

Department of Education
SCHOOL IMPROVEMENT PROGRAMS
Fiscal Year 2025 Budget Request

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*State tables reflecting actual fiscal year 2023 allocations and fiscal years 2024 and 2025 estimates are posted on the Department’s webpage at:
<https://www2.ed.gov/about/overview/budget/statetables/index.html>.

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Appropriations Language

For carrying out school improvement activities authorized by part B of title I, part A of title II, subpart 1 of part A of title IV, part B of title IV, part B of title V, and parts B and C of title VI of the ESEA; the McKinney-Vento Homeless Assistance Act; section 203 of the Educational Technical Assistance Act of 2002; and the Civil Rights Act of 1964, \$5,781,178,000 of which \$4,099,737,000 shall become available on July 1, 2025, and remain available through September 30, 2026, and of which \$1,681,441,000 shall become available on October 1, 2025, and shall remain available through September 30, 2026, for academic year 2025–2026:

Provided, That \$390,000,000 shall be for part B of title I¹: *Provided further*, That \$1,329,673,000 shall be for part B of title IV²: *Provided further*, That \$45,897,000 shall be for part B of title VI, which may be used for construction, renovation, and modernization of any public elementary school, secondary school, or structure related to a public elementary school or secondary school that serves a predominantly Native Hawaiian student body, and that the 5 percent limitation in section 6205(b) of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs³: *Provided further*, That \$44,953,000 shall be for part C of title VI, which shall be awarded on a competitive basis, and may be used for construction, and that the 5 percent limitation in section 6305 of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs⁴: *Provided further*, That \$50,000,000 shall be available to carry out section 203 of the Educational Technical Assistance Act of 2002 and the Secretary shall make such arrangements as determined to be necessary to ensure that the Bureau of Indian Education has access to services provided under this section⁵: *Provided further*, That \$215,000,000 shall be for part B of title V⁶: *Provided further*, That \$1,380,000,000 shall be available for grants under subpart 1 of part A of title IV⁷.

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GENERAL PROVISIONS

SEC. 313. Of the amounts appropriated in this Act for part C and part D of title I of the Elementary and Secondary Education Act of 1965, and for subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, the Secretary may use not more than 0.5 percent for a single program of competitive grant awards to State educational agencies for demonstration projects (including by subgrants) to improve service delivery and coordination for at-risk student groups.⁸

NOTES

A full-year 2024 appropriation for this account was not enacted at the time the Budget was prepared; therefore, the Budget assumes this account is operating under the Continuing Appropriations Act, 2024 and Other Extensions Act (Division A of Public Law 118-15, as amended). The amounts included for 2024 reflect the annualized level provided by the continuing resolution.

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p><u>1... of which \$4,102,684,000 shall become available on July 1, 2025, and remain available through September 30, 2026, and of which \$1,681,441,000 shall become available on October 1, 2025, and shall remain available through September 30, 2026, for academic year 2025–2026: Provided, That \$390,000,000 shall be for part B of title I...</u></p>	<p>This language provides for a portion of funds to be appropriated on a forward-funded basis. This language also provides that a portion of funds for Supporting Effective Instruction State Grants is available on an advance-funded basis. This language also specifies the funding level for State Assessments</p>
<p><u>2 ...<i>Provided further</i>, That \$1,329,673,000 shall be for part B of title IV ...</u></p>	<p>This language specifies the funding level for 21st Century community learning centers.</p>
<p><u>3... <i>Provided further</i>, That \$45,897,000 shall be for part B of title VI, which may be used for construction, renovation, and modernization of any public elementary school, secondary school, or structure related to a public elementary school or secondary school that serves a predominantly Native Hawaiian student body, and that the 5 percent limitation in section 6205(b) of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs...</u></p>	<p>This language specifies the funding level for the Native Hawaiian education program, authorizes the use of funds appropriated for school construction, renovation, and modernization, and specifies that the administrative cost limitation applies only to direct administrative costs.</p>
<p><u>4 ...<i>Provided further</i>, That \$44,953,000 shall be for part C of title VI, which shall be awarded on a competitive basis, and may be used for construction, and that the 5 percent limitation in section 6305 of the ESEA on the use of funds for administrative purposes shall apply only to direct administrative costs...</u></p>	<p>This language specifies the funding level for the Alaska Native education program, authorizes the use of funds appropriated for construction, and specifies that the administrative cost limitation applies only to direct administrative costs.</p>
<p><u>5 ...<i>Provided further</i>, That \$50,000,000 shall be available to carry out section 203 of the Educational Technical Assistance Act of 2002 and the Secretary shall make such arrangements as determined to be necessary to ensure that the Bureau of Indian Education has access to services provided under this section...</u></p>	<p>This language specifies the funding level for the Comprehensive Centers program and authorizes the Secretary to provide the Bureau of Indian Education access to program services.</p>
<p><u>6 ... <i>Provided further</i>, That \$215,000,000 shall be for part B of title V ...</u></p>	<p>This language specifies the funding level for the Rural Education Achievement Program.</p>

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>⁷ ... <u>Provided further, That \$1,380,000,000 shall be available for grants under subpart 1 of part A of title IV...</u></p>	<p>This language specifies the funding level for the Student Support and Academic Enrichment grants program.</p>
<p>⁸ ... <u>SEC. 313. Of the amounts appropriated in this Act for part C and part D of title I of the Elementary and Secondary Education Act of 1965, and for subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, the Secretary may use not more than 0.5 percent for a single program of competitive grant awards to State educational agencies for demonstration projects (including by subgrants) to improve service delivery and coordination for at-risk student groups.</u></p>	<p>This language would allow the Department to reserve funds from the Migrant Education program, the Neglected, Delinquent, and At-Risk Children and Youth program, and the Education for Homeless Children and Youth program, to make competitive grants to States to improve coordination of services for students who face multiple risk factors and are eligible for multiple Federal programs.</p>

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Appropriation, Adjustments and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2023	2024	2025
Discretionary:			
Appropriation	<u>\$5,810,642</u>	<u>\$5,810,642</u>	<u>\$5,781,178</u>
Total, discretionary appropriation	5,810,642	5,810,642	5,781,178
Advance:			
Advance for succeeding fiscal year	-1,681,441	-1,681,441	-1,681,441
Advance from prior year	<u>1,681,441</u>	<u>1,681,441</u>	<u>1,681,441</u>
Total, budget authority	5,810,642	5,810,642	5,781,178

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Summary of Changes (dollars in thousands)

		\$5,810,642
2024		
2025		5,781,178
	Net change	-29,464

	2024 base	Change from base
Decreases:		
Program:		
Decrease in funding for Comprehensive Centers in order to support Preschool initiative and School Readiness.	\$55,000	-\$5,000
Program:		
Supplemental Education Grants will be subsumed by mandatory budget authority to the Department the Interior.	\$24,464	-24,464
Subtotal, decreases		-29,464
Net change		-29,464

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Authorizing Legislation (dollars in thousands)

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
Supporting effective instruction State grants (<i>ESEA II-A</i>)	0 ¹	\$2,190,080	To be determined ¹	\$2,190,080
21st century community learning centers (<i>ESEA IV-B</i>)	0 ¹	1,329,673	To be determined ¹	1,329,673
State assessments (<i>ESEA I-B, sections 1201-1203</i>)	0 ¹	390,000	To be determined ¹	390,000
Education for homeless children and youths (<i>MVHAA Title VII-B</i>)	0 ¹	129,000	To be determined ¹	129,000
Native Hawaiian Education (<i>ESEA VI-B</i>)	0 ¹	45,897	To be determined ¹	45,897
Alaska Native education equity (<i>ESEA VI-C</i>)	0 ¹	44,953	To be determined ¹	44,953
Training and advisory services (<i>CRA IV</i>)	Indefinite	6,575	Indefinite	6,575
Rural education (<i>ESEA V-B</i>)	0 ¹	215,000	To be determined ¹	215,000
Supplemental education grants (<i>Compact of Free Association Act</i>)	0 ²	24,464	0 ²	0
Comprehensive centers (<i>ETAA section 203</i>)	0 ³	55,000	To be determined ³	50,000
Student support and academic enrichment grants (<i>ESEA IV-A-1</i>)	0 ¹	1,380,000	To be determined ¹	1,380,000
Total definite authorization	0		To be determined	
Total appropriation		5,810,642		5,781,178

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

² The program authorization expired September 30, 2023.

³ The GEPA extension expired September 30, 2009. Reauthorization for FY 2025 is expected through appropriations action.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2016 ¹ (2016 Advance for 2017)	\$4,693,171 (1,681,441)	\$3,500,720 (1,681,441)	\$4,134,746 (1,681,441)	\$4,443,629 (1,681,441)
2017 ² (2017 Advance for 2018)	4,658,409 (1,681,441)	4,799,912 (1,681,441)	4,177,239 (1,681,441)	4,408,567 (1,670,022)
2018 ³ (2018 Advance for 2019)	697,321 (0)	2,369,964 (0)	4,458,567 (1,681,441)	5,158,467 (1,681,441)
2019 ⁴ (2019 Advance for 2020)	645,214 (0)	5,258,467 (1,681,441)	5,291,967 (1,681,441)	5,246,967 (1,681,441)
2020 ⁵ (2020 Advance for 2021)	675,614 (0)	6,016,470 (1,681,441)	5,305,967 (1,681,441)	5,404,967 (1,681,441)
2021 ⁶ (2021 Advance for 2022)	\$392,374 (0)	\$5,453,617 (1,681,441)	\$5,449,967 (1,681,441)	\$5,444,217 (1,681,441)
2021 Mandatory Supplemental, ARP Act (P.L. 117-02). ⁷	0	0	0	\$170,000
2022 ⁸ (2022 Advance for 2023)	6,532,675 (1,681,441)	5,803,539 (1,681,441)	5,760,835 (1,681,441)	5,595,835 (1,681,441)

¹ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

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

³ The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

⁴ The levels for the House and Senate Allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

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

⁶ 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).

⁷ The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

⁸ 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).

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Appropriations History—continued

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2023 ¹ (2023 Advance for 2024)	5,525,982 (1,681,441)	5,905,642 (1,681,441)	5,910,843 (1,681,441)	5,810,642 (1,681,441)
2024 ² (2024 Advance for 2025)	5,810,642 (1,681,441)	5,810,642 (1,681,441)	5,810,642 (1,681,441)	5,810,642 (1,681,441)
2025 (2025 Advance for 2026)	5,781,178 (1,681,441)			

¹ The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

² The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the annualized continuing resolution level.

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Significant Items in FY 2024 Appropriations Reports

Native Hawaiian Education

Senate: The Department shall award not less than \$10,000,000 of the funds made available for the Education for Native Hawaiians program under authority continued from last year's bill for construction, renovation, and modernization of any public elementary school, secondary school, or structure related to a public elementary school or secondary school, that serves a predominantly Native Hawaiian student body. The Department shall make this funding competitively available to organizations in need of assistance with infrastructure improvement for increased capacity to serve a predominantly Native Hawaiian student body.

Response: The Department plans to continue grants under the Education for Native Hawaiians program specifically for the construction, renovation, and modernization of any public elementary school, secondary school, or structure related to a public elementary school or secondary school, that serves a predominantly Native Hawaiian student body.

Alaska Native Education

Senate: The Department is directed to make every effort to ensure that grants are awarded well in advance of the school year, to maximize grantees' ability to hire the necessary staff and have their programs ready to go with the start of Alaska's school year in mid-August.

Response: The Department will make every effort to ensure that grants are awarded well in advance of the school year.

Senate: The Department is directed to ensure that Alaska Native Tribes, Alaska Native regional non-profits, and Alaska Native corporations have the maximum opportunity to successfully compete for grants under this program by providing these entities multiple opportunities for technical assistance in developing successful applications for these funds, both in Alaska and via various forms of telecommunications.

Response: The Department will comply with this request and continue to provide technical assistance to ensure that Alaska Native Tribes, Alaska Native regional nonprofits, and Alaska Native corporations have the maximum opportunity to successfully compete for grants under this program.

Comprehensive Centers

Senate: The Committee requests a briefing not later than 14 days prior to issuance of a notice of proposed priorities or notice inviting applications on how the

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Significant Items in FY 2023 Appropriations Reports—continued

assessments of the Regional Advisory Committees and other regional surveys are reflected in these notices.

Response: The Department provided the requested briefing on January 12, 2024.

Student Support and Academic Enrichment State Grants

Senate: Technical Assistance and Capacity Building.—The Committee appreciates the information provided in the fiscal year 2024 CJ on expenditures for the 2 percent set-aside for technical assistance and capacity building from the fiscal year 2022 appropriation. The reservation for technical assistance [TA] and capacity building should be used to support SEAs and LEAs in carrying out authorized activities under this program identified by SEAs and LEAs, which may include support for fostering school diversity efforts across and within school districts. The Committee continues to direct the Department to prioritize its TA and capacity building support for SEAs and LEAs seeking to address such school diversity needs. In future CJs, the Department shall continue to provide current and planned expenditures for this reservation and include a plan for how resources will be spent to provide TA and to build the capacity of SEAs and LEAs. Further, such information shall also describe how expenditures for this reservation have and will build upon efforts to foster school diversity across and within school districts, including efforts set out by the Department in the May 8, 2023 Notice Inviting Applications.

Response: The Department's responses to these directives are provided in the Student Support and Academic Enrichment Grants program narrative.

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Summary of Request

The programs in the School Improvement Programs account support State and local efforts to implement the reforms and educational improvements called for in the Elementary and Secondary Education Act (ESEA), including through professional development and other support for teachers and school leaders, before- and after-school programs, flexible formula funding to support State and local needs, additional funding for school districts in rural areas, improving the quality of the State assessments required by the ESEA, and addressing the particular educational needs of special populations.

