for this measure. Ten grantees did not report on this measure, for one or more of the following reasons: the entity does not serve 4th grade students, data has not yet been made available to the entity by the state, the grantee is in year one and does not have comparative data to provide, and/or state testing policy changes rendered scores unavailable for annual comparison.

Measure: The percentage of eighth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments.

Year	Target	Actual
2021	32%	40%
2022	32	49
2023	32	49
2024	35	54
2025	35	—

Additional information: Data was reported by 41 of 52 grantees for this measure. Eleven grantees did not report on this measure, for one or more of the following reasons: the entity does not serve 8th grade students, data has not yet been made available to the entity by the state, the grantee is in year one and does not have comparative data to provide, and/or state testing policy changes rendered scores unavailable for annual comparison.

EDUCATION FOR THE DISADVANTAGED

INNOVATIVE APPROACHES TO LITERACY

Measure: The percentage of schools participating in the project whose book-to-student ratios increase from the previous year.

Year	Target	Actual
2021	99%	99%
2022	99	99
2023	99	94
2024	99	91
2025	99	—

Additional information: Data was reported by 51 of 52 grantees for this measure. Only one grantee did not report on this measure due to staffing shortages and missing records, which made it impossible to calculate book-to-student ratios. This grantee reported only on the number of books purchased in year three (over 1,000). All grantees demonstrated strong progress in increasing book availability for students.

Measure: The percentage of participating children who receive at least one free, grade- and language-appropriate book of their own.

Year	Target	Actual
2021	98%	99%
2022	99	98
2023	99	97
2024	99	91
2025	99	—

Additional information: All grantees successfully reported on this measure, with 91 percent of participating children receiving at least one free, grade- and language-appropriate book. This demonstrates strong performance across the program in ensuring children have access to books of their own.

MIGRANT EDUCATION

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

(dollars in thousands)

FY 2026 Authorization: To be determined[1]

BUDGET AUTHORITY

2024 Appropriation	2026 Request	Change from 2024 to 2026
$375,626	0	-$375,626

PROGRAM DESCRIPTION

The Migrant Education program (MEP) provides financial assistance to State educational agencies (SEAs) to establish and improve programs of education for children of migratory farmworkers and fishers. The goal of the MEP is to enable migratory children and youth: (1) to meet the same challenging State academic standards as other children and youth; and (2) to graduate from high school or a high school equivalency program with an education that prepares them for responsible citizenship, continued education, and employment. To help achieve this objective, program services help migratory children and youth overcome the educational disruption that results from repeated moves. The program statute encourages activities to promote coordination of needed services across States and encourages greater access for migratory children to services available under Title I Grants to Local Educational Agencies (LEAs) and other programs authorized under the Elementary and Secondary Education Act (ESEA), so that MEP funds can be used for services not already available from those programs to meet the unique needs of migratory students.

Eligible children and youth are children of migratory agricultural workers or migratory fishers, or who are migratory agricultural workers or fishers themselves, and who have made a "qualifying move" within the last 3 years. A move is considered to be a qualifying move if it is a change of residence due to economic necessity and (1) involves crossing school district boundaries; (2) resulted in temporary or seasonal work in agriculture or fishing; and (3) was made in the preceding 36 months. Migratory children and youth who made a qualifying move in the previous year and children and youth who have left school without a diploma receive priority for services under the program.

Funds are allocated through a statutory formula based on each State's per-pupil expenditure for education, its average count of eligible migratory students aged 3 through 21 residing within the State in the preceding 3 years, and its count of students who received services in summer or intersession programs provided by the State during the previous year.

[1] The GEPA extension expired September 30, 2021.

MIGRANT EDUCATION

The Department may reserve up to $10 million from the annual MEP appropriation for contracts and grants to improve inter- and intra-State migrant coordination activities, including academic credit accrual and exchange programs for migratory students. The Department is required to consult with States receiving allocations of $1 million or less about whether they can increase the cost-effectiveness of their programs by entering into inter-state consortium arrangements; in fiscal year 2024, 13 States received allocations under $1 million, but none had entered into consortia with other States under this provision. The Department may reserve up to $3 million a year from coordination funds for incentive grants of not more than $250,000 to such consortia. Funds not reserved for consortia are used for formula grants.

Other coordination funds are used primarily for the Migrant Student Information Exchange System (MSIX), which supports the electronic transfer of migratory student records as required by statute. MSIX enables States to exchange migrant student data records efficiently and expeditiously and helps to provide an accurate, unduplicated count of the number of migratory students on both a statewide and national basis.

This is a forward-funded program. Funds become available for obligation from July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2021	$375,626
2022	375,626
2023	375,626
2024	375,626
2025	To be determined

FY 2026 BUDGET REQUEST

The Administration does not request funding for the Title I Migrant Education Program (MEP) for fiscal year 2026. This program has not been proven effective and encourages ineligible non-citizens to access taxpayer dollars stripping resources from American students. Elimination of this program is part of the Administration's overall effort to restore fiscal discipline and reduce the Federal role in education consistent with Executive Orders 14242, "Improving Education Outcomes by Empowering Parents, States and Communities" and 14218, "Ending Taxpayer Subsidization of Open Borders." The Migrant education program is extremely costly to the Federal government, is administratively burdensome for States, and has failed to demonstrate meaningful results for the American people. The focus should be stability for students, families, and communities not encouraging more disruptions with Federal bureaucracy.

MIGRANT EDUCATION

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures[1]	2024	2026
SEA Program:		
Amount for State grants	$365,626	0
Range of State awards	0–$120,989	0
Coordination activities:		
Consortium incentive grants	$3,000	0
Migrant student information exchange and related coordination activities	$7,000	0

PROGRAM PERFORMANCE INFORMATION

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

PERFORMANCE MEASURES

Goal: To assist all migratory students in meeting challenging academic standards and achieving graduation from high school (or a high school equivalency credential program) with an education that prepares them for responsible citizenship, further learning, and productive employment.

Objective: *Along with other Federal programs and State and local reform efforts, the Migrant Education Program will contribute to improved school performance of migratory children.*

[1] Amounts for 2024 are as of April 28, 2025.

EDUCATION FOR THE DISADVANTAGED

MIGRANT EDUCATION

Measure: The percentage of migratory students in grades 3–8 who scored at the proficient level or above on State reading/language arts assessments.

