

**U.S. DEPARTMENT OF EDUCATION**



**Fiscal Year 2022  
Budget Summary**



U.S. DEPARTMENT OF EDUCATION  
FISCAL YEAR 2022 BUDGET SUMMARY

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*“This proposal reflects the Biden-Harris Administration’s commitment to ensuring that student success remains at the heart of the Department of Education’s work. It calls on Congress to prioritize the physical and mental health of students and close education equity gaps, especially in underserved communities. We need to focus on not only recovering from the pandemic but also look towards our students’ education after the pandemic to ensure there are improved resources to build our education system back better than before. This budget ensures all students have access to high-quality, affordable postsecondary education, while also improving career pathways for students of all ages and levels.”*

*-Secretary of Education Miguel Cardona*

## **I. SUMMARY OF THE 2022 BUDGET REQUEST**

The fiscal year 2022 Budget Request makes good on President Biden’s campaign commitment to reverse years of underinvestment in Federal education programs and begins to address the significant inequities that millions of students—disproportionately students of color—and teachers confront every day in underserved schools across America. These inequities in opportunity and access continue to be experienced by students pursuing higher education and career and technical education credentials as well. While the main challenge over the past year 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 2022 Budget Request provides the resources to build our schools back better, to ensure that the education our students receive in a post-COVID environment is safer, more equitable and puts all students on a path to success. To this end, the fiscal year 2022 Budget Request makes historic investments in high-poverty schools, boosts support for children with disabilities, prioritizes the physical and mental well-being of students, supports the recruitment, training, and retention of highly qualified teachers and school leaders, and proposes postsecondary investments that improve affordability and increase access and completion.

Overall, the President’s fiscal year 2022 Budget includes \$102.8 billion in new discretionary budget authority for the Department of Education, a \$29.8 billion, or 41 percent increase above the fiscal year 2021 appropriation. The Budget also includes close to \$50 billion in new mandatory budget authority in fiscal year 2022 tied to proposals included in the President’s American Jobs Plan and American Families Plan.

The fiscal year 2022 Request includes the following key initiatives:

### **Education for the Disadvantaged**

The fiscal year 2022 Request includes \$20 billion for a new Title I Equity Grants program as part of President Biden’s commitment to dramatically increase funding for Title I schools. The new funds would help close the estimated \$23 billion annual funding gap between majority white and majority non-white school districts, as well as gaps in the allocation of State and local education funds to districts serving high concentrations of students from low-income backgrounds and districts enrolling a majority of students from wealthier families. This additional funding, on top of the \$16.5 billion in funding for the existing program, would be the single largest year-over-year increase since the inception of Title I and would help ensure teachers are paid competitively, students have equitable access to and succeed in rigorous coursework, and three and four year-old children have access to high-quality preschool.



## **Special Education**

To ensure that children with disabilities have the opportunity to thrive, the Budget includes \$16 billion, a \$2.7 billion increase over 2021 enacted, for Individuals with Disabilities Education Act (IDEA) grants that would support special education and related services for more than 7.6 million Pre-K through 12 students. This is a significant first step on the path to fully funding IDEA. The Budget also provides \$732 million for early intervention services for infants and toddlers with disabilities, funding services that have a proven record of improving academic and developmental outcomes. The \$250 million increase would be paired with reforms to expand access to these services for underserved children, including children of color and children from low-income families.

## **Physical and Mental Well-Being of Students**

The fiscal year 2022 Request includes \$1 billion for a new School-Based Health Professionals grant program to support the goal of doubling the number of counselors, nurses, and mental health professionals in schools. While funding provided by the American Rescue Plan has provided for short-term student social, emotional, and mental health needs, the fiscal year 2022 Request is intended to bridge the long-term gap between the number of school-based health service providers needed to provide daily supports that encompass social and emotional learning, mental wellness, and positive connections between students and adults and the number of such providers currently serving in our schools, particularly in high-poverty LEAs and schools. To provide additional support for students, the fiscal year 2022 Request provides \$443 million, an increase of \$413 million for Full-Service Community Schools, which play a critical role in providing comprehensive wrap-around services to students and their families, from afterschool, to adult education opportunities, and health and nutrition services.

## **Teacher Training and Support**

Acknowledging the importance of recruiting, training, and retaining qualified teachers, the fiscal year 2022 Request includes key investments in teacher training and support. These investments include discretionary increases of \$80 million for Teacher Quality Partnerships to address teaching shortages, improve training and supports for teachers, and boost teacher diversity, \$160 million for Personnel Preparation to ensure that there are adequate numbers of personnel with the skills and knowledge necessary to help children with disabilities succeed educationally, and \$20 million for a new Hawkins Centers of Excellence program designed to increase the quality and number of new minority teachers prepared at a subset of high-priority institutions of higher education. These discretionary increases are complemented by mandatory proposals included in the American Families Plan (AFP) that would provide an additional \$280 million for Teacher Quality Partnerships, \$90 million for Personnel Preparation, and \$40 million for Hawkins Centers of Excellence in fiscal year 2022. In addition, the AFP Supporting In-Demand Credentials for Teachers proposal would make a one-time investment of \$1.6 billion to support additional certifications at no cost for more than 100,000 educators in high-demand areas like special education, bilingual education, career and technical education, and science, technology, engineering, and mathematics. The AFP also would double TEACH grants from \$4,000 to \$8,000 for future teachers while earning their degrees. Finally, the AFP would provide \$200 million in mandatory funds for a new Expanding Opportunities for Teacher Leadership and Development program to support opportunities for experienced and effective teachers to lead and have a greater impact on their school community while remaining in the classroom (and be compensated for additional responsibilities) through such activities as high-quality teacher mentorship programs and job-embedded coaching.

## **Postsecondary Access and Affordability**

The fiscal year 2022 Request provides \$3 billion in additional discretionary funding to increase the maximum Pell Grant by \$400—the largest one-time increase since 2009. This increase, together with the \$1,475 Pell Grant increase in the American Families Plan, represents a significant first step to deliver on the President’s goal to double the grant. The request would also ensure “DREAMers,” students who are Deferred Action for Childhood Arrivals recipients, are eligible for Pell Grants if they meet the standard requirements for that aid. In addition, as first proposed in the American Families Plan, the Request would provide Americans two years of free community college by partnering with States and tribes to waive tuition and fees for students, while promoting key reforms to help more students complete and help meet the demands of a growing global economy. The American Families plan would also provide two years of subsidized tuition for students from families earning less than \$125,000 enrolled in a 4-year Historically Black College and University (HBCU), Tribal College and University (TCCU), or Minority-Serving Institution (MSI).

## **Career Pathways**

The fiscal year 2022 Request includes an increase of \$108 million in Career and Technical Education National Programs to support an innovation grants initiative focused on youth work-based learning and industry credential attainment, as well as related evaluation and technical assistance activities. In addition, the American Families Plan includes \$1.0 billion in mandatory funding in fiscal year 2022 to expand career pathways for middle and high school students, particularly in underserved communities.

## **Postsecondary Institutional and Student Supports**

The fiscal year 2022 Request increases institutional capacity and student supports at HBCUs, TCCUs, MSIs, and low-resourced institutions, including community colleges. The Request provides a discretionary increase of more than \$600 million over the fiscal year 2021 enacted level for these programs. In addition, the Request includes over \$7 billion in mandatory funding in fiscal year 2022 (and over \$80 billion over ten years) from the American Jobs and Families Plans, including tripling existing mandatory funding to HBCUs, TCCUs, and MSIs; a new mandatory State formula grant program to improve college retention and completion rates; and funding to create or expand health care graduate pathways at HBCUs, TCCUs, and MSIs.

## **Fostering Diverse Schools**

Recognizing that too many of the Nation’s schools are still segregated by race and class, the fiscal year 2022 Request includes \$100 million for a new grant program to help communities develop and implement strategies that would build more diverse student bodies.

## II. THE 2022 EDUCATION BUDGET BY PROGRAM AREA

### A. ELEMENTARY AND SECONDARY EDUCATION

#### OVERVIEW

President Biden’s fiscal year 2022 Request for Elementary and Secondary Education programs addresses longstanding equity gaps in our education system, beginning with State and local education finance systems that systematically underfund school districts and schools that enroll high proportions of students of color and students from low-income families; a teacher pay gap that undermines the recruitment and retention of effective teachers, disproportionately impacting students in high-minority and high-poverty schools; a lack of access to and preparation for rigorous coursework that set 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—especially students from low-income backgrounds and students of color in underserved communities—receive the academic and non-academic supports they need to thrive in school and achieve their dreams.

- \$20 billion for a new Title I Equity Grants program—part of the President’s commitment to dramatically increase funding for Title I students, teachers, and schools—that would help address long-standing funding disparities between under-resourced school districts and their wealthier counterparts; ensure teachers in Title I schools are paid competitively; support expanded access to preschool, and increase preparation for, access to, and success in the rigorous coursework needed to prepare for postsecondary education and high-paying, in-demand careers.
- \$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 mental health professionals in our schools, and building the pipeline for these critical staff, with an emphasis on underserved schools.
- \$443 million, an increase of \$413 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.
- \$100 million for a new Fostering Diverse Schools program that would help communities develop and implement strategies that will build more racially and socioeconomically diverse schools.
- Critical discretionary and mandatory investments in building a more diverse and effective teacher workforce and strengthening school leadership:
  - \$30 million to reestablish funding for the reauthorized School Leader Recruitment and Support program;
  - \$132.1 million in discretionary funding for Teacher Quality Partnerships, an increase of \$80 million over the 2021 level, along with \$280 million in mandatory American Families Plan (AFP) funding to significantly expand access to teacher residency programs and the recruitment and preparation of diverse teacher candidates (see Higher Education Programs);

- \$1.6 billion in one-time AFP mandatory funds for a new Supporting In-Demand Credentials for Teachers State grant program, which would help over 100,000 educators earn additional certifications in high-demand areas like special education, bilingual education, career and technical education, and STEM;
  - \$200 million in AFP mandatory funding for a new Expanding Opportunities for Teacher Leadership Development competitive grant program that would allow master teachers to take on mentoring and other job-embedded leadership roles—with additional compensation—while remaining in the classroom; and
  - \$60 million for newly funded Augustus F. Hawkins Centers of Excellence—\$20 million in discretionary funding and \$40 million in mandatory AFP funds—to help expand the diversity of the teacher workforce through competitive grants to HBCUs, TCCUs, and other MSIs to support teacher preparation (see Higher Education Programs).
- Finally, the American Jobs Plan would provide \$10 billion in mandatory funding in 2022, and \$50 billion over five years, for grants to upgrade existing school facilities and build new public elementary and secondary schools to help close the opportunity for students of color and students from low-income families in high-poverty schools, who disproportionately attend school in buildings that are run-down, unsafe, and pose health risks.

**TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$16,309.8	\$16,536.8	\$16,536.8

Title I Grants to LEAs provides 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.

**TITLE I EQUITY GRANTS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	—	—	\$20,000.0

This new program would build on and complement the current Title I Grants to Local Educational Agencies program by directly addressing longstanding inequities in our education system, including State and local funding systems that favor wealthier districts over districts with concentrated poverty, competitive pay for teachers; preparation for, access to, and success in rigorous coursework; and expanded high quality preschool opportunities.

Funds would be allocated through a new formula that would direct a larger share of resources to the highest poverty school districts than the current Title I formulas, while also creating incentives for more equitable State and local education funding systems. State and local plan requirements would include expanded reporting, goal setting, and progress monitoring related to more equitable State and local funding systems,

competitive compensation for teachers, improved access to and success in rigorous coursework, and universal pre-K. States and school districts also would be required to use a portion of their grants to support competitive pay compared to similarly qualified professionals and to expand access to and success in advanced coursework in high school, including in the foundational skills and gateway courses that lead to success in this coursework.

### **FULL-SERVICE COMMUNITY SCHOOLS (FSCS)**

	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$25.0	\$30.0	\$443.0

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 family 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. The request would support an expanded cohort of grantees that would up to 2.5 million students, family members, and community members in an estimated 800 new community schools.

