TITLE III
DEPARTMENT OF EDUCATION
EDUCATION FOR THE DISADVANTAGED

Appropriations, 2019 ......................................................... $16,543,790,000
Budget estimate, 2020 .......................................................... 15,536,069,000
Committee recommendation ................................................. 16,543,790,000

The Committee recommends $16,543,790,000 for programs in the Education for the Disadvantaged account. Funds appropriated in this account primarily support activities in the 2020-2021 school year.

Grants to Local Educational Agencies

The Committee recommends $15,859,802,000 for the title I grants to local educational agencies [LEAs] program. Title I grants to LEAs provide supplemental education funding, especially in high-poverty areas, for local programs that provide extra academic support to help raise the achievement of eligible students or, in the case of school-wide programs, help all students in high-poverty schools meet challenging State academic standards. Title I grants are distributed through four formulas as prescribed by this act: basic, concentration, targeted, and education finance incentive grant.

Of the funds available for title I grants to LEAs, up to $5,000,000 shall be available on October 1, 2019 for transfer to the Census Bureau for poverty updates; $5,013,625,000 will become available on July 1, 2020; and $10,841,177,000 will become available on October 1, 2020. The funds that become available on July 1, 2020, and October 1, 2020, will remain available for obligation through September 30, 2021.

Comprehensive Literacy State Development Grants

The Committee recommendation includes $190,000,000 for the Comprehensive Literacy State Development Grants program. This program provides competitive grants to State educational agencies [SEAs] that then subgrant at least 95 percent of such funds to eligible entities to support efforts to improve literacy instruction in high-need schools and early education programs in a State for each of several age bands ranging from birth through 12th grade.

Innovative Approaches to Literacy

The Committee recommendation includes $27,000,000 for the Innovative Approaches to Literacy program. This program provides competitive grants to national not-for-profit organizations and school libraries for providing books and childhood literacy activities to children and families living in high-need communities.

The Committee continues to direct the Department to reserve no less than 50 percent of funds under this program for grants to develop and enhance effective school library programs, which may include providing professional development to school librarians, books, and up-to-date materials to high-need schools. School library programs increase access to a wide range of print and electronic re-
sources, and provide learning opportunities for all students, particularly those who are less likely to have access to such materials at home. Further, the Committee continues to direct the Department to ensure that grants are distributed among eligible entities that will serve geographically diverse areas, including rural areas.

Migrant Education Program

The Committee recommends $374,751,000 for the title I Migrant Education program. This funding supports grants to SEAs to ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet and help such children overcome educational disruption and other factors that inhibit the ability of such children to succeed in school. Funding also supports activities to improve interstate and intrastate coordination of migrant education programs, as well as identify and improve services to the migrant student population.

Neglected and Delinquent

The Committee recommends $47,614,000 for the title I Neglected and Delinquent program. This program provides financial assistance to SEAs for education services to neglected and delinquent children and youth in State-run institutions and for juveniles in adult correctional institutions. States are authorized to set aside at least 15 percent, but not more than 30 percent, of their Neglected and Delinquent funds to help students in State-operated institutions make the transition into locally operated programs and to support the successful reentry of youth offenders who are age 20 or younger and have received a secondary school diploma or its recognized equivalent.

Special Programs for Migrant Students

The Committee recommends $44,623,000 for Special Programs for Migrant Students, which consist of the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP). HEP projects are 5-year grants to institutions of higher education and other nonprofit organizations to recruit migrant students ages 16 and older and provide the academic and support services needed to help them obtain a high school equivalency certificate and subsequently gain employment, attain admission to a postsecondary institution or a job training program, or join the military. CAMP projects are 5-year grants to institutions of higher education and nonprofit organizations to provide tutoring, counseling, and financial assistance to migrant students during their first year of postsecondary education.

IMPACT AID

Appropriations, 2019 ......................................................... $1,446,112,000
Budget estimate, 2020 ......................................................... 1,371,799,000
Committee recommendation .................................................. 1,471,112,000

The Committee recommends $1,471,112,000 for the Impact Aid program. Impact Aid provides financial assistance to school districts affected by the presence of Federal activities and federally owned land. These school districts face unique challenges because
they must educate children living on federally owned land, such as military bases, while federally owned property is also exempt from local taxes, a primary source of revenue for local school districts.

**Basic Support Payments**

The Committee recommends $1,325,242,000 for the Basic Support Payments program. Under this statutory formula, payments are made on behalf of all categories of federally-connected children, with a priority placed on making payments first to heavily impacted school districts and providing any remaining funds for regular basic support payments.

