TITLE III—DEPARTMENT OF EDUCATION
EDUCATION FOR THE DISADVANTAGED

| Appropriation, fiscal year 2019 | $16,543,790,000 |
| Budget request, fiscal year 2020 | 16,376,790,000 |
| Committee Recommendation | 17,563,802,000 |
| Change from enacted level | +1,020,012,000 |
| Change from budget request | +1,187,012,000 |

This account provides foundational funding to help ensure all children receive a fair, equitable and high-quality education.

Of the total amount available, $6,638,625,000 is appropriated for fiscal year 2020 for obligation on or after July 1, 2021 and $10,841,177,000 is appropriated for fiscal year 2020 for obligation on or after October 1, 2021.

Grants to Local Educational Agencies

For fiscal year 2020, the Committee recommends $16,859,802,000 for Title I grants to LEAs, an increase of $1,000,000,000 over the fiscal year 2019 enacted level and the fiscal year 2020 budget request, reflecting the largest increase to the program in more than a decade. Title I is the cornerstone of federal K–12 education programs and critical to the nation’s collective efforts to ensure that every child has the opportunity to obtain a high-quality education.

The program serves an estimated 25 million students in nearly 90 percent of school districts and nearly 60 percent of all public schools. Providing additional resources so that children can succeed in school and in life is one of the Committee’s highest priorities in the bill.

Of the amounts provided for Title I programs, $6,459,401,000 is available for Basic Grants to Local Educational Agencies (LEAs or school districts), which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Basic grants are awarded to school districts with at least 10 low-income children who make up more than two percent of the school-age population.

Within the amount for Title I Basic Grants, up to $5,000,000 is made available to the Secretary of Education (Secretary) on October 1, 2019, to obtain annually-updated LEA-level poverty data from the Bureau of the Census.

The Committee recommends $1,362,301,000 for Title I Concentration Grants, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Concentration Grants target funds to school districts in which the number of low-income children exceeds 6,500 or 15 percent of the total school-age population.

The Committee recommends $4,519,050,000 for Title I Targeted Grants, which is $500,000,000 above the fiscal year 2019 enacted level and the 2020 budget request. Targeted Grants provide higher payments to school districts with high numbers or percentages of low-income students.

The Committee recommends $4,519,050,000 for Title I Education Finance Incentive Grants (EFIGs), which is $500,000,000 above the fiscal year 2019 enacted level and the 2020 budget request. EFIGs provide payments to States and school districts that incorporate equity and effort factors to improve the equity of State funding systems.
Our nation’s public schools serve more than 50 million children, more than 50 percent of whom come from low-income families. Research shows that low-income students are more likely to struggle academically and often attend high-need schools with fewer resources, less-experienced teachers, and more limited access to advanced coursework. Unfortunately, support for federal K–12 formula programs has been relatively stagnant over the past decade, allowing inflation to erode the value of this vital assistance. The Committee is concerned by research from the Center on Budget and Policy Priorities that finds that 29 States spent less per student in 2015 than they had in the 2008 school year, before the Great Recession. The Committee intends for this historic increase for Title I, and for other K–12 programs, to help reverse a decade of disinvestment and austerity for our schools and communities.

The Committee is encouraged by recent research on community school models, including findings that well-implemented community schools lead to improved student and school outcomes while meeting the needs of low-income students. The Committee notes that under Schoolwide Programs in the Elementary and Secondary Education Act (ESEA), schools may describe efforts, and use funds, to support strategies to address schools’ needs that include a community schools approach, such as the use of a community schools coordinator, expanded and enriched learning time opportunities, active family and community engagement, collaborative leadership practices, and integrated student supports.

The Committee is concerned by the Department’s proposed Supplement not Supplant Non-Regulatory Informational Document for leaving a key fiscal requirement unregulated and without a meaningful standard against which the Department can enforce compliance. The Committee is concerned the informational guidance will lead to the abuse of flexibility and an erosion of the effectiveness of the federal investment in public education. Therefore, the Committee urges the Department to abandon its proposal and engage in negotiated rulemaking and robust public comment to promulgate a meaningful standard for compliance with the requirements of ESEA.

**Comprehensive Literacy Development Grants**

The Committee recommends $195,000,000 for Comprehensive Literacy Development Grants, which is $5,000,000 above the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Funds are awarded to States to subgrant to school district and/or early education programs to improve literacy instruction for disadvantaged students.

**Innovative Approaches to Literacy**

The Committee recommends $29,000,000 for Innovative Approaches to Literacy, a $2,000,000 increase over the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Funds support competitive grants to school libraries and national not-for-profit organizations to provide books and literacy activities to children and families in high-need communities.
State Agency Programs: Migrant

The Committee recommends $380,000,000 for the State Agency Program for Migrant Education, which is $5,249,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program supports special educational and related services for children of migrant agricultural workers and fishermen, including: (1) Supplementary academic education; (2) remedial or compensatory instruction; (3) English for limited English proficient students; (4) testing; (5) guidance counseling; and (6) other activities to promote coordination of services across States for migrant children whose education is interrupted by frequent moves.

State Agency Programs: Neglected and Delinquent

For the State Agency Program for Neglected and Delinquent Children, the Committee recommends $50,000,000, which is $2,386,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This formula grant program supports educational services for children and youth under age 21 in State-run institutions, attending community day programs, and in correctional facilities. A portion of these funds is provided for projects that support the successful re-entry of youth offenders into postsecondary and vocational programs.

Special Programs for Migrant Students

The Committee recommends $50,000,000 for the Special Programs for Migrant Students, which is $5,377,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request. These programs make grants to colleges, universities, and non-profit organizations to support educational programs designed for students who are engaged in migrant and other seasonal farm work. The High School Equivalency Program (HEP) recruits migrant students age 16 and over and provides academic and support services to help those students obtain a high school equivalency certificate and subsequently to gain employment or admission to a postsecondary institution or training program. The College Assistance Migrant Program (CAMP) provides tutoring and counseling services to first-year, undergraduate migrant students and assists those students in obtaining student financial aid for their remaining undergraduate years.

IMPACT AID

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This account supports payments to school districts affected by Federal activities, such as those that educate children whose families are connected with the military or who live on Indian land.

Basic Support Payments

The Committee recommends $1,351,242,000 for Basic Support Payments to LEAs, which is $50,000,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Basic Support Payments compensate school districts for lost tax revenue and
are made on behalf of Federally-connected children, such as children of members of the uniformed services who live on Federal property.

Payments for Children with Disabilities

The Committee recommends $48,316,000 for Payments for Children with Disabilities, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. These payments compensate school districts for the increased costs of serving Federally-connected children with disabilities.

Facilities Maintenance

The Committee recommends $4,835,000 for Facilities Maintenance, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. These capital payments are authorized for maintenance of certain facilities owned by the Department.

Construction

The Committee recommends $17,406,000 for the Construction program, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Funding is allocated by formula to eligible LEAs for school construction activities under section 7007(a) of ESEA.

Payments for Federal Property

The Committee recommends $76,313,000 for Payments for Federal Property, which $2,000,000 above the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Funds are awarded to school districts to compensate for lost tax revenue as the result of Federal acquisition of real property since 1938.

SCHOOL IMPROVEMENT PROGRAMS

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The Committee recommendation includes $6,016,470,000 for the School Improvement Programs account.

Supporting Effective Instruction State Grants

The Committee recommends $2,555,830,000 for Supporting Effective Instruction State Grants (Title II–A), which is $500,000,000 above fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate the program. Title II–A grants provide States and school districts with a flexible source of funding to strengthen the skills and knowledge of teachers, principals, and administrators to enable them to improve student achievement. Title II–A represents the only dedicated funding stream for teacher professional development for many States and districts. The Committee’s recommended funding level, which provides a 24 percent increase, would be the program’s first increase since fiscal year 2010. Taking into account the impact previous cuts to Title II–A have
had on support for educator professional development, the Committee prioritizes additional resources to strengthen and highlight the importance of the teaching profession.

The Committee also notes the role Title II–A funds can play in helping educators incorporate vital social and emotional learning (SEL) strategies. For instance, Title II–A can be used to develop educator competencies in supporting student social, emotional, and cognitive development into licensing and accreditation requirements for teachers, school leaders, administrators, and counseling staff. In addition, LEAs can use Title II–A funds for professional development that helps educators continually build on and refine student-centered practices that support student social, emotional, and academic learning. These can include learning to use data about school climate and a wide range of student outcomes to undertake continuous improvement, problem solving around the needs of individual students and engaging in schoolwide initiatives in collegial teams and professional learning communities, and learning from other schools through networks, site visits, and documentation of successes.

The Committee is supportive of the Department’s recognition of effective teaching and SEL as a vital, evidence-based field and is interested in how its newly established Office of Effective Teaching and Social and Emotional Learning will provide technical assistance to State Educational Agencies (SEAs) and LEAs in implementing the Every Student Succeeds Act (ESSA). In addition, the Committee is interested in how the office will disseminate knowledge of evidence-based SEL strategies from the Department’s newly established Center to Improve Social and Emotional Learning and School Safety to external stakeholders and to Department offices responsible for competitive grant competitions. Therefore, within 60 days of enactment of this Act, the Committee directs the Department to brief the Committees on Appropriations on the Office of Effective Teaching and Social and Emotional Learning’s plans for disseminating the Center to Improve Social and Emotional Learning and School Safety’s clearinghouse of evidence-based strategies to internal and external stakeholders, including SEAs and LEAs, and the office’s plans for leveraging the Center’s knowledge of evidence-based SEL strategies to inform fiscal year 2020 grant competitions.

**Supplemental Education Grants**

The Committee recommends $16,699,000 for Supplemental Education Grants to the Federated States of Micronesia and the Republic of the Marshall Islands, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. The Compact of Free Association Amendments Act of 2003 (PL 108–188) authorizes these entities to receive funding for general education assistance.

**21st Century Community Learning Centers**

The Committee recommends $1,321,673,000 for 21st Century Community Learning Centers, $100,000,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Funds are awarded by formula to States, which in turn distribute funds on a competitive basis to
local school districts, nonprofit organizations, and other public entities.

The Committee notes that only one in three 21st Century Community Learning Centers grant applications is awarded, reflecting substantial unmet demand for these opportunities. The $100,000,000 increase over fiscal year 2019 will help communities providing after-school programs serve 1.5 million students, approximately 120,000 more than in fiscal year 2019.

State Assessments

The Committee recommends $378,000,000 for State Assessments, which is the same as the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Funds are available to develop and implement academic standards and assessments. The program includes a set-aside for audits to identify and eliminate low-quality or duplicative assessments.

Culturally Relevant Assessments.—The Committee supports efforts by the Department to ensure tribal populations have access to quality culturally relevant assessments.

Education for Homeless Children and Youth

The Committee recommends $100,000,000 for the Education for Homeless Children and Youth program, which is $6,500,000 more than the fiscal year 2019 enacted level and the 2020 budget request. Grants are allocated to States in proportion to the total each State receives under the Title I program.

Training and Advisory Services

The Committee recommends $6,575,000 for Training and Advisory Services authorized by Title IV–A of the Civil Rights Act, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Title IV–A authorizes technical assistance and training services for school districts to address problems associated with desegregation on the basis of race, sex, or national origin. The Department awards three-year grants to regional Equity Assistance Centers (EACs) located in each of the 10 Department of Education regions. The EACs provide services to school districts upon request. Typical activities include disseminating information on successful education practices and legal requirements related to nondiscrimination on the basis of race, sex, and national origin in educational programs.

Education for Native Hawaiians

The Committee recommends $40,000,000 for the Education for Native Hawaiian program, which is $3,603,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Funds are used to provide competitive awards for supplemental education services to the Native Hawaiian population.

Alaska Native Education Equity

The Committee recommends $36,453,000 for the Alaska Native Education Equity program, which is $1,000,000 more than the fiscal year 2019 level. The fiscal year 2020 budget request proposes to eliminate this program. Funds are used to provide competitive
awards for supplemental education services to the Alaska Native population.

Rural Education

The Committee recommends $180,840,000 for Rural Education programs, which is the same as the fiscal year 2019 enacted level and the fiscal year 2020 budget request. There are two programs to assist rural school districts with improving teaching and learning in their schools: the Small, Rural Schools Achievement program, which provides funds to rural districts that serve a small number of students; and the Rural and Low-Income Schools program, which provides funds to rural districts that serve concentrations of poor students, regardless of the number of students served by the district. Funds appropriated for Rural Education shall be divided equally between these two programs.

