

Department of Education
INNOVATION AND IMPROVEMENT
Fiscal Year 2018 Budget Request

CONTENTS

	<u>Page</u>
Appropriations Language	F-1
Analysis of Language Provisions and Changes.....	F-2
Appropriation, Adjustments, and Transfers	F-4
Summary of Changes	F-5
Authorizing Legislation.....	F-7
Appropriations History.....	F-9
Significant Items in FY 2017 Appropriations Reports.....	F-10
Summary of Request	F-11
Activities:	
Education innovation and research.....	F-14
Teacher and school leader incentive grants.....	F-23
American history and civics academies	F-31
Supporting effective educator development	F-34
School leader recruitment and support	F-38
Charter schools grants.....	F-45
Magnet schools assistance.....	F-57
Ready to learn programming	F-63
Arts in education.....	F-69
Javits gifted and talented education.....	F-75

INNOVATION AND IMPROVEMENT

For carrying out activities authorized by subpart 1 of part B and section 2242 of title II and parts C and D and subpart 1 of part F of title IV of the ESEA, \$1,208,026,000:¹ *Provided*, That \$241,563,000 shall be for subpart 1 of part B and section 2242 of title II and shall be made available without regard to sections 2201 and 2241:² *Provided*, That \$596,463,000 shall be for parts C and D of title IV and shall be made available without regard to sections 4311 and 4409(a):³ *Provided further*, That of the funds available for part C of title IV, the Secretary shall use not more than \$100,000,000 to carry out section 4304 and not more than \$155,000,000 to carry out section 4305, of which not more than \$25,000,000 shall be used to carry out the activities in section 4305(a)(3):⁴ *Provided further*, That \$370,000,000 shall be available through December 31, 2018 for subpart 1 of part F of title IV:⁵ *Provided further*, That funds provided under subpart 1 of part F of title IV may be used to support the demonstration and evaluation of projects awarding scholarships to students from low-income families to attend a private school, including a private religious school, selected by their parents that meets other requirements established by the Secretary.⁶

NOTES

A full-year 2017 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Further Continuing Appropriations Act, 2017 (P.L. 114-254). The amounts included for 2017 reflect the annualized level provided by the continuing resolution.

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

INNOVATION AND IMPROVEMENT

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ <u>For carrying out activities authorized by subpart 1 of part B and section 2242 of title II and parts C and D and subpart 1 of part F of title IV of the ESEA, \$1,208,026,000:</u></p>	<p>This language appropriates funds for Teacher and School Leader Incentive Grants, Supporting Effective Educator Development, Charter Schools Grants, Magnet Schools Assistance, and Education Innovation and Research.</p>
<p>² <u>Provided, That \$241,563,000 shall be for subpart 1 of part B and section 2242 of title II and shall be made available without regard to sections 2201 and 2241:</u></p>	<p>This language provides funds for Teacher and School Leader Incentive Grants and Supporting Effective Educator Development without regard to the sections of the Elementary and Secondary Education Act (ESEA) that specify the distribution of funds appropriated under Part B of Title II.</p>
<p>³ <u>Provided, That \$596,463,000 shall be for parts C and D of title IV and shall be made available without regard to sections 4311 and 4409(a):</u></p>	<p>This language provides funds for Charter Schools Grants and Magnet Schools Assistance without regard to the sections of the ESEA that specify the distribution of funds appropriated under Parts C and D of Title IV.</p>
<p>⁴ <u>Provided further, That of the funds available for part C of title IV, the Secretary shall use not more than \$100,000,000 to carry out section 4304 and not more than \$155,000,000 to carry out section 4305, of which not more than \$25,000,000 shall be used to carry out the activities in section 4305(a)(3):</u></p>	<p>This language establishes, from the Charter Schools Grants appropriation, a maximum amount for facilities grants; a maximum total amount for Charter Management Organization grants, Developer grants, and national activities (collectively authorized under ESEA section 4305).</p>
<p>⁵ <u>Provided further, That \$370,000,000 shall be available through December 31, 2018 for subpart 1 of part F of title IV:</u></p>	<p>This language provides a specific funding amount for Education Innovation and Research and also extends the period of Federal availability 3 months beyond the year of appropriation.</p>

INNOVATION AND IMPROVEMENT

Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
<p>⁶ <u>Provided further, That funds provided under subpart 1 of part F of title IV may be used to support the demonstration and evaluation of projects awarding scholarships to students from low-income families to attend a private school, including a private religious school, selected by their parents that meets other requirements established by the Secretary.</u></p>	<p>This language permits the Secretary to make awards under the Education Innovation and Research program for projects providing scholarships to students from low-income families to attend private schools.</p>

INNOVATION AND IMPROVEMENT

Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2016	2017 Annualized CR	2018
Discretionary:			
Appropriation.....	\$1,181,226	0	\$1,208,026
Annualized CR (P.L. 114-254)	<u>0</u>	<u>\$1,178,981</u>	<u>0</u>
Total, discretionary appropriation.....	1,181,226	1,178,981	1,208,026
 Comparative transfer from:			
<u>School Improvement Programs</u> for:			
Supporting effective educator development.....	93,993	93,814	0
 Comparative transfer to:			
<u>Education for the Disadvantaged</u> for:			
Innovative approaches to literacy.....	-27,000	-26,949	0
 Comparative transfer to:			
<u>Safe Schools and Citizenship</u>			
<u>Education</u> for:			
Full service community schools	<u>-10,000</u>	<u>-9,981</u>	<u>0</u>
Total, comparable discretionary appropriation	1,238,219	1,235,865	1,208,026

INNOVATION AND IMPROVEMENT

Summary of Changes
(dollars in thousands)

2017 Annualized CR	\$1,235,866
2018	<u>1,208,026</u>
Net change.....	-27,840

Increases:	2017 Annualized <u>CR base</u>	Change from base
<u>Program:</u>		
Increase for the Education Innovation and Research program to support efforts to test and build evidence for the effectiveness of private school choice as a strategy for expanding school choices for parents who wish to send their children to high quality private schools.	\$119,772	+\$250,228
Increase for Charter Schools Grants to expand high-quality public educational options available to students, especially students from low-income families or attending low-performing schools, by creating and expanding effective charter schools.	332,539	<u>+167,461</u>
Subtotal, increases		+417,689

Decreases:	2017 Annualized <u>CR base</u>	Change from base
<u>Program:</u>		
Decrease to Teacher and School Leaders Incentive Grants (formerly the Teacher Incentive Fund) to support only continuation awards in 2018, allowing the Department to focus on monitoring performance and providing needed technical assistance to grantees receiving new awards in 2016 and 2017.	\$229,563	-\$30,000
Eliminate funding for American History and Civics Academies because the program has limited national impact and program activities can be more appropriately supported with State, local, or private funds.	1,812	-1,812
Decrease to Supporting Effective Educator Development (SEED) because the Department would fund only continuation awards.	93,814	-51,814

INNOVATION AND IMPROVEMENT

Summary of Changes—continued

	2017 Annualized <u>CR base</u>	Change from base
Decreases:		
Eliminate funding for School Leader Recruitment and Support (formerly the School Leadership Program) because the program has demonstrated minimal national impact and other Federal funds are available to support school leadership activities in high-need schools.	\$16,337	-\$16,337
Eliminate funding for Ready to Learn Programming (RTL) because with the rise of the internet and the ready availability of a wide range of digital games and devices that support early learning, the RTL program is less relevant and less necessary to provide funding to public television networks and stations.	25,692	-25,692
Eliminate funding for Advanced Placement because this program is no longer authorized.	28,429	-28,429
Eliminate funding for Preschool Development Grants because this program is no longer authorized under the Elementary and Secondary Education Act.	249,525	-249,525
Eliminate funding for Arts in Education because the program has limited impact and funds activities that are more appropriately supported with other Federal, State, local, or private funds.	26,949	-26,949
Eliminate funding for the Non-Cognitive Skills initiative because this program is no longer authorized.	2,994	<u>-2,994</u>
Eliminate funding for Javits Gifted and Talented Education because the program has limited national impact and program activities can be more appropriately supported with State, local, or private funds.	11,977	<u>-11,977</u>
Subtotal, decreases		<u>-445,529</u>
Net change		-27,839

INNOVATION AND IMPROVEMENT

Authorizing Legislation

(dollars in thousands)

Activity	2017 Authorized	2017 Annualized CR	2018 Authorized	2018 Request
Education innovation and research (<i>ESEA IV-F-1</i>)	(1)	\$119,772	(1)	\$370,000
Teacher and school leader incentive grants (<i>ESEA II-B-1</i>)	(2)	229,563	(2)	199,563
American history and civics academies (<i>ESEA II-B-3,</i> <i>section 2232</i>)	(2)	1,812	(2)	0
Supporting effective educator development (SEED) (<i>ESEA II-B-4, section 2242</i>)	(2)	93,815	(2)	42,000
School leader recruitment and support (<i>ESEA II-B-4,</i> <i>section 2243</i>)	(2)	16,337	(2)	0
Charter schools grants (<i>ESEA IV-C</i>)	\$270,000	332,539	\$270,000	500,000
Magnet schools assistance (<i>ESEA IV-D</i>)	94,000	96,463	96,820	96,463
Ready to learn programming (<i>ESEA IV-F-4,</i> <i>section 4643</i>)	(1)	25,692	(1)	0
Advanced placement (<i>ESEA I-G; struck by P.L. 114-95</i>)	0	28,429	0	0
Preschool development grants (<i>ESEA V-D subpart 1;</i> <i>repealed by P.L. 114-95</i>)	(3)	249,525	(3)	0
Arts in education (<i>ESEA IV-F-4, section 4642</i>)	(1)	26,949	(1)	0
Non-cognitive skills initiative (<i>ESEA V-D, subpart 1;</i> <i>repealed by P.L. 114-95</i>)	0	2,994	0	0
Javits gifted and talented education (<i>ESEA IV-F-4,</i> <i>section 4644</i>)	(1)	<u>11,977</u>	(1)	<u>0</u>
Total definite authorization	364,000		366,820	
Total appropriation		1,235,866		1,208,026
Portion of request not authorized				529,533

INNOVATION AND IMPROVEMENT

Authorizing Legislation—continued (dollars in thousands)

¹ A total of \$200,741 thousand is authorized for Part F of Title IV for fiscal years 2017 and 2018. Of the funds appropriated for Part F, \$5,000 thousand is reserved for Subpart 3 and of the remainder, for fiscal year 2017, 36 percent is authorized for the Education Innovation and Research program; 36 percent is authorized for Subpart 2; and 28 percent is authorized for Subpart 4, which includes the Arts in Education, Ready to Learn Programming, and Javits Gifted and Talented programs.

² A total of \$468,881 thousand is authorized for Part B of Title II for fiscal years 2017 and 2018. Of the funds appropriated for Part B, 49.1 percent is authorized for Subpart 1, the Teacher and School Leader Incentive program; 34.1 percent is authorized for Subpart 2; 1.4 percent is authorized for Subpart 3, of which not less than 26 percent is reserved for American History and Civics Academies; and 15.4 percent is authorized is authorized for Subpart 4, of which not less than 74 percent is reserved for Supporting Effective Educator Development, not less than 22 percent is reserved for School Leader Recruitment and Support, not less than 2 percent is reserved for technical assistance and national evaluation, and not more than 2 percent for the STEM Master Teacher Corps.

³ The program is authorized under the Department of Health and Human Services per section 9212 of the Every Student Succeeds Act.

INNOVATION AND IMPROVEMENT

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2009 Discretionary	\$867,517	\$976,846 ¹	\$944,314 ¹	\$996,425
Recovery Act Supplemental (PL 111-5) (Discretionary)	0	225,000	0	200,000
2010 Discretionary Rescission (PL 111-226) (Discretionary)	1,489,949	1,347,363	1,234,787 ²	1,389,065 (10,700)
2011 Discretionary	6,330,000	1,870,123 ³	2,224,843 ²	1,856,179 ⁴
2012 Discretionary	4,995,000	821,411 ⁵	1,740,212 ⁵	1,527,536
2013 Discretionary	4,332,166	799,133 ⁶	1,545,966 ⁶	1,447,637
2014 Discretionary	5,335,000	N/A ⁷	1,331,598	931,317
2015 Discretionary	5,335,000	N/A ⁷	868,721 ⁸	852,111
2015 Mandatory	5,000,000	N/A ⁷	0 ⁸	0
2016 Discretionary	1,601,559	275,000 ⁹	694,616 ⁹	1,181,226
2016 Mandatory	1,000,000	0 ⁹	0 ⁹	0
2017 Discretionary	1,411,556	632,938 ¹⁰	942,743 ¹⁰	887,575 ¹⁰
2017 Mandatory	4,299,982	0 ¹⁰	0 ¹⁰	0 ¹⁰
2018 Discretionary	1,208,026			

¹ The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

² The level for the Senate allowance reflects Committee action only.

³ The level for the House allowance reflect the House-passed full-year continuing resolution.

⁴ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁵ The level for the House allowance reflects an introduced bill and the level for the Senate allowance reflects Senate Committee action only.

⁶ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁷ The House allowance is shown as N/A because there was no Subcommittee action.

⁸ The level for the Senate allowance reflects Senate Subcommittee action only.

⁹ The levels for the House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

¹⁰ The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

INNOVATION AND IMPROVEMENT

Significant Items in FY 2017 Appropriations Reports

Supporting Effective Educator Development

Senate: The Committee directs the department to manage these appropriations efficiently, in a manner that is beneficial to all potential grantees and simplifies administration of the program. Further, the Committee directs the Department to ensure a smooth transition in program costs from fiscal year 2017 through fiscal year 2018.

Response: The Department has developed plans to ensure that grantees receiving awards authorized under fiscal years 2015 and 2016 appropriations language receive continuation awards, pending availability of funds, to complete their work. The Department announced a competition for new awards under the ESSA authority on April 20, 2017.