Year	Target	Actual
2021	30.0%	21.4%
2022	31.0	22.7
2023	33.0	22.2
2024	33.0	21.6
2025	26.6	—

Additional information: The source of the data is EDFacts, the Department's system for States to submit kindergarten through grade 12 data. The Department re-set the target starting in 2025 to account for the lingering effect of the COVID-19 pandemic on the proficiency results for migratory students and has also undertaken targeted technical assistance efforts to States.

Measure: The percentage of migratory students in grades 3–8 who scored at the proficient level or above on State mathematics assessments.

Year	Target	Actual
2021	30.0%	17.2%
2022	31.0	18.0
2023	33.0	19.0
2024	33.0	18.0
2025	20.4	—

Additional information: The source of the data is EDFacts, the Department's system for States to submit kindergarten through grade 12 data. The Department re-set the target starting in 2025 to account for the lingering effect of the COVID-19 pandemic on the proficiency results for migratory students and has also undertaken targeted technical assistance efforts to States.

EDUCATION FOR THE DISADVANTAGED

MIGRANT EDUCATION

Measure: The percentage of MEP students who were enrolled in grades seven through twelve, and graduated or were promoted to the next grade level.

Year	Target	Actual
2021	N/A	70.0%
2022	N/A	70.0
2023	N/A	69.8
2024	67.0%	72.6
2025	68.8	—

Additional information: The source of the data is EDFacts, the Department's system for States to submit kindergarten through grade 12 data. The Department established measures for grade promotion/graduation and success in Algebra I (a critical subject for helping students attain high school diplomas and enroll in postsecondary education or training) but had not established targets for these measures until sufficient quality data was available to set targets. The current target is based on a 3-year average of actual data.

Measure: The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or equivalent.

Year	Target	Actual
2021	N/A	42.0%
2022	N/A	42.0
2023	N/A	42.5
2024	39.0%	49.2
2025	40.4	—

Additional information: The source of the data is EDFacts, the Department's system for States to submit kindergarten through grade 12 data. The Department established measures for grade promotion/graduation and success in Algebra I (a critical subject for helping students attain high school diplomas and enroll in postsecondary education or training) but had not established targets for these measures until sufficient quality data was available to set targets. The current target is based on a 3-year average of actual data.

EDUCATION FOR THE DISADVANTAGED

MIGRANT EDUCATION

EFFICIENCY MEASURES

The Department established an efficiency measure associated with the transfer of migratory student records through the MSIX system that tracks the number of States collecting the three types of data elements collected in MSIX for migratory children and youth: basic student information, student assessment data, and credit accrual information for secondary school students.

Measure: The number of States collecting the three types of data elements collected in MSIX.

Year	Target	Actual
2021	46	46
2022	46	46
2023	46	46
2024	46	46
2025	46	—

Additional information: By September 2018, all 46 participating states were certified to submit all three phases of MSIX data, including basic student information, student assessment data, and credit accrual information. Although the target has been achieved, the Department continues to work with States to ensure the completeness and quality of the data entered into the system.

NEGLECTED, DELINQUENT, AND AT-RISK CHILDREN AND YOUTH

(Elementary and Secondary Education Act of 1965, Title I, Part D, Subpart 1)

(dollars in thousands)

FY 2026 Authorization: To be determined[1]

BUDGET AUTHORITY

2024 Appropriation	2026 Request	Change from 2024 to 2026
$49,239	0	-$49,239

PROGRAM DESCRIPTION

The overall purpose of Title I, Part D of the Elementary and Secondary Education Act (ESEA) is to support prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk (1) to help them meet the same challenging State academic standards that all children and youth in the State are expected to meet; (2) to provide them the services needed to make a successful transition from institutionalization to further schooling or employment; and (3) to prevent at-risk youth from dropping out of school, and to provide disconnected youth and students who have dropped out or are returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Subpart 1 of Title I Part D receives a direct appropriation to provide financial assistance to State educational agencies (SEAs), which in turn must make subgrants to State agencies which provide free public education to neglected and delinquent ("N and D") children and youth who are in State-run institutions, attending community day programs, and in correctional facilities. Funds are allocated to States through a formula based on a count of children and youth in State-operated institutions and per-pupil education expenditures for the State. Each State's N and D count is based on the number of children and youth enrolled for at least 20 hours of instruction a week in State institutions or community day programs for neglected or delinquent children and youth, or at least 15 hours of instruction in adult correctional institutions. State institutions serving children with an average length of stay of at least 30 days are eligible to receive funds. Adult correctional institutions must give priority for services to youth who are likely to be released within a 2-year period.

The program requires institutions receiving funds to gear their services to the same college- and career-ready State academic standards that all children are expected to meet under the Elementary and Secondary Education Act (ESEA). Similar to the school-wide program option under the Title I, Part A Grants to Local Educational Agencies program, all juvenile facilities may operate institution-wide education programs in which they use program funds in

[1] The GEPA extension expired September 30, 2021.

combination with other available Federal and State funds. This option allows juvenile institutions to serve a larger proportion of their eligible population and to align their programs more closely with other education services in order to meet participants' educational and occupational training needs. States are required to reserve between 15 and 30 percent of their allocations for projects to help program participants make the transition from State institutions to locally operated programs or to support the successful entry of youth into postsecondary and career and technical education programs.

Subpart 2 of Part D of Title I authorizes a separate companion program that provides funding for local educational agencies (LEAs). SEAs use funds reserved from their allocations under Title I, Part A to make subgrants to eligible LEAs with high numbers or percentages of children and youth in locally operated correctional facilities for children and youth, including public or private institutions and community day programs or schools that serve children and youth. SEAs have the option of awarding subgrants to eligible LEAs by formula or through a discretionary grant process.

The Department may reserve up to 2.5 percent of the appropriation for national activities, including technical assistance to help build the capacity of State agency programs.

This is a forward-funded program. Funds become available for obligation from July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2021	$48,239
2022	48,239
2023	49,239
2024	49,239
2025	49,239

FY 2026 BUDGET REQUEST

For fiscal year 2026, the request would consolidate the Neglected, Delinquent, and At-Risk Children and Youth (N & D) program into the K–12 Simplified Funding Program (K–12 SFP), which would combine 18 funded formula and competitive grant programs for elementary and secondary education into a single State formula grant program.

