

U.S. DEPARTMENT OF EDUCATION



**Fiscal Year 2024
Budget Summary**

U.S. DEPARTMENT OF EDUCATION
FISCAL YEAR 2024 BUDGET SUMMARY

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“The investments proposed in President Biden’s new budget reflect this Administration’s deep belief in education as the foundation of all opportunity in America. It is my hope that Congress answers the President’s call for continued investments that will help schools, parents, families, and communities raise the bar in education by promoting academic excellence, accelerating learning, building safe and supportive school communities, and addressing major challenges like the educator shortage, the mental health and well-being of our students, and access to high-quality early learning programs. The President’s budget would also expand career-connected learning in our schools and provide more pathways to well-paying careers, as well as raise the bar for college affordability, inclusive student success, and driving more equitable outcomes in higher education.”

-Secretary of Education Miguel Cardona

I. SUMMARY OF THE 2024 BUDGET REQUEST

The fiscal year 2024 Budget Request continues to make significant investments to address longstanding inequities that students and educators confront every day in under-resourced schools and institutions of higher education (institutions) across the Nation, particularly in our communities with concentrated poverty and predominantly serving students of color. The COVID-19 pandemic has had a profound and lasting impact on our students across P-12 and postsecondary education. It will take time and continued investment and support for many of our students to get back on track and thrive.

As the Department of Education continues to support schools, students, and families as they recover from the pandemic, this Budget answers Secretary Cardona’s call to raise the bar in public education. The fiscal year 2024 Budget Request reflects the long-term and sustained investments needed to meet the academic, mental health, and other needs of our students across schools and institutions, including critical new funding for postsecondary mental health supports. The Budget Request makes historic investments in the Nation’s future prosperity including increasing aid for schools in high-poverty communities; helping meet the needs of students with disabilities; expanding access to preschool and community college; and increasing college affordability and completion.

Overall, the fiscal year 2024 Budget requests \$90.0 billion in discretionary funding for the Department of Education, a \$10.8 billion or 13.6 percent increase from the fiscal year 2023 enacted level (less rescissions).

The investments included in the Budget Request support the Department of Education’s comprehensive “Raise the Bar” agenda to achieve academic excellence, including by supporting the academic recovery of students and providing a well-rounded and rigorous education for all students. It improves learning conditions by ensuring every child has access to mental health supports, providing a safe and healthy learning environment, and giving them access to the educators that they need to succeed. It prepares students to compete in the global economy by putting them on track toward college and career readiness and giving them opportunities to become multilingual.

The President is also committed to working with Congress to enact his plan to lower costs for families and expand the productive capacity of the American economy. This plan includes proposals to cut college costs, including through tuition-free community college and tuition support for students attending Historically Black Colleges and Universities (HBCUs), Tribally Controlled Colleges and Universities (TCCUs), and minority-serving institutions (MSIs). It also supports families through a demonstration program that provides access to free, high-quality preschool for children eligible to attend Title I schools, taking critical action to close gaps in opportunities and outcomes for students from low-income communities.

The fiscal year 2024 Budget Request includes the following key initiatives:

K-12 EDUCATION

PROPOSES HISTORIC INVESTMENTS IN SCHOOLS LOCATED IN HIGH-POVERTY COMMUNITIES

To help ensure that every student receives a high-quality education, the Budget provides \$20.5 billion for Title I, a \$2.2 billion increase above the fiscal year 2023 enacted level. This funding will continue historic progress over the past two years, as Congress has enacted a total increase of \$1.9 billion for Title I since fiscal year 2021. Title I delivers critical funding to 90 percent of school districts across the Nation, helping them to provide students in low-income communities the academic opportunities and support they need to succeed. The requested increase addresses chronic funding gaps between schools in high-poverty communities—which disproportionately serve students of color—and their wealthier counterparts and will help schools sustain critical investments in accelerated learning and other areas that were made with American Rescue Plan funds.

EXPANDS ACCESS TO HIGH-QUALITY PRESCHOOL FOR UNDERSERVED CHILDREN

The Budget includes a major new mandatory funding proposal administered by the Department of Health and Human Services in collaboration with the Department of Education to support a federal-state partnership to provide high-quality, free preschool to all four-year-old children, with the flexibility for states to expand preschool to three-year-old children once high-quality preschool is fully available to four-year-old children. It would dramatically expand access to high-quality preschool over ten years, ensuring that children enter kindergarten ready to succeed. The Budget also provides \$500 million in the Department of Education for a demonstration program to incentivize school districts to establish or expand free and high-quality preschool in school and community-based settings, including Head Start, for children eligible to attend Title I schools. This program would provide eligible children with a high-quality early education integrated with services to support their healthy physical, cognitive, social, and emotional development and build a strong preschool-to-grade-three continuum to ensure children transition successfully from the early education system to elementary school. The program would expand its reach by encouraging grantees to leverage a portion of their existing Title I funds, along with other federal, state, and local funds, for high-quality preschool.

PRIORITIZES THE HEALTH AND WELL-BEING OF STUDENTS

The Department of Education recognizes that just as physical health and nutrition is critical to learning, so too is mental health. The lingering impacts of COVID-19 disruptions have taken a heavy toll on the mental health of many students, educators, and staff. Research shows that students who receive social, emotional, mental, and behavioral supports perform better academically. The Budget provides \$578 million to increase the number of school-based counselors, psychologists, social workers, and other health professionals in K-12 schools and to support colleges and universities develop a campus-wide strategy to address student mental health needs including hiring additional providers on their campuses. This funding builds on the \$1 billion provided to schools through the Bipartisan Safer Communities Act (BSCA) to address mental health staffing shortages.

INCREASES SUPPORT FOR CHILDREN WITH DISABILITIES

Every child with a disability should have access to the high-quality early intervention, special education services, and personnel needed to thrive in school and graduate ready for college or a career. The Budget provides an additional \$2.1 billion over fiscal year 2023 enacted levels for Individuals with Disabilities Education Act (IDEA) Part B grants to states and preschool programs to support special education and

related services, with a total request of \$16.8 billion. The Budget also provides \$932 million for IDEA Part C grants, which support early intervention services for infants and families with disabilities that have a proven record of improving academic and developmental outcomes—a nearly \$400 million increase over the fiscal year 2023 enacted level. The increased funding would support States in implementing critical reforms to expand their enrollment of underserved children, including children of color, children from low-income backgrounds, and children living in rural areas. The IDEA Part C increase also includes \$200 million to expand and streamline enrollment of children at risk of developing disabilities, which would help mitigate the need for more extensive services later in childhood and further expand access to the program for underserved children. The Budget also invests more than \$300 million in IDEA Part D grants to train and retrain special educators at a time when the majority of states are experiencing a shortage of special educators. In addition, the Department of Education will launch the first national comprehensive study of special education expenditures in over two decades, which will examine how funds support the education of students with disabilities. Lastly, the Budget invests an additional \$20 million in IDEA Part D grants to help military-connected children with disabilities and other highly mobile children with disabilities maintain services when they change school districts.

EXPANDS SUPPORT FOR FULL-SERVICE COMMUNITY SCHOOLS

Community schools play a critical role in providing comprehensive integrated support services to students and their families, such as health and nutrition services and adult education opportunities, and expanded enrichment and learning opportunities such as afterschool programs. These schools also provide strong family and community engagement and collaborative leadership and practices for educators, which together have proven to improve academic outcomes for students. These schools provide critical supports to students, including meeting not only a student’s academic needs but also social, emotional, mental, and physical health. They also provide resources and services to meet family needs, including through cross-agency efforts and partnerships with community-based organizations and other family support providers external to the school site. The Biden-Harris Administration is committed to increasing and supporting the adoption of community school models across the country. Building on this momentum, the Budget includes \$368 million for Full-Service Community Schools, more than double the fiscal year 2023 enacted level. Within this increase, \$25 million would support school districts to design and implement integrated student supports focused on addressing a range of student and family needs.

INVESTS IN EDUCATOR RECRUITMENT AND RETENTION

While the education sector has faced shortages in critical staffing areas for decades, the COVID-19 pandemic and tight labor market have made shortages worse, further exacerbating the already disproportionate impact on students in underserved communities. The Budget invests \$3 billion in educators and school leaders, including \$798 million—an additional \$342 million on top of current funding levels—in competitive programs that support a diverse and well-prepared pipeline of educators and strengthen teacher retention.

SUPPORTS MULTILINGUAL LEARNERS

English Learner (ELs) students were disproportionately impacted by COVID-19 disruptions, and schools face a shortage of bilingual teachers. The Budget provides \$1.2 billion for Title III under the Every Student Succeeds Act, an increase of \$305 million above the fiscal year 2023 enacted level, to help students learning English attain English proficiency and achieve academic success. To elevate the multilingual educator workforce, the Budget dedicates a total of \$100 million, with \$90 million going towards building out multilingual educator pipelines and professional development in multilingualism for existing school staff and teachers, and \$10 million for post-secondary fellowships to improve the quality of multilingual educator preparation. Additionally, the Budget includes an expansion to the National Clearinghouse of English Language Acquisition to provide greater capacity within the

Department of Education to be able to provide technical assistance to States in delivering high-quality language instruction. The Budget includes \$25 million to support a new Raising the Bar on Multilingualism program to assist districts in scaling high-quality dual language learning and instruction. Finally, the Budget proposes a name change to the Office of English Language Acquisition to the Office of Multilingual and English Learners, promoting the Office's Director to Assistant Secretary, and adding staff capacity, to elevate the federal obligation to ELs and strengthen Title III's program administration.

FOSTERS DIVERSE SCHOOLS

Concentrated poverty and racial isolation in a school can undermine its ability to provide an equal opportunity for all students to learn and succeed. The Budget includes \$100 million for a grant program to support voluntary efforts by communities interested in developing and implementing strategies to promote diversity in their schools and classrooms.

BRIDGING THE EDUCATION PIPELINE

REIMAGINES THE HIGH SCHOOL TO POSTSECONDARY TRANSITION

Reimagining traditional educational pathways to improve equitable opportunities is a critical component of the President's vision to increase successful outcomes for all students. The Budget includes a \$200 million investment focused on the Career-Connected High Schools initiative. This initiative will provide competitive grants to partnerships among school districts, institutions, and employers to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education. The goal is to improve postsecondary and career outcomes for all students, including students of color and students from low-income backgrounds. Strategies include dual enrollment, work-based learning, college and career advising, and assistance for students obtaining an industry-recognized credentials. A fiscal year 2024 competition will expand high-quality, paid work-based learning pathways for youth, including re-engaging students who are currently disconnected from the education system to help students transition from secondary to postsecondary education systems, earn career-related credentials, and gain access to high-quality jobs.

AN EDUCATION BEYOND HIGH SCHOOL

PROPOSES HISTORIC INVESTMENTS IN COLLEGE AFFORDABILITY

To expand equitable and affordable access to an education beyond high school, the Budget would increase the maximum Pell Grant by \$820 for the 2024-2025 award year, through a combination of discretionary and mandatory funding. An estimated 6.8 million students from low- and middle-income backgrounds would receive assistance to help overcome financial barriers to attending college. This increase is one piece of the Budget's comprehensive proposal to double the maximum Pell Grant by 2029.

The Budget also invests mandatory funding to create a new mandatory program to expand free community college across the Nation. The Budget also includes \$500 million in a new discretionary grant program that will enable community colleges to provide up to two years of free postsecondary education for students enrolled in high-quality programs that lead to good paying jobs or programs that lead four-year degrees. In addition, the Budget provides mandatory funding over ten years to lower the cost of tuition for two years for students from families earning less than \$125,000 enrolled in a participating four-year HBCU, TCCU, or MSI.

In addition to these critical investments, the Administration continues to support working with Congress to expand all Title IV federal student aid programs, including Pell Grants and campus-based aid eligibility, to Deferred Action for Childhood Arrivals (DACA) recipients, commonly known as DREAMers.

MAKES SIGNIFICANT COMMITMENTS TO POSTSECONDARY STUDENT SUCCESS, COMPLETION, AND SUPPORTS

The President is committed to not only ensuring an education beyond high school is accessible and affordable, but that students are provided with the equitable access to resources and supports needed to persist in and complete a postsecondary education. The Budget supports innovative strategies to improve student success and degree completion through increased funding for the Postsecondary Student Success Grants in the Fund for the Improvement of Postsecondary Education (FIPSE) using a tiered evidence model. The proposed requests in FIPSE also promote student success through new funding for postsecondary mental health supports, and investments in critical resources to support students' basic needs, including \$30 million to help build systems that enable students to access non-student aid public benefits. The Budget also includes \$95 million to help institutions provide affordable child care for low-income student parents through the Child Care Access Means Parents in Schools (CCAMPIS) program. In addition, the Budget includes significant increases for the Federal TRIO programs and GEAR UP to expand services that promote access and success in postsecondary education for underserved individuals. Finally, the Budget includes a new proposal to create a new Postsecondary Education Advancement Technical Assistant Center, focused on evidence-based practices and data driven solutions to improve student outcomes and ensure inclusive and equitable postsecondary education opportunities for all students.

INCREASES EQUITABLE FUNDING FOR HBCUs, TCCUs, AND MSIs

The Budget would enhance institutional capacity at HBCUs, TCCUs, MSIs, and low-resourced institutions, including community colleges, by providing an increase of \$429 million over the fiscal year 2023 enacted level. This funding includes a \$350 million initiative in the FIPSE program to expand research and development infrastructure at four-year HBCUs, TCCUs, and MSIs.

PRIORITIZES THE NEEDS OF STUDENTS AND BORROWERS

The Budget provides \$2.7 billion for Student Aid Administration, including to the Department of Education's Office of Federal Student Aid (FSA), a \$620 million increase over the fiscal year 2023 enacted level. This additional funding is essential to support students and student loan borrowers. The increase would allow FSA to continue to operate the student aid programs, implement critical improvements to student loan servicing, continue to modernize its digital infrastructure, and ensure successful administration of the financial aid programs through a simplified and streamlined application process for students and borrowers.

BOLSTERS OUR NATION'S SKILLED WORKFORCE WITH EXPANSIONS TO CAREER AND TECHNICAL TRAINING AND ADULT EDUCATION

As our economy continues its rapid recovery, the Budget invests more than \$2.4 billion in career and technical training and adult education to support the long-term sustainability of our nation's skilled workforce, including for state grants. In addition to expanding access to career training programs by making significant investments in community colleges, the Budget also proposes new grants supporting adult learners through a College Bridge Initiative, targeted support for adult learners who are incarcerated, and expanded opportunities for paid work-based learning opportunities for youth including those that are disconnected through the career connected high school program youth.

INCREASES SUPPORT FOR CIVIL RIGHTS ENFORCEMENT

The Budget provides \$178 million to the Department’s Office for Civil Rights, a 27 percent increase compared to the fiscal year 2023 enacted level. This additional funding would ensure that the Department of Education has the capacity to protect equal access to education through the enforcement of civil rights laws, such as Title IX of the Education Amendments of 1972.

II. THE 2024 EDUCATION BUDGET BY PROGRAM AREA

ELEMENTARY AND SECONDARY EDUCATION

OVERVIEW

President Biden’s fiscal year 2024 Request for Elementary and Secondary Education programs addresses longstanding equity gaps in our education system, beginning with State and local education finance systems that underfund school districts and schools that enroll high proportions of students of color and students from low-income backgrounds; the need to address longstanding shortages of certified educators, which was further exacerbated by the pandemic; a lack of equitable access to and preparation for rigorous coursework that sets students up for college and careers; and the need for high-quality, preschool programs, regardless of a child’s race, zip code, or family income. The following major investments would help close these equity gaps and help ensure that all students—including students from low-income backgrounds and students of color and those in underserved communities—receive the social, emotional, mental health, and academic supports they need to thrive in school and achieve their dreams.

- Critical investments in equitable access to the learning opportunities students need to succeed:
 - \$20.5 billion for Title I, an increase of \$2.2 billion compared to the 2023 enacted level. This historic increase in funding would help schools with high rates of poverty sustain critical investments in staffing, academic recovery and mental health made with ARP funds, and make critically-needed new investments in high-quality instruction, increasing access to a well-rounded education; creating safe and inclusive learning environments; and expanding access to preschool.
 - \$1.2 billion for English Language Acquisition State Grants, an increase of \$305 million, above the 2023 enacted level to significantly strengthen State and local capacity to meet the needs of English learners (ELs), provide professional development on multilingual education for existing teachers and staff, and bolster the multilingual educator pipeline via post-secondary fellowships. The Budget also includes a greater emphasis on multilingualism that embraces students’ native and home languages as a strength they bring to their school communities.
 - \$178 million for ED’s Office for Civil Rights, a \$38 million increase compared to the 2023 enacted level, to provide sufficient staffing and other capacity for monitoring, technical assistance, data collection, and enforcement.
 - \$500 million for school districts to expand free, high-quality preschool in school and community-based settings, including Head Start, for children eligible to attend Title I schools, allowing more students to enter kindergarten with the knowledge and skills they need to be successful.