The Administration is requesting approximately \$5.8 billion, \$29.5 million less than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation:

- \$2.2 billion for **Supporting Effective Instruction State Grants** to support ongoing State and local efforts to improve teacher and principal effectiveness and help ensure that all students have equitable access to well-prepared, qualified, and effective teachers and principals. Since the beginning of the pandemic, State educational agencies (SEAs) and local educational agencies (LEAs) have faced unprecedented challenges in resuming in-person instruction in a safe manner and teachers and school leaders need continued support to ensure that students are able to recover from lost instructional time.
- \$1.3 billion for **21st Century Community Learning Centers** as part of the Administration's commitment to expanding access to high-quality, evidence-based afterschool and summer programs as a core equity strategy for closing achievement and attainment gaps between students from low-income backgrounds, students of color, and other students. Expanded access to before- and after-school and summer programs are a critical, evidence-based strategy for recovering from lost instructional time due the COVID-19 pandemic.
- \$390.0 million for **State Assessments** to help States continue to administer high-quality assessment systems as a cornerstone of successful ESEA implementation. The request includes \$20.9 million for the Competitive Grants for State Assessments program to support LEAs to develop, improve, or scale up high-quality formative and diagnostic assessments, as well as support the development and use of innovative assessments approved through the Innovative Assessment Demonstration Authority.
- \$129.0 million for **Education for Homeless Children and Youths** to help maintain services and support for the increased numbers of children and youth from families experiencing homelessness. The request includes a proposal allowing the Department to reserve funds from this program, and the State Agency Migrant Education and Neglected and Delinquent programs, to make competitive grants to States to improve coordination of services for students who face multiple risk factors and are eligible for multiple Federal programs and for whom no one entity is responsible for the totality of their care. This authority would support better coordination of services across funding streams, help ensure more effective and efficient use of Federal resources for benefitting students, reduce duplication in services, ensure service continuity, and provide improved service delivery and direct student support.

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- \$45.9 million for **Native Hawaiian Education** to provide supplemental education programs and services to Native Hawaiian children and adults, in such areas as teacher training, family-based education, gifted and talented education, special education, higher education, and community-based education learning centers.
- \$45.0 million for **Alaska Native Education** to support the development and operation of supplemental education programs and services for Alaska Native children and adults.
- \$6.6 million for **Training and Advisory Services** to support regional equity assistance centers that provide technical assistance upon request to school districts in addressing educational equity related to issues of race, sex, national origin, and religion.
- \$215.0 million for **Rural Education** to provide resources to rural LEAs and schools that often face unique challenges in meeting the needs of their students.
- \$50.0 million for **Comprehensive Centers**, to provide comprehensive technical assistance to grantees. Funds would support 20 comprehensive centers that will operate as a network comprised of a National Center and Content Centers that identify and provide scalable solutions at the national level and Regional Centers that serve as entry points to the network and focus on providing individualized, intensive, and responsive support to meet the specific needs of States and systems within their regions.
- \$1.38 billion for **Student Support and Academic Enrichment Grants** to improve academic achievement by increasing the capacity of States and LEAs to provide students with access to a well-rounded education and improve school conditions and use of technology.

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Supporting effective instruction state grants

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part A)

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

	2024 Annualized CR	2025 Request	Change
Annual appropriation	\$508,639	\$508,639	0
Advance for succeeding fiscal year	1,681,441	1,681,441	0
Total	2,190,080	2,190,080	0

PROGRAM DESCRIPTION

Supporting Effective Instruction (SEI) State Grants provide formula grants to State educational agencies (SEAs), which subgrant most funds to local educational agencies (LEAs) to support activities designed to increase educational opportunity and student achievement by improving the effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; provide students from low-income backgrounds and students of color greater access to effective teachers, principals, and other school leaders; and reduce class size. SEAs and LEAs have flexibility to carry out a wide variety of activities based on identified needs.

Funds are distributed to States by a formula that uses the number of children aged 5 to 17 and the number of children aged 5 to 17 from families living in poverty. For the past two decades a “hold harmless” provision took into account the amount of money received under two antecedent programs, but the 2015 reauthorization of the Elementary and Secondary Education Act (E²SEA) established a multi-year phase-out of this provision by fiscal year 2022. Fiscal year 2023 was the first year in which all appropriated funds are to be allocated strictly by the formula, which is weighted 80 percent for children from low-income backgrounds and 20 percent according to States’ relative shares of the population aged 5 to 17.

The Bureau of Indian Education (BIE) in the Department of the Interior and the Outlying Areas each receive one-half of 1 percent of the appropriation. The Department may reserve up to one-half of 1 percent of funding for evaluation. Each State must reserve at least 95 percent of its funds for subgrants to LEAs and may use up to 1 percent for administration and the remainder for State-level activities. The statute further authorizes States to reserve up to an additional 3 percent of the amount otherwise reserved for subgrants to LEAs for a range of State-level

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

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Supporting effective instruction State grants

activities aimed at improving the effectiveness of principals and other school leaders. In making subgrants to LEAs, 20 percent of allocations are based on LEAs' share of children aged 5 through 17 and 80 percent on the LEAs' share of children aged 5 through 17 from low-income backgrounds. The reauthorization also provided greater flexibility for States and districts in how they use Title II-A funds, by expanding the option to transfer funds to other ESEA programs; in 2020-21, no States transferred funds from Title II-A to other programs and only three transferred funds to Title II-A from other programs. However, 26 percent of districts transferred funds out of Title II-A to other programs, and 5 percent of districts transferred funds to Title II-A from other programs.

States may use their State-level funds for a variety of activities, including:

- Improving equitable access to effective teachers;
- Strengthening teacher and principal preparation programs including through high-quality residencies, and registered apprenticeship programs;
- Improving teacher, principal, and other school leader certification and licensing standards and requirements;
- Technical assistance to LEAs; improving professional development; improving State reciprocity of teacher and principal certification or licensing;
- Creating or improving evidence-based and high-quality alternative routes to certification including for paraprofessionals, mid-career professionals, and former military personnel, including through Grow Your Own programs;
- Training teachers and school staff on the appropriate and effective use of student data; and
- Helping LEAs design and implement teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement and include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders to support teachers and improve teaching practice.

LEAs may use funds for activities such as:

- Develop, implement, and evaluate comprehensive programs and activities to improve teacher and school leader effectiveness;
- Implement initiatives to assist in recruiting, hiring, supporting and retaining effective teachers and paraprofessionals, especially in underserved schools;
- Promote teacher leadership;
- Reduce class size;
- Provide high-quality, research-based professional development, including through professional learning communities; and
- Develop feedback and collaboration mechanisms to improve school working conditions.

SEI State Grants 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 15 months, through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the year of

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Supporting effective instruction State grants

appropriation and remain available for 12 months, expiring at the same time as the forward-funded portion.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$2,131,830
2021	2,143,080
2022	2,170,080
2023	2,190,080
2024 Annualized CR	2,190,080

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$2.19 billion for the Supporting Effective Instruction State Grants program, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support ongoing State and local efforts to improve teacher and school leader effectiveness and help ensure that all students have equitable access to well-prepared, fully qualified, experienced, and effective teachers and principals. Since the beginning of the COVID-19 pandemic, SEAs and LEAs have faced unprecedented challenges, and teachers and school leaders need continued support to ensure that students are able to recover from lost instructional time. These funds feature centrally in the Department's "Raise the Bar: Lead the World" agenda, as critical resources to enhance the ability of state and local leaders to continue their efforts to address educator shortages and provide the job-embedded professional learning needed to support educators as they work to accelerate student learning and support student social and emotional development, as schools continue to recover from the impacts of the pandemic.

The requested funds are particularly critical in the context of expiring COVID-relief funds. An external analysis of districts' plans for spending American Rescue Plan Elementary and Secondary School Emergency Relief Funds found that LEAs planned to spend an estimated \$30 billion, or roughly 27 percent of their funds, on staffing, including teacher recruitment, retention, and professional development.¹ Supporting Effective Instruction State Instruction Grant funding will be even more critical in fiscal year 2025 as LEAs seek to continue these efforts.

Requested funds are critical to the Department's efforts to elevate the teaching profession and better prepare, develop, and retain talented and diverse teachers. State and local leaders use these funds to address inequities in access to fully certified, experienced, and effective teachers for underserved students, provide professional development, reduce class sizes, improve teacher recruitment and preparation, and increase the diversity of the teacher workforce. More specifically, funds allow States and LEAs to support activities designed to improve teacher effectiveness and student outcomes. A large majority of LEAs use funds for professional development, with many LEAs supporting long-term teacher professional development

¹ Financial Trends in Local Schools' Covid-Aid Spending - FutureEd (future-ed.org)

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Supporting effective instruction State grants

(80 percent of LEAs) and job-embedded professional development (55 percent of LEAs). LEAs also use funds for professional development for principals: 86 percent of districts reported using funds for short-term training or conferences, 70 percent for longer-term professional development or education, and 45 percent for collaborative of job-embedded professional development.¹ LEAs also can use funds to help recruit, hire, and retain effective educators, including supporting programs to mentor new teachers and recruiting people in other fields or currently working in other school-based positions, such as paraprofessionals, who want to become teachers or leaders through high-quality pathways.

The Department would reserve up to 0.5 percent of the appropriation for evaluation.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Funding for State awards	\$2,167,594	\$2,157,338	\$2,157,338
Funding for Outlying Areas	10,947	10,896	10,896
Funding for BIE	10,947	10,896	10,896
Funding for evaluation. ²	217	10,950	10,950
Range of State awards	10,838–236,597	10,787–235,477	10,787–235,477
Average State award	41,684	41,487	41,487

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 <https://oese.ed.gov/files/2022/08/SY-20-21.pdf>

² The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including SEI State Grants, and to pool such funds for use in evaluating any ESEA program. The Department reserved \$374,929 thousand for pooled evaluation in fiscal year 2023 and expects to reserve funds for this purpose in fiscal years 2024 and 2025.

SCHOOL IMPROVEMENT PROGRAMS

Supporting effective instruction State grants

Performance Measures

Measure: The difference between the lowest and highest LEA poverty quartile in percentage of teachers with provisional credentials.

Year	Target	Actual
2020	Baseline	6.1%
2021	Baseline	6.0
2022		
2023		
2024		
2025		

Additional information: Data for Measure 3 come from a longstanding annual survey of LEAs. The Department will establish targets and will have 2022 and 2023 data in early 2024.

Measure: The difference between lowest and highest LEA poverty quartile in percentage of teachers teaching out of field.

Year	Target	Actual
2020	Baseline	4.8%
2021	Baseline	6.0
2022		
2023		
2024		
2025		

Additional information: Data for teachers teaching out of field and teachers with provisional credentials come from an annual ED*Facts* collection to meet reporting requirements under Title I, Part A of the ESEA. LEA-level poverty data come from the Census Bureau's Small Area Income and Poverty Estimates. A number of States have not reported complete data for the measures above and, therefore, actuals should be interpreted with caution. The Department will establish targets and will have 2022 and 2023 data in early 2024.

Measure: The percentage of LEAs indicating that one of their top two uses of Title II, Part A professional development funds was for professional development that is sustained, job-embedded, and/or collaborative.

Year	Target	Actual
2020	Baseline	65%
2021	Baseline	59
2022	69	
2023	71	
2024	73	
2025		

Additional information: Data for Measure 3 come from a longstanding annual survey of LEAs. The Department will establish a 2025 target and will have 2022 and 2023 data in early 2024.

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$1,329,673	\$1,329,673	0

PROGRAM DESCRIPTION

The Nita M. Lowey 21st Century Community Learning Centers program (21st CCLC) enables communities to establish or expand centers that provide additional student learning and enrichment opportunities through before- and after-school programs and summer school programs aimed at improving student academic outcomes. Centers must target their services primarily to students who attend schools identified for improvement under Title I of the Elementary and Secondary Education Act (ESEA) or other schools determined by local educational agencies (LEAs) to be in need of assistance. In the 2021-2022 program year, 21st CCLC provided funding to more than 10,400 centers serving over 1,380,000 students and over 350,000 adults and family members.

Program funds may be used for a broad range of activities, such as those that support a well-rounded education; tutoring, after school programming, and other academic acceleration efforts; cultural programs; financial and environmental literacy programs; programs that support a healthy and active lifestyle; programs for students who have been chronically absent; services for individuals with disabilities; activities for multilingual learners; telecommunications and technology education programs; expanded library service hours; family engagement, support, and literacy programs; drug and violence prevention activities; programs that focus on in-demand fields of the local workforce; and programs that build skills in science, technology, engineering, and mathematics. Funds also may support in-school activities as part of an expanded learning time program under which the regular school day has been extended to include at least 300 additional program hours.

Program funds are allocated by formula to States. Of the total appropriation, the Department reserves up to 1 percent to carry out national activities and up to 1 percent for grants to the Bureau of Indian Education in the Department of the Interior and to the Outlying Areas. The Department allocates the remaining funds to States in proportion to each State's share of funds received the previous fiscal year under Part A of Title I of the ESEA, except that each State receives at least one-half of 1 percent of the total amount available for States.

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

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

Each State educational agency (SEA) must award at least 93 percent of its allocation competitively to LEAs, community-based organizations, Indian tribes or tribal organizations, faith-based organizations, or other public or private entities that can demonstrate experience, or the promise of success, in providing education and related activities. In making awards, States give priority to applications that: (1) propose to target services to students who attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Title I; (2) are submitted jointly by at least one LEA that receives funds under Part A of Title I and another eligible entity; or (3) demonstrate that the activities proposed in the application are not otherwise accessible to the students who would be served by the program or would expand access to high-quality services. States must make awards of at least \$50,000 per year for a period of 3 to 5 years. An SEA may reserve up to 2 percent of its allocation for administrative expenses, including the costs of conducting its grant competition, and up to 5 percent for monitoring local programs, providing technical assistance and training, and evaluating the effectiveness of the State's program.

This program is forward funded. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

In fiscal year 2022, the Bipartisan Safer Communities Act (BSCA) provided a supplemental appropriation of \$50 million for 21st CCLC to provide additional support for the attendance and engagement of middle and high school students in community learning centers.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$1,249,673
2021	1,259,673
2022	1,289,673
2022 BSCA	50,000
2023	1,329,673
2024 Annualized CR	1,329,673

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$1.3 billion for the 21st CCLC program, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request reflects the importance of out-of-school programming in the development and enrichment of elementary and secondary school students, as well as the Administration's commitment to expanding access to high-quality, evidence-based afterschool programs as a core strategy toward academic recovery, reengagement, and improving equity by closing opportunity, achievement, and attainment gaps between students from low-income backgrounds, students of color, and their peers. The program is aligned with the Department's "Raise the Bar: Lead the World" initiative through which it focuses on achieving academic excellence and prepares every student to be active, engaged, and lifelong learners.

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

With a broad array of authorized activities and delivery models, 21st CCLC allows grantees to meet locally identified needs, from improving attendance and engagement, offering evidence-based academic acceleration and enrichment opportunities, and high-dosage tutoring to help students meet challenging State standards to programming that meets the social and emotional needs of students and provides students with access to a well-rounded education. These activities can have significant impacts on student achievement, and have been highlighted through the Administration's Academic Acceleration Agenda to help put more students on a path to recovery from learning time lost during the pandemic and towards sturdy ground of academic achievement. As detailed in the Academic Acceleration Grants proposal, three evidence-based strategies aligned with 21st CCLC that, when well implemented, can rapidly improve student outcomes:

- ***Increasing attendance:*** Student attendance at school is essential to support student and teacher success.
- ***Providing high-dosage tutoring:*** Well-designed and well-implemented tutoring programs can significantly accelerate student learning.
- ***Increasing summer learning and extended or afterschool learning time:*** Students who consistently participate in high-quality afterschool enrichment programs can close learning gaps.