DEPARTMENT OF EDUCATION FISCAL YEAR 2018 PRESIDENT'S BUDGET □
(in thousands of dollars)

Account, Program and Activity	Category Code	2016 Appropriation	2017 Annualized CR	2017 Appropriation	2018	2018 President's Budget Compared to 2017 Annualized CR		2018 President's Budget Compared to 2017 Appropriation	
					President's Budget	Amount	Percent	Amount	Percent
Innovation and Improvement									
1. Education innovation and research (ESEA IV-F-1) ¹	D	120,000	119,772	100,000	370,000	250,228	208.92%	270,000	270.00%
2. Teacher and school leader incentive grants (ESEA II-B-1)	D	230,000	229,563	200,000	199,563	(30,000)	-13.07%	(437)	-0.22%
3. American history and civics education (ESEA II-B-3, section 2233)	D	1,815	1,812	3,515	0	(1,812)	-100.00%	(3,515)	-100.00%
4. Supporting effective educator development (SEED) (ESEA II-B-4, section 2242) ²	D	93,993	93,815	65,000	42,000	(51,815)	-55.23%	(23,000)	-35.38%
5. School leader recruitment and support (ESEA II-B-4, section 2243)	D	16,368	16,337	14,500	0	(16,337)	-100.00%	(14,500)	-100.00%
6. Charter schools grants (ESEA IV-C)	D	333,172	332,539	342,172	500,000	167,461	50.36%	157,828	46.13%
7. Magnet schools assistance (ESEA IV-D)	D	96,647	96,463	97,647	96,463	0	0.00%	(1,184)	-1.21%
8. Ready to learn programming (ESEA IV-F-4, section 4643) ³	D	25,741	25,692	25,741	0	(25,692)	-100.00%	(25,741)	-100.00%
9. Advanced placement (ESEA I-G; struck by P.L. 114-95)	D	28,483	28,429	0	0	(28,429)	-100.00%	0	---
10. Fund for the Improvement of Education (FIE):									
(a) Preschool development grants (ESEA V-D subpart 1; repealed by P.L. 114-95) ³	D	250,000	249,525	0	0	(249,525)	-100.00%	0	---
(b) Arts in education (ESEA IV-F-4, section 4642)	D	27,000	26,949	27,000	0	(26,949)	-100.00%	(27,000)	-100.00%
(c) Non-cognitive skills initiative (ESEA V-D, subpart 1; repealed by P.L. 114-95)	D	3,000	2,994	0	0	(2,994)	-100.00%	0	---
(d) Javits gifted and talented education (ESEA IV-F-4, section 4644)	D	12,000	11,977	12,000	0	(11,977)	-100.00%	(12,000)	-100.00%
Total ⁴	D	1,238,219	1,235,866	887,575	1,208,026	-27,840	-2.25%	320,451	36.10%

NOTES: D = discretionary program; M = mandatory program
Detail may not add to totals due to rounding.

¹ Prior to fiscal year 2017, the program was Investing in Innovation (i3), as authorized by P.L. 107-110, ARRA section 14007.

² Adjusted for comparability. In the 2016 and 2017 Annualized CR columns, includes funds for Supporting Effective Educator Development (SEED) that were provided under Supporting Effective Instruction State Grants in the School Improvement Programs account.

³ Beginning with the 2017 Appropriation, this program is administered and funded under the Department of Health and Human Services.

⁴ Adjusted for comparability. The 2016 Appropriation column excludes \$27,000 thousand for Innovative Approaches to Literacy and \$10,000 thousand for Full-Service Community Schools, shown under the Education for the Disadvantaged and Safe Schools and Citizenship Education accounts, respectively.

INNOVATION AND IMPROVEMENT

Summary of Request

Programs in the Innovation and Improvement account support the goal of improving student achievement in two key ways: (1) providing parents with expanded options for the education of their children along with providing incentives to test, evaluate, and expand innovative educational strategies and practices relating to those options; and (2) increasing the supply of effective teachers and principals. The Administration requests a total of \$1.2 billion for these activities. A full-year 2017 appropriation was not enacted at the time the FY 2018 Budget was prepared; therefore, the Budget assumes the Department is operating under the Further Continuing Appropriations Act, 2017 (P.L. 114–254). The amounts included for 2017 reflect the annualized level provided by the Continuing Resolution. The Department of Education Appropriations Act, 2017, provided \$887.6 million, a decrease of \$ 256.7 million, or 22 percent less than the 2016 level for programs in this account.

Expanding Educational Options

The Administration requests \$500.0 million for **Charter Schools Grants**, an increase of \$167.5 million, or 50 percent, to support the opening of new charter schools and the replication and expansion of high-quality charter schools. The request is a central element of the Administration's efforts to empower States and communities to increase the number of high-quality educational options available to meet the needs of students and their families, particularly those from underprivileged backgrounds. The request would also provide significant increases for grants to States and nonprofit entities to improve charter schools' access to facilities and for an expanded set of national activities.

The request also includes \$370.0 million for the **Education Innovation and Research** program (previously Investing in Innovation), an increase of \$250.2 million that would support the demonstration and evaluation of private school choice strategies aimed at empowering parents to select the best schools for their children, whether public or private; improving educational outcomes for students from low-income families; and increasing competition in publicly funded education systems.

In addition, the Administration requests \$96.5 million for **Magnet Schools Assistance** to LEAs to establish and operate magnet schools that are part of an approved desegregation plan and that are designed to increase racial integration and expand the range of educational options available to parents and students.

Supporting Educators

The request also would continue to support key competitive grant programs that help States and local educational agencies (LEAs) increase the effectiveness of teachers and principals.

- \$199.6 million for **Teacher and School Leader Incentive Grants** to develop, implement, improve, or expand human capital management systems or performance-based compensation systems, especially in high-need schools. The requested funds would support the continuation costs of grant awards made in 2016 and 2017.

\$42.0 million for **Supporting Effective Educator Development** to provide competitive grants to institutions of higher education, national nonprofit entities, and the BIE to provide

INNOVATION AND IMPROVEMENT

Summary of Request—continued

educators with evidence-based professional development and to support pathways that allow educators with nontraditional preparation and certification to obtain employment in traditionally underserved local educational agencies. The requested funds would support the continuation costs of grant awards made in 2017.

Discontinued Programs

The Administration is not requesting funding for the **Advanced Placement** program and the **Non-Cognitive Skills Initiative** because they are not included in the reauthorized Elementary and Secondary Education Act. The request also would not fund **American History and Civics Academies, School Leader Recruitment and Support, Ready to Learn Programming, Arts in Education, and Javits Gifted and Talented Education**. The **Preschool Development Grants (PDG)** program is no longer administered by the Department of Education following enactment of the Every Student Succeeds Act, which moved the program to the Department of Health and Human Services (HHS). No funds for PDG are included under the Administration's fiscal year 2018 request for HHS.

INNOVATION AND IMPROVEMENT

Education innovation and research

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

(dollars in thousands)

FY 2018 Authorization: ⁽¹⁾

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$119,772	\$100,000	\$370,000	+\$250,228

¹ A total of \$200,741 thousand is authorized for Part F of Title IV. Of the total amount appropriated for Title IV, Part F, \$5,000 thousand is reserved to carry out Subpart 3, of the remainder, 36 percent is available for programs under Subpart 1.

PROGRAM DESCRIPTION

The Education Innovation and Research (EIR) program—the successor to the Investing in Innovation (i3) program—supports the creation, development, implementation, replication, and scaling up of evidence-based, field-initiated innovations designed to improve student achievement and attainment for high-need students. The EIR program retains the core purpose of i3, which supported innovative and proven approaches that address persistent education challenges while also building knowledge of what works in education. The Every Student Succeeds Act, which reauthorized the Elementary and Secondary Education Act, made changes from the i3 program that include expansion of the entities eligible to receive funds, a new rural set-aside, and more flexible requirements for matching funds.

The EIR program incorporates a tiered-evidence framework that supports larger awards for projects with the strongest evidence base as well as promising earlier-stage projects operated by grantees that are willing to undergo rigorous evaluation. Funds may be used for: (1) early-phase grants for the development, implementation, and feasibility testing of an intervention or innovation which prior research suggests has promise, in order to determine whether the intervention can improve student academic outcomes (similar to Development grants under i3); (2) mid-phase grants for implementation and rigorous evaluation of interventions that have been successfully implemented under early-phase grants or have met similar criteria for documenting program effectiveness (similar to Validation grants under i3); and (3) expansion and replication of interventions or innovations that have been found to produce a sizable impact under a mid-phase grant or have met similar criteria for documenting program effectiveness (similar to Scale-up grants under i3). All grantees must carry out a rigorous independent evaluation of the effectiveness of their project.

Eligible applicants include (1) local educational agencies (LEAs); (2) State educational agencies (SEAs); (3) the Bureau of Indian Education (BIE); (4) consortia of LEAs or SEAs; (5) nonprofit organizations; or (6) SEAs, LEAs, or the BIE in consortia with a nonprofit organization, a business, an educational service agency, or an institution of higher education. At least 25 percent of the funds appropriated for the program must be used for awards to serve rural

INNOVATION AND IMPROVEMENT

Education innovation and research

areas, contingent on receipt of enough applications of sufficient quality. Grantees must provide matching funds equal to 10 percent of their grant award (in cash or in-kind) from Federal, State, local, or private sources. The Department may waive this requirement under certain circumstances. In addition, the Department may reserve up to 5 percent of program funds to provide technical assistance and disseminate best practices.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013.....	\$141,602
2014.....	141,602
2015.....	120,000
2016.....	120,000
2017.....	100,000

FY 2018 BUDGET REQUEST

For fiscal year 2018, the Administration requests \$370 million for the EIR program, an increase of \$250 million over the fiscal year 2017 annualized Continuing Resolution level. The Department of Education Appropriations Act, 2017, provided \$100 million for this program. This request is part of the \$1.4 billion increase in public and private school choice requested for charter schools and a Title I increase that enables Federal, State, and local funding to follow the student to the school of his or her parents' choice. The proposed increase for EIR would support efforts to test and build evidence for the effectiveness of private school choice as a strategy for (1) expanding school choices for parents who wish to send their children to high quality private schools; (2) improving educational outcomes for students from low-income families or students enrolled in persistently low-performing schools; and (3) increasing competition in order to improve the quality and performance of all schools. The Administration believes that expanding public and private school choice through student-centered reforms is necessary to ensure that students from low-income families have access to a quality education that will prepare them for further education and entering the workforce.

In addition, the increase of private school choice options at the State level shows the growing popularity of school choice options. For example, according to the National Conference of State Legislatures, more than half the States had opted to extend school choice options to private schools as of December 2016. Data show that a larger percent of parents are happy with their child's school if they can choose the school. Specifically, the 2015 Digest of Education Statistics reported that in 2012, compared with parents assigned to a public school, a higher percentage of students in a public school of choice had parents who were very satisfied with their children's school. Significantly, the highest percentage of students with parents who were very satisfied with their children's school were in a private school.¹ Gallup's Education and Work survey data published in 2016 showed that an average of 62 percent of parents who

¹ National Center for Education Statistics (2016). Digest of Education Statistics, 2015. Table 206.50. "Percentage of students enrolled in grades 3 through 12 whose parents were satisfied or dissatisfied with various aspects of their children's schools, by public and private school type: 2003, 2007, and 2012." U.S. Department of Education.

INNOVATION AND IMPROVEMENT

Education innovation and research

reported their oldest child attends a private school said they were completely satisfied with their oldest child's education, compared with 28 percent of public school parents; there was no difference by household income.¹

Studies suggest that allowing students from low-income families to use vouchers to attend private schools can help improve parent satisfaction with their children's schools and improve some student outcomes. For example, the congressionally mandated evaluation of the DC Opportunity Scholarships Program (OSP), published in 2010, found that the program significantly improved students' rate of graduation from high school, even though it did not raise reading or math scores. Also, parents of participating students offered a scholarship reported that they were more satisfied with the schools and felt that the school was safer than did parents who were not offered a scholarship.² Most recently, a report from the current evaluation of the OSP published in April 2017, found that, while the OSP had a statistically significant negative impact on mathematics achievement after 1 year, the program had a statistically significant positive impact on parents' perceptions of safety at the school their child attended in that first year.³ According to a 2012 evaluation of the Milwaukee Parental Choice program, the voucher program had a positive effect for reading scores for students who attended private schools for four years.⁴ A 2015 study of the New York City School Choice Scholarship Program found that receiving vouchers resulted in increased enrollment in college and bachelor's degree attainment for African-American students.⁵

While these studies indicate private school choice programs can produce positive student outcomes, further evaluations are needed to determine the most effective programs. Recent findings in private school choice programs in Louisiana and Ohio underscore the importance of identifying and funding models that work. The requested increase for EIR in fiscal year 2018 is intended to replicate successful private school choice programs and build evidence around what works. In order to strike a balance between innovation and a structure that supports evidence-building, the program would include certain requirements, such as student achievement assessments, that allow for rigorous evaluation. As with all grants funded through the EIR program, grantees would have to conduct a rigorous evaluation of their project. In addition, a focus would be placed on public transparency to ensure that parents have the information they need to select the right school for their children. The Department would reserve funds to evaluate the effectiveness of school vouchers for serving students with disabilities, as well as funds to evaluate school choice strategies in rural areas.

¹ Saad, L. (2016). "Five Insights into U.S. Parents' Satisfaction with Education." Retrieved from: <http://www.gallup.com/poll/195011/five-insights-parents-satisfaction-education.aspx>.

² Institute for Education Sciences (2010). Evaluation of the DC Opportunity Scholarship Program: Final Report. U.S. Department of Education.

³ Dynarski, M., Rui, N., Webber, A., Gutmann, B. *Evaluation of the DC Opportunity Scholarship Program: Impacts After One Year* (NCEE 2017-4022). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

⁴ Witte, J. F., Carlson, D., Cowen, J. M., Fleming, D. J., & Wolf, P. J. (2012). *Milwaukee Parental Choice Program Longitudinal Educational Growth Study Fifth Year Report*. Report of the School Choice Demonstration Project, University of Arkansas, Fayetteville. Milwaukee Evaluation Report #29.

⁵ Chingos, Matthew M. and Paul E. Peterson. (2015). Experimentally estimated impacts of school vouchers on enrollment and degree attainment. *Journal of Public Economics*, 122, 1–12.

INNOVATION AND IMPROVEMENT

Education innovation and research

Additionally, the Department would continue to support innovation through a separate open EIR competition for projects that would develop and expand the evidence base for effective interventions and innovations responding to other education needs, including those identified by Secretarial priorities and those emerging from the field. This continued investment is particularly necessary in light of new ESEA requirements for States and school districts to support the use of evidence-based interventions in schools identified for comprehensive support and improvement or implementing targeted support and improvement plans. Robust Federal investment in identifying such interventions through the EIR program is essential to ensuring that LEAs have the tools they need to address the persistent challenges in their lowest-performing schools.

The request includes appropriations language overriding the authorized funding level for this program and language to allow funds to be used to award private school scholarships to students. The Department would reserve approximately \$18.5 million for technical assistance, dissemination, and evaluation, including providing technical assistance to help grantees develop and implement rigorous evaluations, and to conduct a rigorous evaluation of the projects funded to implement school vouchers.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017 Annualized CR</u>	<u>2018</u>
Private school voucher demonstration projects:			
Amount for grants	0	0	\$247,500
Number of awards	0	0	10
Range of scholarship amount	0	0	\$8-\$12
Number of scholarships	0	0	17,500-26,000
EIR competition:			
Amount for grants	\$113,086	\$114,034	\$100,300
Number of new awards	15	12-20	10-15
Range of new awards	\$2,553-20,000	\$3,000-20,000	\$3,000-20,000
Peer review of new award applications	\$803	\$1,000	\$3,700
National activities	\$6,111	\$4,738	\$18,500

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2018 and future years, as well as the resources and efforts invested by those served by this program.

INNOVATION AND IMPROVEMENT

Education innovation and research

Performance measures will be developed for the private school choice program in fiscal year 2018.

Performance measures

Goal: To improve educational outcomes for students by developing, identifying, and scaling up effective practices that are demonstrated to have an impact on student achievement and other student outcomes.

Objective: To validate and scale effective solutions for persistent educational challenges across the country to serve a substantially larger numbers of students.

Measure: The percentage of Scale-up grantees that reached their annual target of students served.

Year	Target	Actual
2013	75%	60%
2014	80	40
2015	60	50
2016	66	
2017	66	
2018	66	

Measure: The percentage of Scale-up grantees that reached the targeted number of students specified in the application by the end of the project.