- \$2 million in Program Administration funding to support a Commission on the Future of the Teaching Profession, which would address the pressing needs of the field, including by recommending state, federal and local actions to strengthen the recruitment, preparation, and retention of diverse and talented educators to address long-standing challenges to the profession.
- Critical investments to meet the social, emotional, mental health, and academic needs of students:
 - A total of \$578 million to support new awards through the School-Based Mental Services and Mental Health Services Professional Demonstration programs, with \$428 million for K-12 schools and \$150 million for post-secondary institutions. This critical investment will help to support the mental health needs of our students and their families by increasing the number of counselors, psychologists, social workers, and other mental health professionals in our schools. It also helps build the pipeline for these critical staff, with an emphasis on schools serving underserved students, and colleges and universities with a shortage of these professionals.
 - \$368 million, an increase of \$218 million, more than doubling the 2023 enacted level, to dramatically expand the Full-Service Community Schools (FSCS) program. The Budget recognizes the role of schools as the centers of our communities and neighborhoods, and funds efforts to identify and integrate the wide range of community-based resources needed to support students and their families. For example, resources that expand learning opportunities for students and parents alike, support collaborative leadership and practices, and promote the family and community engagement that can help ensure student academic success. Within this increase, \$25 million would support districts that do not yet have the capacity to implement all four pillars of the community school model to design and implement integrated student supports focused on meeting student social, emotional, mental, and physical health, as well as their academic needs. These projects will be facilitated through cross-agency efforts and partnerships with community-based organizations and other family support providers external to the school site.
- Critical investments in building a more diverse, well-prepared, supported, and effective teacher workforce and strengthening school leadership:
 - \$132.1 million for Teacher Quality Partnerships, an increase of \$52.1 million over the 2023 enacted level, to support comprehensive pathways into the profession, such as high-quality residencies and Grow Your Own programs, that support educator diversity, improve teacher effectiveness, and increase teacher retention.
 - \$30 million for the Augustus F. Hawkins Centers of Excellence, an increase of \$15 million over the 2023 enacted level, to help expand the diversity of the teacher workforce through competitive grants to HBCUs, TCCUs, and MSIs to support teacher preparation (see Higher Education Programs).
 - \$250 million for Special Education Personnel Preparation, more than doubling current investments, to support the pipeline of special education teachers and personnel; and \$53.6 million for State Personnel Development grants, a 39 percent increase.
 - \$40 million to reestablish funding for the reauthorized School Leader Recruitment and Support program.

- \$200 million for Teacher and School Leader Incentive Grants, a \$27 million increase over current funding levels, prioritizing funds for activities that provide experienced and effective teachers with leadership opportunities that allow them to have a greater impact on their school community while remaining in the classroom, and to be compensated for these additional responsibilities.
- \$10 million to fund, for the first time, grants under the Graduate Fellowships to Prepare Faculty in High Need Areas at Colleges of Education program to help address critical teacher pipeline issues (see Higher Education Programs).

TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$17,536.8	\$18,386.8	\$20,536.8

Title I Grants to LEAs provide supplemental education funding, especially in communities of concentrated poverty, for local programs that provide extra academic support to help students in high-poverty schools meet challenging State academic standards. The Request continues to increase funding for this program, which serves an estimated 25 million students in nearly 90 percent of school districts and nearly 60 percent of all public schools, as a key strategy for closing the funding gaps between high-poverty schools that disproportionately serve students of color and their wealthier counterparts. This funding will also help schools sustain critical investments in accelerated learning and other areas that were made with American Rescue Plan funds. LEAs can use Title I funds flexibly for locally determined programs and interventions across a broad range of areas, including through schoolwide programs that allow Federal and other funds to be consolidated and leveraged for comprehensive school reforms. The fiscal year 2024 request proposes to reserve \$100 million for direct grants to States to implement voluntary School Funding Equity Commissions and to LEAs to implement voluntary resource equity reviews.

PRESCHOOL INCENTIVE DEMONSTRATION PROGRAM

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	—	—	\$500.0

The Preschool Incentive Demonstration Program would make competitive awards to local educational agencies (LEAs) or consortia of LEAs to expand access to high-quality preschool in school and community-based settings, including Head Start, for children eligible to attend Title I schools. The program would also support LEAs and participating schools in aligning high-quality preschool with kindergarten through 3rd grade instruction, facilitating the transition both from preschool to kindergarten and from kindergarten to 3rd grade. As the Department administers the program, it will collaborate with the Department of Health and Human Services.

FULL-SERVICE COMMUNITY SCHOOLS (FSCS)

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$75.0	\$150.0	\$368.0

FSCS makes competitive 5-year grants to school districts—in partnership with community-based organizations, nonprofit organizations, or other public or private entities. The grants help provide comprehensive academic, social, and health services in school settings for students, students’ family members, and community members by integrating existing school and community programs. These coordinated strategies can positively impact neighborhoods with high rates of poverty, childhood obesity, academic failure, and involvement of community members in the justice system. The proposed increase reflects the growing recognition that students and families in communities with high-poverty need comprehensive services to best support improve academic outcomes, and schools are ideally situated to provide such supports. In particular, the disruptions to education caused by the COVID-19 pandemic provided a vivid demonstration of the importance of our schools to the social and economic fabric of our communities, both during the pandemic and as we work toward a full recovery. Within this increase, \$25 million would help school districts design and implement integrated student supports focused on addressing a range of student and family needs including meeting their social, emotional, mental and physical health, as well as their academic needs through cross-agency efforts and partnerships with community-based organizations and other entities. The additional funds would support 365 new community schools serving up to 1.1 million additional students, family members, and community members.

21ST CENTURY COMMUNITY LEARNING CENTERS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$1,289.7	\$1,329.7	\$1,329.7

This program enables States, through competitive subgrants to school districts or community-based organizations, to support centers that provide additional student learning opportunities through before- and after-school programs and summer school programs aimed at improving student academic outcomes. Centers, which also may offer training in parenting skills and family literacy services, must target their services primarily to students who attend schools identified for improvement under Title I of the ESEA or other schools determined by local educational agencies (LEAs) to be in need of assistance.

SUPPORTING EFFECTIVE INSTRUCTION STATE GRANTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$2,170.1	\$2,190.1	\$2,190.1

This program, authorized under ESEA’s Title II-A, provides formula grants to State educational agencies (SEAs), which then subgrant most funds to local educational agencies, to support activities designed to increase 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.

TEACHER AND SCHOOL LEADER INCENTIVE GRANTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$173.0	\$173.0	\$200.0

The Teacher and School Leader Incentive Grants (TSL) program makes competitive awards to help develop, implement, improve, or expand human capital management systems or performance-based compensation systems. Allowable uses of funds include implementing career advancement opportunities for effective teachers, principals, and other school leaders; improving LEA processes for recruiting, selecting, placing, supporting, and retaining effective teachers, principals, and other school leaders in high-need schools; and providing principals with the tools needed to make school-level decisions that build high-performing instructional leadership teams. New awards would be likely to be focused on providing opportunities for educators to take on leadership roles in their schools and districts and be compensated for those additional responsibilities.

SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT (SEED)

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$85.0	\$90.0	\$93.0

The SEED program provides competitive grants to institutions of higher education, national nonprofit entities, and the Bureau of Indian Education to support evidence-based professional development activities, including those leading to an advanced credential, as well as non-traditional preparation and certification pathways that allow teachers, principals, or other school leaders to obtain employment in traditionally underserved local educational agencies. The request would support continuation and renewal awards as well as a limited number of new awards to support evidence-based efforts to prepare, develop, and retain an effective and diverse teacher and school leader workforce that can meet the social, emotional, mental health and academic needs of their student.

SCHOOL LEADER RECRUITMENT AND SUPPORT

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	—	—	\$40.0

The School Leader Recruitment and Support program, which was last funded in 2017, provides competitive grants LEAs, SEAs, the BIE, or consortia of one of those entities with nonprofit organizations or IHEs to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools. Funds would support new grants for high-quality professional development for principals and other school leaders as well as high-quality training for aspiring principals and school leaders.

SCHOOL SAFETY NATIONAL ACTIVITIES

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$201.0	\$216.0	\$601.0

This program authorizes activities to improve students’ safety and well-being. Activities include competitive grants and other discretionary activities to foster a safe, secure, and supportive school and community learning environment conducive to teaching and learning; facilitate emergency management and preparedness, as well as recovery from traumatic events; and increase the availability of school-based mental health service providers for students. The request would support approximately \$428 million in new K-12 School-Based Mental Services and Mental Health Services Professional Demonstration awards. \$150 million in funding is being provided in the FIPSE account for post-secondary institutions to address the mental health needs of college students. Funding would also support a school facilities clearinghouse, and new Project School Emergency Response to Violence (SERV) awards.

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$1,280.0	\$1,380.0	\$1,405.0

This program provides formula grants to State educational agencies, which then subgrant most funds to local educational agencies, to support well-rounded educational opportunities, safe and healthy students, and the effective use of technology. The Request would provide resources for improving student opportunities and outcomes that can be used flexibly in response to locally identified needs and includes an additional \$25 million for the program’s technical assistance and capacity building authority, which the Department would use to help States and school districts improve and expand instruction in languages other than English through a new Raising the Bar on Multilingualism program.

ENGLISH LANGUAGE ACQUISITION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$831.4	\$890.0	\$1,195.0

This program awards formula grants to States based on each State’s share of the Nation’s English learners (ELs) and recent immigrant students. Schools use this funding to implement effective language instruction educational programs designed to help ELs attain English language proficiency. The program also awards grants to schools operated predominantly for Native American and Alaska Native students and supports national activities, including professional development for teachers of ELs and a clearinghouse of research-based information about instructional methods, strategies, and programs for ELs. The proposed increase would significantly strengthen State and local capacity to meet the needs of ELs and their teachers, provide \$100 million for professional development on multilingual education for existing teachers and staff, and bolster the multilingual educator pipeline via post-secondary fellowships. The Budget also includes a greater emphasis on multilingualism that embraces students’ native and home languages as a strength they bring to their school communities.

PROMISE NEIGHBORHOODS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$85.0	\$91.0	\$106.0

This program provides competitive grants to support distressed communities in improving the academic and developmental outcomes for children, youth, and their families from birth through college. Funded activities are focused on “pipeline services,” which include high-quality early childhood programs; high-quality in-school and out-of-school programs; transition support for students at all levels of education and workforce preparation; family and community engagement support; job training, internships, and career counseling; and social, health, nutrition, and mental health services. The proposed \$15 million increase reflects the Administration’s priority on expanding community-school partnerships to better meet the comprehensive needs of underserved communities.

FOSTERING DIVERSE SCHOOLS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	—	—	\$100.0

The proposed Fostering Diverse Schools program would support voluntary efforts to increase school and classroom diversity in preschool through grade 12. The program would make competitive awards to LEAs—alone, in consortia, or in partnership with State educational agencies—that have significant achievement gaps and segregation within or across districts. Program funds would support voluntary planning grants and, for applicants with well-designed plans, implementation grants to carry out activities in those plans, including, for example open enrollment policies that promote diversity in schools or other student-assignment policies.

MAGNET SCHOOLS ASSISTANCE

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$124.0	\$139.0	\$149.0

The Magnet Schools Assistance program provides Federal resources to assist eligible local educational agencies in the desegregation of schools by supporting the elimination, reduction, and prevention of racial isolation in elementary and secondary schools with substantial proportions of students of color. Grantees establish and operate magnet schools that are part of court-ordered, agency-ordered, or federally approved voluntary desegregation plans and that offer special curricula or instructional programs that appeal to parents and students from diverse backgrounds. The requested increase reflects the Administration’s commitment to renewing and expanding efforts to reverse the well-documented, persistent negative educational effects of racial isolation and concentrated poverty.

TRAINING AND ADVISORY SERVICES

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$6.6	\$6.6	\$6.6

This program supports four regional Equity Assistance Centers, selected competitively, that provide services to school districts upon request on issues related to discrimination based on race, sex, national origin, and religion. Typical activities include disseminating information on successful practices and legal requirements related to nondiscrimination; providing training to educators to develop their skills in specific areas, such as in the identification of bias in instructional materials; and technical assistance on selection of instructional programs. The Request would provide continued support for new Equity Assistance Center awards made in fiscal year 2022, as well as the administration and analysis of a customer satisfaction survey.

CHARTER SCHOOLS GRANTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$440.0	\$440.0	\$440.0

Through grants to State entities, charter school developers, and charter school management organizations, Charter Schools Grants support the startup of new charter schools and the replication and expansion of high-quality charter schools serving students in prekindergarten through grade 12. Funds also support grants to improve charter schools’ access to facilities and information dissemination and evaluation activities. The Request would give the Department greater flexibility to adjust spending in response to demand across the program components and prohibit program funds from being awarded to charter schools managed or operated by for-profit entities. The Department efforts will continue to work to ensure that program funds support schools that are opened and operated with demonstrated family and community support, do not contribute to racial and socioeconomic segregation based on community demographics, provide meaningful access to instruction for students with disabilities and English learners, maintain diverse educator workforces, and are subject to strong accountability, transparency, and oversight.

MIGRANT EDUCATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$375.6	\$375.6	\$375.6

Migrant Education State Grants provide formula-based assistance in meeting the educational needs of children of migratory agricultural workers and fishers, including overcoming educational disruption and other challenges resulting from repeated moves, so that these students can meet the same academic standards expected of all children.. During the 2020-21 school year, 270,959 children, ages birth through 21 years old, were identified as eligible for services. Services included supplemental instruction in reading, math, and other academic areas, as well as high school credit accrual. Program funds were also used to provide educationally related services such as counseling, health and nutrition services, advocacy, and referrals for migratory students with disabilities, and (especially in the summer) transportation. The Department uses a portion of funding to improve inter- and intra-State coordination of migrant education activities, including State exchange of migratory student data records through the Migrant Student Information Exchange system.

NEGLECTED, DELINQUENT, AND AT-RISK STUDENTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$48.2	\$49.2	\$52.0

This program provides formula grants to States to support education services for neglected and delinquent children and youth in local and State-run institutions, attending community day programs, and in correctional facilities. The Request includes an increase of \$2.8 million for formula grants under Subpart 1 of Title I Part D to help an estimated 63,600 neglected and delinquent students continue their studies while in State institutions and prepare them to return to and complete school and obtain employment.

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$114.0	\$129.0	\$129.0

This program, which is authorized by the McKinney-Vento Homeless Assistance Act, as amended, provides formula grants to States, which then subgrant most funds to LEAs for services and activities that help homeless children enroll in, attend, and succeed in school, such as preschool programs, enriched supplemental instruction, before- and after-school programs, transportation, and health care referrals. Approximately 1.1 million students were identified as homeless in school year 2020-21.

RURAL EDUCATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$195.0	\$215.0	\$215.0

Based on 2019 data from the National Center for Education Statistics, 28 percent of the Nation’s public schools were located in rural areas, with 19 percent of all public school students enrolled at these schools. The Rural Education Achievement Program (REAP) supports two programs to help rural school districts carry out activities to improve the quality of teaching and learning in their schools. The Small, Rural School Achievement program provides formula funds to rural school districts that serve small numbers of students, and the Rural and Low-Income School program provides funds to rural school districts that serve concentrations of poor students, regardless of the district’s size. Funds appropriated for REAP are divided equally between the two programs. The Request would support rural, often geographically isolated, districts that face significant challenges in meeting ESEA requirements.

INDIAN EDUCATION

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions			
Grants to Local Educational Agencies	\$109.9	\$110.4	\$117.4
Special Programs for Indian Children	70.0	72.0	72.0
National Activities	9.4	12.4	12.4
Total	189.2	194.7	201.7

Indian Education programs supplement the efforts of States, LEAs, and Indian Tribes to improve educational opportunities for Indian children. The programs link these efforts to broader educational reforms underway in States and localities to help ensure that these reforms benefit Indian students, enabling them to master the same challenging academic standards as other students by better meeting their educational and cultural needs.

Grants to Local Educational Agencies provide formula grants to LEAs and to schools funded or operated by the Department of the Interior's Bureau of Indian Education for activities to improve the educational achievement of Indian students. Funds would support supplemental educational services to a disadvantaged population that is heavily affected by poverty and low educational attainment, providing an average estimated per-pupil payment of \$261 for approximately 450,000 eligible American Indian and Alaska Native elementary and secondary students nationwide.

The Request for Special Programs for Indian Children includes support for competitive awards for teacher retention projects, projects to improve the college- and career-readiness of Native youth, and professional development grants for training Native American teachers and administrators for employment in schools with high proportions of Indian students.

The Request also supports National Activities, which fund grants to support Native language immersion programs; State-Tribal Education Partnership grants to create and build the capacity of Tribal educational agencies; Native American language resource centers, and research, evaluation, and data collection activities designed to provide critical information on the educational status and needs of Indian students and to identify effective practices in the education of Indian students.

NATIVE HAWAIIAN EDUCATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$38.9	\$45.9	\$45.9

The Native Hawaiian Education program makes competitive awards to support supplemental education services to the Native Hawaiian population in such areas as teacher training, family-based education, gifted and talented education, early childhood education, special education, higher education, and community-based education learning centers.

ALASKA NATIVE EDUCATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$38.0	\$45.0	\$45.0

This program makes competitive awards to support supplemental educational programs and services designed to improve educational outcomes for Alaska Natives, including activities to support the use and preservation of Alaska Native languages, professional development for educators, home instruction programs for Alaska Native preschool children, family literacy services, student enrichment programs in science and mathematics, and dropout prevention programs.

STATE ASSESSMENTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions			
State Assessment Grants	\$369.1	\$369.1	\$369.1
Competitive Assessment Grants	20.9	20.9	100.0
Total	390.0	390.0	469.1

The Request would help States continue to administer aligned assessment systems as part of their ongoing implementation of the Every Student Succeeds Act. Annual, high-quality, statewide assessments aligned to challenging State academic standards are a critical element of the statewide accountability systems that each State must establish under the Act, providing parents and educators with information they need to understand whether students are meeting State-determined college- and career-ready academic standards. State assessments also help identify schools that are meeting these standards and schools where additional

resources and supports may be needed to improve educational opportunity and academic achievement. The Request provides funding for both Grants for State Assessments and the separately authorized Competitive Grants for State Assessments program, which supports activities to improve State assessment systems. The request includes \$100 million for a proposed new demonstration program to assist LEAs in developing high-quality formative and diagnostic assessments.

EDUCATION INNOVATION AND RESEARCH

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$234.0	\$284.0	\$405.0

The Education Innovation and Research program supports the creation, development, implementation, replication, and scaling up of evidence-based innovations designed to improve student achievement and attainment for underserved, high-need students. The request would continue recent efforts under this program to combat the well-documented effects of the COVID-19 pandemic and target a priority for projects to improve outcomes for children and youth in foster care, a critically vulnerable student population, including through partnerships with child welfare agencies.