Comprehensive Centers

The Committee recommends $60,400,000 for Comprehensive Centers, which is $8,400,000 above the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. The Comprehensive Centers program includes support for regional centers that provide training, technical assistance, and professional development to build State capacity to provide high-quality education to all students. The Committee notes the critical role Comprehensive Centers play in helping States vet evidence and strategies to implement ESSA and provide children with a high-quality education.

Student Support and Academic Enrichment State Grants

The Committee recommends $1,320,000,000 for Student Support and Academic Enrichment (SSAE) State Grants, which is $150,000,000 above the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. SSAE grants provide SEAs and LEAs with flexible resources that provide students with access to a well-rounded education, including rigorous coursework, and improve school conditions and the use of technology.

The Committee notes that SEAs and LEAs can use SSAE funds for activities that contribute to a well-rounded education, including supports for safe, culturally responsive classroom communities. The Committee also notes that SEAs and LEAs can use SSAE funds to support and expand school-based mental health services.

Arming Teachers.—The Committee notes there is no evidence to suggest that arming teachers would make schools safer. Instead, there are serious concerns about the unintended consequences and negative impacts such a policy could have on the well-being and safety of students. The Committee is deeply concerned by the Department’s internal July 2018 memo that indicated its Office of the General Counsel believes the Secretary has discretion to interpret the ESEA “as to its permissiveness regarding the purchase of firearms and training on the use of firearms.” However, the memo also indicates that “it is reasonable for the Secretary not to allow this use of funds absent specific Congressional authorization, and it is unlikely that this interpretation would be subject to a successful legal challenge.” Seeing as Congress never intended for SSAE
funds to be used to purchase firearms or for firearms training in schools, and given the Department’s Office of the General Counsel view that it would be reasonable, and legally sound, for the Secretary to disallow such expenditures, the Committee directs the Secretary, within 30 days of enactment of this Act, to issue guidance clarifying that SSAE funds are not allowed to be used for the purchase of firearms or for firearms training.

*Digital Divide.*—The Committee is concerned by the impact of the digital divide on low-income, minority, and historically underrepresented students. For instance, a recent analysis found that 54 percent of households in Detroit, Michigan lacked fixed broadband connections. Lack of access to broadband for children and families places significant burdens on schools and libraries to help students connect in order to complete coursework. To address this challenge, the Committee notes that LEAs may use SSAE grants to help expand broadband technology in schools as a use of funds to build technological capacity and infrastructure.

*Engineering Education.*—The Committee is aware that among science, technology, engineering and mathematics (STEM) topics, there is a relatively limited focus on engineering education; however, engineering is important in its application of scientific and mathematical principles to innovation, analysis, design, evaluation, and manufacturing processes and systems. Therefore, the Committee is supportive of efforts by LEAs to use SSAE funds to support rigorous academic coursework or educator professional learning in engineering education programs and encourages the expansion of engineering initiatives in elementary and secondary schools through public-private partnerships.

*Computer Science.*—The Committee notes that States and school districts may use funds available under the SSAE Grant Program to strengthen instruction in science, technology, engineering, arts, and mathematics (STEAM) fields, including computer science, and improve access to Pre-K–12 computer science and STEAM programming for underserved students, such as minorities, girls, and youth from families living at or below the poverty line. The Committee recognizes that supporting education in the STEAM fields, particularly computer science, is critical to ensuring that our nation continues to lead in innovation. As computer science is a basic skill in the 21st century global economy, the Committee intends for investments in Title IV–A to reduce the computer science enrollment and achievement gaps.

**INDIAN EDUCATION**

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This account supports programs authorized by part A of title VI of the ESEA.

*Grants to Local Educational Agencies*

The Committee recommends $105,381,000 for Grants to Local Educational Agencies, which is the same as the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program
provides assistance through formula grants to school districts and schools supported or operated by the Bureau of Indian Education. The purpose of this program is to improve elementary and secondary school programs that serve American Indian students, including preschool children. Grantees must develop a comprehensive plan and ensure that the programs they carry out will help Indian students reach the same challenging standards that apply to all students. This program supplements the regular school program to help American Indian children sharpen their academic skills, bolster their self-confidence, and participate in enrichment activities that would otherwise be unavailable.

Special Programs for Indian Children

The Committee recommends $67,993,000 for Special Programs for Indian Children, which is the same as the fiscal year 2019 enacted level and $4,000,000 more than the fiscal year 2020 budget request. These programs make competitive awards to improve the quality of education for American Indian students. The program also funds the American Indian Teacher Corps and the American Indian Administrator Corps to recruit and support American Indians as teachers and school administrators.

National Activities

The Committee recommends $13,000,000 for National Activities, which is $6,135,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Within this account, no less than $4,340,000 is provided for grants to Tribes for education administrative planning, development, and coordination, and no less than $4,340,000 is provided for grants to support Native language immersion schools and programs. Funds under this authority also support research, evaluation and data collection to provide information about the educational status of Indian students and the effectiveness of Indian education programs.

INNOVATION AND IMPROVEMENT

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The Committee recommends $1,223,815,000 for programs within the Innovation and Improvement account.

Education Innovation and Research

The Committee recommends $300,000,000 for the Education Innovation and Research program. This amount is $170,000,000 above the fiscal year 2019 enacted level and the same as the fiscal year 2020 budget request. This program makes competitive grants to support the replication and scaling-up of evidence-based education innovations.

Within the total for EIR, the Committee recommendation includes $170,000,000 to provide grants for evidence-based, field-initiated innovations that address student social, emotional, and cognitive needs.
The competition is part of the Committee’s new initiative on SEL interventions and “whole child” approaches to education. The recently released National Commission on Social, Emotional and Academic Development report chronicles decades of research showing “that the social, emotional, and cognitive dimensions of learning are deeply linked” and that educating the whole student involves integrating and sustaining these dimensions throughout the day. In addition, a recent study by the Collaborative for Academic, Social, and Emotional Learning found that students who received SEL interventions showed lasting positive impacts on variables such as high school graduation rates and college attendance and lower likelihoods of being arrested or being diagnosed with a clinical mental health disorder. Further, RAND Corporation finds that there are at least 60 SEL interventions that have been evaluated and meet ESSA evidence requirements. The Committee is encouraged by the robust, growing evidence base behind SEL strategies, trauma-informed services, and whole child approaches to learning, and makes funding for these interventions a top priority. Within 90 days of enactment of this Act, the Department is directed to brief the Committees on Appropriations on plans for carrying out the SEL competition. In addition, the Department shall provide notice to the Committees at least seven days before grantees are announced.

In addition, within the total for EIR, the Committee recommendation includes $125,000,000 for States, school districts, and school-based afterschool programs to provide or strengthen instruction in science, technology, engineering, arts, and mathematics (STEAM) fields, including computer science. In particular, these funds must be used by the Secretary to direct additional Pre-K–12 computer science and STEAM grants to underrepresented students such as minorities, girls, and youth from families living at or below the poverty line to help reduce the enrollment and achievement gap. Supporting education in STEAM fields, particularly computer science, is critical to ensuring that our nation continues to lead in innovation. As computer science is a basic skill in the 21st century global economy, the Committee encourages the Department to support Pre-K–12 computer science education to schools across the country.

Finally, within the total for EIR, the Committee includes $5,000,000 for the Department to fulfill dissemination and evaluation technical assistance contracts.

The Committee rejects the Administration’s proposal to fund professional development vouchers for teachers and directs that no funds are to be used for that purpose.

**Teacher and School Leader Incentive Grants**

The Committee recommends $200,000,000 for the Teacher and School Leader Incentive Grants program, which is the same as the fiscal year 2019 enacted level and the 2020 budget request. This program provides grants to States, school districts, and partnerships to develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools.
American History and Civics Academies

The Committee recommends $1,815,000 for American History and Civics Academies, which is the same as the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program.

American History and Civics National Activities

The Committee recommends $3,000,000 for American History and Civics National Activities, the same as the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program.

Competitive grants under Sections 2232 and 2233 of ESEA are the only dedicated Federal funding for civics and American history, helping to spur innovation and assist underserved students. The Committee urges the Secretary to conduct a competition and make awards in a timely manner.

Supporting Effective Educator Development

The Committee recommends $100,000,000 for the Supporting Effective Educator Development (SEED) grant program, which is $25,000,000 above the fiscal year 2019 level. The fiscal year 2020 budget request proposes to eliminate this program. SEED provides competitive grants to support alternative certification and other professional development and enrichment activities for teachers, principals, and other school leaders. Funds are included to fully support continuation costs for grants made in prior years.

Within SEED, $25,000,000 is provided for a new initiative to support professional development that helps educators incorporate SEL practices into teaching, and for pathways into teaching that provide a strong foundation in child development and learning, including skills for implementing SEL strategies in the classroom. The Committee recognizes the importance of integrating SEL into educator professional preparation and ongoing professional support and provides resources to expand access to these competencies. Within 90 days of enactment of this Act, the Department is directed to brief the Committees on Appropriations on plans for carrying out the SEL SEED competition. In addition, the Department shall provide notice to the Committees at least seven days before grantees are announced.

Further, the Committee directs the Department to ensure that SEED grants are awarded to a diverse set of eligible entities, including national non-profit organizations implementing evidence-based activities (as defined in section 8101(21)(A)(i) of ESEA) across a number of sites which can help bring to scale evidence-based programs of national significance across the country.

In addition, the Committee encourages the Department of Education, through the SEED program, to fund projects that increase the number of teachers with computer science certifications with a priority to increase the number of such teachers in rural public schools and public schools serving high percentages of Native students.

Charter Schools Grants

The Committee recommends $400,000,000 for Charter School Program (CSP) Grants, which is $40,000,000 below the fiscal year
2019 enacted level and $100,000,000 below the fiscal year 2020 budget request. The Committee recommends an allocation of funds within this program that aligns with ESSA.

CSP awards grants to SEAs or, if a State’s SEA chooses not to participate, to charter school developers to support the development and initial implementation of public charter schools. State Facilities Incentive Grants and Credit Enhancement for Charter School Facilities awards help charter schools obtain adequate school facilities. These programs work in tandem to support the development and operation of charter schools.

The Committee is concerned by a recent report by the Network for Public Education, which finds that as much as $1,000,000,000 of CSP funds have been wasted on schools that never opened or precipitously closed due to mismanagement. In particular, the Committee is concerned by the ED–OIG September 2018 report, “Nationwide Audit of Oversight of Closed Charter Schools,” which found that the Department did not provide effective oversight of processes performed by the States that receive CSP funding when their charter schools close. The Committee is deeply concerned that the Department does not intend to be a responsible steward of taxpayer dollars when it comes to CSP funding, as it has rejected the multiple ED–OIG audit recommendations. Therefore, the Committee directs the Department, within 180 days of the enactment of this Act, to implement all of the recommendations included in the September 2018 ED–OIG report and brief the Committees on Appropriations on plans for implementation within 30 days of enactment of this Act.

The Committee notes that ESSA requires the Department to conduct regular evaluations of State entity CSP grants. ESSA took critical steps toward strengthening oversight of charter schools by requiring State entities receiving grant funds to allocate not less than seven percent of funding received under the program to provide technical assistance to grantees to expand, open, and prepare for the operation of high-quality charter schools, including by increasing charter school and authorizer quality initiatives. ESSA reinforced that a vital part of being a high-quality charter school is “demonstrated success in increasing student academic achievement . . . for each of the subgroups of students, as defined in section 1111(c)(2) (20 U.S.C. 7221i).” ESSA also places responsibility on the State entity for ensuring that all charter schools receiving grants “meet the educational needs of their students, including children with disabilities.” The Committee directs the Department to include in their evaluation of State entity Charter School grant programs the extent to which State entities are utilizing this seven percent to ensure that charter schools receiving CSP grants are equipped to appropriately serve students with disabilities and, by extension, prepared to become high-quality charter schools. Further, the Committee directs the Department to include a summary of its findings in its fiscal year 2021 Congressional Budget Justification.

In addition, the Committee notes widespread findings of waste and abuse in the for-profit virtual charter school sector and directs the Department to provide the Committees on Appropriations, within 180 days of enactment of this Act, the amount of CSP funding this sector received between fiscal years 2014 through fiscal
year 2019. In addition, the Department shall provide the total funding for all of the agency’s programs that goes to for-profit, virtual charter schools.