The K–12 SFP provides the discretion to support any activity that was previously allowable under the consolidated programs without the unnecessary administrative burdens imposed under current law. For example, the K–12 SFP could support activities allowable under the N & D

program, such as providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system; supporting educational services that provide children and youth that have been identified by the State as failing, or most at-risk of failing, to meet the challenging State academic standards; responding to the educational needs of such children and youth; providing transition services for children and youth reentering the school system and/or preparing youth for postsecondary education or career training. This revamped approach to grant-making is aligned with Executive Order 14242, "Improving Education Outcomes by Empowering Parents, States, and Communities," which seeks to return authority over education to States and local communities. For more information on the K–12 SFP, see its budget justification in the School Improvement Programs account.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2024	2026
Number of participating institutions	728	0
Estimated number of students served	55,361	0
Average Federal contribution per child (whole dollars)	$867	0
Range of awards to States	0–$3,436	0
Average State award	$923	0
Technical assistance	$1,231	0

PROGRAM PERFORMANCE INFORMATION

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

EDUCATION FOR THE DISADVANTAGED

NEGLECTED, DELINQUENT, AND AT-RISK CHILDREN AND YOUTH

PERFORMANCE MEASURES

Goal: To ensure that neglected and delinquent children and youth will have the opportunity to meet the challenging State standards needed to further their education and become productive members of society.

Objective: *Neglected or delinquent students will improve academic and vocational skills needed to further their education.*

Measure: The percentage of students supported through the N and D program who obtain a secondary school diploma or its recognized equivalent.

Year	Target	Actual
2021	22.8%	14.4%
2022	23.8	16.3
2023	23.8	13.1
2024	23.8	—
2025	23.8	—

Additional information: The source of the data is EDFacts, the Department's system for States to submit kindergarten through grade 12 data. The percentage of students obtaining their GED or high school diploma in 2023 decreased from the previous year. Actual values for 2023 represent 48 (of 50) grantees reporting both age data and at a minimum one of two outcomes—receiving a GED or high school diploma. Two States did not operate a Subpart 1 program during the 2022–2023 school year and four additional States did not report outcomes of students after their departure of a Title I, Part D program. Nine additional States reported zeroes for outcomes after students exited the program. This may be due, in part, to legal prohibitions against collecting data on students after facility exit in some States, or difficulty tracking students across academic settings.

Measure: The percentage of students supported through the N and D program earning high school course credits.

Year	Target	Actual
2021	65.6%	61.7%
2022	66.6	50.4
2023	66.6	44.1
2024	66.6	—
2025	66.6	—

Additional information: The source of the data is EDFacts, the Department's system for States to submit kindergarten through grade 12 data. This measure includes high school course credits earned while in the N and D program as well as those earned up to 90 days after exiting the

program. The measure includes students between the ages of 13 and 21 in juvenile detention and juvenile correctional institutions, and not students in adult correctional institutions. Actual values for 2023 represent 48 grantees (of 50 with applicable programs) reporting age and outcome data for programs other than adult corrections. Data are unavailable for two States and three States reported students earning high school course credits only in adult corrections.

Measure: The percentage of long-term students supported through the N and D program who improve reading skills as measured through State-approved assessments.

Year	Target	Actual
2021	80.4%	61.7%
2022	81.4	56.0
2023	81.4	59.2
2024	81.4	—
2025	81.4	—

Additional information: The percentage of students showing improvement in reading increased in 2023 from the previous year. The discrepancy between the target and actual numbers of students achieving the outcome may be attributable to a number of factors, including the high mobility rate of this population of students. Moreover, the long-term students who completed reading initial and follow-up exams only represented 67 percent of the total number of long-term students (a substantial increase from the 47 percent of students reporting reading assessment data in School Year (SY) 2021–2022. Furthermore, the States that reported data on long-term students who completed reading initial and follow-up exams in SY 2022–2023 represented 48 (of 50) grantees, compared with 50 grantees that reported results in SY 2021–2022.

Measure: The percentage of long-term students supported through the N and D program who improve mathematics skills as measured through State-approved assessments.

Year	Target	Actual
2021	81.9%	61.0%
2022	82.9	56.8
2023	82.9	55.3
2024	82.9	—
2025	82.9	—

Additional information: The source of the data is EDFacts, the Department's system for States to submit kindergarten through grade 12 data. Student counts are based on the number of long-term students (those enrolled in a participating program or facility for 90 or more consecutive calendar days) who complete pre- and post-testing in reading and mathematics. These are not the same as the State assessments required under ESEA Title I and do not necessarily reflect State proficiency levels. The percentage of students showing improvement in mathematics in 2023

decreased from the previous year. The discrepancy between the target goal and actual numbers of students achieving the outcome may be attributable to a number of factors, including the high mobility rates for this population of students. Additionally, the long-term students who completed mathematics initial and follow-up exams in SY 2022–2023 represented 61 percent of the total number of long-term students reported, which is an increase from SY 202–2022. Furthermore, the States that reported data on long-term students who completed mathematics initial and follow-up exams in SY 2022–2023 represented 48 grantees (out of 50), compared with 50 grantees that reported results in SY 2021–2022.

EFFICIENCY MEASURES

Measure: The cost per high school diploma or equivalent.

Year	Target	Actual
2021	$4,128	$11,479
2022	4,087	9,585
2023	4,087	11,551
2024	4,087	—
2025	4,087	—

Additional information: This measure attempts to determine program cost efficiency by tracking the ratio of the number of participating students achieving a high school diploma or its equivalent to the cost of the program. The cost per diploma is still higher than the target and may be due to the lingering effects of the COVID-19 pandemic on the overall educational achievement of the population of students served by this program.