21st CCLC complements Title I, Part A of the ESEA by prioritizing underserved students. The program's State allocations are based on Title I, Part A allocations, and States must give priority to projects serving (1) students attending schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA section 1111(d) and (2) students who may be struggling academically or at risk of not graduating from high school.

The Department would continue to reserve the 1 percent authorized for national activities, which is focused on research, developing, and updating professional development resources, data collection, technical assistance, outreach, dissemination, and an annual institute that enables grantees to share effective practices.

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
States awards	\$1,303,080	\$1,303,080	\$1,303,080
Range of State awards	6,515–150,631	6,515–146,608	6,515–146,608
Average State award	25,059	25,059	25,059
Reservation for State activities (maximum)	65,154	65,154	65,154
Reservation for State administration (maximum)	26,062	26,062	26,062
 Bureau of Indian Education and the Outlying Areas	 13,297	 13,297	 13,297
National activities	13,297	13,297	13,296

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department revised the program’s performance measures in 2020. The new measures focus on improvements in student achievement on State assessments, grade point average (GPA), school day attendance, student behavior, and student engagement. Grantees began collecting data on the new measures in program year 2021–2022; in 2024, the Department will use these data along with data for program year 2022–2023 to establish targets for future years.

FY 2023 performance data is expected to be available in Fall 2024 and will be included in the FY 2026 Congressional Justification.

¹The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including 21st CCLC, and to pool such funds for use in evaluating any ESEA programs. The Department reserved \$1,520 thousand for pooled evaluation in fiscal year 2023 and may do so in fiscal years 2024 and 2025.

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

Measure: The percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on State assessments.

Year	Target	Actual
2022	Baseline	41%
2023	Baseline	
2024	TBD	
2025	TBD	

Measure: The percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on State assessments.

Year	Target	Actual
2022	Baseline	42%
2023	Baseline	
2024	TBD	
2025	TBD	

Measure: The percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

Year	Target	Actual
2022	Baseline	55%
2023	Baseline	
2024	TBD	
2025	TBD	

Measure: The percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who had a school-day attendance rate at or below 90 percent in the prior school year and demonstrated an improved attendance rate in the current school year.

Year	Target	Actual
2022	Baseline	49%
2023	Baseline	
2024	TBD	
2025	TBD	

SCHOOL IMPROVEMENT PROGRAMS

21st Century community learning centers

Measure: The percentage of students grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Year	Target	Actual
2022	Baseline	40%
2023	Baseline	
2024	TBD	
2025	TBD	

Measure: The percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Year	Target	Actual
2022	Baseline	70%
2023	Baseline	
2024	TBD	
2025	TBD	

SCHOOL IMPROVEMENT PROGRAMS

State assessments

(Elementary and Secondary Education Act of 1965, as amended, Title I, Part B)

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$390,000	\$390,000	0

PROGRAM DESCRIPTION

Title I of the Elementary and Secondary Education Act of 1965, as amended, (ESEA) requires States to test all students annually in grades 3 through 8 and once in high school in reading/language arts and mathematics and to administer annual assessments in science once in each of three grade spans specified in the law (grades 3-5, 6-9, and 10-12). Furthermore, States must assess the English language proficiency of all English learners annually. The annual statewide assessments, aligned to the State’s academic content standards in reading/language arts and mathematics, provide critical information about student achievement and progress to parents, families, and educators, which can be used to help identify where additional instructional and other support is needed.

More specifically, as part of the statewide accountability and improvement systems required by the ESEA, the results of annual assessments in reading and mathematics must be used as a factor in determining whether States, local educational agencies (LEAs), and schools are meeting long-term goals and interim measures of progress and to differentiate annually and meaningfully the performance of all schools. All assessments must be used only for purposes for which such assessments are valid and reliable, include measures that assess higher-order thinking skills and understanding, and enable achievement results to be disaggregated by major racial and ethnic group, gender, poverty, disability, English proficiency, and migrant status.

State compliance with the Title I assessment requirements is contingent on the annual appropriations levels for the State Assessments program. Under section 1111(b)(2)(I) of the ESEA, for any year for which Congress appropriates less than a “trigger amount” of \$369.1 million, States may defer the commencement or suspend the administration of State assessments required by the ESEA.

The Grants for State Assessments program provides formula grants to States to pay the costs of developing the challenging academic standards and high-quality, fully aligned assessments required by Title I of the ESEA, which may include assessments that are partially delivered in

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

SCHOOL IMPROVEMENT PROGRAMS

State assessments

the form of portfolios, projects, or extended performance tasks. Under ESEA, the statewide summative assessment may be administered through a single summative assessment or through multiple statewide interim assessments during the course of the academic year that result in a single summative score at the State's discretion. Once a State has developed the assessments, it may use program funds to pay for the administration of the assessments and for other activities related to improving the quality and utility of those assessments. Such activities may include, among other things, refining State assessments to ensure continued alignment with standards, expanding the range of testing accommodations for students with disabilities and for English learner students, developing multiple measures to ensure the validity and reliability of State assessments, developing or improving models to measure student progress or growth, and using performance-based assessments or computer adaptive assessments to better reflect complex, real world tasks.

The Assessment System Audit program, funded by an optional set-aside of up to 20 percent of the trigger amount (or any lesser amount appropriated by Congress), supports audits of State and local assessment systems as part of a State plan to eliminate unnecessary or low-quality assessments, support dissemination of best practices for improving assessment quality and efficiency, and assist LEAs in streamlining local assessment systems, including the establishment of a regular process to review and evaluate local assessments to help ensure that all assessments are worth taking. This authority has not been implemented since it was added to State Assessments in the 2015 reauthorization of the Elementary and Secondary Education Act.

The Competitive Grants for State Assessments program, which is funded with the amount, if any, of appropriations in excess of the trigger amount, makes discretionary awards to States or consortia of States to support efforts to: (1) improve the quality, validity, and reliability of State academic assessment systems, including diagnostic and interim assessments; (2) measure student academic achievement through the use of multiple measures from multiple sources; (3) develop or improve models to measure and assess student progress or growth; (4) develop or improve assessments for English learners, including assessments of English language proficiency or assessments of academic content in languages other than English; (5) develop or improve assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards; and (6) develop and use comprehensive assessment instruments, such as performance-based or extended performance task assessments, which may include computer adaptive assessments, that allow for new and improved methods for measuring critical thinking, writing, and problem solving skills.

After reserving 0.5 percent of funds equal to or less than the trigger amount of \$369.1 million for the Bureau of Indian Education and 0.5 percent for the Outlying Areas, the Department allocates a minimum of \$3 million to each State, plus a portion of any funds remaining for grants under this program based on each State's share of students ages 5–17, for the Grants for State Assessments program. The Department must use any funds appropriated above the trigger amount for Competitive Grants for State Assessment.

State Assessments is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

SCHOOL IMPROVEMENT PROGRAMS

State assessments

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

Fiscal Year	(dollars in thousands)
2020	\$378,000
2021	378,000
2022	390,000
2023	390,000
2024 Annualized CR	390,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$390 million for State Assessments, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would provide \$369.1 million for State grants along with \$20.9 million for Competitive Grants for State Assessments to support improving formative and diagnostic assessments for teaching and learning. The request would support the Administration's efforts to assist States and districts in achieving academic recovery and excellence by supporting the conditions to accelerate learning and offer a comprehensive and rigorous education for every student as part of the "Raise the Bar: Lead the World" initiative to transform P-12 education. The \$369.1 million proposed for State grants is the minimum "trigger amount" needed to ensure that States continue to administer the assessments required under Title I, Part A.

The Department recognizes the importance of the data on student achievement, growth, and opportunity gaps that statewide summative assessments can help bring to light, now more than ever given the students who experienced disproportionate impacts of the COVID-19 pandemic. The fiscal year 2025 request will help States continue to administer high-quality assessment systems as a cornerstone of successful ESEA implementation. Funds may be used to improve the quality of these assessment systems so that they measure higher order thinking skills across multiple levels of proficiency, including through the incorporation of portfolios, projects, or extended performance tasks; are designed to include accommodations necessary to appropriately assess all students, including students with disabilities and English learners; and provide timelier and more useful data to students, educators, and parents. States may also use funds to develop comprehensive academic assessment instruments such as performance-based assessments and technology-based assessments, including computer adaptive assessments.

The request for \$20.9 million for the Competitive Grants for State Assessments (CGSA) program would support LEAs to develop, improve, or scale up high-quality formative and diagnostic assessments, as well as support the development and use of innovative assessments approved through the Innovative Assessment Demonstration Authority.

Expanding the Use of High-Quality Formative and Diagnostic Assessments

As schools work to reverse troubling declines in student academic proficiency brought about by the pandemic and preexisting inequities in educational opportunities and outcomes, it is critically important that educators have access to high-quality, low-stakes assessments that can guide instruction and help them to meet student needs. Diagnostic and formative assessments can be

SCHOOL IMPROVEMENT PROGRAMS

State assessments

used to inform and improve instruction and determine which strategies and tools support student learning and growth. These assessments must be designed to include the accommodations that students with disabilities require to access the general education curriculum as well as meet the needs of English learners.

Diagnostic and formative assessments can provide information to educators and parents as to where students are performing relative to their grade level and how students are progressing over time. When designed to measure the progress of all students and used effectively, diagnostic assessments can play an important role in guiding instruction and learning by providing teachers with a timely picture of student academic growth that they can use to adjust instructional approaches. For example, diagnostic assessments enable teachers to individually assess students, including through performance tasks and guided interviews, allowing them to connect student performance to strengths, areas for growth, and personalized learning pathways. Data can be used to inform individualized learning plans for what each student needs to learn next and in ways that enable teachers to differentiate instruction. Teachers can then “scaffold up” to provide students with the support they need to engage with grade-level content. Formative assessments, which occur during the learning process to provide ongoing feedback, can then be used during instructional cycles to allow educators real-time understanding of student progress. Thus, the locally developed diagnostic and formative assessments would complement information educators receive from statewide assessments and provide additional, more immediate information to inform teaching and help all students meet academic standards. The competition would ask applicants to articulate how results from these assessments will be used to improve teaching practice and outcomes for all students, including students with disabilities and English learners.

Funds would support LEA efforts to develop, improve, or scale up diagnostic and formative assessments that reflect the full depth and breadth of the State’s challenging academic standards; provide valid, reliable, and comparable data; and can be used to inform high-quality teaching and learning in the classroom. The request includes appropriations language to authorize grants to LEAs under the CGSA.

Supporting Innovative Assessments

The Department would also leverage the Competitive Grants for State Assessment program to continue to support the work of States participating in or planning to participate in the Innovative Assessment Demonstration Authority. High quality assessment systems are a critical component of a rich, rigorous instructional program for every child. Assessment data give insight into student learning and help guide instruction and meet students’ needs. It can also drive resources and strategies to address general underperformance and disparities in opportunities and outcomes for students. To support this work, the Department announced in late 2023 that it is making improvements to implementation of the IADA that will support more States to apply for its flexibility, including by clarifying how States can demonstrate comparability, and announcing that the cap on IADA has been lifted so that there are no limits on the number of States that can participate, pending approval by the Department and sufficient interest among the States. The Department issued guidance to clarify existing authorities, outline how it will use them to support innovation and quality, and provide every State with

SCHOOL IMPROVEMENT PROGRAMS

State assessments

running room to pilot and adopt innovative and promising approaches that can lead to more authentic student learning.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Grants for State Assessments:			
Amount for State Grants	\$365,409	\$365,409	\$365,409
Estimated number of awards	52	52	52
Range of awards	\$3,329 - 27,584	\$3,322 - 27,878	\$3,322 - 27,878
Average award	\$7,027	\$7,027	\$7,027
BIE and Outlying Areas	\$3,691	\$3,691	\$3,691
Competitive Grants for State Assessments			
Funding for new awards	\$20,800	\$20,800	\$20,800
Number of new awards	6-10	6-10	8-16
Range of new awards	\$1,000-4,000	\$1,000-4,000	\$1,500-3,000
Peer review of new award applications	\$100	\$100	\$100

PROGRAM PERFORMANCE INFORMATION

The goal of the Grants for State Assessments program is to support States in the development and implementation of the State assessments required under Title I of the ESEA. The performance measure is the number of States (including the District of Columbia and Puerto Rico) that have reading/language arts and mathematics assessments that align with the State's academic content standards for all students in grades 3–8 and in high school and science assessments that align with the State's academic content standards for all students in each of three grade spans (grades 3–5, 6–9, and 10–12). Each State must also demonstrate that assessments used to measure English Language Proficiency (ELP) of all English Learners are aligned with their State ELP standards. States that develop alternate assessments for students with the most significant cognitive disabilities must also demonstrate that such assessments are based on alternate academic achievement standards. Success in meeting these requirements is determined primarily by formal peer reviews of State assessment systems by panels of external assessment experts.

The Department launched a new round of peer reviews in 2016 based on updated practices and technical standards in the field. Since then, the Department has annually conducted multiple peer review windows. Following each review, the Department considers the recommendations from the external peers to provide a determination about whether the State has sufficiently documented the quality of its assessments. States are provided an opportunity to submit additional information, which is subsequently reviewed by external assessment experts. If a State revises or replaces its assessments, the State must submit documentation for peer review once the new assessment is operational.

SCHOOL IMPROVEMENT PROGRAMS

State assessments

The tables below show the number of States that were determined to have partially met, substantially met, or met all requirements for assessments under Section 1111(b) of the ESEA by assessment subject, grade, and type (general or alternate) as of December 31, 2023, and also indicate the number of States where the outcome was pending (i.e., the Department is still reviewing the State documentation and peer recommendations to provide a formal determination to the State). In 2024, the Department is reviewing both academic and ELP assessments from another 17 states.