**Magnet Schools Assistance**

The Committee recommends $125,000,000 for the Magnet Schools Assistance program, which is $18,000,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program makes competitive grants to support the establishment and operation of magnet schools that are a part of a court-ordered or Federally-approved voluntary desegregation plan.

This year marks the 65th anniversary of the Supreme Court’s landmark ruling in *Brown v. Board* that declared separate but equal public schools to be unconstitutional. Yet according to a 2016 GAO audit, public education is more segregated by race and class than at any time since 1960. The Committee is concerned by the resegregation of public schools and believes that the 2015 enactment of ESSA presents a valuable opportunity to support State and school district efforts to improve student diversity as a means of achieving equity of educational opportunity. Further, the evidence base in support of increasing student diversity as a means of school improvement is extensive, which is why the Committee supports the Magnet School Assistance program.

The Committee recognized a longstanding barrier to the implementation of this work in the Department of Education Appropriations Act, 2019 when it removed two decades-old prohibitions on the use of federal funds for transportation costs to carry out school desegregation efforts. However, the Committee recognizes that barriers to this work persist due to Section 426 of the General Education Provisions Act. Therefore, the Committee urges the Secretary to work with Congress to rid the federal code of this outdated prohibition.

**Ready to Learn Programming**

The Committee recommends $30,000,000 for Ready to Learn Programming, which is $2,259,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. This program supports the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers.

The Ready to Learn program’s broadcast mission remains vital, particularly for children in rural and low-income communities where access to broadband internet is often sparse or non-existent. For the program’s fiscal year 2020 grant competition, the Committee expects the Department to issue a Notice Inviting Applications as early in fiscal year 2020 as possible. The Committee is strongly supportive of programming specially designed for nationwide distribution over public television stations’ digital broadcasting channels.

**Arts in Education**

The Committee recommends $35,000,000 for Arts in Education, which is $6,000,000 more than the fiscal year 2019 level. The fiscal year 2020 budget request proposes to eliminate this program. This
program provides competitive grants to support professional development and the development of instructional materials and programming that integrate the arts into the curricula.

**Javits Gifted and Talented Education**

The Committee recommends $14,000,000 for the Javits Gifted and Talented Education Program, which is $2,000,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Funds are awarded through grants and contracts to States, schools districts, and other organizations to support a coordinated program of research, demonstration projects, innovative strategies, and other activities to help schools identify gifted and talented students and address their unique educational needs.

The Committee encourages the Department to use funds to increase the number of grants that assist schools in the identification of, and provision of services to, gifted and talented students who may not be identified and served through traditional assessment methods, such as children with disabilities, English learners, children of color, and economically disadvantaged students.

**Statewide Family Engagement Centers**

The Committee recommends $15,000,000 for Statewide Family Engagement Center grants, which is $5,000,000 above fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate the program. Funds are awarded through grants to organizations to provide technical assistance and training to State and local educational agencies in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

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The Committee recommends a total of $240,000,000 for activities to promote safe schools, healthy students, and citizenship education, which is $49,246,000 over the fiscal year 2019 enacted level and $40,000,000 over the fiscal year 2020 budget request.

**Promise Neighborhoods**

The Committee recommends $80,000,000 for Promise Neighborhoods, which is $1,746,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Promise Neighborhoods supports grants to nonprofit, community-based organizations for the development of comprehensive neighborhood programs designed to combat the effects of poverty and improve educational outcomes for children and youth, from birth through college.
School Safety National Activities

The Committee recommends $120,000,000 for School Safety National Activities, $25,000,000 above the fiscal year 2019 enacted level, and $80,000,000 less than the fiscal year 2020 budget request. The Committee’s recommendation provides up to $10,000,000 for the Project School Emergency Response to Violence (Project SERV) program.

Within School Safety National Activities, the Committee includes sufficient funding to continue a demonstration program initiated in fiscal year 2019 to test and evaluate innovative partnerships between institutions of higher education and States or high-need local educational agencies to train school counselors, social workers, psychologists, or other mental health professionals qualified to provide school-based mental health services, with the goal of expanding the pipeline of these workers into low-income public elementary schools and secondary schools in order to address the shortages of mental health service professionals in such schools.

The Committee supports efforts to train school-based mental health professionals; however, more must be done to directly increase the number of well-trained mental health professionals in school districts across the country. Research shows that building the capacity of students to develop social and emotional skills, and take responsibility for their community, can reduce bullying, violence, and aggressive behaviors, making schools safer. Increasing the number of qualified mental health professionals in schools is central to this work. With the goal of immediately addressing this urgent national need, the Committee directs the Secretary to provide no less than $25,000,000 in awards to SEAs, LEAs, or consortia of LEAs to increase the number of well-trained school counselors, social workers, psychologists, or other mental health professionals qualified to provide school-based mental health services. This competition, which would expand the number of mental health and child development experts in schools, is part of the Committee’s new initiative to provide resources for SEL. To promote the sustainability of these services, the Secretary shall require that awards include a 25 percent match from grantees and require that the awards do not supplant existing mental health funding. Within 90 days of enactment of this Act, the Department is directed to brief the Committees on Appropriations on plans for carrying out the competition. In addition, the Department shall provide notice to the Committees at least seven days before grantees are announced.

The Project SERV program provides counseling and referral to mental health services as well as other education-related services to LEAs and IHEs in which the learning environment has been disrupted by a violent or traumatic crisis. The Committee directs the Department to report to the Committees on Appropriations within 180 days of enactment of this Act on how fiscal years 2017, 2018, and 2019 grant recipients used Project SERV funds; recommendations from grant recipients on how the program could be improved; and, information on how these funds helped them recover from a violent or traumatic crisis. The Department shall brief the Committees within 30 days of enactment of this Act on how it plans to carry out this directive.
The Committee is disappointed that the Department issued a Federal School Safety Commission Report about how to prevent school shootings that failed to look at the role of our nation’s permissive gun laws. Further, the Committee is dismayed that the Department relied on racially-biased conclusions to justify the rescission of the 2014 “Rethink School Discipline” guidance. The Committee directs the Department, within 30 days of enactment of this Act, to remove references to the report entitled: “Prior problem behavior accounts for the racial gap in school suspensions” from all materials on the Department’s website, guidance, or reports. Furthermore, the Committee directs the Department to reconsider the rescission of this guidance.

Full-Service Community Schools

The Committee recommends $40,000,000 for Full-Service Community Schools, which is $22,500,000 more than the fiscal year 2019 level. The fiscal year 2020 budget request proposes to eliminate this program. This program makes competitive grants to support school-based comprehensive services for students, families, and communities. The Full-Service Community Schools program, which supports evidence-based models to meet the holistic needs of children and families, is part of the Committee’s new initiative to provide resources for SEL. The Committee is also encouraged by research that shows comprehensive community schools as a strategy that can improve educational quality and equity for students from diverse backgrounds. Therefore, the Committee urges the Department to provide technical assistance to SEAs and LEAs that are interested in leveraging Full-Service Community Schools grants to meet local school improvement needs.

English Language Acquisition

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This program provides formula grants to States to serve Limited English Proficient (LEP) students. Grants are based on each State’s share of the National LEP students and recent immigrant student population. Funds under this account also support professional development to increase the pool of teachers prepared to serve LEP students as well as evaluation activities.

The Committee recommends $980,000,000 for English Language Acquisition in fiscal year 2020, a historic increase of $242,600,000 over both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Federal data shows that significant achievement gaps exist between English learners (ELs) and their peers; however, the funding to support these students has been flat for many years. This comes at a time when many States and school districts have experienced rapid growth in their EL populations. Providing increased resources to improve educational quality for EL students is a top priority for the Committee.

The Committee is aware that the statutory formula used to make English Language Acquisition allotments to States, set forth in Section 3111(c) of ESEA, does not fully capture children and youth
who relocate from the U.S. territory of Puerto Rico, where Spanish is the primary language of instruction, to one of the 50 States or the District of Columbia. The Committee recommended funding is intended to help in addressing this need.

SPECIAL EDUCATION

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Of the total amount available, $4,975,709,000 is available for obligation on July 1, 2020, and $9,283,383,000 is available for obligation on October 1, 2020. These grants help States and localities pay for a free appropriate education for students with disabilities aged 3 through 21.

Grants to States

This program provides formula grants to assist States in meeting the costs of providing special education and related services to children with disabilities. States generally transfer most of the funds to LEAs; however, they can reserve some funds for program monitoring, technical assistance, and other related activities. In order to be eligible for funds, States must make free appropriate public education available to all children with disabilities.

The Committee recommends $13,364,392,000 for Part B Grants to States, which is $1,000,000,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request, reflecting the largest increase to the program in more than a decade. The Committee is concerned that the federal share of the excess cost of educating students with disabilities has declined and notes the critical role this increase will play in helping to reverse this trend.

In March 2019, the courts ruled that the Department’s delay of the 2016 Significant Disproportionality rule, which requires States to address racial disparities and discrimination in special education programs, was arbitrary and capricious, and thus illegal. The Committee is deeply concerned that the Department has not communicated to stakeholders or Congress how it is enforcing the rule, per the recent court decision. Therefore, within 30 days of enactment of this Act, the Committee directs the Department to submit a report to the Committees on Appropriations, the House Committee on Education and Labor, and the Senate Committee on Health, Education, Labor, and Pensions on how it is implementing the 2016 Significant Disproportionality rule. The report shall include which data the Department is collecting to ensure compliance and all detailed guidance provided by the Department to help States comply with provisions of the regulation. The Committee notes that its SEL initiative, as described in the School Improvement Programs, Innovation and Research, and Safe Schools and Citizenship Education accounts, aims to provide schools, school districts, and States with critical tools so that they can support all students and prevent misidentification.

The Committee includes new bill language, as requested in the fiscal year 2020 budget request, that permits States to subgrant funds that they reserve under section 611(e)(2) of the IDEA to more
efficiently carry out authorized State-level activities. The Committee continues to include bill language excluding any amount by which a State's allocation is reduced for failure to meet the maintenance of effort threshold from being used to calculate the State's allocation under section 611(d) of the (IDEA) in subsequent years. The Committee also continues to include bill language directing the Secretary to distribute any reduction in a State's allocation under said section to all other States based on the formula established under section 611(d), excluding those States that are penalized.

Preschool Grants

The Committee recommends $403,400,000 for Preschool Grants, which is $12,280,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request. These funds provide additional assistance to States to help them make free, appropriate public education available to children with disabilities ages 3 through 5.

Grants for Infants and Families

The Committee recommends $491,300,000 for Grants for Infants and Families, which is $21,300,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. These funds provide additional assistance to States to help them make free, appropriate public education available to children with disabilities from birth through age 2. The Committee includes new bill language, as requested in the fiscal year 2020 budget request, to resolve implementation challenges related to funding for State Incentive Grants, a program that offers States the flexibility to expand services for children with disabilities beyond age 3.

IDEA National Activities

The Committee recommends $264,452,000 for the IDEA National Activities program, which is $21,236,000 above the fiscal year 2019 enacted level and $38,819,000 above the fiscal year 2020 budget request. The IDEA National Activities programs support State efforts to improve early intervention and education results for children with disabilities.

Educational Technology, Media, and Materials.—The Committee recommends $30,047,000 for Educational Technology, Media, and Materials, which is $2,000,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program makes competitive awards to support the development, demonstration, and use of technology and educational media activities of educational value to children with disabilities.

Parent Information Centers.—The Committee recommends $30,000,000 for Parent Information Centers, which is $2,589,000 more than fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program makes awards to parent organizations to support Parent Training and Information Centers, including community parent resource centers. These centers provide training and information to meet the needs of parents of children with disabilities living in the areas served by the centers, particularly underserved parents and parents of children who may be inappropriately identified. Technical assistance is also provided under this program for developing, assisting, and coordinating centers receiving assistance under this program. The Committee ac-
knowledges States with significant rural areas can be harder to engage due to distance barriers and encourages the Department to assist with their efforts to support parents of children with disabilities.