### **21ST CENTURY COMMUNITY LEARNING CENTERS**

	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$1,249.7	\$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**

	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$2,131.8	\$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**

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	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$200.0	\$200.0	\$200.0

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

**SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT (SEED)**

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	<u>2020</u>	<u>2021</u>	2022 <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 new awards that support President Biden’s equity agenda and commitment to evidence-based practices.

**ANSWER THE CALL—SUPPORTING IN-DEMAND CREDENTIALS FOR TEACHERS**

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	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
American Families Plan Mandatory BA in millions	—	—	\$1,600.0

Answer the Call would provide grants to States to allow eligible public school teachers to obtain additional certifications at no-cost in high-demand subject areas, such as special education, bilingual education, and STEM education. This one-time request is part of the American Families Plan’s \$9 billion investment (over ten years) in America’s teachers, addressing shortages, improving training and supports for teachers, and boosting teacher diversity. Funds could also be used to allow teachers to earn additional certifications associated with greater teacher effectiveness.

## **SCHOOL LEADER RECRUITMENT AND SUPPORT**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	—	—	\$30.0

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 grants for high-quality professional development for principals, other school leaders, high-quality training for aspiring principals and school leaders.

## **EXPANDING OPPORTUNITIES FOR TEACHER LEADERSHIP AND DEVELOPMENT**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
American Families Plan Mandatory BA in millions	—	—	\$200.0

This program would support opportunities for experienced and effective teachers to lead and have a greater impact on their school community while remaining in the classroom (and be compensated for additional responsibilities). Examples of such teacher leadership include high-quality teacher mentorship programs and job-embedded coaching in areas such as social and emotional learning, data-driven decision-making, teacher development, and family engagement. This request is part of the American Families Plan's \$9 billion investment (over ten years) in American teachers, addressing shortages, improving training and supports for teachers, and boosting teacher diversity.

## **SCHOOL-BASED HEALTH PROFESSIONALS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	—	—	\$1,000.0

The Administration requests \$1 billion in first-time funding for the proposed School-Based Health Professionals (SBHP) program in fiscal year 2022, 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 award at least 80 percent of their allocations to LEAs based on Title I shares. LEAs would give priority to Title I eligible schools and must demonstrate that funds are used to 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. SEAs would be required to provide a 25 percent non-Federal match for grants received under the SBHP program; the SEA match would be used only for subgrants to LEAs. LEAs also would be required to provide a 25 percent match for their formula awards, and may use up to 20 percent of funds received under Part A of Titles I, II, and IV of the ESEA, as well as funds received under the American Rescue Plan, for this purpose. SEAs would be permitted to waive the matching requirement for high-poverty LEAs that demonstrate need for such a waiver.

## **SCHOOL SAFETY NATIONAL ACTIVITIES**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$105.0	\$106.0	\$116.0

This program authorizes activities to improve students' safety and well-being. These include competitive grants and other discretionary activities to foster a safe, secure, and drug-free learning environment conducive to teaching and learning (inclusive of opioid prevention and mitigation strategies); 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. School Safety National Activities include Project Prevent, a program of grants to local educational agencies in communities with pervasive violence, to break the cycle of violence in those communities. The \$10 million increase under the fiscal year 2022 request is for Project Prevent and would support the Administration's Community Violence Intervention initiative by investing in projects that incorporate strategies for reducing gun violence through tools other than incarceration.

## **STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$1,210.0	\$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.

## **CLIMATE RESILIENT SCHOOLS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	—	—	\$25.0

President Biden's American Jobs Plan would invest \$50 billion over five years to upgrade and build new public schools through direct grants. These funds would help make sure our schools are safe and healthy places of teaching and learning for students, teachers, and other education professionals through, for example, improved indoor air quality and ventilation and innovative, climate resilient design features, including energy efficiency improvements that reduce greenhouse emissions. The proposed Climate Resilient Schools supports this proposal by providing competitive grants to LEAs in partnership with entities with expertise in safe, healthy, or green building design or construction to support the development of model school facility modernization plans that can serve as guides for the effective use of infrastructure funds.



## **K-12 INFRASTRUCTURE**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
American Jobs Plan Mandatory BA in millions	—	—	\$10,000.0

The American Jobs Plan would provide \$10 billion in mandatory funding in 2022, and \$50 billion over five years, for grants to upgrade existing school facilities and build new public elementary and secondary schools. Too many students, particularly students of color and students from low-income families in high-poverty schools, attend school in buildings that are run-down, unsafe, and pose health risks. The K-12 Infrastructure program would support job-creating investments in cutting-edge, energy-efficient, resilient, and innovative school buildings with technology and labs that will help our educators prepare students to be productive workers and valued students. The program also would create better, more efficiently operated school facilities that reduce greenhouse gas emissions and provide climate resilient safe havens to gather during increasingly common natural disaster emergencies.

## **ENGLISH LANGUAGE ACQUISITION**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$787.4	\$797.4	\$917.4

This program awards formula grants to States based on each State's share of the Nation's English learners (ELs) and recent immigrant students. States must develop, in meaningful consultation with geographically diverse districts, statewide entrance and exit procedures for EL status. States also must ensure that districts annually assess the English proficiency of the EL students they serve. 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 fiscal year 2022 request includes a \$20 million set-aside in National Activities for additional support to States in which large numbers of unaccompanied migrant children have been placed by the Department of Health and Human Services Office of Refugee Resettlement or that have enrolled significant numbers of students displaced from Puerto Rico in recent years.

## **PROMISE NEIGHBORHOODS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$80.0	\$81.0	\$91.0

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 \$10 million increase reflects the Administration's priority on expanding community-school partnerships to better meet the comprehensive needs of underserved communities.

## **FOSTERING DIVERSE SCHOOLS**

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	<u>2020</u>	<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 planning grants and, for applicants with well-designed plans, implementation grants to carry out activities in those plans, including, for example, open-enrollment or controlled-choice systems that promote racial and socioeconomic diversity in schools or weighted lotteries or other student-assignment policies that consider the socioeconomic status or neighborhood of residence of students in place of entrance examinations or other competitive application reviews.

## **MAGNET SCHOOLS ASSISTANCE**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$107.0	\$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**

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	<u>2020</u>	<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 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 support a new Equity Assistance Center competition, as well as the administration and analysis of a final customer satisfaction survey for current grantees.

## **CHARTER SCHOOLS GRANTS**

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	<u>2020</u>	<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 includes appropriations language that would largely maintain the same within-program allocations as in fiscal year 2021 but provide the Department greater flexibility to adjust spending in response to demand across the program components. The Department also will work to ensure that fiscal year 2022 funds support schools that are opened and operated with demonstrated family and community support, serve students from diverse racial and socioeconomic backgrounds, 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**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$374.8	\$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 2018-19, 303,739 children were identified as eligible under the program. States and local entities provided services to 215,787 migratory children, 93,729 of whom received services during the summer or intersession periods. 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 AND DELINQUENT EDUCATION**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$47.6	\$48.2	\$48.2

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 would help an estimated 63,600 neglected and delinquent students continue their studies while in State institutions and prepare them to return to and complete school and obtain employment.

## EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$101.5	\$106.5	\$106.5

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 1.4 million students were identified as homeless in school year 2018-19.

## RURAL EDUCATION

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$185.8	\$187.8	\$192.8

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

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	<u>2020</u>	<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	7.4	7.9	7.9
<b>Total</b>	<b>180.7</b>	<b>181.2</b>	<b>186.2</b>

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 nearly 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**

	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$36.9	\$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**

	<u>2020</u>	<u>2020</u>	2022 <u>Request</u>
BA in millions	\$36.0	\$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

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	<u>2020</u>	<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
<b>Total</b>	<b>378.0</b>	<b>378.0</b>	<b>378.0</b>

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

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$190.0	\$194.0	\$194.0

The Education Innovation and Research (EIR) program supports the creation, development, implementation, replication, and scaling up of evidence-based innovations designed to improve student achievement and attainment for underserved, high-need students. The request would build on the Department's success in using program funds to build an evidence base that will help ensure that educators, schools, and districts have access to innovative strategies and practices that are effective in improving educational outcomes for students.

## COMPREHENSIVE LITERACY DEVELOPMENT GRANTS

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <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. The request would support 24 continuation awards.

## **INNOVATIVE APPROACHES TO LITERACY**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$27.0	\$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. The request would support an estimated 40 continuation awards for grantees selected through the fiscal year 2021 competition.

## **AMERICAN HISTORY AND CIVICS EDUCATION**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$4.8	\$5.3	\$5.3

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 continuation awards under these programs.

## **ARTS IN EDUCATION**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$30.0	\$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**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$13.0	\$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 focus resources toward the Administration’s goal of providing equity in access to educational opportunity for underserved student groups, including 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)**

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	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$29.0	\$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**

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	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$10.0	\$12.5	\$12.5

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**

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	<u>2020</u>	<u>2021</u>	2022 <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

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions			
Payments for Federally Connected Children:			
Basic Support Payments	\$1,340.2	\$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	75.3	76.3	76.3
<b>Total</b>	<b>1,486.1</b>	<b>1,501.1</b>	<b>1,541.1</b>

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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**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$16.7	\$16.7	\$19.7

The Request would include an inflation adjusted increase 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 2022 President's Budget supports a wide range of programs that can improve educational, employment, and independent living outcomes for people with disabilities.

The \$17.2 billion Request for Special Education programs focuses on improving educational and developmental outcomes for children with disabilities. For the Grants to States program, the Administration is requesting \$15.5 billion, an increase of \$2.6 billion over the 2021 enacted level, the largest increase in the Federal contribution toward meeting the excess cost of special education in two decades. This is a significant first step on the path to fully funding IDEA. Grants would cover 15 percent of the national average per pupil expenditure and provide an estimated average of \$2,033 per child for about 7.6 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 \$731.9 million for the Grants for Infants and Families program, an increase of \$250 million over the 2021 enacted level.

The \$397.7 million Request for Special Education National Activities would increase support for technical assistance, dissemination, training, and other activities that assist States, LEAs, parents, and others in improving results for children with disabilities by \$167.7 million from the 2021 enacted level. The request would increase funding for the Personnel Preparation program by \$159.8 million from the 2021 enacted level to support the training of tens of thousands of additional highly qualified personnel to meet the needs of children with disabilities nationwide and address systemic personnel shortages. In addition, the request includes \$90 million in new mandatory authority for the Personnel Preparation program for fiscal year 2022 as part of the American Families Plan. This investment would support the pipeline for highly qualified special educators. The request also includes targeted increases for technical assistance and training for providers and families. In addition, the Request includes \$23.7 million for Special Olympics Education programs, the same as the 2021 enacted level.

For Rehabilitation Services, the Administration requests a total of \$3.9 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 \$3.7 billion in mandatory funds for the Vocational Rehabilitation (VR) State Grants program, an increase of \$44.1 million over the fiscal year 2021 level consistent with the inflation increase specified in the authorizing statute. The request also includes \$40.8 million for the Demonstration and Training program, an increase of \$35 million over the fiscal year 2021 level, and \$18.5 million for the Helen Keller National Center, an increase of \$1.5 million over the fiscal year 2021 level. Funding for the remaining programs in the Rehabilitation Services account would be maintained at the 2021 enacted level.

The 2022 Request also includes 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 level to cover increased operational costs. Total funding for these institutions would be \$265.3 million, an increase of \$9.0 million above the fiscal year 2021 level.

## **GRANTS TO STATES**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$12,764.4	\$12,937.5	\$15,537.4

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 2022 would support an estimated average per-child award of \$2,033 for roughly 7.6 million children with disabilities, setting the Federal contribution to about 15 percent of the national average per pupil expenditure. This increase of \$2.6 billion is a significant first step on the path to 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.

## **PRESCHOOL GRANTS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$394.1	\$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 Request would provide an estimated \$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**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$477.0	\$481.9	\$731.9

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 approximately to between 480,000 and 490,000 infants and toddlers with disabilities and their families. The Request also includes proposals designed to increase access to the program for infants and families who have been traditionally underrepresented in the program, eliminate out-of-pocket costs for participating families, and promote continuity of services for eligible infants and their families.