Reading/Language Arts and Mathematics Assessments Status as of December 31, 2023

Outcome	Grades 3-8 General	High School General	Grades 3-8 and High School Alternate
Met All Requirements	22	18	13
Substantially Met	26	31	27
Partially Met	5	3	6
Does not meet	0	0	2
Pending Outcome Notification	17	23	18

Science Assessments Status as of December 31, 2023

Outcome	Grades 3-8 General	High School General	Grades 3-8 and High School Alternate
Met All Requirements	3	8	0
Substantially Met	16	17	21
Partially Met	13	15	10
Does not meet	0	0	3
Pending Outcome Notification	26	25	24

English Language Proficiency Assessments Status as of December 31, 2023

Outcome	ELP General	ELP Alternate
Met All Requirements	0	0
Substantially Met	11	1
Partially Met	41	35
Does not meet	0	0
Pending Outcome Notification	21	10

States must revise their assessments periodically and undergo peer review each time they make significant changes to their Standards or the assessments themselves. For example, at least seven States that received “met all requirements” designations between 2017 and 2023 have changed their assessments since that approval, thus triggering new peer review cycles in the year following the change.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

(McKinney-Vento Homeless Assistance Act, Title VII, Subpart B)

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$129,000	\$129,000	0

PROGRAM DESCRIPTION

The Education for Homeless Children and Youths program helps ensure that all children and youths experiencing homelessness have equal access to the same free, appropriate public education available to other children and youths through grants to States to: (1) establish or designate an Office of Coordinator of Education of Homeless Children and Youths; (2) develop and carry out a State plan for the education of children and youths experiencing homelessness; and (3) make subgrants to local educational agencies (LEAs) to support the education of those children and youths.

The Department allocates program funds to States through a formula based on each State's share of funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA). A State may not receive less than \$150,000, 0.25 percent of the funds appropriated, or the amount of the State's fiscal year 2001 allocation, whichever is greatest. Program funds are also reserved for the outlying areas (0.1 percent of a fiscal year's appropriation) and the Bureau of Indian Education (BIE) of the Department of the Interior (1 percent). In addition, the Department is authorized to reserve funds to provide technical assistance (if requested by a State) and conduct evaluation and dissemination activities.

A State may reserve up to 25 percent (or in the case of a State receiving the minimum award, 50 percent) of its allocation for State-level activities and must use remaining funds to make competitive subgrants to LEAs. LEAs may use subgrant funds for such activities as providing enriched supplemental instruction, transportation, professional development, referrals to health care, and other services to facilitate the enrollment, attendance, and success in school of children, including preschool-aged children, and youths experiencing homelessness.

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

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

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

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

Fiscal Year	(dollars in thousands)
2020	\$101,500
2021	106,500
2022	114,000
2023	129,000
2024 Annualized CR	129,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$129.0 million for the Education for Homeless Children and Youths program, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support the Administration's efforts to assist States and districts in achieving academic recovery and excellence by supporting the conditions to accelerate learning and offer a comprehensive and rigorous education for every student as part of the "Raise the Bar: Lead the World" initiative to transform P-12 education.

Approximately 1.2 million students were identified as experiencing homelessness in school year 2021-22 (a 10 percent increase from school year 2020-21), of which approximately 20 percent were English learners, 20 percent were eligible to receive services under the Individuals with Disabilities Education Act, and 9 percent were unaccompanied youths (i.e., youths who were not in the physical custody of a parent or guardian). In addition, 51 percent of students in that year were identified as chronically absent, meaning they missed 10 percent or more of the days in which they were expected to attend school.¹ The program supports a broad set of activities to help reduce and eliminate the barriers to educational success faced by children and youths experiencing homelessness, including transportation and healthcare needs, and ensure they have access to academic services available to other children and youths, such as preschool programs, special education, gifted and talented programs, and career and technical education.

The requested funding would help States and districts maintain services and support for children and youths experiencing homelessness, who are experiencing a particular need for additional support to recover from the impacts of the COVID-19 pandemic, after the American Rescue Plan (ARP) Act funds that were appropriated to provide support for these students expire. The Department plans to continue to coordinate activities under the Education for Homeless Children and Youths program with other programs that serve students experiencing homelessness. In particular, the ESEA's Title I Grants to Local Educational Agencies program, for which students experiencing homelessness are automatically eligible, authorizes recipients to provide children and youths experiencing homelessness with services not ordinarily provided to other students, such as supporting LEA liaisons for children and youths experiencing homelessness and providing transportation.

¹ National Center for Homeless Education. (2023). Student Homelessness in America: School Years 2019-20 to 2021-22. Available at <https://nche.ed.gov/student-homelessness-in-america-school-years-2019-2020-to-2021-2022/>.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

For fiscal year 2025, at the requested level, the Department plans to reserve approximately \$1.8 million for national activities to support projects to improve educational services and outcomes for youths experiencing homelessness through the National Center for Homeless Education (NCHE). The Department will also continue to seek opportunities to work with other agencies that administer programs that serve family and youths experiencing homelessness. In addition, the Department expects to continue to support cross-program efforts to help States and LEAs better serve students experiencing homelessness, such as technical assistance efforts on using ESEA Title I, Part A funds for this purpose.

Improving Service Delivery and Coordination for Highly At-Risk Students

The fiscal year 2025 request also includes a proposal to improve coordination of services for students who face multiple risk factors and, as a result, are eligible for multiple Federal programs, including students experiencing homelessness. Each of these programs is designed to support the unique needs of students through coordination with multiple agencies and systems, such as state and local child welfare agencies, housing agencies and providers, and community-based organizations. The number of students who qualify for services provided under multiple federal programs and deal with life circumstances that jeopardize their educational stability and success is significant. For example,

- A report published in 2021 by the Children’s Data Network showed that almost two-thirds of youth in the Los Angeles County juvenile justice system were previously involved with the county’s child welfare system.¹
- A report published in 2021 by the Poverty Solutions at the University of Michigan found that students who were homeless in school year 2014-15 were 14 times more likely to enter foster care in school year 2015-16 than students who were not homeless the previous school year.²
- In Colorado 28% of students enrolled in the Migrant Education Program experienced homelessness in school year 2017-18.³

Because students are often eligible to receive services from multiple programs, no one entity is responsible for the totality of their care and they risk being overlooked or losing out on critical services, in particular if they are highly mobile and change schools frequently. As a result, it can be difficult for SEAs and LEAs to properly identify students who qualify for services under multiple programs and effectively coordinate and target services across multiple funding streams. Since these programs can be part of different systems (e.g., child welfare system,

¹ Herz, D. C., Eastman, A., McCroskey, J., Guo, L., & Putnam-Hornstein, E. (n.d.). The Intersection of Child Welfare & Juvenile Justice: Key findings from the Los Angeles dual system youth study AUTHORS. Datanetwork.org. Retrieved October 9, 2023, from <https://www.datanetwork.org/wpcontent/uploads/LADS-study.pdf>.

² Erb-Downward, J., Cooney, P., Blakeslee, M., Nothaft, A., Merchant, S., Evangelist, M., & Peterson, N. (2021). The educational implications of homelessness and housing instability in Detroit. Poverty Solutions, University of Michigan. <http://files.eric.ed.gov/fulltext/ED614809.pdf>.

³ Myers, K., & Rosa, J. (2019). Educational stability grant program annual evaluation report. State.Co.Us. <https://www.cde.state.co.us/studentssupport/20192020esgrpt>.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

justice system, school system), tracking the services requires a degree of collaboration that often does not exist. Families are then left to bridge the gaps in these systems to advocate for the needs of their students, which can be a daunting task. These challenges can contribute to lower engagement and academic performance for such students and a disruption of student supports such as special education and mental health services. Furthermore, there are limited resources to engage in meaningful coordination and alignment of activities across these existing programs to ensure that eligible students benefit from the full array of services and supports available, including data sharing and analysis, staff cross-training, and formalizing partnerships with other pertinent agencies and community-based organizations.

Some states have taken steps to address the need to improve coordination across relevant education and social service programs. For example, Colorado established the Educational Stability Grant Program in 2018 to improve the educational progress and outcomes of highly mobile students including students of migratory families, students involved in child welfare, and students whose housing is unstable or who are homeless. As part of this program, ten school districts in that State received a total of approximately \$805,662 annually, with an average grant amount of \$80,000. Recipients use these funds to coordinate across programs within the district and with local county agencies and community-based organizations. In just two short years, these pilots have contributed to improved student attendance and academic performance.¹ The Administration is requesting appropriations language under General Provisions to authorize a limited demonstration project to provide additional resources to SEAs and LEAs to address the challenge of coordinating services for students.

The proposal would authorize the Department to reserve up to one-half of one percent of funds appropriated for the Migrant Education, Neglected and Delinquent, and Education for Homeless Children and Youths program for the Department to make competitive grants to SEAs to improve service delivery and coordination for at-risk students who are eligible to receive services under multiple Federal education programs. SEAs would have the authority to make subgrants to LEAs to carry out these activities. Ultimately, this authority would support better coordination of services across funding streams, help ensure more effective and efficient use of Federal resources for benefitting students, reduce duplication in services, ensure service continuity, and provide improved service delivery and direct student support. Funding could support personnel, training and professional development, data collection and analysis, and documentation of best practices to shore up SEA and LEA capacity to address needs of students that qualify for multiple programs (like migratory students and students experiencing homelessness) across ED grant funds.

The Department would evaluate this demonstration project and disseminate information on best practices in this area. The Department may also seek appropriations language in the future to allow SEAs to also reserve funds from their allocations under specified programs to expand their work on enhancing service delivery and promoting coordination of services for students through technical assistance and funding to LEAs and schools for this purpose.

¹ Burciaga, J., & Brett, B. (2021). Educational stability grant program annual evaluation report. State.Co.Us. <https://www.cde.state.co.us/studentsupport/20202021esgrpt-0>.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Amount for State grants	\$125,931	\$125,831	\$125,186
Range of State awards	323–14,557	323–15,673	323–15,591
Average State award	2,422	2,420	2,408
Amount to BIE	1,290	1,290	1,290
Amount to Outlying Areas	129	129	129
National activities	1,650	1,750	1,750
Improving Service Delivery and Coordination	0	0	645

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Goal: To ensure access of children and youths experiencing homelessness to the same free, appropriate public education as is provided to other children and youths.

Objective: *Children and youths experiencing homelessness will have greater access to a free and appropriate public education.*

Measure: The percentage of assessed students experiencing homelessness, grades three through eight, enrolled in all LEAs, who meet or exceed proficiency on State assessments in reading and mathematics.

Year	Target – Reading	Actual – Reading	Target – Math	Actual – Math
2020		Not available		Not available
2021	29.9%	28.4%	24.8%	22.8%
2022	30.2	24.2	25.1	17.4
2023	30.5		25.4	
2024	30.8		25.7	
2025	31.1		26.0	

Additional Information: The source of the data is EDFacts, the Department's system for States to submit kindergarten through grade 12 data. Data for 2020 are not available because the Department waived assessment requirements for 2019-2020 due to widespread closures

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

related to the COVID-19 pandemic, and, due to the continued impacts of the COVID-19 pandemic on assessment administration and reporting, 2020-2021 data may be incomplete and should be interpreted with caution. Data for 2023 will be available in late 2024.

Measure: The percentage of assessed students experiencing homelessness, grades three through eight, who meet or exceed proficiency on State assessments in reading and mathematics, as reported by LEA subgrantees.

Year	Target – Reading	Actual – Reading	Target – Math	Actual – Math
2020	80%	Not available	80%	Not available
2021	27.5	21.7%	23.5	15.7%
2022	27.8	23.3	23.7	16.8
2023	28.1		23.9	
2024	28.4		24.1	
2025	28.7		24.3	

Additional Information: The source of the data is *EDFacts*, the Department’s system for States to submit kindergarten through grade 12 data. Data for 2020 are not available because the Department waived assessment requirements for 2019-2020 due to widespread closures related to the COVID-19 pandemic, and, due to the continued impacts of the COVID-19 pandemic on assessment administration and reporting, 2020-2021 data may be incomplete and should be interpreted with caution. Data for 2023 will be available in late 2024.

Measure: The percentage of students who were identified as homeless at any time in grades 9-12 and who graduated in 4 years with a regular high school diploma (4-year Adjusted Cohort Graduation Rate (ACGR)).

Year	Target Percentage	Actual Percentage
2020		68.2%
2021	69.2%	70.0
2022	69.9	68.3
2023	70.6%	
2024	71.3	
2025	72.0	

Additional Information: The source of the data is *EDFacts*, the Department’s system for States to submit kindergarten through grade 12 data. Note that the ESEA provides flexibility for how a State defines the students in cohorts, including the homeless ACGR and, as a result, States have different ways for accounting for students experiencing homelessness in high school and the data they report for this measure are not necessarily comparable. For example, some States reported that they only track students who were identified as homeless in Grade nine. Data for 2023 will be available in late 2024.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

Measure: The percentage of students who experienced homelessness in grades pre-K-13 at some point in the school year who were reported at the school-level as being chronically absent.

Year	Target Percentage	Actual Percentage
2020		33.0%
2021	34.8%	41.1
2022	33.8	50.7
2023	32.8	
2024	31.8	
2025	30.8	

Additional Information: The source of the data is *EDFacts*, the Department’s system for States to submit kindergarten through grade 12 data. Chronic absenteeism is a measure of the number of students who have missed 10 percent or more of their instructional time during their period of enrollment in half-day increments and is often a better indicator than measures such as average daily attendance for which students need more intervention and support to attend school regularly and persist. About two-thirds of States chose chronic absenteeism as a measure of School Quality and Student Success as part of their statewide accountability and improvement systems under their ESEA Consolidated State Plans. Note that this measure may include duplicate data as chronically absent students experiencing homelessness may have been enrolled in more than one school during the school year. Data for 2023 will be available in late 2024.

Efficiency Measure

The Department established the following efficiency measure for the program:

Measure: The average number of days it takes the Department to send a monitoring report to States after monitoring events.

Year	Target	Actual
2020	40	Not applicable
2021	60	180
2022	60	89
2023	60	60
2024	90	
2025	90	

Additional Information: This measure provides information on monitoring events with States. In 2020, the Department revised its monitoring procedures and incorporated monitoring for the program into a consolidated monitoring process with other programs. The target was re-set in 2024 to account for additional complexity of carrying out consolidated monitoring, which requires more staff time to coordinate compilation and clearance of monitoring reports.

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youths

Other Performance Information

The Department released a report in February 2015 from a national study of implementation of the Education for Homeless Children and Youths program.¹ The study examined State and local program administration and use of funds, efforts to collect data on students experiencing homelessness, policies to remove barriers faced by these students, and coordination of services. The study found that transportation, school supplies, and tutoring and supplemental instruction were reported by district liaisons as the largest local program expenditures and that transportation needs and preoccupation with survival needs were most frequently identified as barriers to students experiencing homelessness and their enrollment and attendance in school.

