

U.S. DEPARTMENT OF EDUCATION



**Fiscal Year 2023
Budget Summary**

U.S. DEPARTMENT OF EDUCATION
FISCAL YEAR 2023 BUDGET SUMMARY

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“Federal budgets are an expression of values. This proposal reflects the Biden-Harris Administration’s deep belief in the importance of education and the success and wellbeing of our nation’s students. It’s my hope that Congress answers the President’s call for continued investments that help our schools hire and support more teachers, school counselors, and other personnel who can nurture the social, emotional, and academic development and mental well-being of our children and youth in this critical time and beyond. Across the country, we must focus our efforts on recovery. That means ensuring all students—especially those from underserved communities and those most impacted by the pandemic—receive the resources they need to thrive. Importantly, this budget also invests in access to affordable higher education and the creation of stronger pathways that meet the demands of our workforce and connect students to well-paying jobs and fulfilling careers.”

-Secretary of Education Miguel Cardona

I. SUMMARY OF THE 2023 BUDGET REQUEST

The fiscal year 2023 Budget Request continues to make good on President Biden’s commitment to reverse years of underinvestment in Federal education programs and, building on the fiscal year 2022 Budget Request and investments in the American Rescue Plan, continues to address the significant inequities that millions of students—disproportionately students of color—families, and educators confront every day in underserved schools and colleges across America. While the main challenge over the past two years has been safely re-opening schools for in-person instruction, the COVID-19 pandemic has also changed the education landscape moving forward. The fiscal year 2023 President’s Budget for the Department of Education would make historic investments in the Nation’s future prosperity including by increasing aid for schools with high-poverty rates; helping meet the needs of students with disabilities; and expanding access to higher education and increasing college completion.

Overall, the fiscal year 2023 Budget requests \$88.3 billion in discretionary funding for the Department of Education, a \$15.3 billion or 20.9 percent increase from the 2021 enacted level (less rescissions).

The President is also committed to working with Congress to enact his plan to lower costs for American families and expand the productive capacity of the American economy. This plan includes proposals to cut college costs, including through tuition-free community college and expanded support for Historically Black Colleges and Universities (HBCUs), Tribal Controlled Colleges and Universities (TCCUs), and minority-serving institutions (MSIs), and support families with access to free, high-quality preschool. The fiscal year 2023 Budget Request includes the following key initiatives:

K-12 EDUCATION

PROPOSES HISTORIC INVESTMENTS IN SCHOOLS WITH HIGH-POVERTY RATES

To advance the goal of providing a high-quality education to every student, the Budget includes \$36.5 billion for Title I, including \$20.5 billion in discretionary funding and \$16 billion in mandatory funding, which more than doubles the program’s funding compared to the 2021 enacted level. Title I helps schools provide students from low-income communities the learning opportunities and supports they need to succeed. This substantial new support for the program, which serves 25 million students in nearly 90 percent of school districts across the Nation, would be a major step toward fulfilling the President’s commitment to addressing long-standing funding disparities between under-resourced schools – which disproportionately serve students of color – and their wealthier counterparts.

PRIORITIZES THE HEALTH AND WELL-BEING OF STUDENTS

Disruptions caused by the COVID-19 pandemic continue to take a toll on the physical and mental health of students, educators, and school staff. Recognizing the profound effect of physical and mental health on student social, emotional, and academic success, among other investments, the Budget includes a \$1 billion investment to increase the number of counselors, nurses, school psychologists, social workers, and other health professionals in schools.

INCREASES SUPPORT FOR CHILDREN WITH DISABILITIES

The President is committed to ensuring that children and youth with disabilities receive the services and support they need to thrive in school and graduate ready for college or a career. The Budget provides an additional \$3.3 billion over 2021 enacted levels – the largest two-year increase ever – for Individuals with Disabilities Education Act (IDEA) Grants to States, with a total of \$16.3 billion to support special education and related services for students in grades Pre-K through 12. The Budget also doubles funding to \$932 million for IDEA Part C grants, which support early intervention services for infants and families with disabilities that have a proven record of improving academic and developmental outcomes. The increased funding would support States in implementing critical reforms to expand their enrollment of underserved children, including children of color, children from low-income backgrounds and children living in rural areas. The increase also includes \$200 million to expand and streamline enrollment of children at risk of developing disabilities, which would help mitigate the need for more extensive services later in childhood and further expand access to the program for underserved children. The Budget also more than doubles funding to \$250 million for IDEA Part D Personnel Preparation grants to support a pipeline of special educators at a time when the majority of states are experiencing a shortage of special educators.

DRAMATICALLY EXPANDS SUPPORT FOR FULL SERVICE COMMUNITY SCHOOLS

Community schools play a critical role in providing comprehensive integrated support services to students and their families, such as health and nutrition services and adult education opportunities; expanded enrichment and learning opportunities such as afterschool programs; strong family and community engagement; and collaborative leadership and practices for educators, which together have proven to improve academic outcomes for students. The Budget includes \$468 million for this program, an increase of \$438 million above the 2021 enacted level. Within this increase, \$25 million would help school districts design and implement integrated student supports focused on addressing a range of student and family needs including meeting student social, emotional, mental health, physical health, and academic needs and providing resources and services to meet family needs, including through cross-agency efforts and partnerships with community-based organizations and other family support providers external to the school site.

INVESTS IN EDUCATOR RECRUITMENT AND RETENTION

While the education sector has faced shortages in critical staffing areas for decades, which disproportionately impact students of color and students from low-income backgrounds, the COVID-19 pandemic and tight labor market has made shortages worse, negatively impacting the education students receive and continuing to fall hardest on students in underserved communities. In addition to comprehensive investments across several programs to support a diverse and well-prepared pipeline of educators, the Budget includes \$514 million for the Education Innovation and Research program, of which the Department would target \$350 million towards identifying and scaling models that improve recruitment and retention of staff in education, including models that would improve resources and support for educators, and provide teacher access to leadership opportunities that improve teacher retention and expand the impact of great teachers within and beyond their classrooms.

SUPPORTS MULTILANGUAGE LEARNERS

Students who are English learners (ELs) were disproportionately impacted by the COVID-19 pandemic, including multiple transitions to and from remote learning during the pandemic. The Budget would provide \$1.075 billion for the English Language Acquisition (ELA) program, \$278 million above the 2021 enacted level, or a 35 percent increase, including additional funding to provide technical assistance and build local capacity to better support multilanguage learners and their teachers. The ELA program helps students learning English attain English proficiency and achieve academic success.

FOSTERS DIVERSE SCHOOLS

The segregation of students by race and income undermines the promise made nearly 70 years ago following the Supreme Court's ruling in *Brown v. Board of Education* that public schools provide an equal opportunity for all students to learn and succeed. The Budget includes \$100 million for a grant program to help communities voluntarily develop and implement strategies to promote racial and socioeconomic diversity in their schools and classrooms. The program would require applicants to demonstrate meaningful and ongoing community engagement throughout the development and implementation of their plans.

BRIDGING THE EDUCATION PIPELINE

REIMAGINES THE HIGH SCHOOL TO POSTSECONDARY TRANSITION

Reimagining traditional educational pathways to improve equitable opportunities is a critical component of the President's vision to increase successful outcomes for all students. The Budget provides an additional \$200 million investment focused on a new Career-Connected High Schools initiative to support competitive grants to partnerships of local educational agencies, institutions of higher education, and employers to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education, in order to improve postsecondary and career outcomes for all students, including students of color and students from low-income backgrounds.

AN EDUCATION BEYOND HIGH SCHOOL

PROPOSES HISTORIC INVESTMENTS IN COLLEGE AFFORDABILITY

To increase equitable and affordable access to an education beyond high school, the Budget would increase the maximum Pell Grant by \$2,175 over the 2021-2022 award year, through a combination of discretionary and mandatory funding, helping an estimated 6.7 million students from low- and middle-income backgrounds overcome financial barriers. This historic increase is one piece of the Budget's comprehensive proposal to double the maximum Pell Grant by 2029. In addition to these critical investments, the Administration continues to support expanding federal student aid, including Pell Grant eligibility, to Deferred Action for Childhood Arrivals (DACA) recipients, commonly known as DREAMers.

MAKES SIGNIFICANT COMMITMENTS TO POSTSECONDARY COMPLETION AND STUDENT BASIC NEEDS

The President is committed to not only ensuring an education beyond high school is accessible and affordable, but that students are provided with the equitable access to resources and supports to persist and complete. The Budget supports strategies to improve the retention, transfer, and completion rates of students by creating a Retention and Completion Grant program in the Fund for the Improvement of Postsecondary

Education (FIPSE) using a tiered evidence model. The proposed investments in the Budget also promote academic success by providing critical resources to support students' basic needs, including a \$40 million increase to institutions providing affordable child care for low-income student parents. In addition, the request includes significant increases for Federal TRIO programs and GEAR UP to expand services that promote access and completion in higher education for underserved individuals.

INCREASES EQUITABLE FUNDING FOR HBCUs, TCCUs, AND MSIs

The Budget would enhance institutional capacity at HBCUs, TCCUs, MSIs, and low-resourced institutions, including community colleges, by providing an increase of \$752 million over the 2021 enacted level. This funding includes a \$450 million initiative to expand research and development infrastructure at four-year HBCUs, TCCUs, and MSIs.

PRIORITIZES THE NEEDS OF STUDENT BORROWERS

The Budget provides \$2.65 billion to the Department of Education's Office of Federal Student Aid (FSA), an \$800 million increase compared to the 2021 enacted level. The additional funding is needed to better serve students and borrowers as they finance their postsecondary education and at every stage of repayment. Specifically, the increase allows FSA to implement customer service and accountability improvements to student loan servicing and ensure the successful transition from the current short-term loan servicing contracts to a more stable long-term contract and servicing environment. The increase is also critical to ensure full implementation of the FAFSA® Simplification Act for the 2024–25 award year.

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

As our economy continues its rapid recovery, the Budget makes significant investments in the long-term sustainability of our nation's skilled workforce. In addition to expanding access to career training programs by making significant investments in community colleges, the Budget also proposes new grants supporting adult learners through a College Bridge Initiative and new grants to support disconnected youth without a high school diploma.

INCREASES SUPPORT FOR CIVIL RIGHTS ENFORCEMENT

The Budget provides \$161 million to the Department's Office for Civil Rights, a 23 percent increase compared to the 2021 enacted level. This additional funding would ensure that the Department has the capacity to protect equal access to education through the enforcement of civil rights laws, such as Title IX of the Education Amendments of 1972.

II. THE 2023 EDUCATION BUDGET BY PROGRAM AREA

A. ELEMENTARY AND SECONDARY EDUCATION

OVERVIEW

President Biden’s fiscal year 2023 Request for Elementary and Secondary Education programs addresses longstanding equity gaps in our education system, beginning with State and local education finance systems that underfund school districts and schools that enroll high proportions of students of color and students from low-income backgrounds; a teacher pay gap that undermines the recruitment and retention of qualified and effective teachers; a lack of equitable access to and preparation for rigorous coursework that sets students up for college and careers; and the need for high-quality, universal preschool programs, regardless of a child’s race, zip code, or family income. The following major investments would help close these equity gaps and help ensure that all students—including students from low-income backgrounds and students of color and those in underserved communities—receive the social, emotional, mental health, and academic supports they need to thrive in school and achieve their dreams.

- Critical investments in equitable access to the learning opportunities students need to succeed:
 - \$36.5 billion for Title I, including \$20.5 billion in discretionary funding and \$16 billion in mandatory funding, which more than doubles the program’s funding compared to the 2021 enacted level. This historic level of additional funding would help schools with high rates of poverty make critically-needed new investments, including hiring and paying educators and staff a competitive wage and supporting their professional growth; increasing access to a well-rounded education, including a rigorous and engaging curriculum; creating safe and inclusive learning environments; and expanding access to preschool. The proposed increase reflects the President’s commitment to address longstanding inequities in our education system, including through a \$100 million set-aside to support voluntary state and local efforts to identify and close State and local funding gaps in educational resources and opportunities.
 - \$1.1 billion for English Language Acquisition State Grants, an increase of \$278 million, or 35 percent, over the 2021 enacted level to significantly strengthen State and local capacity to meet the needs of ELs and their teachers, including through a greater emphasis on multilingualism that embraces students’ native and home languages as a strength they bring to their school communities. The request also includes a \$50 million set-aside for additional support to States with local educational agencies that enrolled significant numbers of immigrant children and youth in recent years.
 - \$161 million for ED’s Office for Civil Rights, a \$30 million increase compared to the 2021 enacted level, to provide sufficient staffing and other capacity for monitoring, technical assistance, data collection, and enforcement.
 - \$100 million for a new Fostering Diverse Schools program that would help communities voluntarily develop and implement strategies that will build more racially and socioeconomically diverse schools and classrooms, and \$149 million, an increase of \$40 million, to support the Magnet Schools Assistance Program.

- Critical investments to meet the social, emotional, mental health, and academic needs of students:
 - \$1 billion for a new School-Based Health Professionals program to support the mental health needs of our students and their families by increasing the number of counselors, nurses, and health professionals in our schools, and building the pipeline for these critical staff, with an emphasis on schools serving underserved students.
 - \$468 million, an increase of \$438 million over the 2021 enacted level, to dramatically expand the Full-Service Community Schools program, which recognizes the role of schools as the centers of our communities and neighborhoods, and funds efforts to identify and integrate the wide range of community-based resources needed to support students and their families, expand learning opportunities for students and parents alike, support collaborative leadership and practices, and promote the family and community engagement that can help ensure student success. Within this increase, \$25 million would help school districts design and implement integrated student supports focused on addressing a range of student and family needs including meeting student social, emotional, mental health, physical health, and academic needs and providing resources and services to meet family needs, including through cross-agency efforts and partnerships with community-based organizations and other family support providers external to the school site.

- Critical investments in building a more diverse, well-prepared, supported, and effective teacher workforce and strengthening school leadership:
 - \$514 million for Education Innovation and Research for fiscal year 2023, an increase of \$320 million over the 2021 enacted level, to support projects that identify and scale up evidence-based strategies to elevate and strengthen a teacher workforce hit hard by COVID-19. With local education jobs down by 376,000, or nearly 5 percent, since the beginning of the pandemic, these funds would support efforts to stabilize the profession through improved support for educators and expanded professional growth opportunities, including access to leadership opportunities that can lead to increased pay and improved retention for fully certified, experienced, and effective teachers.
 - \$132.1 million for Teacher Quality Partnerships, an increase of \$80 million over the 2021 enacted level, to support comprehensive pathways into the profession, such as high-quality residencies and Grow Your Own programs, that support educator diversity, improve teacher effectiveness, and increase teacher retention.
 - \$20 million for the Augustus F. Hawkins Centers of Excellence to help expand the diversity of the teacher workforce through competitive grants to HBCUs, TCCUs, and MSIs to support teacher preparation (see Higher Education Programs).
 - \$250 million for IDEA, Part D, more than doubling current investments, to support the pipeline of special education teachers and personnel.
 - \$40 million to reestablish funding for the reauthorized School Leader Recruitment and Support program.

TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES

	2023		
	<u>2021</u>	<u>2022</u>	<u>Request</u>
Discretionary BA in millions	\$16,536.8	\$16,536.8	\$20,536.8
Mandatory BA in millions	—	—	\$16,000.0

Title I Grants to LEAs provide supplemental education funding, especially in communities of concentrated poverty, for local programs that provide extra academic support to help students in high-poverty schools meet challenging State academic standards. The Request maintains strong support for the Title I program, which serves an estimated 25 million students in nearly 90 percent of school districts and nearly 60 percent of all public schools. LEAs can use Title I funds flexibly for locally determined programs and interventions across a broad range of areas, including through schoolwide programs that allow Federal and other funds to be consolidated and leveraged for comprehensive school reforms. The fiscal year 2023 request proposes to reserve \$100 million for direct grants to States to implement voluntary School Funding Equity Commissions and to LEAs to implement voluntary resource equity reviews.

FULL-SERVICE COMMUNITY SCHOOLS (FSCS)

	2023		
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$30.0	\$30.0	\$468.0

FSCS makes competitive 5-year grants to school districts—in partnership with community-based organizations, nonprofit organizations, or other public or private entities—to provide comprehensive academic, social, and health services in school settings for students, students’ family members, and community members by integrating existing school and community programs and implementing coordinated strategies that can impact neighborhoods with high rates of poverty, childhood obesity, academic failure, and involvement of community members in the justice system. The proposed increase reflects the growing recognition that students and families in high-poverty communities need comprehensive social, emotional, and mental health services to support improved academic outcomes, and that schools are ideally situated to provide such supports in these communities. In particular, the disruptions to education caused by the COVID-19 pandemic provided a vivid demonstration of the importance of our schools to the social and economic fabric of our communities, both during the pandemic and as we work toward a full recovery. Within this increase, \$25 million would help school districts design and implement integrated student supports focused on addressing a range of student and family needs including meeting student social, emotional, mental health, physical health, and academic needs and providing resources and services to meet family needs, including through cross-agency efforts and partnerships with community-based organizations and other family support providers external to the school site. The Request would support an expanded cohort of grantees that would support up to 2.5 million students, family members, and community members in an estimated 800 new community schools.

21ST CENTURY COMMUNITY LEARNING CENTERS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$1,259.7	\$1,259.7	\$1,309.7

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

SUPPORTING EFFECTIVE INSTRUCTION STATE GRANTS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$2,143.1	\$2,143.1	\$2,148.6

This program, authorized under ESEA's Title II-A, provides formula grants to State educational agencies (SEAs), which then subgrant most funds to local educational agencies, to support activities designed to increase student achievement by improving the effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; provide students from low-income backgrounds and students of color greater access to effective teachers, principals, and other school leaders; and reduce class size. SEAs and LEAs have flexibility to carry out a wide variety of activities based on identified needs.

TEACHER AND SCHOOL LEADER INCENTIVE GRANTS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$200.0	\$200.0	\$150.0

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

SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT (SEED)

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$80.0	\$80.0	\$80.0

The SEED program provides competitive grants to institutions of higher education, national nonprofit entities, and the Bureau of Indian Education to support evidence-based professional development activities, including those leading to an advanced credential, as well as non-traditional preparation and certification pathways that allow teachers, principals, or other school leaders to obtain employment in traditionally underserved local educational agencies. The request would support continuation awards that help advance President Biden’s equity agenda and commitment to evidence-based practices.

SCHOOL LEADER RECRUITMENT AND SUPPORT

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	—	—	\$40.0

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

SCHOOL-BASED HEALTH PROFESSIONALS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	—	—	\$1,000.0

The Administration requests \$1 billion in funding for the proposed School-Based Health Professionals (SBHP) program in fiscal year 2023, consistent with President Biden’s commitment to double the number of school counselors, nurses, social workers, and school psychologists in LEAs and schools over the next decade. Funds would be allocated to SEAs on the basis of shares of funding received under Title I, Part A of the Elementary and Secondary Education Act (ESEA). SEAs would be permitted to reserve up to 15 percent of their allocations to address shortages of health professionals by establishing partnerships with institutions of higher education to recruit, prepare, and place graduate students in school-based health fields in high-need LEAs. SEAs would use at least 80 percent of their allocations to make competitive grants to LEAs, with a priority on LEAs with significant numbers of schools identified for improvement under the ESEA, to help close gaps in the recommended ratios of students to health professionals. Grants to LEAs would be used to pay recruitment costs, salaries, retention efforts such as additional supports, and related personnel costs.

SCHOOL SAFETY NATIONAL ACTIVITIES

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$106.0	\$106.0	\$129.0

This program authorizes activities to improve students’ safety and well-being. Activities include competitive grants and other discretionary activities to foster a safe, secure, and supportive school and community learning environment conducive to teaching and learning; facilitate emergency management and preparedness, as well as recovery from traumatic events; and increase the availability of school-based mental health service providers for students. The \$21 million increase would support a new Project Prevent competition focused on Community Violence Interventions, a school facilities clearinghouse, and additional funding for Project School Emergency Response to Violence (SERV).

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$1,220.0	\$1,220.0	\$1,220.0

This program provides formula grants to State educational agencies, which then subgrant most funds to local educational agencies, to support well-rounded educational opportunities, safe and healthy students, and the effective use of technology. The Request would provide resources for improving student opportunities and outcomes that can be used flexibly in response to locally identified needs.

ENGLISH LANGUAGE ACQUISITION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$797.4	\$797.4	\$1,075.0

This program awards formula grants to States based on each State’s share of the Nation’s English learners (ELs) and recent immigrant students. Schools use this funding to implement effective language instruction educational programs designed to help ELs attain English language proficiency. The program also awards grants to schools operated predominantly for Native American and Alaska Native students and supports national activities, including professional development for teachers of ELs and a clearinghouse of research-based information about instructional methods, strategies, and programs for ELs. The proposed increase would significantly strengthen State and local capacity to meet the needs of ELs and their teachers, including through a greater emphasis on multilingualism that embraces students’ native and home languages as a strength they bring to their school communities. In addition, a new \$50 million set-aside would support States with local educational agencies that enrolled at least 100 immigrant children and youth and States with counties where 50 or more unaccompanied children have been released to sponsors from the Department of Health and Human Services Office of Refugee Resettlement since January 1, 2021.

PROMISE NEIGHBORHOODS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$81.0	\$81.0	\$96.0

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

FOSTERING DIVERSE SCHOOLS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	—	—	\$100.0

The proposed Fostering Diverse Schools program would address the well-documented, persistent negative effects of racial isolation and concentrated poverty by supporting voluntary efforts to increase school racial and socioeconomic diversity in preschool through grade 12. The program would make competitive awards to LEAs—alone, in consortia, or in partnership with State educational agencies—that have significant achievement gaps and racial or socioeconomic segregation within or across districts. Program funds would support voluntary planning grants and, for applicants with well-designed plans, implementation grants to carry out activities in those plans, including, for example open enrollment, that promote racial and socioeconomic diversity in schools or other student-assignment policies that consider the socioeconomic status or neighborhood of residence of students.

MAGNET SCHOOLS ASSISTANCE

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$109.0	\$109.0	\$149.0

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

TRAINING AND ADVISORY SERVICES

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$6.6	\$6.6	\$6.6

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

CHARTER SCHOOLS GRANTS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$440.0	\$440.0	\$440.0

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

MIGRANT EDUCATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$375.6	\$375.6	\$375.6

Migrant Education State Grants provide formula-based assistance in meeting the educational needs of children of migratory agricultural workers and fishers, including overcoming educational disruption and other challenges resulting from repeated moves, so that these students can meet the same academic standards expected of all children. During school year 2019-20, States and local entities provided services under this program to 200,732 identified migratory children ages birth through 21 years old. Services included supplemental instruction in reading, math, and other academic areas, as well as high school credit accrual. Program funds were also used to provide educationally related services such as counseling, health

and nutrition services, advocacy, and referrals for migratory students with disabilities, and (especially in the summer) transportation. The Department uses a portion of funding to improve inter- and intra-State coordination of migrant education activities, including State exchange of migratory student data records through the Migrant Student Information Exchange system.

NEGLECTED, DELINQUENT, AND AT-RISK STUDENTS

	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
BA in millions	\$48.2	\$48.2	\$82.0

This program provides formula grants to States to support education services for neglected and delinquent children and youth in local and State-run institutions, attending community day programs, and in correctional facilities. The Request includes an increase of \$3.8 million for formula grants under Subpart 1 of Title I Part D to help an estimated 63,600 neglected and delinquent students continue their studies while in State institutions and prepare them to return to and complete school and obtain employment. The request also includes \$30 million for an initiative to improve the educational outcomes of children and youth in foster care, a student subgroup that is one of the most vulnerable and at risk for academic challenges. The initiative would make competitive grants that establish strong partnerships among States, districts, and child welfare agencies to support innovative strategies for improving the educational outcomes of students in foster care.

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
BA in millions	\$106.5	\$106.5	\$110.0

This program, which is authorized by the McKinney-Vento Homeless Assistance Act, as amended, provides formula grants to States, which then subgrant most funds to LEAs for services and activities that help homeless children enroll in, attend, and succeed in school, such as preschool programs, enriched supplemental instruction, before- and after-school programs, transportation, and health care referrals. Approximately 1.28 million students were identified as homeless in school year 2019-20.

RURAL EDUCATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$187.8	\$187.8	\$202.8

Based on 2018 data from the National Center for Education Statistics, 28 percent of the Nation's public schools were located in rural areas, with 19 percent of all public school students enrolled at these schools. The Rural Education Achievement Program (REAP) supports two programs to help rural school districts carry out activities to improve the quality of teaching and learning in their schools. The Small, Rural School Achievement program provides formula funds to rural school districts that serve small numbers of students, and the Rural and Low-Income School program provides funds to rural school districts that serve concentrations of poor students, regardless of the district's size. Funds appropriated for REAP are divided equally between the two programs. The Request would increase support for rural, often geographically isolated, districts that face significant challenges in meeting ESEA requirements.

INDIAN EDUCATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions			
Grants to Local Educational Agencies	\$105.4	\$105.4	\$110.4
Special Programs for Indian Children	68.0	68.0	68.0
National Activities	7.9	7.9	7.9
Total	181.2	181.2	186.2

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

Grants to Local Educational Agencies provide formula grants to LEAs and to schools funded or operated by the Department of the Interior's Bureau of Indian Education for activities to improve the educational achievement of Indian students. Funds would support supplemental educational services to a disadvantaged population that is heavily affected by poverty and low educational attainment, providing an average estimated per-pupil payment of \$246 for approximately 450,000 eligible American Indian and Alaska Native elementary and secondary students nationwide.

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

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

NATIVE HAWAIIAN EDUCATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$37.4	\$37.4	\$37.4

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

ALASKA NATIVE EDUCATION

			2023
	<u>2021</u>	<u>2021</u>	<u>Request</u>
BA in millions	\$36.5	\$36.5	\$36.5

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

STATE ASSESSMENTS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions			
State Assessment Grants	\$369.1	\$369.1	\$369.1
Competitive Assessment Grants	8.9	8.9	8.9
Total	378.0	378.0	378.0

The Request would help States continue to administer aligned assessment systems as part of their ongoing implementation of the Every Student Succeeds Act. Annual, high-quality, statewide assessments aligned to challenging State academic standards are a critical element of the statewide accountability systems that

each State must establish under the Act, providing parents and educators with information they need to understand whether students are meeting State-determined college- and career-ready academic standards. State assessments also help identify schools that are meeting these standards and schools where additional resources and supports may be needed to improve educational opportunity and academic achievement. The Request provides funding for both Grants for State Assessments and the separately authorized Competitive Grants for State Assessments program, which supports activities to improve State assessment systems.

EDUCATION INNOVATION AND RESEARCH

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$194.0	\$194.0	\$514.0

The Education Innovation and Research program supports the creation, development, implementation, replication, and scaling up of evidence-based innovations designed to improve student achievement and attainment for underserved, high-need students. Within the \$514 million request, \$350 million would support projects to identify and scale use of evidence-based strategies and practices that improve recruitment and retention of staff in education, a workforce hit hard by the pandemic and tight labor market. Investments would promote strategies and supports that improve teacher retention and increasing teacher access to leadership opportunities that can lead to increased pay and improved retention for experienced teachers, maximizing the impact of effective teachers across their schools and districts.

COMPREHENSIVE LITERACY DEVELOPMENT GRANTS

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$192.0	\$192.0	\$192.0

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

INNOVATIVE APPROACHES TO LITERACY

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$28.0	\$28.0	\$28.0

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

AMERICAN HISTORY AND CIVICS EDUCATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$5.3	\$5.3	\$10.5

The American History and Civics Education programs are designed to improve the quality of teaching and learning in American history, civics, and government. The American History and Civics Academies program supports efforts to improve the quality of American history and civics education by providing intensive workshops for teachers (Presidential Academies) and students (Congressional Academies) aimed at enhancing the teaching and understanding of these twin foundations of effective citizenship. The National Activities program also promotes evidence-based instructional methods and professional development programs in American history, civics and government, and geography. The Request would support an increase in the number of grants under both the Academies and the National Activities competitions.

ARTS IN EDUCATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$30.5	\$30.5	\$30.5

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

JAVITS GIFTED AND TALENTED EDUCATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$13.5	\$13.5	\$13.5

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

READY TO LEARN PROGRAMMING (RTL)

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$29.5	\$29.5	\$29.5

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

STATEWIDE FAMILY ENGAGEMENT CENTERS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$12.5	\$12.5	\$15.0

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

COMPREHENSIVE CENTERS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$52.0	\$52.0	\$52.0

Funds would be used for continuation costs of 19 Regional Centers and one National Center. Regional Centers provide intensive capacity-building services to help SEAs and other recipients identify, implement, and sustain effective evidence-based practices that improve instruction and student outcomes. The National Center provides universal and targeted capacity-building services to address common high-leverage problems and common programmatic monitoring and audit findings, as well as information on emerging national education issues. In addition, funds would support a center for students at risk of not attaining full literacy skills due to a disability.