## **STATE PERSONNEL DEVELOPMENT**

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	<u>2020</u>	<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 both new and continuation 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**

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	<u>2020</u>	<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.

## **PERSONNEL PREPARATION**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$89.7	\$90.2	\$250.0
American Families Plan Mandatory BA in millions	—	—	\$90.0

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.

The Administration is also requesting \$90 million in new mandatory funding in fiscal year 2022 for the Personnel Preparation program. This request is a part of President Biden's American Families Plan to address teaching shortages, improve training and supports for teachers, and boost teacher diversity. The mandatory request would amplify the impact of the discretionary request by ensuring long-term funding for the development of special education and related services providers. The Personnel Preparation program did not receive any COVID-19 supplemental funding in fiscal year 2021.

**PARENT INFORMATION CENTERS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$27.4	\$27.4	\$30.2

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 Request would support awards for about 94 centers as well as approximately 5 awards to provide technical assistance to the centers.

**EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS**

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	<u>2020</u>	<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**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$20.1	\$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

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	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
Mandatory BA in millions	\$3,397.0	\$3,465.5	\$3,719.1

Note: Pursuant to the Budget Control Act of 2011 (P.L. 112-25), the amount shown for fiscal year 2020 reflects the 5.9 percent reduction that went into effect on October 1, 2019, and the amount shown for fiscal year 2021 reflects the 5.7 percent reduction that went into effect on October 1, 2020. The amount requested for fiscal year 2022 does not reflect an anticipated reduction pursuant to the Budget Control Act of 2011.

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 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. The requested increase (\$44.1 million over the fiscal year 2021 mandatory level) is consistent with the inflation adjustment specified in the authorizing statute (1.2 percent for 2022). In 2020, the VR program helped approximately 116,500 individuals with disabilities—94 percent with significant disabilities—achieve employment outcomes. Of the amount requested for VR State grants in 2022, \$51.8 million would be set aside for the American Indian VR Services program, to support approximately 96 grants, including 95 continuation tribal grants and a technical assistance training grant.

## CLIENT ASSISTANCE STATE GRANTS

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	<u>2020</u>	<u>2021</u>	2022 <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 advocacy services for approximately 30,200 individuals with disabilities.

## TRAINING

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	<u>2020</u>	<u>2021</u>	2022 <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**

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	<u>2020</u>	<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 model demonstration projects and technical assistance focused on competitive integrated employment, and supplements for the parent centers to provide additional support needed as a result of the COVID-19 pandemic.

## **SUPPORTED EMPLOYMENT STATE GRANTS**

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	<u>2020</u>	<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**

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	<u>2020</u>	<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 2020, the program served approximately 47,760 individuals with severe visual impairments.

## **PROTECTION AND ADVOCACY OF INDIVIDUAL RIGHTS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$17.7	\$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 39,000 individuals with disabilities.



## **HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$16.0	\$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 2,200 consumers, 700 families, and 1,600 agencies and organizations through its regional offices, and provide direct services for approximately 85 consumers at the Center's residential training and rehabilitation program.

## **SPECIAL INSTITUTIONS FOR PERSONS WITH DISABILITIES**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions			
American Printing House for the Blind	\$32.4	\$34.4	\$37.4
National Technical Institute for the Deaf	79.5	81.5	84.5
Gallaudet University	137.4	140.4	143.4
<b>Total</b>	<b>249.3</b>	<b>256.3</b>	<b>265.3</b>

For fiscal year 2022, 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 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 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 workforce development and build the capacity of the existing workforce development system through the American Jobs Plan.

The 2022 President’s Budget would provide a discretionary increase for CTE State grants and as well as \$1 billion annually over the next 10 years in mandatory funding under the American Jobs Plan (AJP) to expand career pathways for middle and high school students. These funds would support the development and implementation of high-quality career pathway programs in middle and high schools, with a priority on programs that connect underrepresented students to STEM and in-demand sectors and help increase the capacity of community colleges to offer high-quality workforce training programs.

The Request also would significantly expand CTE National Programs, providing an additional \$100 million for competitive awards for middle and high school CTE innovation projects aimed at advancing equity, building the evidence base for what works in CTE, especially for underserved students, and scaling those effective practices, as well as another \$8 million to provide technical assistance to grantees and fund evaluation activities for these programs.

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 \$675 million for Adult Education State Grants, the same level as the 2021 enacted level. The AJP would provide an additional \$100 million annually over the next 10 years to help connect job-seeking adults to employment opportunities by focusing on foundational skills and embedding career services throughout the adult education lifecycle.

Finally, Adult Education National Leadership Activities would be funded at \$38.7 million. The \$25 million increase over the 2021 enacted level would fund a scaling up of college bridge programs for low-skilled adults without a high school degree or equivalency.

### **CAREER AND TECHNICAL EDUCATION**

	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
BA in millions			
State Grants	\$1,282.6	\$1,334.8	\$1,354.9
National Programs	7.4	7.4	115.4
<b>Total</b>	<b>1,290.0</b>	<b>1,342.2</b>	<b>1,470.3</b>
American Jobs Plan Mandatory BA in millions	—	—	1,000.0

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 President’s Budget also requests \$1 billion in new mandatory funding for CTE in fiscal year 2022 for Expanded Career Pathways for Middle and High School Students to expand access to high quality CTE for underserved communities under President Biden’s American Jobs Plan. The \$115.4 million Request for CTE National Programs provides an increase of \$108 million, of which \$100 million would fund competitive awards for middle and high school CTE innovation projects aimed at advancing equity, building the evidence base for what works in CTE, especially for underserved students, and scaling those effective practices. The remaining \$8 million would support technical assistance to grantees and evaluation activities for these grants.

## **ADULT EDUCATION**

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BA in millions	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
Adult Education State Grants	\$657.0	\$675.0	\$675.0
National Leadership Activities	13.7	13.7	38.7
<b>Total</b>	<b>670.7</b>	<b>688.7</b>	<b>713.7</b>
American Jobs Plan Mandatory BA in millions	—	—	100.0

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 \$675.0 million for Adult Education State Grants, the same as 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 President’s Budget also requests \$100 million in new mandatory funding for Adult Education in fiscal year 2022 under President Biden’s American Jobs Plan to help connect low-skilled adults with quality jobs.

The \$38.7 million Request for National Leadership Activities includes a \$25 million increase to scale up college bridge programs for low-skilled adults without a high school degree or equivalency, and continues support for State efforts to increase the literacy and workforce skills of adults.

## **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 a higher education such as financial stability. The Request for student financial assistance includes both discretionary and mandatory funding that would make available \$135 billion in new Federal student aid to help over 10 million students and their families pay for college.

The Administration's fiscal year 2022 budget provides discretionary funding to increase the maximum Pell Grant by \$400—the largest one-time increase since 2009. This increase, together with the \$1,475 Pell Grant increase in the American Families Plan, represents a significant first step to deliver on the President's goal to double the grant. The Budget also increases funding to expand institutional and student supports at community colleges, HBCUs, TCCUs, and MSIs. The Administration also looks forward to working with the 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 Administration's fiscal year 2022 budget would set a maximum award of \$8,370 for award year 2022-2023, an increase of \$1,875 over the previous year. This historic increase is a significant down payment on the President's commitment to doubling the grant.

#### **Expand Federal Student Aid Eligibility to DREAMers**

To qualify for Title IV federal financial aid under current statute, students must either be a citizen or a permanent resident of the United States, among other requirements. The Budget proposes to expand eligibility for Pell Grants and Campus-Based Aid to DACA recipients. The Administration would also like to work with Congress to ensure these students are eligible for federal student loans.

#### **TEACH Grants**

As part of the American Families Plan, the Budget proposes to double the grant amount from \$4,000 to \$8,000 per year for juniors, seniors, and graduate students. The Budget would also expand the TEACH Grant program to future early childhood educators, remove the GPA requirement, and pursue reforms to reduce the likelihood and harm of grant-to-loan conversions. This expanded support would help future teachers cover the costs of comprehensive preparation programs.

#### **Free Community College**

Also through the American Families Plan, the Budget includes two new higher education programs already put forward in the American Families Plan that reduce tuition and fees for eligible students. While these programs operate differently from the individual-level benefits provided by Title IV federal financial aid, these are important investments in the Administration's efforts to make college affordable and accessible to all students. The Budget proposes a partnership between the Federal government and States, tribes, and territories to ensure that first-time students and workers wanting to reskill can enroll in a community college to earn a degree or credential for free. If all States, territories, and Tribes participate, about 5.5 million students would pay \$0 in tuition and fees.

### Advancing Affordability for Students

The other American Families Plan proposal to reduce tuition and fees would provide grants to eligible four-year Historically Black College and Universities, Tribal Colleges and Universities, and minority-serving institutions such as Hispanic-serving institutions and Asian American and Native American Pacific Islander-serving institutions to tackle longstanding inequities in postsecondary education and make the U.S. more competitive on the global stage. The Budget proposes funding for these grants that will provide two years of subsidized tuition for eligible students from families earning less than \$125,000.

## STUDENT AID SUMMARY TABLES (BUDGET AUTHORITY)

(\$ in millions)	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
Pell Grants			
Discretionary funding	\$22,475.4	\$22,475.4	\$25,475.4
Mandatory funding <sup>1</sup>	6,976.4	6,554.0	15,197.0
<b>Total, Pell Grants</b>	<b>29,451.8</b>	<b>29,029.4</b>	<b>40,672.4</b>
Federal Supplemental Educational Opportunity Grants	865.0	880.0	880.0
Federal Work-Study	1,180.0	1,190.0	1,190.0
TEACH Grants <sup>2</sup>	33.0	144.5	82.1
Iraq and Afghanistan Service Grants	0.5	0.6	0.8
Federal Family Education Loans <sup>3</sup>	9,734.2	5,996.4	0
Federal Direct Loans <sup>4</sup>	109,649.9	92,408.0	8,603.8
<b>Total, Student Aid</b>	<b>143,938.0</b>	<b>123,094.9</b>	<b>42,825.3</b>
Free Community College	0	0	14,312
Advancing Affordability for Students	0	0	4,641
<b>Total, Free and Subsidized Tuition</b>	<b>0</b>	<b>0</b>	<b>18,953</b>

Note: Amounts may not add due to rounding.

1 Amounts appropriated for Pell Grants for 2020, 2021, and 2022 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 2020 amount includes a net downward reestimate of \$25.4 million. The 2021 amount includes a net upward re-estimate of \$75.1 million due to lower than anticipated volume. The amount for 2022 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 2020 amount includes a net upward reestimate of \$6.3 billion and upward modification of \$3.4 billion. The 2021 amount includes a net upward reestimate of \$3.2 billion and an upward modification of \$2.8 billion. The reestimate for 2021 reflects the impact of changes on an outstanding FFEL plus ECASLA portfolio of \$209 billion, accounting for 1.5 percent of this total outstanding portfolio.

4 The 2020 amount includes a net upward reestimate of \$63.3 billion, due primarily to updated IDR income assumptions using newly available IDR application data. The Direct Loans 2020 and 2021 BA amounts also reflect upward modifications related to extension of COVID-19 emergency relief measures on Federal student loans through September 30, 2021. The 2021 reestimate reflects the impact of changes on an outstanding Direct Loan portfolio of \$1,225 billion. The Direct Loan net reestimate in 2021 accounts for approximately 4.3 percent of the total DL outstanding portfolio at the end of FY 2020.

**AID AVAILABLE TO STUDENTS**

(in thousands)	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
Pell Grants	\$27,133.5	\$28,062.7	\$40,910.4
Supplemental Educational Opportunity Grants	1,169.4	1,189.6	1,189.6
Work-Study	1,214.0	1,224.3	1,224.3
Iraq and Afghanistan Service Grants	0.5	0.6	0.8
New Student Loans <sup>1</sup>			
Federal Direct Loans	88,446.6	90,483.8	91,260.4
TEACH Grants	78.4	79.4	172.2
<b>Total, Aid Available to Students<sup>2</sup></b>	<b>118,042.4</b>	<b>121,040.4</b>	<b>134,757.7</b>
Unduplicated Count of Postsecondary Students Aided by Department Programs	9,534	9,681	10,090

Note: Numbers may not add due to rounding. Does not include Free Community College or Advancing Affordability for Students, as the Department would not operate these programs as a student-level benefit.