**Payments for Children With Disabilities**

The Committee bill includes $48,316,000 for Payments for Children With Disabilities. Under this program, additional payments are made for certain federally connected children eligible for services under the Individuals with Disabilities Education Act [IDEA].

**Facilities Maintenance**

The Committee recommends $4,835,000 for Facilities Maintenance. This activity provides funding for emergency repairs and comprehensive capital improvements to certain school facilities owned by the Department and used by LEAs to serve federally connected military dependent students. Funds appropriated for this purpose are available until expended.

**Construction**

The Committee recommends $17,406,000 for eligible LEAs for school construction activities allocated by formula under section 7007(a) of the Elementary and Secondary Education Act [ESEA].

The Committee is concerned that Impact Aid school districts are unable to address long standing school facility needs in a timely manner due to limited bonding capacity and tax base. The Committee requests GAO to review the unique facility conditions and capital financing challenges facing the full-range of Impact Aid school districts.

**Payments for Federal Property**

The Committee recommends $75,313,000 for Payments for Federal Property. These payments compensate LEAs specifically for revenue lost due to the removal of Federal property from local tax rolls, regardless of whether any federally connected children attend schools in the district. The budget request proposed eliminating this program. The Committee recommendation again rejects this elimination and continues to note that this funding represents a key component of fulfilling the Federal Government’s commitment to school districts impacted by the presence of federally-owned land.

**SCHOOL IMPROVEMENT PROGRAMS**

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September 17, 2019 (6:03 p.m.)
The Committee recommendation includes $5,305,967,000 for the School Improvement Programs account.

**Supporting Effective Instruction State Grants**

The Committee recommends $2,055,830,000 for Supporting Effective Instruction State Grants. States and LEAs may use funds for a range of activities related to the certification, recruitment, professional development, and support of teachers and administrators. Activities may include reforming teacher certification and licensure requirements, addressing alternative routes to State certification of teachers, recruiting teachers and principals, improving equitable access to effective teachers, and implementing teacher mentoring systems, evaluation and support systems, merit pay, and merit-based performance systems. These funds may also be used by districts to hire teachers to reduce class sizes.

The appropriation for this program primarily supports activities associated with the 2020–2021 academic year. Of the funds provided, $374,389,000 will become available on July 1, 2020, and $1,681,441,000 will become available on October 1, 2020. These funds will remain available for obligation through September 30, 2021.

**Supplemental Education Grants**

The Committee recommendation includes $16,699,000 for supplemental education grants to the Republic of Marshall Islands [RMI] and the Federated States of Micronesia [FSM]. This grant program was authorized by the Compact of Free Association Amendments Act of 2003. These funds will be transferred from the Department to the Secretary of the Interior for grants to these entities. The Committee bill includes language requested in the budget that allows the Secretary of Education to reserve 5 percent of these funds to provide FSM and RMI with technical assistance.

**21st Century Community Learning Centers**

The Committee recommends an appropriation of $1,221,673,000 for the 21st Century Community Learning Centers program. Funds are allocated to States by formula, which in turn, award at least 95 percent of their allocations to LEAs, community-based organizations, and other public and private entities. Grantees use these resources to establish or expand community learning centers that provide activities offering significant extended learning opportunities, such as before- and after-school programs, recreational activities, drug and violence prevention, and family literacy programs for students and related services to their families. Centers must target their services to students who attend schools that are eligible to operate a school-wide program under title I of the ESEA or serve high percentages of students from low-income families.

**State Assessments Grants**

The Committee recommends $378,000,000 for the State Assessments Grants program. This program provides formula grants to States for developing and implementing standards and assessments required by the ESEA and helping States and LEAs carry out audits of their assessment systems to eliminate low-quality or dupli-
cative assessments. It also provides competitive grants to States, including consortia of States, to improve the quality, validity, and reliability of academic assessments.

**Education for Homeless Children and Youth**

For carrying out education activities authorized by title VII, subtitle B of the McKinney-Vento Homeless Assistance Act, the Committee recommends $102,500,000. This program provides assistance to each State to support an office of the coordinator of education for homeless children and youth, to develop and implement State plans for educating homeless children, and to make subgrants to LEAs to support the education of those children. Grants are made to States based on the total that each State receives in title I grants to LEAs.

Under the McKinney-Vento Homeless Children and Youth Program, SEAs must ensure that homeless children and youth have equal access to the same free public education, including a public preschool education, as is provided to other children and youth.