Year	Target	Actual
2015	60%	50%
2016	65	
2017	65	
2018	65	

Measure: The percentage of Validation grantees that reached their annual target of students served.

Year	Target	Actual
2013	54%	58%
2014	60	57
2015	65	52
2016	68	
2017	68	
2018	68	

INNOVATION AND IMPROVEMENT

Education innovation and research

Measure: The percentage of Validation grantees that reached the targeted number of students specified in the application by the end of the project.

Year	Target	Actual
2015	60%	80%
2016	65	
2017	65	
2018	70	

Additional information: The source of the data is annual grantee performance reports and final performance reports submitted through March, 2016. Actual percentages are based on partial data; one grantee did not provide targets for the number of students that would be served. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for fiscal year 2016 will be available by December 2017. Some grantees have faced challenges reaching target student participation rates due to certain evaluation requirements, such as the need for random assignment a part of a randomized controlled trial evaluation methodology. For example, one grantee found that teachers that were supposed to participate in a study were not comfortable being compared in a randomized trial with other peers. Note that all projects remain on track to produce studies with sufficient sample sizes to complete rigorous impact evaluations.

Objective: *To promote rigorous evaluation of i3-funded projects that will generate significant new information about the effectiveness of diverse strategies, practices, and products that address persistent educational challenges.*

Measure: The percentage of programs, practices, or strategies supported by a Scale-up grant with ongoing well-designed and independent evaluations that will provide evidence of their effectiveness at improving student outcomes at scale and would meet the WWC Evidence Standards with or without reservations.

Year	Target	Actual
2013	80%	100%
2014	80	100
2015	80	100
2016	83	
2017	100	
2018	100	

INNOVATION AND IMPROVEMENT

Education innovation and research

Measure: The percentage of programs, practices, or strategies supported by a Validation grant with ongoing well-designed and independent evaluations that will provide evidence of their effectiveness at improving student outcomes and would meet the WWC Evidence Standards with or without reservations.

Year	Target	Actual
2013	92%	89%
2014	94	100
2015	75	97
2016	78	
2017	100	
2018	100	

Measure: The percentage of programs, practices, or strategies supported by a Development grant with ongoing evaluations that provide evidence of promise for improving student outcomes.

Year	Target	Actual
2013	95%	100%
2014	96	99
2015	96	98
2016	96	
2017	100	
2018	100	

Additional information: The source of the data is the most updated grantee evaluation plan. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for fiscal year 2016 will be available by December 2017.

INNOVATION AND IMPROVEMENT

Education innovation and research

Measure: The percentage of programs, practices, or strategies supported by a Scale-up grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2013	80%	100%
2014	80	100
2015	80	100
2016	83	
2017	100	
2018	100	

Measure: The percentage of programs, practices, or strategies supported by a Validation grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2013	90%	100%
2014	90	100
2015	90	100
2016	93	
2017	100	
2018	100	

Measure: The percentage of programs, practices, or strategies supported by a Development grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2013	90%	97%
2014	90	99
2015	90	99
2016	95	
2017	100	
2018	100	

Additional information: The source of the data is the most updated grantee evaluation plan. In 2013, the contractor conducting the national evaluation of the i3 program revised the standards for this measure in order to make them clearer and more objective. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for fiscal year 2016 will be available by December 2017.

INNOVATION AND IMPROVEMENT

Education innovation and research

Efficiency measures

The Department established cost per student as the efficiency measure for the i3 program. Aggregate program costs were used to calculate costs per student due to inconsistencies in the data grantees reported. The Department has developed a reporting format and provided technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for this measure are based on total project costs minus evaluation costs divided by the number of students served by all grantees. Separating the evaluation costs is critical because evaluation costs for i3 projects tend to be large due to the complexity of the evaluation designs and the goal of meeting WWC standards. Data for 2015 represent grants that submitted an annual performance report and include two out of two Scale-up grants, 22 out of 24 Validation grants, and 46 out of 60 Development grants. Data for the second efficiency measure represent grants that submitted a final performance report and are cumulative costs per student for the entire project; they include four out of four Scale-up grants, 15 out of 15 Validation grants, and 26 out of 30 Development grants that ended in 2015. Data for fiscal year 2016 will be available by December 2017.

Measure: The cost per student severed by the Scale-up, Validation, or Development grant.

Year	Cost per student, Scale-up grants	Cost per student, Validation grants	Cost per student, Development grants
2013	\$237	\$181	\$140
2014	201	21,463	633
2015	99	874	1,137

Measure: The cost per student for the Scale-up, Validation, or Development grant for programs, practices, or strategies that were proven to be effective at improving educational outcomes for students.

Year	Cost per student, Scale-up grants	Cost per student, Validation grants	Cost per student, Development grants
2015	\$375	\$1,154	\$928

Additional information: The decrease in the cost per student for 2015 for Scale-up grants is due to the fact that data for the four Scale-up grants awarded in 2010 are reported in the cumulative cost measure rather than the annual cost measure, as those four projects ended September 30, 2015. The significant decrease in the cost per student reported for 2015 for Validation grants is due to one project missing its target for students to be served in 2014 but significantly increasing the number of students it served in 2015. The larger cost per student reported for 2015 for Development grants is due primarily to one project that serves a small number of students because of the projects focus on students with significant disabilities.

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 1, Section 2212)

(dollars in thousands)

FY 2018 Authorization: ⁽¹⁾

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$229,563	\$200,000	\$199,563	-\$30,000

¹ A total of \$468,881 thousand is authorized for Part B of Title II. Of the total amount appropriated for Title II, Part B, 49.1 percent is available for Subpart 1 activities.

PROGRAM DESCRIPTION

The Teacher and School Leader Incentive Grants program (TSLIG) was authorized by the Every Student Succeeds Act as the successor to the Teacher Incentive Fund (TIF), which was operated under appropriations language authority from fiscal year 2006 to fiscal year 2016. The program makes competitive awards to help eligible entities develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools served by the grantees.

Eligible entities include local educational agencies (LEAs), including charter schools that are LEAs; State educational agencies or other designated State agencies; the Bureau of Indian Education (BIE); and partnerships of LEAs, State agencies, and the BIE with nonprofit or for-profit entities. The grant period is 3 years, with the option of renewal for an additional 1 or 2 years if the grantee demonstrates success. In making grants, the Department is required to give priority to applicants that support teachers, principals, and other school leaders in high-need schools and to ensure an equitable geographic distribution of grants, including the distribution of grants between rural and urban areas. An LEA is permitted to receive (whether individually or as part of a consortium) a grant under this program only twice.

The statute defines high-need schools as public elementary or secondary schools located in an area in which at least 30 percent of students are from low-income families. Human capital management systems (HCMSs) are defined as systems by which an LEA makes and implements human capital decisions, such as decisions on hiring, professional development, dismissal, tenure, and promotion and that include a performance-based compensation system. Performance-based compensation systems (PBCSs) mean systems of compensation for teachers, principals, or other school leaders that differentiate levels of compensation based in part on measureable increases in student academic achievement. The systems also may include differentiated levels of compensation for positions in hard-to-staff schools and subject areas, as well as for recognition of skills and knowledge of teachers, principals, and other

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

school leaders demonstrated through additional responsibilities and evidence of professional achievement.

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

- Developing or improving evaluation and support systems that are based in part on demonstrated improvement in student achievement;
- Conducting outreach to gain information on how to construct evaluation and support systems;
- Providing principals with the tools necessary to make school-level decisions, including staffing decisions, in order to build high-performing instructional leadership teams for high-need schools;
- Implementing a differentiated salary structure for teachers who teach in high-needs schools or teach high-need subjects, raise student academic achievement, or take on additional leadership responsibilities, or for principals or other school leaders to serve in high-need schools and raise student academic achievement;
- Improving LEA processes for recruiting, selecting, placing, supporting, and retaining effective teachers, principals, and other school leaders in high-need schools; and
- Instituting career advancement opportunities that reward effective teachers, principals, or other school leaders in high-need schools.

Grantees must provide matching funds, in cash or in kind, from non-Federal sources equal to 50 percent of the amount of their grants. Grant funds must be used to supplement, not supplant, other Federal or State funds available to carry out activities.

The Department is required to submit an annual report to Congress that provides information on grant award amounts and grantee activities, as well as student academic achievement information for participating schools. In addition, the Institute for Education Sciences (IES) must evaluate the effectiveness of the program; the Department may reserve up to 1 percent of each year's appropriation for this purpose as well as to provide technical assistance to grantees.

The predecessor program, TIF, also supported the development and implementation of performance-based compensation systems and human capital management systems that were designed to measure and improve educator effectiveness and provide effective educators with incentives to take on additional responsibilities and leadership roles. The reauthorized program places a greater focus on the development of comprehensive human capital management systems that include performance based compensation systems, while adding a new emphasis on the role principals and school leaders in promoting effective instruction in high-need schools.

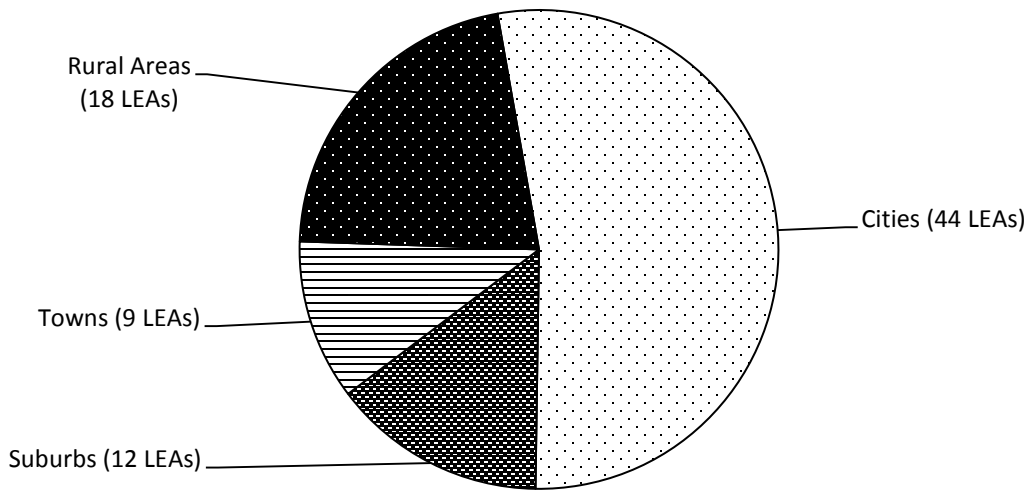
A final TIF competition was conducted in fiscal year 2016, resulting in 13 awards, including 6 to regular LEAs, 2 to LEAs that were independent charter school districts, 1 to a regional

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

education service agency, 1 to an SEA, and 3 to nonprofit organizations. The grantees planned to serve approximately 450 schools in 83 districts, nearly half of which were charter school districts. The largest number of districts to be served were in cities (44 LEAs), followed by rural areas (18 LEAs). (Information on districts to be served by each grantee is available at https://www.tifcommunity.org/grants?field_grantee_address_state_value=All&field_cohort_term_tid=759.)

Locale of LEAs to be Served by 2016 Grantees



The first competition under the TSLIG program was announced on December 20, 2016; applications were due March 24, 2017 and awards are expected to be announced in the late summer of 2017.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	\$283,771
2014	288,771
2015	230,000
2016	230,000
2017	200,000

FY 2018 BUDGET REQUEST

The Administration requests \$199.6 million for the TSLIG, a decrease of \$30 million from the fiscal year 2017 annualized Continuing Resolution level. The Department of Education Appropriations Act, 2017, provided \$200 million for this program. The request includes appropriations language overriding the authorized funding level for this program. Fiscal year

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

2018 funds would support continuation costs of awards made in 2016 and 2017. In addition, the Department would use up to 1 percent of the funds for technical assistance and evaluation.

In fiscal year 2018, the Department will focus on monitoring performance and providing needed technical assistance to the 2016 and 2017 cohorts of grantees, ensuring that the grantees from both cohorts stay on track in implementing their HCMs and PBCs. We also will work closely with grantees to ensure timely and accurate collection of data needed to support a rigorous program evaluation, which will be managed by IES. Finally, we will encourage grantees to pay close attention to requirements for ensuring project sustainability at the end of the grant period.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>
Amount for new awards	\$70,558	\$123,380	0
Number of new awards	13	15–20	—
Range of new awards	\$887–\$13,171	\$500–\$12,000	—
Amount for continuation awards	\$155,179	\$102,998	\$197,568
Number of continuation awards	32	11	24
Range of continuation awards	\$829–\$14,407	\$500–\$14,871	
Peer review of new award applications	\$575	\$890	0
Evaluation and technical assistance	\$3,688	\$2,295	\$1,995

NOTES: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Teacher and School Leader Incentive Grants, and to pool such funds for use in evaluating any ESEA program. The Department reserved funds from the program for this purpose in fiscal year 2016, and may do so again in fiscal years 2017 and 2018.

In 2016, appropriations language authorized the Department to use up to 5 percent of program funds for technical assistance, training, peer review of applications, program outreach, and evaluation. Under the reauthorized ESEA, the Department may use up to 1 percent of program funds for evaluation and technical assistance.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2018 and future years, as well as the resources and efforts invested by those served by this program.

The Department established four measures for the 2012 grant competition for use beginning in 2013. The performance data presented are for the predecessor TIF program. The teacher and

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

principal evaluation ratings for these measures are based, in significant part, on evidence of improved student outcomes. Selected information (e.g., data for only those teachers and principals rated at the highest level of effectiveness, and not at each level) are presented below. The final year for which data will be available for these grantees is 2017.

Measure: The percentage of teachers and principals who were rated at the highest level of effectiveness under their district's evaluation system.

Year	Actual for Teachers	Actual for Principals
2013	27%	30%
2014	17	20
2015		
2016		
2017		

Additional information: The Department collects these data from grantee annual performance reports. The percentages decreased for both teachers and principals between 2013 and 2014, Results for 2015 and 2016 are expected to be available in the late spring 2017.

Measure: The percentage of teachers of high-need fields or subjects who were rated at the highest level of effectiveness under their district's evaluation system.

Year	Actual
2013	24%
2014	13
2015	
2016	
2017	

Additional information: The Department collects these data from grantee annual performance reports. The percentage decreased between 2013 and 2014. Results for 2015 and 2016 are expected to be available in the late spring 2017.

Measure: The percentage of school districts participating in a TIF grant that use educator evaluation systems to inform key personnel decisions.

Personnel decision	2013 Actual	2014 Actual
Recruitment	51%	81%
Hiring	51	87
Placement	53	74
Retention	56	66
Dismissal	40	67
Tenure	25	17
Career advancement	64	89
Professional development	71	100
All of the above	25	7

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

Additional information: The Department collects these data from grantee annual performance reports. The percentages increased for all areas except tenure between 2013 and 2014. Results for 2015 and 2016 are expected to be available in the late spring 2017.

The Department developed measures for the 2016 TIF and 2017 TSLIG competitions that were published with the notices inviting applications. These measures are:

- The percentage of educators in all schools who earned performance-based compensation.
- The percentage of educators in all high-need schools who earned performance-based compensation.
- The gap between the retention rate of educators receiving performance-based compensation and the average retention rate of educators in each high-need school whose educators participate in the project.
- The number of school districts participating in a grant that use educator evaluation systems to inform recruitment, hiring, placement, retention, dismissal, professional development, tenure, and promotion.
- The percentage of performance-based compensation paid to educators with State, local, or other non-TIF or TSLIG Federal resources.
- The percentage of teachers and principals who receive the highest effectiveness rating.
- The percentage of teachers and principals in high-needs schools who receive the highest effectiveness rating.