1 Consolidation Loans for existing borrowers will total \$30.4 billion in 2020; \$36.7 billion in 2021; and \$39.4 billion in 2022.

2 Shows total aid generated by Department programs.



**NUMBER OF STUDENT AID AWARDS**

(in thousands)	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
Pell Grants	6,303.0	6,456.0	7,312.0
Supplemental Educational Opportunity Grants	1,663.4	1,692.2	1,692.2
Work-Study	645.4	650.9	650.9
Iraq and Afghanistan Service Grants	0.1	0.1	0.1
New Student Loans <sup>1</sup>			
Federal Direct Loans	13,654.0	13,797.4	13,761.6
TEACH Grants	25.2	25.4	39.2
<b>Total, Number of Student Aid Awards</b>	<b>22,291.0</b>	<b>22,622.1</b>	<b>23,455.9</b>

Note: Numbers may not add due to rounding. Does not include Free Community College or Advancing Affordability for Students, as the Department would not operate these programs as a student-level benefit.

<sup>1</sup> Excludes Consolidation Loans. Number of Consolidation Loans will total 496,000 in 2020; 586,000 in 2021; and 636,000 in 2022.

## FEDERAL PELL GRANT PROGRAM

BA in millions	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
Discretionary budget authority	\$22,475.4	\$22,475.4	\$25,475.4
Mandatory budget authority	5,571.4	5,412.0	14,190.0
Definite mandatory funding	1,405.0	1,142.0	1,007.0
<b>Total</b>	<b>29,451.8</b>	<b>29,029.4</b>	<b>40,672.4</b>
Maximum grant (in whole dollars)			
Discretionary portion	\$5,285	\$5,435	\$5,835
Mandatory add-on	1,060	1,060	2,535
<b>Total</b>	<b>6,345</b>	<b>6,495</b>	<b>8,370</b>
Program costs (dollars in millions)	\$27,165.0	\$28,095.0	\$40,947.0
Aid available (dollars in millions)	\$27,133.5	\$28,062.7	\$40,910.4
Average grant (in whole dollars)	\$4,305	\$4,347	\$5,595
Recipients (in thousands)	6,303	6,456	7,312

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 2022 Request would make college more affordable for an estimated 7.3 million students by providing \$25.5 billion for Pell Grants and increasing the maximum award to \$8,370, a first step towards doubling the Pell Grant maximum award.

In addition, the Request proposes to expand Pell Grant eligibility to students who are Deferred Action for Childhood Arrivals recipients, commonly known as DREAMers.

### 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>2020</u>	<u>2021</u>	<u>2022 Request</u>
BA in millions	\$865.0	\$880.0	\$880.0
Aid available (dollars in millions)	\$1,169.4	\$1,189.6	\$1,189.6
Average award (in whole dollars)	\$703	\$703	\$703
Recipients (in thousands)	1,663	1,692	1,692

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 level.

**FEDERAL WORK-STUDY**

	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
BA in millions	\$1,180.0	\$1,190.0	\$1,190.0
Aid available (dollars in millions)	\$1,214.0	\$1,224.3	\$1,224.3
Average award (in whole dollars)	\$1,881	\$1,881	\$1,881
Recipients (in thousands)	645	651	651

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 level.

## IRAQ AND AFGHANISTAN SERVICE GRANTS

	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
BA in thousands	\$513	\$551	\$783
Aid available (dollars in thousands)	\$534	\$608	\$783
Average award (in whole dollars) <sup>1</sup>	\$5,528	\$5,664	\$7,299
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 fall below 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 is \$6,495 for the 2021–2022 award year.

## TEACH GRANTS

	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
BA in millions	\$19.4 <sup>1</sup>	\$144.5 <sup>1</sup>	\$82.1 <sup>1</sup>
Aid available to students (in millions)	\$78.4	\$79.4	\$172.2
Maximum grant (in whole dollars)	\$4,000	\$4,000	\$8,000
Average grant (in whole dollars)	\$3,114	\$3,121	\$4,397
Recipients (in thousands)	25.2	25.4	39.2

1 The 2020 amount includes a net downward reestimate of \$25.4 million. The 2021 amount includes a net upward reestimate of \$75.1 million. The amount for 2022 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 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 55 percent of students receiving TEACH Grants will have their grants converted to loans. First introduced as part of the American Families Plan, the Administration seeks a number of reforms to reduce barriers and make a teaching career possible for a greater number of students. The Budget proposes to double the grant amount from \$4,000 to \$8,000 per year for juniors, seniors, and graduate students. The Budget would also expand the TEACH Grant program to cover early childhood educators, and remove the GPA requirement to provide more equitable access to the program. The Administration also seeks reforms that would reduce the likelihood and harm of grant-to-loan conversions. 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>2020</u>	<u>2021</u>	<u>2022 Request</u>
Federal Family Education Loans <sup>1</sup>			
Net modification of existing loans	\$6,285.6 <sup>2</sup>	\$3,192.1 <sup>2</sup>	-
Net reestimate of existing loans	\$3,446.5 <sup>4</sup>	\$3,780.6 <sup>4</sup>	-
Total, FFEL program BA	\$9,732.1	\$6,972.7	-
Federal Direct Loans			
New Loan Subsidies (BA)	\$6,838.2 <sup>3</sup>	\$3,225.2 <sup>3</sup>	\$8,603.8 <sup>3</sup>
Net modification of existing loans	\$39,575.7 <sup>2</sup>	\$36,346.8 <sup>2</sup>	-
Net reestimate of existing loans	\$63,205.9 <sup>4</sup>	\$52,835.9 <sup>4</sup>	-
Total, new budget authority	\$109,619.9	\$92,408.0	\$8,603.8
Total, student loans (BA)	\$119,352.0	\$99,380.7	\$8,603.8

1 FFEL budget authority does not include the liquidating account.

2 Under Credit Reform, costs or savings related to the impact of enacted policy changes on existing loans are reflected in the current year. The fiscal year 2020 and 2021 FFEL and Direct Loan modifications reflect costs related to the extension of COVID-19 emergency relief measures on federal student loans through Sept. 30, 2021. 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.

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 \$161 billion for FFEL, \$48 billion for ECASLA, and \$1,225 billion for Direct Loans. Total reestimates and modifications shown in 2021 account for approximately 7 percent of the total outstanding portfolio at the end of fiscal year 2020.

## NEW LOAN VOLUME

(in millions)	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
Direct Loans:			
Stafford loans	\$17,841.4	\$17,986.2	\$17,903.0
Unsubsidized Stafford loans	48,433.8	49,625.0	50,102.5
Parent PLUS loans	10,528.9	10,651.3	10,782.9
Grad PLUS loans	11,642.5	12,221.3	12,472.0
<b>Total<sup>1</sup></b>	<b>88,446.6</b>	<b>90,483.8</b>	<b>91,260.4</b>

## Number of New Loans.

(in thousands)	<u>2020</u>	<u>2021</u>	<u>2022 Request</u>
Direct Loans:			
Stafford loans	5,105	5,137	5,098
Unsubsidized Stafford loans	7,209	7,317	7,310
Parent PLUS loans	725	716	713
Grad PLUS loans	614	627	641
<b>Total<sup>1</sup></b>	<b>13,654</b>	<b>13,797</b>	<b>13,762</b>

<sup>1</sup>Consolidation Loans for existing borrowers will total \$30.4 billion and 496,000 loans in 2020, \$36.7 billion and 586,000 loans in 2021, and \$39.5 billion and 636,000 loans in 2022.

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 2020–2021 is 2.75 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 2.75 percent for undergraduate borrowers and 4.30 percent for graduate and professional borrowers in award year 2020-2021.
- 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 5.30 percent in award year 2020–2021, 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 \$3.3 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 \$1.9 billion in discretionary and mandatory funding for programs that serve high proportions of students of color. This includes a discretionary request of \$886.8 million for Aid for Institutional Development (Title III), an increase of \$247 million or 38.6 percent over the 2021 appropriation; and \$265.6 million for Aid for Hispanic-Serving (Title V), an increase of \$103 million, or 63 percent, over the 2021 appropriation. In addition to the discretionary Request, the Administration is proposing to triple mandatory funding to minority-serving institutions authorized under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA). Currently, \$255 million is available in mandatory funding in fiscal year 2022. President Biden's American Families Plan (AFP) would increase that funding level for HBCUs, TCCUs, and other MSIs to \$755 million, an increase of \$500 million in fiscal year 2022 and a total investment of \$5 billion over ten years. The Request for Title III and Title V demonstrates the Administration's commitment to assisting institutions that enroll a large proportion of minority 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 2022 for the Federal TRIO Programs, an increase of \$200.8 million or 18.3 percent over the fiscal year 2021 appropriation, 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 fiscal year 2021 appropriation, 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. Finally, the budget would provide \$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 2022, the Administration requests \$95 million for the Child Care Access Means Parents in School (CCAMPIS) program, an increase of \$40 million from the fiscal year 2021 appropriation. 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 \$76 million, up \$35 million over the 2021 appropriation, to support a new grant program focused on the growing and scaling of integrated, evidence-based approaches designed to improve student access to, success in, and completion of postsecondary education, as well as connections to career opportunities.

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 appropriation, 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 minority teachers prepared at a subset of high-priority institutions of higher education. The program would also add to the research base on effective, comprehensive teacher preparation program models. The American Family Plan would add \$40 million in annual mandatory funding for this program over the next 10 years.

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>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
Strengthening Institutions Program (SIP)	\$107.9	\$109.0	\$209.0
Strengthening Tribally Controlled Colleges and Universities (TCCUs)	36.6	38.1	53.1
Strengthening Tribally Controlled Colleges and Universities (mandatory TCCUs)	28.2 <sup>1</sup>	28.2 <sup>1</sup>	89.0
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs)	18.3	19.0	25.0
Strengthening Alaska Native and Native Hawaiian-serving Institutions (mandatory ANNHs)	14.1 <sup>1</sup>	14.1 <sup>1</sup>	44.0
Strengthening Historically Black Colleges and Universities (HBCUs)	324.8	337.6	402.6
Strengthening Historically Black Colleges and Universities (mandatory HBCUs)	80.0 <sup>1</sup>	80.0 <sup>1</sup>	252.0
Strengthening Historically Black Graduate Institutions (HBGIs)	84.0	87.3	102.3
Strengthening HBCU Master's Program	10.0	11.0	21.0
Strengthening Predominantly Black Institutions (PBIs)	13.2	14.2	23.2
Strengthening Predominantly Black Institutions (mandatory PBIs)	14.1 <sup>1</sup>	14.1 <sup>1</sup>	44.0
Strengthening Asian American- and Native American Pacific Islander-serving Institutions (AANAPISIs)	4.4	5.1	20.1
Strengthening Asian American- and Native American Pacific Islander-serving Institutions (mandatory AANAPISIs)	4.7 <sup>1</sup>	4.7 <sup>1</sup>	15.0
Strengthening Native American-serving nontribal institutions (NASNTIs)	4.4	5.1	12.1
Strengthening Native American-serving nontribal institutions (mandatory NASNTIs)	4.7 <sup>1</sup>	4.7 <sup>1</sup>	15.0
Minority Science and Engineering Improvement (MSEIP)	12.6	13.4	18.4
<b>Total</b>	<b>762.1</b>	<b>786.0</b>	<b>1,345.8</b>
Discretionary	616.3	639.8	886.8
Mandatory	145.9	146.2	459.0

<sup>1</sup> Mandatory appropriations are provided under Section 371 of the HEA, as amended by P.L. 111-152. These amounts include sequester reductions of 5.9 percent in 2020 and 5.7 percent in 2021 that went into effect October 1, 2019, and October 1, 2020, respectively, pursuant to the Budget Control Act of 2011 (P.L. 112-25). The amount requested for fiscal year 2022 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 2022 funding would support a competition for new awards and support continuation awards to more than 220 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 2022 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 45 new grants and 33 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, the Request includes mandatory funding from President Biden’s American Families Plan (AFP). The AFP includes nearly tripling mandatory funding authorized under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA) to HBCUs, TCCUs, and MSIs. Currently, \$255 million is available in mandatory funding in fiscal year 2022 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. The AFP would increase that funding level for HBCUs, TCCUs, and other MSIs to \$755 million, an increase of \$500 million in fiscal year 2022 and a total investment of \$5 billion over ten years.