The Committee notes that earlier this year the Department implemented a reorganization of offices which in part altered the administration of the McKinney-Vento program. The Committee would not want this reorganization to undermine the strengthening of the program that occurred in the reauthorization of the ESEA. Therefore, the Department is directed to brief the Senate Committees on Appropriations and Health, Education, Labor, and Pensions no later than 30 days after enactment on the resources currently being devoted to monitoring compliance with ESSA accountability and State and local report card provisions related to homeless children and youth and supporting SEAs and LEAs in achieving and maintaining compliance with such provisions; the internal support within other program offices in the Department being provided to assist with administration of the EHCY program; and the resources available for monitoring compliance with EHCY program requirements at the SEA and LEA level.

**Training and Advisory Services**

For Training and Advisory Services authorized by title IV of the Civil Rights Act, the Committee recommends $6,575,000. The funds provided will support awards to operate regional equity assistance centers [EACs]. Each EAC provides services to school districts upon request. Activities include disseminating information on successful practices and legal requirements related to nondiscrimination on the basis of race, color, sex, or national origin in education programs.

**Native Hawaiian Education**

The Committee recommendation includes $36,397,000 for Native Hawaiian Education.

The Committee bill includes a provision that allows funding provided by this program to be used for construction. The Committee recommendation includes sufficient funding for the Native Hawaiian Education Council.
Alaska Native Education

The Committee recommends $35,453,000 for the Alaska Native Education. These funds help address the unique educational needs of Alaska Native schoolchildren. Funds are used for the development of supplemental educational programs to benefit Alaska Natives.

The Committee continues language that allows funding provided by this program to be used for construction and overriding the authorizing statute's requirement to make noncompetitive awards to certain organizations.

The Committee directs the Department to make every effort to ensure that grants are awarded well in advance of the school year, to maximize grantees' ability to hire the necessary staff and have their programs ready to go with the start of Alaska's school year in mid-August. The Committee continues to direct the Department to ensure that Alaska Native tribes, Alaska Native regional nonprofits, and Alaska Native corporations have the maximum opportunity to successfully compete for grants under this program by providing these entities multiple opportunities for technical assistance in developing successful applications for these funds, both in Alaska and via various forms of telecommunications. The Committee also encourages the Department to include as many peer reviewers as possible who have experience with Alaska Native education and Alaska generally on each peer review panel.

Rural Education

The Committee recommends $180,840,000 for rural education programs. The Committee expects that rural education funding will be equally divided between the Small, Rural School Achievement Program, which provides funds to LEAs that serve a small number of students, and the Rural and Low-Income School Program, which provides funds to LEAs that serve concentrations of poor students, regardless of the number of students served.

Comprehensive Centers

The Committee recommends $52,000,000 for the Comprehensive Centers program. These funds provide support to a network of comprehensive centers that are operated by research organizations, agencies, institutions of higher education, or partnerships thereof, and provide training and technical assistance on various issues to States, LEAs, and schools as identified through needs assessments undertaken in each region. The system currently includes 15 regional centers, which are charged with providing intensive technical assistance to SEAs to increase their capacity to assist LEAs and schools with meeting the goals of the ESEA, and 8 content centers, which are organized by topic area.

Student Support and Academic Enrichment Grants

The Committee recommendation includes $1,220,000,000 an increase of $50,000,000 for Student Support and Academic Enrichment (SSAE) Grants. This program provides formula grants to States, which then sub-grant to LEAs, to help support activities to provide students with a well-rounded education, ensure safe and
supportive learning environments, and use technology to improve instruction.

Report on Use of Funds.—The Committee is aware that the Department intends to conduct quick turnaround and formal implementation studies of the Student Support and Academic Enrichment Grant program to examine local uses of funds and State-level program activities during the 2018–2019 school year. The Committee encourages the Department to examine State and local expenditures, outlined by specific authorized activities, and provide detailed information about the most common uses of funds, as well as information about how LEAs plan to evaluate the effectiveness of their activities. Additionally, the Committee encourages the Department to study how SEAs are collecting data from LEAs, including how States are verifying that funds are being used in an authorized manner and, as applicable, in accordance with required comprehensive needs assessments, and that LEAs agencies are meeting the objectives and outcomes described in their applications. The Committee encourages the Department to publish reports on these studies as quickly as possible and to conduct such studies periodically as appropriate.

Technical Assistance and Capacity Building.—The Committee expects funds reserved for technical assistance and capacity building to be used strictly to support SEAs and LEAs in carrying out authorized activities under this program. The Committee directs the Department to include information on the planned uses of these funds in the operating plan required under section 516 of this act, and to brief the Committees on Appropriations of the House of Representatives and the Senate prior to issuing any notice inviting applications.

