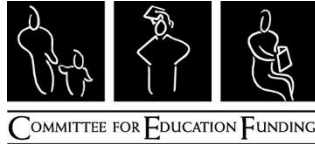


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(in thousands of dollars)									
Title I Grants to LEAs	14,516,457	13,760,219	14,384,802	14,409,802	15,409,802^{ii, iii}	14,409,802	0	14,559,802^{iv}	+150,000
School improvement State grants	533,552	505,756	505,756 ^v	505,756 ^{vi}	555,756^{vii, viii}	0	-505,756	450,000	-55,756
Striving readers	159,698	151,378	158,000	160,000	160,000 ^{ix}	0	-160,000	0	-160,000
Migrant	393,236	372,751	374,751	374,751	374,751	374,751	0	365,000	-9,751
Neglected and delinquent	50,231	47,614	47,614	47,614	47,614	47,614	0	46,000	-1,614
Title I Evaluation	3,194	3,028	880	710	0 ^x	0 ^{xi}	-710	0 ^{xii}	-710
High School Equivalency Program/College Assistant Migrant Program	36,526	34,623	34,623	37,474	44,623	37,474	0	35,000	-2,474
High school graduation initiative	48,809	46,267	46,267	0	0	0	0	0	0
Preschool development grants (proposed authorization)	0	0	250,000 ^{xiii}	250,000 ^{xiv}	750,000^{xv}	0	-250,000	0	-250,000
Impact Aid Basic support payments	1,153,540	1,093,203	1,151,233	1,151,233	1,151,233	1,161,233	+10,000	1,151,233	0
Impact Aid Payments for children with disabilities	48,413	45,881	48,316	48,316	48,316	48,316	0	48,316	0



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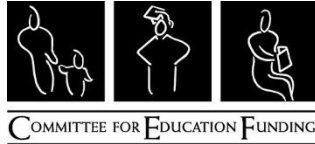
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Impact Aid Facilities maintenance	4,845	4,591	4,835	4,835	71,648	4,835	0	4,835	0
Impact Aid Construction	17,441	16,529	17,406	17,406	17,406	17,406	0	17,406	0
Impact Aid Payments for Federal property	66,947	63,445	66,813	66,813	0	66,813	0	66,813	0
Teacher quality State grants	2,466,567 ^{xvi}	2,337,830 ^{xvii}	2,349,830 ^{xviii}	2,349,830 ^{xix}	2,349,830 ^{xx}	1,681,441^{xxi}	-668,389	2,246,441^{xxii}	-103,389
Mathematics and science partnerships	149,716	141,902	149,717	152,717	202,717^{xxiii}	0	-152,717	141,299	-11,418
Educational technology State grants	0	0	0	0	200,000^{xxiv}	0	0	0	0
21st century community learning centers	1,151,673	1,091,564	1,149,370	1,151,673	1,151,673 ^{xxv}	1,151,673 ^{xxvi}	0	1,035,000	-116,673
State assessments	389,214	368,900	378,000	378,000	403,000^{xxvii}	300,000	-78,000	350,000^{xxviii}	-28,000
Education for homeless children and youths	65,173	61,771	65,042	65,042	71,542	65,042	0	65,042	0
Education for Native Hawaiians	34,181	32,397	32,397	32,397	33,397	33,397	+1,000	32,397	0
Alaska Native Education Equity	33,185	31,453	31,453	31,453	32,453	32,453	+1,000	31,453	0
Rural education	179,193	169,840	169,840	169,840	169,840	169,840	0	169,840	0



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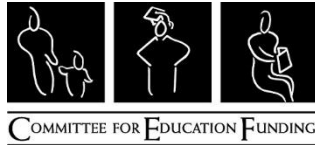
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Supplemental education grants	17,619	16,699	16,699	16,699	16,699	16,699	0	16,699	0
Comprehensive Centers	51,113	48,445	48,445	48,445	55,445	43,600	-4,845	40,000	-8,445
Safe and drug-free schools and communities national programs includes:	64,877	61,484 ^{xxix}	90,000	70,000	90,000	0	-70,000	60,000	-10,000
• School Climate Transformation Grants – non-add	0	0	46,848	46,695	62,356^{xxx}	0	-46,695	?	?
• Project Prevent - non-add	0	0	14,597	14,625	14,574	0	-14,625	?	?
• Project SERV – non-add	0	2,843	8,000	2,671	5,000	0	-2,671	5,000	0
• School Emergency Management Activities – non-add	1,207	3,000	15,627	2,505	2,500	0	-2,505	?	?
• Safe and Supportive Schools – non-add	47,056	48,610	0	0	0	0	0	?	?

2,500



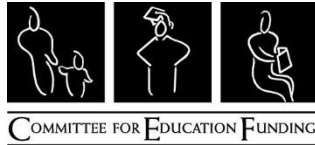
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• Safe Schools/Healthy Students Initiative – non-add	16,439	0	0	0	0	0	0	?	?
• National Activities	0	0	4,628	3,504	5,570	0	-3,504	?	?
Elementary and secondary school counseling	52,296	49,561	49,561	49,561	49,561	0	-49,561	23,314^{xxx}	-26,247
Carol M. White Physical Education Program	78,693	74,577	74,577	47,000	60,000^{xxxii}	0	-47,000	0	-47,000
Promise Neighborhoods	59,887	56,754	56,754	56,754	150,000^{xxxiii}	56,754	0	37,000^{xxxiv}	-19,754
Indian Education total	130,779	123,939	123,939	123,939	173,939^{xxxv}	143,939^{xxxvi}	+20,000	123,939	0
Race to the Top	548,960	520,247	0 ^{xxxvii}	0	0	0	0	0	0
Investing in Innovation	149,417	141,602	141,602	120,000 ^{xxxviii}	300,000^{xxxix}	0	-120,000	0	-120,000
Teacher incentive fund grants/Excellent Educators Grants	299,433	283,771	288,771	230,000 ^{xl}	350,000^{xli}	0	-230,000	225,000	-5,000
Teacher and principal pathways: (proposed program)	0	0	0	0	138,762^{xlii}	0	0	0	0
Transition to teaching	26,054	24,691	13,762	13,700	0	0	-13,700	0	-13,700
School leadership	29,107	27,584	25,763	16,368	0	0	-16,368	0	-16,368