**Personnel Preparation.**—The Committee recommends $98,310,000 for Personnel Preparation, which is $11,110,000 above both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program supports competitive awards to help address State-identified needs for qualified personnel to work with children with disabilities, and to ensure that those personnel have the necessary skills and knowledge to serve children with special needs. Awards focus on addressing the need for leadership and personnel to serve low-incidence populations. Funds are included to fully support continuation costs for grants made in prior years. The Committee notes the critical role the Personnel Preparation program plays in helping to address the nation’s shortage of teachers for students with disabilities.

**State Personnel Development.**—The Committee recommends $40,630,000 for State Personnel Development, which is $2,000,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program supports grants to States to assist with improving personnel preparation and professional development related to early intervention and educational and transition services that improve outcomes for students with disabilities. Funds are included to fully support continuation costs for grants made in prior years.

**Technical Assistance and Dissemination.**—The Committee recommends $65,465,000 for Technical Assistance and Dissemination, which is $3,537,000 above the fiscal year 2019 enacted level and $21,120,000 above the 2020 budget request. The increase over fiscal year 2019 is provided for the Special Olympics education programs, as authorized by the Special Olympics Sport and Empowerment Act of 2004, for which the Committee recommends a funding level of $21,120,000. The fiscal year 2020 budget request proposes to eliminate Special Olympics. The other programs within Technical Assistance and Dissemination provide funding for technical assistance, demonstration projects, and information dissemination. These funds support efforts by State and local educational agencies, IHEs, and other entities to build State and local capacity to make systemic changes and improve results for children with disabilities. Funds are included to fully support continuation costs for grants made in prior years.

**Outlying Areas and Freely Associated States.**—The Committee is aware that the Outlying Areas (OA) and Freely Associated States (FAS) may experience significant challenges in funding the excess cost of educating students with disabilities. Therefore, the Committee directs the Department to explore how it could better support OA and FAS students with disabilities, including a consideration of how secretarial discretion is used to determine OA and FAS allocations. The Department shall update the Committee on its findings, along with data on OA and FAS allocations in the fiscal year 2021 Congressional Justification.
The programs in this account are authorized by the Rehabilitation Act of 1973 and the Helen Keller National Center Act.

**Vocational Rehabilitation State Grants**

The Committee recommends $3,610,040,000 in mandatory funding for Vocational Rehabilitation (VR) State Grants, which is $88,050,000 above the fiscal year 2019 enacted level and the same as the fiscal year 2020 budget request.

This program supports basic vocational rehabilitation services through formula grants to States. These grants support a wide range of services designed to help persons with physical and mental disabilities prepare for and engage in gainful employment to the extent of their capabilities. Emphasis is placed on providing vocational rehabilitation services to persons with the most significant disabilities. The Committee’s recommendation provides the cost-of-living adjustment for Vocational Rehabilitation Grants to States, as authorized.

**Client Assistance State Grants**

The Committee recommends $15,000,000 for Client Assistance State Grants, which is $2,000,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Client Assistance State Grants support services for eligible individuals and applicants of the VR State Grants program, and other programs, projects, and services funded under the Rehabilitation Act. These formula grants are used to help persons with disabilities overcome problems with the service delivery system and improve their understanding of services available to them under the Rehabilitation Act.

**Training**

The Committee recommends $30,188,000 for the Training program, which is $800,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. The program supports long-term and short-term training, in-service personnel training, and training of interpreters for deaf persons. Projects in a broad array of disciplines are funded to ensure that skilled personnel are available to serve the vocational needs of persons with disabilities. Funds are included to fully support continuation costs for grants made in prior years.

**Demonstration and Training Programs**

The Committee recommends $7,333,000 for Demonstration and Training Programs, which is $1,537,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. These programs support activities designed to increase employment opportunities for individuals with disabilities by expanding and improving the availability and provision of rehabilitation and other services. The Committee recommendation includes no less than the
fiscal year 2019 enacted level for parent information and training programs.

Protection and Advocacy of Individual Rights

The Committee recommends $17,650,000 for Protection and Advocacy of Individual Rights, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Grants are awarded to entities that have the authority to pursue legal, administrative, and other appropriate remedies to protect and advocate for the rights of persons with disabilities.

Supported Employment State Grants

The Committee recommends $22,548,000 for Supported Employment State Grants, which is the same as the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. These formula grants assist States in developing collaborative programs with public agencies and nonprofit agencies for training and post-employment services leading to supported employment. In supported employment programs, persons with the most significant disabilities are given special supervision and assistance to enable them to work in an integrated settings.

Independent Living Services for Older Individuals Who Are Blind

The Committee recommends $33,317,000 for Independent Living Services for Older Individuals Who Are Blind, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Funds are distributed to States according to a formula based on the population of individuals who are 55 or older and provide support for services to persons 55 years old or over, whose severe visual impairment makes gainful employment extremely difficult to obtain, but for whom independent living goals are feasible.

Helen Keller National Center

The Committee recommends $16,000,000 for the Helen Keller National Center for Deaf-Blind Youth and Adults, which is $2,500,000 above the fiscal year 2019 enacted level and $5,664,000 above the fiscal year 2020 budget request. These funds are used for the operation of a national center that provides intensive services for deaf-blind individuals and their families at Sands Point, New York, and a network of ten regional offices that provide referral, counseling, transition services, and technical assistance to service providers.

SPECIAL INSTITUTIONS FOR PERSONS WITH DISABILITIES

| Appropriation, fiscal year 2019 | $242,292,000 |
| Budget request, fiscal year 2020 | 216,722,000 |
| Committee Recommendation | 257,361,000 |
| Change from enacted level | +15,069,000 |
| Change from budget request | +40,639,000 |

The Committee recommends $257,361,000 for Special Institutions for Persons with Disabilities, which is $15,069,000 above the fiscal year 2019 enacted level and $40,639,000 above the fiscal year 2020 budget request.
AMERICAN PRINTING HOUSE FOR THE BLIND

Appropriation, fiscal year 2019 ......................................................... $30,431,000
Budget request, fiscal year 2020 ....................................................... 25,431,000
Committee Recommendation ............................................................. 39,000,000
Change from enacted level ............................................................. +8,569,000
Change from budget request .......................................................... +13,569,000

This funding subsidizes the production of educational materials for legally blind persons enrolled in pre-college programs. The American Printing House for the Blind (Printing House), which is chartered by the Commonwealth of Kentucky, manufactures and maintains an inventory of educational materials in accessible formats that are distributed free of charge to schools and States based on the number of blind students in each State. The Printing House also conducts research and field activities to inform educators about the availability of materials and how to use them.

The Committee commends the Printing House for ensuring that students who are blind and visually impaired are able to benefit from the latest educational technologies. The Committee intends the recommended increase to assist in increasing the per-pupil expenditure.

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Appropriation, fiscal year 2019 ......................................................... $77,500,000
Budget request, fiscal year 2020 ....................................................... 70,016,000
Committee Recommendation ............................................................. 80,000,000
Change from enacted level ............................................................. +2,500,000
Change from budget request .......................................................... +9,984,000

Congress established the National Technical Institute for the Deaf (Institute) in 1965 to provide a residential facility for post-secondary technical training and education for deaf persons with the purpose of promoting the employment of these individuals. The Institute also conducts applied research and provides training related to various aspects of deafness. The Secretary of Education administers these activities through a contract with the Rochester Institute of Technology in Rochester, New York.

GALLAUDET UNIVERSITY

Appropriation, fiscal year 2019 ......................................................... $134,361,000
Budget request, fiscal year 2020 ....................................................... 121,275,000
Committee Recommendation ............................................................. 138,361,000
Change from enacted level ............................................................. +4,000,000
Change from budget request .......................................................... +17,086,000

Gallaudet is a private, non-profit educational institution Federally chartered in 1864 providing elementary, secondary, undergraduate, and continuing education for deaf persons. In addition, the University offers graduate programs in fields related to deafness for deaf and hearing students, conducts research on deafness, and provides public service programs for deaf persons.

CAREER, TECHNICAL, AND ADULT EDUCATION

Appropriation, fiscal year 2019 ......................................................... $1,925,686,000
Budget request, fiscal year 2020 ....................................................... 1,842,159,000
Committee Recommendation ............................................................. 2,003,133,000
Change from enacted level ............................................................. +77,447,000
Change from budget request .......................................................... +160,974,000
This account includes vocational education programs authorized by the Carl D. Perkins Career and Technical Education Act of 2006, as recently reauthorized by the Strengthening Career and Technical Education for the 21st Century Act, and the Adult Education and Family Literacy Act (AEFLA).

**Career and Technical Education: State Grants**

The Committee recommends $1,310,000,000 for Career and Technical Education (CTE) State Grants, which is $47,402,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request. Of these funds, $519,000,000 will become available on July 1, 2020, and $791,000,000 will become available for obligation on October 1, 2020.

State Grants support a variety of career and technical education programs developed in accordance with the State plan. This program focuses Federal resources on institutions with high concentrations of low-income students. The populations assisted by State Grants range from secondary students in prevocational courses to adults who need retraining to adapt to changing technological and labor markets. Funding for State Grants will continue support for state-of-the-art career and technical training to students in secondary schools and community and technical colleges.

**National Programs**

The Committee recommends $7,421,000 for National Programs, which is the same as the fiscal year 2019 enacted level and $12,579,000 less than the fiscal year 2020 budget request. In keeping with the purpose of the National Programs, the Committee recommendation includes sufficient funding to support the conduct and dissemination of research in career and technical education.

**Cybersecurity**

The Committee recognizes the cybersecurity threats facing our nation’s critical infrastructure sectors and the need for workers in these industries, including those who operate cyber physical systems, to be equipped with skills to keep systems secure. The Committee acknowledges that many of these operators are educated through CTE programs that prominently feature a culture of physical safety but do not incorporate cybersecurity skills. Therefore, the Committee encourages the Secretary to explore opportunities to support CTE programs that integrate cybersecurity into curricula used by students preparing for careers in critical infrastructure sectors.

**Adult Basic and Literacy Education State Grants**

The Committee recommends $672,000,000 for Adult Basic and Literacy Education State Grants, which is $30,045,000 more than the fiscal year 2019 enacted level and $186,151,000 above the fiscal year 2020 budget request. State formula-grants, authorized under the AEFLA, support programs to enable all adults to acquire basic literacy skills, to enable those who so desire to complete secondary education, and to make available to adults the means to become more employable, productive, and responsible citizens.
Adult Education National Leadership Activities

The Committee recommends $13,712,000 for National Leadership Activities, which is the same as the fiscal year 2019 enacted level and $60,000,000 below the fiscal year 2020 budget request. This program supports applied research, development, dissemination, evaluation, and program improvement efforts to strengthen the quality of adult education services. The Committee recommendation does not include language or funding, as requested in the budget request, to support a new pre-apprenticeship grants initiative. It is unclear whether these programs would articulate to registered apprenticeship programs or another untested, low-quality apprenticeship model.

STUDENT FINANCIAL ASSISTANCE

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Pell Grants

The Committee recommends $22,475,352,000 in discretionary funding for the Pell Grant program, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. These funds will support Pell grants to students for the 2020–2021 academic year.

Combined with mandatory funding streams, the Committee recommendation supports a maximum Pell Grant in academic year 2020–2021 of $6,345, a $150 increase over fiscal year 2019 and the fiscal year 2020 budget request to help the award keep up with inflation.

Pell Grants help to ensure access to educational and economic opportunities for low- and middle-income students by providing need-based financial assistance. Grants are determined according to a statutory formula, which considers income, assets, household size, and the number of family members in college, among other factors. Pell Grants are the foundation of Federal postsecondary student aid programs.

The Committee recognizes the importance of programs that support Pell-eligible community college students and offer non-academic support services, including comprehensive case management and strategic emergency financial assistance, to help them complete their education. The Committee encourages the Department to look for opportunities to support these types of programs and requests an update in the fiscal year 2021 Congressional Budget Justification on options available to provide support services for these students.