COMPREHENSIVE LITERACY DEVELOPMENT GRANTS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$192.0	\$194.0	\$194.0

This program provides competitive grants to SEAs that then award subgrants to eligible entities to support efforts to improve literacy instruction in high-need schools or early childhood education programs. LEAs or early childhood education programs that receive subgrants from SEAs under this program must serve a high percentage of disadvantaged children, such as children from low-income families, children with disabilities, or English learners, and must represent diverse geographical areas.

INNOVATIVE APPROACHES TO LITERACY

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$29.0	\$30.0	\$30.0

The Innovative Approaches to Literacy program makes competitive grants to support projects that promote literacy through enhanced school library programs; early literacy services, including outreach to parents of young children to ensure that families have access to developmentally appropriate materials and are encouraged to read aloud to their young children; and the distribution of high-quality books.

AMERICAN HISTORY AND CIVICS EDUCATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$7.8	\$23.0	\$73.0

The American History and Civics Education programs are designed to improve the quality of teaching and learning in American history, civics, and government. The American History and Civics Academies program supports efforts to improve the quality of American history and civics education by providing intensive workshops for teachers (Presidential Academies) and students (Congressional Academies) aimed at enhancing the teaching and understanding of these twin foundations of effective citizenship. The National Activities program also promotes evidence-based instructional methods and professional development programs in American history, civics and government, and geography. The Request would support a new \$50 million initiative to support evidence-based strategies that bring students from different communities together, enhance understanding of how government works, promote student engagement and empowerment, and help students develop digital and media literacy.

ARTS IN EDUCATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$36.5	\$36.5	\$36.5

This program promotes arts education for students, including disadvantaged students and students who are children with disabilities, through professional development for arts educators, development and dissemination of accessible instructional materials and arts-based educational programming, and community outreach activities that strengthen partnerships among schools and arts organizations.

JAVITS GIFTED AND TALENTED EDUCATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$14.5	\$16.5	\$16.5

The Javits Gifted and Talented Education program supports a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their special educational needs. Funds may be used for, among other things, establishing and operating gifted and talented education programs, which may include innovative methods and strategies for identifying and teaching students traditionally underserved in such programs. The Request would support the Administration's goal of providing equitable access to educational opportunity for all students, including underserved student groups, which include students of color, English learners, and students with disabilities, for whom data show persistent underrepresentation in gifted and talented education programs.

READY TO LEARN PROGRAMMING (RTL)

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$30.5	\$31.0	\$31.0

The RTL program makes awards to public telecommunications entities that support the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers, as well accompanying support materials and services that can be used to promote the effective use of such programming. Funds also are used to develop digital content, such as applications and online educational games, that is specifically designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet.

STATEWIDE FAMILY ENGAGEMENT CENTERS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$15.0	\$20.0	\$20.0

This program provides funding to statewide organizations, or consortia of such organizations, to establish statewide centers that promote parent and family engagement in education or provide comprehensive training and technical assistance to SEAs, LEAs, schools, and organizations that support partnerships between families and schools. The Request would support continuation awards for approximately 20 centers that, by engaging parents and fostering partnerships between families and schools, particularly schools with concentrations of disadvantaged students, can help lay the groundwork for sustained school improvement.

COMPREHENSIVE CENTERS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$54.0	\$55.0	\$55.0

Funds would support the first year of funding for a new cohort of Regional Centers and one National Center. Regional Centers provide intensive capacity-building services to help SEAs and other recipients identify, implement, and sustain effective evidence-based practices that improve instruction and student outcomes. The National Center provides universal and targeted capacity-building services to address common high-leverage problems and common programmatic monitoring and audit findings, as well as information on emerging national education issues. In addition, funds would continue to support a center for students at risk of not attaining full literacy skills due to a disability.

IMPACT AID

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions			
Payments for Federally Connected Children:			
Basic Support Payments	\$1,409.2	\$1,468.2	\$1,468.2
Payments for Children with Disabilities	48.3	48.3	48.3
Facilities Maintenance	4.8	4.8	4.8
Construction	17.4	18.4	18.4
Payments for Federal Property	77.3	78.3	78.3
Total	1,557.1	1,618.1	1,618.1

Note: Amounts may not add due to rounding.

The Impact Aid program provides financial assistance to school districts affected by Federal activities. The presence of certain children living on Federal property across the country can place a financial burden on the LEAs that educate them because such property is exempt from local property taxes, denying LEAs access to a key source of revenue used by most communities to finance education. Impact Aid helps replace the lost local revenue that would otherwise be available to LEAs to pay for the education of these children.

The Request would provide significant support for the education of almost 800,000 federally connected children in over 1,000 school districts.

Basic Support Payments support federally connected children through both regular Basic Support Payments and Basic Support Payments for Heavily Impacted LEAs.

The Request for Payments for Children with Disabilities would support formula grants to help eligible districts meet their obligations under the Individuals with Disabilities Education Act to provide a free appropriate public education for federally connected children with disabilities.

The Request for Facilities Maintenance would fund essential repair and maintenance of the nine school facilities serving large numbers of military dependents that are owned and operated by the Department of Education, while also supporting the transfer of these schools to local school districts.

The Request for Construction would be used for competitive grants to the LEAs with the greatest need and would provide sufficient assistance to enable those LEAs to make major repairs and renovations.

The Request for Payments for Federal Property would provide formula-based payments to LEAs that generally have lost 10 percent or more of their taxable property to the Federal Government.

SUPPLEMENTAL EDUCATION GRANTS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$19.7	\$24.5	\$0.0

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 State, and language calling for continued implementation of the Compacts of Free Association at the Department of the Interior. This will replace portions of the 2003 Compacts of Free Association Act that expires at the end of 2023. Mandatory funds from the new proposal will be part of the Education sector grants to support SEG-related activities.

SPECIAL EDUCATION AND REHABILITATION SERVICES

OVERVIEW

The Administration is committed to providing Americans with disabilities the opportunities and services they need to succeed in school, in the workplace, and in the community. The fiscal year 2024 President's Budget supports a wide range of programs that can improve educational, developmental, employment, and independent living outcomes for people with disabilities.

The \$18.2 billion Request for Special Education programs focuses on improving educational and developmental outcomes for children with disabilities. For the Grants to States program, the Administration is requesting \$16.3 billion, an increase of \$2.1 billion over the 2023 enacted level. This funding level would represent the largest increase in the Federal contribution toward meeting the excess cost of special education in two decades and make a significant first step toward fully funding IDEA. Grants would cover nearly 13 percent of the national average per pupil expenditure and provide an estimated average of \$2,170 per child for about 7.5 million children ages 3 through 21. This funding would support States and local educational agencies (LEAs) as they work to improve results for children with disabilities. The Request also includes \$502.6 million for the Preschool Grants program, an increase of \$82.6 million over the 2023 enacted level, and provide an average of \$1,066 per child for over 471,000 children with disabilities expected to be served under the program in 2024.

The Request includes \$932.0 million for the Grants for Infants and Families program, nearly \$400 million more than the 2023 enacted level. Ensuring infants and toddlers with disabilities are identified and receive services in a timely manner is crucial to improving long-term outcomes. The increased funding would also support States in implementing reforms to expand their enrollment of underserved children, including children of color, children from low-income backgrounds, and children living in rural areas. The increase also includes additional incentives to expand participation of children at risk of developing disabilities, which may help mitigate the need for more extensive services later in childhood and further expand access to the program for underserved children. The \$449.6 million Request for Special Education National Activities would increase by \$186.0 million from the 2023 enacted level to expand technical assistance, dissemination, training, and other activities that assist States, LEAs, parents, and others in improving results for children with disabilities. For the 2022-2023 school year, 44 States reported a shortage of qualified special education personnel. To help address these shortages and ensure every student with a disability has access to highly qualified personnel, the Request would more than double funding for the Personnel Preparation program over the 2023 enacted level. Furthermore, the Request provides historic increases for Parent Information Centers, which have seen a surge in demand over the last two years due, in part, to the effects of the COVID-19 pandemic. The Request also invests \$20 million towards meeting the needs of military-connected children with disabilities and other highly mobile children with disabilities through developing best practices, investing in the development of innovative technology tools, and providing direct technical assistance to families of these children and the schools that serve them.

For Rehabilitation Services, the Administration requests a total of \$4.4 billion in mandatory and discretionary funds to support comprehensive and coordinated vocational rehabilitation services for individuals with disabilities through training, demonstration, and technical assistance, as well as other direct service programs to help individuals with disabilities to live more independently in their communities. The Request includes \$4.3 billion in mandatory funds for the Vocational Rehabilitation (VR) State Grants program, an increase of \$455.8 million over the fiscal year 2023 enacted level, consistent with the inflationary increase required by the Rehabilitation Act. The Request also includes \$15 million for the Client Assistance State grants program, an increase of \$2 million over the 2023 enacted level, and

\$38.3 million for the Independent Living Services for Older Blind Individuals program, an increase of \$5 million over the 2023 enacted level. The increased funding for these programs will help States backfill positions and train new staff to increase the number and quality of services provided to better meet the needs of individuals with disabilities. The Request also includes \$7.3 million for the Demonstration and Training program, an increase of \$1.5 million over the 2023 enacted level. The increased funding will support supplemental funding for the Parent Information and Training program.

GRANTS TO STATES

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$13,343.7	\$14,193.7	\$16,259.2

The Grants to States program, which is authorized under the Individuals with Disabilities Education Act (IDEA), makes formula grants that help States pay the additional costs of providing special education and related services to children with disabilities aged 3 through 21 years. The increased level proposed for fiscal year 2024 would support an estimated average per-child award of \$2,170 for roughly 7.5 million children with disabilities, setting the Federal contribution to about 13 percent of the national average per pupil expenditure.

Under the IDEA, States are required to provide a free appropriate public education in the least restrictive environment to all children with disabilities. Services are provided in accordance with individualized education programs that are developed by teams that include not less than the child’s parents, a special educator, a representative of the LEA, a regular educator, and the child with a disability as appropriate. In addition, services must be provided, to the maximum extent appropriate and in the least restrictive environment, which for most children means full participation in classes with children without disabilities. Students with disabilities also must be included in general State and district-wide assessments, including the assessments required under ESEA, and States must appropriately accommodate children with disabilities so they can participate in these assessments, or alternate assessments for those children with the most significant cognitive disabilities who cannot participate in regular assessments.

To address the fractured nature of early childhood and preschool services, the Request includes appropriations language that would allow the Department to reserve up to \$5 million in funds to study the implications of developing a comprehensive birth through age five system for children with disabilities that would offer coordinated, efficient and effective services.

PRESCHOOL GRANTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$409.5	\$420.0	\$502.6

This program provides formula grants to help States make a free appropriate public education available to all children with disabilities ages 3 through 5. The Requested funding, which supplements funds provided under the Grants to States program, would provide an estimated additional \$1,066 per child for approximately 471,000 children to supplement funds provided under the Grants to States program and help to ensure that young children with disabilities are ready to learn when they enter school.

GRANTS FOR INFANTS AND FAMILIES

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$496.3	\$540.0	\$932.0

This program provides formula grants to help States implement statewide systems of early intervention services for infants and toddlers with disabilities and their families so that State and local agencies identify and serve children with disabilities early in life when interventions can be most effective in improving educational outcomes. The Request would enable States to provide high-quality early intervention services to more than 500,000 infants and toddlers with disabilities and their families. The Request also includes a range of proposals designed to more equitably distribute funding, increase access to the program for infants and families who have been traditionally underrepresented in the program, facilitate program entry for new parents, eliminate out-of-pocket costs for participating families, and promote continuity of services for eligible infants and their families.

The Request would also support incentive grants to States that exercise existing statutory flexibilities and expand enrollment to serve children at risk of developing disabilities or delays. Research has shown that the earlier provision of services leads to improved outcomes and can mitigate the need for more extensive services later in childhood. Additionally, expanding eligibility for at risk children can particularly benefit underserved children who, due to disparities in access to screening and pediatric care, are less likely to have delays or disabilities identified in a timely manner.

STATE PERSONNEL DEVELOPMENT

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$38.6	\$38.6	\$53.6

This program provides competitive grants to help States reform and enhance their systems for personnel preparation and professional development in the areas of early intervention, educational, and transition services in order to improve outcomes for children with disabilities. The Request would cover the cost of awards to State educational agencies to improve the knowledge and skills of special education and regular education teachers serving children with disabilities. The increased request would provide additional support to States to help recruit and retain personnel who are qualified to provide services to children with disabilities. The request would allow the Administration to continue its support of professional development to support a State’s comprehensive systems of personnel development under Part C of the IDEA and the needs of personnel serving children in preschool through 3rd grade to support early literacy and numeracy, helping to build a strong foundation for learning throughout a child’s academic career. Funds would also be used to support a focus on classroom management, improving supports for children with significant needs, improving services for underserved populations, and/or new teacher supports.

TECHNICAL ASSISTANCE AND DISSEMINATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$44.3	\$45.3	\$55.3

This program funds competitive grants for technical assistance and dissemination of materials based on knowledge gained through research and practice. The Request would support continuations costs for projects initiated in previous years and approximately \$21.8 million in new awards, including new model demonstration projects as well as new investments in the Progress Center and Center for Systemic Improvement. The Request would support multiple model demonstration projects designed to identify best practices for serving military-connected and other highly-mobile children with disabilities and their families. Furthermore, the request would support additional technical assistance and model demonstration projects focused on increasing access to early interventions services for underserved children.

PERSONNEL PREPARATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$95.0	\$115.0	\$250.0

This program helps ensure that there are adequate numbers of personnel with the skills and knowledge necessary to help children with disabilities succeed educationally. Program activities focus both on meeting

the demand for personnel to serve children with disabilities and improving the qualifications of these personnel, with particular emphasis on incorporating knowledge gained from research and practice into training programs. The Department uses requested funds to support (1) training for leadership personnel and personnel who work with children with low-incidence disabilities, (2) at least one activity in the broadly defined area of personnel development, and (3) enhanced support for beginning special educators. For the 2021-2022 school year, 44 States reported a shortage of qualified special education personnel. The nearly \$160 million increase proposed for fiscal year 2024 would be a historic investment in the personnel who provide critical services to support the estimated 7.4 million children with disabilities nationwide who receive services under the IDEA.

PARENT INFORMATION CENTERS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$30.2	\$33.2	\$49.2

These funds support centers that provide parents with the training and information they need to work with professionals to meet the early intervention and special education needs of their children with disabilities. The COVID-19 pandemic has disproportionately impacted students with disabilities and Parent Information Centers have experienced a surge in demand for assistance and training from families. The Request expands support for the PTIs and CPRCs by increasing the size of awards and also includes \$4 million to support a new Technical Assistance Center focused on meeting the needs of military-connected and other highly mobile student populations and their families.

EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$30.4	\$31.4	\$41.4

This program makes competitive awards for research, development, and other activities that promote the use of technology, including universal design features, in providing special education and related services. Funds also support media-related activities, such as providing video description and captioning of films and television for use in classrooms for individuals with visual and hearing impairments and increasing the availability of books in accessible formats for individuals with visual impairments and other print disabilities.

The Request would invest \$10 million in developing innovative technology tools to: (1) support the seamless transfer of IEP documentation from one school district to another when students move from one school district to another, and (2) provide interim access to needed services and supports for children during such moves, a critical need for military-connected and other highly mobile children who may frequently change schools.

SPECIAL OLYMPICS EDUCATION PROGRAM

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$31.0	\$36.0	\$36.0

This program funds the non-profit Special Olympics organization to support activities to promote the expansion of Special Olympics, including activities to increase the participation of individuals with intellectual disabilities within the United States. Funds also support the design and implementation of Special Olympics education programs, including character education and volunteer programs that support the purposes of the Special Olympics Sport and Empowerment Act of 2004, that can be integrated into classroom instruction and are consistent with academic content standards.

VOCATIONAL REHABILITATION STATE GRANTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
Mandatory BA in millions	\$3,719.1	\$3,949.7	\$4,253.8

Note: The levels shown are the mandatory amounts for the Vocational Rehabilitation State Grants program. Pursuant to the Budget Control Act of 2011 (P.L. 112-25), the reduced levels reflecting the 5.7 percent sequester that went into effect on October 1, 2020, are \$3,507.1 million for fiscal year 2022, \$3,724.6 for fiscal year 2023, and \$4,011.4 for fiscal year 2024.

This program provides formula grants to State Vocational Rehabilitation (VR) agencies to help individuals with disabilities become gainfully employed. These agencies provide a wide range of services to nearly one million individuals with disabilities annually. Services include vocational evaluation, counseling and guidance, work adjustment, diagnosis and treatment of physical and mental impairments, education and vocational training, job placement, and post-employment assistance. States that are unable to serve all eligible individuals with disabilities who apply must give priority to individuals with the most significant disabilities.

The Administration's Request, which includes the inflation increase required by the Rehabilitation Act, would also assist States and Tribal governments to increase the participation of individuals with disabilities in the workforce. Giving workers with disabilities the support and the opportunity to acquire the skills they need to pursue in-demand jobs and careers is critical to growing our economy. In 2022, the VR program helped more than 120,000 individuals with disabilities—93 percent with significant or the most significant disabilities—obtain competitive integrated employment. Of the amount requested for VR State grants in 2024, \$51.2 million would be set aside for the American Indian VR Services program, to support approximately 94 grants, including 44 new tribal grants, 49 continuation tribal grants and a technical assistance training grant.

CLIENT ASSISTANCE STATE GRANTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$13.0	\$13.0	\$15.0

This program makes formula grants to States for activities to inform and advise clients of the benefits available to them under the Rehabilitation Act, to assist them in their relationships with service providers, and to ensure the protection of their rights under the Act. The Request would support the Client Assistance Program in providing approximately 35,000 advocacy services.