OTHER PERFORMANCE INFORMATION

In March 2019 the Department released *Promoting Education and Transition Success for Neglected and Delinquent Youth: An Evaluation of the Title I, Part D Program*,[1] which included surveys and case studies of State grantees and local subgrantees to examine the types of services and strategies that N and D funds support, how State and local agencies assist students in transitioning back to schools, how State correctional facilities implement institution-wide N and D projects, and how grantees assess the educational outcomes of participating students. Highlights from the report include:

- Program funds represented less than 10 percent of education budgets for State agencies responsible for providing education services to neglected and delinquent children and

[1] U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, Promoting Education and Transition Success for Neglected and Delinquent Youth: An Evaluation of the Title I, Part D Program, Washington, DC, 2019. Available at https://www2.ed.gov/about/offices/list/opepd/ppss/reports.html.

youth who are in State-run institutions, attending community day programs, and in correctional facilities. On average, State facilities received $82,000 in program funds.

- State facilities spent the majority of their funds on personnel expenses; however, many State agency coordinators (54 percent) reported shortages of qualified instructional and support staff, and about one-third of State agency coordinators reported that it was a major or moderate challenge to hire staff within their credentialed content area.
- Transition plans were generally created while in placement, and youths tended to be substantially involved in transition planning activities. However, substantial involvement of parents and other family members in transitional planning was not as prevalent.
- Nearly all State agency coordinators reported that their facilities provided career and technical education; the most common career pathways available included construction and architecture, consumer and culinary services, and computer and information sciences.
- Most facilities evaluated students to determine if they had a disability and needed special education and related services; 91 percent of State agency coordinators and 77 percent of local agency coordinators responded that their facilities provided such services.
- Almost all State agency coordinators (94 percent) reported that their facilities assessed students' education outcomes. Outcomes were most often assessed via information assessments and standardized formation and summative assessments.
- Once youth exited placement, more than half of State facilities provided some form of aftercare services (such as support for continued secondary or postsecondary education, and counseling), although the duration was usually less than 2 months after exiting the facility. However, State coordinators generally reported that it was very difficult to track academic outcomes for students after exiting, and 58 percent reported that facilities were unable to track outcomes for any youth after they exited placement.
- For State facilities that were able to track post-placement outcomes, the most tracked outcomes were high school equivalency credentials, followed by employment and other labor market outcomes and high school graduation rates.
- SEA coordinators reported a greater focus on reviewing subgrantee applications, supporting Federal data collection, and conducting program compliance monitoring than on assisting with program planning and implementation.
- At the time of the data collection, few State agency coordinators reported that their facility implemented an institution-wide N and D project.

These and other findings provided areas where the Department can make technical assistance efforts, both directly and through its technical assistance arm, the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth.

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

(Higher Education Act of 1965, Title IV, Part A, Subpart 5, Section 418A)

(dollars in thousands)

FY 2026 Authorization: To be determined

BUDGET AUTHORITY

2024 Appropriation	2026 Request	Change from 2024 to 2026
$52,123	0	-$52,123

PROGRAM DESCRIPTION

Special Programs for Migrant Students provide 5-year grants to institutions of higher education (IHEs) and private nonprofit organizations to support educational programs designed for students who are engaged in, or whose families are engaged in, migrant and other seasonal farm work.

Projects funded under the High School Equivalency Program (HEP) recruit migratory students aged 16 and over and provide academic and support services (including counseling, health services, stipends, and placement) to help those students obtain a high school equivalency certificate and subsequently to gain employment or admission to a postsecondary institution or training program.

Projects funded by the College Assistance Migrant Program (CAMP) provide tutoring, academic assistance, and counseling services, as well as stipends, tuition, and room and board, to first-year undergraduate migratory students and assist those students in obtaining student financial aid for their remaining undergraduate years.

HEP projects, located in college or university settings, operate residential and commuter programs of instructional services for out-of-school migrant youth; some HEP projects employ a commuter model in which students attend GED classes after work. Most CAMP projects use an on-campus residential design and provide a high level of support services in order to assist participants, virtually all of whom have had no prior contact with a college campus, to adjust to life at an institution of higher education. In making awards under both programs, the Department is required to consider applicants' prior experience in operating HEP and CAMP projects.

The Department may reserve up to one half of 1 percent of the funds appropriated for outreach, technical assistance, and professional development activities. If the total amount appropriated is below $40 million, the remaining funds are to be distributed between the two programs in the same proportion as the amounts available for each program the previous year. If the appropriation is over $40 million, 45 percent of the remaining funds must be used for HEP and 45 percent for CAMP, and the remainder may be used for either program, based on the number, quality, and promise of applications received.

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2021	$46,123
2022	48,123
2023	52,123
2024	52,123
2025	To be determined

FY 2026 BUDGET REQUEST

The Administration does not request funding for Special Programs for Migrant Students for fiscal year 2026. Elimination of this program is part of the Administration's overall effort to restore fiscal discipline and reduce the Federal role in education. As described in the Program Performance Information section below, this program is extremely expensive, costing the Federal government as much as $17,000 for each student to obtain a high school equivalency credential. States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities, investing in their own communities in cost-effective ways that are responsive to local needs and without unnecessary administrative burden imposed by the Federal government.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures[1]	2024	2026
Outreach, technical assistance, and professional development	$260	0
HEP:		
Number of students served	3,640	0
Funding for new awards	$6,577	0
Number of new awards	14	0
Peer review of new award applications	$52	0
Average new award	$470	0

[1] The Department is authorized to reserve up to 0.5 percent of funds appropriated for most HEA programs, including Special Programs for Migrant Students, and to pool such funds for use in evaluating any HEA program. The Department reserved $261 thousand from Special Programs for Migrant Students for pooled evaluation in fiscal year 2024.

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

Output Measures[1]	2024	2026
Funding for continuation awards	$16,871	0
Number of continuation awards	38	0
Average continuation award	$459	0
Average Federal contribution per student (whole dollars)	$6,456	0
CAMP:		
Number of students served	2,331	0
Funding for new awards	$7,515	
Number of new awards	16	0
Peer review of new award applications	$52	0
Average new award	$470	0
Funding for continuation awards	$20,535	0
Number of continuation awards	47	0
Average continuation award	$437	0
Average Federal contribution per student (whole dollars)	$12,056	0

PROGRAM PERFORMANCE INFORMATION

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

PERFORMANCE MEASURES

Goal: To assist migrant and seasonal farmworker students in obtaining the equivalent of a high school diploma, and, subsequently, in beginning postsecondary education, entering military service, or obtaining employment.

Objective: *An increasing percentage of HEP participants will receive their high school equivalency credential.*

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

Measure: The percentage of HEP participants receiving a high school equivalency credential.