### **AID FOR HISPANIC-SERVING INSTITUTIONS**

BA in millions	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
Developing Hispanic-Serving Institutions (HSIs) (discretionary)	\$143.1	\$148.7	\$236.7
Mandatory Developing HSI STEM and Articulation Programs	94.1 <sup>1</sup>	94.3 <sup>1</sup>	296.0
Promoting Postbaccalaureate Opportunities for Hispanic Americans (discretionary)	12.8	13.8	28.8
<b>Total</b>	<b>250.0</b>	<b>256.8</b>	<b>561.5</b>
Discretionary	155.9	162.5	265.5
Mandatory	94.1 <sup>1</sup>	94.3 <sup>1</sup>	296.0

<sup>1</sup> Mandatory appropriations are provided under Section 371 of the HEA, as amended by P.L. 111-152. These amounts include sequester reductions of 5.9 percent in 2020 and 5.7 percent in 2021 that went into effect October 1, 2019, and October 1, 2020, respectively, pursuant to the Budget Control Act of 2011 (P.L. 112-25). The amount requested for fiscal year 2022 does not reflect an anticipated reduction pursuant to the Budget Control Act of 2011.

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. In addition to the discretionary requested level, the Request includes mandatory funding from President Biden’s American Families Plan (AFP). The AFP includes nearly tripling mandatory funding authorized under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA) to HBCUs, TCCUs, HSIs, and other MSIs. Currently, \$255 million is available in mandatory funding in fiscal year 2022 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 the HSI Science, Technology, Engineering, and Mathematics (STEM) and Articulation V program. The AFP would increase that funding level by \$196 million, for a total mandatory request of \$296 million.

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)**

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions			
Domestic Programs	\$68.1	\$69.4	\$69.4
Overseas Programs	8.1	8.8	8.8
<b>Total</b>	76.2	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 2022 for the IEFLS programs would support new and continuation grants and fellowships.

**TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS**

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$10.0	\$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

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$45.6	\$46.1	\$66.1

The Request provides \$66.1 million for Special Programs for Migrant Students, an increase of \$20 million of the 2021 appropriation, in support of the President’s goal to advance equity in education. The increase complements requests for other programs authorized under the Higher Education Act that provide student supports to underserved students so they can succeed in and graduate from college, and would support a significant expansion of programs that have demonstrated success in helping migrant youth who are particularly at risk for low educational, employment, and earnings outcomes. 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. HEP and CAMP programs focus on finding and assisting migratory youth who have not been able—due to limited or inconsistent educational opportunity—to complete high school or go on to postsecondary education.

### FEDERAL TRIO PROGRAMS

BA in millions	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
Talent Search	\$168.4	\$171.2	\$171.2
Upward Bound	352	356	473.3
Veterans Upward Bound	19.2	19.3	94.6
Upward Bound Math-Science	65.4	65.9	29.5
Educational Opportunity Centers	55.0	56.0	56.0
Student Support Services	365.9	364.1	400.5
McNair Post Baccalaureate Achievement	56.5	38.0	65.4
Staff Training	3.2	3.2	3.5
Evaluation	0.4	0	0
Administration/Peer Review	3.9	5.5	4.1
<b>Total</b>	<b>1,090.0</b>	<b>1,097.0</b>	<b>1,297.8</b>

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 would increase funding by more than \$200 million from the 2021 enacted level and enable the Department to make increased investments in student supports, including increases to Upward Bound, Veterans Upward Bound, Upward Bound Math-Science, and the Student Support Services programs, increasing support for middle school, high school, and college students and adults, 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)**

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$365.0	\$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 45 States and 137 Partnerships in fiscal year 2022.

**GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED (GAANN)**

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$23.0	\$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 2022 request would support approximately 400 fellowships.

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

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$11.8	\$13.8	\$13.8

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>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$53.0	\$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 372 continuation awards and 240 new awards.

**FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION**

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	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$24.5	\$41.0	\$76.0

The Fund for the Improvement of Postsecondary Education supports a wide range of activities to support institutional reforms and innovative programs with the potential to transform postsecondary education. This Request would support a new grant program focused on the growing and scaling of integrated, evidence-based approaches designed to improve student access to, success in, and completion of postsecondary education as well as connections to career opportunities. Proposed projects would include rigorous evaluations to assess the timing and mix of multiple evidence-based approaches on student outcomes, as well as to collect data on other factors such as cost-effectiveness and ease of implementation. In addition, funds would be used to develop tools (e.g., implementation playbooks) to support expanded use and scaling of effective practices.

**TEACHER QUALITY PARTNERSHIP (TQP)**

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	<u>2020</u>	<u>2021</u>	2022 <u>Request</u>
BA in millions	\$50.1	\$52.1	\$132.1
American Families Plan Mandatory BA in millions	—	—	\$280.0

This program supports projects that improve the preparation of teachers, including grow your own programs and teacher residencies; enhance professional development activities for teachers; strengthen accountability for teacher preparation programs; recruit highly qualified individuals, including minorities, into the teaching profession; and 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.

## AUGUSTUS F. HAWKINS CENTERS OF EXCELLENCE

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	—	—	\$20.0
American Families Plan Mandatory BA in millions	—	—	40.0

The request 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 Minority Serving Institutions. An additional \$40 million in mandatory funding would be provided under the American Families Plan.

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. Minority-serving institutions, which collectively prepare half of all teachers of color, 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.

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.

## HEALTH PROFESSIONALS OF THE FUTURE

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
American Families Plan Mandatory BA in millions	—	—	\$200.0

This program would make competitive grants to Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions (MSIs) such as Hispanic-serving institutions (HSIs) and Asian American and Native American Pacific Islander-serving institutions (AANAPISIs) to create or expand graduate programs that prepare students for high-skilled jobs in the health care sector and diversify the healthcare sector pipeline. Employment in healthcare occupations is projected to grow 15 percent from 2019 to 2029, much faster than the average for all occupations. HBCUs, TCCUs, and MSIs are in a unique position to help students of color fill these in-demand, high-paying jobs, in part because they already propel more students from the lowest income quintile to the top income quintile than other universities by preparing a high proportion of successful Black professionals in fields such as medicine, law, and STEM. This proposal, together with other new investments in HBCUs and MSIs under the American Families Plan, would help expand this record of success in the healthcare sector.

## COMPLETION GRANTS

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
American Families Plan Mandatory BA in millions	—	—	\$6,200.0

This program would invest \$62 billion over 10 years under the American Families Plan in grants to States and Tribes to support a comprehensive set of completion and retention activities at colleges and universities that serve high numbers of low-income students. Funds would be distributed to States and Tribes based on a formula that accounts for low-income students enrolled in both public and non-profit colleges, and grantees would give priority in allocating funds to underserved institutions enrolling large proportions of low-income students, particularly community colleges. Funds could be used for a variety of evidence-based and promising practices to support student retention, completion and success both at the State and institutional level, such as comprehensive academic support services (e.g., faculty and peer counseling, use of real-time data on student progress, and incentives for students to stay on track), direct student support services (e.g., mental health services, childcare, transportation, emergency financial assistance, assistance in addressing food or housing instability), career coaching and networking, career pathways; and improving transfer student success.

## COMMUNITY COLLEGE INFRASTRUCTURE

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
American Jobs Plan Mandatory BA in millions	—	—	\$2,400.0

The American Jobs Plan would provide \$2.4 billion in mandatory funding in 2022, and \$12 billion over five years, for grants to invest in community college facilities and technology in order to help protect the health and safety of students and faculty, address education deserts (particularly for rural communities), grow local economies, improve energy efficiency and resilience, and narrow funding inequities. States will be responsible for using the funds to address both existing physical and technological infrastructure needs at community colleges and to expand access to community college in education deserts.

## HOWARD UNIVERSITY

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BA in millions	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
General Support	\$212.7	\$216.7	\$226.7
Howard University Hospital	27.3	34.3	34.3
Total	240.0	251.0	261.0

Howard University is a congressionally chartered HBCU that plays an important role in providing disadvantaged individuals, particularly Blacks or African Americans, with access to a high-quality postsecondary education. The fiscal year 2022 Request would maintain strong support for Howard University's academic and research programs, serving undergraduate, graduate, and professional students and the Howard University Hospital. Federal support for the Hospital 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. The Request also proposes to lift the restriction in the HBCU Capital Financing Program to allow Howard University access to the Program.

## ACADEMIC FACILITIES

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BA in millions	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
HBCU Capital Financing Program	\$46.5	\$48.5	\$20.5
CHAFL Federal Administration	0.4	0.4	0.4

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 \$240 million in new loans in 2022. 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 \$737.5 million for IES activities, \$95.0 million more than 2021 appropriation.

### **RESEARCH, DEVELOPMENT, AND DISSEMINATION**

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$195.9	\$197.9	\$267.9

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. The requested increase would allow additional investments in research on understanding and mitigating the effects of learning loss caused by the COVID-19 pandemic.

### **STATISTICS**

	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$110.5	\$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**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$56.0	\$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.

## **ASSESSMENT**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$160.7	\$172.7	\$187.7

The Request includes a \$15 million increase to the established assessment schedule under the ongoing National Assessment of Educational Progress (NAEP) and to begin initial 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 Request maintains level funding for the National Assessment Governing Board (NAGB), which formulates policy for NAEP.

## **RESEARCH IN SPECIAL EDUCATION**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$56.5	\$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**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$33.0	\$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**

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	<u>2020</u>	<u>2021</u>	<u>2022</u> <u>Request</u>
BA in millions	\$10.8	\$11.3	\$21.3

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. The requested increase would fund a study of special education expenditures to provide local, State, and Federal policymakers with better data on the costs of special education and related services.

## **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 over 10 million postsecondary students at over 6,000 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 and Title I Equity Grants, for which \$36.5 billion would help approximately 25 million students in high-poverty schools make progress toward State academic standards, including \$20 billion for Title I Equity Grants; and \$15.5 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 7.6 million students with disabilities. Key programs also include Federal Pell Grants, which would make available \$40.9 billion in need-based grants to 7.3 million students enrolled in postsecondary institutions; and the postsecondary student loan programs, which would help provide roughly \$91.2 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 (providing close to \$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	2022		
	<u>2020</u>	<u>2021</u>	<u>Request</u>
Program Administration	\$430.0	\$430.0	\$480.0 <sup>1</sup>
Office for Civil Rights	130.0	131.0	144.0
Office of Inspector General	63.0	63.0	70.1
Student Aid Administration	1,768.9	1,853.9	2,053.9
Other <sup>2</sup>	8.7	8.7	8.7
<b>Total</b>	<b>2,400.6</b>	<b>2,486.6</b>	<b>2,756.7</b>

### Full-Time Equivalent Employment (FTE)

(whole numbers)

Program Administration	1,489	1,580	1,603
Office for Civil Rights	536	593	623
Office of Inspector General	213	227	236
Student Aid Administration	1,479	1,584	1,584
Other <sup>2</sup>	16	18	19
<b>Total<sup>3</sup></b>	<b>3,733</b>	<b>4,002</b>	<b>4,065</b>

1 Includes \$13 million for Building Modernization.

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

3 Actual FTE usage in FY 2020; target for FY 2021 and FY 2022. FTE in FY 2021 and FY 2022 excludes CARES, CRRSA, and ARP Act FTE.

The Department is requesting \$2.8 billion for its S&E budget accounts in fiscal year 2022, an increase of \$270.1 million, over the fiscal year 2021 appropriation. The requested fiscal year 2022 increase focuses on key departmental policy and management priorities. These include an increase of \$13 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 \$200 million for Student Aid Administration to implement the FAFSA® Simplification Act and FUTURE Act, provide high-quality loan servicing to more than 40 million student loan borrowers, and protect the personally identifiable information of around 75 million parents and students; 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.