The 2017 TSLIG competition included one additional measure, the number of high-need schools within districts participating in a TSL grant that use educator evaluation and support systems to inform recruitment, hiring, placement, retention, dismissal, professional development, tenure, and promotion.

Other performance information

The Institute of Education Sciences (IES) is conducting two studies that will provide information on effective practices:

The [Impact Evaluation of Teacher and Leader Performance Evaluation Systems](#)¹ is examining districts' and educators' experiences with performance evaluation systems and their impact of classroom practice and student achievement in eight districts. The study, which will cost \$21.5 million over 6 years, is scheduled to be completed in September 2017. An interim report on the first year of implementation, released in 2016, found that:

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

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

- While educator performance measures were generally implemented as planned, only 39 percent of teachers and 40 percent of principals with value-added scores accessed their student growth reports.
- Both classroom observation and student growth measures differentiated teacher performance.
- The principal leadership measure identified lower- and higher-performing principals; however, the measure for each principal was an average of three raters (their self-rating, ratings of their teachers, and their district supervisor) with differing assessments of the principal's overall performance level.

The final report will provide information on the impacts of the performance evaluation systems on teachers' classroom practices and student achievement.

The Impact Evaluation of the Teacher Incentive Fund¹ is examining the characteristics of 144 districts participating in 2010 TIF grants during 2013–2014 school year and is assessing the effect of pay-for-performance on educators in a subset of 10 districts. The study, which will cost \$13.7 million over 8 years, is scheduled to end in December 2017. Key findings to date from all participating districts that were part of the 2010 grants are:

- Most districts (88 percent) implemented at least three of the four required program components for teachers (measures of teacher effectiveness, pay-for-performance bonuses, additional pay opportunities, and professional development) for teachers. Only half implemented all four requirements.
- By the third year of project implementation, no more than one-fifth of districts reported any major challenges.

For the 10 districts that participated in the random assignment study:

- There was a small positive effect on student achievement. After 3 years, average student performance was 1 to 2 percentile points higher in schools that offered pay-for-performance bonuses. Over this time, the average student in a pay-for-performance school moved from the 34th to the 36th percentile in math and from the 36th to the 37th percentile in reading.
- Only 2 of the 10 districts awarded bonuses for teachers that were substantial or challenging to earn, but at least half met the grant guidance for awarding differentiated bonuses.

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

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

- Teachers' understanding of performance measures continued to improve between the second and third year of implementation. However, only 60 percent of teachers correctly reported that they were eligible for a performance bonus. In addition, teachers underestimated the amount of the maximum possible bonus.
- By the third year of implementation, most teachers had positive attitudes about their TIF program. In addition, most teachers and principals reported being satisfied with their professional opportunities, how they were evaluated, and their school's environment.

INNOVATION AND IMPROVEMENT

American history and civics academies

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

(dollars in thousands)

FY 2018 Authorization: ⁽¹⁾

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$1,812	\$3,515	0	-\$1,812

¹Of the total amount appropriated for Title II, Part B (authorized at \$468,881 thousand), 1.4 percent is available for Subpart 3.

PROGRAM DESCRIPTION

American History and Civics Education is designed to improve the quality of teaching and learning in American history, civics, and government education. Funds support Presidential Academies for teachers, Congressional Academies for students, and National Activities to promote innovative instruction and professional development for teachers and school leaders.

American History and Civics Academies

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 and students. The Presidential Academies for the Teaching of American History and Civics offer workshops of at least 2 weeks to elementary and secondary school teachers to strengthen their knowledge through instruction and interaction with primary scholars and accomplished teachers in these fields. The Congressional Academies for Students of American History and Civics offer similar workshops to secondary school students to enrich their understanding of American history and civics.

The Department makes competitive awards for up to 5 years to institutions of higher education and nonprofit educational organizations, museums, libraries, and research centers with demonstrated expertise in historical methodology or the teaching of American history and civics. The Department may make no more than 12 grants in a fiscal year and must give priority for Presidential Academies grants to applicants that propose to use the resources of the National Parks and coordinate or align their projects with the National Park Service National Centennial Parks initiative. Grantees must provide matching funds from non-Federal sources in an amount equal to 100 percent of the grant amount.

National Activities

National Activities grants promote evidence-based instructional methods and professional development programs in American history, civics and government, and geography, particularly

INNOVATION AND IMPROVEMENT

American history and civics academies

those methods and programs that benefit students from low-income families and underserved student populations. Grants support the development, implementation, expansion, evaluation, and dissemination of methods and programs that show potential to improve teaching and learning; demonstrate innovation, scalability, accountability, and a focus on underserved student populations; and may include civic engagement activities and educational programs on the history and principles of the Constitution and Bill of Rights. The Department makes competitive grants to institutions of higher education and other nonprofit or for-profit organizations with demonstrated expertise for an initial period of up to 3 years, and may renew grants for an additional 2 years.

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

Fiscal Year	(dollars in thousands)
2013.....	0
2014.....	0
2015.....	0
2016.....	\$1,815
2017.....	\$3,515

FY 2018 BUDGET REQUEST

The Administration does not request funding for American History and Civics Education for fiscal year 2018. This program, which received \$3.5 million under the Department of Education Appropriations Act, 2017, supports only a few awards, and American History and Civics Academies grants reach a very limited number of teachers and students each year. Since, under the statute, an academy may select no more than 300 teachers or students for participation annually. The Administration believes that small, narrowly targeted programs such as this do not reflect an appropriate Federal role and are more appropriately supported with State, local, or private funding sources. In addition, local educational agencies (LEAs) can use funds from other Federal programs to improve instruction in American history and civics, including Title I Grants to LEAs.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017 Annualized CR</u>	<u>2018</u>
American History and Civics Academies grants			
Amount for new awards	\$1,752	\$1,794 ¹	0
Number of new awards	1	1–2	0
Peer review of new award applications	\$63	\$18	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including American History and Civics Education, and to pool such funds for use in evaluating any ESEA program.

INNOVATION AND IMPROVEMENT

American history and civics academies

The Department may reserve funds from American History and Civics Education for ESEA evaluation activities in fiscal year 2017.

¹ Consistent with the Administration's request to eliminate funding for this program in fiscal year 2018, the output measures for fiscal year 2017 reflect the use of fiscal year 2017 annualized CR funds to frontload new awards to pay, to the extent possible, the full costs of projects over the proposed grant period.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results bases on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years as well as the resources and efforts invested by those served by this program.

The Department established the following performance measures to assess the impact of the activities that receive support under the American History and Civics Academies program. The 2017 data for these performance measures for the fiscal year 2016 grantee are expected to be available in fall 2017. The Department has not yet established performance measures for National Activities grants.

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

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

INNOVATION AND IMPROVEMENT

Supporting effective educator development

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

(dollars in thousands)

FY 2018 Authorization¹

Budget Authority:

	<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
	\$93,815	\$65,000	\$42,000	-\$51,815

¹A total of \$468,881 thousand is authorized for Part B of Title II. Of the total amount appropriated for Title II, Part B, 15.4 percent is available for Subpart 4, of which 74 percent must be used for Section 2242.

PROGRAM DESCRIPTION

The Supporting Effective Education Development (SEED) grant program was authorized from fiscal years 2011–2016 through appropriations language as a set-aside under the Title II, Part A Improving Teacher Quality State Grants program. The reauthorization of the Elementary and Secondary Education Act (ESEA) by the Every Student Succeeds Act (ESSA) included a separate authorization for the program. The program provides competitive grants to institutions of higher education (IHEs), national nonprofit entities, and the Bureau of Indian Education, or to partnerships of one or more IHEs and national nonprofit organizations with a for-profit entity, to:

- Support pathways that allow teachers, principals, or other school leaders with nontraditional preparation and certification to obtain employment in traditionally underserved local educational agencies (LEAs);
- Provide evidence-based professional development activities that address literacy, numeracy, remedial education, or other needs of LEAs and the students they serve;
- Provide professional development to improve instruction in dual enrollment programs or early college high school settings;
- Make services and learning opportunities freely available to LEAs, including through publicly accessible electronic means; or
- Provide teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential.

Grants may be awarded for up to 3 years and may be renewed for one additional 2-year period if the grantee demonstrates success. To the extent practicable, the Department must ensure that grants are distributed among eligible entities that will serve geographically diverse areas. No entity may receive more than one grant in a single competition.

INNOVATION AND IMPROVEMENT

Supporting effective educator development

The statute requires grantees to use non-Federal sources, in cash or in kind, to cover at least 25 percent of project costs each year. The Department may waive or modify this cost-sharing requirement in cases of demonstrated financial hardship.

Prior to ESSA, SEED was authorized through appropriations language; funding came from a reservation from the ESEA Title II, Part A Improving Teacher Quality State Grants (the predecessor to Supporting Effective Instruction State Grants) program. This reservation grew from 1 percent in 2011 to 4 percent in 2016.

Changes made by the ESEA reauthorization include expanding eligible applicants to include, in addition to national non-profit organizations, IHEs and the BIE. The new authority also eliminated the previous set-aside (8 percent in fiscal year 2016) for research, dissemination, evaluation, technical assistance, and outreach activities. Under the reauthorization, the Department may reserve up to 0.5 percent of SEED funds for evaluation only.

The Department held a competition for new awards in fiscal year 2015 that resulted in 13 awards and is holding two competitions in fiscal year 2017. The first competition, which is using fiscal year 2016 funds, was announced on December 21, 2016¹; the second competition, which will be governed by the ESSA, was announced on April 20, 2017.²

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	\$35,067
2014	46,997
2015	54,046
2016	93,993
2017	65,000

FY 2018 BUDGET REQUEST

The Administration requests \$42 million for the SEED program in 2018, a decrease of \$51.8 million from the fiscal year 2017 annualized Continuing Resolution level. The Department of Education Appropriations Act, 2017, provided \$65 million for this program. The requested amount for 2018 would be sufficient to pay the continuation costs of awards made in 2017 under the new program authority. (Awards made in 2017 under the pre-ESSA authority will be fully funded from the 2016 appropriation.)

¹ <https://www2.ed.gov/programs/edseed/2016archivepage.html>

² <https://www2.ed.gov/programs/edseed/applicant.html>

INNOVATION AND IMPROVEMENT

Supporting effective educator development

The Department had made 22 SEED awards to 13 different organizations over the life of the program (<https://www2.ed.gov/programs/edseed/awards.html>). Examples of currently funded projects include:

- An award to the KIPP Foundation to recruit and prepare principals to serve 95,000 high-need students, enhance training and supports to increase the number of principals who are highly effective, and extend KIPP’s impact to over 3 million students in major urban and rural districts. Lessons learned will be shared through a collaborative professional learning community.
- An award to the National Board for Professional Teaching Standards to expand a project that aims to improve student learning by strengthening structures, policies, and programs that advance teacher growth and National Board Certification.
- An award to Teach for America to provide high-quality pre-service training to 8,500 preschool to grade 12 teachers in all content areas, in order to prepare them for work in low-income communities.
- An award to the Center for Civic Education to support improved teaching and learning in the area of civics and government.

While the program is an effective vehicle to support evidence-based educator preparation and development efforts that can serve as models for similar efforts across the country, funding has doubled since fiscal year 2014 and the Administration believes it makes sense to closely monitor current grant cohorts, which will include some 20 grantees following the two competitions in 2017, and benefit from lessons learned before making more new grants.

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

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017 Annualized CR</u>	<u>2018</u>
Amount for new awards	\$44,243	\$41,822	0
Number of new awards	3	5–8	0
Range of new awards	\$8,000–\$15,000	\$1,000–\$6,000	NA
Amount for continuation awards	\$42,745	\$51,439	\$41,790
Number of continuation awards	11	13	5–8
Range of continuation awards	\$2,030–\$6,262	\$2,030–\$7,703	\$1,000–\$6,000
Peer review of new applications	\$218	\$85	0
National activities, including evaluation and technical assistance	\$6,787	—	—
Evaluation	—	\$469	\$210

INNOVATION AND IMPROVEMENT

Supporting effective educator development

NOTES: The fiscal year 2016 funds are available from July 1, 2016, through September 30, 2017; a portion of these funds will be used to make new, fully-funded awards during the summer of 2017.

The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Supporting Effective Educator Development, and to pool such funds for use in evaluating any ESEA program. The Department reserved funds from Improving Teacher Quality State Grants in fiscal year 2016, and may reserve funds from Supporting Effective Educator Development in fiscal years 2017 and 2018.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2018 and future years, as well as the resources and efforts invested by those served by this program.

The Department published four performance measures in the notice inviting applications for fiscal year 2015 SEED grantees:

- The percentage of teacher and principal participants who serve concentrations of high-need students;
- The percentage of teacher and principal participants who serve concentrations of high-need students and are highly effective;
- The percentage of teacher and principal participants who serve concentrations of high-need students, are highly effective, and serve for at least 2 years; and
- The cost per participant who was highly effective and who taught in high need schools for 2 years.

These measures also are being used in the 2017 competitions. In addition, the 2017 competition that is being held under the reauthorized ESEA includes an additional measure, the number of grantees with evaluations that meet the What Works Clearinghouse standards with reservations.

Grantees will report annually on each measure. Grantees also report on their performance for project-specific objectives identified in their applications. Baseline data for the 2015 grantees is expected to be available in late 2017; information for the 2017 grantees is expected to be available in late 2019.

Additional information will be available from 2-year evaluation extension awards made in 2016 to three of the 2013 grantees, the National Writing Project, the National Board for Professional Teaching Standards, and the National Institute for Excellence in Teaching.

INNOVATION AND IMPROVEMENT

School leader recruitment and support

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 4, Section 2243)

(dollars in thousands)

FY 2018 Authorization: ¹

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$16,337	\$14,500	0	-\$16,337

¹ A total of \$468,881 thousand is authorized for Part B of Title II. Of the total amount appropriated for Title II, Part B, 15.4 percent is authorized for Subpart 4, of which 22 percent must be used for Section 2243.

PROGRAM DESCRIPTION

School Leader Recruitment and Support grants fund activities to improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools. The program is the successor to the School Leadership program. Activities may include:

- Developing or implementing leadership training programs designed to prepare and support principals or other school leaders in high-need schools, including through new or alternative pathways or school leader residency programs;
- Developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals or other school leaders to serve in high-need schools;
- Developing or implementing programs for recruiting, developing, and placing school leaders in schools implementing comprehensive support and improvement activities and targeted support and improvement activities required by section 1111(d) of the Elementary and Secondary Education Act (ESEA);
- Providing continuous professional development for principals and other school leaders in high-need schools;
- Developing and disseminating information on best practices and strategies for effective school leadership in high-need schools; and
- Developing other evidence-based programs or activities focused on principals or other school leaders in high-need schools that can be used by State educational agencies (SEAs) and local educational agencies (LEAs) implementing Title II Supporting Effective Instruction State grants.