The Committee is deeply concerned about high recidivism rates and a shortage of postsecondary education opportunities for low-income, incarcerated individuals in the U.S. Since 1994, States have been forced to reduce or permanently remove postsecondary correctional education programs. According to the American Correctional Association, States offering such postsecondary correctional education programs dropped from 37 in 1994 to only 12 in 2015. This
is particularly troubling as our nation’s federal prison population has increased by nearly 50 percent over the same period. The Committee recognizes that access to postsecondary correctional education programs significantly reduces recidivism, helps break down racial barriers that are a common cause of disciplinary problems in the prison system, and increases access to employment for individuals who have been incarcerated. The Committee supports the work of the Department’s Second Chance Pell Experiment, which is testing how expanding access to financial aid improves outcomes for individuals who are incarcerated. The Committee encourages the Department to continue the experiment and directs the Department to conduct a rigorous evaluation of the Second Chance Pell Experiment, so that Congress and stakeholders may examine the benefits of providing members of society a second chance through the Pell Grant program. To that end, the Committee recommendation includes up to $2,000,000 within the Research, Development and Dissemination program at the Institute of Education Sciences (IES) solely for the rigorous evaluation of the Second Chance Pell Experiment as announced in the Federal Register (Volume 80, Number 148 on Monday, August 3, 2015). The Committee directs the Department’s Policy and Program Studies Service to work with IES on this effort.

**Federal Supplemental Educational Opportunity Grants**

The Committee recommends $1,028,000,000 for this program, which is $188,000,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Supplemental Educational Opportunity Grants (SEOG) provide funds to postsecondary institutions for need-based grants of up to $4,000 to undergraduate students, with priority given to students who are Pell-eligible. Approximately 68 percent of dependent recipients have annual family incomes under $30,000 and nearly 71 percent of independent SEOG recipients have annual family incomes under $20,000. Institutions must contribute a 25 percent match toward their SEOG allocation.

**Federal Work-Study**

The Committee recommends $1,434,000,000 for the Federal Work-Study program, which is $304,000,000 more than the fiscal year 2019 enacted level and $934,000,000 above the fiscal year 2020 budget request. Federal Work-Study funds are provided through institutions to students who work part-time. The funds assist with paying for the cost of education. Approximately 3,200 colleges and universities receive funding, according to a statutory formula, and may allocate it for job location and job development centers. Work-study jobs must pay at least the Federal minimum wage and institutions must provide 25 percent of student earnings. The Committee recommendation continues funding for the Work Colleges program, which supports institutions that require all resident students to participate in a work-learning program. While the Federal Work-Study program currently requires participating institutions to set aside seven percent of funding for community service-based employment opportunities, the Committee is
aware that some institutions of higher education are not ade-
quately informing their students about community service-based
opportunities, nor making use of employment opportunities in this
sector. The Committee encourages the Department to work with in-
tstitutions of higher education to ensure that schools are providing
this information to students and that community service jobs pro-
vide experiential education and college-credit for students pre-
paring for careers working with community-based organizations in
low- and middle-income communities. The Committee also encour-
gages the Department to increase the number and scope of learning
partnerships between community-based nonprofits, community
and/or four-year colleges and other programs that offer educational
pathways to careers in community organizing and community
change, especially for first generation college students.

Resources for First Generation College Students.—First genera-
tion students comprise nearly a third of all college students, yet
there is a lack of dedicated support services to ensure successful
outcomes for such students. Given the Department’s vested interest
in ensuring successful outcomes for first generation students, the
Committee directs the Department to provide a report to the Com-
mittes on Appropriations, within 180 days of enactment of this
Act, on improving the effectiveness of current federal policy in sup-
porting first generation students.

For-Profit Colleges.—On March 12, 2019, the Subcommittee on
Labor-HHS-Education-Related Agencies held an oversight hearing
on predatory for-profit colleges. For-profit colleges receive nearly 14
percent of all Pell Grant funding, and while accounting for only 9
percent of all students enrolled in postsecondary education, they
account for more than a third of all defaults. A 2012 Senate Com-
mmittee on Health, Education, Labor and Pensions for-profit college
investigation uncovered internal recruiting documents from institu-
tions, including lists of who they targeted, such as “welfare moms
with kids,” “pregnant ladies,” “military-active and retired,” those
who “experienced a recent death” and those who were “physically/
mentally abused,” among other groups. Another document the in-
vestigation uncovered was a “pain funnel” that was used to train
employees on techniques to wear down prospective students and co-
erce them into enrolling into their institutions.

During the Subcommittee’s oversight hearing, a disabled veteran
testified that a for-profit college assured him that he would not
take out any student loans to enroll and would only use grant aid
and GI Bill benefits to attend; however, he came to find out that
he now owes approximately $100,000 in student loan debt and was
unable to find employment in his field of study after graduating
the for-profit institution.

For-profit colleges prey on servicemembers and veterans with ag-
gressive marketing and recruiting because of a loophole that allows
for-profit colleges to exclude from the cap on federally derived insti-
tutional revenue any federal aid and educational benefits from
sources other than the Department of Education. In addition, a re-
cent study of for-profit institutions receiving GI Bill benefits found
that these institutions spend little of their revenue on academic in-
struction, with the leading recipients spending fifteen percent or
less of their revenue on instruction. The Committee directs the Sec-
retary to submit a report to the Committees on Appropriations,
within 90 days of enactment of this Act, providing an analysis of all for-profit institutions who would exceed the 90/10 federal funding limits if revenue from the VA and DoD were included in the 90/10 calculation, the same way that Title IV funds are included for the most recent academic year. In addition, the report should also include all schools that receive between 85 percent or more of their revenue from Title IV, VA and DoD sources in the most recent academic year.

In addition, the Committee is deeply concerned with the Secretary's efforts to undermine regulations designed to protect students and taxpayers, such as the Gainful Employment and Borrower Defense to Repayment regulations. While a Federal court determined that the Department illegally delayed implementation of the Borrower Defense to Repayment rule, the Committee is troubled by the Department’s failure to provide relief to students who were misled and defrauded by their respective institutions.

To ensure implementation of the regulation and to provide sufficient oversight, the Committee directs the Secretary to update the Borrower Defense to Repayment Report on FSA’s Data Center on a monthly basis, beginning no later than 30 days after enactment of this Act. The Committee also directs the Secretary to submit a report to the Committees on Appropriations, within 60 days of enactment of this Act, providing the number of claims and the total amount of the loans covered by those claims by school and institutional type.

Furthermore, the Committee is concerned with the Department's failure to act in the face of precipitous school closures or to mitigate the resulting harm to students. While the Department has many tools at its disposal to prevent such closures (e.g., Heightened Cash Monitoring, letters of credit, pre-acquisition reviews, the denial of tax status conversions), it has made inadequate use of these tools. The Department failed to prevent the Dream Center Education Holdings' (DCEH) acquisition of Argosy University and the Art Institutes, resulting in the loss of approximately $16,000,000 in federal student aid, shuttered campuses, and harm to students. It failed to protect taxpayers by returning a portion of a letter of credit for the continued operation of an institution that still shut its doors on students and their educational pursuits, and it failed to protect students when it did not require a teach-out agreement for every school covered by the DCEH acquisition but still permitted continued access to taxpayer funding for these schools.

To correct these errors, the Committee directs the Department to submit a report to the Committees on Appropriations, within 90 days of enactment of this Act, outlining its plan to prevent precipitous closures in the for-profit sector. In addition, the Committee directs the Department to publish, on FSA’s Data Center, the list of schools with a letter of credit in fiscal years 2017 through 2019. The Committee also directs the Department to issue a report to the Committees on Appropriations, within 90 days of enactment of this Act, outlining the process through which it approves or disapproves of a for-profit institution’s conversion to not-for-profit status and a list of any staff involved in such decisions. The report must also include all institutions of higher education that have changed their for-profit status in the past three fiscal years and any action the
Department has made with respect to those institutions. The Committee directs the Department to begin, within 90 days of enactment of this Act, maintaining a list of for-profit institution conversions on FSA's Data Center and to update that list on a quarterly basis.

**Federal Direct Student Loan Program Account**

The Committee recommendation includes $350,000,000 for the Federal Direct Student Loan Program Account program (also known as Temporary Expanded Public Service Loan Forgiveness or TEPSLF). Congress created the Public Service Loan Forgiveness (PSLF) program in 2007 to provide relief to borrowers pursuing careers in public service. After making 120 qualifying payments, the equivalent of ten years, borrowers first became eligible for forgiveness under the program in 2017. While 53,749 borrowers believed they qualified for forgiveness and submitted applications, as of December 2018, only 338 borrowers have had their discharges processed by the Department.

TEPSLF was established to address the administrative failures of the Department and student loan servicers, who did not provide accurate information to borrowers seeking to qualify under the PSLF program. This account provides funding for loan forgiveness for borrowers who were led to believe they qualified for PSLF by their loan servicers but were denied forgiveness. Unfortunately, the Department has failed to effectively administer this program as well. According to recent data from the Department, over 38,000 borrowers applied for relief under TEPSLF, but only 262 applications were approved.

The Committee is also concerned with the Department's reversal of employment certifications under the program. The Committee directs the Department to develop comprehensive guidance and instructions regarding PSLF and require loan servicers in the current servicing environment to provide consistent and accurate information to borrowers. Furthermore, the Committee directs the Department to refrain from reversing qualifying employment determinations, except for administrative error, and further directs the Department to calculate multiple payments made to a loan servicer, within 15 days of the scheduled payment due date, that combine to result in the payment amount total required for the payment period, to be counted as a qualifying payment toward the 120 payments required by the program.

The Committee directs the Secretary to update the PSLF Report on FSA's Data Center on a monthly basis within 30 days after enactment of this Act. The Committee also directs the Secretary to include updates for TEPSLF within the updated reports.

To help improve implementation of the program, the Committee recommendation includes new bill language to ease a bureaucratic hurdle that requires borrower's most recent monthly payments and the monthly payments made a year before they applied be greater than what their monthly payment would have been under an income-driven repayment plan. The bill also requires the Secretary to increase awareness of the program and inform all borrowers repaying their loans under PSLF and in the incorrect repayment program about TEPSLF requirements.
STUDENT AID ADMINISTRATION

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Programs administered under the Student Aid Administration (SAA) include Pell Grants, campus-based programs, Teacher Education Assistance for College and Higher Education grants, and Federal student loan programs.

Salaries and Expenses.—Within the total provided for SAA, the Committee recommends $698,943,000 for salaries and expenses, which is the same as the fiscal year 2019 enacted level and $582,338,000 below the fiscal year 2020 request.

Loan Servicing Activities.—Within the total provided for SAA, the Committee recommends $980,000,000 for Loan Servicing Activities, which is the same as the fiscal year 2019 enacted level and $449,281,000 above the fiscal year 2020 request.

On March 6, 2019, the Subcommittee on Labor-HHS-Related Agencies held an oversight hearing on loan servicing, during which the Subcommittee heard from a panel of experts, including the Assistant Inspector General for Audit in the Office of the Inspector General at the Department. The Assistant Inspector General testified regarding its February 2019 audit report on Federal Student Aid (FSA) that between 2015 and 2017, loan servicers were out of compliance in 61 percent of the monitoring reports analyzed. According to the OIG report, “FSA management rarely used available contract accountability provisions to hold servicers accountable for instances of noncompliance,” and “by not holding servicers accountable for instances of noncompliance with Federal loan servicing requirements, FSA did not provide servicers with an incentive to take actions to mitigate the risk of continued servicer noncompliance that could harm students.”

Noncompliance has serious consequences for borrowers. Such noncompliance includes loan servicers failing to provide borrowers with accurate information about their repayment options, miscalculating how much students should be paying through income-driven repayment, and putting borrowers into forbearance without first informing them of other, less costly options.

The Committee is concerned regarding FSA’s lack of rigorous oversight of student loan servicers and that FSA does not utilize all tools at its disposal to safeguard taxpayer dollars nor prioritize the best interests of student loan borrowers. Therefore, the Committee recommendation includes new bill language requiring the Department to award student loan servicer contracts on the basis of their past performance and compliance with Federal and state law. It also requires the Department to prioritize services to help borrowers avoid delinquency or default in the FSA Next Generation Processing and Servicing Environment. New bill language is also included to require the Department to include accountability measures that account for the performance of the portfolio and contractor compliance with FSA guidelines.

As outlined in the Department’s July 2016 memorandum on Federal student loan servicing policy direction (also known as the Mitchell memo), the Committee directs the Department to require
that servicers “take the necessary steps to ensure internal processes support robust oversight and accountability,” “that borrowers can expect their servicers to support external compliant handling functions administered by other federal and state agencies,” and to strengthen “transparency through expanded publication of aggregate data on student loan and servicer performance.” As part of the Department’s efforts to strengthen transparency, the Committee directs the Department to work with the National Center for Education Statistics (NCES) to create a public-facing website—similar to the NCES DataLab—that allows for the automatic crosstabulation of data and the calculation of other statistics, including aggregate student loan outcomes, portfolio composition, repayment rates, and the disposition of complaints.