In fiscal year 2022, the Request supports 4,065 Full-Time Equivalents (FTE) Employment, a net increase of 63 FTE above the fiscal year 2021 appropriation.

### **PROGRAM ADMINISTRATION**

The Program Administration account provides administrative support for most programs and offices in the Department. The fiscal year 2022 Request totals \$480.0 million, an increase of \$50.0 million above the fiscal year 2021 appropriation. The Request includes \$293.8 million for personnel compensation and benefits to support 1,603 FTE, an increase of \$14.6 million above the fiscal year 2021 level of \$279.2 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 2022 is \$186.2 million, an increase of \$35.0 million from the fiscal year 2021 appropriation of \$151.2 million. Approximately 70 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 \$120.8 million for fiscal year 2022, an increase of \$15.2 million over the fiscal year 2021 appropriation.

The overall account increase of \$50.0 million is primarily needed for: (1) an increase of 23 FTE and a 2.7 percent pay raise plus benefits increases; (2) building modernization and renovation activities with a goal of reducing the Department's future rent costs and; (3) continued improvements to the Department's IT security to ensure the integrity of Department of Education data as well as to prevent potential IT security breaches. The Request for non-personnel activities to support Building Modernization in fiscal year 2022 is \$13.0 million; no funds were provided in fiscal year 2021.

### **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 to include, 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 \$121 billion in new Federal student aid grants and loans (excluding Direct Consolidation Loans) to approximately 9.7 million postsecondary students and their families. These students attended over 6,000 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 of Education. 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 42 million borrowers.

The Department is requesting \$2.054 billion to administer the Federal student aid programs in fiscal year 2022, an increase of \$200 million over the fiscal year 2021 appropriation. The requested funds are necessary to implement the *FAFSA® Simplification Act* and *FUTURE Act*, provide high-quality loan servicing to more than 40 million student loan borrowers, and protect the personally identifiable information for around 75 million parents and students.

### **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 through fiscal year 2020, while the number of investigative staff have only increased slightly over the same period. The fiscal year 2022 Request includes 30 additional FTE for OCR.

The fiscal year 2022 Request for OCR is \$144.0 million, which is an increase of \$13.0 million above the fiscal year 2021 appropriation. About \$108.1 million of the requested additional funds, or 75 percent, of the Request is for staff pay and benefits for 623 FTE. The remaining \$35.9 million is for non-pay projects and includes 6.5 million for information technology services, including the contract for the Civil Rights Data Collection. The requested funds would ensure essential program support to resolve complaints of discrimination filed by the public and to ensure that institutions receiving Federal financial assistance are in compliance 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 2022 Request for the OIG is \$70.1 million, an increase of \$7.1 million over the fiscal year 2021 appropriation. Approximately 68 percent of this amount, or \$47.5 million, is for personnel compensation and benefits to support a staffing level of 236 FTE.

The non-personnel Request of \$22.6 million includes \$1.3 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 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 OIG to better target its audit and investigative work.

### **III. APPENDIX**

#### A. Detailed Budget Table by Program

DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET REQUEST  
(in thousands of dollars)

5/28/2021

	Cat Code	2020 Appropriation	2021 Appropriation	2022 President's Budget	2022 President's Budget Compared to 2021 Appropriation		
					Amount	Percent	
<b>Education for the Disadvantaged</b>							
1. Title I programs							
(a) Grants to local educational agencies (ESEA I-A):							
i. Basic grants (section 1124)							
Annual appropriation	D	5,468,625	5,695,625	5,695,625	0	0.00%	
Advance for succeeding fiscal year	D	990,776	763,776	763,776	0	0.00%	
ii. Concentration grants (section 1124A)							
Advance for succeeding fiscal year	D	1,362,301	1,362,301	1,362,301	0	0.00%	
iii. Targeted grants (section 1125)							
Advance for succeeding fiscal year	D	0	0	0	0	---	
iv. Education finance incentive grants (section 1125A)							
Advance for succeeding fiscal year	D	0	0	0	0	---	
Subtotal, Grants to LEAs	D	16,309,802	16,536,802	16,536,802	0	0.00%	
(b) Title I equity grants (proposed legislation)							
Subtotal, Title I programs	D	16,309,802	16,536,802	36,536,802	20,000,000	120.94%	
Annual appropriation	D	5,468,625	5,695,625	5,695,625	0	0.00%	
Advance for succeeding fiscal year	D	10,841,177	10,841,177	10,841,177	0	0.00%	

NOTES:

1) D = discretionary program; M = mandatory program

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 2020 Appropriation column reflect the 5.9 percent reduction that went into effect on October 1, 2019; the levels shown in the 2021 Appropriation column reflect the 5.7 percent reduction that went into effect on October 1, 2020; and the levels shown in the 2022 Appropriation column reflect the 5.7 percent reduction that, under current law, will go into effect on October 1, 2021.

3) Detail may not add to totals due to rounding.

DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET REQUEST  
(in thousands of dollars)

5/28/2021

	Cat Code	2020 Appropriation	2021 Appropriation	2022 President's Budget	2022 President's Budget Compared to 2021 Appropriation	
					Amount	Percent
<b>Education for the Disadvantaged (continued)</b>						
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	27,000	28,000	28,000	0	0.00%
4. State agency programs:						
(a) Migrant (ESEA I-C)	D	374,751	375,626	375,626	0	0.00%
(b) Neglected and delinquent (ESEA I-D)	D	47,614	48,239	48,239	0	0.00%
Subtotal, State agency programs		422,365	423,865	423,865	0	0.00%
5. Special programs for migrant students (HEA IV-A-5)	D	45,623	46,123	66,123	20,000	43.36%
<b>Total, Appropriation</b>	D	<b>16,996,790</b>	<b>17,226,790</b>	<b>37,246,790</b>	<b>20,020,000</b>	<b>116.21%</b>
Total, Budget authority	D	16,996,790	17,226,790	37,246,790	20,020,000	116.21%
Current		6,155,613	6,385,613	26,405,613	20,020,000	313.52%
Prior year's advance		10,841,177	10,841,177	10,841,177	0	0.00%
<b>Impact Aid (ESEA VII)</b>						
1. Payments for federally connected children (section 7003):						
(a) Basic support payments (section 7003(b))	D	1,340,242	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		1,388,558	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	75,313	76,313	76,313	0	0.00%
<b>Total</b>	D	<b>1,486,112</b>	<b>1,501,112</b>	<b>1,541,112</b>	<b>40,000</b>	<b>2.66%</b>

DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET REQUEST  
(in thousands of dollars)

5/28/2021

	Cat Code	2020 Appropriation	2021 Appropriation	2022 President's Budget	2022 President's Budget Compared to 2021 Appropriation	
					Amount	Percent
<b>School Improvement Programs</b>						
1. Supporting effective instruction State grants (ESEA II-A)						
Annual appropriation	D	450,389	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	2,131,830	2,143,080	2,148,580	5,500	0.26%
2. 21st century community learning centers (ESEA IV-B)	D	1,249,673	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	101,500	106,500	106,500	0	0.00%
5. Native Hawaiian education (ESEA VI-B)	D	36,897	37,397	37,397	0	0.00%
6. Alaska Native education (ESEA VI-C)	D	35,953	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	185,840	187,840	192,840	5,000	2.66%
9. Supplemental education grants (Compact of Free Association Act)	D	16,699	16,699	19,657	2,958	17.71%
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	1,210,000	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	---
13. Climate Resilient Schools (proposed legislation)	D	0	0	25,000	25,000	---
<b>Total, Appropriation</b>	D	<b>5,404,967</b>	<b>5,444,217</b>	<b>6,532,675</b>	<b>1,088,458</b>	<b>19.99%</b>
Total, Budget authority	D	5,404,967	5,444,217	6,532,675	1,088,458	19.99%
Current		3,723,526	3,762,776	4,851,234	1,088,458	28.93%
Prior year's advance		1,681,441	1,681,441	1,681,441	0	0.00%
<b>Safe Schools and Citizenship Education</b>						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	105,000	106,000	116,000	10,000	9.43%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	80,000	81,000	91,000	10,000	12.35%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	25,000	30,000	443,000	413,000	1376.67%
<b>Total</b>	D	<b>210,000</b>	<b>217,000</b>	<b>650,000</b>	<b>433,000</b>	<b>199.54%</b>

DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET REQUEST  
(in thousands of dollars)

5/28/2021

	Cat Code	2020 Appropriation	2021 Appropriation	2022 President's Budget	2022 President's Budget Compared to 2021 Appropriation		
					Amount	Percent	
<b>Indian Education (ESEA VI)</b>							
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	7,365	7,865	7,865	0	0.00%	
<b>Total</b>	D	<b>180,739</b>	<b>181,239</b>	<b>186,239</b>	<b>5,000</b>	<b>2.76%</b>	
<b>Innovation and Improvement</b>							
1. Education innovation and research (ESEA IV-F-1)	D	190,000	194,000	194,000	0	0.00%	
2. Teacher and school leader incentive grants (ESEA II-B-1)	D	200,000	200,000	200,000	0	0.00%	
3. American history and civics education (ESEA II-B-3)	D	4,815	5,250	5,250	0	0.00%	
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	107,000	109,000	149,000	40,000	36.70%	
7. Ready to learn programming (ESEA IV-F-4, section 4643)	D	29,000	29,500	29,500	0	0.00%	
8. Arts in education (ESEA IV-F-4, section 4642)	D	30,000	30,500	30,500	0	0.00%	
9. Javits gifted and talented education (ESEA IV-F-4, section 4644)	D	13,000	13,500	13,500	0	0.00%	
10. Statewide family engagement centers (ESEA IV-E)	D	10,000	12,500	12,500	0	0.00%	
11. School Leader Recruitment and Support (ESEA II-B-4, section 2243)	D	0	0	30,000	30,000	---	
12. Fostering Diverse Schools (proposed legislation)	D	0	0	100,000	100,000	---	
13. Expanding Opportunities for Teacher Leadership Development (proposed legislation)	M	0	0	200,000	200,000	---	
14. Supporting in-Demand Credentials for Teachers (proposed legislation)	M	0	0	1,600,000	1,600,000	---	
<b>Total</b>	D	<b>1,103,815</b>	<b>1,114,250</b>	<b>3,084,250</b>	<b>1,970,000</b>	<b>176.80%</b>	
Discretionary	D	1,103,815	1,114,250	1,284,250	170,000	15.26%	
Mandatory	M	0	0	1,800,000	1,800,000	---	
<b>English Language Acquisition (ESEA III-A)</b>	D	<b>787,400</b>	<b>797,400</b>	<b>917,400</b>	<b>120,000</b>	<b>15.05%</b>	
<b>Infrastructure</b>							
1. K-12 School infrastructure (proposed legislation)	M	0	0	10,000,000	10,000,000	---	
2. Community college infrastructure (proposed legislation)	M	0	0	2,400,000	2,400,000	---	
<b>Total</b>	M	<b>0</b>	<b>0</b>	<b>12,400,000</b>	<b>12,400,000</b>	<b>---</b>	



DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET REQUEST  
(in thousands of dollars)