Year	Target	Actual
2021	69.0%	65.2%
2022	69.0	68.3
2023	69.0	68.2
2024	69.0	—
2025	69.0	—

Additional information: The source of data is grantee performance reports. Grantees indicated that challenges caused by the COVID-19 pandemic continued during the 2021–2022 reporting period, including adjustments in instructional mode such as limited or no in-person instruction; recruiting and retaining staff; and student outreach, recruitment, and engagement.

Objective: *An increasing percentage of HEP recipients of a high school equivalency credential will enter postsecondary education programs, upgraded employment, or the military.*

Measure: The percentage of HEP high school equivalency credential recipients who enter postsecondary educational programs, employment, or the military.

Year	Target	Actual
2021	80.0%	84.5%
2022	80.0	83.5
2023	80.0	83.9
2024	80.0	—
2025	80.0	—

Additional information: The source of data is grantee performance reports. Data for this measure are based on actual placement after receipt of a high school equivalency credential. Grantees indicated that disruptions caused by the COVID-19 pandemic disruptions continued during 2021, including limited opportunities for participants to take high school equivalency tests because of lack of open test sites and prolonged wait times.

Goal: Assist migrant and seasonal farmworker students in successfully completing their first academic year of college and in continuing their postsecondary education.

Objective: *All CAMP students will complete their first academic year at a postsecondary institution in good standing.*

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

Measure: The percentage of CAMP participants completing the first year of their postsecondary program.

Year	Target	Actual
2021	86.0%	70.8%
2022	86.0	73.1
2023	86.0	76.2
2024	86.0	—
2025	86.0	—

Additional information: The source of data is grantee performance reports. Data for projects completing their first year of implementation are not included in the data for any given year because projects receive their initial funding in the fall, after the school year may have already started. Thus, the measure reflects the percentage of participants completing the first year of their postsecondary program between the second and fifth years of the project. Grantees indicated that challenges caused by the COVID-19 pandemic continued during the 2021–2022 reporting period, such as lost instructional time in high school that impacted performance in higher education; student mental health challenges; changes to course delivery, including limited or no in-person instruction; and challenges with recruitment of both staff and students. The lack of staff also led to reduced advisory and other support services.

Objective: *A majority of CAMP students who successfully complete their first academic year of college will continue in postsecondary education.*

Measure: The percentage of CAMP participants who, after completing the first academic year of college, continue their postsecondary education.

Year	Target	Actual
2021	92.0%	96.4%
2022	92.0	95.6
2023	92.0	96.2
2024	92.0	—
2025	92.0	—

Additional information: The source of data is grantee performance reports. Data for this measure are based on actual placement after completion of the first year of college.

EFFICIENCY MEASURES

The Department established a cost-per-participant outcome measure to assess program efficiency for HEP and CAMP. For HEP, the measure is the cost per participant earning a GED credential and, for CAMP, it is the cost per participant completing their first year of postsecondary education and then continuing their postsecondary education.

HEP Efficiency Measures

The Department established different costs for programs serving participants who commute, programs serving participants who reside at the institution of higher education where the program is based, and programs with both types of participants. Targets are based on actual costs in 2011 (the baseline year), multiplied by an estimated rate of inflation for college-associated costs and then decreased by an expected improvement in efficiency annually of 1 percent. Actual costs for HEP programs have fluctuated since 2015, in part, due to substantial increases in costs for high school equivalency testing, along with decreases in the number of HEP participants receiving a high school equivalency credential resulting from an increase in rigor in such testing. Grantee performance continued to be affected by the lingering effects of the pandemic during the 2021–2022 reporting period.

Measure: Cost per participant earning a high school equivalency credential, commuter programs.

Year	Target Cost Per Commuter Participant	Actual Cost Per Commuter Participant
2021	$10,334	$12,104
2022	10,438	11,437
2023	10,541	12,292
2024	10,647	—
2025	10,753	—

Measure: Cost per participant earning a high school equivalency credential, residential programs.

Year	Target Cost Per Residential Participant	Actual Cost Per Residential Participant
2021	$20,123	$10,733
2022	20,324	13,733
2023	20,527	11,044
2024	20,732	—
2025	20,939	—

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

Measure: Cost per participant earning a high school equivalency credential, programs with both commuting and resident students.

Year	Target Cost Per Participant in Combined Programs	Actual Cost Per Participant in Combined Programs
2021	$16,289	$29,688
2022	16,451	13,374
2023	16,616	17,177
2024	16,782	—
2025	16,950	—

CAMP Efficiency Measures

The Department established different costs for programs serving participants who commute, programs serving participants who reside at the institution of higher education where the program is based, and programs with both types of participants. Targets are based on actual costs in 2011 (the baseline year), multiplied by an estimated rate of inflation for college-associated costs and then decreased by an expected improvement in efficiency annually of 1 percent. Grantee performance continued to be affected by the lingering effects of the pandemic during the 2021–2022 reporting period.

Measure: Cost per participant completing the first year of postsecondary education and continuing postsecondary education, commuter programs.

Year	Target Cost Per Commuter Participant	Actual Cost Per Commuter Participant
2021	$15,939	$11,044
2022	16,194	16,105
2023	16,453	15,589
2024	16,716	—
2025	16,984	—

EDUCATION FOR THE DISADVANTAGED

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

Measure: Cost per participant completing the first year of postsecondary education and continuing postsecondary education, residential programs.

Year	Target Cost Per Residential Participant	Actual Cost Per Residential Participant
2021	$25,543	$20,837
2022	25,543	16,548
2023	26,367	17,433
2024	26,789	—
2025	27,218	—

Measure: Cost per participant completing the first year of postsecondary education and continuing postsecondary education, programs with both commuting and resident students.