IMPACT AID

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions			
Payments for Federally Connected Children:			
Basic Support Payments	\$1,354.2	\$1,354.2	\$1,394.2
Payments for Children with Disabilities	48.3	48.3	48.3
Facilities Maintenance	4.8	4.8	4.8
Construction	17.4	17.4	17.4
Payments for Federal Property	76.3	76.3	76.3
	Total	1,501.1	1,501.1
		1,501.1	1,541.1

Note: Amounts may not add due to rounding.

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

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

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

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

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

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

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

SUPPLEMENTAL EDUCATION GRANTS

	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
BA in millions	\$16.7	\$16.7	\$24.5

The Request would include an increase adjusted for inflation since 2003 to maintain support for Supplemental Education Grants to the Federated States of Micronesia (FSM) and the Republic of the Marshall Islands (RMI), as authorized by the Compact of Free Association Amendments Act of 2003 (P.L. 108-188). Under this program, the Department transfers funds and provides recommendations on the uses of those funds to the Department of the Interior, which makes grants to the FSM and the RMI for educational services that augment the general operations of the educational systems of the two entities.

B. SPECIAL EDUCATION AND REHABILITATION SERVICES

OVERVIEW

The Administration is committed to providing Americans with disabilities the opportunities and services they need to succeed in school, in the workplace, and in the community. The fiscal year 2023 President's Budget supports a wide range of programs that can improve educational, developmental, employment, and independent living outcomes for people with disabilities.

The \$18.1 billion Request for Special Education programs focuses on improving educational and developmental outcomes for children with disabilities. For the Grants to States program, the Administration is requesting \$16.3 billion, an increase of \$3.3 billion over the 2021 enacted level. This funding level would represent the largest increase in the Federal contribution toward meeting the excess cost of special education in two decades and make a significant first step toward fully funding IDEA. Grants would cover nearly 15 percent of the national average per pupil expenditure and provide an estimated average of \$2,199 per child for about 7.4 million children ages 3 through 21. This funding would support States and local educational agencies (LEAs) as they work to improve results for children with disabilities. The Request also includes \$502.6 million for the Preschool Grants program, an increase of \$105 million over the 2021 enacted level, and provide an average of \$670 per child for over 750,000 children with disabilities expected to be served under the program in 2023.

The Request includes \$932.0 million for the Grants for Infants and Families program, nearly double the 2021 enacted level. Ensuring infants and toddlers with disabilities are identified and receive services in a timely manner is crucial to improving long-term outcomes. The increased funding would also support States in implementing reforms to expand their enrollment of underserved children, including children of color, children from low-income backgrounds, and children living in rural areas. The increase also includes additional incentives to expand participation of children at risk of developing disabilities, which may help mitigate the need for more extensive services later in childhood and further expand access to the program for underserved children. The \$412.7 million Request for Special Education National Activities would increase by \$182.5 million from the 2021 enacted level to expand technical assistance, dissemination, training, and other activities that assist States, LEAs, parents, and others in improving results for children with disabilities. For the 2022-2023 school year, 44 States reported a shortage of qualified special education personnel. To help address these shortages and ensure every student with a disability has access to highly qualified personnel, the Request would increase funding for the Personnel Preparation program by \$159.8 million from the 2021 enacted level. Furthermore, the Request provides historic increases for Parent Information Centers, which have seen a surge in demand over the last two years due, in part, to the effects of the COVID-19 pandemic.

For Rehabilitation Services, the Administration requests a total of \$4.1 billion in mandatory and discretionary funds to support comprehensive and coordinated vocational rehabilitation services for individuals with disabilities through training, demonstration, and technical assistance, as well as other direct service programs to help individuals with disabilities to live more independently in their communities. The Request includes \$3.9 billion in mandatory funds for the Vocational Rehabilitation (VR) State Grants program, an increase of \$230.6 million over the fiscal year 2021 enacted level, consistent with the inflationary increase required by the Rehabilitation Act. The Request also includes \$40.8 million for the Demonstration and Training program, an increase of \$35 million over the 2021 enacted level. The increased funding will support grants to VR agencies to spur innovative approaches and new partnerships aimed at addressing long-term barriers as well as novel challenges due to the pandemic that limit employment of individuals with disabilities. The Request also includes \$18.5 million for the Helen Keller National Center,

an increase of \$1.5 million over the 2021 enacted level, and \$500,000 for the newly proposed Randolph-Sheppard Vending Facility program, which would support a competitively awarded center that would provide training and technical assistance to State licensing agencies and blind vendors.

The 2023 Request also includes increases of \$3 million each for the American Printing House for the Blind, the National Technical Institute for the Deaf, and Gallaudet University.

GRANTS TO STATES

	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
BA in millions	\$12,937.5	\$12,937.5	\$16,259.0

The Grants to States program, which is authorized under the Individuals with Disabilities Education Act (IDEA), makes formula grants that help States pay the additional costs of providing special education and related services to children with disabilities aged 3 through 21 years. The increased level proposed for fiscal year 2023 would support an estimated average per-child award of \$2,199 for roughly 7.4 million children with disabilities, setting the Federal contribution to about 15 percent of the national average per pupil expenditure. This increase of \$3.3 billion over 2021 enacted would represent the largest two-year increase ever for the program and make a significant first step toward fully funding IDEA.

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

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

PRESCHOOL GRANTS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$397.6	\$397.6	\$502.6

This program provides formula grants to help States make a free appropriate public education available to all children with disabilities ages 3 through 5. The Requested funding, which supplements funds provided under the Grants to States program, would provide an estimated additional \$623 per child for approximately 806,000 children to supplement funds provided under the Grants to States program and help to ensure that young children with disabilities are ready to learn when they enter school.

GRANTS FOR INFANTS AND FAMILIES

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$481.9	\$481.9	\$932.0

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

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

STATE PERSONNEL DEVELOPMENT

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$38.6	\$38.6	\$38.6

This program provides competitive grants to help States reform and enhance their systems for personnel preparation and professional development in the areas of early intervention, educational, and transition services in order to improve outcomes for children with disabilities. The Request would cover the cost of awards to State educational agencies to improve the knowledge and skills of special education and regular

education teachers serving children with disabilities. It would also help recruit and retain personnel who are qualified to provide services to children with disabilities.

TECHNICAL ASSISTANCE AND DISSEMINATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$44.3	\$44.3	\$49.3

This program funds competitive grants for technical assistance and dissemination of materials based on knowledge gained through research and practice. The Request would support continuations costs for projects initiated in previous years and approximately \$16.5 million in new awards, including new model demonstration projects and projects designed to support students who are deaf-blind.

PERSONNEL PREPARATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$90.2	\$90.2	\$250.0

This program helps ensure that there are adequate numbers of personnel with the skills and knowledge necessary to help children with disabilities succeed educationally. Program activities focus both on meeting the demand for personnel to serve children with disabilities and improving the qualifications of these personnel, with particular emphasis on incorporating knowledge gained from research and practice into training programs. The Department uses requested funds to support (1) training for leadership personnel and personnel who work with children with low-incidence disabilities, (2) at least one activity in the broadly defined area of personnel development, and (3) enhanced support for beginning special educators. For the 2022-2023 school year, 44 States reported a shortage of qualified special education personnel. The nearly \$160 million increase proposed for fiscal year 2023 would be a historic investment in the personnel who provide critical services to support the estimated 7.4 million children with disabilities nationwide who receive services under the IDEA.

PARENT INFORMATION CENTERS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$27.4	\$27.4	\$45.2

These funds support centers that provide parents with the training and information they need to work with professionals to meet the early intervention and special education needs of their children with disabilities. The COVID-19 pandemic has disproportionately impacted students with disabilities and Parent Information Centers have experienced a surge in demand for assistance and training from families. The Request would support awards for about 90 centers as well as approximately 5 awards to provide technical assistance to the centers and support an expansion of services specifically for underserved communities.

EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$29.5	\$29.5	\$29.5

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

SPECIAL OLYMPICS EDUCATION PROGRAM

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$23.7	\$23.7	\$23.7

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

VOCATIONAL REHABILITATION STATE GRANTS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
Mandatory BA in millions	\$3,675.0	\$3,719.1	\$3,949.7

Note: The levels shown are the mandatory amounts for the Vocational Rehabilitation State Grants program. Pursuant to the Budget Control Act of 2011 (P.L. 112-25), the reduced level reflecting the 5.9 percent sequester that went into effect on October 1, 2019, is \$3,465.5 million for fiscal year 2021. The reduced levels reflecting the 5.7 percent sequester that went into effect on October 1, 2020, are \$3,507.1 million for fiscal year 2022 and \$3,724.6 for fiscal year 2023.

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

eligible individuals with disabilities who apply must give priority to individuals with the most significant disabilities.

The Administration’s Request, which includes the inflation increase required by the Rehabilitation Act, would also assist States and Tribal governments to increase the participation of individuals with disabilities in the workforce. Giving workers with disabilities the support and the opportunity to acquire the skills they need to pursue in-demand jobs and careers is critical to growing our economy. In 2021, the VR program helped approximately 115,000 individuals with disabilities—94 percent with significant disabilities—achieve employment outcomes. Of the amount requested for VR State grants in 2023, \$53.1 million would be set aside for the American Indian VR Services program, to support approximately 97 grants, including 96 continuation tribal grants and a technical assistance training grant.

CLIENT ASSISTANCE STATE GRANTS

	2023		
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$13.0	\$13.0	\$13.0

This program makes formula grants to States for activities to inform and advise clients of the benefits available to them under the Rehabilitation Act, to assist them in their relationships with service providers, and to ensure the protection of their rights under the Act. The Request would support the Client Assistance Program in providing approximately 30,800 advocacy services.

TRAINING

	2023		
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$29.4	\$29.4	\$29.4

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

DEMONSTRATION AND TRAINING

	2023		
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$5.8	\$5.8	\$40.8

This program supports competitive grants and contracts to expand and improve services in promoting the employment and independence of individuals with disabilities in the community, as well as parent centers that provide training and information to individuals with disabilities and their parents, family members, guardians, advocates, or authorized representatives. The \$40.8 million Request for Demonstration and Training Programs provides an increase of \$35.0 million to support grants to VR agencies to spur innovative approaches and new partnerships aimed at addressing long-term barriers as well as novel challenges due to

the pandemic that limit employment of individuals with disabilities. Funding would also support related technical assistance and evaluation, as well as supplemental funding for the Parent Information and Training program.

SUPPORTED EMPLOYMENT STATE GRANTS

	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$22.5	\$22.5	\$22.5

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

INDEPENDENT LIVING SERVICES FOR OLDER BLIND INDIVIDUALS

	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$33.3	\$33.3	\$33.3

The Independent Living Services for Older Blind Individuals program assists individuals aged 55 or older whose severe visual impairments make competitive employment difficult to obtain. Funds are provided under a formula to State VR agencies to provide services designed to help eligible individuals to adjust to their blindness by increasing their ability to care for their individual needs. In fiscal year 2021, the program served 45,972 individuals with severe visual impairments.

PROTECTION AND ADVOCACY OF INDIVIDUAL RIGHTS

	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$18.2	\$18.2	\$18.2

The Protection and Advocacy of Individual Rights (PAIR) formula grant program funds systems in each State to protect and advocate for the legal and human rights of individuals with disabilities, helping them to pursue legal and administrative remedies to secure their rights under Federal law. The PAIR systems also provide information on, and referrals to, programs and services for individuals with disabilities. The Request would support advocacy services to approximately 32,000 individuals with disabilities.

HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$17.0	\$17.0	\$18.5

This program serves individuals who are deaf-blind, their families, and service providers through a national headquarters center with a residential training and rehabilitation facility and a network of 10 regional offices that provide referral, counseling, training, and technical assistance services. The funds requested would serve an estimated 2,300 consumers, 700 families, and 1,000 agencies and organizations through its regional offices, and provide direct services for approximately 90 consumers at the Center’s residential training and rehabilitation program.

RANDOLPH-SHEPPARD VENDING FACILITY PROGRAM

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$0	\$0	\$0.5

The Vending Facility program authorized by the Randolph-Sheppard Act provides persons who are blind with remunerative employment and self-support through the operation of vending facilities on Federal and other property. Under the Randolph-Sheppard Act, State licensing agencies recruit, train, license, and place individuals who are blind as operators of the vending facilities. The funds requested would support a competitively awarded center that would provide training and technical assistance to State licensing agencies and blind vendors.

SPECIAL INSTITUTIONS FOR PERSONS WITH DISABILITIES

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions			
American Printing House for the Blind	\$34.4	\$34.4	\$37.4
National Technical Institute for the Deaf	81.5	81.5	84.5
Gallaudet University	140.4	140.4	143.4
Total	256.3	256.3	265.3

For fiscal year 2023, the Administration requests an increase of \$3 million for the American Printing House for the Blind, \$3 million for the National Technical Institute for the Deaf, and \$3 million for Gallaudet University over the fiscal year 2021 enacted level to cover increased operational costs. Total funding for these institutions would be \$265.3 million for Special Institutions, an increase of \$9.0 million above the fiscal year 2021 enacted level.

AMERICAN PRINTING HOUSE FOR THE BLIND

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

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

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

GALLAUDET UNIVERSITY

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

C. CAREER, TECHNICAL AND ADULT EDUCATION

OVERVIEW

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

The fiscal year 2023 President's Budget would provide a discretionary increase of \$20 million for Career and Technical Education (CTE) State grants, for a total request of \$1.4 billion support the President's goal to invest in workforce development and build the capacity of the existing workforce development system through CTE programs that help introduce students to careers as early as middle school; support attainment of both academic and career skills; help students learn about career pathways and attain credentials needed for careers; assist students in the transition from secondary education to postsecondary education and jobs; and help adults gain new skills and credentials needed to advance in their careers or pursue new career paths.

The Request also would significantly expand CTE National Programs, providing an additional \$208 million, with most funds focused on a new Career-Connected High Schools initiative to support competitive grants to partnerships of local educational agencies, institutions of higher education (including community colleges, which are the primary partners in current pathways models), and employers to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students, including students of color and students from low-income backgrounds. Key activities would include dual enrollment in postsecondary-level core content and career-connected coursework; work-based learning opportunities connected to programs of study; attainment of in-demand, career-related credentials; high-quality counseling and career-navigation supports; and educator professional development to support effective integration of academic and career-connected instruction across grades 11-14. As part of the Innovation and Modernization Grant Program, this initiative would include impact evaluations and build evidence of effectiveness for these activities. Remaining funds would be used for technical assistance, evaluation, and ongoing activities to support effective implementation of the CTE State Grants program.