5/28/2021

	Cat Code	2020 Appropriation	2021 Appropriation	2022 President's Budget	2022 President's Budget Compared to 2021 Appropriation	
					Amount	Percent
<b>Special Education</b>						
1. State grants:						
(a) Grants to States (IDEA B-611)						
Annual appropriation	D	3,481,009	3,654,074	6,254,046	2,599,972	71.15%
Advance for succeeding fiscal year	D	9,283,383	9,283,383	9,283,383	0	0.00%
Subtotal		12,764,392	12,937,457	15,537,429	2,599,972	20.10%
(b) Preschool grants (IDEA B-619)	D	394,120	397,620	502,620	105,000	26.41%
(c) Grants for infants and families (IDEA C)	D	477,000	481,850	731,850	250,000	51.88%
Subtotal, State grants		13,635,512	13,816,927	16,771,899	2,954,972	21.39%
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	89,700	90,200	250,000	159,800	177.16%
(d) Personnel preparation (section 662)	M	0	0	90,000	90,000	---
(e) Parent information centers (sections 671-673)	D	27,411	27,411	30,152	2,741	10.00%
(f) Educational technology, media, and materials (section 674)	D	29,547	29,547	29,547	0	0.00%
Subtotal, Discretionary	D	229,633	230,133	397,674	167,541	72.80%
Subtotal, Mandatory	M	0	0	90,000	90,000	---
3. Special Olympics education programs (Special Olympics Sport and Empowerment Act)	D	20,083	23,683	23,683	0	0.00%
<b>Total, Appropriation</b>		<b>13,885,228</b>	<b>14,070,743</b>	<b>17,283,256</b>	<b>3,212,513</b>	<b>22.83%</b>
Discretionary	D	13,885,228	14,070,743	17,193,256	3,122,513	22.19%
Mandatory	M	0	0	90,000	90,000	---
Current		4,601,845	4,787,360	7,999,873	3,212,513	67.10%
Prior year's advance		9,283,383	9,283,383	9,283,383	0	0.00%

DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET REQUEST  
(in thousands of dollars)

5/28/2021

	Cat Code	2020 Appropriation	2021 Appropriation	2022 President's Budget	2022 President's Budget Compared to 2021 Appropriation	
					Amount	Percent
<b>Rehabilitation Services</b>						
1. Vocational rehabilitation State grants:						
(a) Grants to States (RA Title I-A, sections 110 and 111)	M	3,351,798	3,414,895	3,455,328	40,433	1.18%
(b) Grants to Indians (RA Title I-C)	M	45,250	50,650	51,803	1,153	2.28%
Subtotal	M	3,397,048	3,465,545	3,507,131	41,586	1.20%
Mandatory baseline	M	3,610,040	3,675,021	3,719,121	44,100	1.20%
2. Client assistance State grants (RA section 112)	D	13,000	13,000	13,000	0	0.00%
3. Training (RA section 302)	D	29,388	29,388	29,388	0	0.00%
4. Demonstration and training programs (RA section 303)	D	5,796	5,796	40,796	35,000	603.86%
5. Protection and advocacy of individual rights (RA section 509)	D	17,650	18,150	18,150	0	0.00%
6. Supported employment State grants (RA VI)	D	22,548	22,548	22,548	0	0.00%
7. Independent living services for older blind individuals (RA VII, Chapter 2)	D	33,317	33,317	33,317	0	0.00%
8. Helen Keller National Center for Deaf-Blind Youths and Adults (HKNCA)	D	16,000	17,000	18,500	1,500	8.82%
Subtotal		137,699	139,199	175,699	36,500	26.22%
<b>Total</b>		<b>3,534,747</b>	<b>3,604,744</b>	<b>3,682,830</b>	<b>78,086</b>	<b>2.17%</b>
Discretionary	D	137,699	139,199	175,699	36,500	26.22%
Mandatory	M	3,397,048	3,465,545	3,507,131	41,586	1.20%
<b>American Printing House for the Blind (20 U.S.C. 101 et seq.)</b>	D	<b>32,431</b>	<b>34,431</b>	<b>37,431</b>	<b>3,000</b>	<b>8.71%</b>
<b>National Technical Institute for the Deaf (EDA I-B and section 207)</b>	D	<b>79,500</b>	<b>81,500</b>	<b>84,500</b>	<b>3,000</b>	<b>3.68%</b>
<b>Gallaudet University (EDA I-A and section 207)</b>	D	<b>137,361</b>	<b>140,361</b>	<b>143,361</b>	<b>3,000</b>	<b>2.14%</b>

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	Cat Code	2020 Appropriation	2021 Appropriation	2022 President's Budget	2022 President's Budget Compared to 2021 Appropriation	
					Amount	Percent
<b>Career, Technical, and Adult Education</b>						
1. Career and technical education (Carl D. Perkins CTEA):						
(a) State grants (Title I)						
Annual appropriation	D	491,598	543,848	563,848	20,000	3.68%
Advance for succeeding fiscal year	D	791,000	791,000	791,000	0	0.00%
Subtotal		1,282,598	1,334,848	1,354,848	20,000	1.50%
(b) National programs (section 114)						
(c) Expanded Career Pathways for Middle and High School Students (proposed legislation)	M	0	0	1,000,000	1,000,000	---
Subtotal, Discretionary	D	1,290,019	1,342,269	1,470,269	128,000	9.54%
Subtotal, Mandatory	M	0	0	1,000,000	1,000,000	---
Subtotal, Career and technical education		1,290,019	1,342,269	2,470,269	1,128,000	84.04%
2. Adult education:						
(a) Adult basic and literacy education State grants (AEFLA)	D	656,955	674,955	674,955	0	0.00%
(b) Adult education State grants (proposed legislation)	M	0	0	100,000	100,000	---
(c) National leadership activities (AEFLA section 242)	D	13,712	13,712	38,712	25,000	182.32%
Subtotal, Discretionary	D	670,667	688,667	713,667	25,000	3.63%
Subtotal, Mandatory	M	0	0	100,000	100,000	---
Subtotal, Adult education		670,667	688,667	813,667	125,000	18.15%
<b>Total, Appropriation</b>		<b>1,960,686</b>	<b>2,030,936</b>	<b>3,283,936</b>	<b>1,253,000</b>	<b>61.70%</b>
Discretionary	D	1,960,686	2,030,936	2,183,936	153,000	7.53%
Mandatory	M	0	0	1,100,000	1,100,000	---
Current		1,169,686	1,239,936	2,492,936	1,253,000	101.05%
Prior year's advance		791,000	791,000	791,000	0	0.00%

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					Amount	Percent
<b>Student Financial Assistance</b>						
1. Federal Pell grants (HEA IV-A-1):						
(a) Discretionary Pell grants	D	22,475,352	22,475,352	25,475,352	3,000,000	13.35%
(b) Mandatory Pell grants	M	5,571,420	5,412,000	14,190,000	8,778,000	162.20%
(c) Mandatory Funding for Discretionary Program Costs	M	1,405,000	1,142,000	1,007,000	(135,000)	-11.82%
Subtotal, Federal Pell grants		29,451,772	29,029,352	40,672,352	11,643,000	40.11%
Discretionary		22,475,352	22,475,352	25,475,352	3,000,000	13.35%
Mandatory		6,976,420	6,554,000	15,197,000	8,643,000	131.87%
<b>Federal Pell Grants Program Information (memorandum entry):</b>						
Discretionary program costs		21,864,000	22,683,000	26,757,000	4,074,000	17.96%
Mandatory program costs		5,301,000	5,412,000	14,190,000	8,778,000	162.20%
Total, program costs		27,165,000	28,095,000	40,947,000	12,852,000	45.74%
Maximum award (in whole dollars)						
Base award		5,285	5,435	5,835	400	7.36%
Mandatory add-on		1,060	1,060	2,535	1,475	139.15%
Total maximum award		6,345	6,495	8,370	1,875	28.87%
Recipients (in thousands)		6,303	6,456	7,312	856	13.26%

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					Amount	Percent
<b>Student Financial Assistance (continued)</b>						
2. Campus-based programs:						
(a) Federal supplemental educational opportunity grants (HEA IV-A-3)	D	865,000	880,000	880,000	0	0.00%
(b) Federal work-study (HEA IV-C)	D	1,180,000	1,190,000	1,190,000	0	0.00%
Subtotal, Campus-based programs		2,045,000	2,070,000	2,070,000	0	0.00%
3. Iraq and Afghanistan service grants (P.L. 111-39)	M	513	551	783	232	42.11%
<b>Total</b>		<b>31,497,285</b>	<b>31,099,903</b>	<b>42,743,135</b>	<b>11,643,232</b>	<b>37.44%</b>
Discretionary	D	24,520,352	24,545,352	27,545,352	3,000,000	12.22%
Mandatory	M	6,976,933	6,554,551	15,197,783	8,643,232	131.87%
<b>TEACH Grants (HEA IV-A-9)</b>						
1. New loan subsidy	M	29,053	27,285	82,090	54,805	200.86%
2. Upward reestimate of existing loans	M	10,858	78,281	0	(78,281)	-100.00%
3. Downward reestimate of existing loans (non-add)	M	(36,231)	(3,225)	0	3,225	-100.00%
4. Net reestimate of existing loans (non-add)	M	(25,373)	75,056	0	(75,056)	-100.00%
5. Upward modification of existing loans	M	15,718	42,127	0	(42,127)	-100.00%
6. Net modification of existing loans (non-add)	M	15,718	42,127	0	(42,127)	-100.00%
Subtotal, loan subsidies		55,629	147,693	82,090	(65,603)	-44.42%
Subtotal, new loan subsidies and net reestimate (non-add)		19,398	144,468	82,090	(62,378)	-43.18%
<b>Total</b>	M	<b>55,629</b>	<b>147,693</b>	<b>82,090</b>	<b>(65,603)</b>	<b>-44.42%</b>

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					Amount	Percent
<b>Federal Direct Student Loans Program Account (HEA IV-D)</b>						
1. New loan subsidies	M	9,925,253	8,101,536	12,323,075	4,221,539	52.11%
2. New net loan subsidy (non-add)	M	6,838,227	3,225,230	8,603,771	5,378,541	166.76%
3. Upward reestimate of existing loans	M	64,642,541	53,674,813	0	(53,674,813)	-100.00%
4. Downward reestimate of existing loans (non-add)	M	(1,436,593)	-838,915	0	838,915	-100.00%
5. Net reestimate of existing loans (non-add)	M	63,205,948	52,835,898	0	(52,835,898)	-100.00%
6. Upward modification of existing loans	M	39,575,735	36,346,834	0	(36,346,834)	-100.00%
7. Net modification of existing loans (non-add)	M	39,575,735	36,346,834	0	(36,346,834)	-100.00%
8. Temporary Expanded Public Service Loan Forgiveness <sup>1</sup>	D	50,000	50,000	25,000	(25,000)	-50.00%
Subtotal, loan subsidies		114,193,528	98,173,183	12,348,075	(85,825,108)	-87.42%
Subtotal, new loan subsidies and net reestimate/modification (non-add)		109,699,910	92,457,962	8,628,771	(83,829,191)	-90.67%
<b>Total</b>		<b>114,193,528</b>	<b>98,173,183</b>	<b>12,348,075</b>	<b>(85,825,108)</b>	<b>-87.42%</b>
Discretionary <sup>1</sup>	D	50,000	50,000	25,000	(25,000)	-50.00%
Mandatory	M	114,143,528	98,123,183	12,323,075	(85,800,108)	-87.44%
<b>Federal Family Education Loans Program Account (HEA IV-B)</b>						
1. Upward reestimate of existing loans	M	13,150,795	3,780,632	0	(3,780,632)	-100.00%
2. Downward reestimate of existing loans (non-add)	M	(6,865,204)	(588,521)	0	588,521	-100.00%
3. Net reestimate of existing loans (non-add)	M	6,285,591	3,192,111	0	(3,192,111)	-100.00%
4. Upward modification of existing loans	M	3,448,659	2,804,249	0	(2,804,249)	-100.00%
5. Downward modification of existing loans (non-add)	M	(67)	0	0	0	---
6. Net modification of existing loans (non-add)	M	3,448,592	2,804,249	0	(2,804,249)	-100.00%
<b>Total, FFEL Program Account</b>	M	<b>16,599,454</b>	<b>6,584,881</b>	<b>0</b>	<b>(6,584,881)</b>	<b>-100.00%</b>
Total, new loan subsidies and net reestimate (non-add)		9,734,183	5,996,360	0	(5,996,360)	-100.00%
<b>Federal Family Education Loans Liquidating Account (HEA IV-B)</b>						
1. Pre-1992 student loans	M	(186,060)	(146,836)	(146,838)	(2)	0.00%
<b>Health Education Assistance Loans Liquidating Account</b>						
	M	<b>(5,029)</b>	<b>(5,029)</b>	<b>(5,029)</b>	<b>0</b>	<b>0.00%</b>

<sup>1</sup> 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.