¹ <http://www2.ed.gov/rschstat/research/pubs/homeless/state-district-implementation-homeless-children-report.pdf>

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

(Elementary and Secondary Education Act of 1965, Title VI, Part B)

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$45,897	\$45,897	0

PROGRAM DESCRIPTION

The Native Hawaiian Education program supports the provision of supplemental education services to the Native Hawaiian population. The program awards 3-year competitive grants to support a variety of authorized activities in such areas as teacher development and training, family-based education, gifted and talented education, early childhood education, special education, higher education, and community-based education learning centers. Eligible applicants include Native Hawaiian educational organizations and community-based organizations, public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language, and other entities.

The program also supports the activities of the Native Hawaiian Education Council. The Council coordinates the educational and related services and programs available to Native Hawaiians, directly or through subgrants. It also provides administrative support and financial assistance to island councils authorized by the statute. The Council must receive a minimum award of \$500,000 annually.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$36,897
2021	37,397
2021 Mandatory ARP Act	85,000
2022	38,897
2023	45,897
2024 Annualized CR	45,897

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

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$45.9 million for Native Hawaiian Education, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support the continued provision of education-related services to the Native Hawaiian population through 51 continuation awards and approximately 20 new competitive grants.

Data on the educational performance of Native Hawaiian students demonstrate the continuing need for this program. In 2022, 18 percent of Native Hawaiian/Pacific Islander 4th-grade students demonstrated proficiency in reading and 18 percent demonstrated proficiency in mathematics on the National Assessment of Educational Progress (NAEP), compared to 35 percent proficient in reading and 37 percent proficient in mathematics for all 4th-grade students in Hawaii. Similarly, 13 percent of Native Hawaiian/Pacific Islander 8th-grade students demonstrated proficiency in reading and 8 percent demonstrated proficiency in mathematics on the NAEP assessment, as compared to 31 percent proficient in reading and 23 percent proficient in mathematics for all 8th-grade students in Hawaii.¹

Program grants help address these opportunity and outcome gaps by developing programs tailored to the educational and cultural needs of Native Hawaiian students to improve their academic achievement and support high school graduation.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ²	2023	2024	2025
Amount for new awards	\$33,198	\$10,083	0
Number of new awards	22	10	0
Amount for continuation awards	\$12,023	\$35,314	\$45,397
Number of continuation awards	9	22	32
Native Hawaiian Education Council	\$500	\$500	\$500
Peer review of new award applications	\$176	0 ³	0

¹ <https://www.nationsreportcard.gov/profiles/stateprofile/overview/HI>

² The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve such funds from this program in fiscal year 2023 but may do so in fiscal years 2024 and 2025.

³ The Department plans to fund new awards in fiscal year 2024 from the fiscal year 2023 slate.

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department waived assessment requirements for the 2019-2020 school year due to widespread closures related to COVID-19 pandemic; therefore, the Department does not expect to report actual data for these measures for 2020. Data for 2023 will be available in winter 2024.

Beginning in fiscal year 2020, the Department implemented the following performance measures: (1) The number of grantees that attain or exceed the targets for the outcome indicators for their projects that have been approved by the Secretary; (2) the percentage of Native Hawaiian children participating in early education programs who consistently demonstrate school readiness in literacy as measured by the Hawaii School Readiness Assessment (HSRA); (3) the percentage of students in schools served by the program who graduate from high school with a regular high school diploma (as defined in this notice) in four years; and (4) the percentage of students participating in a Native Hawaiian language (as defined in this notice) program that is conducted under the NHE program who meet or exceed proficiency standards in reading on a test of the Native Hawaiian language. Data on the first measure will be available after the end of the project period, or winter 2024.

Measure: The percentage of students served by the program who scored at the proficient level or higher in reading on the State's annual assessments.

Year	Target	Actual
2020	49%	Not available
2021	49	28%
2022	49	31
2023	49	
2024	49	
2025	49	

Additional information: Due to a low participation rate in applicable schools served by the program, the data for 2021 should be interpreted with caution.

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

Measure: The percentage of students served by the program who scored at the proficient level or higher in math on the State’s annual assessments.

Year	Target	Actual
2020	42%	Not available
2021	42	13%
2022	42	18
2023	42	
2024	42	
2025	42	

Additional information: Due to a low participation rate in applicable schools served by the program, the data for 2021 should be interpreted with caution.

Measure: The percentage of students served by the program who scored at the proficient level or higher in science on the State’s annual assessments.

Year	Target	Actual
2020	41%	Not available
2021	41	Not available
2022	41	18%
2023	41	
2024	41	
2025	41	

Additional information: Due to low participation for science in the State of Hawaii, the Department is not able to report science proficiency data for Hawaii for 2021.

Measure: The percentage of students served by the program that demonstrated school readiness in literacy.

Year	Target	Actual
2020	45%	46%
2021	45	Not available
2022	45	Not available
2023	45	
2024	45	
2025	45	

Additional Information: Because not all grantees provide early learning services, this measure may not apply to all grantees in a given year.

SCHOOL IMPROVEMENT PROGRAMS

Native Hawaiian education

Measure: The percentage of students in schools served by the program who graduate from high school with a regular high school diploma in 4 years.

Year	Target	Actual
2020	82%	85%
2021	82	80
2022	82	80
2023	82	
2024	82	
2025	82	

SCHOOL IMPROVEMENT PROGRAMS

Alaska native education

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

(dollars in thousands)

FY 2025 Authorization: To be determined¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$44,953	\$44,953	0

PROGRAM DESCRIPTION

The Alaska Native Education program supports supplemental educational programs and services designed to improve educational opportunities and outcomes for Alaska Natives. The program awards 3-year competitive grants to eligible applicants, which include Alaska Native organizations and entities located in Alaska with experience operating Alaska Native programs that have been granted a charter from an Alaska Native tribe or Alaska Native organization.

Allowable activities include the development and implementation of curricula and educational programs that address needs of the Alaska Native student population (including the use and preservation of Alaska Native languages), professional development for educators, the development and operation of home instruction programs for Alaska Native preschool children that help support active involvement of parents in their children's education, family literacy services, student enrichment programs in science and mathematics, and dropout prevention programs.

Grantees may use up to 5 percent of their awards for administrative costs.

Funding levels for the past 5 fiscal years were:

<u>Fiscal Year</u>	<u>(dollars in thousands)</u>
2020	\$35,953
2021	36,453
2021 Mandatory ARP Act	85,000
2022	37,953
2023	44,953
2024 Annualized CR	44,953

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

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$45.0 million for Alaska Native Education, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support education-related services to the Alaska Native population through approximately 27 new awards and 22 continuation awards.

Data on the educational performance of Alaska Native students demonstrate the continuing need for the range of activities supported by this program. Results from the spring 2022 Alaska Standards-Based Assessment indicated that American Indian and Alaska Native students in the State continue to need additional math and literacy support. Because Alaska Natives constitute approximately 95 percent of the State's American Indian/Alaska Native (AI/AN) student population, the AI/AN scores are good proxies for Alaska Native achievement. Six percent of AI/AN students demonstrated proficiency on the 4th-grade English language arts assessment, compared to 27 percent of all 4th-grade students, and 6 percent of AI/AN students achieved proficiency in mathematics, compared to 24 percent of all 4th-grade students. Eighth-grade assessments showed similar achievement gaps as 10 percent of AI/AN students demonstrated proficiency on the 8th-grade English language arts assessment, compared to 29 percent of all 8th-grade students, and 3 percent of AI/AN students achieved proficiency in mathematics, compared to 12 percent of all 8th-grade students.

These outcomes from State assessment data are aligned with the results of the 2022 National Assessment of Educational Progress for AI/AN students in Alaska. In 4th-grade reading, 6 percent of AI/AN students in Alaska were proficient, while the overall average for all students in Alaska was 24 percent. There were similar differences in 8th-grade reading (18 percent proficient compared to 29 percent for all students in Alaska), 4th-grade mathematics (7 percent proficient compared to 28 percent for all students in Alaska), and 8th-grade mathematics (9 percent proficient compared to 23 percent for all students in Alaska).¹

In addition to achievement data, the Alaska Department of Education and Early Development reported that the annual dropout rate (the proportion of students who drop out of school during a year) among AI/AN students in grades 7 through 12 was 6.8 percent in the 2021-2022 school year, higher than the rate for any other racial or ethnic group in the State and well above the statewide rate of 3.7 percent. Further, for the 2021-2022 school year, the 4-year high school graduation rate for AI/AN students was 64.3 percent, while the statewide figure was 77.9 percent.

Alaska's geography and population patterns add to the challenge of delivering high-quality educational services to Alaska Native students. The State has many rural districts, which often operate schools spread out over large, remote areas, and Alaska Native students are disproportionately enrolled in small, rural, and isolated schools.

¹ <https://www.nationsreportcard.gov/profiles/stateprofile/overview/AK>

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

Program grants help address these barriers by funding extra academic supports and culturally responsive related services tailored to the educational needs of Alaska Native students to improve their academic success and support their successful graduation from high school.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Amount for new awards	0	\$15,857	\$28,920
Number of new awards	0	22	27
Amount for continuation awards	\$45,953	\$28,920	\$15,857
Number of continuation awards	27	27	22
Peer review of new award applications	0	\$176	\$176

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department waived assessment requirements for the 2019-2020 school year due to widespread closures related to COVID-19 pandemic; therefore, the Department does not expect to report actual data for these measures for 2020. Data for 2023 will be available in winter 2024. Beginning in fiscal year 2022, the Department implemented the following performance measures: (1) The number of grantees who attain or exceed the targets for the outcome indicators for their projects that have been approved by the Secretary; (2) the percentage of Alaska Native children participating in early learning and preschool programs who consistently demonstrate school readiness in language and literacy as measured by the Revised Alaska Development Profile; (3) the percentage of Alaska Native students in schools served by the program who earn a high school diploma in four years; and (4) the number of Alaska Native programs that primarily focus on Alaska Native culture and language. Data for the first measure will be available after the end of the project period, in 2025.

¹ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve such funds from this program in fiscal year 2023, but may do so in fiscal years 2024 and 2025.

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

Measure: The percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards for reading on the State’s annual assessments.

Year	Target	Actual
2020	50%	Not available
2021	51	Not available
2022	52	6.9%
2023	53	
2024	54	
2025	55	

Measure: The percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards for mathematics on the State’s annual assessments.

Year	Target	Actual
2020	50%	Not available
2021	51	Not available
2022	52	4.7%
2023	53	
2024	54	
2025	55	

Measure: The percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards for science on the State’s annual assessments.

Year	Target	Actual
2020	50%	Not available
2021	51	Not available
2022	52	12.8%
2023	53	
2024	54	
2025	55	

Additional information: Due to low participation rates on Alaska State assessments, data is not available for 2021.

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education

Measure: The percentage of Alaska Native children participating in early learning and preschool programs who demonstrate school readiness in language and literacy as measured by the Revised Alaska Developmental Profile.

Year	Target	Actual
2020	59%	Not available
2021	60	Not available
2022	61	Not available
2023	62	
2024	63	
2025	64	

Measure: The percentage of Alaska Native students in schools served by the program who graduate from high school with a high school diploma in 4 years.

Year	Target	Actual
2020	59%	Not available
2021	60	67%
2022	61	63
2023	62	
2024	63	
2025	64	

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

(Civil Rights Act of 1964, Title IV)

(dollars in thousands)

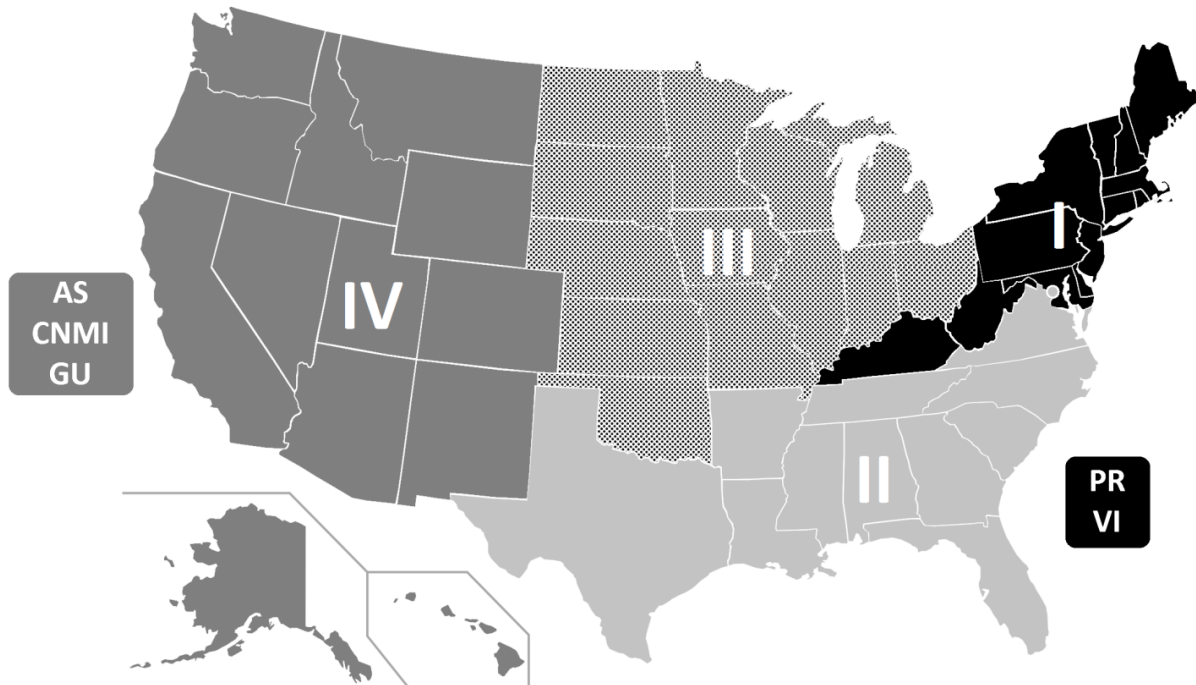
FY 2025 Authorization: Indefinite

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$6,575	\$6,575	0

PROGRAM DESCRIPTION

The Training and Advisory Services program supports efforts to achieve the intent of Title IV of the Civil Rights Act by aiding educators in preparing, adopting, and implementing plans for desegregating public schools and solving equity problems related to race, sex, national origin, and religion. To carry out those activities, the Department awards grants to Equity Assistance Centers (EACs) in four geographic regions serving the 50 States, the District of Columbia, Puerto Rico, and the Outlying Areas of American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands.