As the Department continues to implement its new servicing environment, the Committee also directs FSA to develop new oversight procedures for loan servicers’ communications with borrowers, including e-mail and text message interactions, and online chat functions.

In addition, the Committee directs the Secretary, within 90 days of enactment of this Act, to make publicly available on its website a detailed list of all individual requests made to the Department under the “Enforcement Disclosure” provision of the Statement of Records Notice for the Direct Loan Program (Common Services For Borrowers, 18–11–16), the Department’s policy that governs this disclosure, and a description of the Department’s response to those requests, including the number of days it took the Department to acknowledge such a request and the number of days it took the Department to respond to such a request in full.

**Federal Student Loan Consolidation to Private Loans.**—The Committee is concerned by the aggressive marketing materials private lenders send to Federal student loan borrowers that advertise loan consolidation services without also mentioning the repayment and forgiveness benefits that may be lost by consolidating a Federal student loan into a private loan. The Committee encourages the Department to examine this issue and submit a report to the Committees on Appropriations within 90 days of enactment of this Act, containing language for possible disclaimers that the Department may include in its materials, alerting Federal student loan borrowers to the potential loss of benefits should they consolidate Federal loans with a private lender.

**Federal Perkins Loan Cancellations.**—The Committee is concerned with the Department’s implementation of the wind-down of the Federal Perkins Loan program and directs the Department to issue guidance to institutions of higher education regarding loan cancellations and reimbursements no later than January 1, 2020.

**State and Nonprofit Subcontracting**—The Committee believes that State and nonprofit organizations can assist the current federal student loan servicers in providing important services to struggling borrowers who need access to more specialized support services throughout their postsecondary education to help them understand their financial decisions, and can appropriately act as advocates to help struggling borrowers understand the student loan repayment process and options that may be available to them to help mitigate delinquencies and defaults. The Committee urges the Department of Education to explore incentives for federal student
loan servicers to subcontract with qualified State and nonprofit organizations as well as small businesses.

**HIGHER EDUCATION**

| Appropriation, fiscal year 2019 | $2,312,356,000 |
| Budget request, fiscal year 2020 | $1,534,487,000 |
| Committee Recommendation | $2,748,533,000 |
| Change from enacted level | $436,177,000 |
| Change from budget request | +1,214,046,000 |

**Strengthening Institutions**

The Committee recommends $110,000,000 for the Part A, Strengthening Institutions program, which is $10,125,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Funding supports competitive grants for general operating subsidies to institutions with below average educational and general expenditures per student and significant percentages of low-income students. Funds may be used for faculty and academic program development, management, joint use of libraries and laboratories, acquisition of equipment, and student services.

**Developing Hispanic-Serving Institutions**

The Committee recommends $150,000,000 for the Hispanic-Serving Institutions program, which is $25,585,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request does not include funding for this program and proposes to consolidate it and the following programs into a single grant program for Minority Serving Institutions (MSI): (1) Strengthening Alaska Native and Native Hawaiian Serving Institutions, (2) Strengthening Predominantly Black Institutions, (3) Strengthening Asian American and Native American Pacific Islander Serving Institutions, (4) Strengthening Native American Serving Nontribal Institutions, and (6) Promoting Postbaccalaureate Opportunities for Hispanic Americans. The Committee rejects this budget proposal and does not include funds for such purpose.

The Hispanic-Serving Institutions program provides operating subsidies to schools that serve at least 25 percent Hispanic students. Funds may be used for faculty and academic program development, management, joint use of libraries and laboratories, acquisition of equipment, and student services.

**Promoting Postbaccalaureate Opportunities for Hispanic Americans**

The Committee recommends $30,000,000 for the Promoting Postbaccalaureate Opportunities for Hispanic Americans program, which is $18,837,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request does not include funding for this program and proposes to consolidate it into a single MSI grant program, which the Committee does not support. This program provides expanded postbaccalaureate educational opportunities for the academic attainment of Hispanic and low-income students. In addition, it expands academic offerings and enhances program quality at IHEs educating the majority of Hispanic college students.
Strengthening Historically Black Colleges and Universities

The Committee recommends $375,000,000 for Strengthening Historically Black Colleges and Universities (HBCUs), which is $92,580,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program provides operating subsidies to accredited HBCUs that were established prior to 1964, with the principal mission of educating black Americans. Funds are distributed through a formula grant based on the enrollment of Pell Grant recipients, number of graduates, and the number of graduates entering graduate or professional schools in which blacks are underrepresented.

Physician Assistant Education.—The Committee encourages the Secretary to explore strategies for expanding Physician Assistant (PA) programs at HBCUs, Predominantly Black Institutions (PBIs) and HSIs. Developing PA programs at these higher education institutions will ensure a more diverse PA workforce to promote health equity and more effectively provide care in recognition of the changing demographics of the nation’s patient populations. The Committee directs the Secretary to provide a report to Committees on Appropriations, no later than 180 days after enactment of this Act, detailing recommendations for promoting PA programs at HBCUs, PBIs, and HSIs through the Department’s grant initiatives.

Strengthening Historically Black Graduate Institutions

The Committee recommends $125,000,000 for the Strengthening Historically Black Graduate Institutions (HBGI) program, which is $51,963,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. The program provides five-year grants to 18 postsecondary institutions that are specified in section 326(e)(1) of the Higher Education Act. Institutions may use funds to build endowments, provide scholarships and fellowships, and to assist students with the enrollment and completion of postbaccalaureate and professional degrees.

The Committee is concerned with the historic decline of African-Americans pursuing doctorate degrees in the health professions. HBGI have awarded the vast majority of all doctoral degrees in medicine, dentistry, pharmacy, veterinary medicine, and engineering to African Americans and are well poised to mitigate the adverse effects stemming from the lack of African American doctors. The Committee urges the Department, through the White House Initiative on HBCUs, to convene a summit of HBGI grantees to assess how to increase the number of African Americans receiving doctoral level degrees in the health sciences. The Committee urges the Secretary to develop a plan for increasing such representation, including how it will assist HBGI stakeholders in carrying out this work, and to submit this plan to the Committees on Appropriations within 180 days after enactment of this Act.

Strengthening Predominantly Black Institutions

The Committee recommends $22,000,000 for the Strengthening Predominantly Black Institutions (PBIs) program, which is $10,525,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request does not include funding for this program and proposes to consolidate it into a single MSI grant program,
which the Committee does not support. This program provides grants to PBIs to increase their capacity to serve the academic needs of students.

**Strengthening Asian American and Native American Pacific-Islander-Serving Institutions**

The Committee recommends $17,864,000 for the Asian American Pacific-Islander program, which is $14,000,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request does not include funding for this program and proposes to consolidate it into a single MSI grant program, which the Committee does not support. This program provides grants to undergraduate institutions that have an undergraduate student enrollment of at least 10 percent Asian American or Native American Pacific-Islander.

**Strengthening Alaska Native and Native Hawaiian-Serving Institutions**

The Committee recommends $18,100,000 for the Strengthening Alaska Native and Native Hawaiian-Serving Institutions program, which is $2,170,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request does not include funding for this program and proposes to consolidate it into a single MSI grant program, which the Committee does not support. Through the Strengthening Alaska Native and Native Hawaiian-Serving Institutions program, the Department provides grants to assist institutions of higher education in serving Alaska Native and Native Hawaiian students.

**Native American Serving Non-Tribal Institutions**

The Committee recommends $5,000,000 for the Native American Serving Non-Tribal Institutions program, which is $1,136,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request does not include funding for this program and proposes to consolidate it into a single MSI grant program, which the Committee does not support. This program makes grants to IHEs at which enrollment is at least 10 percent Native American students and that are not Tribally Controlled Colleges or Universities.

**Strengthening Tribally Controlled Colleges and Universities**

The Committee recommends $51,000,000 for the Strengthening Tribally Controlled Colleges and Universities (TCCUs) program, which is $19,146,000 more than the fiscal year 2019 enacted level and $23,401,000 above the fiscal year 2020 budget request. This program makes grants to TCCUs to increase their capacity to serve the academic needs of students.

**Strengthening HBCU Masters Programs**

The Committee recommends $13,500,000 for the Strengthening HBCU Masters Programs, which is $4,843,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program provides grants to specified colleges and universities making a substantial contribution to graduate education opportunities at the Masters level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines.
International Education and Foreign Language Studies

Domestic Programs.—The Committee recommends $80,400,000 for the Domestic Programs of the International Education and Foreign Languages Studies program, which is $15,297,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Authorized by title VI of the Higher Education Act, these programs include National resource centers, foreign language and area studies fellowships, undergraduate international studies and foreign language programs, international research and studies projects, business and international education projects, international business education centers, language resource centers, American overseas research centers, and technological innovation and cooperation for foreign information access.

Overseas Programs.—The Committee recommends $8,730,000 for the Overseas Programs, which is $1,669,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. Funding for these programs support group projects, faculty research, special bilateral research, and doctoral dissertation research conducted abroad.

The Committee recognizes the importance of study abroad programs for the necessary preparation and development of American students enrolled in institutions of higher education to be effective members of a globally competitive 21st century workforce. Study abroad programs provide these students with critical knowledge, skills, and experiences in leadership, intercultural understanding, global learning, and foreign languages.

Postsecondary Programs for Students with Intellectual Disabilities

The Committee recommends $11,800,000 for Postsecondary Programs for Students with Intellectual Disabilities, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program supports grants to create model transition programs into higher education for students with intellectual disabilities.

Minority Science and Engineering Improvement

The Committee recommends $13,000,000 for the Minority Science and Engineering Improvement Program, which is $1,865,000 more than the fiscal year 2019 enacted level and $3,352,000 above the fiscal year 2020 budget request. This program awards grants to improve mathematics, science, and engineering programs at institutions serving primarily minority students and to increase the number of minority students who pursue advanced degrees and careers in those fields.

Tribally Controlled Postsecondary Career and Technical Institutions

The Committee recommends $10,000,000 for this program, which is $436,000 more than the fiscal year 2019 enacted level and $1,714,000 above the fiscal year 2020 budget request. This program provides competitive grants to Tribally controlled postsecondary career and technical institutions to provide career and technical education to Native American students.
Federal TRIO Programs

The Committee recommends $1,160,000,000 for TRIO programs, which is $100,000,000 above the fiscal year 2019 enacted level and $210,000,000 above the fiscal year 2020 budget request. The TRIO programs provide a variety of outreach and support services to encourage low-income, often first-generation college students to enter and complete college. Discretionary grants of up to four or five years are awarded competitively to IHEs and other nonprofit organizations. At least two thirds of the eligible participants in TRIO must be low-income, first-generation college students.

The Committee rejects the fiscal year 2020 budget proposal to move the TRIO programs from competitive grant programs to a single State formula program. Further, the Committee directs the Department to allocate funds such that all current grantees receive an increase in their grant award and to avoid imposing additional requirements as a condition for grantees to receive such increases. Additionally, the Department is directed to allocate a substantial portion of the funding to increase the number and size of the new grants awarded in the Student Services Support competition that will occur in fiscal year 2020.

Gaining Early Awareness and Readiness for Undergraduate Programs

The Committee recommends $395,000,000 for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), which is $35,000,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes no funds for this program and to consolidate it into a new State formula-based TRIO program. The Committee rejects this proposal. GEAR UP provides grants to States and partnerships of low-income middle and high schools, IHEs, and community organizations to target entire grades of students and give them the skills, encouragement, and scholarships to pursue successfully postsecondary education.

The Committee continues bill language allowing the Department to maintain the GEAR UP evaluation set-aside at 1.5 percent to work with the GEAR UP community and grantees to standardize data collection, including through the use of third-party data systems.

Graduate Assistance in Areas of National Need

The Committee recommends $24,047,000 for the Graduate Assistance in Areas of National Need (GAANN) program, which is $1,000,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. GAANN provides fellowships through grants to degree granting postsecondary institutions, for students of high financial need studying in areas of national need. The Department consults with appropriate other agencies and organizations to designate the fields of study “in areas of national need.” Recent examples include computer and informational sciences, engineering, nursing, and physics.