TRAINING

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$29.4	\$29.4	\$29.4

The Training program makes competitive grants to State and other public or nonprofit agencies and organizations, including institutions of higher education, to help ensure that personnel with adequate skills are available to provide rehabilitation services to persons with disabilities.

DEMONSTRATION AND TRAINING

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$5.8	\$5.8	\$7.3

This program supports competitive grants and contracts to expand and improve services in promoting the employment and independence of individuals with disabilities in the community, as well as parent centers that provide training and information to individuals with disabilities and their parents, family members, guardians, advocates, or authorized representatives. The increased funding will support supplemental funding for the Parent Information and Training program.

SUPPORTED EMPLOYMENT STATE GRANTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$22.5	\$22.5	\$22.5

Through this formula grant program, State Vocational Rehabilitation agencies receive supplemental funds to assist consumers with the most significant disabilities in achieving the employment outcome of supported employment.

INDEPENDENT LIVING SERVICES FOR OLDER BLIND INDIVIDUALS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$33.3	\$33.3	\$38.3

The Independent Living Services for Older Blind Individuals program assists individuals aged 55 or older whose severe visual impairments make competitive employment difficult to obtain. Funds are provided under a formula to State VR agencies to provide services designed to help eligible individuals to adjust to their blindness by increasing their ability to care for their individual needs. In fiscal year 2022, the program served 50,211 individuals with severe visual impairments.

PROTECTION AND ADVOCACY OF INDIVIDUAL RIGHTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$19.2	\$20.2	\$20.2

The Protection and Advocacy of Individual Rights (PAIR) formula grant program funds systems in each State to protect and advocate for the legal and human rights of individuals with disabilities, helping them to pursue legal and administrative remedies to secure their rights under Federal law. The PAIR systems also provide information on, and referrals to, programs and services for individuals with disabilities. The Request would support advocacy services to approximately 33,000 individuals with disabilities.

HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$18.0	\$19.0	\$19.0

This program serves individuals who are deaf-blind, their families, and service providers through a national headquarters center with a residential training and rehabilitation facility and a network of 10 regional offices that provide referral, counseling, training, and technical assistance services. The funds requested would serve an estimated 1,900 consumers, 650 families, and 1,650 agencies and organizations through its regional offices, and provide direct services for approximately 90 consumers at the Center’s residential training and rehabilitation program.

SPECIAL INSTITUTIONS FOR PERSONS WITH DISABILITIES

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions			
American Printing House for the Blind	\$40.4	\$43.4	\$43.4
National Technical Institute for the Deaf	88.5	92.5	92.5
Gallaudet University	146.4	165.4	165.4
Total	275.3	301.3	301.3

For fiscal year 2024, total funding for these institutions would be \$301.3 million, level with the fiscal year 2023 enacted level.

AMERICAN PRINTING HOUSE FOR THE BLIND

The American Printing House for the Blind (APH) manufactures and distributes specially adapted educational materials for students who are visually impaired, offers advisory services for consumers and educational agencies, and conducts applied research related to the development of new products.

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

The National Technical Institute for the Deaf (NTID) provides postsecondary technical education and training for students who are deaf or hard of hearing, as well as graduate education and interpreter training programs. NTID also conducts research and provides training related to the education and employment of individuals who are deaf or hard of hearing. The Department maintains a contract with the Rochester Institute of Technology in Rochester, New York, for the operation of NTID. The Request provides support for operations, including funds that may be used for the Federal Endowment Grant program.

GALLAUDET UNIVERSITY

Gallaudet University (University) offers bilingual (i.e., American Sign Language and English) undergraduate, graduate, and continuing education programs for individuals who are deaf or hard of hearing, and for hearing students wishing to pursue careers in fields related to deafness. The University also operates the Laurent Clerc National Deaf Education Center (Clerc Center), which includes two accredited demonstration schools serving deaf and hard of hearing elementary and secondary students: the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf. Through its National Mission programs, the Clerc Center is responsible for conducting research related to deaf education and for the provision of training and technical assistance to professionals and families around the country. The Request provides support for operations of the University and the Clerc Center, including funds that may be used for the Federal Endowment Grant program.

CAREER, TECHNICAL AND ADULT EDUCATION

OVERVIEW

A skilled workforce is critical for both strong communities and a strong economy, and the programs in this account support the President's goal to invest in students and workers while building the capacity of the existing workforce development system.

The fiscal year 2024 President's Budget would provide a discretionary increase of \$43 million for Career and Technical Education (CTE) State grants, for a total request of \$1.5 billion to support the President's goal to invest in workforce development and build the capacity of the existing CTE programs that help introduce students to careers as early as middle school; support attainment of both academic and career skills; help students learn about career pathways and attain credentials needed for careers; assist students in the transition from secondary education to postsecondary education and jobs; and help adults gain new skills and credentials needed to advance in their careers or pursue new career paths.

The Request also would significantly expand CTE National Programs, providing an additional \$183 million, with most funds focused on the Career-Connected High Schools initiative to support competitive grants to partnerships of local educational agencies, institutions of higher education (including community colleges, the primary partners in current pathways models), and employers. Funds would support increased integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students, including students of color and students from low-income backgrounds. Key activities would include dual enrollment in postsecondary-level core content and career-connected coursework; work-based learning opportunities connected to programs of study; attainment of in-demand, career-related credentials; high-quality counseling and career-navigation supports; and educator professional development to support effective integration of academic and career-connected instruction across grades 11-14. For FY24, an additional priority would advance the Administration's strategy around paid work-based learning activities. This priority would encourage grantees to build out or expand internships, apprenticeships, and other direct work experiences, and would focus on re-engaging students who are currently disconnected from the education system. This competition would support student progress toward earning career-related credentials and a high school diploma, and supporting their transition from secondary to postsecondary education and high-quality jobs. This initiative would include impact evaluations and build evidence of effectiveness for these activities. Remaining funds would be used for technical assistance, evaluation, and ongoing activities to support effective implementation of the CTE State Grants program.

The Request recognizes the importance of Adult Education programs in helping to increase the number of adults who have the basic literacy and numeracy skills required to participate successfully in workforce education and training programs, including meeting the basic entrance requirements of apprenticeship programs. The Request would provide \$715.5 million for Adult Education State Grants, the same as the 2023 enacted level. Adult Education National Leadership Activities would be funded at \$43.7 million, with the \$30 million increase over the 2023 enacted level focused on (1) an initiative to support programs at correctional institutions that use Pell Grant funds to provide access to postsecondary offerings as part of an adult education program; (2) scaling up college bridge programs for low-skilled adults without a high school degree or equivalency; and (3) an initiative to help disconnected youth attain a secondary school diploma and support transitions.

CAREER AND TECHNICAL EDUCATION

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions			
State Grants	\$1,379.8	\$1,429.8	\$1,472.8
National Programs	7.4	32.4	215.4
Total	1,387.3	1,462.2	1,688.2

The Request provides \$1.47 billion for the Career and Technical Education (CTE) State Grants program, an increase of \$43 million over the 2023 enacted level. The Request would support the President’s goal to invest new models for workforce development and build the capacity of the existing workforce development system. Funding would help State and local workforce training programs deliver on the promise of the Strengthening Career and Technical Education for the 21st Century Act by better integrating academic and career and technical education; promoting student attainment of challenging academic standards along with technical skills; providing strong linkages between secondary and postsecondary education; helping prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will allow graduates to earn a living wage; and provide work-based learning opportunities and opportunities to gain postsecondary credit while still attending high school.

The \$215.4 million Request for CTE National Programs provides an increase of \$183 million over the 2023 enacted level. Of this Request, \$200 million is for the Career-Connected High Schools initiative to support competitive grants to partnerships of local educational agencies, institutions of higher education (including community colleges, the primary partners in current pathways models), and employers. Funds would support increased the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students, including students of color and students from low-income backgrounds. Key activities would include dual enrollment in postsecondary-level core content and career-connected coursework; work-based learning opportunities connected to programs of study; attainment of in-demand, career-related credentials; and high-quality counseling and career-navigation supports. For fiscal year 2024, an additional priority would advance the Administration’s strategy around paid work-based learning activities. This priority would encourage grantees to build out or expand work-based learning experiences including internships, apprenticeships, and would focus on re-engaging students who are currently disconnected from the education system. This competition would support student progress toward earning career-related credentials, college credit through dual enrollment opportunities, a high school diploma, and the transition from secondary to postsecondary education. Remaining funds would be used for technical assistance, evaluation, and ongoing activities to support effective implementation of the CTE State Grants program.

ADULT EDUCATION

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions			
Adult Education State Grants	\$690.5	\$715.5	\$715.5
National Leadership Activities	13.7	13.7	43.7
Total	704.2	729.2	759.2

The Adult Education and Family Literacy Act is authorized through the Workforce Innovation and Opportunity Act, which promotes alignment of the Adult Education programs with Federal job training programs and the postsecondary education system.

The Request provides \$715.5 million for Adult Education State Grants, the same as the 2023 enacted level. The program assists adults without a high school diploma or the equivalent to become literate and obtain the skills necessary for postsecondary education, employment, and economic self-sufficiency.

The \$43.7 million Request for National Leadership Activities continues support for State efforts to increase the literacy and workforce skills of adults and program evaluation. It includes \$10 million to support programs at correctional institutions that use Pell Grant funds to provide access to postsecondary offerings as part of an adult education program and to provide technical assistance in this area; \$12.5 million to scale up college bridge programs for adults without a high school degree or equivalency; and \$7.5 million for an initiative focused on disconnected youth without a high school diploma.

STUDENT FINANCIAL ASSISTANCE

OVERVIEW

The Federal student aid programs provide grant, loan, and work-study assistance to help students afford a postsecondary education and realize the lifelong benefits of an education beyond high school such as financial stability. The Budget includes both discretionary and mandatory funding that would make available \$126 billion in new Federal student aid to help nearly 9 million students and their families pay for college.

Pell Grants have been the foundation of low- and moderate-income students' financial aid for decades; however, the value has diminished as college costs continue to rise. The Administration's fiscal year 2024 budget would set a maximum award of \$8,215 for award year 2024-25, an increase of \$820 over the 2023-2024 award year. This includes a \$500 increase in the maximum award in discretionary funding and a \$320 increase to the mandatory add-on. The Administration continues to prioritize doubling the maximum award by 2029 to ensure college is accessible and affordable and provides additional mandatory funding to create a path to achieving this, in combination with continued discretionary increases.

The Administration intends to work with Congress to ensure access to student financial aid for students who are Deferred Action for Childhood Arrivals recipients, commonly known as DREAMers. The Administration looks forward to working with Congress on reforms that make the administration of student loans more effective and efficient.

STUDENT AID SUMMARY TABLES (BUDGET AUTHORITY)

(\$ in millions)	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
Pell Grants			
Discretionary funding	\$22,475.4	\$22,475.4	\$24,275.4
Mandatory funding ¹	5,095.9	6,093.0	8,203.0
Subtotal, Pell Grants	27,571.3	28,568.4	32,478.4
Federal Supplemental Educational Opportunity Grants	895.0	910.0	910.0
Federal Work-Study	1,210.0	1,230.0	1,230.0
TEACH Grants ²	170.5	56.1	39.7
Iraq and Afghanistan Service Grants	0.6	0.6	0.5
Federal Family Education Loans ³	34,350.5	4,648.8	0
Federal Direct Loans ⁴	447,084.1	62,411.2	26,592.8
Total, Student Aid	511,282.0	97,825.1	61,251.4

Note: Amounts may not add due to rounding.

¹ Amounts appropriated for Pell Grants for 2023, 2022, and 2024 include mandatory funding provided in the Higher Education Act, as amended, to fund both the base maximum award and add-on award.

² For budget and financial management purposes, this program is operated as a credit program under the Federal Credit Reform Act of 1990. Budget authority reflects the estimated net present value of future Federal non-administrative costs for awards made in a given fiscal year. The 2023 amount includes a net downward reestimate of \$12.7 million and an upward net modification for fiscal year 2023 that reflects costs related to the extension of COVID-19 emergency relief measures on federal student loans through August 30, 2023. The 2022 amount includes a net upward reestimate of \$65.8 million and upward net modification of \$69.7 million. The upward net modification for fiscal year 2022 reflects costs related to COVID-19 emergency relief measures on federal student loans and Student Debt Relief and the shift to Business Process Operations. The amount for 2024 reflects new loan subsidy.

³ Federal Family Education Loan (FFEL) budget authority does not include the Liquidating account. The FFEL reestimates include the Ensuring Continued Access to Student Loans Act (ECASLA) reestimates. The 2023 amount

includes a net upward reestimate of \$2.0 billion and upward modification of \$2.6 billion. The fiscal year 2023 and 2022 FFEL modifications reflect costs related to the extension of COVID-19 emergency relief measures on federal student loans through August 30, 2023. The FFEL modifications in fiscal year 2022 also reflects costs related to Student Debt Relief and the shift to Business Process Operations.

⁴ The 2023 amount includes a net downward reestimate of \$1.9 billion and upward modifications of \$119.3 billion. The 2022 amount includes a net upward reestimate of \$13.0 billion and a net upward modification of \$425.8 billion. The Direct Loan downward net reestimate for fiscal year 2023 is primarily due to updated Income Driven Repayment model assumptions. The fiscal year 2023 and 2022 Direct Loan modifications reflect costs related to the extension of COVID-19 emergency relief measures on federal student loans through August 30, 2023. The Direct Loan modifications in fiscal year 2023 also reflects costs related to final regulations that streamline and improve the rules for major targeted debt relief programs. The Direct Loan modifications in fiscal year 2022 also reflects costs related to Student Debt Relief and the shift to Business Process Operations.

AID AVAILABLE TO STUDENTS

(in thousands)	<u>2022</u>	<u>2023</u>	<u>2024</u> <u>Request</u>
Pell Grants	\$26,618.5	\$29,805.6	\$38,053.2
Supplemental Educational Opportunity Grants	1,376.0	1,293.8	1,293.8
Work-Study	786.7	1,247.9	1,247.9
Iraq and Afghanistan Service Grants	0.6	0.6	0.0
New Student Loans ¹			
Federal Direct Loans	83,507.6	84,610.8	85,762.8
TEACH Grants	68.9	69.7	74.5
Total, Aid Available to Students ²	112,358.4	117,028.4	126,432.2
Unduplicated Count of Postsecondary Students Aided by Department Programs	8,248	8,665	8,749

Note: Numbers may not add due to rounding.

¹ Consolidation Loans for existing borrowers will total \$35.8 billion in 2023; \$42.9 billion in 2022; and \$36.5 billion in 2024.

² Shows total aid generated by Department programs.

NUMBER OF STUDENT AID AWARDS

(in thousands)	<u>2022</u>	<u>2023</u>	<u>2024</u> <u>Request</u>
Pell Grants	5,899.0	6,073.0	6,770.0
Supplemental Educational Opportunity Grants	1,773.0	1,667.2	1,667.2
Work-Study	416.0	659.6	659.6
Iraq and Afghanistan Service Grants	0.1	0.1	0.0
New Student Loans ¹			
Federal Direct Loans	12,075.2	12,163.3	12,228.7
TEACH Grants	27.3	27.7	28.0
Total, Number of Student Aid Awards	20,190.7	20,590.9	21,353.5

Note: Numbers may not add due to rounding.

¹ Excludes Consolidation Loans. Number of Consolidation Loans will total 581,000 in 2023; 380,000 in 2022; and 401,000 in 2024.

FEDERAL PELL GRANT PROGRAM

BA in millions	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
Discretionary budget authority	\$22,475.4	\$22,475.4	\$24,275.4
Mandatory budget authority	4,010.9	4,998.0	7,095.0
Definite mandatory funding	1,085.0	1,095.0	1,108.0
Total	27,571.3	28,568.4	32,478.4
Maximum grant (in whole dollars)			
Discretionary portion	\$5,835	\$6,335	\$6,835
Mandatory add-on	1,060	1,060	1,380
Total	6,895	7,395	8,215
Program costs (dollars in millions)	\$26,648.0	\$29,836.0	\$38,087.0
Aid available (dollars in millions)	\$26,618.5	\$29,805.6	\$38,053.2
Average grant (in whole dollars)	\$4,512	\$4,908	\$5,621
Recipients (in thousands)	5,899	6,073	6,770

The Federal Pell Grant program helps ensure financial access to postsecondary education by providing grant aid to low- and moderate-income undergraduate students. The program is the largest need-based postsecondary student grant program, with individual awards based on the financial circumstances of students and their families. The fiscal year 2024 request provides \$24.3 billion for Pell Grants and lays out a path to double the grant by 2029. The Budget increases the maximum award to \$8,215, a historic \$820 increase over the current level, thereby expanding access and making college more affordable for an estimated 6.8 million students.

CAMPUS-BASED AID PROGRAMS

Federal Supplemental Educational Opportunity Grants (FSEOG) and Federal Work-Study are called the “campus-based aid” programs because they make grants directly to participating institutions, which have considerable flexibility to package awards based on the needs of their students.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

	<u>2022</u>	<u>2023</u>	<u>2024 Request</u>
BA in millions	\$895.0	\$910.0	\$910.0
Aid available (dollars in millions)	\$1,376.0	\$1,293.8	\$1,293.8
Average award (in whole dollars)	\$776	\$776	\$776
Recipients (in thousands)	1,773	1,667	1,667

The FSEOG program provides need-based grant aid to eligible undergraduate students to help reduce financial barriers to postsecondary education. Federal funding allocations are awarded to qualifying postsecondary institutions under a statutory formula. The Request funds FSEOG at \$910 million, the same as the FY 2023 enacted.