The Request recognizes the importance of Adult Education programs in helping to increase the number of adults who have the basic literacy and numeracy skills required to participate successfully in workforce education and training programs, including meeting the basic entrance requirements of apprenticeship programs. The Request would provide \$700 million for Adult Education State Grants, an increase of \$25 million over the 2021 enacted level. Adult Education National Leadership Activities would be funded at \$38.7 million, with the \$25 million increase over the 2021 enacted level focused on (1) scaling up college bridge programs for low-skilled adults without a high school degree or equivalency and (2) an initiative to help disconnected youth attain a secondary school diploma and support transitions.

CAREER AND TECHNICAL EDUCATION

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions			
State Grants	\$1,334.8	\$1,334.8	\$1,354.9
National Programs	7.4	7.4	215.4
Total	1,342.2	1,342.2	1,570.3

The Request provides \$1.35 billion for the Career and Technical Education (CTE) State Grants program, an increase of \$20 million over the 2021 enacted level. . The Request would support the President’s goal to invest in workforce development and build the capacity of the existing workforce development system. Funding would help State and local workforce training programs deliver on the promise of the Strengthening Career and Technical Education for the 21st Century Act by better integrating academic and career and technical education; promoting student attainment of challenging academic standards along with technical skills; providing strong linkages between secondary and postsecondary education; helping prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will allow graduates to earn a living wage; and provide work-based learning opportunities and opportunities to gain postsecondary credit while still attending high school.

The \$215.4 million Request for CTE National Programs provides an increase of \$208 million over the 2021 enacted level. Of this increase, \$200 million is for a new Career-Connected High Schools initiative to support competitive grants to partnerships of local educational agencies, institutions of higher education (including community colleges, which are the primary partners in current pathways models), and employers to increase the integration and alignment of the last two years of high school and the first two years of postsecondary education to improve postsecondary and career outcomes for all students, including students of color and students from low-income backgrounds. Key activities would include dual enrollment in postsecondary-level core content and career-connected coursework; work-based learning opportunities connected to programs of study; attainment of in-demand, career-related credentials; high-quality counseling and career-navigation supports; and educator professional development to support effective integration of academic and career-connected instruction across grades 11-14. Remaining funds would be used for technical assistance, evaluation, and ongoing activities to support effective implementation of the CTE State Grants program.

ADULT EDUCATION

			2023
BA in millions	<u>2021</u>	<u>2022</u>	<u>Request</u>
Adult Education State Grants	\$675.0	\$675.0	\$700.0
National Leadership Activities	13.7	13.7	38.7
Total	688.7	688.7	738.7

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

The Request provides \$700.0 million for Adult Education State Grants, an increase of \$25 million over the 2021 enacted level. The program assists adults without a high school diploma or the equivalent to become literate and obtain the skills necessary for postsecondary education, employment, and economic self-sufficiency. The proposed increase would help expand program services at the local level to increase the number of adults receiving services under the program.

The \$38.7 million Request for National Leadership Activities includes \$15 million to scale up college bridge programs for low-skilled adults without a high school degree or equivalency, \$10 million for an initiative focused on disconnected youth without a high school diploma, and continues support for State efforts to increase the literacy and workforce skills of adults and program evaluation.

D. STUDENT FINANCIAL ASSISTANCE

OVERVIEW

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

The Administration's fiscal year 2023 Budget provides discretionary funding to increase the maximum Pell Grant by \$900—the largest one-time increase in the history of the program. This increase, together with the proposed \$1,275 increase to the mandatory add-on award, represents a significant first step to deliver on the President's goal to double the grant by 2029. The Budget would also provide new funding to expand institutional and student supports at community colleges, HBCUs, TCCUs, and MSIs. The Administration intends to work with Congress to ensure access to student financial aid for students who are Deferred Action for Childhood Arrivals recipients, commonly known as DREAMers. The Administration also looks forward to working with Congress on changes to the Higher Education Act that ease the burden of student debt, including through improvements to the Income Driven Repayment (IDR) and Public Service Loan Forgiveness (PSLF) programs. Specific policy proposals include:

Doubling Pell Grants

Pell Grants have been the foundation of low- and moderate-income students' financial aid for decades. However, the value has diminished as college costs continue to rise. The Budget would set a maximum award of \$8,670 for award year 2023-2024, an increase of \$2,175 over the 2021-2022 award year. This historic increase is a significant down payment on the President's commitment to doubling the grant.

STUDENT AID SUMMARY TABLES (BUDGET AUTHORITY)

(\$ in millions)	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
Pell Grants			
Discretionary funding	\$22,475.4	\$22,475.4	\$24,275.4
Mandatory funding ¹	6,309.6	6,238.0	12,989.0
Subtotal, Pell Grants	28,784.9	28,713.4	37,264.4
Federal Supplemental Educational Opportunity Grants	880.0	880.0	880.0
Federal Work-Study	1,190.0	1,190.0	1,190.0
TEACH Grants ²	152.4	108.0	39.1
Iraq and Afghanistan Service Grants	0.6	0.7	0.7
Federal Family Education Loans ³	9,304.4	11,954.6	0
Federal Direct Loans ⁴	124,111.1	21,269.4	12,733.0
Total, Student Aid	164,423.4	64,116.1	52,107.2

Note: Amounts may not add due to rounding.

¹ Amounts appropriated for Pell Grants for 2021, 2022, and 2023 include mandatory funding provided in the Higher Education Act, as amended, to fund both the base maximum award and add-on award.

² For budget and financial management purposes, this program is operated as a credit program under the Federal Credit Reform Act of 1990. Budget authority reflects the estimated net present value of future Federal non-administrative costs for awards made in a given fiscal year. The 2021 amount includes a net upward reestimate of \$75.1 million and a net upward modification of \$46.9 million. The upward net modification for 2021 reflects costs related to the extension of COVID-19 emergency relief measures on federal student loans and the cost of updated program regulations to improve the certification process and reduce grant to loan conversions. The 2022 amount includes a net upward re-estimate of \$65.8 million and a net upward modification of \$1.9 million. The upward net modification for 2022 reflects costs related to the extension of COVID-19 emergency relief measures on federal student loans through May 1, 2022 and the shift to Business Process Operations. The amount for 2023 reflects new loan subsidy.

³ Federal Family Education Loan (FFEL) budget authority does not include the Liquidating account. The FFEL reestimates include the Ensuring Continued Access to Student Loans Act (ECASLA) reestimates. The 2021 amount includes a net upward reestimate of \$3.2 billion and upward modification of \$6.1 billion. The 2022 amount includes a net upward reestimate of \$9.8 billion and an upward modification of \$2.2 billion. The fiscal year 2021 and 2022 FFEL modifications reflect costs related to the extension of COVID-19 emergency relief measures on federal student loans through May 1, 2022. The FFEL modifications in fiscal year 2021 also reflects costs associated with the regulatory action to clarify that borrowers determined to be eligible for a total and permanent disability discharge based on data that the Secretary obtains from the Department of Veterans Affairs (VA) or the Social Security Administration (SSA) are not required to submit an application to have their Federal student loans discharged. The fiscal year 2022 FFEL modifications also reflect costs related the shift of default collection activities to Business Process Operations.

⁴ The 2021 amount includes a net upward reestimate of \$52.8 billion and an upward modifications of \$70.9 billion. The 2022 amount includes a net upward reestimate of \$13.0 billion and a net upward modification of \$2.2 billion. The Direct Loan upward net reestimate for fiscal year 2022 is primarily due to updated Income Driven Repayment model assumptions, updates to the discharge model, and discount rates. The fiscal year 2021 and 2022 Direct Loan modifications reflect costs related to the extension of COVID-19 emergency relief measures on federal student loans through May 1, 2022. The Direct Loan modifications in fiscal year 2021 also reflects costs associated with the regulatory action to clarify that borrowers determined to be eligible for a total and permanent disability discharge based on data that the Secretary obtains from the Department of Veterans Affairs (VA) or the Social Security Administration (SSA) are not required to submit an application to have their Federal student loans discharged. The Direct Loan modification in fiscal year 2021 also reflects costs associated with permitting borrowers who work for employers that engage in religious instruction, worship services, or proselytizing to qualify for Public Service Loan Forgiveness so long as they meet the applicable standards. The fiscal year 2022 Direct Loan modifications also reflect costs related the shift of default collection activities to Business Process Operations.

AID AVAILABLE TO STUDENTS

(in thousands)	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
Pell Grants	\$26,400.5	\$26,695.3	\$38,714.7
Supplemental Educational Opportunity Grants	1,251.7	1,251.7	1,251.7
Work-Study	1,207.7	1,207.7	1,207.7
Iraq and Afghanistan Service Grants	0.7	0.7	0.9
New Student Loans¹			
Federal Direct Loans	84,456.5	85,028.9	85,182.8
TEACH Grants	75.0	75.9	81.1
Total, Aid Available to Students²	113,392.0	114,260.2	126,438.9
Unduplicated Count of Postsecondary Students Aided by Department Programs	8,754	8,718	8,910

Note: Numbers may not add due to rounding.

¹ Consolidation Loans for existing borrowers will total \$20.0 billion in 2021; \$26.2 billion in 2022; and \$27.2 billion in 2023.

² Shows total aid generated by Department programs.

NUMBER OF STUDENT AID AWARDS

(in thousands)	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
Pell Grants	6,104.0	6,133.0	6,657.0
Supplemental Educational Opportunity Grants	1,662.0	1,662.0	1,662.0
Work-Study	621.0	621.0	621.0
Iraq and Afghanistan Service Grants	0.1	0.1	0.1
New Student Loans ¹			
Federal Direct Loans	12,528.1	12,422.8	12,312.7
TEACH Grants	34.0	34.4	34.8
Total, Number of Student Aid Awards	20,949.2	20,873.3	21,287.6

Note: Numbers may not add due to rounding.

¹ Excludes Consolidation Loans. Number of Consolidation Loans will total 324,000 in 2021; 380,000 in 2022; and 401,000 in 2023.

FEDERAL PELL GRANT PROGRAM

BA in millions	<u>2021</u>	<u>2022</u>	<u>2023 Request</u>
Discretionary budget authority	\$22,475.4	\$22,475.4	\$24,275.4
Mandatory budget authority	5,167.6	5,096.0	11,960.0
Definite mandatory funding	1,142.0	1,142.0	1,029.0
Total	28,784.9	28,713.4	37,264.4
Maximum grant (in whole dollars)			
Discretionary portion	\$5,435	\$5,435	\$6,335
Mandatory add-on	1,060	1,060	2,335
Total	6,495	6,495	8,670
Program costs (dollars in millions)	\$26,431.0	\$26,726.0	\$38,748.0
Aid available (dollars in millions)	\$26,400.5	\$26,695.3	\$38,714.7
Average grant (in whole dollars)	\$4,325	\$4,353	\$5,816
Recipients (in thousands)	6,104	6,133	6,657

The Federal Pell Grant program helps ensure financial access to postsecondary education by providing grant aid to low- and moderate-income undergraduate students. The program is the largest need-based postsecondary student grant program, with individual awards based on the financial circumstances of students and their families. The fiscal year 2023 request provides \$24.3 billion for Pell Grants and lays out a path to double the grant by 2029. The Budget increases the maximum award to \$8,670, a historic \$2,175 increase over the current level, thereby expanding access and making college more affordable for an estimated 6.7 million students

CAMPUS-BASED AID PROGRAMS

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

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$880.0	\$880.0	\$880.0
Aid available (dollars in millions)	\$1,251.7	\$1,251.7	\$1,251.7
Average award (in whole dollars)	\$753	\$753	\$753
Recipients (in thousands)	1,662	1,662	1,662

The FSEOG program provides need-based grant aid to eligible undergraduate students to help reduce financial barriers to postsecondary education. Federal funding allocations are awarded to qualifying postsecondary institutions under a statutory formula. The Request funds FSEOG at \$880 million, the same as the FY 2021 enacted.

FEDERAL WORK-STUDY

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$1,190.0	\$1,190.0	\$1,190.0
Aid available (dollars in millions)	\$1,207.7	\$1,207.7	\$1,207.7
Average award (in whole dollars)	\$1,946	\$1,946	\$1,946
Recipients (in thousands)	621	621	621

The Federal Work-Study program provides grants to participating institutions to pay up to 75 percent of the wages of eligible undergraduate and graduate students working part-time to help pay their college costs. The school or another eligible employer provides the balance of the student’s wages. The Request funds Federal Work-Study at \$1,190 million, the same as the FY 2021 enacted.

IRAQ AND AFGHANISTAN SERVICE GRANTS

	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
BA in thousands	\$589	\$692	\$743
Aid available (dollars in thousands)	\$692	\$692	\$924
Average award (in whole dollars) ¹	\$5,672	\$5,672	\$7,574
Recipients	(2)	(2)	(2)

¹ Average award amounts reflect impact of sequestration.

² Number of recipients estimated to be fewer than 500.

The Iraq and Afghanistan Service Grant (IASG) program provides non-need-based grants to students whose parent or guardian was a member of the Armed Forces who died in Iraq or Afghanistan as a result of performing military service after September 11, 2001. Of those dependents of deceased service men and women, students who meet the financial criteria for the Pell Grant program are eligible for a maximum Pell Grant and those who do not are eligible to receive a Service Grant. Additionally, students must be 24 years old or younger; or, if older than 24, must have been enrolled in an institution of higher education at the time of the parent or guardian’s death. Service Grants are equal to the maximum Pell Grant for a given award year, which the Budget proposes to set at \$8,670 for the 2023–2024 award year.

TEACH GRANTS

	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
BA in millions	\$149.2 ¹	\$102.6 ¹	\$39.1 ¹
Aid available to students (in millions)	\$75.0	\$75.9	\$81.1
Maximum grant (in whole dollars)	\$4,000	\$4,000	\$4,000
Average grant (in whole dollars)	\$2,204	\$2,204	\$2,329
Recipients (in thousands)	34.0	34.4	34.8

¹ The 2021 amount includes a net downward reestimate of \$75.1 million and an upward net modification for fiscal year 2021 that reflects costs related to the extension of COVID-19 emergency relief measures on federal student loans and the cost of updated program regulations to improve the certification process and reduce grant to loan conversions. The 2022 amount includes a net upward reestimate of \$65.8 million and upward net modification of \$1.9 million. The upward net modification for fiscal year 2022 reflects costs related to the extension of COVID-19 emergency relief measures on federal student loans through May 1, 2022, and the shift to Business Process Operations. The amount for 2023 reflects new loan subsidy.