Teacher Quality Partnership Grants

The Committee recommends $53,092,000 for the Teacher Quality Partnerships (TQP) program, which is $10,000,000 more than the
fiscal year 2019 enacted level. The fiscal year 2020 budget proposes to eliminate this program. The TQP program helps improve the quality of teachers working in high-need schools and early childhood education programs by creating model teacher preparation and residency programs.

The Committee recognizes the importance of state teaching fellowship programs and encourages the Department to continue to work with eligible state teaching fellowship programs that wish to apply for Teacher Quality Partnership program.

The Committee recognizes the needs of the nation’s growing English learner (EL) student population, including a robust teacher workforce equipped to teach them. The Committee is concerned by the shortage of EL teachers in the majority of States, as well the academic achievement gap between ELs and their native English-speaking peers and the Committee encourages the Secretary to work with grantees in strengthening and developing high-quality teacher preparation programs that enable graduates to meet the needs of EL students.

Child Care Access Means Parents in School

The Committee recommends $60,000,000 for the Child Care Access Means Parents in School program, which is $10,000,000 more than the fiscal year 2019 enacted level and $44,866,000 above the fiscal year 2020 budget request. This program makes competitive grants to colleges and universities to support or establish a campus-based childcare program, primarily serving the needs of low-income students enrolled at these institutions.

Fund for the Improvement of Postsecondary Education

The Committee recommendation includes $10,000,000 for the Centers of Excellence for Veterans Student Success Program, as authorized by section 873 of the Higher Education Act. Funding will support the first competition for this program since fiscal year 2015. The fiscal year 2020 budget request does not include funding for this program. Over one million veterans attend college every year and often need assistance receiving their benefits or transitioning to student life. Veteran Student Centers provide a one-stop-shop for academic support, networking opportunities, peer mentorship, financial assistance, counseling, and career services.

Of these funds, the Committee directs the Secretary to issue grants to institutions of higher education or consortia of institutions of higher education seeking to establish, maintain, or improve Veteran Student Centers—a dedicated physical meeting space on the campus of an institution of higher education that provides student veterans, members of the Armed Forces serving on active duty, or members of a reserve component of the Armed Forces with a centralized office for veteran student support services, including comprehensive academic and tutoring services, peer-to-peer tutoring and academic mentorship, and is staffed by at least one trained veteran employee.

Such centers must also provide student-veterans with assistance relating to transitioning from the military to student life or civilian workforce, networking opportunities with other veterans in the community, understanding and obtaining benefits provided by the institution of higher education, federal government, and State for
which such students may be eligible, understanding how to succeed in the institution of higher education, including by understanding academic policies, the course selection process, and institutional policies and practices related to the transfer of academic credits, and provide an understanding of disability-related rights and protections under the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973. The Committee directs the Department to brief the Committees on Appropriations no later than 60 days after enactment of this Act on its plan to carry out this competition and to notify the Committees no later than 15 days in advance of making awards to grantees.

In addition, the Committee includes $5,000,000 to continue the Open Textbooks Pilot program. The Secretary is directed to award funds through a new competition, with individual grants amounting to not less than $100,000 and not more than $1,000,000.

HOWARD UNIVERSITY

Appropriation, fiscal year 2019 ......................................................... $236,518,000
Budget request, fiscal year 2020 ....................................................... 221,821,000
Committee Recommendation ............................................................. 250,000,000
Change from enacted level ............................................................. +13,482,000
Change from budget request .......................................................... +28,179,000

Howard University is a “Research I” university located in the District of Columbia and provides undergraduate liberal arts, graduate and professional instruction to students.

Within the amount provided, the Committee recommends $27,325,000 for the Howard University Hospital, which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request. The hospital serves as a major acute and ambulatory care center for the District of Columbia, and functions as a teaching facility.

COLLEGE HOUSING AND ACADEMIC FACILITIES LOANS PROGRAM

Appropriation, fiscal year 2019 ......................................................... $435,000
Budget request, fiscal year 2020 ....................................................... 435,000
Committee Recommendation ............................................................. 435,000
Change from enacted level ............................................................. –
Change from budget request .......................................................... –

Previously, these programs helped to ensure that postsecondary institutions were able to make necessary capital improvements to maintain and increase their ability to provide a high-quality education. Since 1994, no new loans have been made, and the Department’s role has been to manage the outstanding loans.

HISTORICALLY BLACK COLLEGE AND UNIVERSITY CAPITAL FINANCING PROGRAM ACCOUNT

Appropriation, fiscal year 2019 ......................................................... $40,484,000
Budget request, fiscal year 2020 ....................................................... 40,484,000
Committee Recommendation ............................................................. 50,484,000
Change from enacted level ............................................................. +10,000,000
Change from budget request .......................................................... +10,000,000

The Committee recommends $50,484,000 for the HBCU Capital Financing program, which is $10,000,000 above the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program is authorized under part D of Title III of the HEA and makes capital available for the repair and renovation of facilities at his-
torically black colleges and universities. In exceptional circumstances, capital provided under the program can be used for construction or acquisition of facilities.

Within the total provided for this program, the Committee recommendation includes $334,000 for the administrative expenses to carry out the program and $20,150,000 for loan subsidy costs that will be sufficient to guarantee up to $212,100,000 in new loans in fiscal year 2020.

The Committee recommendation also includes $20,000,000 to continue loan deferments requested in fiscal year 2018 for private HBCUs and includes new bill language and an increase of $10,000,000 over fiscal year 2019 enacted level and the fiscal year 2020 budget request to provide loan deferments for public HBCUs.

INSTITUTE OF EDUCATION SCIENCES

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<thead>
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The Committee recommends $650,000,000 for the Institute of Education Sciences (IES), an increase of $34,538,000 over the fiscal year 2019 enacted level and $128,437,000 more than the fiscal year 2020 budget request.

Research, Development, and Dissemination

The Committee recommends $205,400,000 for Research, Development, and Dissemination, which is $12,705,000 more than the fiscal year 2019 enacted level and $17,900,000 above the fiscal year 2020 budget request. Of the increase, the Committee recommendation includes up to $2,000,000 solely for the rigorous evaluation of the Second Chance Pell Experiment as announced in the Federal Register (Volume 80, Number 148 on Monday, August 3, 2015). The Committee also directs IES to work with the Department’s Policy and Program Studies on this effort. The Committee also directs IES to submit the evaluation to the Committees on Appropriations, within 30 days of completing the evaluation. This account supports research, development, and national dissemination activities that are aimed at expanding fundamental knowledge of education and promoting the use of research and development findings in the design of efforts to improve education.

Statistics

The Committee recommends $117,500,000 for the activities of the National Center for Education Statistics (NCES), which is $8,000,000 more than the fiscal year 2019 enacted level and $5,000,000 more than the fiscal year 2020 budget request. Statistics activities are authorized under title I of the Education Sciences Reform Act of 2002. The Center collects, analyzes, and reports statistics on all levels of education in the United States. Activities are carried out directly and through grants and contracts and include projections of enrollments, teacher supply and demand, and educational expenditures. NCES also provides technical assistance to State and local educational agencies and postsecondary institutions.
Data for Puerto Rico.—The Committee recommends that NCES collect and publish data for Puerto Rico in the same manner it collects and publishes data for States.

Regional Educational Laboratories

The Committee recommends $60,400,000 for Regional Educational Laboratories (RELs), which is $4,977,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget request proposes to eliminate this program. This program supports a network of 10 laboratories that promote the use and development of knowledge and evidence to increase student learning and further school improvement efforts.

The Committee notes the critical role RELs play in helping to translate education research to policymakers and practitioners, which assists SEAs and LEAs in implementing ESSA and providing a high-quality education for more children.

Research in Special Education

The Committee recommends $61,000,000 for Research in Special Education, which is $5,000,000 more than the fiscal year 2019 enacted level and $7,000,000 above the fiscal year 2020 budget request. This program supports competitive awards to produce and advance the use of knowledge to improve services and results for children with disabilities. The program focuses on producing new knowledge, integrating research and practice, and improving the use of knowledge.

Special Education Studies and Evaluations

The Committee recommends $11,674,000 for Special Education Studies and Evaluations, which is $856,000 more than the fiscal year 2019 enacted level and the fiscal year 2020 budget request. This program awards competitive grants, contracts and cooperative agreements to assess the implementation of the 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.

Statewide Data Systems

The Committee recommends $35,281,000 for Statewide Data Systems, which is $3,000,000 more than the fiscal year 2019 enacted level. The fiscal year 2020 budget proposes to eliminate this program. Competitive grants under this authority are made to SEAs to help them manage, analyze, disaggregate and use student data consistent with the ESEA.

Assessment

The Committee recommends $158,745,000 for Assessment, which is the same as the fiscal year 2019 enacted level and $2,000,000 above the fiscal year 2020 budget request. This amount includes $7,745,000 for the National Assessment Governing Board (NAGB), which is the same as both the fiscal year 2019 enacted level and the fiscal year 2020 budget request.

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing survey of educational ability and achievement of American students. The primary goal of
the assessment is to determine and report the status and trends of the knowledge and skills of students, subject by subject. Subject areas assessed in the past have included reading, writing, mathematics, science, history, citizenship, literature, art, and music. The NAEP is operated by contractors through competitive awards made by the NCES. The NAGB formulates the policy guidelines for the program.

DEPARTMENTAL MANAGEMENT

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These activities are authorized by the Department of Education Organization Act (P.L. 96–88) and include costs associated with the management and operation of the Department as well as separate costs associated with the Office for Civil Rights and the Office of Inspector General.

Program Administration

The Committee recommends $430,000,000 for Program Administration, which is the same as the fiscal year 2019 enacted level and $17,000,000 below the fiscal year 2020 budget request. These funds support the staff and other costs of administering programs and activities at the Department. Items include personnel compensation, health, retirement, and other benefits as well as travel, rent, telephones, utilities, postage fees, data processing, printing, equipment, supplies, technology training, consultants, and other contractual services.

Communication with the Committee.—There are concerns about the breakdown of the normal flow of information from some areas of the Department to the Committee. The Committee expects the Department to correct these shortcomings. If no improvement is made, the Committee will evaluate the resources spent on the offices and staff involved in the unacceptable delays regarding the transmission of information to the Committee and whether the resources are better allocated to other areas of the bill.

Acting Inspector General.—The Committee is concerned by the Department’s recent effort to replace its Acting Inspector General (IG) with a career attorney from the Department, especially when that attorney served as the Acting Secretary of Education. While this decision was reversed after the Administration received correspondence from Members of Congress, questions about the process by which the replacement of the Acting IG occurred remain. The Committee directs the Department to respect the independence of the OIG, to refrain from influencing or undermining any audit or investigation conducted by the OIG, and to respond promptly to all Congressional inquiries concerning the replacement of the Acting IG.

Accrediting Council for Independent Colleges and Schools.—Accrediting agencies provide an important role in guarding access to federal student aid and ensuring that students receive a quality education. The Committee is therefore deeply concerned with the Secretary’s decision to recognize the Accrediting Council for Inde-
pendent Colleges and Schools (ACICS). ACICS has a history of certifying predatory for-profit institutions, and an extensive review conducted in 2018 by Department staff showed that ACICS failed to meet 57 of 93 federal standards. Within 90 days of enactment of this Act, the Committee directs the Secretary to certify in a report to the Committees on Appropriations, with detailed justifications, citing relevant supporting documents, that ACICS demonstrated compliance with all 57 of those standards before recognizing ACICS beyond the current 12-month conditional period.

Advertising Contracts.—The Committee understands that, as the largest advertiser in the United States, the Federal Government should work to ensure fair access to its advertising contracts for small disadvantaged businesses and businesses owned by minorities and women. The Committee directs the Department to include the following information in its fiscal year 2021 Congressional Budget Justification: Expenditures for fiscal year 2019 and expected expenditures for fiscal years 2020 and 2021, respectively, for (1) all contracts for advertising services; and (2) contracts for the advertising services of (I) socially and economically disadvantaged small business concerns (as defined in section 8(a)(4) of the Small Business Act (15 U.S.C. 637(a)(4)); and (II) women- and minority-owned businesses.

Randolph-Sheppard Act.—The Committee is aware that the Department is facing challenges in meeting its responsibilities to administer and oversee the Randolph-Sheppard program as prescribed by the Randolph-Sheppard Act of 1936. These challenges include convening arbitration panels in a timely manner, reviewing and approving state licensing agencies’ policy changes, and working with state licensing agencies to approve routine expenditures associated with the program. The Department shall report to the Committees on Appropriations no later than one year from the date of enactment of this Act on the status of all pending arbitration, state licensing agency policy reviews, and prior approval procedures.