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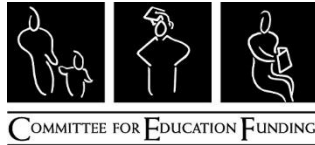
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Teacher quality partnership (HEA)	42,833	40,592	40,592 ^{xliii}	40,592	0	0	-40,592	34,000	-6,592
Charter schools grants	254,836	241,507	248,172	253,172 ^{xliv}	375,000 ^{xlv}	275,000 ^{xlvi}	+21,828	273,172 ^{xlvii}	+20,000
Magnet schools assistance	96,705	91,647	91,647	91,647	91,647 ^{xlviii}	0	-91,647	85,000	-6,647
Advanced placement	30,055	28,890	28,483	28,483	28,483	0	-28,483	22,888	-5,595
Ready-to-learn television	27,194	25,771	25,741	25,741	25,741	0	-25,741	25,741	0
Fund for the Improvement in Education total includes:	40,823	38,280	67,376	73,000	166,926	0	-73,000	62,815	-10,185
• Leveraging what works (proposed program) – non-add	0	0	0	0	100,000 ^{xlix}	0	0	0	0
• Literacy initiative – non-add	28,600	27,567	24,528	24,786	0	0	-24,786	25,000 ⁱ	+214
• Full Service Community Schools – non-add	10,094	5,344	10,649	10,000	10,000	0	-10,000	0	-10,000
• Data Quality Initiative	1,298	1,276	1,189	0	1,276	0	0	0	0
• Youth Data Pilot (new)	0	0	0	0	5,000 ^{li}	0	0	0	0



COMMITTEE FOR EDUCATION FUNDING

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• Javits Gifted and Talented - non-add	0	0	5,027	10,000	9,650	0	-10,000	11,000	+1,000
• Non-Cognitive Initiative	0	0	0	2,000	10,000 ^{lii}	0	-2,000	0	-2,000
• Disconnected Youth Initiative (new) – non-add	0	0	0	0	5,000 ^{liii}	0	0	0	0
• Education Facilities Clearinghouse		974	983	994	1,000	0	-994	0	--994
• Arts in Education – non-add	24,953	23,648	25,000	25,000	25,000	0	-25,000	25,000	0
• Presidential and Congressional Teaching Academies				0	0	0	0	1,815	+1,815
Next generation high schools (proposed program)	0	0	0	0	125,000 ^{liv}	0	0	0	0
English Language Acquisition	732,144	693,848	723,400	737,400 ^{lv}	773,400 ^{lvi}	737,400	0	712,021	-25,379



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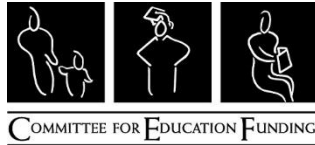
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IDEA State grants	11,577,855	10,974,866 ^{lvii}	11,472,848 ^{lviii}	11,497,848 ^{lix}	11,672,848^{lx} , ^{lxi}	12,000,000^{lxii}	+502,152	11,597,848^{lxiii}	+100,000
IDEA Preschool grants	372,646	353,238	353,238	353,238	403,238^{lxiv}	353,238	0	363,238	+10,000
IDEA Grants for infants and families	442,710	419,653	438,498	438,556	503,556^{lxv}	438,556	0	453,556	+15,000
IDEA State personnel development	43,917	41,630	41,630	41,630	41,630	41,630	0	35,000	-6,630
IDEA Technical assistance and dissemination	46,781	44,345	44,345	44,345	54,345^{lxvi}	51,928	+7,593	51,928^{lxvii}	+7,593
IDEA Personnel preparation	88,299	83,700	83,700	83,700	83,700	83,700	0	81,700	-2,000
IDEA Parent information centers	28,917	27,404	27,411	27,411	27,411	27,411	0	26,500	-911
IDEA Technology and media services	29,588	28,047	28,047	28,047	28,047	28,047	0	24,047	-1,000
Special Olympics Education programs			7,583 ^{lxviii}	7,583 ^{lxix}	7,583	0	-7,583	0^{lxx}	-7,583
Career and technical education State grants	1,123,030	1,064,446	1,117,598	1,117,598	1,317,598^{lxxi}	1,117,598	0	1,117,598	0
CTE national programs	7,829	7,421	7,421	7,421	9,421^{lxxii}	3,816	-3,605	4,421	-3,000



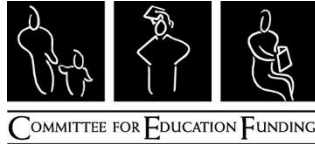
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Adult basic and literacy education State grants	594,993	563,955	563,955	568,955	568,955 ^{lxxiii}	568,955 ^{lxxiv}	0	540,000	-28,955
Adult Education national leadership	11,302	10,712	13,712	13,712	19,712 ^{lxxv}	10,240	-3,472	7,712	-6,000
Pell grants discretionary	22,824,000	22,778,352 ^{lxxvi}	22,778,352	22,475,352 ^{lxxvii} , ^{lxxviii}	22,475,352 ^{lxxix} , ^{lxxx}	22,105,352	-370,000	22,475,352 ^{lxxxi}	0
Pell grant maximum award (in whole dollars)	5,550	5,645	5,730 ^{lxxxii}	5,775 ^{lxxxiii}	5,915	5,915	+140	5,915	+140
Federal Supplemental educational opportunity grants	734,599	696,175	733,130	733,130	733,130 ^{lxxxiv}	733,130	0	704,000	-29,130
Federal Work-study	976,682	925,595	974,728	989,728	989,728 ^{lxxxv}	989,728	0	950,000	-39,728
Student Aid Administration	1,043,387	978,924	1,166,000 ^{lxxxvi}	1,396,924	1,581,854	1,446,924	+50,000	1,361,700	-35,224
						Higher Education Policy Riders ^{lxxxvii}	Higher Education Policy Riders ^{lxxxviii}		