The EACs provide services to school districts upon request. Typical activities include disseminating information on successful educational practices and on legal requirements related to nondiscrimination in educational programs. Other activities include training designed to

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

develop educators' skills in such areas as the identification and selection of appropriate educational programs to meet the needs of a diverse student body. Topics covered by the EACs include areas such as school climate, disproportionate and exclusionary discipline, bullying and harassment, culturally and linguistically relevant practices, educator diversity, the effect of poverty on equity in educational opportunity and achievement gaps, and instructional practices that reach all students.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$6,575
2021	6,575
2022	6,575
2023	6,575
2024 Annualized CR	6,575

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$6.6 million for Training and Advisory Services, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. Requested funds would support the fourth year of Equity Assistance Center grants made in fiscal year 2022 under a competition aligned with President Biden’s equity agenda.

The Equity Assistance Centers continue to develop and implement innovative approaches to technical assistance that respond to needs across States, districts, and schools, and are engaged in a range of evidence-based activities to improve equity and access to high-quality educational environments and resources. In fiscal year 2023, the four EACs provided targeted and intensive assistance to clients in areas such as culturally responsive family and community engagement, implementing Title IX provisions in rural areas, and responding to bullying and sex-based harassment findings of other Federal agencies, including the U.S. Department of Justice.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Amount for continuation awards	\$6,374	\$6,402	\$6,397
Number of continuation awards	4	4	4
Average award size	\$1,594	\$1,601	\$1,599
Data collection	\$201	\$173	\$178

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

Except where stated otherwise below, data for the following measures are collected through an annual survey of EAC clients. In fiscal year 2023, the Department obtained a new contractor for the survey, which was not administered for the fiscal year 2016 grantee cohort in 2022.

Data for these measures for 2023 for the fiscal year 2022 cohort are expected to be available in spring 2024. Targets for the measures for the fiscal year 2022 cohort, using 2023 as the baseline year, will be developed at a later date.

Goal: To support access and equity in public schools and help school districts solve equity problems in education related to race, sex, national origin, and religion.

Objective: *Provide coordinated technical assistance and training to State educational agencies and public-school districts in addressing equity in education.*

Measure: The percentage of clients reporting an increase in awareness or knowledge resulting from technical assistance provided.

Year	Target (Combined Only)	Combined Actual	Awareness Actual	Knowledge Actual
2020	86%	88%	88%	81%
2021	90	81	80	81
2022	92	N/A	N/A	N/A
2023	Baseline for 2022 cohort			

Additional information: Clients were asked whether they increased their awareness or knowledge and, if so to what extent, on different topics for which they received assistance. The “Combined Actual” percentage is the higher of the two reported percentages for Awareness and Knowledge.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

Measure: The percentage of clients who report changed policies or practices related to providing students with a full opportunity for participation in all educational programs regardless of their sex, race, religion, and national origin.

Year	Target	Actual
2020	78%	73%
2021	78	82
2022	80	N/A
2023	Baseline for 2022 cohort	

Measure: The percentage of clients reporting an increase in capacity resulting from technical assistance provided.

Year	Target	Actual
2020	90%	73%
2021	76	64
2022	78	N/A
2023	Baseline for 2022 cohort	

Additional information: Clients were asked whether their organizations received assistance to (1) build inclusive leadership, (2) identify and/or leverage mutually beneficial relationships or partnerships, or (3) obtain and/or leverage tangible materials or systems, and, if so, the extent to which their capacity increased after receiving assistance from the EAC. Data reflect the percentage of respondents who said their capacity increased to a moderate or great extent in at least one of these ways. Declines in performance in 2020 and 2021 are likely explained by service disruptions and challenges in transitioning to a virtual service model during the COVID-19 pandemic.

Measure: The percentage of technical assistance requests received from organizations that were accepted during the performance period.

Year	Target	Actual
2020	98%	97%
2021	98	95
2022	98	96
2023	Baseline for 2022 cohort	

Additional information: Data are from EAC grantee annual performance reports.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

Measure: The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.

Year	Target	Actual
2020	48%	69%
2021	71	67
2022	73	84

Additional information: Data are from EAC grantee annual performance reports. The Department is eliminating this measure beginning with the fiscal year 2022 cohort.

Measure: The percentage of clients willing to request additional technical assistance or refer another organization to an EAC for technical assistance during the performance period.

Year	Target (Combined Only)	Combined Actual	Request Additional Assistance Actual	Refer Another Agency Actual
2020	91%	89%	84%	89%
2021	91	89	89	84
2022	93	N/A	N/A	N/A
2023	Baseline for 2022 cohort			

Additional information: Clients were asked how likely they were to request additional assistance from the EAC and how likely they were to refer another agency to an EAC for technical assistance. The “Combined Actual” percentage is the higher of the two reported percentages for Request Additional Assistance and Refer Another Agency.

The Department has established the following additional measure for the program beginning with the fiscal year 2022 cohort: The percentage of clients who report that outcomes, as documented in memoranda of understanding with EACs, were met as a result of the technical assistance provided.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

(Elementary and Secondary Education Act of 1965, Title V, Part B)

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$215,000	\$215,000	0

PROGRAM DESCRIPTION

The Rural Education Achievement Program (REAP) includes two distinct programs to assist rural local educational agencies (LEAs) in carrying out activities to help improve the quality of teaching and learning in their schools. The Small, Rural School Achievement program (SRSA) provides funds to rural LEAs that serve small numbers of students; the Rural and Low-Income School program (RLIS) provides funds to rural LEAs that serve high concentrations of students living in poverty, regardless of the total number of students served. Funds appropriated for REAP are divided equally between the SRSA and the RLIS programs.

Small, Rural School Achievement Program (Subpart 1)

To be eligible to receive funds under the SRSA program, an LEA must: (1) have a total average daily attendance (ADA) of less than 600 students or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; and (2) serve only schools that have a National Center for Education Statistics (NCES) locale code of 41 (Rural, Fringe), 42 (Rural, Distant), or 43 (Rural, Remote) or are located in an area of the State defined as rural by a governmental agency of the State.

The Department makes formula allocations directly to eligible LEAs based on the number of students in ADA in the schools served by the LEA and the amount the LEA received under certain Federal programs in the previous fiscal year. For each eligible LEA, the Department calculates an initial allocation that is equal to \$20,000 plus \$100 for each child in ADA above 50, with a maximum initial allocation of \$60,000. An LEA's final allocation is equal to the initial allocation minus the amount received in "applicable funding," which are funds allocated in the previous fiscal year under the Supporting Effective Instruction State Grants (Part A of Title II) and Student Support and Academic Enrichment Grants (Part A of Title IV) programs.

LEAs may use program funds to carry out activities authorized under the following Elementary and Secondary Education Act (ESEA) programs: (1) Part A of Title I (Improving Basic Programs

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

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Operated by Local Educational Agencies); (2) Part A of Title II (Supporting Effective Instruction State Grants); (3) Part A of Title III (English Language Acquisition State Grants); (4) Part A of Title IV (Student Support and Academic Enrichment State Grants); and (5) Part B of Title IV (21st Century Community Learning Centers).

SRSA-eligible LEAs also may, under an alternative fund use authority (AFUA) previously known as “REAP-Flex”, consolidate any and all of their applicable funding for allowable activities authorized under the five programs specified above.

Rural and Low-Income School Program (Subpart 2)

Under the RLIS program, the Department makes formula allocations to States based on each State’s share of children in ADA in eligible LEAs. An LEA is considered eligible for RLIS if it: (1) has a poverty rate of at least 20 percent based either on data from the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) program or, for an LEA for which SAIPE data are unavailable, on the same State-derived poverty data used to determine LEA allocations under part A of title I of the ESEA (State-derived poverty data), and (2) serves only schools that have an NCES locale code of 32 (Town, Distant), 33 (Town, Remote), 41 (Rural, Fringe), 42 (Rural, Distant), or 43 (Rural, Remote). Each State then makes RLIS subgrants to eligible LEAs. Additionally, the Consolidated Appropriations Act, 2021, established a “hold harmless” provision that enables certain LEAs for which SAIPE poverty data are not available, and that do not have a poverty rate of at least 20 percent based on the State-derived poverty data, to be considered eligible for RLIS at decreasing levels through fiscal year 2027.

States have the option of allocating funds to eligible LEAs competitively or through a formula based on the number of children in ADA in eligible LEAs within the State. A State may also use an alternative formula to allocate funds if it can demonstrate that an alternative method would better target funds to eligible LEAs that serve the highest concentrations of students from low-income backgrounds. If an RLIS-eligible LEA is in a State whose State educational agency (SEA) does not submit an RLIS application, the LEA may apply directly to the Department to receive the funding it would have generated for its State, based on its ADA, had the SEA applied for RLIS. These LEAs are referred to in the statute as Specially Qualified Agencies (SQAs).

LEAs may use RLIS program funds for: (1) Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies); (2) Part A of Title II (Supporting Effective Instruction State Grants); (3) Part A of Title III (English Language Acquisition State Grants); (4) Part A of Title IV (Student Support and Academic Enrichment Grants); and (5) parental involvement activities.

Lastly, the Department allocates one half of 1 percent of RLIS funds to the Bureau of Indian Education of the Department of the Interior and an equal amount to the Outlying Areas.

REAP is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Funding levels for the past 5 fiscal years were:

Fiscal year	(dollars in thousands)
2020	\$185,840
2021	187,840
2022	195,000
2023	215,000
2024 Annualized CR	215,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$215.0 million for REAP, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support an average LEA award of approximately \$26,000 under SRSA and an average LEA subgrant of approximately \$53,000 under RLIS.

The request for REAP recognizes the significant obstacles faced by many rural LEAs in ensuring that all students meet challenging State academic standards and graduate high school ready for college and career, consistent with the purposes of the Elementary and Secondary Education Act (ESEA). Based on 2021 data from the National Center for Education Statistics, 28 percent of the Nation’s public schools were located in rural areas, while 20 percent of all public-school students were enrolled at these schools.¹ The small size and remoteness of many rural schools and LEAs creates unique challenges. For example, rural schools and LEAs generally do not benefit from economies of scale and, thus, can face greater per-pupil costs in areas such as staffing, or transportation compared to some urban and suburban areas.

While rural student performance on reading and mathematics on the 2022 National Assessment of Educational Progress (NAEP) is roughly the same as the national average (for example, the NAEP scale scores of public school students attending rural schools and nationwide were roughly the same in 4th grade reading and 4th-grade mathematics),² and the rural student adjusted cohort graduation rate is near the national average (90 percent compared to 87 percent),³ resource challenges still impede academic opportunities for rural students. For example, rural LEAs often are not able to offer their students the same level of access to advanced coursework opportunities as other LEAs. In the 2017–2018 school year, just 51 percent of rural schools serving students in grades 11 or 12 offered Advanced Placement courses, compared to 85 percent of comparable suburban schools.⁴ In addition, because of their size and location, many small, rural LEAs have faced difficulty in recruiting and retaining fully certified, effective teachers in all fields and subjects. This can make it difficult to provide students with access to high-quality career and technical education, science, technology, engineering, and math, and advanced coursework opportunities. Rural LEAs also may face greater challenges than non-rural districts in providing access to educational technology, such

¹ https://nces.ed.gov/programs/digest/d22/tables/dt22_214.40.asp

² <https://www.nationsreportcard.gov/ndecore/xplore/NDE>

³ https://nces.ed.gov/programs/digest/d21/tables/dt21_219.47.asp

⁴ https://nces.ed.gov/programs/digest/d21/tables/dt21_225.72.asp

SCHOOL IMPROVEMENT PROGRAMS

Rural education

as the high-speed, broadband internet required for distance learning. REAP funds provide rural LEAs with additional resources that can be used to help meet such challenges.

Rural LEAs also frequently receive allocations under the Department's other formula grant programs that are too small to allow the LEA to effectively address the purposes for which the funds are appropriated. Recognizing that rural LEAs frequently receive small allocations from Federal formula grants, the AFUA gives SRSA-eligible LEAs the flexibility to make more effective use of these small allocations by consolidating them. An estimated 33 percent of eligible LEAs notified their respective States of their intention to take advantage of this authority in school year 2021-2022. Yet even when the eligible LEAs consolidate their allocations under these programs, some do not have enough money to address statutory objectives in a meaningful manner. REAP funds can help ensure that such LEAs have sufficient funds to implement ESEA programs consistent with Congressional intent.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Small, rural school achievement program			
Total funding	\$107,500	\$107,500	\$107,500
Number of LEAs receiving grants	4,193	4,193	4,193
States with LEAs receiving grants	44	44	44
Average LEA grant	\$26	\$26	\$26
Average award per student (whole \$)	\$98	\$98	\$98
Range of awards to LEAs	0-\$79	0-\$79	0-\$79

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Output Measures	2023	2024	2025
Rural and low-income school program			
Total funding ¹	\$107,500	\$107,500	\$107,500
Amount for State and SQA grants	\$106,425	\$106,425	\$106,425
Amount for BIE	\$538	\$538	\$538
Amount for Outlying Areas	\$538	\$538	\$538
Number of States receiving grants	46	46	46
Number of LEAs receiving subgrants	2,002	2,002	2,002
Number of LEAs receiving SQA grants	22	22	22
Average State grant	\$2,314	\$2,314	\$2,314
Average LEA subgrant ²	\$53	\$53	\$53
Average SQA grant	\$24	\$24	\$24
Average award per student (whole \$)	\$34	\$34	\$34
Range of awards to States	\$43–\$11,701	\$43–\$11,752	\$43–\$11,803
Range of subgrants to LEAs ²	0–\$470	0–\$473	0–\$475

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department revised the performance measures for REAP in 2022. The Department has added achievement gap measures for RLIS, which are directly tied to the longstanding student achievement measures which have been reworded for both SRSA and RLIS to improve clarity and have recalibrated targets but have no substantive differences. The Department has also discontinued the use of AFUA data as a measure of program performance; however, the Department continues to collect these data.

¹ Amounts may not add due to rounding. The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including REAP, and to pool such funds for use in evaluating any ESEA programs. The Department did not reserve funds for this purpose from REAP in fiscal year 2023, but may do so in fiscal years 2024 and 2025.

² The LEA subgrant estimates for RLIS do not reflect reductions due to amounts reserved by States for administrative costs.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Due to the extraordinary circumstances created by the COVID-19 pandemic, the Department waived Title I, Part A assessment requirements for all States for the 2019-2020 school year. As a result, data on the performance of students on State assessments for the 2019-2020 school year are not available. Furthermore, given the continued impacts of the COVID-19 pandemic on assessment administration and reporting, 2020-2021 data may be incomplete and should be interpreted with caution.

FY 2023 performance data is expected to be available in June 2024 and will be included in the FY 2026 Congressional Justification.

Goal: Raise educational achievement of students in rural school districts that are small or low-income.