The TEACH Grant program awards annual grants of up to \$4,000 to eligible undergraduate and graduate students who agree to serve, within 8 years of graduation, as full-time teachers in a high-need field (e.g., mathematics, science, foreign language, bilingual education, special education, or reading) at a high-need school for not less than 4 years. For students who fail to fulfill this service requirement, grants are converted to Direct Unsubsidized Stafford Loans with interest accrued from the date the grants were awarded. The Administration projects that 51 percent of students receiving TEACH Grants will have their grants converted to loans. For budget and financial management purposes, the TEACH program is operated as a loan program with 100 percent forgiveness of outstanding principal and interest upon completion of a student's service requirement. Consistent with the requirements of the Credit Reform Act of 1990, budget authority for this program reflects the estimated net present value of all future non-administrative Federal costs associated with awards made in a given fiscal year.

FEDERAL FAMILY EDUCATION LOANS AND DIRECT LOANS

BA in millions	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
Federal Family Education Loans ¹			
Net modification of existing loans	\$6,112.3 ²	\$ 2,157.4 ²	-
Net reestimate of existing loans	\$ 3,192.1 ⁴	\$ 9,797.2 ⁴	-
Total, FFEL program BA	\$9,304.4	\$11,954.6	-
Federal Direct Loans			
New Loan Subsidies (BA)	\$413.7 ³	\$6,043.0 ³	\$12,733.0 ³
Net modification of existing loans	\$70,861.5 ²	\$2,222.6 ²	-
Net reestimate of existing loans	\$52,835.9 ⁴	\$13,004.9 ⁴	-
Total, new budget authority	\$124,111.1	\$21,269.4	\$12,733.0
Total, student loans (BA)	\$133,415.5	\$33,224.1	\$12,733.0

¹ FFEL budget authority does not include the liquidating account.

² Under Credit Reform, costs or savings related to the impact of enacted policy changes on existing loans are reflected in the current year. The fiscal year 2021 and 2022 FFEL and Direct Loan modifications reflect costs related to the extension of COVID-19 emergency relief measures on federal student loans through May 1, 2022. The Direct Loan and FFEL modifications in fiscal year 2021 also reflects costs associated with the regulatory action to clarify that borrowers determined to be eligible for a total and permanent disability discharge based on data that the Secretary obtains from the Department of Veterans Affairs (VA) or the Social Security Administration (SSA) are not required to submit an application to have their Federal student loans discharged. The Direct Loan modification in fiscal year 2021 also reflects costs associated with permitting borrowers who work for employers that engage in religious instruction, worship services, or proselytizing to qualify for Public Service Loan Forgiveness so long as they meet the applicable standards. The fiscal year 2022 FFEL and Direct Loan modifications also reflect costs related the shift to Business Process Operations.

³ Total includes amount for Consolidation Loans.

⁴ Under Credit Reform, the subsidy amounts are reestimated annually in both Direct Loans and FFEL to account for changes in long-term projections. Reestimates and modifications reflect the impact of changes on outstanding portfolios of \$149 billion for FFEL, \$46 billion for ECASLA, and \$1,292 billion for Direct Loans.

NEW LOAN VOLUME

(in millions)	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
Direct Loans:			
Stafford loans	\$16,244.7	\$16,025.4	\$15,867.6
Unsubsidized Stafford loans	45,843.1	46,346.1	46,224.5
Parent PLUS loans	10,297.2	10,340.4	10,610.7
Grad PLUS loans	12,071.5	12,317.1	12,480.0
Total¹	84,456.5	85,028.9	85,182.8

Number of New Loans

(in thousands)	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
Direct Loans:			
Stafford loans	4,628	4,562	4,515
Unsubsidized Stafford loans	6,646	6,616	6,551
Parent PLUS loans	658	650	653
Grad PLUS loans	595	595	593
Total¹	12,528	12,423	12,313

¹Consolidation Loans for existing borrowers will total \$20.0 billion and 324,000 loans in 2021, \$26.2 billion and 380,000 loans in 2022, and \$27.2 billion and 401,000 loans in 2023.

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

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

Stafford Loans are low-interest loans with annual and aggregate limits available to undergraduate students based on financial need. The Federal Government pays the interest while the student is in school and during certain grace and deferment periods. The current interest rate for undergraduate loans made in award year 2021–2022 is 3.73 percent.

- Unsubsidized Stafford Loans are low-interest loans with annual and aggregate limits available to undergraduate and graduate students, regardless of financial need. The Federal Government does not pay interest for the student during in-school, grace, and deferment periods. The interest rate is 3.73 percent for undergraduate borrowers and 5.28 percent for graduate and professional borrowers in award year 2021-2022.
- PLUS Loans are available to parents of dependent undergraduate students and to graduate and professional students. There is no annual or aggregate limit on the amount that can be borrowed other than the cost of attendance minus other student financial aid. The interest rate is 6.28 percent in award year 2021–2022, and the Federal Government does not pay interest during in-school, grace, and deferment periods.
- Consolidation Loans allow borrowers with multiple student loans who meet certain criteria to combine their loans and extend their repayment schedules. The rate for both FFEL and Direct Consolidation Loans is based on the weighted average of loans consolidated rounded up to the nearest one-eighth of 1 percent. The resulting rate for the consolidated loan is then fixed for the life of the loan.

The Administration looks forward to working with Congress on changes to the Higher Education Act that ease the burden of student debt, including through improvements to the Income Driven Repayment (IDR) and Public Service Loan Forgiveness (PSLF) programs.

E. HIGHER EDUCATION PROGRAMS

OVERVIEW

The Request includes \$3.8 billion in discretionary funds for Higher Education programs aimed at improving student achievement and increasing access to a high-quality education for all students.

To foster more and better opportunities in higher education for communities that are often underserved, the Request provides \$1.1 billion in discretionary and mandatory funding to expand capacity at institutions of higher education that serve high proportions of students of color. This includes a discretionary request of \$886.8 million for Aid for Institutional Development (Title III, which funds Historically Black Colleges and Universities and other Minority-Serving Institutions, as well as community colleges with low endowments and below-average educational and general expenditures), an increase of \$247 million or 38.6 percent over the 2021 enacted level; and \$265.6 million for Aid for Hispanic-Serving (Title V), an increase of \$103 million, or 63 percent, over the 2021 enacted level. In addition to the discretionary Request, \$255 million is available in mandatory funding in fiscal year 2023. The Request for Title III and Title V demonstrates the Administration's commitment to assisting institutions that enroll a large proportion of students of color and disadvantaged students by providing funds to improve institutions' academic programs and administrative and fundraising capabilities.

The Request would provide \$1.3 billion in fiscal year 2023 for the Federal TRIO Programs, an increase of \$200.8 million or 18.3 percent over the 2021 enacted level, to provide services to encourage underserved individuals to enter and complete college and postgraduate education. Additionally, the Request includes \$408 million, an increase of \$40 million over the 2021 enacted level, to assist middle and high school students in preparing for college through Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).

The Request provides \$78.2 million for the International Education and Foreign Language Studies programs to help meet the Nation's security and economic needs through the development of expertise in foreign languages and area and international studies. The Request provides \$23.5 million for merit- and need-based scholarships and fellowships to postsecondary students under the Graduate Assistance in Areas of National Need (GAANN) program.

For fiscal year 2023, the Administration requests \$95 million for the Child Care Access Means Parents in School (CCAMPIS) program, an increase of \$40 million from the 2021 enacted level. The CCAMPIS program helps to ensure that low-income student parents enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care. The request reflects the Administration's strong commitment to closing equity gaps that limit access to and success in postsecondary education, including the extra challenges faced by underserved college student parents in finding high-quality, low-cost child care.

The Fund for the Improvement of Postsecondary Education (FIPSE) would receive \$560 million, up \$519 million over the 2021 enacted level, to support two new grant programs. The Retention and Completion Grant program would provide competitive grants to States, TCUs and systems of IHEs to implement or expand evidence-based, institution or State-level retention and completion reforms that improve student outcomes. The Research Infrastructure Investments for HBCUs, TCUs, and MSIs program would support both planning and implementation grants designed to promote transformational investments in research infrastructure, including physical infrastructure and human capital development.

The Request would make two significant new investments in teacher recruitment and preparation, including \$132.1 million, for the Teacher Quality Partnership (TQP) program, an increase of \$80 million over the 2021 enacted level, to help support a variety of effective pathways into teaching and support our Nation's teaching force in improving student outcomes; and \$20 million for a new Hawkins Centers of Excellence program designed to increase the quality and number of new teachers of color prepared at a subset of high-priority institutions of higher education.

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

AID FOR INSTITUTIONAL DEVELOPMENT

BA in millions	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
Strengthening Institutions Program (SIP)	\$109.0	\$109.0	\$209.0
Strengthening Tribally Controlled Colleges and Universities (TCCUs)	38.1	38.1	53.1
Strengthening Tribally Controlled Colleges and Universities (mandatory TCCUs)	28.3 ¹	28.3 ¹	30.0
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs)	19.0	19.0	25.0
Strengthening Alaska Native and Native Hawaiian-serving Institutions (mandatory ANNHs)	14.1 ¹	14.1 ¹	15.0
Strengthening Historically Black Colleges and Universities (HBCUs)	337.6	337.6	402.6
Strengthening Historically Black Colleges and Universities (mandatory HBCUs)	80.2 ¹	80.2 ¹	85.0
Strengthening Historically Black Graduate Institutions (HBGIs)	87.3	87.3	102.3
Strengthening HBCU Master's Program	11.0	11.0	21.0
Strengthening Predominantly Black Institutions (PBIs)	14.2	14.2	23.2
Strengthening Predominantly Black Institutions (mandatory PBIs)	14.1 ¹	14.1 ¹	15.0
Strengthening Asian American- and Native American Pacific Islander-serving Institutions (AANAPISIs)	5.1	5.1	20.1
Strengthening Asian American- and Native American Pacific Islander-serving Institutions (mandatory AANAPISIs)	4.7 ¹	4.7 ¹	5.0
Strengthening Native American-serving nontribal institutions (NASNTIs)	5.1	5.1	12.1
Strengthening Native American-serving nontribal institutions (mandatory NASNTIs)	4.7 ¹	4.7 ¹	5.0
Minority Science and Engineering Improvement (MSEIP)	13.4	13.4	18.4
Total	786.0	786.0	1,041.8
Discretionary	639.8	639.8	886.8
Mandatory	146.2	146.2	155.0

¹ Mandatory appropriations are provided under Section 371 of the HEA, as amended by P.L. 116-91. These amounts include sequester reductions of 5.7 percent in 2021 and 5.7 percent in 2022 that went into effect October 1, 2020, and October 1, 2021, respectively, pursuant to the Budget Control Act of 2011 (P.L. 112-25). The amount requested for fiscal year 2023 does not reflect an anticipated reduction pursuant to the Budget Control Act of 2011.

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

The Strengthening Institutions Program supports institutions, especially community colleges, that provide educational opportunities to low-income and students of color. Fiscal year 2023 funding would support a competition for new awards and support continuation awards to more than 400 grantees.

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

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

Strengthening HBCUs supports any accredited, legally authorized HBCU that was established prior to 1964 and which retains a principal mission of educating African Americans. Fiscal year 2023 funding would support 97 HBCUs.

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

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

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

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

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

Strengthening NASNTIs supports institutions that are not designated as TCCUs yet enroll at least 10 percent Native American students and serve at least 50 percent low-income students.

The Minority Science and Engineering Improvement program would fund approximately 15 new grants and 38 continuation grants that support improvement in science and engineering education at predominantly minority institutions and increase the participation of underrepresented ethnic minorities, particularly minority women, in scientific and technological careers.

In addition to these discretionary requested levels, a total of \$255 million is available in mandatory funding in fiscal year 2023 for the Title III and Title V programs authorized by Section 371 of the HEA—\$155 million for the Title III programs and \$100 million for Title V programs.

AID FOR HISPANIC-SERVING INSTITUTIONS

BA in millions	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
Developing Hispanic-Serving Institutions (HSIs) (discretionary)	\$148.7	\$148.7	\$236.7
Mandatory Developing HSI STEM and Articulation Programs	94.3 ¹	94.3 ¹	100.0
Promoting Postbaccalaureate Opportunities for Hispanic Americans (discretionary)	13.8	13.8	28.8
Total	256.8	256.8	365.5
Discretionary	162.5	162.5	265.5
Mandatory	94.3 ¹	94.3 ¹	100.0

¹ Mandatory appropriations are provided under Section 371 of the HEA, as amended by P.L. 116-91. The 2021 and 2022 levels for mandatory programs has been reduced by 5.7 percent which became effective on October 1, 2020, and October 1, 2021, respectively, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2023 level for mandatory programs is expected to be reduced by 5.7 percent, the amount in the table does not include the sequester reduction.

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

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

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

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES (IEFLS)

			2023
BA in millions	<u>2021</u>	<u>2022</u>	<u>Request</u>
Domestic Programs	\$69.4	\$69.4	\$69.4
Overseas Programs	8.8	8.8	8.8
Total	78.2	78.2	78.2

These programs support comprehensive language and area study centers within the United States, research and curriculum development, and opportunities for American scholars to study abroad. In addition to promoting general understanding of the peoples of other countries, the Department's International Programs also serve important economic, diplomatic, defense, and other national security interests. The request would enable the Department to help maintain the national capacity in teaching and learning less commonly taught languages and associated area studies and to continue to work toward increasing the global competency of all U.S. students. All funds requested in fiscal year 2023 for the IEFLS programs would support new and continuation grants and fellowships.

TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS

			2023
BA in millions	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$10.6	\$10.6	\$10.6

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

SPECIAL PROGRAMS FOR MIGRANT STUDENTS

			2023
BA in millions	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$46.1	\$46.1	\$66.1

The Request provides \$66.1 million for Special Programs for Migrant Students, an increase of \$20 million over the 2021 enacted level, in support of the President's goal to advance equity in education. Special Programs for Migrant Students includes the High School Equivalency Program (HEP), which funds competitively selected projects to help low-income migratory and seasonal farmworkers and fishers earn high school diplomas or equivalency certificates, and the College Assistance Migrant Program (CAMP), which makes competitive grants to provide stipends and special services, such as tutoring and counseling, to migratory students who are in their first year of college. The request expand programs that have demonstrated success in helping migrant youth who are particularly at risk for low educational,

employment, and earnings outcomes. For example, approximately 96 percent of CAMP participants who completed their first academic year in a postsecondary program continued their postsecondary education, significantly better than the 81 percent retention rate for undergraduates at 4-year institutions from 2017 to 2018 and the 62 percent retention rate at 2-year institutions during the same period.

FEDERAL TRIO PROGRAMS

BA in millions	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
Talent Search	\$171.2	\$171.2	\$183.8
Upward Bound	356	356	344.9
Veterans Upward Bound	19.3	19.3	18.9
Upward Bound Math-Science	65.9	65.9	65.9
Educational Opportunity Centers	56.0	56.0	59.9
Student Support Services	364.1	364.1	563.9
McNair Post Baccalaureate Achievement	38.0	38.0	51.1
Staff Training	3.2	3.2	3.2
Evaluation	0	0	0
Administration/Peer Review	5.5	5.5	6.2
Total	1,097.0	1,097.0	1,297.8

Note: Amounts may not add due to rounding.