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					Amount	Percent
<b>Free Community College</b>						
1. Free Community College (proposed legislation)	M	0	0	14,312,447	14,312,447	---
2. Institutional Aid to Improve Affordability (proposed legislation)	M	0	0	4,640,778	4,640,778	---
<b>Total</b>	M	<b>0</b>	<b>0</b>	<b>18,953,225</b>	<b>18,953,225</b>	<b>---</b>
<b>Higher Education</b>						
1. Aid for institutional development:						
(a) Strengthening institutions (HEA III-A, section 311)	D	107,854	109,007	209,007	100,000	91.74%
(b) Strengthening tribally controlled colleges and universities (HEA III-A, section 316)	D	36,633	38,080	53,080	15,000	39.39%
(c) Mandatory strengthening tribally controlled colleges and universities (HEA III-F, section 371)	M	28,230	28,290	87,290	59,000	208.55%
Subtotal		64,863	66,370	140,370	74,000	111.50%
(d) Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-A, section 317)	D	18,320	19,044	25,044	6,000	31.51%
(e) Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-F, section 371)	M	14,115	14,145	43,145	29,000	205.02%
Subtotal		32,435	33,189	68,189	35,000	105.46%
(f) Strengthening HBCUs (HEA III-B, section 323)	D	324,792	337,619	402,619	65,000	19.25%
(g) Mandatory strengthening HBCUs (HEA III-F, section 371)	M	79,985	80,155	247,155	167,000	208.35%
Subtotal		404,777	417,774	649,774	232,000	55.53%

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					Amount	Percent
<b>Higher Education (continued)</b>						
(h) Strengthening historically Black graduate institutions (HEA III-B, section 326)	D	83,995	87,313	102,313	15,000	17.18%
(i) Strengthening HBCU masters program (HEA Title VII, section 723)	D	9,956	10,956	20,956	10,000	91.27%
(j) Strengthening predominantly Black institutions (HEA III-A, section 318)	D	13,197	14,218	23,218	9,000	63.30%
(k) Mandatory strengthening predominantly Black institutions (HEA III-F, section 371)	M	14,115	14,145	43,145	29,000	205.02%
Subtotal		27,312	28,363	66,363	38,000	133.98%
(l) Strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-A, section 320)	D	4,444	5,120	20,120	15,000	292.97%
(m) Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-F, section 371)	M	4,705	4,715	14,715	10,000	212.09%
Subtotal		9,149	9,835	34,835	25,000	254.19%
(n) Strengthening Native American-serving nontribal institutions (HEA III-A, section 319)	D	4,444	5,120	12,120	7,000	136.72%
(o) Mandatory strengthening Native American-serving nontribal institutions (HEA III-F, section 371)	M	4,705	4,715	14,715	10,000	212.09%
Subtotal		9,149	9,835	26,835	17,000	172.85%
(p) Minority science and engineering improvement (HEA III-E-1)	D	12,635	13,370	18,370	5,000	37.40%
Subtotal, Aid for institutional development		762,125	786,012	1,337,012	551,000	70.10%
Discretionary	D	616,270	639,847	886,847	247,000	38.60%
Mandatory	M	145,855	146,165	450,165	304,000	207.98%



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					Amount	Percent	
<b>Higher Education (continued)</b>							
2. Aid for Hispanic-serving institutions:							
(a)	Developing Hispanic-serving institutions (HEA V-A)	D	143,081	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	94,100	94,300	290,300	196,000	207.85%
(c)	Promoting postbaccalaureate opportunities for Hispanic Americans (HEA V, section 512)	D	12,838	13,845	28,845	15,000	108.34%
	Subtotal		250,019	256,877	555,877	299,000	116.40%
	Discretionary		155,919	162,577	265,577	103,000	63.35%
	Mandatory		94,100	94,300	290,300	196,000	207.85%
3. Other aid for institutions:							
(a) International education and foreign language studies:							
(1)	Domestic programs (HEA VI-A and B)	D	68,103	69,353	69,353	0	0.00%
(2)	Overseas programs (MECEA section 102(b)(6))	D	8,061	8,811	8,811	0	0.00%
	Subtotal		76,164	78,164	78,164	0	0.00%
(c)	Model transition programs for students with intellectual disabilities into higher education (HEA VII-D-2)	D	11,800	13,800	15,180	1,380	10.00%
(d)	Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	10,000	10,634	10,634	0	0.00%
4. Assistance for students:							
(a)	Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	1,090,000	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	365,000	368,000	408,000	40,000	10.87%
(c)	Graduate assistance in areas of national need (HEA VII-A-2)	D	23,047	23,547	23,547	0	0.00%
(d)	Child care access means parents in school (HEA IV-A-7)	D	53,000	55,000	95,000	40,000	72.73%

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					Amount	Percent
<b>Higher Education (continued)</b>						
5. Fund for the improvement of post secondary education (FIPSE) (HEA VII-B)	D	24,500	41,000	76,000	35,000	85.37%
6. Teacher quality partnership (HEA II-A)	D	50,092	52,092	132,092	80,000	153.57%
7. Teacher quality partnership (HEA II-A)	M	0	0	280,000	280,000	---
8. Hawkins Centers of Excellence (HEA II-B-2)	D	0	0	20,000	20,000	---
9. Hawkins Centers of Excellence (HEA II-B-2)	M	0	0	40,000	40,000	---
10. Health professionals of the future (proposed legislation)	M	0	0	200,000	200,000	---
11. Completion Grants (proposed legislation)	M	0	0	6,200,000	6,200,000	---
<b>Total</b>		<b>2,715,747</b>	<b>2,782,126</b>	<b>10,769,267</b>	<b>7,987,141</b>	<b>287.09%</b>
Discretionary	D	2,475,792	2,541,661	3,308,802	767,141	30.18%
Mandatory	M	239,955	240,465	7,460,465	7,220,000	3002.52%
<b>Howard University</b>						
1. General support (20 U.S.C. 121 et seq.)	D	212,693	216,693	226,693	10,000	4.61%
2. Howard University Hospital (20 U.S.C. 128)	D	27,325	34,325	34,325	0	0.00%
<b>Total</b>	D	<b>240,018</b>	<b>251,018</b>	<b>261,018</b>	<b>10,000</b>	<b>3.98%</b>
<b>College Housing and Academic Facilities Loans Program Account (HEA section 121)</b>						
1. Federal administration (FCRA section 505(e))	D	435	435	435	0	0.00%
2. Reestimate of existing loan subsidies	M	(38)	145	0	(145)	-100.00%
<b>Total</b>		<b>397</b>	<b>580</b>	<b>435</b>	<b>(145)</b>	<b>-25.00%</b>
Discretionary	D	435	435	435	0	0.00%
Mandatory	M	(38)	145	0	(145)	-100.00%

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					Amount	Percent
<b>College Housing and Academic Facilities Loans Liquidating Account (HEA section 121)</b>	M	(3,015)	(3,015)	(3,015)	0	0.00%
<b>Historically Black College and University Capital Financing Program Account (HEA III-D)</b>						
1. Federal administration (FCRA section 505(e))	D	334	334	334	0	0.00%
2. Loan subsidies	D	20,150	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	0	1,695,000	0	(1,695,000)	-100.00%
5. Reestimate of existing loan subsidies	M	(41,708)	17,914	0	(17,914)	-100.00%
<b>Total</b>		<b>4,776</b>	<b>1,761,398</b>	<b>20,484</b>	<b>(1,740,914)</b>	<b>-98.84%</b>
Discretionary	D	46,484	48,484	20,484	(28,000)	-57.75%
Mandatory	M	(41,708)	1,712,914	0	(1,712,914)	-100.00%
<b>Higher Education Facilities Loans Liquidating Account (HEA section 121)</b>	M	<b>(585)</b>	<b>(585)</b>	<b>(585)</b>	<b>0</b>	<b>0.00%</b>
<b>College Housing Loans Liquidating Account (HEA section 121)</b>	M	<b>(1,760)</b>	<b>(1,760)</b>	<b>(1,760)</b>	<b>0</b>	<b>0.00%</b>

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					Amount	Percent
<b>Institute of Education Sciences</b>						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D, except section 174)	D	195,877	197,877	267,880	70,003	35.38%
(b) Statistics (ESRA I-C)	D	110,500	111,500	111,500	0	0.00%
2. Regional educational laboratories (ESRA section 174)	D	56,022	57,022	57,022	0	0.00%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	153,000	165,000	180,000	15,000	9.09%
(b) National Assessment Governing Board (section 302)	D	7,745	7,745	7,745	0	0.00%
Subtotal		160,745	172,745	187,745	15,000	8.68%
4. Research in special education (ESRA, Part E)	D	56,500	58,500	58,500	0	0.00%
5. Statewide longitudinal data systems (ETAA section 208)	D	33,000	33,500	33,500	0	0.00%
6. Special education studies and evaluations (IDEA, section 664)	D	10,818	11,318	21,318	10,000	88.35%
<b>Total</b>	<b>D</b>	<b>623,462</b>	<b>642,462</b>	<b>737,465</b>	<b>95,003</b>	<b>14.79%</b>
<b>Program Administration (DEOA)</b>						
1. Salaries and expenses	D	430,000	430,000	467,000	37,000	8.60%
2. Building Modernization	D	0	0	13,000	13,000	---
<b>Total</b>		<b>430,000</b>	<b>430,000</b>	<b>480,000</b>	<b>50,000</b>	<b>11.63%</b>
<b>Student Aid Administration (HEA I-D and IV-D, section 458)</b>						
1. Salaries and expenses	D	878,943	981,954	1,133,354	151,400	15.42%
2. Servicing activities	D	890,000	871,989	920,589	48,600	5.57%
<b>Total</b>		<b>1,768,943</b>	<b>1,853,943</b>	<b>2,053,943</b>	<b>200,000</b>	<b>10.79%</b>

DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET REQUEST  
(in thousands of dollars)

5/28/2021

	Cat Code	2020 Appropriation	2021 Appropriation	2022 President's Budget	2022 President's Budget Compared to 2021 Appropriation	
					Amount	Percent
<b>Office for Civil Rights (DEOA, section 203)</b>	D	130,000	131,000	144,000	13,000	9.92%
<b>Office of Inspector General (DEOA, section 211)</b>	D	63,000	63,000	70,115	7,115	11.29%
<b>Contributions (DEOA, section 421)</b>	M	0	0	0	0	---
<b>General Fund Receipts</b>						
1. Perkins loan repayments	M	(1,316,750)	(884,601)	(842,908)	41,693	-4.71%
2. FDSL downward reestimate of loan subsidies	M	(1,436,592)	(838,915)	0	838,915	-100.00%
3. FFEL downward reestimate of loan subsidies	M	(6,865,204)	(588,521)	0	588,521	-100.00%
4. FDSL downward modification/negative loan subsidies	M	(3,945,692)	(4,028,256)	(3,879,363)	148,893	-3.70%
5. HBCU capital financing downward reestimate of loan subsidies	M	(47,666)	(206,773)	0	206,773	-100.00%
6. FFEL downward modification/negative loan subsidies	M	(197)	0	0	0	---
7. HEAL downward reestimate of loan subsidies	M	0	(25,368)	0	25,368	-100.00%
8. TEACH downward reestimate of loan subsidies	M	(36,231)	(3,225)	0	3,225	-100.00%
<b>Total</b>		<b>(13,648,332)</b>	<b>(6,575,659)</b>	<b>(4,722,271)</b>	<b>1,853,388</b>	<b>-28.19%</b>
<b>DISCRETIONARY APPROPRIATION</b>						
1. Student Financial Assistance debt collection	M	6,000	4,000	9,000	5,000	125.00%
<b>DISCRETIONARY APPROPRIATION</b>	D	<b>72,751,214</b>	<b>73,536,533</b>	<b>102,823,263</b>	<b>29,286,730</b>	<b>39.83%</b>
<b>DISCRETIONARY APPROPRIATION, less rescissions</b>	D	<b>72,251,214</b>	<b>73,036,533</b>	<b>102,823,263</b>	<b>29,786,730</b>	<b>40.78%</b>



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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