Year	Target Cost Per Participant for Combined Programs	Actual Cost Per Participant for Combined Programs
2021	$19,424	$17,550
2022	19,735	17,215
2023	20,051	14,346
2024	20,372	—
2025	20,698	—

EDUCATION FOR THE DISADVANTAGED

ACCOUNT SUMMARY TABLE[1]

DEPARTMENT OF EDUCATION FISCAL YEAR 2026 PRESIDENT'S BUDGET
(in thousands of dollars)

FY 2026 President's Budget (in thousands of dollars) for the Department of Education	Cat Code	2024 Final Appropriation	2026 Request	2026 Request Compared to 2024 Final Appropriation Amount	2026 Request Compared to 2024 Final Appropriation Percent
Education for the Disadvantaged					
1. Grants to local educational agencies (ESEA I-A)					
(a) Basic grants (section 1124)					
Annual appropriation	D	5,695,625	5,695,625	0	0.00%
Advance for succeeding fiscal year	D	763,776	763,776	0	0.00%
Subtotal, Basic grants (section 1124)	**D**	**6,459,401**	**6,459,401**	**0**	**0.00%**
(b) Concentration grants (section 1124A)					
Advance for succeeding fiscal year	D	1,362,301	1,362,301	0	0.00%
(c) Targeted grants (section 1125)					
Annual appropriation	D	935,000	935,000	0	0.00%
Advance for succeeding fiscal year	D	4,357,550	4,357,550	0	0.00%
Subtotal, Targeted grants (section 1125)	**D**	**5,292,550**	**5,292,550**	**0**	**0.00%**
(d) Education finance incentive grants (section 1125A)					
Annual appropriation	D	935,000	935,000	0	0.00%
Advance for succeeding fiscal year	D	4,357,550	4,357,550	0	0.00%
Subtotal, Education finance incentive grants (section 1125A)	**D**	**5,292,550**	**5,292,550**	**0**	**0.00%**
Subtotal, Grants to local educational agencies (ESEA I-A)	**D**	**18,406,802**	**18,406,802**	**0**	**0.00%**
2. Comprehensive literacy state development grants (ESEA II-B-2, section 2222)	D	194,000	0	(194,000)	-100.00%
3. Innovative approaches to literacy (ESEA II-B-2, section 2226)	D	30,000	0	(30,000)	-100.00%
4. State agency programs					
(a) Migrant (ESEA I-C)	D	375,626	0	(375,626)	-100.00%
(b) Neglected, delinquent and at-risk children and youth (ESEA I-D)	D	49,239	0	(49,239)	-100.00%
Subtotal, State agency programs	**D**	**424,865**	**0**	**(424,865)**	**-100.00%**
5. Special programs for migrant students (HEA IV-A-5)	D	52,123	0	(52,123)	-100.00%
Total Appropriation, Education for the Disadvantaged	**D**	**19,107,790**	**18,406,802**	**(700,988)**	**-3.67%**
Current	D	8,266,613	7,565,625	(700,988)	-8.48%
Prior year's advance	D	10,841,177	10,841,177	0	0.00%

NOTES:
1) D = discretionary program; M = mandatory program
2) Detail may not add to totals due to rounding.
3) The K-12 Simplified Funding Program could support activities from the following programs: Comprehensive literacy state development grants; Innovative approaches to literacy; Neglected, delinquent, and at-risk children and youth; Supporting effective instruction State grants; 21st century community learning centers; State assessments; Education for homeless children and youths; Native Hawaiian education; Alaska Native education; Rural education; Student support and academic enrichment grants; American history and civics education; Magnet schools assistance; Arts in education; Javits gifted and talented education; Statewide family engagement centers; School safety national activities; and Promise neighborhoods.

[1] An accessible version of the Account Summary Table is available at https://www.ed.gov/media/document/fy-2026-education-disadvantaged-account-summary-table-110117.pdf.

EDUCATION FOR THE DISADVANTAGED

STATE TABLES[1]