The TRIO programs are among the Department’s largest investments aimed at getting more students prepared for, into, and through postsecondary education. The request provides more than \$200 million over the 2021 enacted level and would enable the Department to make increased investments in student retention and completion through a new award competition for the Student Support Services program, while also maintaining support for more than 1,800 TRIO projects begun in prior years.

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

BA in millions	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
	\$368.0	\$368.0	\$408.0

GEAR UP provides funds to States and partnerships for early college preparation and awareness activities to help low-income elementary and secondary school students prepare for and pursue postsecondary education. Several features of GEAR UP, including targeting entire grades of students, partnering with local

organizations and businesses, and matching Federal funds with local contributions, allow projects to serve large numbers of students. The request increases funding by \$40 million from the 2021 enacted level and would support new and continuation awards for approximately 37 States and 135 Partnerships in fiscal year 2023.

GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED (GAANN)

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$23.5	\$23.5	\$23.5

GAANN provides fellowships, through competitive grants to postsecondary institutions, to graduate students with superior ability and high financial need studying in areas of national need. Participating graduate schools must provide assurances that they would seek talented students from traditionally underrepresented backgrounds. The 2023 request would support approximately 400 fellowships.

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

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$13.8	\$13.8	\$15.2

The TPSID program supports competitive grants awarded to institutions of higher education or consortia of such institutions to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. The Request would support approximately 25 continuation awards, including two technical assistance centers.

CHILD CARE ACCESS MEANS PARENTS IN SCHOOL

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$55.0	\$55.0	\$95.0

This competitive grant program supports the participation of low-income parents in postsecondary education through campus-based childcare services. Grants made to institutions of higher education must be used to supplement childcare services or start a new program, not to supplant funds for current childcare services. The program gives priority to institutions that leverage local or institutional resources and employ a sliding fee scale. The Request provides an increase of \$40 million and would support an estimated 150 continuation awards and 150 new awards.

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$41.0	\$41.0	\$560.0

The Fund for the Improvement of Postsecondary Education supports a wide range of activities to support State and institutional reforms and innovative programs with the potential to transform postsecondary education. This Request would support two new grant programs, including \$110 million is for the Retention and Completion Grant program, which would provide competitive grants to States, TCUs and systems of IHEs to implement or expand evidence-based, institutional level retention and completion reforms that improve student outcomes. In addition, \$450 million is for the Research Infrastructure Investments program for HBCUs, TCUs, and MSIs that would support both planning and implementation grants designed to promote transformational investments in research infrastructure, including physical infrastructure and human capital development.

TEACHER QUALITY PARTNERSHIP (TQP)

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$52.1	\$52.1	\$132.1

This program supports projects that improve the preparation of teachers, including grow your own programs that support the development of teachers from communities schools serve and teacher residency programs that are based on (1) strong partnerships between IHEs and LEAs and integrate coursework with clinical practice that is ideally a full-year served along an expert mentor teacher in model teaching schools, (2) enhance professional development activities for teachers, (3) recruit highly qualified individuals, (4) prioritize teacher shortage areas, (5) increase the diversity of the teaching workforce; and (6) attract talented professionals from outside the teaching pipeline into the classroom. The request would support approximately \$91.3 million in new awards under the program with a focus on teacher residencies and “grow your own” programs, which have a greater impact on student outcomes and teacher retention and are more likely to enroll teacher candidates of color. Expanding funding for this program is critical to increasing the number of well-prepared educators who can help students recover from the impacts of the pandemic.

AUGUSTUS F. HAWKINS CENTERS OF EXCELLENCE

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	—	—	\$20.0

The request again includes \$20 million in first-time funding for the Hawkins Centers of Excellence program, authorized under Part B of Title II of the Higher Education Act, to support diversifying the educator workforce by increasing the number of high-quality teacher preparation programs at Historically Black Colleges and Universities, Tribal Colleges and Universities, and Minority Serving Institutions, such as Hispanic-Serving Institutions. Increasing the number of educators of color is a key strategy in the Administration’s equity agenda aimed at improving educational opportunities and outcomes for students of color. Research shows that teachers of color benefit all students and can have a significant impact on students of color, yet only one in five teachers are people of color, compared to more than half of K-12 public school students. Eligible institutions collectively prepare half of all teachers of color and are ideally positioned to help prepare a new generation of effective teachers of color for high-need schools. The Administration would give priority in making new awards to applicants that propose to incorporate evidence-based components and practices into their teacher preparation programs to the greatest extent possible.

HOWARD UNIVERSITY

BA in millions	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
General Support	\$216.7	\$216.7	\$226.7
Howard University Hospital	34.3	34.3	84.3
Total	251.0	251.0	311.0

Howard University is a congressionally chartered HBCU that plays an important role in providing Black or African American students with access to a high-quality postsecondary education. The fiscal year 2023 Request would maintain strong support for Howard University's academic and research programs serving undergraduate, graduate, and professional students. In addition to a \$10 million increase for General Support, the Request would provide \$50 million to Howard University Hospital to support rebuilding of the historic institution. Federal support for the Hospital also enables provision of medical, dental, and other health-related education, research, and training opportunities for graduate and professional students. The Request includes \$3.4 million for Howard University's endowment, which is designed to assist the University in increasing its financial strength and independence, and proposes to lift the restriction in the HBCU Capital Financing Program to allow Howard University access to the Program.

ACADEMIC FACILITIES

BA in millions	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
HBCU Capital Financing Program	\$48.5	\$48.5	\$20.7
CHAFL Federal Administration	0.4	0.4	0.3

These programs support the construction, reconstruction, and renovation of academic facilities at institutions of higher education. The Request for the HBCU Capital Financing Program would support the management and servicing of loan guarantees on previously issued loans, and includes \$20 million in loan subsidy that would allow the program to guarantee \$750 million in new loans in 2023. Funds also would be used to continue technical assistance services to help HBCUs increase their fiscal stability and improve their access to capital markets. The Request also proposes to lift the restriction in the HBCU Capital Financing Program to allow Howard University access to the Program. Funding for College Housing Administration Facilities Loans (CHAFL) Federal Administration is used solely to manage and service existing portfolios of facilities loans and grants made in prior years.

F. INSTITUTE OF EDUCATION SCIENCES

OVERVIEW

The Institute of Education Sciences (IES) supports sustained programs of research, statistics, and evaluation to study and provide solutions to the challenges faced by schools, teachers, and learners. Investment in research, statistics, and evaluation activities is critical in order to identify effective instructional and program practices, track student achievement, and measure the impact of educational reform. Through its four centers—the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research—IES ensures the Federal investment in education research, statistics, and evaluation is of high quality and relevant to the needs of educators and policymakers. The Administration requests \$662.5 million for IES activities, \$20.1 million more than 2021 enacted level.

RESEARCH, DEVELOPMENT, AND DISSEMINATION

	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
BA in millions	\$197.9	\$197.9	\$197.9

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

STATISTICS

	<u>2021</u>	<u>2022</u>	<u>2023</u> <u>Request</u>
BA in millions	\$111.5	\$111.5	\$111.5

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

REGIONAL EDUCATIONAL LABORATORIES

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$57.0	\$57.0	\$57.0

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

ASSESSMENT

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$172.7	\$172.7	\$192.8

The Request includes a \$20.1 million increase to the established assessment schedule under the ongoing National Assessment of Educational Progress (NAEP) and to support research and development activities to maintain assessment quality while reducing future program costs. NAEP measures and reports on the status of and trends in student learning over time on a subject-by-subject basis and makes objective information on student performance available to policymakers, educators, parents, and the public. As the largest nationally representative and continuing assessment of what American students know and can do, NAEP has become a key measure of our Nation’s educational performance. The proposed increase would support preparation for and implementation of the 2024 assessments; further analysis and reporting of 2022 assessments in reading, mathematics, civics, and U.S history; and research and development needed to maintain NAEP quality and reduce future program costs.

RESEARCH IN SPECIAL EDUCATION

			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$58.5	\$58.5	\$58.5

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

STATEWIDE LONGITUDINAL DATA SYSTEMS

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$33.5	\$33.5	\$33.5

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

SPECIAL EDUCATION STUDIES AND EVALUATIONS

	<u>2021</u>	<u>2022</u>	2023 <u>Request</u>
BA in millions	\$11.3	\$11.3	\$11.3

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

G. DEPARTMENTAL MANAGEMENT

OVERVIEW

Congress established the Department of Education as a Cabinet level agency in 1980. Today, the Department supports programs that touch every area and level of education. The Department's early learning, elementary, and secondary education programs annually serve more than 17,000 school districts and more than 56 million students attending more than 98,000 public and 32,000 private schools. Department programs also provide grant, loan, and work-study assistance to nearly 9 million postsecondary students at approximately 5,600 institutions of higher education.

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

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

Key programs include the Title I Grants to Local Educational Agencies, for which \$36.5 billion would help approximately 25 million students in high-poverty schools make progress toward State academic standards, and \$16.3 billion for the Individuals with Disabilities Education Act Part B Grants to States to help States and school districts meet the special education needs of 7.4 million students with disabilities. Key programs also include Federal Pell Grants, which would make available \$38.7 billion in need-based grants to 6.7 million students enrolled in postsecondary institutions; and the postsecondary student loan programs, which would help provide roughly \$85.2 billion in new Direct Loans to help students and families pay for college.

The Department's programs and responsibilities have grown substantially over the past decade. Some of the growth has resulted from greater demands that were placed on the Department to secure sensitive data, increase transparency through increased data reporting, provide enhanced oversight and enforcement of programs and laws, and award and manage massive new grant programs (about \$280 billion for grants to states, school districts, and institutions of higher education) in response to the COVID-19 pandemic. Federal Student Aid has been tasked with modernizing and improving the entire student aid process to better help students and families, as well as implementing major legislation, including the FAFSA® Simplification Act and FUTURE Act.

SALARIES AND EXPENSES (S&E) OVERVIEW

Departmental Management

BA in millions			2023
	<u>2021</u>	<u>2022</u>	<u>Request</u>
Program Administration	\$430.0	\$430.0	\$548.0 ¹
Office for Civil Rights	131.0	131.0	161.3
Office of Inspector General	63.0	63.0	76.5
Student Aid Administration	1,853.9	1,853.9	2,654.0
Other ²	8.7	8.7	8.7
Total	2,486.6	2,486.6	3,448.5

Full-Time Equivalent Employment (FTE)

(whole numbers)

Program Administration	1,573	1,556	1,762
Office for Civil Rights	584	575	676
Office of Inspector General	221	227	253
Student Aid Administration	1,525	1,527	1,597
Other ²	16	19	18
Total³	3,919	3,904	4,306

¹ Includes \$17.5 million for Building Modernization.

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

³ Actual FTE usage in FY 2021; target for FY 2022 and FY 2023. Excludes CARES, CRRSAA, and ARP Act FTE.

The Department is requesting \$3.4 billion for its Salaries and Expenses budget accounts in fiscal year 2023, an increase of \$962.9 million over the 2021 enacted level. The requested fiscal year 2023 increase focuses

on key departmental policy and management priorities. These include an increase of \$30 million for the Office for Civil Rights to advance equity in educational opportunity and delivery through an increased investment in civil rights enforcement; an increase of \$800 million for Student Aid Administration to implement the FAFSA® Simplification Act and FUTURE Act, implement customer service and accountability improvements to student loan servicing, and ensure the successful transition from the current short-term loan servicing contracts to a more stable long-term contract and servicing environment; and increased funding for continued IT security improvements to ensure the integrity of the Department of Education systems and prevent potential breaches. Funding is also requested for building modernization and renovation activities which will reduce the Department's overall footprint and save on future rent costs by vacating existing space.

The Department's Request also includes funding necessary to restore critically needed staff capacity across the organization. In fiscal year 2023, the request supports 4,306 Full-Time Equivalents (FTE) Employment, a net increase of 387 FTE above the 2021 enacted level.

PROGRAM ADMINISTRATION

The Program Administration account provides administrative support for most programs and offices in the Department. The fiscal year 2023 request totals \$548.0 million, an increase of \$118.0 million above the 2021 enacted level. The Budget includes \$340.3 million for personnel compensation and benefits to support 1,762 FTE, an increase of \$64.0 million above the fiscal year 2021 enacted level of \$276.3 million.

Salaries and Expenses non-personnel costs cover such items as travel, rent, mail, telephones, utilities, printing, information technology (IT) services and security, contractual services, equipment, supplies, and other services. The total request for non-personnel activities in fiscal year 2023 is \$207.7 million, an increase of \$54.0 million above the 2021 enacted level of \$153.7 million. Approximately 65 percent of the total non-personnel request is to cover Program Administration's share of the Department's centralized services. The centralized services request totals \$123.1 million for fiscal year 2023, an increase of \$13.4 million over the 2021 enacted level.

The overall account increase of \$118.0 million is primarily needed for: (1) an increase of 189 FTE over the 2021 enacted level and a 4.6 percent government-wide pay raise plus benefits increases; (2) building modernization and renovation activities with a goal of reducing the Department's future rent costs; (3) continued improvements to the Department's IT security to ensure the integrity of the Department's data as well as to prevent potential IT security breaches; and (4) enhanced data collection, analysis, and reporting of education data, including Economic Stabilization Funds programs. The Request for non-personnel activities to support Building Modernization in fiscal year 2023 is \$17.5 million.

STUDENT AID ADMINISTRATION

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

This account also supports functions across the student aid lifecycle including educating students and families on sources for obtaining aid as well as federal student loans and costs associated with processing financial aid applications. These funds support financial tools, supports outstanding loans and collections activities on defaulted federal loans and oversight of Title IV programs.

In fiscal year 2021, FSA provided \$112 billion in new Federal student aid grants and loans (excluding Direct Consolidation Loans) to more than 10.1 million postsecondary students and their families. These students attended approximately 5,600 institutions of higher education.

The SAFRA Act ended the origination of new loans under the Federal Family Education Loan (FFEL) program. Since July 1, 2010, new loans are originated and serviced through the Direct Loan (DL) program administered by the Department. Private lenders and guaranty agencies service and collect outstanding non-defaulted loans from the FFEL portfolio. The Department contracts with nine servicers to service the Department's portfolio of over 43 million borrowers.

The Department is requesting \$2.654 billion to administer the Federal student aid programs in fiscal year 2023, an increase of \$800.1 million over the 2021 enacted level. The requested funds are necessary to implement the *FAFSA[®] Simplification Act* and *FUTURE Act*, implement customer service and accountability improvements to student loan servicing, and ensure the successful transition from the current short-term loan servicing contracts to a more stable long-term contract and servicing environment.