FEDERAL WORK-STUDY

	<u>2022</u>	<u>2023</u>	<u>2024 Request</u>
BA in millions	\$1,210.0	\$1,230.0	\$1,230.0
Aid available (dollars in millions)	\$786.7	\$1,247.9	\$1,247.9
Average award (in whole dollars)	\$1,892	\$1,892	\$1,892
Recipients (in thousands)	416	660	660

The Federal Work-Study program provides grants to participating institutions to pay up to 75 percent of the wages of eligible undergraduate and graduate students working part-time to help pay their college costs. The school or another eligible employer provides the balance of the student’s wages. The Request funds Federal Work-Study at \$1,230 million, the same as the FY 2023 enacted.

IRAQ AND AFGHANISTAN SERVICE GRANTS

	<u>2022</u>	<u>2023</u>	<u>2024 Request</u>
BA in thousands	\$576	\$578	\$477
Aid available (dollars in thousands)	\$569	\$611	\$0
Average award (in whole dollars) ¹	\$5,809	\$6,230	\$0
Recipients	(2)	(2)	(2)

¹ Average award amounts reflect impact of sequestration.

² Number of recipients estimated to be fewer than 500.

The Iraq and Afghanistan Service Grant (IASG) program provides non-need-based grants to students whose parent or guardian was a member of the Armed Forces who died in Iraq or Afghanistan as a result of performing military service after September 11, 2001. Of those dependents of deceased service men and women, students who meet the financial criteria for the Pell Grant program are eligible for a maximum Pell Grant and those who do not are eligible to receive a Service Grant. Additionally, students must be 24 years old or younger; or, if older than 24, must have been enrolled in an institution of higher education at the time of the parent or guardian’s death. Service Grants are equal to the maximum Pell Grant for a given award year, subject to sequestration. Beginning with the 2024-25 award year, eligibility for this program will be folded into the Pell Grant program.

TEACH GRANTS

	<u>2022</u>	<u>2023</u>	<u>2024</u> <u>Request</u>
BA in millions	\$170.5 ¹	\$56.1 ¹	\$39.7 ¹
Aid available to students (in millions)	\$68.9	\$69.7	\$74.5
Maximum grant (in whole dollars)	\$4,000	\$4,000	\$4,000
Average grant (in whole dollars)	\$2,518	\$2,518	\$2,662
Recipients (in thousands)	27.3	27.7	28.0

¹ The 2023 amount includes a net downward reestimate of \$12.7 million and an upward net modification for fiscal year 2023 that reflects costs related to the extension of COVID-19 emergency relief measures on federal student loans through August 30, 2023. The 2022 amount includes a net upward reestimate of \$65.8 million and upward net modification of \$69.7 million. The upward net modification for fiscal year 2022 reflects costs related to COVID-19 emergency relief measures on federal student loans and Student Debt Relief and the shift to Business Process Operations. The amount for 2024 reflects new loan subsidy.

The TEACH Grant program awards annual grants of up to \$4,000 to eligible undergraduate and graduate students who agree to serve, within 8 years of graduation, as full-time teachers in a high-need field (e.g., mathematics, science, foreign language, bilingual education, special education, or reading) at a high-need school for not less than 4 years. For students who fail to fulfill this service requirement, grants are converted to Direct Unsubsidized Stafford Loans with interest accrued from the date the grants were awarded. Based on administrative program data, the Department projects that 52 percent of TEACH Grants awarded in fiscal year 2024 will convert to loans. For budget and financial management purposes, the TEACH program is operated as a loan program with 100 percent forgiveness of outstanding principal and interest upon completion of a student's service requirement. Consistent with the requirements of the Credit Reform Act of 1990, budget authority for this program reflects the estimated net present value of all future non-administrative Federal costs associated with awards made in a given fiscal year.

FEDERAL FAMILY EDUCATION LOANS AND DIRECT LOANS

BA in millions	<u>2022</u>	<u>2023</u>	<u>2024</u> <u>Request</u>
Federal Family Education Loans ¹			
Net modification of existing loans	\$24,553.2 ²	\$2,623.1 ²	-
Net reestimate of existing loans	\$9,797.2 ⁴	\$2,025.7 ⁴	-
Total, FFEL program BA	\$34,350.5	\$4,648.8	-
Federal Direct Loans			
New Loan Subsidies (BA)	\$8,239.3 ³	\$21,794.3 ³	\$26,592.8 ³
Net modification of existing loans	\$425,840.0 ²	\$42,534.3 ²	-
Net reestimate of existing loans	\$13,004.9 ⁴	-\$1,917.5 ⁴	-
Total, Direct Loan program BA	\$447,084.1	\$62,411.2	\$26,592.8
Total, student loans (BA)	\$481,434.6	\$67,060.0	\$26,592.8

¹ FFEL budget authority does not include the liquidating account.

² Under Credit Reform, costs or savings related to the impact of enacted policy changes on existing loans are reflected in the current year. The fiscal year 2023 and 2022 FFEL and Direct Loan modifications reflect costs related to the extension of COVID-19 emergency relief measures on federal student loans through August 30, 2023. The Direct Loan modifications in fiscal year 2023 also reflects costs related to final regulations that streamline and improve the rules for major targeted debt relief programs. The Direct Loan and FFEL modifications in fiscal year 2022 also reflects costs related to Student Debt Relief and the shift to Business Process Operations.

³ Total includes amount for Consolidation Loans.

⁴ Under Credit Reform, the subsidy amounts are reestimated annually in both Direct Loans and FFEL to account for changes in long-term projections. Reestimates and modifications reflect the impact of changes on outstanding portfolios of \$134 billion for FFEL, \$43 billion for ECASLA, and \$1,342 billion for Direct Loans.

NEW LOAN VOLUME (DOLLARS AND NUMBERS)

(in millions)	2022	2023	2024 Request
Direct Loans:			
Stafford loans	\$15,655.7	\$15,695.9	\$15,777.2
Unsubsidized Stafford loans	44,243.1	44,948.9	45,365.0
Parent PLUS loans	10,777.0	10,903.7	11,155.6
Grad PLUS loans	12,831.8	13,062.3	13,464.9
Total ¹	83,507.6	84,610.8	85,762.8

(in thousands)	2022	2023	2024 Request
Direct Loans:			
Stafford loans	4,455	4,484	4,516
Unsubsidized Stafford loans	6,350	6,412	6,446
Parent PLUS loans	656	646	651
Grad PLUS loans	614	622	615
Total ¹	12,075	12,163	12,229

¹ Consolidation Loans for existing borrowers will total \$35.8 billion and 581,000 loans in 2023, \$42.9 billion and 748,000 loans in 2022, and \$36.5 billion and 532,000 loans in 2024.

The Department of Education operates two major student loan programs—the Federal Family Education Loan (FFEL) program and the William D. Ford Federal Direct Loan (Direct Loan) program—but since July 1, 2010, the Department has made new loans only through the Direct Loan program. The legacy FFEL program made loans to students and their families through private lenders, with loans guaranteed by the Federal Government and administered by State and private nonprofit guaranty agencies.

Under the Direct Loan program, the Federal Government provides the loan capital and schools disburse loan funds to students. The Department carries out its loan origination and servicing functions under Direct Loans through private contractors. The Direct Loan program features four types of loans with fixed interest rates that are set annually (note that these descriptions are for current law).

- Stafford Loans are low-interest loans with annual and aggregate limits available to undergraduate students based on financial need. The Federal Government pays the interest while the student is in school and during certain grace and deferment periods. The current interest rate for undergraduate loans made in award year 2022–2023 is 4.99 percent.
- Unsubsidized Stafford Loans are low-interest loans with annual and aggregate limits available to undergraduate and graduate students, regardless of financial need. The Federal Government does not pay interest for the student during in-school, grace, and deferment periods. The interest rate is 4.99 percent for undergraduate borrowers and 6.54 percent for graduate and professional borrowers in award year 2022-2023.
- PLUS Loans are available to parents of dependent undergraduate students and to graduate and professional students. There is no annual or aggregate limit on the amount that can be borrowed other than the cost of attendance minus other student financial aid. The interest rate is 7.54 percent in award year 2022–2023, and the Federal Government does not pay interest during in-school, grace, and deferment periods.
- Consolidation Loans allow borrowers with multiple student loans who meet certain criteria to combine their loans and extend their repayment schedules. The rate for both FFEL and Direct

Consolidation Loans is based on the weighted average of loans consolidated rounded up to the nearest one-eighth of 1 percent. The resulting rate for the consolidated loan is then fixed for the life of the loan.

The Administration looks forward to working with Congress on reforms that improve outcomes for student loan borrowers and make the administration of student loans more effective and efficient.

FREE COMMUNITY COLLEGE AND TUITION SUBSIDIES

OVERVIEW

The Budget includes a mandatory proposal to create partnerships between the federal government and States, territories, and Tribes to make two years of community college free for first-time students and workers wanting to reskill. The program would operate as a first-dollar program, allowing students to use Pell Grants and other federal, State, and institutional aid to help them cover expenses beyond tuition and fees. The Budget includes a proposal to provide grants to eligible four-year Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and Minority-Serving Institutions. The Budget proposes funding for two years of subsidized tuition up to \$4,500 per year for students from families earning less than \$125,000.

The Administration also proposes a new discretionary Accelerated Success: Free Community College program that would support grants to community colleges, alone or in consortia, or State systems of community colleges to support schools to offer students tuition free programs that (1) are fully articulated and provide for 100 percent, guaranteed credit transfer to State four-year baccalaureate institutions or (2) offer high-quality credit bearing career preparation for in-demand industries that meet benchmarks for wages and employment.

FREE COMMUNITY COLLEGE

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
Mandatory BA in millions	—	—	\$90,000.0

The Request for Free Community College is a proposed mandatory grant program for States, territories, and Tribes to make community colleges free for eligible students. This proposal will ensure that first-time students and workers wanting to reskill can enroll in a community college to earn a degree or credential for free.

ADVANCING AFFORDABILITY FOR STUDENTS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
Mandatory BA in millions	—	—	\$30,000.0

The Request for Advancing Affordability for Students is a proposed mandatory grant program. Funds are provided to eligible four-year HBCUs, TCCUs, or MSIs to provide two years of subsidized tuition up to \$4,500 per year for students from families earning less than \$125,000.

ACCELERATED SUCCESS: FREE COMMUNITY COLLEGE

	<u>2022</u>	<u>2023</u>	<u>2024</u> <u>Request</u>
BA in millions	—	—	\$500.0

The Administration proposes a new discretionary Accelerated Success: Free Community College program for FY 2024. This investment is part of the President’s commitment to expand access to affordable postsecondary education, laying the groundwork for innovation and inclusive economic growth for all Americans. Funds would support grants to community colleges, alone or in consortia, or State systems of community colleges to offer students tuition free programs that are (1) fully articulated and provide for 100 percent, guaranteed credit transfer to State four-year baccalaureate institutions or (2) offer high-quality credit bearing career preparation for in-demand industries that meet benchmarks for wages and employment.

HIGHER EDUCATION PROGRAMS

OVERVIEW

The Request includes \$3.9 billion in discretionary funds for Higher Education programs aimed at improving student achievement and increasing access to a high-quality education for all students.

To foster more and better opportunities in higher education for communities that are often underserved, the Request provides \$1.4 billion in discretionary and mandatory funding to expand capacity at institutions of higher education that serve high proportions of students of color. This includes a discretionary request of \$886.8 million for Aid for Institutional Development (Title III, which funds Historically Black Colleges and Universities (HBCUs), Tribally Controlled Colleges and Universities (TCCUs), and Minority-Serving Institutions (MSIs), as well as community colleges with low endowments and below-average educational and general expenditures), an increase of \$103.4 million or 13.2 percent over the 2023 enacted level; and \$265.6 million for Aid for Hispanic-Serving (Title V), an increase of \$10.5 million, or 4.1 percent, over the 2023 enacted level. In addition to the discretionary Request, \$255 million is available in mandatory funding in fiscal year 2024. The Request for Title III and Title V demonstrates the Administration’s commitment to assisting institutions that enroll a large proportion of students of color and students from low-income backgrounds by providing funds to improve institutions’ academic programs and administrative and fundraising capabilities.

The Request would provide \$1.3 billion in fiscal year 2024 for the Federal TRIO Programs, an increase of \$106 million over the 2023 enacted level, to provide services to encourage underserved individuals to enroll in and complete college and postgraduate education. Additionally, the Request includes \$408 million, an increase of \$20 million over the 2023 enacted level, to assist middle and high school students in preparing for college through Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).

The Request provides \$85.7 million for the International Education and Foreign Language Studies programs to help meet the Nation's security and economic needs through the development of expertise in foreign languages and area and international studies. The Request provides \$23.5 million for merit- and need-based scholarships and fellowships to postsecondary students under the Graduate Assistance in Areas of National Need (GAANN) program.

For fiscal year 2024, the Administration requests \$95 million for the Child Care Access Means Parents in School (CCAMPIS) program, an increase of \$20 million from the 2023 enacted level. The CCAMPIS program helps to ensure that low-income student parents enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care. The request reflects the Administration's strong commitment to closing equity gaps that limit access to and success in postsecondary education, including the extra challenges faced by underserved college student parents in finding high-quality, low-cost child care.

The Fund for the Improvement of Postsecondary Education (FIPSE) would receive \$725 million, up \$541 million over the 2023 enacted level, to support two existing programs and three new grant programs. The Postsecondary Student Success program would provide competitive grants to States, TCCUs, IHEs, and systems of IHEs to implement or expand evidence-based, institution or State-level retention and completion reforms that improve student outcomes. The HBCU, TCCU, and MSI Research and Development Infrastructure Grants program supports both planning and implementation grants designed to promote transformational investments in research infrastructure, including physical infrastructure and human capital development. The School- and Campus-Based Mental Health Service program would provide competitive grants to IHEs to develop a campus-wide strategy to address student mental health needs including hiring additional providers on their campuses. The Systemwide Holistic Student Supports would provide grants to State agencies, systems of IHEs, or other large consortia of IHEs to provide cross-agency supports to improve the systems and structures necessary to simplify and expand student access to federal and local benefits beyond financial aid, such as food and housing assistance, and to improve coordination of critical services such as mental health care and childcare. The Postsecondary Advancement and Success Technical Assistance Center would support institutions of higher education, systems of institutions of higher education, and States to advance efforts to improve access, equitable college inclusion, completion and retention opportunities.

The Request would make two significant investments in teacher recruitment and preparation, including \$132.1 million, for the Teacher Quality Partnership (TQP) program, an increase of \$62.1 million over the 2023 enacted level, to help support a variety of effective pathways into teaching and support our Nation's teaching force in improving student outcomes; and \$30 million for the Hawkins Centers of Excellence program designed to increase the quality and number of new teachers of color prepared at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and Minority Serving Institutions, such as Hispanic-Serving Institutions.

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

AID FOR INSTITUTIONAL DEVELOPMENT

	2024			
BA in millions	<u>2022</u>		<u>2023</u>	<u>Request</u>
Strengthening Institutions Program (SIP)	\$110.1		\$122.1	\$209.0
Strengthening Tribally Controlled Colleges and Universities (TCCUs)	43.9		51.5	53.1
Strengthening Tribally Controlled Colleges and Universities (mandatory TCCUs)	28.3	¹	28.3	¹ 30.0
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs)	21.4		24.4	25.0
Strengthening Alaska Native and Native Hawaiian-serving Institutions (mandatory ANNHs)	14.1	¹	14.1	¹ 15.0
Strengthening Historically Black Colleges and Universities (HBCUs)	362.8		396.0	402.6
Strengthening Historically Black Colleges and Universities (mandatory HBCUs)	80.2	¹	80.2	¹ 85.0
Strengthening Historically Black Graduate Institutions (HBGIs)	93.1		100.8	102.3
Strengthening HBCU Master's Program	14.8		19.9	21.0
Strengthening Predominantly Black Institutions (PBIs)	17.7		22.3	23.2
Strengthening Predominantly Black Institutions (mandatory PBIs)	14.1	¹	14.1	¹ 15.0
Strengthening Asian American- and Native American Pacific Islander-serving Institutions (AANAPISIs)	10.9		18.6	20.1
Strengthening Asian American- and Native American Pacific Islander-serving Institutions (mandatory AANAPISIs)	4.7	¹	4.7	¹ 5.0
Strengthening Native American-serving nontribal institutions (NASNTIs)	7.8		11.4	12.1
Strengthening Native American-serving nontribal institutions (mandatory NASNTIs)	4.7	¹	4.7	¹ 5.0
Minority Science and Engineering Improvement (MSEIP)	14.5		16.4	18.4
Total	843.3		929.6	1,041.8
Discretionary	697.1		783.4	886.8
Mandatory	146.2		146.2	155.0

¹ Mandatory appropriations are provided under Section 371 of the HEA, as amended by P.L. 116-91. The 2023 and 2022 levels for mandatory programs have been reduced by 5.7 percent, which became effective on October 1, 2022, and October 1, 2021, respectively, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2024 level for mandatory programs is expected to be reduced by 5.7 percent, the amount in the table does not include the sequester reduction.

The Request for Aid for Institutional Development (Title III) continues to support institutions, including community colleges, that serve large percentages of students of color and students from low-income families. Title III funding, which is awarded both competitively and by a formula that directs aid to specified institutions, helps provide equal educational opportunity and strong academic programs for these students and enhances the financial stability of the institutions that serve them. Funds may be used to plan, develop, and implement activities that support student services, interventions that promote degree completion, and faculty development; administrative management; development and improvement of academic programs; joint use of libraries and laboratories; construction, maintenance, and renovation of instructional facilities; and endowment funds.

The Strengthening Institutions Program supports institutions, especially community colleges, that provide educational opportunities to students of color and students from low-income families. Fiscal year 2024 funding would support a competition for new awards and support continuation awards to more than 400 grantees.