***Objective:** Students enrolled in LEAs participating in REAP will score at or above the proficient level on State reading and mathematics assessments.*

Measure: The percentage of students enrolled in LEAs participating in SRSA who score at or above the proficient level on State reading assessments.

Year	Target	Actual
2020		Not available
2021		46%
2022	Baseline	46
2023	50%	
2024	50	
2025	50	

Measure: The percentage of students enrolled in LEAs participating in SRSA who score at or above the proficient level on State mathematic assessments.

Year	Target	Actual
2020		Not available
2021		40%
2022	Baseline	40
2023	50%	
2024	50	
2025	50	

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Measure: The percentage of students enrolled in LEAs participating in RLIS who score at or above the proficient level on State reading assessments.

Year	Target	Actual
2020		Not available
2021		37%
2022	Baseline	39
2023	45%	
2024	45	
2025	45	

Measure: The percentage of students enrolled in LEAs participating in RLIS who score at or above the proficient level on State mathematics assessments.

Year	Target	Actual
2020		Not available
2021		31%
2022	Baseline	33
2023	45%	
2024	45	
2025	45	

Measure: The percentage point difference between the percentage of students enrolled in LEAs participating in RLIS scoring at or above the proficient level on State reading assessments and the percentage of students in non-RLIS LEAs meeting the RLIS rural criterion scoring at or above the proficient level on State reading assessments.

Year	Target	Actual
2021	Baseline	12%
2022	Baseline	10
2023	8%	
2024	8	
2025	8	

Additional information: This is a new measure with data first reported in 2021.

SCHOOL IMPROVEMENT PROGRAMS

Rural education

Measure: The percentage point difference between the percentage of students enrolled in LEAs participating in RLIS scoring at or above the proficient level on State mathematics assessments and the percentage of students in non-RLIS LEAs meeting the RLIS rural criterion scoring at or above the proficient level on State mathematics assessments.

Year	Target	Actual
2021	Baseline	13%
2022	Baseline	10
2023	8%	
2024	8	
2025	8	

Additional information: This is a new measure with data first reported in 2021.

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

(Compact of Free Association Amendments Act of 2003, Section 105(f)(1)(B)(iii))

(dollars in thousands)

FY 2025 Authorization: 0.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$24,464	0	-\$24,464

PROGRAM DESCRIPTION

The Compact of Free Association Amendments Act of 2003 (P.L. 108-188) eliminated the participation of the Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI) in most domestic formula grant programs funded by the Departments of Education (ED), Health and Human Services (HHS), and Labor (DOL). As a replacement, beginning in fiscal year 2005, the Act authorizes supplemental education grants in an amount that is roughly equivalent to the total formula funds that these entities received in fiscal year 2004 under the Federal formula programs for which they are no longer eligible, adjusted for inflation. These grants augment the funds that the FSM and the RMI receive for general education assistance under their Compacts of Free Association with the U.S. Government.

The Act eliminated the participation of the FSM and the RMI in the following Department of Education programs: Elementary and Secondary Education Act (ESEA) Title I Grants to Local Educational Agencies, Career and Technical Education Grants under Title I of the Carl D. Perkins Career and Technical Education Act of 2006, Adult Basic and Literacy Education State Grants, Federal Supplemental Educational Opportunities Grants, and Federal Work-Study. However, they remain eligible for participation in other Department programs, including the Individuals with Disabilities Education Act State Grants and programs under Part A, Subpart 1 of Title IV of the Higher Education Act, as well as ED, HHS, and DOL competitive programs. Also, the Act eliminated FSM and RMI participation in programs under Title I (other than Job Corps) of the Workforce Innovation and Opportunity Act (DOL) and Head Start (HHS).

The Department of Education is required to transfer funds appropriated for Supplemental Education Grants to the Department of the Interior (DOI) for disbursement to the RMI and the FSM not later than 60 days after the appropriation becomes available. Appropriations are to be used and monitored in accordance with an interagency agreement between the four agencies and in accordance with the “Fiscal Procedure Agreements” entered into by the FSM and the RMI with the U.S. Government. These agreements call for the funds to be used at the local

¹ The program authorization expired September 30, 2023.

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

school level for direct educational services focused on school readiness, early childhood education, elementary and secondary education, vocational training, adult and family literacy, and the transition from high school to postsecondary education and careers. They may not be used for construction or remodeling, the general operating costs of school systems, or teacher salaries (except the salaries of teachers who carry out programs supported by the grants).

The FSM and the RMI may request technical assistance from ED, HHS, or DOL, on a reimbursement basis. Since fiscal year 2015, appropriations acts have allowed ED to reserve up to 5 percent of Supplemental Education Grants funds to provide technical assistance for these grants, but the Department has yet to exercise this authority.

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

Fiscal Year	(dollars in thousands)
2020	\$16,699
2021	16,699
2022	19,657
2023	24,464
2024 Annualized CR	24,464

FY 2025 BUDGET REQUEST

Supplemental Education Grants (SEG) will be subsumed by a \$6.5 billion proposal for economic assistance over 20 years to be provided through mandatory budget authority appropriated to the Department of the Interior.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Grant to the Federated States of Micronesia	\$16,323	\$16,323	0
Grant to the Republic of the Marshall Islands	8,141	8,141	0

PROGRAM PERFORMANCE INFORMATION

The Department has not established performance measures for this program because it is operated by the Department of the Interior.

A December 2006 General Accounting Office report, entitled “Compacts of Free Association: Micronesia and the Marshall Islands Face Challenges in Planning for Sustainability, Measuring Progress, and Ensuring Accountability,” documented both the continuing need for improvement in the public education systems of the Freely Associated States and the difficulties in obtaining

SCHOOL IMPROVEMENT PROGRAMS

Supplemental education grants

and reporting performance data for this program. The RMI, according to the report, was not able to measure progress towards its educational goals because the data collected were inadequate, inconsistent, and incomplete. Tests to measure achievement were not administered in 2005 and 2006, and some of the tests were not aligned with the curriculum used in RMI schools and thus were not adequate measures of student achievement. The FSM also lacked consistent performance outcomes and measures; measures and outcomes had been established but had constantly changed, making it difficult to track progress.

Additional information from the Department of the Interior (DOI) covering the 5-year period between 2004 and 2009 highlighted the continuing challenges faced by both entities in improving the quality of education due to a lack of qualified teachers, poor facilities, and a high absentee rate among students and teachers. While access to elementary and secondary education had increased in the RMI and student enrollment had increased during this period despite significant out-migration, the RMI continued to have few standardized tests for assessing student achievement, a low graduation rate, and a low percentage of qualified teachers. The FSM continued to struggle with low student achievement, discouraging student drop-out rates, and problematic teacher attendance.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

(Education Technical Assistance Act of 2002, Title II, Section 203)

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$55,000	\$50,000	-\$5,000

PROGRAM DESCRIPTION

The Comprehensive Centers program is authorized to fund not fewer than 20 Comprehensive Centers, including regional centers and content centers, that provide training, technical assistance, and professional development to build State capacity to provide high-quality education for all students, particularly those in local educational agencies (LEAs) and schools with low rates of performance. Centers provide support to State educational agencies (SEAs), LEAs, and schools. The Comprehensive Centers are part of a Department technical assistance network that includes the Regional Educational Laboratories, the What Works Clearinghouse, Equity Assistance Centers, Office of Special Education Program-funded technical assistance centers, and other program-specific centers designed to provide support to SEAs, LEAs, and schools.

The statute requires that the Department fund a minimum of 10 regional centers. The program currently supports 19 regional centers and one national center that received 5-year grants in 2019.² The regional centers provide broad assistance to SEAs in their assigned States, following annual State service plans developed in consultation with each State's Chief State School Officer. The national center develops an annual service plan in consultation with the Department and the regional centers. The national service plan takes into account challenges identified in the regional centers' State service plans, Department monitoring and audit findings, and emerging national education trends. The national center also maintains the Comprehensive Center website and disseminates information to a wide variety of education stakeholders, including parents. Information on the current Centers is available at

¹ The GEPA extension expired September 30, 2021.

² The Department is holding a new competition in 2024 and published a Notice of Proposed Priorities (NPP) on January 23, 2024 (<https://www.federalregister.gov/documents/2024/01/23/2024-01257/proposed-priorities-requirements-definitions-and-selection-criteria-comprehensive-centers-program>). The NPP proposed funding 14 regional centers that would provide services to assigned States, 1 national center that would provide targeted and universal services that complement regional center services and 4 content centers that would provide targeted and universal services in a designated content area of expertise in support of regional centers and in coordination and alignment with regional centers, the national center and other federally funded providers.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

<https://www.compcenternetwork.org/>. The program also supports one content center, first funded in 2016, that focuses on students at risk of not attaining full literacy skills due to a disability. This center was re-competed in 2021.

The Education Technical Assistance Act (ETAA) does not authorize the Comprehensive Centers to provide direct support to the Bureau of Indian Education (BIE). However, beginning in fiscal year 2017 Congress has directed the Department through appropriations language to ensure that BIE has access to services from the Comprehensive Centers, and the BIE currently receives services through the Region 13 Center (funded by an annual supplement of \$400,000).

The statute requires the National Center for Education Evaluation and Regional Assistance, a component of the Department's Institute of Education Sciences (IES), to carry out an independent evaluation of the Comprehensive Centers to determine the extent to which each center meets its objectives. The National Evaluation for the Comprehensive Centers program is currently under way. The final evaluation report is scheduled for completion spring 2024.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$52,000
2021	52,000
2022	54,000
2023	55,000
2024 Annualized CR	55,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Department requests \$50 million for the Comprehensive Centers program, \$5 million less than FY 2024 annualized CR level based on the fiscal year 2023 appropriation. At the request level, all funds would be used to support continuation of grants made in prior years under the ETAA to support more fully SEAs in building their capacity to implement and engage in continuous improvement of reforms to improve student learning and close achievement and graduation rate gaps, as well as the fifth year of funding for the center for students at risk of not attaining full literacy skills due to a disability.

Beginning in fiscal year 2024, the Department will be undertaking a comprehensive review of all technical assistance offerings, including those offered under this program, for reach and effectiveness for SEAs, LEAs, and schools. The Department endeavors to target investments into the technical assistance offerings that best meet the needs of all learners. As part of that process, the Department is developing a plan for the fiscal year 2024 Comprehensive Centers competition that includes changes to the configuration of regional centers as well as the mix of regional and content centers. For example, new content centers would address areas such as multilingual learning, early school success, fiscal equity, and strengthening and supporting the educator workforce.

The request would retain appropriations language that permits the provision of direct support to the BIE, allowing services for schools that are often in great need of assistance.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Funding for new grant awards	0	TBD	0
Funding for continuation grant awards	\$55,000	\$1,500	\$50,000
Evaluation	0	\$2,000	0
Peer review of new award applications	0	\$300	0
Total	\$55,000	TBD	\$50,000
Number of New Grant Awards	0	19	0
Average New Grant Award	0	TBD	0
Number of Continuation Grant Awards	21	1	20
Average Continuation Grant Award	\$2,571	\$1,500	TBD
Range of Continuation Grant Awards	\$1,000–\$6,270	\$1,500	TBD

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Comprehensive Centers measures are designed to analyze the quality, relevance, and usefulness of the services provided by the centers and reported in grantees' Annual Performance Reports (APRs) and Annual Evaluation Reports (AERs). Each Center has developed a methodology for reporting which is described in its APR. Methodologies differ slightly across the 20 Comprehensive Centers.

Goal: To improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015.

Objective: Improve the quality of Comprehensive Center services.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

Measure: The extent to which Comprehensive Center Clients are satisfied with the quality, usefulness, and relevance of services provided.

Year	Target	Actual
2020	Baseline	91%
2021	Baseline	90
2022	85%	92
2023	85	94
2024	TBD	
2025	TBD	

Additional information: All 20 Centers provided 2023 data for this measure and were included in the calculation, which showed that 94 percent of clients were satisfied with services. The Department has established a Center evaluation workgroup to help standardize reporting on this measure.

Objective: *To maximize the impact of public funds and make the work of the Comprehensive Centers program available to as many REAs, SEAs, LEAs, and schools in need of support as possible.*

Measure: The extent to which Comprehensive Centers provide services and products to a wide range of recipients.

Year	Target	Actual
2020	Baseline	
2021	Baseline	10
2022	5	10
2023	6	10
2024	TBD	
2025	TBD	

Additional information: All 20 Centers provided 2023 data for this measure and were included in the calculation, which showed that an average of 10 distinct recipient groups across the 20 Centers received services. The calculation of this measure changed from the percentage of recipients that reported receiving services as planned in the 2020 AER to the number of distinct recipient groups that received services and products in the 2021, 2022 and 2023 AER. Most frequently reported recipient group types by centers were SEA Leadership, other SEA staff, school administrators, school educators and LEA staff.

SCHOOL IMPROVEMENT PROGRAMS

Comprehensive centers

Objective: *To improve the implementation of capacity building services provided by the Comprehensive Centers Program.*

Measure: The extent to which Comprehensive Centers demonstrate that capacity building services were implemented as intended.

Year	Target	Actual
2020	Baseline	73%
2021	Baseline	86
2022	80%	94
2023	80	93
2024	TBD	
2025	TBD	

Additional information: Data from all 20 centers are included in the calculation of this measure, which shows that 93 percent of planned milestones were completed.

Objective: *To improve the extent to which Comprehensive Center clients achieved their intended outcomes and the extent to which Center services produced the intended outcomes.*

Measure: The extent to which Comprehensive Centers demonstrate that recipient outcomes were met.

Year	Target	Actual
2020	Baseline	
2021	Baseline	86%
2022	80%	90
2023	80	86
2024	TBD	
2025	TBD	

Additional information: All 20 Centers provided 2023 data for the calculation of this measure, which showed that 86 percent of recipient outcomes were met.

Other Performance Information

The Institute of Education Sciences began a descriptive study of the Comprehensive Centers in December 2020 that is examining the delivery and usefulness of the Centers' technical assistance. Study questions include:

- What key educational problems are the Comprehensive Centers addressing?
- What capacity-building services are Comprehensive Centers providing and what types of capacity are these services designed to increase?
- What are the successes and challenges of program changes, including the shift in the number and geographic reach of the centers and new requirements to increase collaboration with the Department's Regional Educational Laboratories?

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Comprehensive centers

- How can the outcome of the Comprehensive Centers — improving SEA and LEA capacity — be measured accurately, validly, and reliably?