INNOVATION AND IMPROVEMENT

School leader recruitment and support

Funds are awarded competitively to eligible entities, which include LEAs that serve high-need schools, SEAs, and the Bureau of Indian Education, or any of those entities in consortia with nonprofit organizations or institutions of higher education (IHEs). For this program, high-need schools are defined as elementary schools with at least 50 percent of enrolled students from families below the poverty line or secondary schools with at least 40 percent of enrolled students from families below the poverty line.

In awarding grants, the Department must give priority to applicants that will implement evidence-based activities and that have a demonstrated ability to prepare or develop principals who have improved school-level student outcomes, have become principals in high-need schools, and remain principals in such schools for multiple years.

The Department also must ensure that, to the extent practicable, grants are distributed among eligible entities that will serve geographically diverse areas, including urban, suburban, and rural areas. Grants are awarded for up to 5 years, with an optional 2-year extension. Entities may receive only one grant during a single competition.

The statute requires cost sharing and grantees must use non-Federal sources, in cash or in kind, to cover at least 25 percent of the project costs each year. The Department may waive or modify the cost-sharing requirement in cases of demonstrated financial hardship. Federal grant funds must be used to supplement, not supplant, non-Federal funds that would otherwise be used for such activities.

Under the antecedent School Leadership program, high-need LEAs, nonprofit organizations, and IHEs could receive grants to recruit and retain individuals to serve as principals in high-need LEAs by (1) providing financial incentives to aspiring new principals, (2) providing stipends to principals who mentor new principals, (3) carrying out professional development programs in instructional leadership and management, and (4) providing incentives for teachers or individuals from other fields who want to become principals. The last grant competition was held in 2013; awards were made to 20 entities: 8 universities, 7 nonprofit agencies, and 5 school districts. Eighteen of these grantees received 5-year awards and will receive their final continuation awards in 2017; the other two had shorter project periods and will receive no additional funding.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013	\$27,584
2014	25,763
2015	16,368
2016	16,368
2017	14,500

FY 2018 BUDGET REQUEST

The Administration is not requesting funds for the School Leader Recruitment and Support Program in fiscal year 2018. The program supports a small number of grantees and has

INNOVATION AND IMPROVEMENT

School leader recruitment and support

minimal national impact. While school leadership is important, other Federal funds are available to support improved leadership in high-need schools. In particular, both regular Title I Grants to LEAs and Title I funds reserved for school improvement, which are available to more than 14,000 school districts and 55,000 public elementary and secondary schools, may be used to recruit, prepare, support, and retain effective principals and other school leaders in Title I participating schools.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>
Funding for continuation awards	\$16,368	\$16,255	0
Number of continuation awards	18	18	0
Range of continuation awards	\$214–\$2,711	\$216–\$2,208	0
Evaluation	0	\$82	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including School Leader Recruitment and Support, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds from the program for this purpose in fiscal year 2016, but may do so in fiscal years 2017 and 2018.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years, as well as the resources and efforts invested by those served by this program.

The information provided is for the antecedent School Leadership program. Grantees report data for each year of their 5-year projects. Data are reported by participant year cohort and updated annually. For example, for the 2010 grantee cohort (i.e., the 14 grants awarded in fiscal year 2010), all of a grantee's participants who first received services in the first year of the grant (school year 2010-2011) are reported under 2011; those first receiving services in the second year of the grant (school year 2011-2012) are reported under 2012; and so forth through the final year of the grant (school year 2014-2015), which are reported under 2015. Each year, the grantees report updates for each participant cohort, and the Department calculates updated percentages for each of the participant cohorts. Thus, for example, if a grantee had 10 participants who began working towards certification in school year 2010-2011 and 4 completed their work in that year, the grantee would have had a 2011 completion percentage of 40 percent at the end of the first year. However, if another three participants completed certification in the second year, the 2011 participant cohort completion rate would have increased to 70 percent. Grantees continue to track participants and update information throughout the project.

INNOVATION AND IMPROVEMENT

School leader recruitment and support

The Department aggregates information across projects by summing the numbers of participants beginning and completing the measured activities, with the numbers of completers updated each year. Data are reported cumulatively; thus, for example, the number of participants reported under 2013 includes the numbers who began participating in 2011, 2012, and 2013. Numbers are summed across grants and percentages calculated on the cumulative cross-grant totals.

Not all performance measures are relevant for all grantees, and not all grantees report data for all years. (For example, some grantees did not enroll new participant cohorts in each year of the project.) The data provided are for all grantees who reported each year. For the 2010 grantee cohort, between 6 and 12 grantees had data on each measure in any given year; these grantees received a total of \$47.7 million over the life of their grants.

Goal: To increase the number of new, certified principals and assistant principals and to improve the skills of current practicing principals and assistant principals, all serving in high-need schools in high-need LEAs.

Objective: To recruit, prepare, and support teachers and individuals to become principals, including assistant principals, in high-need schools in high-need LEAs.

Measure: The percentage of participants who meet certification requirements to become a principal or assistant principal.

Year	2010 Grantee Target	2010 Grantee Actual
2013	50%	53%
2014	60	69
2015	70	75

Additional information: This measure tracks the cumulative number of participants who sought certification to become a principal or assistant principal and the number who became certified. Nine of the grantees reported on this measure. By the end of the 5th year of the projects, 602 participants began work towards certification, and 450 (75 percent) had become certified. The numbers of participants per grant ranged from 2 to 199, with completion percentages of 0 to 100 percent.

Measure: The percentage of participants who are certified through the funded projects and hired as a principal or assistant principal in a high-need local educational agency.

Year	2010 Grantee Target	2010 Grantee Actual
2013	70%	58%
2014	80	58
2015	90	48

INNOVATION AND IMPROVEMENT

School leader recruitment and support

Measure: The percentage of participants certified through the funded project who are hired as a principal or assistant principal in a high-need LEA and who remain in that position for at least 2 years.

Year	2010 Grantee Target	2010 Grantee Actual
2013	50%	78%
2014	60	80
2015	70	81

Additional information: These two measures track participants who sought certification through the project to become a principal or assistant principal. (Because of certification differences across States where projects were located, a different set of grantees reported on these two measures than reported on the first measure.) Throughout the 5 years of the grants, 10 of the 14 grantees had data for at least 1 participant cohort. By the end of the 5th year of the grants, 553 participants had become certified through the project, and 263 (48 percent) had been hired as a principal or assistant principal in a high-need LEA. Participants generally take 18 to 24 months to attain certification, although this varies by grantee. It is possible that the drop in the percent attaining certification for the 2014 and 2015 participant cohorts is because the 2015 participants had less time to complete certification requirements by the reporting deadline.

Grantees also reported on a subset of participants certified (367) who had been hired by a high-need LEA and were still a principal or assistant principal 2 years later. A majority, 298 (81 percent) were still on the job.

Objective: *To train and support principals and assistant principals from schools in high-need LEAs in order to improve their skills and increase retention.*

Measure: The percentage of principals and assistant principals from schools in high-need local educational agencies who participated in School Leadership-funded professional development activities and showed an increase in their pre-post scores on a standardized measure of principal skills.

Year	2010 Grantee Target	2010 Grantee Actual
2013	70%	62%
2014	80	65
2015	90	66

Additional information: This measure tracks participants who are enrolled in grant-funded professional development activities designed to support individuals currently serving as principals and assistant principals in high-need LEAs. By the end of the 5th year of the grants, there were 1,081 such participants across 13 grants. (One grantee did not report data for this measure because it was not relevant to the project. This grantee did report information on

INNOVATION AND IMPROVEMENT

School leader recruitment and support

numbers of participants seeking certification.) Pre- and post-test scores were available for 659 of the participants, and 432 (66 percent) had an increase in scores.

Measure: The percentage of principals and assistant principals from schools in high-need LEAs who participated in School Leadership-funded professional development activities and remained in their administrative position for at least 2 years.

Year	2010 Grantee Target	2010 Grantee Actual
2013	50%	73%
2014	60	73
2015	70	74

Additional information: This measure tracks participants who completed grant-funded professional development 2 years prior to the reporting period and who are still in a principal or assistant principal position. By the end of the 5th year of the grants, there were 1,101 such participants across 13 grants; 74 percent were still in their positions. The percentages across grantees ranged from 26 percent (based on 50 participants) to 92 percent (based on 24 participants).

New measures

The Department established two new measures as part of the 2013 grant competition: (1) the percentage of principals and assistant principals who complete the SLP-funded professional development program and whose schools demonstrate positive change, no change, or negative change based on pre- and post-school site measures, of which one measure must include, if available, student growth (e.g., at least one grade level in an academic year); and (2) the percentage of program graduates who are rated “effective” or “highly effective” as measured by a State or local principal evaluation system, if available. Department staff are reviewing data submitted to date to assess data quality.

Other Performance Information

The Department began an impact evaluation of support for principals in 2014.¹ The study, which will cost \$12.2 million over 5 years, is addressing key questions about the effectiveness of principal professional development programs and their ability to improve leadership skills and school quality, including:

- What are the professional development experiences of principals?
- What are the initial impacts on school climate and educator behaviors of providing principals structured and intensive professional development?
- What are the impacts on teacher retention, the effectiveness of instructional staff, and student achievement of providing principals with structured and intensive professional development?

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

INNOVATION AND IMPROVEMENT

School leader recruitment and support

The study includes 100 elementary schools within 10 districts; schools were randomly assigned to treatment and control groups. Treatment group principals were offered intensive professional development provided by the University of Washington's Center for Educational Leadership (CEL) during the 2015–2016 and 2016–2017 school years. CEL was competitively selected to provide the professional development for this study, which involves a heavy emphasis on instructional leadership activities such as conducting school walkthroughs and classroom observations with constructive feedback to facilitate teacher growth focused on improving student achievement. Control group principals will receive supports normally offered by the district. Data collection will include information about the professional development delivered and experienced by the participating principals; teacher and principal surveys and periodic logs of principal daily activities to document intermediate outcomes such as principal behaviors and school climate; and administrative records to document student and teacher outcomes. A report is scheduled to be released in spring 2019.

INNOVATION AND IMPROVEMENT

Charter schools grants

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

(dollars in thousands)

FY 2018 Authorization: \$270,000

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$332,539	\$342,172	\$500,000	+ \$167,461

PROGRAM DESCRIPTION

Charter schools play a critical role in American public education by increasing educational options for families and driving innovative instructional practices that can benefit students across a range of school settings. Research shows that charter schools—which, in exchange for stricter accountability, are generally exempt from many of the State and local requirements governing other public schools—can deliver impressive results for our Nation’s students, particularly those living in poverty or at risk for educational failure.

Through Charter Schools Grants, the Department supports 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.

Grants for the Opening of New Charter Schools and the Replication and Expansion of High-Quality Charter Schools

State Entity Grants

Section 4303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), authorizes the Department to make competitive grants to State educational agencies (SEAs), State charter school boards, State governors, and statewide charter school support organizations. Recipients of State Entity grants must use not less than 90 percent of grant funds to make subgrants to charter school developers to enable them to open new charter schools or to replicate or expand high-quality charter schools, not less than 7 percent to provide technical assistance to developers and to conduct activities to improve the quality of charter school authorizing and oversight, and not more than 3 percent for administrative costs. Developers—individuals and public and private nonprofit entities, which may include charter management organizations (CMOs)—may receive subgrants for up to 5 years, of which they may use not more than 18 months for planning and program design, including hiring and compensating school leaders and instructional staff. Developers may also use funds for activities such as providing professional development, making necessary

INNOVATION AND IMPROVEMENT

Charter schools grants

renovations to school buildings, acquiring equipment and supplies, engaging the community, and developing student transportation systems.

The Department must use 65 percent of the annual program appropriation to support State Entity grants, make at least 3 new grants each year, and fully fund the first 2 years of each grant (which may be for a period of up to 5 years) with the initial award. In making awards, the Department must give priority to State entities that support charter schools for at-risk students and that ensure all charter school authorizers implement recognized school approval and monitoring standards and procedures. In addition, priority must be given to State entities in States that: (1) have charter school authorizers that are not local educational agencies (LEAs) or, if only LEAs are authorizers, have an appeals process for prospective charter schools that initially fail to gain approval from the LEA; (2) ensure equitable funding for charter and other public schools; (3) provide funding or other support for charter school facilities; and (4) use best practices from charter schools to support school and LEA improvement.

Developer Grants

If no State entity in a State receives a grant, charter school developers in the State may apply directly to the Department for Developer grants. Under section 4305(a)(2) of the ESEA, the Department must reserve not more than 2.025 percent of the annual program appropriation to support these grants, which are awarded to start up new charter schools or replicate or expand high-quality charter schools under the same terms and conditions as for State Entity subgrants. The Department may also make Developer grants with any State Entity grant funds that remain after making continuation awards and the required new awards described above but are insufficient to support an additional new State Entity award.

CMO Grants

The Department must reserve up to 18 percent of program funds to make competitive grants to nonprofit CMOs to replicate and expand high-quality charter schools, as authorized under section 4305(b) of the statute. Priority for these awards must be given to CMOs that: (1) plan to operate schools with racially and socioeconomically diverse student bodies; (2) demonstrate success in working with schools identified by the State for comprehensive support and improvement under Title I, Part A of the amended ESEA; (3) propose to replicate or expand schools serving high school students; or (4) propose to operate schools that focus on dropout recovery and academic reentry. As with Developer grants, CMO grants are awarded under the same terms and conditions as for State Entity subgrants, including requirements that the schools to be replicated or expanded have demonstrated success in increasing student achievement and (where applicable) graduation rates, for all students and for each student subgroup, and have no significant compliance issues in the areas of student safety or school financial or operational management.

Facilities Grants

Section 4304 authorizes two programs through which the Department makes grants to improve charter schools' access to high-quality facilities: Credit Enhancement for Charter School Facilities (Credit Enhancement) and State Facilities Incentive grants. The Department must

INNOVATION AND IMPROVEMENT

Charter schools grants

reserve 12.5 percent of the Charter Schools Grants appropriation for the facilities grants, of which not less than 50 percent (or 6.25 percent of the total appropriation) must be used for Credit Enhancement grants.

Credit Enhancement Grants

The Department makes annual competitive Credit Enhancement grants to public and private nonprofit entities (such as finance authorities and community development financial institutions) that assist charter schools in acquiring, constructing, and renovating facilities by enhancing the availability of loan or bond financing. Grantees must deposit grant funds into a reserve account that is used to, among other things, guarantee and insure debt to finance charter school facilities and guarantee and insure leases of personal and real property. These credit enhancements are intended to reduce risk to lenders, thereby creating access to credit or lowering interest rates and costs of borrowing for charter schools.

Grantees must invest funds deposited in the reserve account in low-risk securities, and any earnings on such investments must be re-invested. Grantees continue to implement their projects until funds have been fully expended for grant purposes (such as to cover debt obligations of charter school borrowers in the event of default) or until financing facilitated by the grant has been retired, whichever occurs later.

State Facilities Incentive Grants

Authorized under section 4304(k) of the ESEA, the competitive State Facilities Incentive grants help States operate programs that assist charter schools with facility costs. To be eligible to receive a grant, a State must establish, or enhance, and administer an aid program that is specified in State law and provides annual financing on a per-pupil basis for charter school facilities. The Department makes State Facilities Incentive awards for a period of up to 5 years, over which States pay an increasing share of program costs. States may partner with other organizations to provide up to 50 percent of the State share of costs. These grants are intended to promote the establishment of dedicated State per-pupil funding for charter school facilities.