Strengthening ANNH program supports institutions with undergraduate enrollments that are at least 20 percent Alaska Native and at least 10 percent Native Hawaiian students, respectively. The discretionary request would support continuation awards and enable the Department to conduct a competition for new awards for these institutions, which typically are located in remote areas not served by other institutions.

Strengthening TCCUs supports 35 Tribal Colleges and Universities located primarily in remote areas not served by other postsecondary education institutions. These institutions offer a broad range of degree and vocational certificate programs to students for whom these educational opportunities would otherwise be geographically and culturally inaccessible.

Strengthening HBCUs supports any accredited, legally authorized HBCU that was established prior to 1964 and which retains a principal mission of educating Black students. Fiscal year 2024 funding would support 97 HBCUs.

Strengthening HBGIs supports 24 postgraduate institutions with schools of law, medical schools, or other graduate programs.

Strengthening Predominantly Black Institutions (PBIs) makes awards to primarily urban and rural 2-year colleges that have an enrollment of undergraduate students that is at least 40 percent Black students and that serve at least 50 percent low-income or first-generation college students.

Strengthening HBCU Master's Program supports 18 HBCUs, specified in Section 723 of the HEA, determined to be making a substantial contribution to graduate education opportunities for Black students at the master's level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines.

Strengthening PBIs makes awards to primarily urban and rural 2-year colleges that have an enrollment of undergraduate students that is at least 40 percent Black students and that serve at least 50 percent low-income or first-generation college students.

Strengthening AANAPISIs supports institutions with undergraduate enrollments that are at least 10 percent Asian American and Native American Pacific Islander.

Strengthening NASNTIs supports institutions that are not designated as TCCUs yet enroll at least 10 percent

Native American students and serve at least 50 percent low-income students.

The Minority Science and Engineering Improvement program would fund approximately 20 new grants and 54 continuation grants that support improvement in science and engineering education at predominantly minority institutions and increase the participation of underrepresented ethnic minorities, particularly minority women, in scientific and technological careers.

In addition to these discretionary requested levels, a total of \$255 million is available in mandatory funding in fiscal year 2024 for the Title III and Title V programs authorized by Section 371 of the HEA—\$155 million for the Title III programs and \$100 million for Title V programs.

AID FOR HISPANIC-SERVING INSTITUTIONS

BA in millions	<u>2022</u>	<u>2023</u>	<u>2024</u>
			<u>Request</u>
Developing Hispanic-Serving Institutions (HSIs) (discretionary)	\$182.9	\$227.8	\$236.7
Promoting Postbaccalaureate Opportunities for Hispanic Americans (discretionary)	19.7	27.3	28.8
Mandatory Developing HSI STEM and Articulation Programs	94.3	94.3 ¹	100.0 ¹
Total	296.9	349.4	365.5
Discretionary	202.6	255.1	265.5
Mandatory	94.3	94.3 ¹	100.0 ¹

¹ Mandatory appropriations are provided under Section 371 of the HEA, as amended by P.L. 116-91. The 2023 and 2022 levels for mandatory programs have been reduced by 5.7 percent which became effective on October 1, 2022, and October 1, 2021, respectively, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2024 level for mandatory programs is expected to be reduced by 5.7 percent, the amount in the table does not include the sequester reduction.

The Developing Hispanic-Serving Institutions (HSIs) program funds competitive grants to expand and enhance the academic quality, institutional management, fiscal stability, and self-sufficiency of colleges and universities that enroll large percentages of Hispanic students.

The Promoting Postbaccalaureate Opportunities for Hispanic Americans program provides funds to eligible HSIs that offer a postbaccalaureate certificate or postbaccalaureate degree-granting program. The program is designed to help Hispanic Americans gain entry into and succeed in graduate study, a level of education in which they are underrepresented.

The HSI STEM and Articulation Program is designed to increase the number of Hispanic and other students from low-income backgrounds attaining degrees in STEM fields and to support the development of model transfer and articulation agreements between 2-year HSIs and 4-year IHEs in such fields.

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES (IEFLS)

BA in millions	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
Domestic Programs	\$71.9	\$75.4	\$75.4
Overseas Programs	9.8	10.3	10.3
Total	81.7	85.7	85.7

These programs support comprehensive language and area study centers within the United States, research and curriculum development, and opportunities for American scholars to study abroad. In addition to promoting general understanding of the peoples of other countries, the Department’s International Programs also serve important economic, diplomatic, defense, and other national security interests. The request would enable the Department to help maintain the national capacity in teaching and learning less commonly taught languages and associated area studies and to continue to work toward increasing the global competency of all U.S. students. All funds requested in fiscal year 2024 for the IEFLS programs would support new and continuation grants and fellowships.

TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS

BA in millions	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$11.0	\$12.0	\$12.0

The Request would support awards to Tribally controlled postsecondary career and technical institutions that meet the program’s eligibility requirements to fund instructional and student support services under the Carl D. Perkins Career and Technical Education Act.

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$48.1	\$52.1	\$66.1

The Request provides \$66.1 million for Special Programs for Migrant Students, an increase of \$14 million over the 2023 enacted level, in support of the President’s goal to advance equity in education. Special Programs for Migrant Students includes the High School Equivalency Program (HEP), which funds competitively selected projects to help low-income migratory and seasonal farmworkers and fishers earn high school diplomas or equivalency certificates, and the College Assistance Migrant Program (CAMP), which makes competitive grants to provide stipends and special services, such as tutoring and counseling, to migratory students who are in their first year of college. The request expands programs that have demonstrated success in helping migrant youth who are particularly at risk for low educational, employment, and earnings outcomes. For example, approximately 96 percent of CAMP participants who completed their first academic year in a postsecondary program continued their postsecondary education, significantly better than the 82 percent retention rate for undergraduates at 4-year institutions from 2019 to 2020 and the 61 percent retention rate at 2-year institutions during the same period.

FEDERAL TRIO PROGRAMS

BA in millions	<u>2022</u>	<u>2023</u>	<u>2024 Request</u>
Talent Search	\$208.4	\$179.1	\$179.1
Upward Bound	366.3	380.1	380.1
Veterans Upward Bound	20.6	22.1	22.1
Upward Bound Math-Science	73.7	78.1	78.1
Educational Opportunity Centers	63.9	66.1	66.1
Student Support Services	340.7	380.0	486.5
McNair Post Baccalaureate Achievement	56.4	61.2	61.2
Staff Training	3.9	4.3	4.3
Administration/Peer Review	3.1	8.5	8.9
Frontload	0	11.5	11.4
Total	1,137.0	1,191.0	1,297.8

Note: Amounts may not add due to rounding. Fiscal year 2023 program amounts are not final and may change.

The TRIO programs are among the Department’s largest investments aimed at getting more students prepared for, into, and through postsecondary education. The request provides more than \$106.8 million over the 2023 enacted level and would enable the Department to make increased investments in student retention and completion through a new award competition for the Student Support Services program, while also maintaining support for more than 1,800 TRIO projects begun in prior years.

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$378.0	\$388.0	\$408.0

GEAR UP provides funds to States and partnerships for early college preparation and awareness activities to help low-income elementary and secondary school students prepare for and pursue postsecondary education. Several features of GEAR UP, including targeting entire grades of students, partnering with local organizations and businesses, and matching Federal funds with local contributions, allow projects to serve large numbers of students. The request increases funding by \$20 million from the 2023 enacted level and would support new and continuation awards for approximately 38 States and 118 Partnerships in fiscal year 2024.

GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED (GAANN)

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$23.5	\$23.5	\$23.5

GAANN provides fellowships, through competitive grants to postsecondary institutions, to graduate students with superior ability and high financial need studying in areas of national need. Participating graduate schools must provide assurances that they would seek talented students from traditionally underrepresented backgrounds. The 2024 request would support approximately 450 fellowships.

TRANSITION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES INTO HIGHER EDUCATION (TPSID)

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$13.8	\$13.8	\$15.2

The TPSID program supports competitive grants awarded to institutions of higher education or consortia of such institutions to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. The Request would support 4 new awards and approximately 22 continuation awards, including two technical assistance centers.

CHILD CARE ACCESS MEANS PARENTS IN SCHOOL

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$65.0	\$75.0	\$95.0

This competitive grant program supports the participation of low-income parents in postsecondary education through campus-based childcare services. Grants made to institutions of higher education must be used to supplement childcare services or start a new program, not to supplant funds for current childcare services. The program gives priority to institutions that leverage local or institutional resources and employ a sliding fee scale. The Request provides an increase of \$20 million and would support a new and continuation awards.

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

			2024
	<u>2022</u>	<u>2023</u>	<u>Request</u>
BA in millions	\$325.4	\$184.0	\$725.0

The Fund for the Improvement of Postsecondary Education supports a wide range of activities to support State and institutional reforms and innovative programs with the potential to transform postsecondary education. This Request would support two existing grant programs and three new grant programs, including \$165 million for the Postsecondary Student Success Grant program, which would provide competitive grants to States, TCCUs, IHEs, and systems of IHEs to implement or expand evidence-based, institutional level retention and completion reforms that improve student outcomes. In addition, \$350 million is for the Research Infrastructure Investments program for HBCUs, TCCUs, and MSIs that supports both planning and implementation grants designed to promote transformational investments in research infrastructure, including physical infrastructure and human capital development. The request includes \$150 million for a new School- and Campus-Based Mental Health Service program that would provide competitive grants to IHEs to develop a campus-wide strategy to address student mental health needs including hiring additional providers on their campuses. Additionally, \$30 million is requested to support the new Systemwide Holistic Student Supports program that would provide grants to State agencies, systems of IHEs, or other large consortia of IHEs to provide cross-agency supports to improve the systems and structures necessary to simplify and expand student access to federal and local benefits beyond financial aid, such as food and housing assistance, and to improve coordination of critical services such as mental health care and childcare. The request also includes \$30 million to support the new Postsecondary Advancement and Success Technical Assistance Center, which would support institutions of higher education, systems of institutions of higher education, and States to advance efforts to improve access, equitable college inclusion, completion and retention opportunities.

TEACHER QUALITY PARTNERSHIP (TQP)

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$59.1	\$70.0	\$132.1

This program supports projects that improve the preparation of teachers, including grow your own programs that support the development of teachers from communities schools serve and teacher residency programs. The additional funds requested include \$84 million for new awards that will address educator shortages while increasing the diversity of the educator workforce and improving student outcomes by improving the effectiveness of teachers working in high-need schools.

AUGUSTUS F. HAWKINS CENTERS OF EXCELLENCE

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	—	\$15.0	\$30.0

The request includes \$30 million to fund the Augustus F. Hawkins Centers of Excellence program, authorized under Part B of Title II of the Higher Education Act, to support diversifying the educator workforce by increasing the number of high-quality teacher preparation programs at Historically Black Colleges and Universities, Tribal Colleges and Universities, and Minority Serving Institutions, such as Hispanic-Serving Institutions. Increasing the number of educators of color is a key strategy in the Administration’s equity agenda aimed at improving educational opportunities and outcomes for students of color. Research shows that teachers of color benefit all students and can have a significant impact on students of color, yet only one in five teachers are people of color, compared to more than half of K-12 public school students. Eligible institutions collectively prepare half of all teachers of color and are ideally positioned to help prepare a new generation of effective teachers of color for high-need schools.

HOWARD UNIVERSITY

BA in millions	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
General Support	\$216.7	\$226.7	\$226.7
Howard University Hospital	127.3	127.3	120.3
Total	344.0	354.0	347.0

Howard University is a congressionally chartered HBCU that plays an important role in providing Black students with access to a high-quality postsecondary education. The fiscal year 2024 Request would maintain strong support for Howard University’s academic and research programs serving undergraduate, graduate, and professional students. The Request would provide \$93 million to Howard University Hospital to support rebuilding of the historic institution and fully meet the total requested funding for the hospital construction (\$300 million). Federal support for the Hospital also enables provision of medical, dental, and other health-related education, research, and training opportunities for graduate and professional students. The Request includes \$3.4 million for Howard University’s endowment, which is designed to assist the University in increasing its financial strength and independence and proposes to lift the restriction in the HBCU Capital Financing Program to allow Howard University access to the Program.

ACADEMIC FACILITIES

BA in millions	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
HBCU Capital Financing Program	\$20.2	\$20.2	\$20.2
CHAFL Federal Administration	0.4	0.53	0.6

These programs support the construction, reconstruction, and renovation of academic facilities at institutions of higher education. The Request for the HBCU Capital Financing Program would support the management and servicing of loan guarantees on previously issued loans and includes \$20 million in loan subsidy that would allow the program to guarantee \$750 million in new loans in 2024. Funds also would be used to continue technical assistance services to help HBCUs increase their fiscal stability and improve their access to capital markets. The Request continues to propose a permanent elimination to the restriction for participation of Howard University in the HBCU Capital Financing program. Funding for College Housing Administration Facilities Loans (CHAFL) Federal Administration is used solely to manage and service existing portfolios of facilities loans and grants made in prior years.

INSTITUTE OF EDUCATION SCIENCES

OVERVIEW

The Institute of Education Sciences (IES) supports sustained programs of research, statistics, and evaluation to study and provide solutions to the challenges faced by schools, teachers, and learners. Investment in research, statistics, and evaluation activities is critical in order to identify effective instructional and program practices, track student achievement, and measure the impact of educational improvement. Through its four centers—the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research—IES ensures the Federal investment in education research, statistics, and evaluation is of high quality and relevant to the needs of educators and policymakers. The Administration requests \$870.9 million for IES activities, \$63 million more than 2023 enacted level.

RESEARCH, DEVELOPMENT, AND DISSEMINATION

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$204.9	\$245.0	\$291.9

The Request supports critical investments in education research, development, dissemination, and evaluation that provide parents, teachers, schools, and policymakers with evidence-based information on effective educational practices.

STATISTICS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$111.5	\$121.5	\$127.0

The Department's Statistics program—operated primarily through competitively awarded contracts administered by National Center for Education Statistics—provides general statistics about trends in education, collects data to monitor reform and measure educational progress, and informs the IES research agenda. The Request would support the collection, analysis, and dissemination of education-related statistics in response to both legislative requirements and to the particular needs of data providers, data users, and educational researchers.

REGIONAL EDUCATIONAL LABORATORIES

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$58.7	\$58.7	\$60.7

Funds support a network of 10 regional laboratories that provide expert advice, including training and technical assistance, to help States and school districts apply proven research findings in their school improvement efforts. Funds also support the Regional Educational Laboratories in widely disseminating information about best practices.

ASSESSMENT

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$187.7	\$192.8	\$198.3

The Request includes a \$4 million increase to fund the established assessment schedule under the ongoing National Assessment of Educational Progress (NAEP) and to support research and development activities to maintain assessment quality while reducing future program costs. The request also includes a \$1.5 million increase for the National Assessment Governing Board (NAGB) to fund the development of the NAEP writing assessment framework and other NAGB costs. NAEP measures and reports on the status of and trends in student learning over time on a subject-by-subject basis and makes objective information on student performance available to policymakers, educators, parents, and the public. As the largest nationally representative and continuing assessment of what American students know and can do, NAEP has become a key measure of our Nation’s educational performance. The proposed increase would support research and development needed to advance NAEP and reduce future program costs.

RESEARCH IN SPECIAL EDUCATION

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$60.3	\$64.3	\$64.3

Funds support a comprehensive program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with disabilities; answer questions about how children with disabilities develop and learn; and learn how best to support their development through improved teaching and special education and related services. Continued investment in such long-term programs of research is necessary to accumulate empirical knowledge and develop evidence-based practices and policies that will result in improved academic achievement, social and emotional well-being, behavior, and physical development for children with disabilities.

STATEWIDE LONGITUDINAL DATA SYSTEMS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$33.5	\$38.5	\$38.5

Funds support competitive grant awards to States to foster the design, development, implementation, and use of longitudinal data systems. In addition, funds would support awards to public and private agencies to improve data coordination, quality, and use at the local, State, and national levels.

SPECIAL EDUCATION STUDIES AND EVALUATIONS

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$13.3	\$13.3	\$13.3

This program supports studies to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of State and local efforts to provide special education and early intervention programs and services to infants, toddlers, and children with disabilities.

IES PROGRAM ADMINISTRATION

	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
BA in millions	\$67.1	\$73.5	\$76.9

Funds support administrative expenses necessary for IES to carry out authorized activities. Expenses include IES pay and non-pay, as well as the IES share of centralized support costs such as rent and enterprise cybersecurity.

DEPARTMENTAL MANAGEMENT

OVERVIEW

Congress established the Department of Education as a Cabinet level agency in 1980. Today, the Department supports programs that touch every area and level of education. The Department's early learning, elementary, and secondary education programs annually serve more than 13,000 public school districts and more than 55 million students attending more than 98,000 public and 30,000 private schools. Department programs also provide grant, loan, and work-study assistance to nearly 9 million postsecondary students at approximately 5,500 institutions of higher education.

The Department is responsible for administering education programs authorized and funded by Congress and signed into law by the President. This responsibility involves developing regulations and policy guidance regarding program operations, determining how program funds are awarded to recipients consistent with statutory requirements, and ensuring programs are operated fairly and conform to statutes and laws prohibiting discrimination in federally funded activities. The Department also collects data and conducts research on education to help focus attention on education issues of national importance.

Most Federal funds for education are distributed using one of three methods: (1) a statutory formula based on certain eligibility requirements, such as the number of students from low-income families in a school district; (2) a competitive process aimed at identifying the most promising proposals or projects targeting a particular educational purpose; or (3) an assessment of financial need, such as the ability of a student or family to pay for college.

Key programs include the Title I Grants to Local Educational Agencies, for which \$20.5 billion would help approximately 25 million students in high-poverty schools make progress toward State academic standards, and \$16.3 billion for the Individuals with Disabilities Education Act Part B Grants to States to help States and school districts meet the special education needs of 7.4 million students with disabilities. Key programs also include Federal Pell Grants, which would make available \$38.1 billion in need-based grants to nearly 6.8 million students enrolled in postsecondary institutions; and the postsecondary student loan programs, which would help provide roughly \$85.8 billion in new Direct Loans to help students and families pay for college.