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						Title III/Title V Institutional Endowment Funds ^{lxxxix}	Title III/Title V Institutional Endowment Funds ^{xc}		
							Career Pathways Programs ^{xcj}		
Strengthening institutions	80,623	76,406	79,139	80,462	80,462	82,071	+1,609	78,048	-2,414
Strengthening tribally controlled colleges and universities	25,713	24,368	25,239	25,662	25,662	30,000	+4,338	24,892	-770
Strengthening Alaska Native and Native Hawaiian-serving institutions	12,859	12,186	12,622	12,833	12,833	13,090	+257	12,448	-385
Strengthening HBCUs	227,980	216,056	223,783	227,524	227,524	232,074	+4,550	220,698	-6,826
Strengthening historically Black graduate institutions	58,958	55,874	57,872	58,840	58,840	60,017	+1,177	57,075	-1,765
Strengthening predominately Black institutions	9,262	8,778	9,092	9,244	9,244	9,429	+185	8,967	-277



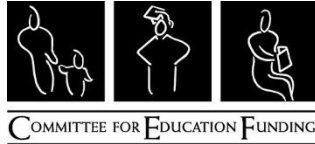
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Strengthening Asian American and Native American Pacific Islander-serving institutions	3,119	2,956	3,062	3,113	3,113	3,175	+62	3,020	-93
Strengthening Native American-serving nontribal institutions	3,119	2,956	3,062	3,113	3,113	3,175	+62	3,020	-93
Minority science and engineering improvement	9,466	8,971	8,971	8,971	8,971	8,971	0	8,971	0
Developing Hispanic- serving institutions	100,432	95,179	98,583	100,231	100,231	102,236	+2,005	97,224	-3,007
Promoting post baccalaureate opportunities for Hispanic Americans	9,011	8,540	8,845	8,992	10,565	9,172	+180	8,722	-270
International education and foreign language studies total	74,037	70,164	72,164	72,164	76,164	72,164	0	46,945	-25,219



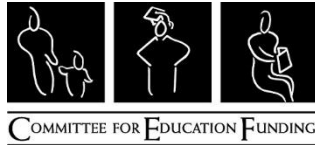
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Fund for the improvement of postsecondary education (FIPSE) includes:	3,494	3,311	79,400	67,775	200,000^{xcii}	0	-67,775	0	-67,775
• Training for Realtime Writers – non-add	1,109	1,069	1,100	0	0	0	0	0	0
• U.S./European Community Program – non-add	2,116	1,043	0	0	0	0	0	0	0
• U.S./Brazilian Program – non-add	0	925	0	0	0	0	0	0	0
• Center for the Study of Distance Education – non-add	0	0	1,484	0	0	0	0	0	0
• Center for Best Practices to Support Single Parent Students – non-add	0	0	495	0	0	0	0	0	0
• Analysis of Federal Regulations and Reporting	0	0	1,000	0	0	0	0	0	0



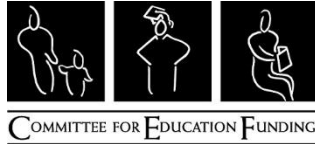
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Requirements on IHEs – non-add									
• First in the World – non-add	0	0	75,000 ^{xciii}	60,000 ^{xciv}	200,000	0	-60,000	0	-60,000
• Centers of Excellence for Veteran Student Success	0	0	0	4,950	0	0	-4,950	0	-4,950
• National Center for information and technical support for students with disabilities	0	0	0	2,475	0	0	-2,475	0	-2,475
Programs for students with intellectual disabilities	10,957	10,384	10,384	11,800	11,800	11,800	0	10,384	-1,416
Tribally controlled postsecondary career and technical institutions	8,131	7,705	7,705	7,705	7,705	8,705	+1,000	7,705	0
Federal TRIO programs	839,932	795,998	838,252	839,752	859,752^{xcv}	900,000	+60,248	839,752	0
Gaining early awareness and readiness for	302,244	286,435	301,639	301,639	301,639	322,754	+21,115	301,639	0



I would suggest some or al of the follwoing FISCAL YEAR 2016 DISCRETIONARY FUNDING FOR
 SELECTED DEPARTMENT OF EDUCATION AND RELATED PROGRAMS
 PREPARED BY THE COMMITTEE FOR EDUCATION FUNDING
 6/26/2015

PROGRAM	FY 2012 P.L. 112-77	FY 2013 P.L. 113-6 ⁱ	FY 2014 P.L. 113-76	FY 2015 P.L. 113-235	FY 2016 PRESIDENT'S BUDGET Increases in BOLD, Cuts in RED	FY 2016 HOUSE COMMITTEE Increases in BOLD, Cuts in RED	FY 2016 HOUSE V. FY 2015 Increases in BOLD, Cuts in RED	FY 2016 SENATE COMMITTEE Increases in BOLD, Cuts in RED	FY 2016 SENATE V. FY 2015 Increases in BOLD, Cuts in RED
undergraduate programs (GEAR UP)									
Graduate assistance in areas of national need	30,909	29,293 ^{xcvi}	29,293 ^{xcvii}	29,293	29,293 ^{xcviii}	25,075	-4,218	20,000	-9,293
Child care access means parents in school	15,970	15,134	15,134	15,134	15,134	15,134	0	0	-15,134
GPRA data/HEA program evaluation	607	575	575	0	30,000 ^{xcix}	0	0	0	0
Research, development, and dissemination	189,787	179,860	179,860	179,860	202,273 ^c	93,144	-86,716	177,860	-2,000
Statistics	108,748	103,060	103,060	103,060	124,744 ^{ci}	103,060	0	102,060	-1,000
Regional educational laboratories	57,426	54,423	54,423	54,423	54,423	0	-54,423	53,823	-600
National assessment (NAEP)	129,616	122,836	132,000	129,000	149,616 ^{cii}	129,000	0	129,000	0
National Assessment Governing Board	8,690	8,235	8,235	8,235	7,827	8,235	0	8,235	0
Research in special education	49,905	47,295	54,000	54,000	54,000	35,978	-18,022	48,000	-6,000
Statewide data systems	38,077	36,085	34,539	34,539 ^{ciii}	70,000 ^{civ}	34,539	0	33,500	-1,039