National Activities

Under section 4305(a)(3), the Department must use at least 2.475 percent of the program appropriation to provide technical assistance to State entities in awarding subgrants and to recipients of facilities grants, disseminate best practices regarding charter schools, and evaluate the impact of Charter Schools Grants, including on student achievement. The Department currently uses national activities funds to, among other things, support a National Charter School Resource Center and administer National Leadership Activities grants, through which SEAs, charter school authorizers, and nonprofit organizations with charter school expertise can receive funds to disseminate information on issues of national significance and scope.

INNOVATION AND IMPROVEMENT

Charter schools grants

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013.....	241,507
2014.....	248,172
2015.....	253,172
2016.....	333,172
2017.....	342,172

FY 2018 BUDGET REQUEST

The Administration requests \$500 million for Charter Schools Grants for fiscal year 2018, an increase of \$167.5 million over the fiscal year 2017 annualized Continuing Resolution level (CR level). The Department of Education Appropriations Act, 2017, provided \$342.2 million for this program. The request is a central element of the Administration's efforts to empower States and communities to increase the number of high-quality educational options available to meet the varied needs of students and their families, particularly those from underprivileged backgrounds, and complements other new investments promoting public and private school choice under Title I Grants to LEAs and Education Innovation and Research.

The request includes appropriations language that would override the authorized fiscal year 2018 funding level of \$270 million and the ESEA's within-program funding allocations and allow the Department to use funds as follows:

- Not less than \$245 million for State Entity grants, a minimum increase of \$55.9 million over the amount the Department would use for State Entity grants under the CR level.¹ The increase would support additional new, potentially larger awards consistent with the expanded program authority in the reauthorized ESEA, which, among other things, requires State Entity grantees to use between 7 and 10 percent of grant funds to provide technical assistance to improve charter school developer and authorizer quality, allows grantees to make subgrants for the replication and expansion of high-quality charter schools in addition to subgrants to open new schools, increases the maximum subgrant period from 3 to 5 years, and broadens the range of allowable subgrantee activities to include building renovations and transportation startup costs. Consistent with section 4303 of the ESEA, State entities in States with an active grant under the previous authorization of the ESEA could compete for these awards to support activities under the expanded program authority not covered by those grant projects.
- Up to \$100 million for facilities grants, a maximum increase of \$74 million over the amount the Department would use for these grants under the CR level.² The request would provide the Department flexibility to direct significantly more funding than in prior

¹ The fiscal year 2017 annualized CR would override the ESEA's within-program funding allocations but not specify the amount the Department must use for State Entity grants.

² Under the fiscal year 2017 annualized CR, the Department would be required to use not less than \$16 million for Credit Enhancement grants and up to \$10 million for State Facilities Incentive grants.

INNOVATION AND IMPROVEMENT

Charter schools grants

years to Credit Enhancement and State Facilities Incentive grants, both of which are designed to support cost-effective investments of Federal funds in charter school facility finance activities. Specifically, the request would provide a potential threefold increase in the number of new Credit Enhancement grants, further leveraging capital and dramatically expanding charter school access to facility loans and bonds, while providing new support for the startup of dedicated State charter school facility funding streams for the first time since fiscal year 2014.

- Up to \$155 million for Developer grants, CMO grants, and national activities (collectively authorized under section 4305 of the ESEA), of which up to \$25 million may be used for national activities. This represents a maximum increase of \$38.1 million over the amount the Department would use for these purposes under the CR level.¹ The requested language would enable the Department to make significant new investments in Developer grants, which we would award in fiscal year 2018 for the first time under the expanded program authority in the reauthorized ESEA allowing developers to receive grants for the replication and expansion of high-quality charter schools as well as for opening new schools. The Department intends to complete two competitions for new Developer grants (in each case for both the opening of new charter schools and the replication and expansion of high-quality charter schools) in fiscal year 2018, the first in the first quarter of the fiscal year for use beginning in the same year and the second in the fourth quarter for use beginning in the subsequent year.

The request would also sustain support for CMO grants, under which the Department would continue to prioritize applicants for new awards whose high-quality school models serve concentrations of low-income students, provide inclusive, diverse learning environments, or will be used to turn around poor-performing schools.

Finally, the request would also support a strengthened set of national activities, which could include: enhanced technical assistance to promote greater competition for State Entity and facilities grants; a new and expanded set of National Leadership Activities grants through which experts would disseminate information on priority topics for the Administration, which may include effective models of collaboration and information sharing between high-performing charter schools and other public schools; and new, rigorous evaluation studies.

Charter Schools Grants have supported a significant percentage of the charter schools in operation today. However, there is clearly room for growth; moreover, there is strong demand from families for more options: according to the National Alliance for Public Charter Schools, parents of approximately 2 million students—or approximately two-thirds the estimated number of students currently enrolled in charter schools—would choose to enroll their children in a charter school if they could.² The requested increase for Charter Schools Grants would help

¹ Under the fiscal year 2017 annualized CR, the Department would be required to use up to \$100 million for CMO grants and not less than \$11 million for national activities. The fiscal year 2017 annualized CR would not specify the amount the Department must use for Developer grants.

² See <http://www.publiccharters.org/press/national-alliance-statement-presidents-fy2018-budget/>.

INNOVATION AND IMPROVEMENT

Charter schools grants

ensure that more of these students can enroll in a high-quality school of their choice by providing critical support for the startup and expansion of charter schools and for the acquisition of affordable, high-quality charter school facilities.

Consistent with the authority provided in the reauthorized ESEA, the Department would use fiscal year 2018 funds to continue grants made under the previous authorization of the ESEA under the terms of those awards.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017 Annualized CR</u>	<u>2018</u>
State Entity grants			
Amount for new awards	\$177,392	\$153,007	\$139,334
Number of new awards	8	3–8	3–8
Amount for continuation awards	\$11,459	\$36,080	\$105,666
Number of continuation awards	9	16	15-20
Developer grants			
Amount for new awards	\$3,325	\$349	\$17,845
Number of new awards	13	1	25–45
Amount for continuation awards	\$2,785	\$3,808	\$2,155
Number of continuation awards	16	17	10
CMO grants			
Amount for new awards	\$67,683	\$66,259	\$62,777
Number of new awards	15	10–20	10–20
Amount for continuation awards	\$32,317	\$33,741	\$46,473
Number of continuation awards	24	39	49–59
Credit Enhancement grants			
Amount for new awards	\$16,000	\$16,000	\$65,000
Number of new awards	2	3	6–10
State Facilities Incentive grants			
Amount for new awards	0	0	\$25,000
Number of new awards	0	0	3–6
Amount for continuation awards	\$10,000	\$10,000	\$10,000
Number of continuation awards	1	1	1

INNOVATION AND IMPROVEMENT

Charter schools grants

<u>Output Measures</u>	<u>2016</u>	2017 <u>Annualized CR</u>	<u>2018</u>
Peer review of new award applications	\$235	\$594	\$750
National activities	\$10,817	\$11,038	\$22,500
Pooled evaluation	\$1,070	\$1,663	\$2,500

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Charter Schools Grants, and to pool such funds for use in evaluating any ESEA program. The Department reserved funds from the program for this purpose in fiscal year 2016, and may do so again in fiscal years 2017 and 2018.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2018 and future years, as well as the resources and efforts invested by those served by this program.

The Department is considering revising the measures for Charter Schools Grants to more effectively assess performance under the program as reauthorized under the ESSA.

Goal: To support the creation of a large number of high-quality charter schools.

Objective: *Encourage the development of a large number of high-quality charter schools that are free from State or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging State performance standards, and are open to all students.*

Measure: The number of States that have charter school legislation.

Year	Target	Actual
2013	44	43
2014	44	43
2015	44	44
2016	44	44
2017	44	
2018	44	

Additional information: In March 2017, Kentucky became the 45th State (including the District of Columbia) to enact charter school legislation. The remaining States without charter school laws are mainly rural States (Montana, Nebraska, North Dakota, South Dakota, Vermont, and West Virginia).

INNOVATION AND IMPROVEMENT

Charter schools grants

Measure: The number of charter schools in operation around the Nation.

Year	Target	Actual
2013	6,600	6,081
2014	7,070	6,463
2015	7,540	6,752
2016	8,010	
2017	8,480	
2018	8,950	

Additional information: Data on the number of charter schools in operation are provided annually by SEAs and are verified by the Department. The Department is considering revising the targets for this measure due to slower-than-anticipated growth in the number of schools in operation in recent years. The 2016 data for this measure are expected to be available in spring 2017.

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

Year	Target	Actual
2013	94.8%	64.2%
2014	69.2	63.4
2015	74.2	48.3
2016	79.2	
2017	84.2	
2018	89.2	

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

Year	Target	Actual
2013	94.5%	61.4%
2014	66.4	58.9
2015	71.4	44.1
2016	76.4	
2017	81.4	
2018	86.4	

INNOVATION AND IMPROVEMENT

Charter schools grants

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

Year	Target	Actual
2013	94.9%	66.6%
2014	71.6	67.1
2015	76.6	52.3
2016	81.6	
2017	86.6	
2018	91.6	

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

Year	Target	Actual
2013	93.1%	53.7%
2014	58.7	54.2
2015	63.7	39.4
2016	68.7	
2017	73.7	
2018	78.7	

Additional information: Performance targets for these measures were revised in 2014 to reflect the elimination, for the large majority of States that adopted ESEA flexibility agreements, of the 100 percent proficiency requirement established by the No Child Left Behind Act. The new targets for 2014 and future years are based on actual performance in 2013.

Data for these measures are collected through grantee annual performance reports. The decreases in the percentage of students scoring at or above the proficient level in 2015 can be explained, in part, by States' transition to more rigorous assessments based on college- and career-ready standards. Analysis of the data has found notable variation in performance among funded schools. The 2016 data for these measures are expected to be available in early summer 2017.

INNOVATION AND IMPROVEMENT

Charter schools grants

Efficiency Measures

Measure: The ratio of funds leveraged by States for charter facilities to funds awarded by the Department under the State Charter School Facilities Incentive Grant Program.

Year	2009 Cohort Target	2009 Cohort Actual	2014 Cohort Target	2014 Cohort Actual
2013	5.8 : 1	3.4 : 1		
2014	6.3 : 1	6.5 : 1		
2015			9.2 : 1	10.2 : 1
2016			9.2 : 1	12.2 : 1
2017			9.2 : 1	
2018			9.2 : 1	

Additional information: The leveraging ratio is the total funds available (the Federal grant and the State match) divided by the Federal grant for a given year.

The Department also tracks the amount of funds leveraged and the number of schools served under Credit Enhancement grants. In 2014, the most recent year for which complete data are available, Credit Enhancement grants leveraged \$361 million in facilities financing for 57 schools. Between program inception and 2014, Credit Enhancement funds have helped enable nearly \$4 billion in financing for facilities of 566 charter schools.

The Department also developed a measure to assess the cost efficiency, across States, of the Federal investment in supporting charter school start-ups. The measure is defined as the Federal cost per student of launching a successful school (defined as a school in operation for 3 or more years). Data for 2013 show an average cost of \$1,056, for 2014 an average cost of \$1,100, and for 2015 an average cost of \$1,129. Data for this measure, collected through grantee annual performance reports, assist the Department in understanding the different costs per student for different types of charter schools.

Other Performance Information

2015 Charter Schools Grants Data Analysis

In December 2015, the Department released an analysis of data on grantees and subgrantees under the State Entity, Developer, and CMO competitions.¹ Using data from grantee annual performance reports and the Department's Common Core of Data and Civil Rights Data Collection, the analysis found, among other things, that:

- Of the 6,467 charter schools in operation in the 2013-2014 school year, 2,676 (or 41 percent) had received funding under the competitions between the 2006-2007 and 2013-2014 school years;

¹ See <https://www2.ed.gov/programs/charter/cspdata.pdf>

INNOVATION AND IMPROVEMENT

Charter schools grants

- Of the 4,582 charter schools that opened between the 2006-2007 and 2013-2014 school years, 2,626 (or nearly 60 percent) had received funding; and
- Compared to traditional public schools, schools that received funding served higher percentages of students eligible for free or reduced-price lunch, Black students, and Hispanic students, and similar percentages of students with disabilities and English learners.

The Department expects to release an updated data analysis, with data through the 2015-2016 school year, in spring 2017.

2013 CREDO Evaluations

The “National Charter School Study 2013,” a study by researchers at Stanford University’s Center for Research on Education Outcomes (CREDO) that updates and expands CREDO’s 2009 study “Multiple Choice: Charter School Performance in 16 States,” examined longitudinal student-level data from a sample of 3,620 charter schools across 25 States, the District of Columbia, and New York City (NYC) (treated separately from the rest of the State) to determine whether students who attend charter schools performed better academically than if they had attended a traditional public school.¹ The researchers found that 29 percent of charter schools in the sample demonstrated significantly higher growth in mathematics achievement and 25 percent demonstrated significantly higher growth in reading compared to traditional public schools in the sample while 31 percent of charter schools in the sample posted mathematics gains and 19 percent posted reading gains that were significantly below what those students would have seen if enrolled in a traditional public school. Overall, the students in sample charter schools have shown improvement over the results from 2009 and steady progress over the past 5 years, with the average student gaining an additional 8 days of learning each year in reading, compared with the loss of 7 days reported in 2009. The study also showed, on average, no gap in learning days for mathematics for students in sample charter schools, whereas in 2009 these students posted an average of 22 fewer days of mathematics learning than their peers in traditional public schools. Among the group of 16 States from the original study in 2009, the rise in performance was attributed in part to the closure of poorly performing charter schools and by declining performance in traditional public schools over the same period of time.

The CREDO analysis also showed that, in general, charter schools have had different effects on students of different family backgrounds. For students from low-income families, African-American students, or English Learners, charter schools had a larger positive effect academically compared to traditional public schools. The researchers also found that students perform better in charter schools over time, with charter school students on average experiencing smaller learning gains than their peers in traditional public schools in their first year but significant improvement in learning gains in the second year and beyond.

¹ See <http://credo.stanford.edu/research-reports.html> for links to reports from the CREDO studies discussed in this and the following section.

INNOVATION AND IMPROVEMENT

Charter schools grants

In January 2013, CREDO also released findings from “Charter School Growth and Replication,” which examines, in charter schools across 25 States, changes in school performance in the years following a school’s opening and the implications of these changes for school replication. The study found, among other things, that schools with initial high performance with respect to student achievement tended to stay high performers over time, while the performance of initially low-performing schools remained low. The study also found that schools opened by a CMO typically performed at a level similar to the average of the other schools operated by the CMO, and that CMO schools on average produced stronger results for minority students and students from low-income families than did independently operated charter schools.