Grants to Local Educational Agencies

State or Other Area	2024 Actual	2025 Estimate	2026 Estimate	Amount Change FY 2024 to 2026	Percent Change FY 2024 to 2026
Alabama	302,826,218	303,043,458	303,334,040	507,822	0.2%
Alaska	53,330,548	52,554,417	52,554,417	(776,131)	(1.5%)
Arizona	327,775,446	320,946,721	320,485,566	(7,289,880)	(2.2%)
Arkansas	176,145,048	174,620,077	174,502,205	(1,642,843)	(0.9%)
California	2,236,833,545	2,266,385,968	2,284,234,268	47,400,723	2.1%
Colorado	182,938,931	178,448,066	178,923,616	(4,015,315)	(2.2%)
Connecticut	155,039,806	165,795,939	166,888,303	11,848,497	7.6%
Delaware	58,827,119	60,881,802	61,286,519	2,459,400	4.2%
District of Columbia	57,035,479	56,434,744	56,558,210	(477,269)	(0.8%)
Florida	1,002,332,843	978,220,902	980,772,419	(21,560,424)	(2.2%)
Georgia	610,207,710	648,472,456	651,406,366	41,198,656	6.8%
Hawaii	69,934,653	69,247,147	70,216,974	282,321	0.4%
Idaho	65,119,648	62,429,822	62,274,009	(2,845,639)	(4.4%)
Illinois	794,468,689	756,013,267	746,600,911	(47,867,778)	(6.0%)
Indiana	281,113,971	280,856,285	281,071,551	(42,420)	0.0%
Iowa	110,591,349	112,457,057	112,010,087	1,418,738	1.3%
Kansas	125,125,449	117,928,584	115,718,714	(9,406,735)	(7.5%)
Kentucky	281,258,456	307,396,439	309,215,563	27,957,107	9.9%
Louisiana	394,661,073	390,830,551	390,980,960	(3,680,113)	(0.9%)
Maine	60,858,278	61,698,292	61,698,743	840,465	1.4%
Maryland	323,578,584	292,658,719	285,501,007	(38,077,577)	(11.8%)
Massachusetts	285,434,127	303,123,632	306,358,734	20,924,607	7.3%
Michigan	559,432,779	581,834,832	585,677,262	26,244,483	4.7%
Minnesota	194,491,327	183,837,291	182,082,168	(12,409,159)	(6.4%)
Mississippi	241,550,376	228,800,166	223,671,722	(17,878,654)	(7.4%)
Missouri	272,365,968	248,134,471	240,572,389	(31,793,579)	(11.7%)
Montana	57,762,901	57,298,418	57,298,418	(464,483)	(0.8%)
Nebraska	90,471,477	78,414,524	75,046,160	(15,425,317)	(17.0%)
Nevada	160,996,050	155,841,690	157,867,828	(3,128,222)	(1.9%)
New Hampshire	47,047,272	50,649,273	50,649,273	3,602,001	7.7%
New Jersey	457,208,618	456,741,479	456,824,036	(384,582)	(0.1%)
New Mexico	146,145,066	153,448,471	153,612,725	7,467,659	5.1%
New York	1,489,259,094	1,463,765,841	1,471,321,777	(17,937,317)	(1.2%)
North Carolina	513,886,365	534,778,299	538,143,276	24,256,911	4.7%
North Dakota	52,547,431	48,277,334	48,277,334	(4,270,097)	(8.1%)
Ohio	657,263,062	653,421,370	652,609,056	(4,654,006)	(0.7%)
Oklahoma	229,108,583	242,391,412	243,704,561	14,595,978	6.4%
Oregon	167,711,982	176,994,797	177,867,531	10,155,549	6.1%
Pennsylvania	735,735,642	743,566,448	739,882,559	4,146,917	0.6%
Rhode Island	59,352,446	59,593,951	59,895,362	542,916	0.9%
South Carolina	279,978,220	278,255,211	277,471,517	(2,506,703)	(0.9%)
South Dakota	57,762,901	57,756,644	57,756,644	(6,257)	0.0%
Tennessee	335,362,718	379,793,276	384,337,338	48,974,620	14.6%
Texas	1,851,187,951	1,814,943,153	1,812,218,292	(38,969,659)	(2.1%)
Utah	80,489,929	100,284,157	101,097,279	20,607,350	25.6%
Vermont	42,724,415	41,906,523	41,906,523	(817,892)	(1.9%)
Virginia	325,750,039	347,311,950	349,818,950	24,068,911	7.4%
Virginia	306,616,767	315,383,302	314,999,350	8,382,583	2.7%
West Virginia	115,931,983	105,703,102	102,386,154	(13,545,829)	(11.7%)
Wisconsin	227,912,568	221,697,771	222,008,887	(5,903,681)	(2.6%)
Wyoming	47,276,764	46,266,760	46,266,760	(1,010,004)	(2.1%)
American Samoa	23,515,259	23,515,259	23,515,259	0	0.0%
Guam	24,529,350	24,529,350	24,529,350	0	0.0%
Northern Mariana Islands	13,701,303	13,701,303	13,701,303	0	0.0%
Puerto Rico	440,614,514	411,845,917	401,517,865	(39,096,649)	(8.9%)
Virgin Islands	10,861,296	10,861,296	10,861,296	0	0.0%
Freely Associated States	1,000,000	1,000,000	1,000,000	0	0.0%
Indian set-aside	128,812,614	128,812,614	128,812,614	0	0.0%
Other	5,000,000	5,000,000	5,000,000	0	0.0%
Total	18,406,802,000	18,406,802,000	18,406,802,000	0	0.0%

NOTES:

1) State allocations for fiscal years 2025 and 2026 programs are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.

2) — means Not Available

3) Compiled for posting on the WEB by the Budget Service on June 4, 2025.

[1] An accessible version of the State Tables is available at https://www.ed.gov/about/ed-overview/annual-performance-reports/budget/budget-tables/fiscal-year-2024-fy-2026-presidents-budget-state-tables-us-department-of-education.

EDUCATION FOR THE DISADVANTAGED

State Agency Program-Migrant

State or Other Area	2024 Actual	2025 Estimate	2026 Estimate	Amount Change FY 2024 to 2026	Percent Change FY 2024 to 2026
Alabama	1,985,154	*	0	(1,985,154)	(100.0%)
Alaska	21,335,300	*	0	(21,335,300)	(100.0%)
Arizona	9,803,715	*	0	(9,803,715)	(100.0%)
Arkansas	5,417,722	*	0	(5,417,722)	(100.0%)
California	120,988,939	*	0	(120,988,939)	(100.0%)
Colorado	7,189,738	*	0	(7,189,738)	(100.0%)
Connecticut	0	*	0	0	—
Delaware	595,508	*	0	(595,508)	(100.0%)
District of Columbia	0	*	0	0	—
Florida	17,099,546	*	0	(17,099,546)	(100.0%)
Georgia	9,272,377	*	0	(9,272,377)	(100.0%)
Hawaii	3,541,376	*	0	(3,541,376)	(100.0%)
Idaho	7,110,874	*	0	(7,110,874)	(100.0%)
Illinois	1,898,305	*	0	(1,898,305)	(100.0%)
Indiana	2,505,230	*	0	(2,505,230)	(100.0%)
Iowa	3,428,960	*	0	(3,428,960)	(100.0%)
Kansas	6,285,294	*	0	(6,285,294)	(100.0%)
Kentucky	7,986,447	*	0	(7,986,447)	(100.0%)
Louisiana	1,915,089	*	0	(1,915,089)	(100.0%)
Maine	783,361	*	0	(783,361)	(100.0%)
Maryland	231,234	*	0	(231,234)	(100.0%)
Massachusetts	1,295,888	*	0	(1,295,888)	(100.0%)
Michigan	5,444,278	*	0	(5,444,278)	(100.0%)
Minnesota	1,962,670	*	0	(1,962,670)	(100.0%)
Mississippi	713,281	*	0	(713,281)	(100.0%)
Missouri	1,066,176	*	0	(1,066,176)	(100.0%)
Montana	1,867,224	*	0	(1,867,224)	(100.0%)
Nebraska	6,263,210	*	0	(6,263,210)	(100.0%)
Nevada	60,514	*	0	(60,514)	(100.0%)
New Hampshire	66,570	*	0	(66,570)	(100.0%)
New Jersey	1,107,986	*	0	(1,107,986)	(100.0%)
New Mexico	1,004,200	*	0	(1,004,200)	(100.0%)
New York	10,173,064	*	0	(10,173,064)	(100.0%)
North Carolina	5,356,426	*	0	(5,356,426)	(100.0%)
North Dakota	739,501	*	0	(739,501)	(100.0%)
Ohio	1,063,666	*	0	(1,063,666)	(100.0%)
Oklahoma	240,009	*	0	(240,009)	(100.0%)
Oregon	22,200,501	*	0	(22,200,501)	(100.0%)
Pennsylvania	11,162,804	*	0	(11,162,804)	(100.0%)
Rhode Island	0	*	0	0	—
South Carolina	1,133,039	*	0	(1,133,039)	(100.0%)
South Dakota	838,740	*	0	(838,740)	(100.0%)
Tennessee	1,477,499	*	0	(1,477,499)	(100.0%)
Texas	20,614,567	*	0	(20,614,567)	(100.0%)
Utah	615,116	*	0	(615,116)	(100.0%)
Vermont	674,116	*	0	(674,116)	(100.0%)
Virginia	591,781	*	0	(591,781)	(100.0%)
Washington	37,992,820	*	0	(37,992,820)	(100.0%)
West Virginia	0	*	0	0	—
Wisconsin	526,185	*	0	(526,185)	(100.0%)
Wyoming	0	*	0	0	—
American Samoa	0	*	0	0	—
Guam	0	*	0	0	—
Northern Mariana Islands	0	*	0	0	—
Puerto Rico	0	*	0	0	—
Virgin Islands	0	*	0	0	—
Freely Associated States	0	*	0	0	—
Indian set-aside	0	*	0	0	—
Other	10,000,000	*	0	(10,000,000)	(100.0%)
Total	375,626,000	*	0	(375,626,000)	(100.0%)