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Special education studies and evaluations	11,415	10,818	10,818	10,818	13,000 ^{cv}	6,000	-4,818	10,500	-318
Department of Education Discretionary Appropriations total (excluding Pell Grants)	45,288,289	42,926,354	44,523,413	44,660,224	48,271,767	42,259,455	-2,400,769	43,297,575	-1,362,649
Department of Education Discretionary Appropriations total	68,112,289	65,704,706	67,301,715	67,135,576	70,747,119	64,364,807	-2,770,769	65,772,927	-1,362,649
Head Start (in HHS)	7,968,544	7,573,095	8,597,845 ^{cvii}	8,598,095	10,117,706 ^{cvii}	8,790,095 ^{cviii}	+192,000	8,698,095 ^{cix}	-100,000
Child Care and Development Block Grant (in HHS)	2,278,313 ^{cx}	2,205,558 ^{cxii}	2,358,246 ^{cxii}	2,435,000	2,805,149 ^{cxiii} cxiv	2,435,000	0	2,585,000	+150,000
Library Services Technology Act State Grants	156,365	150,000	154,848	154,848	154,500	154,848	0	154,848	0
Museum Services Act	29,449	27,909	28,724	28,724	33,597	29,555	+831	28,865	+141
Institute of Museum and Library Services (total)		219,821	226,860	227,860	237,428	227,860	0	227,860	0



ⁱ The final FY 13 levels reflect an across-the-board cut (ATB) of 0.2% from the levels set in the Consolidated and Further Continuing Appropriations Act. These levels are then reduced by the 5.0% sequester cuts applicable to all Nondefense Discretionary programs. The sequester cuts are based on the OMB ordered cut of 5.0% from the March 27 CR levels, which included a 0.612% across-the-board increase. However, for four programs with advanced appropriations (Title I, ESEA Title II, IDEA State Grants and Career/Technical Education state grants), the 5% cut is applied to the advanced appropriations provided in the FY 12 omnibus for FY 13 (which does not include the 0.612% ATB increase) and to the FY 13 annual appropriation level provided in the CR which included the ATB increase. All of the cut will be taken from funds made available in June 2013 for the 2013-14 school year. For additional details see [July 2012 memo](#) from Anthony W. Miller, Deputy Secretary, U.S. Department of Education.

The final FY 13 levels generally represent a cut of 5.23% below FY 12 (except for programs such as Head Start which received a specific pre-sequester increase in the FY 13 CR).

ⁱⁱ Proposes to increase the State-level set-aside of Title I funds from 1 percent to 3 percent.

ⁱⁱⁱ The request includes an Equity and Outcomes Pilot that would allow up to 10 districts to use Title I and other Federal formula funds more flexibly at the district level to support comprehensive, evidence-based plans to improve achievement and outcomes for their lowest-achieving students in their high-poverty schools. In exchange for this flexibility, districts would have to demonstrate that they are equitably distributing State, local, and Federal dollars—based on actual expenditures—to their highest poverty schools.

^{iv} Includes a new general provision affirming that the Department of Education cannot require or incentivize, including requiring as a condition of waiver under the Elementary and Secondary Education Act [ESEA], the adoption of any specific instructional content, academic standards, academic assessments, or curriculum.

^v The bill includes new language under the School Improvement Grants (SIG) program that allows funds to be used to implement a research-proven, whole school reform model; enables State educational agencies, with the approval of the Secretary of Education, to establish an alternative State-determined school improvement strategy that may be used by LEAs; and provides flexibility to LEAs eligible to receive services under the Rural Education Achievement program.

^{vi} The Department shall ensure that any Final Requirements for the SIG program strictly adhere to bill language which stipulates that LEAs may implement an alternative State-determined school improvement strategy that has been established by a State educational agency (SEA) with the approval of the Secretary.

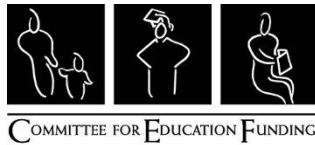
^{vii} The \$50 million increase is for new competitive funding that would be awarded to States based on their records of making subgrants to LEAs for evidence-based interventions, and States would in turn use the funds for new subgrants for such interventions or for school closures.

^{viii} The Department expects to publish final requirements by February 2015. In these final requirements, the Department intends to make two changes from the proposed requirements based on language in the fiscal year 2015 appropriations bill enacted in December 2014 and the accompanying Manager's Statement. First, the Department will align the requirement for evidence of effectiveness in the evidence-based, whole-school reform model with the definition of "moderate level of evidence" in the Education Department General Administrative Regulations (EDGAR), specifically by requiring that evidence of effectiveness include at least one study that meets the What Works Clearinghouse evidence standards, rather than two such studies. Second, the Department will provide more flexibility under the alternative State-determined model by requiring that an SEA's proposed model meet the definition of "whole-school reform model," rather than meet the turnaround principles under ESEA flexibility and include increased learning time.

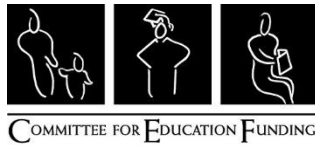
^{ix} The Administration will seek appropriations language allowing the Department to make competitive grants to LEAs, rather than SEAs, to support targeted, evidence-based literacy interventions in high-need schools.

^x The Administration would seek appropriations language expanding the ESEA pooled evaluation authority first authorized in the fiscal year 2014 appropriations act for the Department of Education and continued in fiscal year 2015. This authority allows the Department to reserve up to 0.5 percent of the funds appropriated for each ESEA program, except those in Titles I and III, and pool those funds in order to fund high-priority evaluations of all ESEA programs (including Titles I and III). The 2016 request would modify the existing authority to include Titles I and III, except that the Department would be permitted to pool 0.1 percent of the Title I, Part A appropriation.