INDIAN EDUCATION

Appropriations, 2019 ................................................................. $180,239,000
Budget estimate, 2020 ............................................................... 176,239,000
Committee recommendation ..................................................... 180,739,000

The Committee recommends $180,739,000 for Indian education programs.

Grants to Local Educational Agencies

For grants to LEAs, the Committee recommends $105,381,000. These funds provide financial support to elementary and secondary school programs that serve Indian students, including preschool children. Funds are awarded on a formula basis to LEAs, schools supported and operated by the Department of the Interior/Bureau of Indian Education, and in some cases directly to Indian tribes.

Special Programs for Indian Children

The Committee recommends $67,993,000 for special programs for Indian children. Funds are used for demonstration grants to improve Indian student achievement from early childhood education through college preparation programs, and for professional development grants for training Indians who are preparing to begin careers in teaching and school administration.

The budget request includes up to $10,000,000 to expand the ability of families to choose high-quality educational opportunities
to meet the needs of Native youth. The Committee directs the Department to only pursue this initiative after Tribal consultation and if supported by Tribes. Accordingly, the Committee directs the Department to include information on the planned use of funds under the Special Programs for Indian Children program in the operating plan required under section 516 of this act, and to brief the Committees on Appropriations of the House of Representatives and the Senate not less than 30 days prior to posting any notice inviting applications under this program.

**National Activities**

The Committee recommends $7,365,000 for national activities. Funds are used to expand efforts to improve research, evaluation, and data collection on the status and effectiveness of Indian education programs, and to continue grants to tribal educational departments for education administration and planning.

The Committee continues to note that there are significant cognitive, psychological, and academic benefits that result from Native American language immersion programs and that language education programs are essential for tribal self-determination. Within the total, the Committee recommendation includes no less than $2,811,000, an increase of $500,000, for Native American language immersion programs authorized under section 6133 of ESEA. The Committee intends that these funds be allocated to all types of eligible entities, including both new and existing language immersion programs and schools, to support the most extensive possible geographical distribution and language diversity. Further, the Committee directs the Department to give the same consideration to applicants that propose to provide partial immersion schools and programs as to full immersion, as the local tribes, schools, and other applicants know best what type of program will most effectively assist their youth to succeed.

**INNOVATION AND IMPROVEMENT**

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The Committee recommends $1,055,556,000 for programs within the Innovation and Improvement account.

**Education Innovation and Research**

The Committee recommendation includes $130,000,000 for the Education Innovation and Research [EIR] program. This program supports the creation, development, implementation, replication, and scaling up of evidence-based, field-initiated innovations designed to improve student achievement and attainment for high-need students. EIR incorporates a tiered evidence framework that provides early-phase, mid-phase, and expansion and replication grants. This supports interventions throughout the pipeline, from smaller grants for early stage projects that are willing to undergo rigorous evaluation to test their efficacy to larger grants to scale-up proven-effective interventions that have demonstrated significant impacts through multiple rigorous evaluations.

September 17, 2019 (6:03 p.m.)
Grant Priorities.—The Committee notes there is significant demand from the field to test many types of strategies and to examine promising techniques that can be scaled-up in different settings. The Committee expects funds to continue to support diverse and field-initiated interventions, rather than a single nationwide program or award focused solely on one area of educational innovation. The Committee directs the Department to brief the Committees on Appropriations of the House of Representatives and the Senate on the fiscal year 2020 funding opportunities available under this program, including any specified priorities, not less than 30 days prior to releasing a notice inviting applications.

Integrated Student Support Systems.—The Committee recommends that the Department consider establishing an invitational priority for projects meeting the requirements of EIR that expand scalable, evidence-based integrated student support systems that demonstrate improved academic and graduation performance. Such programs should create partnerships with existing school and community resources to deliver and track an individually-tailored support plan for each student in a high need school.

Rural Set-Aside.—The Committee supports the 25 percent set-aside within EIR for rural areas and encourages the Department to take steps necessary to ensure the set-aside is met and that EIR funds are awarded to diverse geographic areas.

Science, Technology, Education and Math [STEM] Education.—Within the total for EIR, the Committee recommendation includes $60,000,000 for STEM education activities, including computer science education.

Charter School Program

The Committee recommends $460,000,000 for the Charter School Program. This program supports the start-up, replication, and expansion of high-quality charter schools.