Open Data Reporting.—The Committee encourages the Secretary, to the extent practicable, to disclose information through the College Navigator website, or its successor website, and to publish such information using an open source description language for the purpose of comparing institutions of higher education, programs and credentials.

Teacher Shortages.—The Committee is concerned by the widespread teacher shortages experienced in many States and districts across the country. In particular, the Committee is concerned by national research which shows that rural districts, where salaries are lower and districts are forced to rely on provisionally licensed teachers, can be hit particularly hard by teacher shortages. Similarly, in school districts with higher minority student populations, shortages have necessitated lower standards for teacher certification and other professional qualifications. Accordingly, the Committee directs the Policy and Program Studies Service of the Department, in partnership in the Department of Labor, to provide no later than 270 days after enactment of this Act, a report on teacher shortages. The report should examine trends in teacher shortages and factors contributing to challenges with teacher recruitment and retention. The analysis should include, but not be limited to an examination of the following factors: personnel to support students
with disabilities; geography; the characteristics of communities impacted, including student demographics, area median income, or per-pupil spending; the diversity of the educator workforce; and issues related to licensure. The report shall also include information on shortages of educational support staff, which may include school leaders. The report shall also identify areas of chronic teacher shortages and their underlying causes. The report shall examine ways to improve the effectiveness of current federal policy in preventing and responding to teacher shortages as well as make recommendations on potential federal interventions to improve teacher recruitment and retention.

**Lead Testing in Schools.**—The Committee strongly agrees with recommendations from a 2018 GAO report, *Lead Testing of School Drinking Water Would Benefit from Improved Federal Guidance*, that the Assistant Secretary for Elementary and Secondary Education should collaborate with the Environmental Protection Agency (EPA) to disseminate guidance related to lead testing and remediation in schools. The Committee is aware that EPA has made available updated guidance and web-based toolkits for lead testing and remediation in schools. The Committee is also aware that EPA is soliciting applications from education officials to provide grant funds to assist States and local education agencies with testing and remediation efforts. The Committee directs the Department to coordinate with EPA in disseminating this new guidance and resources within 90 days of enactment of this Act. Further, the Committee encourages the Department to assist school systems seeking to remediate lead contamination in working with EPA. Further, the Committee is aware that many States and local jurisdictions may have their own requirements and guidance in place regarding lead testing in schools. The Committee encourages the Department to coordinate and assist in the sharing of best practices among States and local school systems. The Committee expects the Department to provide biannual reports on the Department’s efforts in these regards.

**Military Student Identifier**—The Committee notes that ESSA recognized military-connected students as a distinct subgroup of students. More than 80 percent of military-connected children attend public schools. Students with parents/guardians who serve full time in the military move and change schools frequently. In addition, they experience separations from a parent/guardian due to their parents’ service to the U.S. Military. The Military Student Identifier provides educators, school leaders and policy makers with critical information to personalize attention and direct resources to better support military dependent children. Current law directs the military student identifier towards the children of active duty families, leaving out the nearly one-half million children of the reserve component, both National Guard and Reserves. The Committee supports efforts to address the unique needs of children whose parents/guardians serve in the National Guard and reserve component.

**Youth Apprenticeship Programs.**—The Committee directs the Department to submit a report to the Committees on Appropriations on high school youth apprenticeship programs within 180 days of enactment of this Act. The report should include a focus on registered apprenticeship programs that have a documented industry
partnership, that incorporate practical and classroom-based instruction oriented towards industry standards, and that culminate in a portable, industry-recognized credential or postsecondary credit. The report should also be made publicly available on the Department’s website.

**Evidence-based Grant Making.**—The Committee is supportive of efforts by the Department to consider evidence of effectiveness in grant competitions.

**Investments in Impoverished Areas.**—The Committee supports targeted investments in impoverished areas, particularly in persistent poverty counties and in other high-poverty census tracts. To understand how programs funded through the Department are serving these particular areas, the Committee directs the Department to submit a report to the Committees on Appropriations on the percentage of funds allocated by all competitive grant programs and other anti-poverty programs in fiscal years 2017, 2018 and 2019 and estimates for fiscal year 2020 to serve students living in persistent poverty counties, as defined as a county that has had 20 percent or more of its population living in poverty over the past 30 years, as measured by the 1990 and 2000 decennial censuses and the most recent Small Area Income and Poverty estimates, and high-poverty areas, as defined as any census tract with a poverty rate of at least 20 percent as measured by the 2013–2017 5-year data series available from the American Community Survey of the Census Bureau. The Department shall report this information to the Committees within 90 days of such data being available and provide a briefing to the Committees not later than 180 days of enactment of this Act on how the Department is carrying out this directive.

**Customer Service.**—The Committee continues to support efforts to improve customer service in accordance with Executive Order 13571—Streamlining Service Delivery and Improving Customer Service. The Committee directs the Secretary to develop standards to improve customer service and incorporate the standards into the performance plans required under 31 U.S.C. 1115.

**Performance Measures.**—The Committee directs the Department to comply with title 31 of the United States Code, including the development of organizational priority goals and outcomes such as performance outcome measures, output measures, efficiency measures, and customer service measures.

**Resources for Foster and Homeless Youth**—The Committee understands that foster and homeless youth experience increased burdens in accessing and completing higher education. The Committee is deeply concerned that access to the Free Application for Federal Student Aid (FAFSA), federal financial aid, and other existing resources and programs, including TRIO and the Chafee Education and Training Voucher program, are not consistently available and that many children are not aware of these resources. Therefore, the Committee urges the Department of Education and the Department of HHS to work together with State and tribal welfare systems and runaway and homeless youth programs to conduct further outreach and disseminate information on financial aid, TRIO, and the Chafee program to these audiences. The Committee also requests that these resources be made available online so that foster youth can also access them.
The Office for Civil Rights (OCR) is responsible for enforcing laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in all programs and institutions that receive funds from the Department. These laws extend to State educational agencies, local educational agencies, and institutions of higher education, including proprietary schools. They also extend to State rehabilitation agencies, libraries, museums, and other institutions receiving Federal funds.

The Committee recommendation includes $130,000,000, an increase of $5,000,000 over the fiscal year 2019 enacted level and fiscal year 2020 budget request. The Committee directs OCR to use this appropriation to increase its level of full-time equivalent (FTE) employment in order to effectively and timely investigate complaints; execute and accurately report the civil rights data collection; thoroughly monitor corrective actions of institutions and meet other critical workloads.

The Joint Statement accompanying the Department of Education Appropriations Act, 2019, directed the Department to submit quarterly reports on FTE levels and attrition. The first report was submitted to the Committees on Appropriations on February 11, 2019. In the report, OCR showed 510 FTE for the first quarter of 2019. Yet, the fiscal year 2020 budget request shows the number of FTE in fiscal year 2019 at 625. The Committee is concerned about this discrepancy and expects the Department to explain how it onboarded 115 FTE between the time the first report was submitted and the end of fiscal year 2019 in the fiscal year 2021 Congressional Budget Justification.

**FTE and Attrition Report.**—The Committee directs the Department to provide the Committees on Appropriations a report, not later than 30 days after the conclusion of each quarter, detailing the number of full-time equivalent employees and attrition by principal office and appropriations account.

**Expulsions and Suspensions.**—The Committee is deeply concerned about expulsions and suspensions that occur in preschool settings and K–3 classrooms, particularly given the racial and gender disparities that exist. These outcomes are problematic given the research that indicates these practices can adversely affect development, health, and education outcomes. The Committee strongly urges the Office for Civil Rights (OCR) to collect data annually on expulsions and suspensions in preschool, elementary and secondary school settings, disaggregated by race/ethnicity, sex, disability status, and English Learner status.

OCR should also submit to the Committees on Appropriations, no later than 180 days after the enactment of this Act, and annually thereafter, a report detailing school discipline in all preschool and K–3 classrooms, including disaggregated data and any disparities by subgroup in disciplinary rates. The report should also include specific recommendations given to schools on expulsions and suspensions—including evidence-based interventions, consumer edu-
cation specific to each school, and opportunities to improve school climate. The Committee urges OCR to provide technical assistance to help prevent or severely limit expulsion and suspension practices in preschool settings and K–3 classrooms, eliminate disparities in the provision of discipline, and ensure the safety and well-being of all young children.

Data Collection on Access to Computer Science Education in K–12.—The Committee encourages OCR to obtain data through the Civil Rights Data Collection on access to K–12 computer science education and computational thinking education, and to submit a report of its findings, within 180 days of enactment of this Act, to the Committees on Appropriations and the authorizing committees of jurisdiction. The data obtained should include the number of computer science and computational thinking classes offered in elementary and secondary schools, the number of students enrolled in these classes disaggregated by race, sex, disability according to the Individuals with Disabilities Education Act, and English Learner status, and the number of teachers in elementary and secondary schools with computer science certifications.

Title IX.—The Committee recognizes that the Department failed to fully estimate the burden of the Notice of Proposed Rulemaking on Title IX, Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, as required by law, and omitted significant costs to students and schools. The Committee further recognizes that OCR failed to engage in required consultation with stakeholders. The proposed changes to Title IX go against Congressional intent of the civil rights law and the mission of the OCR.

English Learners.—The Committee encourages the Department to conduct and publish a study, within 180 days of enactment of this Act, on the effectiveness of English Learner (EL) programs in delivering adequate services and accommodations to qualified students as guaranteed under civil rights provisions. The Committee encourages the Department, within 180 days of enactment of this Act, to report outcomes in English language acquisition, proficiency levels in math and reading nationwide, and other State accountability indicators in each of the 50 States, the District of Columbia, and the U.S. Territories, as required through Section 1111(h)(1)(C) of the ESEA, with data disaggregated by the major race and ethnicity categories in the Decennial Census as compared to students never eligible for EL designation. Where such data is available, the Committee encourages the Department to include disaggregated data by EL subgroups (current, long-term, former, opt-out, recent arriving and late arriving ELs) and note in which States gaps in the data exist. The Committee is also concerned about the high volume of Title VI complaints related to ELs.

OFFICE OF INSPECTOR GENERAL

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This Office has authority to inquire into all program and administrative activities of the Department as well as into related activi-
ties of grant and contract recipients. It conducts audits and investigations to determine compliance with applicable laws and regulations, to check alleged fraud and abuse, efficiency of operations, and effectiveness of results.

Use of Resources.—The Committee urges the Office of Inspector General to ensure its focus remains on the primary missions of the Office. The Committee cautions the Office, when receiving requests from the Department for investigations, to consider the most effective and best use of its resources.

GENERAL PROVISIONS

Sec. 301. The Committee continues a provision related to the implementation of programs of voluntary prayer and meditation in public schools.

(TRANSFER OF FUNDS)

Sec. 302. The Committee modifies a provision providing the Secretary of Education with the authority to transfer up to one percent of discretionary funds between appropriations, provided that no appropriation is increased by more than three percent by any such transfer. This transfer authority is available only to meet emergency needs, and may not be used to create any new program or fund a project or activity that is not otherwise funded in this Act. All transfers are subject to notification to the Committees on Appropriations of the House of Representatives and the Senate.

Sec. 303. The Committee modifies a provision allowing ESEA funds consolidated for evaluation purposes to be available from July 1, 2020 through September 30, 2021.

Sec. 304. The Committee continues a provision allowing certain institutions to continue to use endowment income for student scholarships.

Sec. 305. The Committee modifies a provision extending the authorization of the National Advisory Committee on Institutional Quality and Integrity.

Sec. 306. The Committee modifies a provision extending the authority to provide account maintenance fees to guaranty agencies for Federal student loans.

Sec. 307. The Committee continues a provision allowing administrative funds to cover outstanding Perkins loans servicing costs.

(RESCISSON)

Sec. 308. The Committee modifies a provision rescinding fiscal year 2020 mandatory funding to offset the mandatory costs of increasing the discretionary Pell award.

Sec. 309. The Committee continues a provision clarifying current law regarding data sharing with organizations assisting students in applying for financial aid.

Sec. 310. The Committee modifies a provision regarding Public Service Loan Forgiveness.

Sec. 311. The Committee continues a provision regarding outreach to borrowers and the Public Service Loan Forgiveness program.