^{xi} Includes language to allow the Department to reserve up to 0.5 percent of each ESEA appropriation in the bill, except for titles I and III of the ESEA, for evaluation of ESEA programs



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- xii Includes language to allow the Department to reserve up to 0.5 percent of each ESEA appropriation in the bill, except for titles I and III of the ESEA, for evaluation of ESEA programs
- xiii In FY 14 funding for Preschool Development Grants was provided under Race to The Top. Funds may be used for competitive awards to States to develop, enhance, or expand high-quality preschool programs and early childhood education programs for children from low- and moderate-income families, including children with disabilities.
- xiv Preschool development grants was funded under the Fund for Improvement of Education (FIE)
- xv This level of funding would help support 26 to 32 grants to States.
- xvi Up to 1.5% shall be set-aside for a national competitive grant program for educator professional development (SEED).
- xvii Up to 1.5% shall be set-aside for a national competitive grant program for educator professional development (SEED).
- xviii Up to 2 percent of the funds for subpart 1 of part A of title II of the ESEA shall be reserved by the Secretary for competitive awards for teacher or principal recruitment and training or professional enhancement activities to national not-for-profit organizations, of which up to 10 percent may be used for related research, dissemination, evaluation, technical assistance, and outreach activities.
- xix Up to 2.3 percent of the funds shall be used for competitive awards for teacher or principal recruitment and training or professional enhancement activities, including for civic education instruction, to national not-for-profit organizations.
- xx The request would increase support for the SEED program to 5 percent of the total appropriation for Improving Teacher Quality State Grants.
- xxi Up to 3.2 percent of the funds shall be used for competitive awards for teacher or principal recruitment and training or professional enhancement activities, including for civic education instruction, to national not-for-profit organizations. It does not include language included in the fiscal year 2015 omnibus setting aside up to 8 percent of SEED funds for research, dissemination, evaluation, and technical assistance.
- xxii Increases the set-aside within this program for the Supporting Effective Educator Development [SEED] program from 2.3 percent to 5 percent.
- xxiii the Administration will seek appropriations language that would:
- Allow States to reserve up to 20 percent of grant funds for State-level activities that are part of a comprehensive strategy for the provision of high-quality STEM instruction and support to students from prekindergarten through grade 12, including developing or maintaining State or regional STEM education reform networks
 - Expand the range of allowable activities of partnership subgrantees to include other activities to improve STEM education, particularly for students who are traditionally underrepresented in STEM fields,
 - Allow the Department to reserve up to \$25 million to make competitive grants directly to eligible partnerships that leverage local and regional resources and assets to carry out the expanded activities
 - Allow the Department to reserve up to 5 percent of the appropriation for national activities, including the development of a STEM Virtual Learning Network
- xxiv States will make competitive subgrants to model districts that have basic technology infrastructure, including a minimum student to computer ratio and internet speed, and that commit to use of evidence-based strategies where possible.
- xxv The Administration will seek appropriations language to allow State educational agencies (SEAs) to use 21st CCLC funds to support expanded learning time (ELT) during the school day.
- xxvi Funds shall not be used to allow 21st Century Community Learning Centers initiative funding for expanded learning time that adds additional learning hours to the school day, additional days to the school week, or additional days to the school year.
- xxvii The request includes \$378 million in formula grants to States and \$25 million in competitive awards for Enhanced Assessments Instruments.
- xxviii Does not include funding for competitive grants
- xxix \$3 million in funds available under the Department of Education Safe Schools and Citizenship account is to be used to assist educational institutions impacted by school violence.
- xxx The 2016 request would support the third year of 5-year grants to State educational agencies and local educational agencies, and the first year of a new \$15 million cohort of grants to LEAs.
- xxxI Funding will support the continuation costs of current grantees.
- xxxii The request would provide funding for approximately 68 new grants to LEAs and CBOs



^{xxxiii} Fiscal year 2016 funds would support an estimated 25 new planning grants and up to 25 new implementation grants as well as support for 7 continuation awards for the 2012 cohort of implementation grantees. Funds would also be used to expand technical assistance to grantees.

^{xxxiv} Funding should be used to support the continuation costs of current grantees.

^{xxxv} The \$50 million increase is for Special Programs for Indian Children. The increase would support a significant expansion of the Native Youth Community Projects (NYCP) that will be funded for the first time under the Demonstration Grants program in fiscal year 2015.

^{xxxvi} The \$20 million increase is for Special Programs for Indian Children

^{xxxvii} Funds were provided for Preschool Development grants. The funding is displayed under that program.

^{xxxviii} The Department is directed to establish an absolute priority in the investing in innovation notice inviting applications for funds available in this act for the implementation of comprehensive high school reform strategies that will increase the number and percentage of students who graduate from high school and enroll in postsecondary education without the need for remediation and with the ability to think critically, solve complex problems, evaluate arguments on the basis of evidence, and communicate effectively. This competition should target schools where not less than 40 percent of the students to be served will be from low-income families as calculated under section 1113 of the Elementary and Secondary

Education Act.

^{xxxix} The Department would reserve up to \$17.5 million for national activities, including providing technical assistance to help grantees develop and implement rigorous evaluation plans. In addition, the Department would reserve up to \$50 million for ARPA-ED. ARPA-ED would be a new entity within the Department, modeled after similar agencies within the Department of Defense and Department of Energy.

^{xl} Transferred under FIE.

^{xli} The teacher Incentive Fund program would be renamed the Excellent Educators Grants program. The enhanced program would make competitive awards to States and LEAs to create effective human capital systems, including but not limited to changes in compensation. The Department would use up to 5 percent of the appropriation for technical assistance, training, peer review of applications, program outreach, and evaluation activities.

^{xlii} This new program would consolidate Teacher Quality Partnership, Transition to Teaching and the School Leadership programs. It would have two subparts:

- \$138.8 million for the Teacher Pathways would fund competitive grants to teacher preparation programs operated by IHEs and nonprofit organizations, to support the creation or expansion of high-quality pathways into the teaching profession.
- \$38.8 million for the Principal Pathways would fund competitive grants to principal preparation programs operated by IHEs and nonprofit organizations, preferably in partnership with LEAs, to support the creation or expansion of high-quality pathways that prepare participants to serve effectively as principals in high-need schools.

^{xliii} ConnectEDucators would provide (1) formula-based State Leadership Grants to enhance State capacity to support the transition to digital learning; and (2) competitive, 3-year grants to LEAs that have put in place key technology supports, including district- and school-wide high-speed broadband access and high device-to-student ratios, for the implementation of comprehensive plans to ensure that educators have the skills and digital content needed to dramatically improve student access to high-quality instruction aligned with CCR standards.

^{xliv} The bill allows up to \$11,000,000 for State Facilities incentives, not less than \$13,000,000 for the Credit Enhancement for Charter Schools Facilities program, and not less than \$11,000,000 for national activities designed to support local, State, and national efforts to increase the number of high-quality charter schools. In addition, the Secretary shall reserve up to \$75,000,000 for awards to charter management organizations and other entities for the replication and expansion of successful charter school models that have a track record of success.