2015 CREDO Urban Charter School Study

In March 2015, CREDO published a report focusing on the performance of charter schools in urban areas. The Urban Charter School Report used a similar “virtual peer” methodology as in the 2013 CREDO national study to compare the performance of charter schools and traditional public schools in 41 major urban areas in 22 States over a 5-year period from school years 2006–07 to 2011–2012. The researchers found that charter schools produced positive impacts over traditional public schools in mathematics in 63 percent of the areas, and in 56 percent of the areas in reading, compared to 27 and 23 percent of areas in which charter schools lagged traditional public schools in mathematics and reading, respectively. In the aggregate, charter schools in the study provided approximately 40 more days of learning in mathematics and 28 more days in reading per year than their traditional public school counterparts. The report also mirrored the findings of the national study with respect to student characteristics, showing that charter school gains were larger for low-income students, Black students, Hispanic students, and students with disabilities.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

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

(dollars in thousands)

FY 2018 Authorization: \$96,820

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$96,643	\$97,647	\$96,643	0

PROGRAM DESCRIPTION

The Magnet Schools Assistance Program provides Federal resources to assist eligible local educational agencies (LEAs) in the desegregation of schools by providing high-quality educational options to the students they serve.

Grantees establish and operate magnet schools that are part of a court-ordered, agency-ordered, or federally approved voluntary desegregation plan. The ultimate goal is to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools while strengthening students' knowledge of academic subjects and equipping them with college- and career-ready skills. The program accomplishes this goal by supporting the creation of magnet schools that (1) increase the options that parents and families have when determining the type of school that will best serve their children and (2) offer special curricula or instructional programs that appeal to parents and students from diverse backgrounds.

Grantees receive awards for up to 5 years and may not receive more than \$15 million over the course of the project. Funds must be used for activities that will improve academic achievement and may be used for planning and promotional activities; acquiring books, materials, and equipment; and paying the salaries of effective teachers and other instructional personnel. Grantees may spend no more than 50 percent of project costs in the first year and 15 percent in the second and third years on planning activities. Additionally, funds may be used to transport students enrolled in magnet schools, provided the costs do not consume a significant portion of the grant award and that the transportation strategy is sustainable at the end of the grant period.

By statute, the Department gives priority to applicants that: (1) demonstrate the greatest need for assistance; (2) propose to carry out new, evidence-based magnet school programs, significantly revise existing programs using evidence-based methods and practices, or replicate an existing magnet school program with a demonstrated record of success of increasing student achievement and reducing racial isolation; (3) use methods other than academic examinations (such as a lottery) to admit students; and (4) increase racial integration by designing and implementing magnet school programs that would increase socioeconomic diversity. Applicants that did not receive a grant the previous year receive priority for any funds appropriated above \$75 million. In addition, the Department may use up to 1 percent of funds to provide technical assistance and disseminate best practices.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013.....	\$91,647
2014.....	91,647
2015.....	91,647
2016.....	96,647
2017.....	97,647

FY 2018 BUDGET REQUEST

The Administration requests \$96.5 million for Magnet Schools Assistance for fiscal year 2018, the same as the fiscal year 2017 annualized Continuing Resolution level for this program. The Department of Education Appropriations Act, 2017, provided \$97.6 million for this program. Magnet schools help to expand the range of high-quality educational options for parents and students. This request complements the \$1.4 billion increase in public and private school choice requested for charter schools, a new private school choice program, and Title I increase that enables Federal, State, and local funding to follow the student to the school of his or her choice. At the request level, the Department would make approximately 40 continuation awards for grants expected to be made in the 2017 competition. The Department also would use up to 1 percent of this amount to provide technical assistance to grantees and disseminate best practices. For example, in previous years, the MSAP program has used its national activities authority to maintain a technical assistance website, publish white papers on topics of interest to the magnet schools community, and aggregate and analyze program- and project-level performance data. The Department intends to use its funds available for technical assistance to conduct similar activities in 2018.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017 Annualized CR</u>	<u>2018</u>
Amount of awards	\$94,681	\$94,628	\$95,498
Number of new awards	9	32-47	0
Number of continuation awards	2	0	32-47
Range of awards	\$4,622-\$11,998	\$2,000-\$3,000	\$2,000-\$3,000
Peer review of new award applications	\$144	\$870	0
National activities	\$1,533	\$965	\$965
Pooled evaluation	\$289	0	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Magnet Schools Assistance, and to pool such funds for use in evaluating any ESEA program. The Department reserved funds from the Magnet Schools Assistance Program for this purpose in fiscal year 2016 and may do so again in fiscal years 2017 and 2018.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and an assessment of the progress made toward achieving program results, based on goals, objectives, measures, and targets required by the Government Performance and Results Act. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2018 and future years, as well as the resources and efforts invested by those served by this program.

The 2017 data for these measures for the 2013 cohort are expected to be available in spring 2018. Likewise, data for the first project year for the 2016 cohort will be available in spring 2018.

Goal: Students have access to high-quality education in desegregated magnet schools.

Objective: Federally funded magnet schools will eliminate, reduce, or prevent minority group isolation in targeted elementary and secondary schools with substantial proportions of minority students.

Measure: Percentage of magnet schools receiving assistance reporting enrollment data demonstrating success in reducing, eliminating, or preventing minority-group isolation.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

Year	2010 Cohort Target	2010 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2013	95.0%	38.4%		
2014			100.0%	44.1%
2015				26.0
2016				23.5
2017				
2018				

Additional information: The data for this performance measure are collected from annual performance reports. Descriptive characteristic data for each school are also collected to provide context for the performance measure. 2016 data for this metric were collected from 115 schools; 116 schools, total, were served by the 2013 cohort.

In 2010, the Department published interim final regulations for the program that provide LEAs with greater flexibility in demonstrating that their magnet or feeder schools will eliminate, reduce, or prevent racial group isolation and that their voluntary desegregation plans are adequate under Title VI of the Civil Rights Act. The new measure is calculated by adding the number of schools that met individually determined objectives (counted as 1) and the number of schools that partially met objectives (counted as 0.5), then dividing the sum by the total number of schools in the cohort. (A school is considered to have partially met its objectives by having met objectives for 1 of 2 identified isolated minority groups.) Because each school establishes its own targets, the Department has not established targets for this measure in recent years.

In 2015, of the 113 schools in the 2013 cohort that reported, 26 met objectives and six partially met objectives. In 2016, of the 115 schools in the 2013 cohort that reported, 25 met objectives and four partially met objectives. Although performance has declined in recent years, the Administration anticipates improvement due to changes to the program made through the reauthorization of the ESEA. For example, we expect the new flexibility to use funds for transportation will have a positive impact beginning with the 2017 cohort of grantees.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

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

Measure: Percentage of students in magnet schools receiving assistance who score at the proficient level or above on State assessments in reading/language arts.

Year	2010 Cohort Target	2010 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2013	96.0%	53.1%		
2014			100.0%	48.9%
2015				40.3
2016				43.5
2017				
2018				

Measure: Percentage of students in magnet schools receiving assistance who score at the proficient level or above on State assessments in mathematics.

Year	2010 Cohort Target	2010 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2013	96.1%	50.2%		
2014			100.0%	41.8%
2015				34.5
2016				36.0
2017				
2018				

Additional information: Targets for these measures through the 2014 reporting year are based on the former ESEA goal of all students being proficient in reading and mathematics by 2014. Despite transition to the reauthorized ESEA in 2017, the Department has elected to not set aggregate performance targets for these measures in future years because grantees set their targets at the project level.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

In 2016, a total of 15,320 students scored proficient or above on State assessments in reading/language arts and a total of 11,824 students scored proficient or above on such assessments in mathematics. The percentages of students scoring proficient or above on reading/language arts and mathematics assessments for 2016 by major racial/ethnic group, as compared to those percentages for 2014, are as follows:

	2014	2016	2014	2016
	Reading/language arts	Reading/language arts	Mathematics	Mathematics
American Indian/Alaska Native	10.5%	35.4%	11.5%	22.2%
Asian	45.0	56.7	60.9	51.6
Black/African American	41.3	35.8	34.3	28.8
Hispanic/Latino	45.3	34.6	37.0	27.5
Native Hawaiian/Other Pacific Islander	36.8	40.0	31.6	31.3
White	68.3	64.6	60.6	51.7

Notably, from 2014 to 2016 American Indian/Alaska Native students experienced increases of 25 and 11 percentage points in reading/language arts and mathematics, respectively, while other subgroups, with the exception of Asian students and Native Hawaiian/Other Pacific Islander students in reading/language arts, experienced decreased or unchanged performance. In both reading/language arts and mathematics, Hispanic/Latino students' performance decreased by about 10 percentage points.

Efficiency Measure

The Department developed a measure to assess the efficiency of Federal investments in supporting magnet schools. The measure is defined as the Federal cost per student in a magnet school receiving assistance.

Year	2010 Cohort	2013 Cohort
2013	\$840	
2014		\$767
2015		1,122
2016		916
2017		
2018		

INNOVATION AND IMPROVEMENT

Ready to learn programming

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

(dollars in thousands)

FY 2018 Authorization: ¹

Budget Authority:

<u>2017</u> <u>Appropriation</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$25,741	\$25,692	0	-\$25,692

¹ Of the funds appropriated for Title IV, Part F (which is authorized at \$200,741 thousand), \$5,000 thousand is reserved for Subpart 3; of the remainder, 28 percent is reserved for Subpart 4 activities, which includes the Ready to Learn program.

PROGRAM DESCRIPTION

As reauthorized by the Every Student Succeeds Act (ESSA), Ready to Learn (RTL) Programming is designed to facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers. At least 60 percent of the funding must be used to:

- Develop educational television programming for preschool and elementary school children and the accompanying support materials and services that can be used to promote the effective use of such programming;
- Develop television programming (and digital content, such as applications and online educational games, containing RTL-based children's programming) that is specifically designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet, along with accompanying resources for parents and caregivers; and
- Support contracts with public telecommunications and related entities to ensure that programs are widely distributed.

Remaining funds may be used to develop and disseminate education and training materials, including interactive programs that are designed to promote school readiness through the effective use of educational video programs.

Funds are awarded competitively and only public telecommunications entities are eligible to receive awards. Applicants must have the capacity to: develop and distribute high-quality educational and instructional television programming that is accessible to disadvantaged preschool and elementary school children; contract with the producers of children's television programming; negotiate these contracts in a manner that returns to the grantee an appropriate

INNOVATION AND IMPROVEMENT

Ready to learn programming

share of income from sales of program-related products; and target programming and materials to meet specific State and local needs, while providing educational outreach at the local level.

Grantees are required to consult with the Departments of Education and Health and Human Services on strategies for maximizing the use of quality educational programming for preschool and elementary school children. Grantees must also coordinate activities with other Federal programs that have major training components related to early childhood development.

The Department awarded two 5-year grants in 2015:

- Twin Cities Public Television was awarded \$36.8 million over 5 years to produce Superhero School, using narrative storytelling and interactive media, across multiple platforms, to engage children ages 5 to 8 from low-income families in building key science content and thinking skills, learning related academic vocabulary, improving their reading and writing abilities, and gaining experience using new technology.
- The Corporation for Public Broadcasting, in partnership with the Public Broadcasting Service, was awarded \$99.1 million over 5 years to create a comprehensive media initiative to support the learning needs of children in low-income communities. The project's primary goal is to improve science and literacy learning outcomes for young children, especially those from low-income families, in order to prepare them for success in school and in life.

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

Fiscal Year	(dollars in thousands)
2013	\$25,771
2014	25,741
2015	25,741
2016	25,741
2017	25,741

FY 2018 BUDGET REQUEST

The Administration is not requesting funding for Ready to Learn (RTL) Programming in 2018. With the rise of the internet and the ready availability of a wide range of digital games and devices that support early learning, the RTL program is less relevant and less necessary. Private corporations increasingly produce and disseminate programming, online games, and "apps" that are both educational and entertaining without Federal support.

RTL programming is more appropriately supported with other Federal, State, local, and private funds. Public television networks and stations may tap private and non-profit sources of funding to continue their work or apply for funding under other Federal programs like Education Innovation and Research. Indeed, public television entities already have demonstrated an impressive ability to raise funds from non-Federal sources, as Federal funding made up just 16 percent of public television's total revenue in 2015.

INNOVATION AND IMPROVEMENT

Ready to learn programming

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>
Number of continuation awards	2	2	0
Continuation award funding	\$25,681	\$25,632	0
Evaluation (review of grant products)	<u>60</u>	<u>60</u>	<u>0</u>
Total	25,741	25,692	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including the RTL program, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from RTL for this purpose in fiscal year 2016, it may do so in fiscal year 2017.

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information and results bases on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years as well as the resources and efforts invested by those served by this program.

Performance Measures

In 2012, the Department revised the performance measures for the RTL program to better measure both RTL's effectiveness in improving what children learn and the number of children RTL is reaching. The revised measures are:

- (1) the percentage of summative experimental or quasi-experimental research studies that demonstrate positive and statistically significant gains in math or literacy skills when RTL transmedia properties, such as applications and online educational games, are compared to similar non-RTL-funded digital properties or to other more traditional educational materials;
- (2) the percentage of educational transmedia products, along with necessary supporting materials, that are deemed to be of high-quality in promoting learning of math or literacy by an independent panel of expert reviewers; and
- (3) the number of children who use RTL-produced educational media products, disaggregated by individual product, as determined by appropriate industry standard metrics or, when available, by tracking tools.

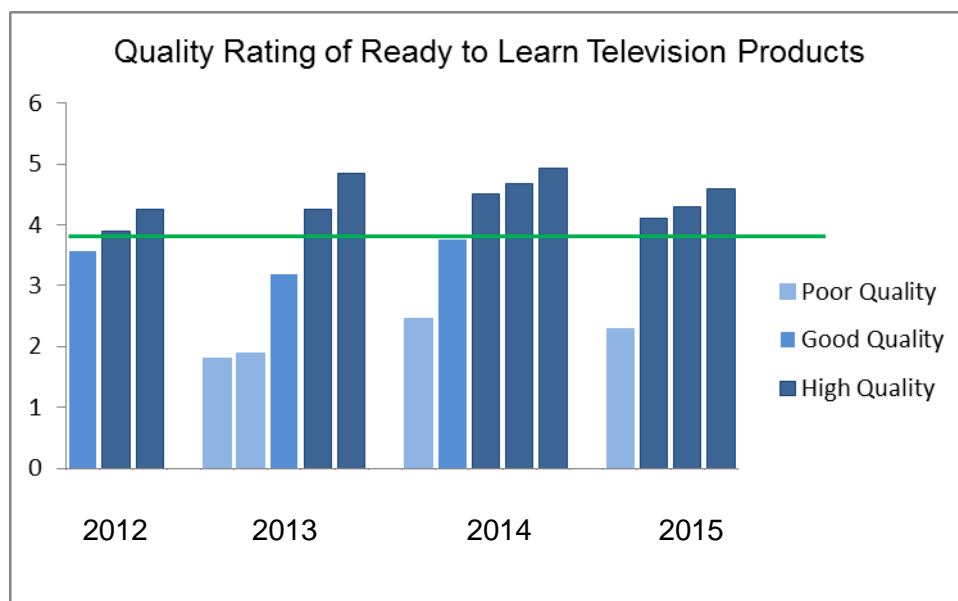
The three 2010 grantees planned a total of seven experimental or quasi-experimental research studies, to be conducted beginning in year 3 of the grant. The results of these studies provide data on the first performance measure. The Department received the first three studies in 2013. All three studies found that children who use RTL-produced educational media products

INNOVATION AND IMPROVEMENT

Ready to learn programming

demonstrate positive and statistically significant gains in math or literacy skills when RTL transmedia properties are compared to either similar non-RTL funded digital properties or to other more traditional educational materials. Therefore, in 2013, 100 percent of experimental or quasi-experimental research studies conducted by RTL grantees met the first performance measure. In 2014, the Department received two research studies for review, both of which found that children using RTL-produced products demonstrated statistically significant gains in math skills compared to children who used similar non-RTL products. Therefore, in 2014, 100 percent of the research studies met the performance measure. In 2015, the Department received four research studies for review, three of which found that children using RTL-produced products demonstrated statistically significant gains when compared to similar, non-RTL-produced products.