OFFICE FOR CIVIL RIGHTS

The Department's Office for Civil Rights (OCR) investigates discrimination complaints, conducts compliance reviews, monitors corrective action plans, and provides technical assistance on civil rights issues. Since fiscal year 2009, the number of complaints have almost doubled, while the number of investigative staff have only increased slightly over the same period. The fiscal year 2023 Request includes 92 additional FTE over the 2021 enacted level for OCR.

The fiscal year 2023 request for OCR is \$161.3 million, which is an increase of \$30.3 million above the 2021 enacted level. About \$122.6 million of the requested funds, or 76 percent, is for staff pay and benefits for 676 FTE. The remaining \$38.7 million is for non-pay projects and includes funding for information technology services, including the \$6.5 million contract for the Civil Rights Data Collection. Requested funds would ensure program support to resolve complaints of discrimination filed by the public and ensure that institutions receiving Federal financial assistance comply with the civil rights laws enforced by OCR.

OFFICE OF INSPECTOR GENERAL

The Office of Inspector General (OIG) conducts audits and investigations of the Department's programs and activities to help ensure accountability for taxpayer-provided funds and to identify management improvements. The fiscal year 2023 Request for the OIG is \$76.5 million, an increase of \$13.5 million over the 2021 enacted level. Approximately 69 percent of this amount, or \$52.9 million, is for personnel compensation and benefits to support a staffing level of 253 FTE.

The non-personnel request of \$23.6 million includes \$1.6 million to contract for the mandatory annual audit of the Department's financial statements. The scope of the audit would include the examination and analysis of account balances, review of applicable financial systems, and evaluation of internal controls and compliance with significant laws and regulations. Additionally, the non-personnel request includes funds to support the Council of the Inspectors General on Integrity and Efficiency, and to continue to develop the ability to perform predictive analytics with a tool to identify patterns of fraud and risk, allowing the OIG to better target its audit and investigative work.

III. APPENDIX

A. Detailed Budget Table by Program

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST
(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Education for the Disadvantaged						
1. Grants to local educational agencies (ESEA I-A):						
(a) Basic grants (section 1124)						
Annual appropriation	D	5,695,625	5,695,625	5,695,625	0	0.00%
Advance for succeeding fiscal year	D	763,776	763,776	763,776	0	0.00%
Subtotal	D	6,459,401	6,459,401	6,459,401	0	0.00%
(b) Concentration grants (section 1124A)						
Advance for succeeding fiscal year	D	1,362,301	1,362,301	1,362,301	0	0.00%
(c) Targeted grants (section 1125)						
Annual appropriation	D	0	0	2,000,000	2,000,000	---
Mandatory appropriation	M	0	0	8,000,000	8,000,000	---
Advance for succeeding fiscal year	D	4,357,550	4,357,550	4,357,550	0	0.00%
(d) Education finance incentive grants (section 1125A)						
Annual appropriation	D	0	0	2,000,000	2,000,000	---
Mandatory appropriation	M	0	0	8,000,000	8,000,000	---
Advance for succeeding fiscal year	D	4,357,550	4,357,550	4,357,550	0	0.00%
Subtotal, Grants to LEAs		16,536,802	16,536,802	36,536,802	20,000,000	120.94%
Discretionary	D	16,536,802	16,536,802	20,536,802	4,000,000	24.19%
Mandatory	M	0	0	16,000,000	16,000,000	---
Current		5,695,625	5,695,625	25,695,625	20,000,000	351.15%
Advance for succeeding fiscal year		10,841,177	10,841,177	10,841,177	0	0.00%

NOTES:
1) D = discretionary program; M = mandatory programs
2) Pursuant to the Budget Control Act of 2011 (P.L. 112-25), for most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates the levels shown in the 2021 Appropriation column reflect the 5.7 percent reduction that went into effect on October 1, 2020; the levels shown in the 2022 Annualized CR column reflect the 5.7 percent reduction that went into effect on October 1, 2021.
3) Detail may not add to totals due to rounding.

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Education for the Disadvantaged (continued)						
2. Comprehensive literacy development grants (ESEA II-B-2, section 2222)	D	192,000	192,000	192,000	0	0.00%
3. Innovative approaches to literacy (ESEA II-B-2, section 2226)	D	28,000	28,000	28,000	0	0.00%
4. State agency programs:						
(a) Migrant (ESEA I-C)	D	375,626	375,626	375,626	0	0.00%
(b) Neglected, delinquent and at-risk children and youth (ESEA I-D)	D	48,239	48,239	82,000	33,761	69.99%
Subtotal, State agency programs		423,865	423,865	457,626	33,761	7.97%
5. Special programs for migrant students (HEA IV-A-5)	D	46,123	46,123	66,123	20,000	43.36%
Total, Appropriation		17,226,790	17,226,790	37,280,551	20,053,761	116.41%
Discretionary	D	17,226,790	17,226,790	21,280,551	4,053,761	23.53%
Mandatory	M	0	0	16,000,000	16,000,000	---
Current		6,385,613	6,385,613	26,439,374	20,053,761	314.05%
Prior year's advance		10,841,177	10,841,177	10,841,177	0	0.00%
Impact Aid (ESEA VII)						
1. Payments for federally connected children (section 7003):						
(a) Basic support payments (section 7003(b))	D	1,354,242	1,354,242	1,394,242	40,000	2.95%
(b) Payments for children with disabilities (section 7003(d))	D	48,316	48,316	48,316	0	0.00%
Subtotal		1,402,558	1,402,558	1,442,558	40,000	2.85%
2. Facilities maintenance (section 7008)	D	4,835	4,835	4,835	0	0.00%
3. Construction (section 7007)	D	17,406	17,406	17,406	0	0.00%
4. Payments for Federal property (section 7002)	D	76,313	76,313	76,313	0	0.00%
Total	D	1,501,112	1,501,112	1,541,112	40,000	2.66%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
School Improvement Programs						
1. Supporting effective instruction State grants (ESEA II-A)						
Annual appropriation	D	461,639	461,639	467,139	5,500	1.19%
Advance for succeeding fiscal year	D	1,681,441	1,681,441	1,681,441	0	0.00%
Subtotal	D	2,143,080	2,143,080	2,148,580	5,500	0.26%
2. 21st century community learning centers (ESEA IV-B)	D	1,259,673	1,259,673	1,309,673	50,000	3.97%
3. State assessments (ESEA I-B, section 1201-1203)	D	378,000	378,000	378,000	0	0.00%
4. Education for homeless children and youths (MVHAA Title VII-B)	D	106,500	106,500	110,000	3,500	3.29%
5. Native Hawaiian education (ESEA VI-B)	D	37,397	37,397	37,397	0	0.00%
6. Alaska Native education (ESEA VI-C)	D	36,453	36,453	36,453	0	0.00%
7. Training and advisory services (CRA IV)	D	6,575	6,575	6,575	0	0.00%
8. Rural education (ESEA V-B)	D	187,840	187,840	202,840	15,000	7.99%
9. Supplemental education grants (Compact of Free Association Act)	D	16,699	16,699	24,464	7,765	46.50%
10. Comprehensive centers (ETAA section 203)	D	52,000	52,000	52,000	0	0.00%
11. Student support and academic enrichment grants (ESEA IV-A)	D	1,220,000	1,220,000	1,220,000	0	0.00%
12. School-Based Health Professionals (proposed legislation)	D	0	0	1,000,000	1,000,000	---
Total, Appropriation	D	5,444,217	5,444,217	6,525,982	1,081,765	19.87%
Total, Budget authority	D	5,444,217	5,444,217	6,525,982	1,081,765	19.87%
Current		3,762,776	3,762,776	4,844,541	1,081,765	28.75%
Prior year's advance		1,681,441	1,681,441	1,681,441	0	0.00%
Safe Schools and Citizenship Education						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	106,000	106,000	129,000	23,000	21.70%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	81,000	81,000	96,000	15,000	18.52%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	30,000	30,000	468,000	438,000	1460.00%
Total	D	217,000	217,000	693,000	476,000	219.35%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Indian Education (ESEA VI)						
1. Grants to local educational agencies (Part A-1)	D	105,381	105,381	110,381	5,000	4.74%
2. Special programs for Indian children (Part A-2)	D	67,993	67,993	67,993	0	0.00%
3. National activities (Part A-3)	D	7,865	7,865	7,865	0	0.00%
Total	D	181,239	181,239	186,239	5,000	2.76%
Innovation and Improvement						
1. Education innovation and research (ESEA IV-F-1)	D	194,000	194,000	514,000	320,000	164.95%
2. Teacher and school leader incentive grants (ESEA II-B-1)	D	200,000	200,000	150,000	(50,000)	-25.00%
3. American history and civics education (ESEA II-B-3)	D	5,250	5,250	10,500	5,250	100.00%
4. Supporting effective educator development (SEED) (ESEA II-B-4, section 2242)	D	80,000	80,000	80,000	0	0.00%
5. Charter schools grants (ESEA IV-C)	D	440,000	440,000	440,000	0	0.00%
6. Magnet schools assistance (ESEA IV-D)	D	109,000	109,000	149,000	40,000	36.70%
7. Ready to learn programming (ESEA IV-F-4, section 4643)	D	29,500	29,500	29,500	0	0.00%
8. Arts in education (ESEA IV-F-4, section 4642)	D	30,500	30,500	30,500	0	0.00%
9. Javits gifted and talented education (ESEA IV-F-4, section 4644)	D	13,500	13,500	13,500	0	0.00%
10. Statewide family engagement centers (ESEA IV-E)	D	12,500	12,500	15,000	2,500	20.00%
11. School Leader Recruitment and Support (ESEA II-B-4, section 2243)	D	0	0	40,000	40,000	---
12. Fostering Diverse Schools (proposed legislation)	D	0	0	100,000	100,000	---
Total	D	1,114,250	1,114,250	1,572,000	457,750	41.08%
English Language Acquisition (ESEA III-A)	D	797,400	797,400	1,075,000	277,600	34.81%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Special Education						
1. State grants:						
(a) Grants to States (IDEA B-611)						
Annual appropriation	D	3,654,074	3,654,074	6,975,810	3,321,736	90.91%
Advance for succeeding fiscal year	D	9,283,383	9,283,383	9,283,383	0	0.00%
Subtotal		12,937,457	12,937,457	16,259,193	3,321,736	25.68%
(b) Preschool grants (IDEA B-619)	D	397,620	397,620	502,620	105,000	26.41%
(c) Grants for infants and families (IDEA C)	D	481,850	481,850	932,000	450,150	93.42%
Subtotal, State grants		13,816,927	13,816,927	17,693,813	3,876,886	28.06%
2. National activities (IDEA D):						
(a) State personnel development (subpart 1)	D	38,630	38,630	38,630	0	0.00%
(b) Technical assistance and dissemination (section 663)	D	44,345	44,345	49,345	5,000	11.28%
(c) Personnel preparation (section 662)	D	90,200	90,200	250,000	159,800	177.16%
(d) Parent information centers (sections 671-673)	D	27,411	27,411	45,152	17,741	64.72%
(e) Educational technology, media, and materials (section 674)	D	29,547	29,547	29,547	0	0.00%
Subtotal, National activities	D	230,133	230,133	412,674	182,541	79.32%
3. Special Olympics education programs (Special Olympics Sport and Empowerment Act)	D	23,683	23,683	23,683	0	0.00%
Total, Appropriation		14,070,743	14,070,743	18,130,170	4,059,427	28.85%
Current		4,787,360	4,787,360	8,846,787	4,059,427	84.79%
Prior year's advance		9,283,383	9,283,383	9,283,383	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Rehabilitation Services						
1. Vocational rehabilitation State grants:						
(a) Grants to States (RA Title I-A, sections 110 and 111)	M	3,414,895	3,455,539	3,671,483	215,944	6.25%
(b) Grants to Indians (RA Title I-C)	M	50,650	51,592	53,091	1,499	2.91%
Subtotal	M	3,465,545	3,507,131	3,724,574	217,443	6.20%
Mandatory baseline	M	3,675,021	3,719,121	3,949,707	230,586	6.20%
2. Client assistance State grants (RA section 112)						
3. Training (RA section 302)	D	13,000	13,000	13,000	0	0.00%
4. Demonstration and training programs (RA section 303)	D	29,388	29,388	29,388	0	0.00%
5. Protection and advocacy of individual rights (RA section 509)	D	5,796	5,796	40,796	35,000	603.86%
6. Supported employment State grants (RA VI)	D	18,150	18,150	18,150	0	0.00%
7. Independent living services for older blind individuals (RA VII, Chapter 2)	D	22,548	22,548	22,548	0	0.00%
8. Helen Keller National Center for Deaf-Blind Youths and Adults (HKNCA)	D	33,317	33,317	33,317	0	0.00%
9. Randolph-Sheppard Vending Facility Program	D	17,000	17,000	18,500	1,500	8.82%
Subtotal		0	0	500	500	---
Subtotal		139,199	139,199	176,199	37,000	26.58%
Total		3,604,744	3,646,330	3,900,773	254,443	6.98%
Discretionary	D	139,199	139,199	176,199	37,000	26.58%
Mandatory	M	3,465,545	3,507,131	3,724,574	217,443	6.20%
American Printing House for the Blind (20 U.S.C. 101 et seq.)	D	34,431	34,431	37,431	3,000	8.71%
National Technical Institute for the Deaf (EDA I-B and section 207)	D	81,500	81,500	84,500	3,000	3.68%
Gallaudet University (EDA I-A and section 207)	D	140,361	140,361	143,361	3,000	2.14%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Career, Technical, and Adult Education						
1. Career and technical education (Carl D. Perkins CTEA):						
(a) State grants (Title I)						
Annual appropriation	D	543,848	543,848	563,848	20,000	3.68%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.00%
Subtotal		1,334,848	1,334,848	1,354,848	20,000	1.50%
(b) National programs (section 114)						
Subtotal, Career and technical education		1,342,269	1,342,269	1,570,269	228,000	16.99%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA)						
Adult basic and literacy education State grants (AEFLA)	D	674,955	674,955	700,000	25,045	3.71%
(b) National leadership activities (AEFLA section 242)						
Subtotal, Adult education		688,667	688,667	738,712	50,045	7.27%
Total, Appropriation						
Current		1,239,936	1,239,936	1,517,981	278,045	22.42%
Prior year's advance		791,000	791,000	791,000	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Student Financial Assistance						
1. Federal Pell grants (HEA IV-A-1):						
(a) Discretionary Pell grants	D	22,475,352	22,475,352	24,275,352	1,800,000	8.01%
(b) Mandatory Pell grants	M	5,167,582	5,096,000	11,960,000	6,864,000	134.69%
(c) Mandatory Funding for Discretionary Program Costs	M	1,142,000	1,142,000	1,029,000	(113,000)	-9.89%
Subtotal, Federal Pell grants		28,784,934	28,713,352	37,264,352	8,551,000	29.78%
Discretionary	D	22,475,352	22,475,352	24,275,352	1,800,000	8.01%
Mandatory	M	6,309,582	6,238,000	12,989,000	6,751,000	108.22%
2. Campus-based programs:						
(a) Federal supplemental educational opportunity grants (HEA IV-A-3)	D	880,000	880,000	880,000	0	0.00%
(b) Federal work-study (HEA IV-C)	D	1,190,000	1,190,000	1,190,000	0	0.00%
Subtotal, Campus-based programs		2,070,000	2,070,000	2,070,000	0	0.00%
3. Iraq and Afghanistan service grants (P.L. 111-39)	M	589	692	743	51	7.37%
Total		30,855,523	30,784,044	39,335,095	8,551,051	27.78%
Discretionary	D	24,545,352	24,545,352	26,345,352	1,800,000	7.33%
Mandatory	M	6,310,171	6,238,692	12,989,743	6,751,051	108.21%
TEACH Grants (HEA IV-A-9)						
1. New loan subsidy	M	27,285	34,980	39,114	4,134	11.82%
2. Upward reestimate of existing loans	M	78,281	69,344	0	(69,344)	-100.00%
3. Downward reestimate of existing loans (non-add)	M	(3,225)	(3,590)	0	3,590	-100.00%
4. Net reestimate of existing loans (non-add)	M	75,056	65,754	0	(65,754)	-100.00%
5. Upward modification of existing loans	M	46,870	3,722	0	(3,722)	-100.00%
6. Downward modification of existing loans	M	0	(1,843)	0	1,843	-100.00%
7. Net modification of existing loans (non-add)	M	46,870	1,879	0	(1,879)	-100.00%
Subtotal, loan subsidies		152,436	108,046	39,114	(68,932)	-63.80%
Subtotal, new loan subsidies and net reestimate (non-add)		149,211	102,613	39,114	(63,499)	-61.88%
Total	M	152,436	108,046	39,114	(68,932)	-63.80%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Federal Direct Student Loans Program Account (HEA IV-D)						
1. New loan subsidies	M	5,196,638	9,414,992	15,313,681	5,898,689	62.65%
2. New net loan subsidy (non-add)	M	413,686	6,042,991	12,733,042	6,690,051	110.71%
3. Upward reestimate of existing loans	M	53,674,813	26,706,610	0	(26,706,610)	-100.00%
4. Downward reestimate of existing loans (non-add)	M	(838,915)	(13,701,756)	0	13,701,756	-100.00%
5. Net reestimate of existing loans (non-add)	M	52,835,898	13,004,854	0	(13,004,854)	-100.00%
6. Upward modification of existing loans	M	70,861,525	12,319,087	0	(12,319,087)	-100.00%
7. Net modification of existing loans (non-add)	M	70,861,525	2,221,570	0	(2,221,570)	-100.00%
8. Temporary Expanded Public Service Loan Forgiveness ¹	D	50,000	50,000	0	(50,000)	-100.00%
Subtotal, loan subsidies		129,732,976	48,440,689	15,313,621	(33,127,068)	-68.39%
Subtotal, new loan subsidies and net reestimate/modification (non-add)		128,894,061	24,641,416	8,628,771	(16,012,645)	-64.98%
Total		129,782,976	48,490,689	15,313,681	(33,177,008)	-68.42%
Discretionary ¹	D	50,000	50,000	0	(50,000)	-100.00%
Mandatory	M	129,682,976	48,390,689	15,313,621	(33,077,068)	-68.35%
¹ These amounts support the temporary expansion of the Public Service Loan Forgiveness (TEPSLF) program and are treated as a change in mandatory program (CHIMP) for budget scoring purposes.						
Federal Family Education Loans Program Account (HEA IV-B)						
1. Upward reestimate of existing loans	M	3,780,632	9,797,237	0	(9,797,237)	-100.00%
2. Downward reestimate of existing loans (non-add)	M	(588,521)	0	0	0	---
3. Net reestimate of existing loans (non-add)	M	3,192,111	9,797,237	0	(9,797,237)	-100.00%
4. Upward modification of existing loans	M	6,112,293	2,703,306	0	(2,703,306)	-100.00%
5. Downward modification of existing loans (non-add)	M	0	(545,899)	0	545,899	-100.00%
6. Net modification of existing loans (non-add)	M	6,112,293	2,157,407	0	(2,157,407)	-100.00%
Total, FFEL Program Account	M	9,892,925	12,500,543	0	(12,500,543)	-100.00%
Total, new loan subsidies and net reestimate (non-add)		9,304,404	11,954,644	0	(11,954,644)	-100.00%
Federal Family Education Loans Liquidating Account (HEA IV-B)						
1. Pre-1992 student loans	M	(73,374)	(142,991)	(212,722)	(69,731)	48.77%
Health Education Assistance Loans Liquidating Account	M	(2,000)	(2,000)	(2,000)	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Higher Education						
1. Aid for institutional development:						
(a)	D	109,007	109,007	209,007	100,000	91.74%
(b)	D	38,080	38,080	53,080	15,000	39.39%
(c)	M	28,290	28,290	30,000	1,710	6.04%
Subtotal		66,370	66,370	83,080	16,710	25.18%
(d)	D	19,044	19,044	25,044	6,000	31.51%
(e)	M	14,145	14,145	15,000	855	6.04%
Subtotal		33,189	33,189	40,044	6,855	20.65%
(f)	D	337,619	337,619	402,619	65,000	19.25%
(g)	M	80,155	80,155	85,000	4,845	6.04%
Subtotal		417,774	417,774	487,619	69,845	16.72%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR		
					Amount	Percent	
Higher Education (continued)							
(h)							
	D	87,313	87,313	102,313	15,000	17.18%	
(i)							
	D	10,956	10,956	20,956	10,000	91.27%	
(j)							
	D	14,218	14,218	23,218	9,000	63.30%	
(k)							
	M	14,145	14,145	15,000	855	6.04%	
		Subtotal	28,363	28,363	38,218	9,855	34.75%
(l)							
	D	5,120	5,120	20,120	15,000	292.97%	
(m)							
	M	4,715	4,715	5,000	285	6.04%	
		Subtotal	9,835	9,835	25,120	15,285	155.41%
(n)							
	D	5,120	5,120	12,120	7,000	136.72%	
(o)							
	M	4,715	4,715	5,000	285	6.04%	
		Subtotal	9,835	9,835	17,120	7,285	74.07%
(p)							
	D	13,370	13,370	18,370	5,000	37.40%	
		Subtotal, Aid for institutional development	786,012	786,012	1,041,847	255,835	32.55%
		Discretionary	639,847	639,847	886,847	247,000	38.60%
		Mandatory	146,165	146,165	155,000	8,835	6.04%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Higher Education (continued)						
2. Aid for Hispanic-serving institutions:						
(a)	Developing Hispanic-serving institutions (HEA V-A)	D	148,732	148,732	236,732	88,000 59.17%
(b)	Mandatory developing HSI STEM and articulation programs (HEA III-F, section 371(b)(2)(B))	M	94,300	94,300	100,000	5,700 6.04%
(c)	Promoting postbaccalaureate opportunities for Hispanic Americans (HEA V, section 512)	D	13,845	13,845	28,845	15,000 108.34%
	Subtotal		256,877	256,877	365,577	108,700 42.32%
	Discretionary		162,577	162,577	265,577	103,000 63.35%
	Mandatory		94,300	94,300	100,000	5,700 6.04%
3. Other aid for institutions:						
(a) International education and foreign language studies:						
(1)	Domestic programs (HEA VI-A and B)	D	69,353	69,353	69,353	0 0.00%
(2)	Overseas programs (MECEA section 102(b)(6))	D	8,811	8,811	8,811	0 0.00%
	Subtotal		78,164	78,164	78,164	0 0.00%
(c)	Model transition programs for students with intellectual disabilities into higher education (HEA VII-D-2)	D	13,800	13,800	15,180	1,380 10.00%
(d)	Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	10,634	10,634	10,634	0 0.00%
4. Assistance for students:						
(a)	Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	1,097,000	1,097,000	1,297,761	200,761 18.30%
(b)	Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	368,000	368,000	408,000	40,000 10.87%
(c)	Graduate assistance in areas of national need (HEA VII-A-2)	D	23,547	23,547	23,547	0 0.00%
(d)	Child care access means parents in school (HEA IV-A-7)	D	55,000	55,000	95,000	40,000 72.73%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Higher Education (continued)						
5. Fund for the improvement of post secondary education (FIPSE) (HEA VII-B)	D	41,000	41,000	560,000	519,000	1265.85%
6. Teacher quality partnership (HEA II-A)	D	52,092	52,092	132,092	80,000	153.57%
7. Hawkins Centers of Excellence (HEA II-B-2)	D	0	0	20,000	20,000	---
Total		2,782,126	2,782,126	4,047,802	1,265,676	45.49%
Discretionary	D	2,541,661	2,541,661	3,792,802	1,251,141	49.23%
Mandatory	M	240,465	240,465	255,000	14,535	6.04%
Howard University						
1. General support (20 U.S.C. 121 et seq.)	D	216,693	216,693	226,693	10,000	4.61%
2. Howard University Hospital (20 U.S.C. 128)	D	34,325	34,325	84,325	50,000	145.67%
Total	D	251,018	251,018	311,018	60,000	23.90%
College Housing and Academic Facilities Loans Program Account (HEA section 121)						
1. Federal administration (FCRA section 505(e))	D	435	435	298	(137)	-31.49%
2. Reestimate of existing loan subsidies	M	145	0	0	0	---
Total		580	435	298	(137)	-31.49%
Discretionary	D	435	435	298	(137)	-31.49%
Mandatory	M	145	0	0	0	---
College Housing and Academic Facilities Loans Liquidating Account (HEA section 121)	M	(3,015)	(3,015)	(3,015)	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET REQUEST