^{xlv} Funds would be allocated as follows:

- Not less than \$100 million for Charter Management Organization grants, consistent with the Administration's goal of increasing the number of high-quality charter schools.
- Up to \$10 million for State Facilities Incentive grants to continue awards initially made in fiscal year 2014.
- Not less than \$13 million for Credit Enhancement for Charter School Facilities grants, the same authority as in fiscal year 2015.
- Not less than \$11 million for national activities, the same authority as in fiscal year 2015.



^{xlvi} The bill provides up to \$11,000,000 for State Facilities incentives, not less than \$13,000,000 for the Credit Enhancement for Charter Schools Facilities program, and not less than \$11,000,000 for national activities designed to support local, State, and national efforts to increase the number of high-quality charter schools, including improving quality and oversight of charter schools. In addition, the Secretary shall reserve up to \$75,000,000 for awards to charter management organizations and other entities for the replication and expansion of successful charter school models.

^{xlvii} Includes \$155,000,000 for SEA grants, including non-SEA eligible applicant grants; \$85,000,000 for grants to make multiple awards to charter management organizations and other entities for the replication and expansion of successful charter school models; up to \$9,000,000 for State Facilities incentives; not less than \$13,000,000 for the Credit Enhancement for Charter Schools Facilities program; and not less than \$11,000,000 for national activities designed to support local, State, and national efforts to increase the number of high-quality charter schools.

^{xlviii} In the competition for these awards, the Department intends to continue a priority for applicants whose projects promote STEM education.

^{xliv} Would make competitive grants for up to 10 LEAs that agree to use a portion of their Federal formula grant funds, in combination with State and local resources, to implement evidence-based interventions that address local needs.

ⁱ The Committee continues to expect that no less than 50 percent of these funds to be awarded to school libraries.

^{li} Funds would support communities' tracking of and performance on multiple outcomes for at-risk youth using existing data sets by providing demonstration grants to school districts with Early Warning Indicator Systems (EWIS) to enhance existing EWISs to enable linkages to child welfare data or other relevant data systems to provide more, actionable, data on at-risk youth.

^{lii} Would provide competitive grants to school district and researcher partnerships to develop and test interventions to improve students' non-cognitive skills in the middle grades that are foundational to students' academic achievement and life success.

^{liii} Would fund Performance Partnership Pilots which would strengthen services and improve outcomes for disconnected youth (defined as individuals, ages 14–24, who are neither employed nor enrolled in an educational institution or who are at high-risk of dropping out of high school).

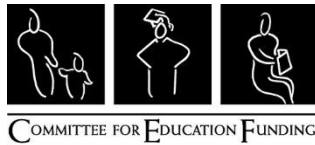
^{liv} Would promote the whole school redesign of high schools through competitive grants to LEAs in partnership with institutions of higher education and other entities so that students graduate from high school with the academic foundation and career-related skills they need to be successful, including strong preparation in STEM subjects.

^{lv} The \$14 million increase is for grants to LEAs that "that have experienced a significant increase during the 2014–2015 school year, as determined by the State educational agency, compared to the average of the 2 preceding school years, in the number or percentage of immigrant children and youth enrolled in their schools." Funds shall be used "for supplemental academic and non-academic services and supports to immigrant children and youth."

^{lvi} As required by statute, for fiscal year 2016, the Department would set aside 6.5 percent, or \$50.3 million, of the appropriation for national activities, including \$44.8 million for NPDP, \$1.6 million for NCELA, and \$3.9 million for evaluation activities. The Department would use \$24.5 million to make 73 continuation awards to fiscal year 2012 NPDP grantees and hold a competition for up to 55 new NPDP grants, totaling an estimated \$20.3 million.

^{lvii} Clarifies that penalties paid by States for violating maintenance of effort under part B of the IDEA shall be reallocated to States by formula to those States that did not violate those requirements. The language further clarifies that both the reduced State allocations due to penalties paid and increased amounts under the reallocation shall not be considered in fiscal year 2013 or future years for allocations under the statutory formula. This is needed for the Department of Education to distribute in 2013, \$36 million in IDEA Part B funds that were withheld in 2012 from States that did not meet their maintenance of efforts requirements and to ensure states penalized in 2012 are not penalized again in 2013 for the same violation. Specifically, the Department penalized Kansas for \$1 million and South Carolina for \$35 million in 2012. Without the language, the Department of Education will not be able to re-set penalized States' funding allocations to their pre-penalty levels in 2013. In effect, these States would be penalized twice for the same maintenance of effort infraction.

^{lviii} The bill includes new language clarifying that the level of effort under Part B that a LEA must meet in the year after it fails to maintain its fiscal effort is the level that it should have met in the prior year. This language clarifies congressional intent and is consistent with the Office of Special Education Program's April 4, 2012, informal guidance letter on this issue. The bill also includes new language clarifying that funds reserved under section 611(c) of the IDEA may be used to help improve State capacity to meet data collection requirements under IDEA and improve data collection, quality and use under the act.



^{lix} The bill continues language clarifying provisions of the IDEA. The first provision clarifies that penalties for violating the State maintenance of effort [MOE] under part B of the IDEA shall be reallocated to States by formula to those States that did not violate those requirements. The language further clarifies that both the reduced State allocations due to penalties paid and increased amounts under the reallocation shall not be considered in the current or future years for allocations under the statutory formula. The bill also includes language clarifying that the level of effort under part B that an LEA must meet in the year after it fails to maintain its fiscal effort is the level that it should have met. Finally, the bill includes language clarifying that funds reserved under section 611(c) of the IDEA may be used to enhance State capacity to meet data collection requirements under the IDEA and improve data collection, quality, and use under the act. These provisions are included in the administration's budget request and the fiscal year 2014 appropriations act.

The bill includes new language allowing the Department to apply penalties for violations of MOE over a maximum of 5 years. It also includes new language allowing the Secretary to recover non-Federal funds or reduce IDEA section 611 funds in the amount of a State's violation of MOE. These language provisions are proposed in the budget request.

^{lx} The request level would increase the Federal contribution toward offsetting the cost of special education and related services for children with disabilities to approximately 16 percent of the national average per pupil expenditure (APPE) based on the anticipated growth of APPE in fiscal year 2016. This request would provide an average of \$1,768 per child.

^{lxi} The Administration is continuing to propose appropriations language requested and received in previous years regarding State and local MOE requirements, the technical assistance set-aside under section 616(i) of the IDEA, and the allocation provided to the Bureau of Indian Education.