The Department's programs and responsibilities have grown substantially over the past decade. Some of the growth has resulted from greater demands that were placed on the Department to secure sensitive data, increase transparency through increased data reporting, provide enhanced oversight and enforcement of programs and laws, and award and manage massive new grant programs (about \$280 billion for grants to states, school districts, and institutions of higher education) in response to the COVID-19 pandemic. Federal Student Aid has been tasked with implementing critical improvements to student loan servicing, continuing to modernize its digital infrastructure, and ensuring successful administration of the financial aid programs through a simplified and streamlined process for students and borrowers.

SALARIES AND EXPENSES (S&E) OVERVIEW

Departmental Management

BA in millions	<u>2022</u>	<u>2023</u>	2024 <u>Request</u>
Program Administration	\$394.9	\$426.9	\$527.6 ¹
IES Program Administration	67.1	73.5	76.9
Office for Civil Rights	133.5	140.0	177.6
Office of Inspector General	64.0	67.5	87.5
Student Aid Administration	2,033.9	2,033.9	2,654.0
Other ²	8.7	8.9	10.6
Total	2,702.1	2,750.7	3,534.2

Full-Time Equivalent Employment (FTE)

(whole numbers)

Program Administration	1,486	1,525	1,625
IES Program Administration	199	232	233
Office for Civil Rights	559	571	721
Office of Inspector General	214	232	263
Student Aid Administration	1,521	1,550	1,593
Other ²	17	18	18
Total³	3,996	4,128	4,453

¹ Includes \$19.25 million for Building Modernization.

² Includes small Federal Credit Administration accounts and miscellaneous S&E activities in program accounts.

³ Actual FTE usage in FY 2023; target for FY 2022 and FY 2024. Excludes CARES, CRRSAA, and ARP Act FTE.

The Department is requesting \$3.5 billion for its Salaries and Expenses budget accounts in fiscal year 2024, an increase of \$783.5 million over the 2023 enacted level. The requested fiscal year 2024 increase focuses on key departmental policy and management priorities. These include an increase of \$38 million for the Office for Civil Rights to advance equity in educational opportunity and delivery through an increased investment in civil rights enforcement; an increase of \$620 million for Student Aid Administration to implement the FAFSA® Simplification Act and FUTURE Act, implement customer service and accountability improvements to student loan servicing, and ensure the successful transition from the current short-term loan servicing contracts to a more stable long-term contract and servicing environment; and increased funding for continued IT security improvements to ensure the integrity of the Department of Education systems and prevent potential breaches. Funding is also requested for building modernization and renovation activities which will reduce the Department's overall footprint and save on future rent costs by vacating existing space.

The Department's Request also includes funding necessary to restore critically needed staff capacity across the organization. In fiscal year 2024, the request supports 4,453 Full-Time Equivalents (FTE) Employment, a net increase of 325 FTE above the 2023 enacted level.

PROGRAM ADMINISTRATION

The Program Administration account provides administrative support for most programs and offices in the Department. The fiscal year 2024 request totals \$527.6 million, an increase of \$100.7 million above the 2023 enacted level. The Budget includes \$321.2 million for personnel compensation and benefits to support 1,625 FTE, an increase of \$33.8 million above the fiscal year 2023 enacted level of \$287.4 million.

Salaries and Expenses non-personnel costs cover such items as travel, rent, mail, telephones, utilities, printing, information technology (IT) services and security, contractual services, equipment, supplies, and other services. The total request for non-personnel activities in fiscal year 2024 is \$206.4 million, an increase of \$66.9 million above the 2023 enacted level of \$139.5 million. Approximately 75 percent of the total non-personnel request is to cover Program Administration's share of the Department's centralized services. The centralized services request totals \$155.7 million for fiscal year 2024, an increase of \$53.9 million over the 2023 enacted level, primarily for building modernization, enterprise cybersecurity, and modernization of the Department's contracts and grants systems.

The overall account increase of \$101.0 million is primarily needed for: (1) an increase of 100 FTE over the 2023 enacted level and a 5.2 percent government-wide pay raise plus benefits increases; (2) building modernization and renovation activities with a goal of reducing the Department's future rent costs; (3) continued improvements to the Department's IT security to ensure the integrity of the Department's data as well as to prevent potential IT security breaches; and (4) enhanced data collection, analysis, and reporting of education data, including Economic Stabilization Funds programs. The Request for non-personnel activities to support Building Modernization in fiscal year 2024 is \$19.3 million.

STUDENT AID ADMINISTRATION

The Student Aid Administration account provides funds to administer the Federal student aid programs authorized under Title IV of the Higher Education Act. These programs are the Nation's largest source of financial aid for postsecondary students, which helps students and families fund education costs and training beyond high school.

This account also supports functions across the student aid lifecycle including educating students and families on sources for obtaining aid as well as federal student loans and costs associated with

processing financial aid applications. These funds support financial tools, supports outstanding loans and collections activities on defaulted federal loans and oversight of Title IV programs.

In fiscal year 2022, FSA provided \$112.4 billion in new Federal student aid grants and loans (excluding Direct Consolidation Loans) to more than 8.2 million postsecondary students and their families. These students attended approximately 5,500 institutions of higher education.

The SAFRA Act ended the origination of new loans under the Federal Family Education Loan (FFEL) program. Since July 1, 2010, new loans are originated and serviced through the Direct Loan (DL) program administered by the Department. Private lenders and guaranty agencies service and collect outstanding non-defaulted loans from the FFEL portfolio. The Department currently contracts with six servicers to service a Department-held portfolio of approximately 37 million borrowers.

The Budget provides \$2.7 billion for the Student Aid Administration, a \$620 million increase above the 2023 enacted level. This additional funding is needed to provide better support to student loan borrowers, especially as they return to repayment. This increase would allow FSA to implement critical improvements to student loan servicing, continue to modernize its digital infrastructure, and ensure successful administration of the financial aid programs through a simplified and streamlined process for students and borrowers.

OFFICE FOR CIVIL RIGHTS

The Department's Office for Civil Rights (OCR) investigates discrimination complaints, conducts compliance reviews, monitors corrective action plans, and provides technical assistance on civil rights issues. Since fiscal year 2009, the number of complaints has almost tripled, while the number of investigative staff have decreased slightly over the same period. The fiscal year 2024 Request includes 150 additional FTE over the 2023 enacted level for OCR.

The fiscal year 2024 request for OCR is \$177.6 million, which is an increase of \$37.6 million above the 2023 enacted level. About \$137.6 million of the requested funds, or 77 percent, is for staff pay and benefits for 721 FTE. The remaining \$40.0 million is for non-pay projects and includes funding for information technology services, including the \$6.3 million contract for the Civil Rights Data Collection. Requested funds would ensure program support to resolve complaints of discrimination filed by the public and ensure that institutions receiving Federal financial assistance comply with the civil rights laws enforced by OCR.

OFFICE OF INSPECTOR GENERAL

The Office of Inspector General (OIG) conducts audits and investigations of the Department's programs and activities to help ensure accountability for taxpayer-provided funds and to identify management improvements. The fiscal year 2024 Request for the OIG is \$87.5 million, an increase of \$20.0 million over the 2023 enacted level. Approximately 66 percent of this amount, or \$57.7 million, is for personnel compensation and benefits to support a staffing level of 263 FTE.

The non-personnel request of \$29.8 million includes \$1.8 million to contract for the mandatory annual audit of the Department's financial statements. The scope of the audit would include the examination and analysis of account balances, review of applicable financial systems, and evaluation of internal controls and compliance with significant laws and regulations. Additionally, the non-personnel request includes funds to support the Council of the Inspectors General on Integrity and Efficiency, and to continue to develop the ability to perform predictive analytics with a tool to identify patterns of fraud and risk, allowing the OIG to better target its audit and investigative work.

III. APPENDIX

A. Detailed Budget Table by Program

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Education for the Disadvantaged						
1. Grants to local educational agencies (ESEA I-A):						
(a) Basic grants (section 1124)						
Annual appropriation	D	5,695,625	5,695,625	5,695,625	0	0.00%
Advance for succeeding fiscal year	D	763,776	763,776	763,776	0	0.00%
Subtotal	D	6,459,401	6,459,401	6,459,401	0	0.00%
(b) Concentration grants (section 1124A)						
Advance for succeeding fiscal year	D	1,362,301	1,362,301	1,362,301	0	0.00%
(c) Targeted grants (section 1125)						
Annual appropriation	D	500,000	925,000	2,000,000	1,075,000	116.22%
Advance for succeeding fiscal year	D	4,357,550	4,357,550	4,357,550	0	0.00%
Subtotal		4,857,550	5,282,550	6,357,550	1,075,000	20.35%
(d) Education finance incentive grants (section 1125A)						
Annual appropriation	D	500,000	925,000	2,000,000	1,075,000	116.22%
Advance for succeeding fiscal year	D	4,357,550	4,357,550	4,357,550	0	0.00%
Subtotal		4,857,550	5,282,550	6,357,550	1,075,000	20.35%
Subtotal, Grants to LEAs		17,536,802	18,386,802	20,536,802	2,150,000	11.69%
Discretionary	D	17,536,802	18,386,802	20,536,802	2,150,000	11.69%
Current		6,695,625	7,545,625	9,695,625	2,150,000	28.49%
Advance for succeeding fiscal year		10,841,177	10,841,177	10,841,177	0	0.00%

NOTES:
1) D = discretionary program; M = mandatory programs
2) Pursuant to the Budget Control Act of 2011 (P.L. 112-25), for most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates the levels shown in the 2022 and 2023 Appropriation columns reflect the 5.7 percent reduction that went into effect on October 1, 2021 and October 1, 2022, respectively.
3) Detail may not add to totals due to rounding.

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Education for the Disadvantaged (continued)						
2. Comprehensive literacy state development grants (ESEA II-B-2, section 2222)	D	192,000	194,000	194,000	0	0.00%
3. Innovative approaches to literacy (ESEA II-B-2, section 2226)	D	29,000	30,000	30,000	0	0.00%
4. State agency programs:						
(a) Migrant (ESEA I-C)	D	375,626	375,626	375,626	0	0.00%
(b) Neglected, delinquent and at-risk children and youth (ESEA I-D)	D	48,239	49,239	52,000	2,761	5.61%
Subtotal, State agency programs		423,865	424,865	427,626	2,761	0.65%
5. Special programs for migrant students (HEA IV-A-5)	D	48,123	52,123	66,123	14,000	26.86%
Total, Appropriation		18,229,790	19,087,790	21,254,551	2,166,761	11.35%
Discretionary	D	18,229,790	19,087,790	21,254,551	2,166,761	11.35%
Current		7,388,613	8,246,613	10,413,374	2,166,761	26.27%
Prior year's advance		10,841,177	10,841,177	10,841,177	0	0.00%
Impact Aid (ESEA VII)						
1. Payments for federally connected children (section 7003):						
(a) Basic support payments (section 7003(b))	D	1,409,242	1,468,242	1,468,242	0	0.00%
(b) Payments for children with disabilities (section 7003(d))	D	48,316	48,316	48,316	0	0.00%
Subtotal		1,457,558	1,516,558	1,516,558	0	0.00%
2. Facilities maintenance (section 7008)	D	4,835	4,835	4,835	0	0.00%
3. Construction (section 7007)	D	17,406	18,406	18,406	0	0.00%
4. Payments for Federal property (section 7002)	D	77,313	78,313	78,313	0	0.00%
Total	D	1,557,112	1,618,112	1,618,112	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
School Improvement Programs						
1. Supporting effective instruction State grants (ESEA II-A)						
Annual appropriation	D	488,639	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	2,170,080	2,190,080	2,190,080	0	0.00%
2. 21st century community learning centers (ESEA IV-B)	D	1,289,673	1,329,673	1,329,673	0	0.00%
3. State assessments (ESEA I-B, section 1201-1203)	D	390,000	390,000	469,100	79,100	20.28%
4. Education for homeless children and youths (MVHAA Title VII-B)	D	114,000	129,000	129,000	0	0.00%
5. Native Hawaiian education (ESEA VI-B)	D	38,897	45,897	45,897	0	0.00%
6. Alaska Native education (ESEA VI-C)	D	37,953	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	195,000	215,000	215,000	0	0.00%
9. Supplemental education grants (Compact of Free Association Act) ¹	D	19,657	24,464	0	-24,464	-100.00%
10. Comprehensive centers (ETAA section 203)	D	54,000	55,000	55,000	0	0.00%
11. Student support and academic enrichment grants (ESEA IV-A)	D	1,280,000	1,380,000	1,405,000	25,000	1.81%
Total, Appropriation	D	5,595,835	5,810,642	5,890,278	79,636	1.37%
Total, Budget authority	D	5,595,835	5,810,642	5,890,278	79,636	1.37%
Current		3,914,394	4,129,201	4,208,837	79,636	1.93%
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.						
Preschool Incentive Demonstration Program (Proposed Legislation)	D	0	0	500,000	500,000	---
Indian Education (ESEA VI)						
1. Grants to local educational agencies (Part A-1)	D	109,881	110,381	117,381	7,000	6.34%
2. Special programs for Indian children (Part A-2)	D	70,000	72,000	72,000	0	0.00%
3. National activities (Part A-3)	D	9,365	12,365	12,365	0	0.00%
Total	D	189,246	194,746	201,746	7,000	3.59%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Innovation and Improvement						
1. Education innovation and research (ESEA IV-F-1)	D	234,000	284,000	405,000	121,000	42.61%
2. Teacher and school leader incentive grants (ESEA II-B-1)	D	173,000	173,000	200,000	27,000	15.61%
3. American history and civics education (ESEA II-B-3)	D	7,750	23,000	73,000	50,000	217.39%
4. Supporting effective educator development (SEED) (ESEA II-B-4, section 2242)	D	85,000	90,000	93,000	3,000	3.33%
5. Charter schools grants (ESEA IV-C)	D	440,000	440,000	440,000	0	0.00%
6. Magnet schools assistance (ESEA IV-D)	D	124,000	139,000	149,000	10,000	7.19%
7. Ready to learn programming (ESEA IV-F-4, section 4643)	D	30,500	31,000	31,000	0	0.00%
8. Arts in education (ESEA IV-F-4, section 4642)	D	36,500	36,500	36,500	0	0.00%
9. Javits gifted and talented education (ESEA IV-F-4, section 4644)	D	14,500	16,500	16,500	0	0.00%
10. Statewide family engagement centers (ESEA IV-E)	D	15,000	20,000	20,000	0	0.00%
11. School Leader Recruitment and Support (ESEA II-B-4, section 2243)	D	0	0	40,000	40,000	---
12. Fostering Diverse Schools (proposed legislation)	D	0	0	100,000	100,000	---
13. Community Project Funding/Congressionally Directed Spending	D	140,480	200,443	0	-200,443	-100.00%
Total	D	1,300,730	1,453,443	1,604,000	150,557	10.36%
Safe Schools and Citizenship Education						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	201,000	216,000	601,000	385,000	178.24%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	85,000	91,000	106,000	15,000	16.48%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	75,000	150,000	368,000	218,000	145.33%
Total	D	361,000	457,000	1,075,000	618,000	135.23%
English Language Acquisition (ESEA III-A)	D	831,400	890,000	1,195,000	305,000	34.27%