(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Annualized CR	2023 President's Budget	2023 President's Budget Compared to 2022 Annualized CR	
					Amount	Percent
Historically Black College and University Capital Financing Program Account (HEA III-D)						
1. Federal administration (FCRA section 505(e))	D	334	334	528	194	58.08%
2. Loan subsidies	D	22,150	22,150	20,150	(2,000)	-9.03%
3. Modification of existing loan subsidies--Public and Private Deferments	D	26,000	26,000	0	(26,000)	-100.00%
4. Modification of existing loan subsidies--Loan Forgiveness	M	1,695,000	0	0	0	---
5. Reestimate of existing loan subsidies	M	17,914	283,436	0	(283,436)	-100.00%
Total		1,761,398	331,920	20,678	(311,242)	-93.77%
Discretionary	D	48,484	48,484	20,678	(27,806)	-57.35%
Mandatory	M	1,712,914	283,436	0	(283,436)	-100.00%
Higher Education Facilities Loans Liquidating Account (HEA section 121)						
	M	(585)	(585)	(585)	0	0.00%
College Housing Loans Liquidating Account (HEA section 121)						
	M	(1,760)	(1,760)	(1,760)	0	0.00%
Institute of Education Sciences						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D, except section 174)	D	197,877	197,877	197,877	0	0.00%
(b) Statistics (ESRA I-C)	D	111,500	111,500	111,500	0	0.00%
2. Regional educational laboratories (ESRA section 174)	D	57,022	57,022	57,022	0	0.00%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	165,000	165,000	185,000	20,000	12.12%
(b) National Assessment Governing Board (section 302)	D	7,745	7,745	7,799	54	0.70%
Subtotal		172,745	172,745	192,799	20,054	11.61%
4. Research in special education (ESRA, Part E)	D	58,500	58,500	58,500	0	0.00%
5. Statewide longitudinal data systems (ETAA section 208)	D	33,500	33,500	33,500	0	0.00%
6. Special education studies and evaluations (IDEA, section 664)	D	11,318	11,318	11,318	0	0.00%
Total	D	642,462	642,462	662,516	20,054	3.12%

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(in thousands of dollars)

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					Amount	Percent
Program Administration (DEOA)						
1. Salaries and expenses	D	430,000	430,000	530,500	100,500	23.37%
2. Building Modernization	D	0	0	17,500	17,500	---
Total		430,000	430,000	548,000	118,000	27.44%
Student Aid Administration (HEA I-D and IV-D, section 458)						
1. Salaries and expenses	D	981,954	980,297	1,187,788	207,491	21.17%
2. Servicing activities	D	871,989	873,646	1,466,246	592,600	67.83%
Total		1,853,943	1,853,943	2,654,034	800,091	43.16%
Office for Civil Rights (DEOA, section 203)	D	131,000	131,000	161,300	30,300	23.13%
Office of Inspector General (DEOA, section 211)	D	63,000	63,000	76,452	13,452	21.35%
Contributions (DEOA, section 421)	M	0	0	0	0	---
General Fund Receipts						
1. Perkins loan repayments	M	(866,025)	(771,056)	(638,397)	132,659	-17.20%
2. FDSL downward reestimate of loan subsidies	M	(838,915)	(13,701,756)	0	13,701,756	-100.00%
3. FFEL downward reestimate of loan subsidies	M	(588,521)	0	0	0	---
4. FDSL downward modification/negative loan subsidies	M	(3,970,428)	(13,743,814)	(3,779,363)	9,964,451	-72.50%
5. HBCU capital financing downward reestimate of loan subsidies	M	(206,773)	(288,505)	0	288,505	-100.00%
6. FFEL downward modification/negative loan subsidies	M	0	(545,899)	0	545,899	-100.00%
7. HEAL downward reestimate of loan subsidies	M	(25,368)	(54,232)	0	54,232	-100.00%
8. TEACH downward reestimate of loan subsidies	M	(3,225)	(3,590)	0	3,590	-100.00%
9. TEACH downward modification/negative loan subsidies	M	0	(1,843)	0	1,843	-100.00%
10. CHAFL downward reestimate of loan subsidies	M	0	(2,385)	0	2,385	-100.00%
Total		(6,499,255)	(29,108,852)	(4,417,760)	24,691,092	-84.82%
1. Student Financial Assistance debt collection	M	4,000	10,000	10,000	0	0.00%
DISCRETIONARY APPROPRIATION	D	73,536,533	73,536,533	88,326,976	14,790,443	20.11%
DISCRETIONARY APPROPRIATION, less rescissions	D	73,036,533	73,536,533	88,326,976	14,790,443	20.11%

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

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