^{lxii} The Committee includes bill language excluding any amount by which a State's allocation is reduced for failure to meet the maintenance of effort threshold from being used to calculate the State's allocation under section 611(d) of the IDEA in subsequent years. The Committee also includes bill language directing the Secretary to distribute any reduction in a State's allocation under said section to all other States based on the formula established under section 611(d), excluding those States that are penalized.

^{lxiii} Continues language included in prior year appropriations acts, and requested by the administration, clarifying several provisions of the IDEA, and providing authority concerning certain maintenance of effort [MOE] requirements.

^{lxiv} The Administration is proposing appropriations language to expand access to CEIS to children ages 3 through 5.

^{lxv} Because the requested level is above the statutory \$460.0 million trigger, the Department would be able to make State Incentive Grants to States under section 643(e) of the IDEA to promote and facilitate the implementation of policies allowing parents of children with disabilities to choose the continuation of early intervention services for their children until they are eligible to enter elementary school.

^{lxvi} In fiscal year 2016, 70 percent of the funds requested would be used to support continuation costs and \$16.3 million would be used to fund new competitions, including \$10 million for new Results Driven Accountability (RDA) Implementation grants.

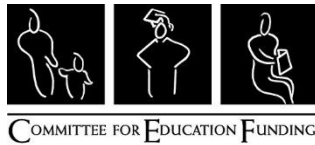
^{lxvii} Includes \$9,500,000, an increase of \$1,917,000 above the fiscal year 2015 funding level and the budget request, to support activities authorized by the Special Olympics Sport and Empowerment Act, including Project UNIFY.

^{lxviii} Funds for Special Olympics Education programs were included in Technical Assistance and Dissemination.

^{lxix} Funds for Special Olympics Education programs were included in Technical Assistance and Dissemination.

^{lxx} Funding included in Technical assistance and dissemination

^{lxxi} The request would provide \$1.1 billion for a State formula program and \$200 million for a grant competition for an American Technical Training Fund under a proposed CTE Innovation Fund. The \$200 million request for the American Technical Training Fund would provide competitive grants to support the development, operation, and expansion of innovative, evidence-based job training programs in high-demand fields that provide a path to the middle class for low-income individuals. Projects would emphasize strong employer partnerships, work-based learning opportunities, accelerated training, and flexible scheduling for students to accommodate part-time work. Lead partners would be community colleges, other training institutions, or these entities in partnership with secondary programs, in consortia that must include industry organizations, employers, workforce investment boards, and economic development agencies. Other partners may include nonprofit organizations, academics, and other organizations or individuals with relevant expertise. Programs also would include articulation agreements for credit transfer from the secondary through postsecondary levels, including 4-year institutions of higher education.



^{lxxii} The Department would reserve \$2.0 million from the requested to provide technical assistance and evaluation support for projects under the \$200 million American Technical Training Fund proposal described under the request for CTE State Grants.

^{lxxiii} \$71.4 million is for English literacy and civics education State grants.

^{lxxiv} \$71.4 million is for English literacy and civics education State grants

^{lxxv} The Department would use \$5.0 million of the requested increase to help States meet the WIOA requirement for alignment of existing adult education content standards with the standards they have established under Title I of the Elementary and Secondary Education Act. The Department would use the remaining \$1.0 million to provide technical assistance to States in their collection of new data elements and integration of data systems, and in meeting new reporting requirements related to the law's performance accountability provisions.

^{lxxvi} The Pell grant program is exempt from the across-the board sequester cut but was subject to the 0.2% ATB cut.

^{lxxvii} The bill includes a new provision reinstating financial aid eligibility for students without high school diplomas enrolled in career pathway programs at community colleges.

^{lxxviii} The Department of Education projects this discretionary funding level will result in an FY 2015 surplus of \$2.978 billion which will be carried over into FY 2016.

^{lxxix} The Department projects a FY 2016 surplus of \$2.124 billion.

^{lxxx} The 2016 Budget proposes to make several small reforms to the Pell Grant program:

- First, it would strengthen academic progress requirements in the Pell Grant program in order to encourage students to complete their studies on time.
- Second, it would allow those students enrolled in eligible career pathways programs who are eligible under the recently restored Ability to Benefit provision to get the maximum Pell Grant award, which would allow adults without a high school diploma to gain the knowledge and skills they need to secure a good job. The expansion in 2015 only provided these students with partial Pell awards.
- Third, it would prevent additional Pell disbursements to recipients who repeatedly enroll and obtain aid but do not earn any academic credits.
- Fourth, the Budget would move Iraq and Afghanistan Service Grants to the Pell Grant program to ensure to our veterans' children receive the full, non-sequestered Pell award for which they are eligible.
- And finally, the Administration supports the simplification of the Free Application for Federal Student Aid (FAFSA). The Budget proposes eliminating questions related to assets, non-IRS untaxed income, non-IRS income exclusions, and other income adjustments, which have been shown to confuse students.

^{lxxxi} Rescinds \$300,000,000 in unobligated balances from fiscal year 2015.

^{lxxxii} The bill supports a maximum discretionary award of \$4,860. Combined with mandatory funds, the maximum grant will be \$5,730, an increase of \$85.

^{lxxxiii} The appropriation supports a maximum discretionary award of \$4,860. Combined with mandatory funds, the maximum grant will be \$5,775, an increase of \$45.

^{lxxxiv} The 2016 Request additionally proposes to alter the allocation formula to target those institutions that enroll and graduate higher numbers of Pell-eligible students, offer affordable education, and offer quality education and training such that graduates obtain employment and repay their educational debt. Allocations to participating institutions that fail to maintain these commitments would be redirected to better-performing institutions.

^{lxxxv} The 2016 Budget Request proposes to reform the Federal Work-Study allocation formula to allocate resources to those institutions that enroll and graduate higher numbers of Pell-eligible students, and offer affordable and quality education and training such that graduates can obtain employment and repay their educational debt.

^{lxxxvi} This agreement provides sufficient funding to continue the servicing of student loans by NFPs. The Secretary shall continue to comply with the terms of the Department's existing contracts with NFP servicers or teams of NFP servicers to service student loans through fiscal year 2014.