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DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Special Education						
1. State grants:						
(a) Grants to States (IDEA B-611)						
Annual appropriation	D	4,060,321	4,910,321	6,975,810	2,065,489	42.06%
Advance for succeeding fiscal year	D	9,283,383	9,283,383	9,283,383	0	0.00%
Subtotal		13,343,704	14,193,704	16,259,193	2,065,489	14.55%
(b) Preschool grants (IDEA B-619)	D	409,549	420,000	502,620	82,620	19.67%
(c) Grants for infants and families (IDEA C)	D	496,306	540,000	932,000	392,000	72.59%
Subtotal, State grants		14,249,559	15,153,704	17,693,813	2,540,109	16.76%
2. National activities (IDEA D):						
(a) State personnel development (subpart 1)	D	38,630	38,630	53,630	15,000	38.83%
(b) Technical assistance and dissemination (section 663)	D	44,345	45,345	55,345	10,000	22.05%
(c) Personnel preparation (section 662)	D	95,000	115,000	250,000	135,000	117.39%
(e) Parent information centers (sections 671-673)	D	30,152	33,152	49,152	16,000	48.26%
(f) Educational technology, media, and materials (section 674)	D	30,433	31,433	41,433	10,000	31.81%
Subtotal, National activities	D	238,560	263,560	449,560	186,000	70.57%
3. Special Olympics education programs (Special Olympics Sport and Empowerment Act)	D	31,000	36,000	36,000	0	0.00%
Total, Appropriation		14,519,119	15,453,264	18,179,373	2,726,109	17.64%
Discretionary	D	14,519,119	15,453,264	18,179,373	2,726,109	17.64%
Current		5,235,736	6,169,881	8,895,990	2,726,109	44.18%
Prior year's advance		9,283,383	9,283,383	9,283,383	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation		
					Amount	Percent	
Rehabilitation Services							
1. Vocational rehabilitation State grants:							
(a)	Grants to States (RA Title I-A, sections 110 and 111) ²	M	3,668,471	3,899,057	4,202,679	303,622	7.79%
(b)	Grants to Indians (RA Title I-C)	M	50,650	50,650	51,155	505	1.00%
	Subtotal, Pre-Sequestration	M	3,719,121	3,949,707	4,253,834	304,127	7.70%
	Subtotal, Post-Sequestration	M	3,507,131	3,724,574	4,011,365	286,791	7.70%
2.	Client assistance State grants (RA section 112)	D	13,000	13,000	15,000	2,000	15.38%
3.	Training (RA section 302)	D	29,388	29,388	29,388	0	0.00%
4.	Demonstration and training programs (RA section 303)	D	5,796	5,796	7,296	1,500	25.88%
5.	Protection and advocacy of individual rights (RA section 509)	D	19,150	20,150	20,150	0	0.00%
6.	Supported employment State grants (RA VI)	D	22,548	22,548	22,548	0	0.00%
7.	Independent living services for older blind individuals (RA VII, Chapter 2)	D	33,317	33,317	38,317	5,000	15.01%
8.	Helen Keller National Center for Deaf-Blind Youths and Adults (HKNCA)	D	18,000	19,000	19,000	0	0.00%
9.	Community Project Funding/Congressionally Directed Spending	D	2,325	0	0	0	---
	Subtotal		143,524	143,199	151,699	8,500	5.94%
	Total		3,862,645	4,092,906	4,405,533	312,627	7.64%
	Discretionary	D	143,524	143,199	151,699	8,500	5.94%
	Mandatory	M	3,719,121	3,949,707	4,253,834	304,127	7.70%
² This amount is pre-sequestration.							
	American Printing House for the Blind (20 U.S.C. 101 et seq.)	D	40,431	43,431	43,431	0	0.00%
	National Technical Institute for the Deaf (EDA I-B and section 207)	D	88,500	92,500	92,500	0	0.00%
	Gallaudet University (EDA I-A and section 207)	D	146,361	165,361	165,361	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Career, Technical, and Adult Education						
1. Career and technical education (Carl D. Perkins CTEA):						
(a) State grants (Title I)						
Annual appropriation	D	588,848	638,848	682,312	43,464	6.80%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.00%
Subtotal		1,379,848	1,429,848	1,473,312	43,464	3.04%
(b) National programs (section 114)						
Subtotal, Discretionary	D	0	1,462,269	1,688,733	226,464	15.49%
Subtotal, Career and technical education		1,387,269	1,462,269	1,688,733	226,464	15.49%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA)	D	690,455	715,455	715,455	0	0.00%
(b) National leadership activities (AEFLA section 242)	D	13,712	13,712	43,712	30,000	218.79%
Subtotal, Adult education		704,167	729,167	759,167	30,000	4.11%
Total, Appropriation		2,091,436	2,191,436	2,447,900	256,464	11.70%
Current		1,300,436	1,400,436	1,656,900	256,464	18.31%
Prior year's advance		791,000	791,000	791,000	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation		
					Amount	Percent	
Student Financial Assistance							
1. Federal Pell grants (HEA IV-A-1):							
(a)	Discretionary Pell grants	D	22,475,352	22,475,352	24,275,352	1,800,000	8.01%
(b)	Mandatory Pell grants	M	4,010,920	4,998,000	7,095,000	2,097,000	41.96%
(c)	Mandatory Funding for Discretionary Program Costs	M	1,085,000	1,095,000	1,108,000	13,000	1.19%
Subtotal, Federal Pell grants			27,571,272	28,568,352	32,478,352	3,910,000	13.69%
Discretionary			22,475,352	22,475,352	24,275,352	1,800,000	8.01%
Mandatory			5,095,920	6,093,000	8,203,000	2,110,000	34.63%
2. Campus-based programs:							
(a)	Federal supplemental educational opportunity grants (HEA IV-A-3)	D	895,000	910,000	910,000	0	0.00%
(b)	Federal work-study (HEA IV-C)	D	1,210,000	1,230,000	1,230,000	0	0.00%
Subtotal, Campus-based programs			2,105,000	2,140,000	2,140,000	0	0.00%
3. Iraq and Afghanistan service grants (P.L. 111-39)							
		M	576	578	477	-101	-17.47%
Total			29,676,848	30,708,930	34,618,829	3,909,899	12.73%
Discretionary			24,580,352	24,615,352	26,415,352	1,800,000	7.31%
Mandatory			5,096,496	6,093,578	8,203,477	2,109,899	34.62%
Student Aid Administration (HEA I-D and IV-D, section 458)							
1. Salaries and expenses							
		D	1,058,943	1,058,943	1,205,412	146,469	13.83%
2. Servicing activities							
		D	975,000	975,000	1,448,622	473,622	48.58%
Total			2,033,943	2,033,943	2,654,034	620,091	30.49%
TEACH Grants (HEA IV-A-9)							
1. New loan subsidy							
		M	34,980	34,171	39,687	5,516	16.14%
2. Upward reestimate of existing loans							
		M	69,343	24,093	0	-24,093	-100.00%
3. Downward reestimate of existing loans (non-add)							
		M	-3,589	-11,352	0	11,352	100.00%
4. Net reestimate of existing loans (non-add)							
		M	65,754	12,741	0	-12,741	-100.00%
5. Upward modification of existing loans							
		M	71,589	9,171	0	-9,171	-100.00%
6. Downward modification of existing loans							
		M	-1,843	0	0	0	---
7. Net modification of existing loans (non-add)							
		M	69,746	9,171	0	-9,171	-100.00%
Subtotal, loan subsidies			175,912	67,435	39,687	-27,748	-41.15%
Subtotal, new loan subsidies and net reestimate (non-add)			170,480	56,083	39,687	-16,396	-29.24%
Total			175,912	67,435	39,687	-27,748	-41.15%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Federal Direct Student Loans Program Account (HEA IV-D)						
1. New loan subsidies	M	11,477,191	23,478,178	27,307,629	3,829,451	16.31%
2. New net loan subsidy (non-add)	M	8,239,325	21,794,343	26,592,828	4,798,485	22.02%
3. Upward reestimate of existing loans	M	26,706,610	8,131,676	0	-8,131,676	-100.00%
4. Downward reestimate of existing loans (non-add)	M	-13,701,756	-10,049,156	0	10,049,156	100.00%
5. Net reestimate of existing loans (non-add)	M	13,004,854	-1,917,480	0	1,917,480	100.00%
6. Upward modification of existing loans	M	435,937,468	42,534,895	0	-42,534,895	-100.00%
7. Net modification of existing loans (non-add)	M	425,839,951	42,534,312	0	-42,534,312	-100.00%
8. Temporary Expanded Public Service Loan Forgiveness	D	0	0	0	0	---
Subtotal, loan subsidies		474,121,269	74,144,749	27,307,629	-46,837,120	-63.17%
Subtotal, new loan subsidies and net reestimate/modification (non-add)		450,321,996	64,095,010	27,307,629	-36,787,381	-57.40%
Total		474,121,269	74,144,749	27,307,629	-46,837,120	-63.17%
Discretionary	D	0	0	0	0	---
Mandatory	M	474,121,269	74,144,749	27,307,629	-46,837,120	-63.17%
Federal Family Education Loans Program Account (HEA IV-B)						
1. Upward reestimate of existing loans	M	9,797,237	2,924,909	0	-2,924,909	-100.00%
2. Downward reestimate of existing loans (non-add)	M	0	-899,176	0	899,176	100.00%
3. Net reestimate of existing loans (non-add)	M	9,797,237	2,025,733	0	-2,025,733	-100.00%
4. Upward modification of existing loans	M	25,099,142	2,623,076	0	-2,623,076	-100.00%
5. Downward modification of existing loans (non-add)	M	-545,900	0	0	0	---
6. Net modification of existing loans (non-add)	M	24,553,242	2,623,076	0	-2,623,076	-100.00%
Total, FFEL Program Account	M	34,896,379	5,547,985	0	-5,547,985	-100.00%
Total, new loan subsidies and net reestimate (non-add)		34,350,479	4,648,809	0	-4,648,809	-100.00%
Federal Family Education Loans Liquidating Account (HEA IV-B)						
1. Pre-1992 student loans	M	-2,297	0	-218,169	-218,169	---
Health Education Assistance Loans Program Account						
1. Upward reestimate of existing loans	M	14,129	10,836	0	-10,836	-100.00%
2. Upward modification of existing loans	M	1,499	923	0	-923	-100.00%
Total, HEAL Program Account	M	15,628	11,759	0	-11,759	-100.00%
Health Education Assistance Loans Liquidating Account						
	M	-5,029	-5,029	0	5,029	100.00%
Free Community College (Proposed Legislation)						
1. Free Community College	M	0	0	90,000,000	90,000,000	---
2. Advancing Affordability for Students	M	0	0	30,000,000	30,000,000	---
3. Accelerated Success: Free Community College	D	0	0	500,000	500,000	---
Total		0	0	120,500,000	120,500,000	---
Discretionary	D	0	0	500,000	500,000	---
Mandatory	M	0	0	120,000,000	120,000,000	---

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Higher Education						
1. Aid for institutional development:						
(a)	D	110,070	122,070	209,007	86,937	71.22%
(b)	D	43,896	51,549	53,080	1,531	2.97%
(c)	M	28,290	28,290	30,000	1,710	6.04%
Subtotal		182,256	201,909	292,087	90,178	44.66%
(d)	D	21,371	24,433	25,044	611	2.50%
(e)	M	14,145	14,145	15,000	855	6.04%
Subtotal		35,516	38,578	40,044	1,466	3.80%
(f)	D	362,823	395,986	402,619	6,633	1.68%
(g)	M	80,155	80,155	85,000	4,845	6.04%
Subtotal		442,978	476,141	487,619	11,478	2.41%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Higher Education (continued)						
(h)						
	D	93,129	100,782	102,313	1,531	1.52%
(i)						
	D	14,834	19,937	20,956	1,019	5.11%
		Subtotal	107,963	123,269	2,550	2.11%
(j)						
	D	17,708	22,300	23,218	918	4.12%
(k)						
	M	14,145	14,145	15,000	855	6.04%
		Subtotal	31,853	38,218	1,773	4.86%
(l)						
	D	10,936	18,589	20,120	1,531	8.24%
(m)						
	M	4,715	4,715	5,000	285	6.04%
		Subtotal	15,651	25,120	1,816	7.79%
(n)						
	D	7,834	11,405	12,120	715	6.27%
(o)						
	M	4,715	4,715	5,000	285	6.04%
		Subtotal	12,549	17,120	1,000	6.20%
(p)						
	D	14,539	16,370	18,370	2,000	12.22%
		Subtotal, Aid for institutional development	843,305	929,586	112,261	12.08%
		Discretionary	697,140	783,421	103,426	13.20%
		Mandatory	146,165	146,165	8,835	6.04%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation		
					Amount	Percent	
Higher Education (continued)							
2. Aid for Hispanic-serving institutions:							
(a)	Developing Hispanic-serving institutions (HEA V-A)	D	182,854	227,751	236,732	8,981	3.94%
(b)	Mandatory developing HSI STEM and articulation programs (HEA III-F, section 371(b)(2)(B))	M	94,300	94,300	100,000	5,700	6.04%
(c)	Promoting postbaccalaureate opportunities for Hispanic Americans (HEA V, section 512)	D	19,661	27,314	28,845	1,531	5.61%
Subtotal			296,815	349,365	365,577	16,212	4.64%
Discretionary			202,515	255,065	265,577	10,512	4.12%
Mandatory			94,300	94,300	100,000	5,700	6.04%
3. Other aid for institutions:							
(a) International education and foreign language studies:							
(1)	Domestic programs (HEA VI-A and B)	D	71,853	75,353	75,353	0	0.00%
(2)	Overseas programs (MECEA section 102(b)(6))	D	9,811	10,311	10,311	0	0.00%
Subtotal			81,664	85,664	85,664	0	0.00%
(c)	Model transition programs for students with intellectual disabilities into higher education (HEA VII-D-2)	D	13,800	13,800	15,180	1,380	10.00%
(d)	Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	10,953	11,953	11,953	0	0.00%
4. Assistance for students:							
(a)	Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	1,137,000	1,191,000	1,297,761	106,761	8.96%
(b)	Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	378,000	388,000	408,000	20,000	5.15%
(c)	Graduate assistance in areas of national need (HEA VII-A-2)	D	23,547	23,547	23,547	0	0.00%
(d)	Child care access means parents in school (HEA IV-A-7)	D	65,000	75,000	95,000	20,000	26.67%
5.	Fund for the improvement of post secondary education (FIPSE) (HEA VII-B)	D	76,000	184,000	725,000	541,000	294.02%
6.	Teacher quality partnership (HEA II-A)	D	59,092	70,000	132,092	62,092	88.70%
7.	Hawkins Centers of Excellence (HEA II-B-2) ³	D	0	15,000	30,000	15,000	100.00%
8.	Graduate Fellowships to Prepare Faculty in High-Need Areas at College Education	D	0	0	10,000	10,000	---
9.	Community Project Funding	D	249,400	429,587	0	-429,587	-100.00%
Total			3,234,576	3,766,502	4,241,621	475,119	12.61%
Discretionary		D	2,994,111	3,526,037	3,986,621	460,584	13.06%
Mandatory		M	240,465	240,465	255,000	14,535	6.04%
³ The FY 2022 Omnibus Bill Included \$8 million for the Hawkins program in the FIPSE appropriation							
Howard University							
1.	General support (20 U.S.C. 121 et seq.)	D	216,693	226,693	226,693	0	0.00%
2.	Howard University Hospital (20 U.S.C. 128)	D	127,325	127,325	120,325	-7,000	-5.50%
Total		D	344,018	354,018	347,018	-7,000	-1.98%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
College Housing and Academic Facilities Loans Program Account (HEA section 121)						
1. Federal administration (FCRA section 505(e))	D	435	298	321	23	7.72%
2. Reestimate of existing loan subsidies	M	0	2,562	0	-2,562	-100.00%
Total		435	2,860	321	-2,539	-88.78%
Discretionary	D	435	298	321	23	7.72%
Mandatory	M	0	2,562	0	-2,562	-100.00%
College Housing and Academic Facilities Loans Liquidating Account (HEA section 121)	M	-1,515	-3,015	0	3,015	-100.00%
Historically Black College and University Capital Financing Program Account (HEA III-D)						
1. Federal administration (FCRA section 505(e))	D	334	528	600	72	13.64%
2. Loan subsidies	D	20,150	20,150	20,150	0	0.00%
3. Modification of existing loan subsidies--Public and Private Deferments	D	0	0	0	0	---
4. Modification of existing loan subsidies--Loan Forgiveness	M	0	0	0	0	---
5. Reestimate of existing loan subsidies	M	283,436	62,421	0	-62,421	-100.00%
Total		303,920	83,099	20,750	-62,349	-75.03%
Discretionary	D	20,484	20,678	20,750	72	0.35%
Mandatory	M	283,436	62,421	0	-62,421	-100.00%
Higher Education Facilities Loans Liquidating Account (HEA section 121)	M	-585	-585	0	585	100.00%
College Housing Loans Liquidating Account (HEA section 121)	M	-1,760	-1,760	0	1,760	100.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Institute of Education Sciences						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D, except section 174)	D	204,877	245,000	291,877	46,877	19.13%
(b) Statistics (ESRA I-C)	D	111,500	121,500	127,000	5,500	4.53%
2. Regional educational laboratories (ESRA section 174)	D	58,733	58,733	60,733	2,000	3.41%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	180,000	185,000	189,000	4,000	2.16%
(b) National Assessment Governing Board (section 302)	D	7,745	7,799	9,300	1,501	19.25%
Subtotal		187,745	192,799	198,300	5,501	2.85%
4. Research in special education (ESRA, Part E)	D	60,255	64,255	64,255	0	0.00%
5. Statewide longitudinal data systems (ETAA section 208)	D	33,500	38,500	38,500	0	0.00%
6. Special education studies and evaluations (IDEA, section 664)	D	13,318	13,318	13,318	0	0.00%
7. Program Administration	D	67,093	73,500	76,885	3,385	4.61%
Total	D	737,021	807,605	870,868	63,263	7.83%
Program Administration (DEOA)						
1. Salaries and expenses	D	387,907	419,907	508,359	88,452	21.06%
2. Building Modernization	D	7,000	7,000	19,250	12,250	175.00%
Total		394,907	426,907	527,609	100,702	23.59%
Office for Civil Rights (DEOA, section 203)	D	135,500	140,000	177,600	37,600	26.86%
Office of Inspector General (DEOA, section 211)	D	64,000	67,500	87,497	19,997	29.63%

DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
Contributions (DEOA, section 421)	M	0	0	0	0	---
General Fund Receipts						
1. Perkins loan repayments	M	-842,908	-580,193	-384,998	195,195	33.64%
2. FDSL downward reestimate of loan subsidies	M	-13,701,756	-10,049,156	0	10,049,156	100.00%
3. FFEL downward reestimate of loan subsidies	M	0	-899,176	0	899,176	100.00%
4. FDSL downward modification/negative loan subsidies	M	-13,632,499	-2,109,824	-987,159	1,122,665	53.21%
5. HBCU capital financing downward reestimate of loan subsidies	M	-288,505	-38,713	0	38,713	100.00%
6. FFEL downward modification/negative loan subsidies	M	-545,900	0	0	0	---
7. HEAL downward reestimate of loan subsidies	M	-54	0	0	0	---
8. TEACH downward reestimate of loan subsidies	M	0	-11,325	0	11,325	100.00%
9. TEACH downward modification/negative loan subsidies	M	-1,843	0	0	0	---
10. CHAFL downward reestimate of loan subsidies	M	-2,385	0	0	0	---
Total		-29,015,850	-13,688,387	-1,372,157	12,316,230	89.98%
1. Student Financial Assistance debt collection	M	2,755	2,755	10,000	7,245	262.98%
DISCRETIONARY APPROPRIATION	D	76,399,255	79,593,262	90,006,621	10,413,359	13.08%
DISCRETIONARY APPROPRIATION, less rescissions	D	75,349,255	79,233,262	90,006,621	10,773,359	13.60%

The Department of Education's mission is to promote student achievement
and preparation for global competitiveness by
fostering educational excellence and ensuring equal access.

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