For the second performance measure, the Department asked expert panel members to review a random sample of current RTL transmedia products and provide a quality rating using criteria developed by the Department. The panel members rated products on a 5-point scale. In order for any particular product to achieve a rating of “high-quality,” a product had to secure an average score of 3.8 across the panel members. As shown in the chart below, in 2012, two of three transmedia product suites reviewed were of high-quality; in 2013, two of five suites reviewed were of high-quality; in 2014, three of five suites reviewed were of high-quality; and in 2015, three of the four transmedia product suites reviewed were of high-quality.



For the third performance measure, grantees reported on the number of children who used RTL-produced products, by type of product. In 2013, 46.5 million users accessed RTL-produced educational media products. The Corporation for Public Broadcasting (CPB) reported 46.4 million users, of which 30.7 million watched CPB television shows, 15.0 million used Web-based games, and 784 thousand downloaded mobile apps. Window to the World (WTTW) reported a total of 38.5 thousand users, 23.5 thousand of whom used Web-based products and 14.5 thousand of whom participated in one of WTTW’s 25 pilot programs. The Hispanic

INNOVATION AND IMPROVEMENT

Ready to learn programming

Information and Telecommunications Network (HITN) reported 632 children who used HITN's mobile apps and accompanying transmedia at HITN pilot sites.

In 2014, 41.8 million users accessed RTL-produced educational media products. CPB reported 35.9 million users, which includes PBS television viewers, PBS Kids Web site users, web application downloads, and children participating in outreach programs. WTTW reported 615.6 thousand users including web users, participants in outreach programs, and those who accessed WTTW products via YouTube. HITN reported 6.3 million users, which includes HITN viewers, pilot sites, museum partners, Web site and social media users, community events, and conference attendees.

In 2015, 40.9 million users accessed RTL-produced educational media products. CPB reported 32.8 million users, which includes PBS television viewers, PBS Kids Web site users, application downloads, children participating in outreach programs, and other metrics. WTTW reported 7.4 million users, including internet usage, kiosk users, and participants in outreach programs. Finally, HITN reported 736 thousand users, including HITN television viewers, pilot sites, museum partners, Web site and social media users, community events, and conference attendees.

Performance data for the 2015 cohort will be available later in 2017.

Efficiency Measure

The Department developed a single efficiency measure for the RTL program: dollars leveraged from non-Federal sources over 5 years (the length of each grant award) per Federal dollar dedicated to core non-outreach program activities. Because high-quality children's television programs are expensive to develop, produce, and distribute, Federal support for new programming through the RTL programs is typically used by grantees to attract additional revenue from the private sector. Program quality is directly affected by the extent to which grantees succeed in using Federal dollars to leverage additional funds from alternate sources. Therefore, the Department will use this measure to compare the relative success of RTL grantees in leveraging non-Federal investments for the development and production of new children's television programs.

Because the Department does not expect grantees to establish annual leveraging targets, and does not set a schedule for obtaining matching funds, the meaningful period of analysis for purposes of comparing grantee performance is the entire 5-year award period. During the 5-year period comprising fiscal years 2005–2009, the Department provided two grantees with \$98.55 million in funding for programming. These two grantees together contributed a total of \$66.15 million in non-Federal funding to programming activities, or \$0.67 non-Federal dollars for every Federal dollar; the individual grantee amounts were \$0.29 and \$1.03. Initially, the Department had planned to use the \$0.67 figure established by the 2005 grantees as the baseline against which to measure future efficiency. However, because of changes instituted to the program in 2010, grantees have been producing fewer television shows and instead focusing, at least initially, on the creation and distribution of digital media products such as applications and online educational games. This makes it easier and less expensive to release content and requires fewer external funds to be leveraged in support of television production. In

INNOVATION AND IMPROVEMENT

Ready to learn programming

the first year of the 2010 grants, the three grantees leveraged \$9.8 million of non-Federal support compared to \$19.5 million in Federal dollars spent on production, or \$0.50 of non-Federal dollars for every Federal dollar. In 2014, the three grantees leveraged \$0.73 of non-Federal dollars for every Federal dollar spent. (\$11.7 million of non-Federal support compared to \$16.0 million in Federal dollars spent on production.) In 2015, the three grantees leveraged \$14.0 million of non-Federal support, compared to \$20.1 million in Federal dollars spent, or \$0.70 of non-Federal dollars for every Federal dollar spent.

INNOVATION AND IMPROVEMENT

Arts in education

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

(dollars in thousands)

FY 2018 Authorization: ¹

Budget Authority:

<u>2017</u> <u>Appropriation</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$27,000	\$26,949	0	-\$26,949

¹ Of the funds appropriated for Title IV, Part F (which is authorized at \$200,741 thousand), \$5,000 thousand is reserved for Subpart 3; of the remainder 28 percent is reserved for Subpart 4 activities which include the Arts in Education program.

PROGRAM DESCRIPTION

As reauthorized by the Every Student Succeeds Act, the Arts in Education program supports national demonstration and Federal leadership activities to promote arts education for students, including disadvantaged students and students who are children with disabilities. The program includes the following allowable activities: (1) professional development for arts educators, teachers, and principals; (2) development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines; and (3) national and community outreach activities that strengthen and expand partnerships among schools, local educational agencies (LEAs), communities, or centers for the arts, including national centers for the arts.

The program supports a number of arts education activities through 4-year grants to local educational agencies (LEAs) in which 20 percent or more of the students are from low-income families; State educational agencies (SEAs); national nonprofit organizations; institutions of higher education; organizations with expertise in the arts; museums or cultural institutions; the Bureau of Indian Education; and partnerships of these entities.

INNOVATION AND IMPROVEMENT

Arts in education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013.....	\$23,648
2014.....	25,000
2015.....	25,000
2016.....	27,000
2017.....	27,000

FY 2018 BUDGET REQUEST

The Administration is not requesting funding for the Arts in Education program in 2018 because the program has limited impact, the National Arts in Education program does not sufficiently target services to the highest-need students, and the Arts in Education program funds activities that are more appropriately supported with other Federal, State, local, and private funds. The program also duplicates activities that may be supported through other Federal programs, such as the Title I Grants to LEAs program, under which LEAs and schools may support integrated arts instruction as part of a schoolwide Title I program. Title I also makes available \$1 billion in funding that may be used to support the use of arts instruction and related activities as part of school turnaround plans.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017</u> <u>Annualized CR</u>	<u>2018</u>
<i>Arts Development and Dissemination</i>			
Total funds available	\$14,477	\$8,238	0
Amount for continuation awards	\$13,952	\$7,888	0
Number of continuation awards	27	21	0
Interagency transfer to support the Arts Education Partnership	\$525	\$350	0
<i>Professional Development for Arts Educators (PDAE)</i>			
Total funds available	\$6,450	\$11,816	0
Amount for new awards	0	6,486	0
Number of new awards	0	5	0
Amount for continuation awards	\$5,450	\$5,060	0
Number of continuation awards	17	17	0
Peer review of new award applications	0	\$270	0

INNOVATION AND IMPROVEMENT

Arts in education

<u>Output Measures</u>	<u>2016</u>	<u>2017 Annualized CR</u>	<u>2018</u>
<i>National Arts in Education Program (AENP)</i>			
Total funds available	\$6,576	\$6,575	0
Amount for continuation awards	\$6,762	\$6,575	0
Number of continuation awards	1	1	0
<i>Evaluation</i>	\$497	\$500	0

NOTES: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Arts in Education, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from the Arts in Education program for this purpose in fiscal year 2016, it may do so in fiscal year 2017.

Consistent with the President's request to eliminate funding for this program in fiscal year 2018, the output measures for fiscal year 2017 reflect the use of fiscal year 2017 funds to pre-pay continuation costs to allow existing grantees to complete their planned projects and/or frontload new grants to pay, to the extent possible, the full costs of newly funded projects over the proposed grant period.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years as well as the resources and efforts invested by those served by this program. Targets for 2018 are not included because this program is proposed for elimination.

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

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

INNOVATION AND IMPROVEMENT

Arts in education

Measure: The percentage of teachers participating in the Professional Development for Arts Educators program who receive professional development that is sustained and intensive.

Year	Target	Actual
2013	40%	84%
2014	45	60
2015	50	19
2016	55	58
2017	60	

Additional Information: In 2011, the Department defined sustained and intensive professional development for the PDAE program as completion of 40 or more of the professional development hours offered by the PDAE-funded project during the reporting period; completion of 75 percent of the total number of professional development hours offered by the PDAE-funded project during the reporting period; and completion of these professional development hours over at least a 6-month period during the reporting period.

In 2014, five PDAE grantees from the fiscal year 2012 cohort reported data. In 2015, 19 PDAE grantees from the fiscal year 2011, fiscal year 2012, and fiscal year 2014 cohorts reported data. The fiscal year 2014 cohort grantees reported on the progress made in the first year of their award, which focused on planning activities rather than provision of professional development.

Measure: The percentage of PDAE projects in which teachers show a statistically significant increase in content knowledge in the arts.

Year	Target	Actual
2013	100%	100%
2014	100	100
2015	100	100
2016	100	86
2017	100	

Additional Information: The Department requires that grantees administer a pre-test and a post-test of teacher content knowledge in the arts and include those data in their annual performance reports. The 2016 actual is based on the 14 of 17 PDAE grantees who reported on this measure.

INNOVATION AND IMPROVEMENT

Arts in education

Measure: The percentage of students participating in Model Arts programs who demonstrate proficiency in mathematics compared to those in control or comparison groups.

Year	Treatment	Control
2013	54%	45%
2014	43	36
2015	39	35
2016	35	32
2017		

Measure: The percentage of students participating in Model Arts programs who demonstrate proficiency in reading compared to those in control or comparison groups.

Year	Treatment	Control
2013	46%	39%
2014	45	45
2015	43	40
2016	39	38
2017		

The Department also developed the following four measures for the Arts in Education National Program (AENP).

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

Year	Target	Actual
2013	697,632	1,006,004
2014	788,324	1,138,491
2015	859,273	1,245,824
2016	2,100,000	2,140,365
2017		

Measure: The percent of teachers participating in the grantee's program who receive professional development that is sustained and intensive.

Year	Target	Actual
2013	22%	20%
2014	25	61
2015	28	48
2016	50	52
2017		

Additional Information: Data for 2014, 2015, and 2016 is based on teacher participation in the Changing Education Through the Arts program administered by the Kennedy Center.

INNOVATION AND IMPROVEMENT

Arts in education

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

Year	Target	Actual
2013	244,845	519,110
2014	268,350	568,631
2015	322,020	769,397
2016	800,000	806,092
2017		

Measure: The total number of students with disabilities who participate in standards-based arts education sponsored by the grantee.

Year	Target	Actual
2013	86,397	257,512
2014	92,963	274,450
2015	100,028	221,859
2016	200,000	219,316
2017		

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

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

(dollars in thousands)

FY 2018 Authorization: ⁽¹⁾

Budget Authority:

<u>2017</u> <u>Annualized CR</u>	<u>2017</u> <u>Appropriation</u>	<u>2018</u>	<u>Change from</u> <u>Annualized CR</u>
\$11,977	\$12,000	0	-11,977

¹ Of the total amount appropriated for Title IV, Part F (authorized at \$200,741 thousand) after reserving \$5,000 thousand for Subpart 3, 36 percent is available for Subpart 4, including for Javits Gifted and Talented Education and the other programs authorized under this subpart.

PROGRAM DESCRIPTION

Javits Gifted and Talented Education supports a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their special educational needs. The Department makes grant or contract awards to State educational agencies (SEAs), local educational agencies, the Bureau of Indian Education of the Department of the Interior, institutions of higher education (IHEs), and other public and private agencies and organizations to carry out projects to fulfill this purpose, including an award to one or more IHEs or SEAs to establish a National Research Center for the Education of Gifted and Talented Children.

Award recipients may use funds to: conduct research on methods and techniques for identifying and teaching gifted and talented students and on applying gifted and talented educational methods to all students, including low-income and at-risk students; establish and operate gifted and talented education programs, including innovative methods and strategies for identifying and teaching students traditionally underserved in such programs; and provide technical assistance and disseminate information.

By statute, the Department gives priority in making awards to projects that include evidence-based activities or that develop new information to improve the capacity of schools to operate gifted and talented education programs or to assist schools in identifying and serving traditionally underserved students. The Department must evaluate the impact of funded projects on students traditionally served in separate gifted and talented education programs and on other students and submit results of this evaluation to Congress not later than December 9, 2017.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2013.....	0
2014.....	\$5,000
2015.....	10,000
2016.....	12,000
2017.....	12,000

FY 2018 BUDGET REQUEST

The Administration does not request fiscal year 2018 funding for Javits Gifted and Talented Education, which under the Department of Education Appropriations Act, 2017, received \$12 million. The Administration appreciates the importance of engaging and developing the unique skills of high-ability learners but believe that limited Federal education program dollars should be focused on improving outcomes for our Nation’s most educationally disadvantaged children, consistent with the longstanding Federal role in elementary and secondary education and the core purpose of the Elementary and Secondary Education Act. Javits Gifted and Talented Education has limited impact, and programs serving gifted and talented students would be more appropriately supported with State, local, or private resources. In addition, the Department can support research on gifted and talented education through funding for the Institute of Education Science’s Research, Development, and Dissemination program, including research on identifying and serving students traditionally underrepresented in gifted and talented programs.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2016</u>	<u>2017 Annualized CR</u>	<u>2018</u>
Amount for continuation awards	\$10,691	\$10,094	0
Number of continuation awards	21	21	0
National Research Center for the Education of Gifted and Talented Children and Youth	\$1,040	\$1,823	0
Pooled evaluation authority	\$269	\$60	0

NOTES: Consistent with the Administration’s request to eliminate funding for this program in fiscal year 2018, the output measures for fiscal year 2017 reflect the use of fiscal year 2017 annualized CR funds to frontload continuation awards to allow current grantees to complete their projects to the extent possible.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Javits Gifted and Talented Education, and to pool such funds for use in evaluating any ESEA program. The Department reserved funds from the program for this purpose in fiscal year 2016, and may do so again in fiscal year 2017.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years as well as the resources and efforts invested by those served by this program.

The Department established three performance measures for Javits Gifted and Talented Education focusing on the quality of project designs, professional development, and academic achievement of targeted student populations. The Department reports data for these measures twice over the grant period (at the middle and end of the period) after convening an expert panel of scientists and practitioners to review information from a sample of annual performance reports and self-evaluations prepared by grantees. The first data reports for the 2014 cohort, which received 5-year grants, and for the 2015 cohort, which received 3-year grants focusing on professional development, are expected to be available in fall 2017.