^{lxxxvii} The bill contains these higher education policy riders:

- Gainful Employment—The bill blocks the gainful employment regulation.
- Credit Hour—The bill blocks a program integrity regulation defining "credit hour" that is used when awarding student financial aid.
- State Authorization—The bill blocks a program integrity regulation requiring colleges to be authorized all States in which they deliver distance education programs.



- College Ratings System—The bill blocks the college ratings system, which the Department expects to release this summer.
- Teacher Preparation—The bill blocks a proposed regulation related to teacher preparation programs. A final rule is expected this summer. The proposed rule would require States to use school district surveys, employment data and student test results to rate teacher preparation programs.

^{lxxxviii} Includes bill language prohibiting funding in this act for several recent regulations, until the Higher Education Act [HEA] is reauthorized, including: developing a post-secondary institution rating system; administratively defining the phrase “gainful employment” included in the HEA; establishing requirements governing the State authorization process for higher education programs; establishing a Federal definition of the term “credit hour”; and establishing a Federal framework for evaluating teacher preparation programs.

^{lxxxix} An institution of higher education that maintains an endowment fund supported with funds appropriated for title III or V of the HEA for fiscal year 2016 may use the income from that fund to award scholarships to students, subject to the limitation in section 331(c)(3)(B)(i) of the HEA. The use of such income for such purposes, prior to the enactment of this Act, shall be considered to have been an allowable use of that income, subject to that limitation.

^{xc} The bill modifies a general provision allowing certain institutions to continue to use endowment income for student scholarships.

^{xc i} The bill includes a new general provision modifying the changes made in division G of Public Law 113–235 concerning career pathways programs.

^{xc ii} Of the \$200 million, \$195 million would be used to make new FITW awards, including some large grants to implement initially proven strategies at the broadest level of scale and to rigorously evaluate such strategies. Most of the remaining \$5 million would support a technical assistance contract to assist FITW grantees in conducting their project evaluations in order to contribute to the body of research on effective postsecondary strategies. The Administration plans to set aside a portion of the requested funding in 2016, up to 30 percent, or \$60 million at the \$200 million requested level, for awards to MSIs.

^{xc iii} \$20 million shall be used for minority-serving institutions

^{xc iv} \$16 million shall be used for minority-serving institutions

^{xc v} The Department plans to use the \$20 million increase to develop a TRIO Demonstration Initiative in consultation with the TRIO community that would give TRIO grantees, or consortia of grantees, the opportunity to compete for increased funding to 1) implement additional evidence-based, college access and success strategies and serve additional students, and 2) participate in evaluations of such strategies to contribute to the growing body of evidence about the effectiveness of particular student support activities. Priority would be given to TRIO grantees that leverage base funding to support their demonstration initiatives.

^{xc vi} Allows continuation awards for Javits Fellowship recipients under the Graduate Assistance in Areas of National Need program. Congress consolidated the two programs last year. This language allows 100 Javits recipients to receive their last year of funding.

^{xc vii} The agreement continues language allowing funds awarded under the Graduate Assistance in Areas of National Need program to be used to fund continuation costs for the Javits Fellowship program.

^{xc viii} About \$25.1 million, or 86 percent, of the funds requested would be used to cover the continuation costs of awards previously made under the program, primarily in 2015. About \$3.9 million would be used to support about 26 new institutional awards in fiscal year 2016.

^{xc ix} The Department would use approximately \$29 million to conduct research, evaluations, and demonstrations to test approaches that promote postsecondary access, program completion, and high-quality, affordable education programs. The Department would use \$1 million to support the development of a postsecondary and adult education DQI, modeled after the existing elementary and secondary education DQI supported under the Fund for the Improvement of Education.

^c The Department’s request would enable IES to invest approximately \$45 million in new research awards in fiscal year 2016.

^{ci} The increase would fund the following:

- The Early Childhood Longitudinal Study, Birth Cohort of 2018
- The Early Childhood Education Study
- The National Postsecondary Student Aid Survey



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- The Student Loan Repayment and Default Study
 - The School Survey on Crime and Safety and the School Crime Supplement
 - The My Brother's Keeper initiative
- cii The requested funding for NAEP will allow NAGB to maintain its current schedule of assessments while implementing the following initiatives:
- Transitioning to Digital-Based Assessments (DBA)
 - Expanding TUDA
 - Conducting U.S. history, civics, and geography assessments in 2018
- ciii Funds may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems. Up to \$6,000,000 may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.
- civ Approximately \$27 million would support continuation costs of grants awarded in 2015. Approximately \$36 million would support new grant awards in 2016. Approximately \$6.0 million would support activities to improve data quality, coordination, and use.
- cv At the request level, four studies would receive funding from the 2016 appropriation. The studies and estimated 2016 amounts are:
- Evaluation of Preschool Special Education Practices, \$7.0 million;
 - State and Local Implementation of IDEA 2016, \$2.5 million;
 - Impact Evaluation of Multi-Tiered Systems of Support for Behavior, \$2.0 million; and
 - Post High School Outcomes for Youth with Disabilities, \$1.5 million.
- cvi Within the total for Head Start, \$500,000,000 is for expanding Early Head Start (EHS), including EHS-Child Care Partnerships where appropriate.
- cvi Includes an increase in funding million for Early Head Start-Child Care Partnerships to \$650 million (from \$500 million), \$1.08 billion to allow all Head Start programs to operate at least for a full school day (6 hours a day) and full school year (170 days a year), and \$284 million for a cost of living increase.
- cvi \$150 million is targeted to Early Head Start and \$42 million to a 0.5 percent Cost-of-Living Allowance (COLA) increase for Head Start Grantees.
- cix The increase is to expand Early Head Start, including through Early Head Start-Child Care Partnerships
- cx An additional \$2.917 billion is available in mandatory funds for the Child Care And Development Fund.
- cx An additional \$2.917 billion is available in mandatory funds for the Child Care And Development Fund.
- cxii An additional \$2.917 billion is available in mandatory funds for the Child Care And Development Fund.
- cxiii For FY 2016, the President proposes to increase mandatory funding for CCDBG to \$6.582 billion.
- cxiv The discretionary funding total includes \$266 million targeted to help states implement new provisions of the CCDBG reauthorization and \$100 million for new Child Care Pilots for Working Families that will test innovative strategies for addressing unmet child care needs.