NOTES:

1) * The Department is currently finalizing funding decisions for FY 2025 and remains committed to meeting its statutory responsibilities and stewarding taxpayer resources responsibly.

2) — means Not Available

3) Compiled for posting on the WEB by the Budget Service on June 4, 2025.

EDUCATION FOR THE DISADVANTAGED

State Agency Program - Neglected and Delinquent

State or Other Area	2024 Actual	2025 Estimate	2026 Estimate	Amount Change FY 2024 to 2026	Percent Change FY 2024 to 2026
Alabama	305,700	432,941	0	(305,700)	(100.0%)
Alaska	478,547	435,747	0	(478,547)	(100.0%)
Arizona	169,539	192,130	0	(169,539)	(100.0%)
Arkansas	556,260	586,070	0	(556,260)	(100.0%)
California	986,142	833,232	0	(986,142)	(100.0%)
Colorado	371,511	362,909	0	(371,511)	(100.0%)
Connecticut	975,367	944,165	0	(975,367)	(100.0%)
Delaware	372,020	400,636	0	(372,020)	(100.0%)
District of Columbia	354,816	334,147	0	(354,816)	(100.0%)
Florida	1,348,553	4,169,611	0	(1,348,553)	(100.0%)
Georgia	4,428,052	3,975,746	0	(4,428,052)	(100.0%)
Hawaii	75,045	75,249	0	(75,045)	(100.0%)
Idaho	437,473	568,423	0	(437,473)	(100.0%)
Illinois	642,082	531,907	0	(642,082)	(100.0%)
Indiana	887,306	765,656	0	(887,306)	(100.0%)
Iowa	403,180	415,022	0	(403,180)	(100.0%)
Kansas	402,544	363,897	0	(402,544)	(100.0%)
Kentucky	1,264,915	1,309,898	0	(1,264,915)	(100.0%)
Louisiana	2,814,338	2,502,419	0	(2,814,338)	(100.0%)
Maine	87,304	92,238	0	(87,304)	(100.0%)
Maryland	1,434,362	1,491,657	0	(1,434,362)	(100.0%)
Massachusetts	1,051,085	900,459	0	(1,051,085)	(100.0%)
Michigan	811,621	720,450	0	(811,621)	(100.0%)
Minnesota	374,328	271,342	0	(374,328)	(100.0%)
Mississippi	201,275	201,401	0	(201,275)	(100.0%)
Missouri	1,587,302	1,495,208	0	(1,587,302)	(100.0%)
Montana	311,179	350,165	0	(311,179)	(100.0%)
Nebraska	340,369	291,753	0	(340,369)	(100.0%)
Nevada	837,824	679,222	0	(837,824)	(100.0%)
New Hampshire	13,316	0	0	(13,316)	(100.0%)
New Jersey	1,594,621	1,711,349	0	(1,594,621)	(100.0%)
New Mexico	158,519	349,439	0	(158,519)	(100.0%)
New York	2,697,186	2,665,643	0	(2,697,186)	(100.0%)
North Carolina	1,226,139	1,410,537	0	(1,226,139)	(100.0%)
North Dakota	38,199	51,471	0	(38,199)	(100.0%)
Ohio	1,663,079	1,486,061	0	(1,663,079)	(100.0%)
Oklahoma	379,845	249,864	0	(379,845)	(100.0%)
Oregon	1,616,870	1,539,029	0	(1,616,870)	(100.0%)
Pennsylvania	1,547,059	1,411,754	0	(1,547,059)	(100.0%)
Rhode Island	283,937	252,685	0	(283,937)	(100.0%)
South Carolina	1,605,169	1,438,779	0	(1,605,169)	(100.0%)
South Dakota	0	0	0	0	—
Tennessee	420,696	332,103	0	(420,696)	(100.0%)
Texas	2,834,486	2,847,807	0	(2,834,486)	(100.0%)
Utah	820,874	810,336	0	(820,874)	(100.0%)
Vermont	0	0	0	0	—
Virginia	1,466,863	1,362,351	0	(1,466,863)	(100.0%)
Washington	2,526,957	2,528,191	0	(2,526,957)	(100.0%)
West Virginia	1,549,558	1,443,720	0	(1,549,558)	(100.0%)
Wisconsin	129,860	104,497	0	(129,860)	(100.0%)
Wyoming	984,944	245,232	0	(984,944)	(100.0%)
American Samoa	0	0	0	0	—
Guam	0	0	0	0	—
Northern Mariana Islands	0	0	0	0	—
Puerto Rico	139,809	73,477	0	(139,809)	(100.0%)
Virgin Islands	0	0	0	0	—
Freely Associated States	0	0	0	0	—
Indian set-aside	0	0	0	0	—
Other	1,230,975	1,230,975	0	(1,230,975)	(100.0%)
Total	49,239,000	49,239,000	0	(49,239,000)	(100.0%)

NOTES:

1) State allocations for fiscal years 2025 and 2026 programs are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.

2) — means Not Available

3) Compiled for posting on the WEB by the Budget Service on June 4, 2025.