The study will be based on document reviews, surveys and interviews of SEA and LEA staff, and interviews with Comprehensive Center and REL project directors, and will examine ways in which the pandemic altered plans for the first years of the grant. The study team will develop measures of SEA capacity by reviewing existing survey and assessment items that gauge similar concepts, interviewing stakeholders, and conducting pilot testing with SEA and district stakeholders. The final report is scheduled for completion spring 2024.

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Student support and academic enrichment grants

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

(dollars in thousands)

FY 2025 Authorization: To be determined.¹

Budget Authority:

2024 Annualized CR	2025 Request	Change
\$1,380,000	\$1,380,000	0

PROGRAM DESCRIPTION

Student Support and Academic Enrichment Grants are intended to improve academic achievement by increasing the capacity of States and local educational agencies (LEAs) to provide students with access to a well-rounded education and improve school conditions and use of technology.

The Department allocates program funds to States by formula based on each State's share of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA), for the preceding fiscal year. No State may receive less than 0.5 percent of the total program appropriation except for Puerto Rico, which may not receive more than this amount. The Department also reserves funds for the outlying areas and for the Bureau of Indian Education (BIE) of the Department of the Interior (0.5 percent in each case) and for technical assistance and capacity building (2 percent).

States must use at least 95 percent of funds to make subgrants to LEAs and not more than 1 percent for administrative costs and may use any remaining funds for State-level activities consistent with the purposes of the program, which may include providing technical assistance or direct support to LEAs to carry out authorized activities. States allocate subgrants to LEAs on the same formula basis as above (i.e., shares of prior-year Title I, Part A funds), except that no LEA receiving an allocation may receive less than \$10,000. LEAs may form consortia and combine subgrant allocations to carry out activities jointly. States and LEAs must use funds to supplement, and not supplant, non-Federal funds that would otherwise be used for authorized activities.

LEAs receiving formula allocations of \$30,000 or more must conduct a comprehensive needs assessment and use at least 20 percent of their allocations for activities to support well-rounded educational opportunities, at least 20 percent for activities to support safe and healthy students, and a portion to support the effective use of technology. LEAs receiving less than \$30,000 must use funds to carry out activities in at least one of these three areas. LEAs must prioritize support to schools with the greatest needs as determined by the LEA, schools with the highest

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

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concentrations of Title I formula children, schools that are identified for comprehensive support and improvement or implementing targeted support and improvement plans, or schools that are identified as persistently unsafe. LEAs may reserve up to 2 percent of their allocations for administrative costs.

LEAs may use funds for a range of activities to support a well-rounded education, including: promoting student engagement and success through music and the arts; improving instruction in science, technology, engineering, and mathematics (including computer science); increasing the availability of accelerated learning courses, such as Advanced Placement and International Baccalaureate courses, dual or concurrent enrollment programs and early college high schools, and the foundational and gateway courses necessary in elementary and middle school; strengthening instruction in American history, civics, economics, geography, and government; providing foreign language instruction and environmental education; and providing college and career counseling, including financial literacy activities and support in completing the Free Application for Federal Student Aid (FAFSA).

Authorized activities to support safe and healthy students include: evidence-based drug and violence prevention programs; school-based mental health services, including through partnerships with mental health or health care entities; activities to support a healthy, active lifestyle, including physical education; activities to help prevent and address bullying and harassment; mentoring and school counseling; school dropout prevention, reentry, and reengagement programs, including early warning indicator and intervention systems; high-quality training for school personnel in such areas as suicide prevention, crisis management, and conflict resolution; child sexual abuse awareness and prevention programs; designing and implementing plans to reduce exclusionary discipline practices; and implementing schoolwide positive behavioral interventions and supports. In these areas, LEAs may use funds to implement pay for success initiatives (i.e., performance-based agreements under which, among other things, payments are made only after achievement of outcomes).

Lastly, LEAs may pursue such educational technology-related activities as: providing school and LEA personnel with tools and resources to use technology effectively to improve instruction, support teacher collaboration, and personalize student learning; building technological capacity and infrastructure, including by procuring content, purchasing devices, equipment, and software, and ensuring they are fully accessible to all students; providing specialized or rigorous technology-based academic courses; carrying out projects blending classroom and technology-based instruction in a way that provides students with control over the time, path, or pace of learning; providing professional development on the effective integration of technology into teaching and learning; and providing students in rural and other underserved areas with access to digital learning experience and resources, including online courses. Of funds supporting the effective use of technology, LEAs may use not more than 15 percent to purchase technology infrastructure.

Student Support and Academic Enrichment Grants is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

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Student support and academic enrichment grants

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

Fiscal Year	(dollars in thousands)
2020	\$1,210,000
2021	1,220,000
2022	1,280,000 ¹
2023	1,380,000
2024 Annualized CR	1,380,000

FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$1.38 billion for Student Support and Academic Enrichment Grants, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request supports the Administration's goal of ensuring equity in access to educational opportunity for all students, particularly those attending schools in communities with high rates of poverty or persistently underperforming schools, which may receive priority for service under the program statute.

Student Support and Academic Enrichment Grants provide resources for improving student opportunities and outcomes that can be used flexibly in response to locally identified needs. Funds can be used for a range of activities that promote equity in access to and success in well-rounded educational opportunities, safe and healthy learning environments, and effective use of technology in teaching and learning. In particular, funds can be used to support critical academic acceleration activities as our Nation continues to recover from the impacts of the COVID-19 pandemic. For example, Student Support and Academic Enrichment Grants can be used to support advanced coursework, such as in the humanities and in science, technology, engineering and mathematics, for underserved students, particularly Black and Hispanic students, who tend to have fewer advanced coursework opportunities, which can leave them less prepared for college and the workforce after graduation.² In addition, funds can be used to support early warning intervention systems to identify students who are chronically absent or otherwise at risk of dropping out of school and for services to increase attendance and engagement for these students. Lastly, funds can be used to support other evidence-based acceleration strategies, including high-dosage tutoring and extended learning time, including before and after the regular school day and over the summer.

The FY 2025 Budget aims to increase access to school-based health services, including mental health services, for students enrolled in Medicaid and the Children's Health Insurance Program. The Department will consider using a portion of fiscal year 2025 funds reserved for technical assistance and capacity building under Student Support and Academic Enrichment Grants to

¹ This reflects the amount provided through regular appropriations only. The Bipartisan Safer Communities Act (BSCA) (P.L. 117-159) provided \$1 billion in supplemental appropriations for activities for safe and healthy students under section 4108 of the ESEA and directed States to make subgrants on a competitive basis to high-need local educational agencies as determined by the State. Because the BSCA funds support a one-time program that is effectively discrete from Student Support and Academic Enrichment Grants as funded through regular appropriations, they are not included in this justification.

² See <https://edtrust.org/press-release/black-and-latino-students-shut-out-of-advanced-coursework-opportunities/>.

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further assist States and LEAs to implement and expand school-based physical and mental health services. Working in close coordination with the newly launched technical assistance center for school-based Medicaid run by the Centers for Medicare and Medicaid Services, the Department will continue to provide technical assistance and resources for States and LEAs to address physical and mental health needs of students. This request complements additional efforts to support the implementation and expansion of school-based services further detailed the Program Administration and Full-Service Community Schools requests.

Consistent with Congressional directives, in fiscal year 2023 the Department used fiscal year 2022 funds reserved for technical assistance and capacity building to initiate ambitious projects to improve diversity within and across school districts through the Fostering Diverse Schools Demonstration Grants program. The Administration proposes to continue and build upon these critical efforts through its fiscal year 2025 request for a new Fostering Diverse Schools authority in the Innovation and Improvement account, which would support LEAs in developing and implementing comprehensive plans to improve diversity in prekindergarten through grade 12 in areas of concentrated poverty and racial isolation.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2023	2024	2025
Amount to States	\$1,331,907	\$1,331,907	\$1,331,907
Range of State awards	6,660–157,755	6,660–152,871	6,660–164,909
Average State award	25,614	25,614	25,614
Amount to Outlying Areas	6,866	6,866	6,866
Amount to BIE	6,866	6,866	6,866
Technical assistance and capacity building	27,462	27,462	27,462
Evaluation	6,900	6,900	6,900

PROGRAM PERFORMANCE INFORMATION

The Department collects performance information for Student Support and Academic Enrichment Grants primarily through the annual Consolidated State Performance Report (CSPR) and descriptive implementation studies.

¹ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Student Support and Academic Enrichment Grants, and to pool such funds for use in evaluating any ESEA program. The Department is reserving \$6,900 thousand from Student Support and Academic Enrichment Grants for pooled evaluation in fiscal year 2023 and expects to reserve funds for this purpose in fiscal years 2024 and 2025.

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Consolidated State Performance Reports

Consistent with the program statute's public reporting requirements for States and LEAs, the Department collects State-aggregate data on LEA uses of funds through the CSPR. Specifically, the Department collects data on the percentage of funds spent by LEAs in each of the three program content areas and the percentage of LEAs spending funds in each area.

Available data from the school year 2020-2021 and 2021-2022 CSPRs that meet quality-control checks are provided in the tables below; data from the school year 2022-2023 CSPR are expected to be available in fall 2024. The Department continues to provide technical assistance to States to improve their data collection and reporting capabilities.

Percent of Funds Spent in Each Content Area

Content Area	Percent of Funds Spent in 2020-2021 School Year	Percent of Funds Spent in 2021-2022 School Year
Well-Rounded Education	47%	52%
Safe and Healthy Students	38	37
Effective Use of Technology	15	11

Additional Information: Data for the 2020-2021 school year are from 48 of 52 States (including the District of Columbia and Puerto Rico). Data for the 2021-2022 school year are from 50 States.

Percent of LEAs Spending Funds in Each Content Area

Content Area	Percent of LEAs Spending Funds in 2020-2021 School Year	Percent of LEAs Spending Funds in 2021-2022 School Year
Well-Rounded Education	73%	82%
Safe and Healthy Students	60	67
Effective Use of Technology	45	44

Additional Information: Data for the 2020-2021 and 2021-2022 school years are from 48 States.

National Implementation Study

The Department is conducting a formal implementation study of Student Support and Academic Enrichment Grants examining State-level program activities, local uses of funds, and other aspects of local implementation (e.g., how LEAs conduct comprehensive needs assessments and use them in deciding how to spend program funds), including how LEAs are using funds in efforts to recover from the COVID-19 pandemic. The study consists of surveys of State program coordinators in all States and a nationally representative survey of LEAs. The Department

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collected data for the study in May through October of 2022 covering the use of funds during school year 2021-2022. A descriptive report with findings is expected in spring 2024.

Other Performance Information

Technical Assistance and Capacity Building

In fiscal year 2024, the Department plans to use fiscal year 2023 funds reserved for technical assistance and capacity building under Student Support and Academic Enrichment Grants to continue the following actions initiated in prior years:

- Awards first made in fiscal year 2023 under the Fostering Diverse Schools Demonstration Grants program, which supports efforts by LEAs to develop and implement plans to improve conditions for student learning by increasing school diversity in preschool through grade 12, as well as technical assistance to award recipients (an estimated \$12.3 million).
- Awards first made in fiscal year 2020 under the Expanding Access to Well-Rounded Courses Demonstration Grants program, which supports State efforts to provide well-rounded educational opportunities through model course-access programs (\$8.9 million).
- A program technical assistance center providing general resources and customized technical assistance to States and LEAs to increase their capacity to carry out program activities, including in areas supported with program funds through prior discrete contracts, such as evidence-based strategies for social and emotional learning, as well as assistance for award recipients under Expanding Access to Well-Rounded Courses Demonstration Grants (\$2.5 million). The center, which was recompeted in fiscal year 2023, also includes a renewed focus on activities promoting safe and healthy students and provides targeted support, using funds reserved from supplemental appropriations under the Bipartisan Safer Communities Act, to States and LEAs for activities under the Stronger Connections Grant program.
- Support for the School Crime Supplement to the National Crime Victimization Survey, a survey of students ages 12 through 18 that collects information on victimization, crime, and safety at school, including data collection for the 2025 survey and production of data point reports for the 2022 survey (\$1.5 million).
- A contract for operation and maintenance of the Education Stabilization Fund Transparency Portal, which provides information for use by stakeholders on implementation of COVID-19 pandemic recovery programs (\$850,000).
- Technical assistance to States and LEAs in implementing human trafficking prevention activities (\$250,000).

In addition, the Department may use funds to support a recompeted national center for disseminating evidence-based practices for improving student attendance and engagement (\$1 million).

SCHOOL IMPROVEMENT PROGRAMS

Account Summary Table

[Select here for the online version.](#)

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

	Cat Code	2023 Appropriation	2024 Annualized CR	2025 Request	FY 2025 Request Compared to FY 2024 Annualized CR: Amount	FY 2025 Request Compared to FY 2024 Annualized CR: Percent
School Improvement Programs						
1. Supporting effective instruction State grants (ESEA II-A)						
Annual appropriation	D	508,639	508,639	508,639	0	0.00%
Advance for succeeding fiscal year	D	1,681,441	1,681,441	1,681,441	0	0.00%
Subtotal	D	2,190,080	2,190,080	2,190,080	0	0.00%
2. 21st century community learning centers (ESEA IV-B)	D	1,329,673	1,329,673	1,329,673	0	0.00%
3. State assessments (ESEA I-B, section 1201-1203)	D	390,000	390,000	390,000	0	0.00%
4. Education for homeless children and youths (MVHAA Title VII-B)	D	129,000	129,000	129,000	0	0.00%
5. Native Hawaiian education (ESEA VI-B)	D	45,897	45,897	45,897	0	0.00%
6. Alaska Native education (ESEA VI-C)	D	44,953	44,953	44,953	0	0.00%
7. Training and advisory services (CRA IV)	D	6,575	6,575	6,575	0	0.00%
8. Rural education (ESEA V-B)	D	215,000	215,000	215,000	0	0.00%
9. Supplemental education grants (Compact of Free Association Act) ¹	D	24,464	24,464	0	(24,464)	-100.00%
10. Comprehensive centers (ETAA section 203)	D	55,000	55,000	50,000	(5,000)	-9.09%
11. Student support and academic enrichment grants (ESEA IV-A)	D	1,380,000	1,380,000	1,380,000	0	0.00%
Total, Appropriation	D	5,810,642	5,810,642	5,781,178	(29,464)	-0.51%
Total, Budget authority	D	5,810,642	5,810,642	5,781,178	(29,464)	-0.51%
Current		4,129,201	4,129,201	4,099,737	(29,464)	-0.71%
Prior year's advance		1,681,441	1,681,441	1,681,441	0	0.00%

¹ The Administration is proposing mandatory funding to be administered by the Department of State that would subsume the programs and activities previously funded through discretionary appropriations, including the one for the Supplemental Education Grants.

NOTES:

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