Within the total, the Committee recommendation includes $235,000,000 for State Entity Grants to support high-quality charter schools under section 4303 of ESEA; not less than $150,000,000, an increase of $15,000,000 for Charter Management Organization Grants for the replication and expansion of high-quality charter schools under section 4305(b); not less than $60,000,000 an increase of $5,000,000 for Facilities Grants under section 4304, of which not less than $50,000,000 shall be for the Credit Enhancement program; and $15,000,000 for national activities to provide technical assistance, disseminate best practices, and evaluate the impact of the charter school program. In addition to standard re-programming requirements, the Committee directs the Department to notify and brief the Committees on Appropriations of the House of Representatives and the Senate as soon as possible of any need to reprogram funds between the activities specified above.

Rural Charter School Developer Grants.—The Committee recommendation includes no less than $7,500,000, the same as the fiscal year 2019 level, for developer grants to establish or expand charter schools in underserved, high-poverty, and rural areas. This funding supports, in addition to other models, grants to non-profit organizations in partnership with institutions of higher education [IHE] located in rural areas that are committed to increasing the
number of high-quality charter schools in their region; providing a successful, replicable model for rural elementary and secondary education; and improving educational outcomes for underserved rural students. The Committee continues to note that IHEs may be uniquely suited to help address challenges faced by charter schools in rural areas, and to give students opportunities to learn in non-traditional settings. Further, the Committee continues to note that establishing charter schools in rural, particularly underserved areas, will likely require more start-up costs than in some other areas, and strongly encourages the Department to consider these factors in determining grant award levels.

*Technical Assistance and Oversight.*—The Committee notes that section 4303(d)(3)(A)(ii) of ESEA requires the Department to conduct regular reviews of State Entity Grants. ESSA took critical steps toward strengthening oversight of charter schools by requiring State entities receiving grant funds to allocate not less than 7 percent of funding received under the program to provide technical assistance to eligible applicants and authorized public chartering agencies in opening and preparing for the operation of new charter schools and replicated high-quality charter schools. The Committee encourages the Department to include in their review of State entity grantees a review of how State entities are utilizing this 7 percent set-aside, including but not limited to the extent to which State entities are using it to ensure that charter schools receiving CSP grants are equipped to appropriately serve all students, including students with disabilities. The Committee further requests that the Department include in its CJ, starting with submissions for the 2021 fiscal year, a summary of those findings.

*Magnet Schools Assistance*

The Committee recommends $107,000,000 for the Magnet Schools Assistance program. This program supports grants to LEAs to establish and operate magnet schools that are part of a court-ordered or federally approved voluntary desegregation plan. Magnet schools are designed to attract substantial numbers of students from different social, economic, ethnic, and racial backgrounds. Grantees may use funds for planning and promotional materials; salaries of instructional staff; transportation, as long as such expenses are sustainable beyond the grant period and not a significant portion of the grant; and the purchase of technology, educational materials, and equipment.

The Committee encourages the Department to prioritize Magnet School Assistance applications that are paired with Department of Housing and Urban Development Choice Neighborhoods planning or implementation grants.

*Arts in Education*

The Committee recommendation includes $29,000,000 for the Arts in Education program. The funding is used for competitive awards for national nonprofit organizations engaged in arts education, professional development activities, and model arts education programs. Funds also are used for evaluation and dissemination activities.
The Committee recommendation includes funding for each activity within this program at no less than the fiscal year 2019 level.

**Javits Gifted and Talented Students**

The Committee recommendation includes $12,000,000 for the Javits Gifted and Talented Students Education program. Funds are used for awards to State and local educational agencies, institutions of higher education, and other public and private agencies for research, demonstration, and technical assistance activities designed to enhance the capability of elementary and secondary schools to meet the special educational needs of gifted and talented students, including those from disadvantaged and underrepresented populations.

**American History and Civics Education**

The Committee recommendation includes $4,815,000 for American History and Civics Education, including $1,815,000 for Presidential and Congressional Academies for American History and Civics and $3,000,000 for American History and Civics Education National Activities.

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

**Teacher and School Leader Incentive Grants**

The Committee recommendation includes $200,000,000 for Teacher and School Leader Incentive Grants. This program provides competitive grants to eligible entities to develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools. Funds can be used for a wide-range of activities, including developing or improving evaluation and support systems that are based in part on student achievement; providing principals with necessary tools to make school-level decisions; implementing a differentiated salary structure based on a variety of factors; improving the recruitment and retention of effective teachers, principals, and other school leaders; and instituting career advancement opportunities that reward effective teachers, principals and other school leaders.

**Ready-To-Learn Television**

The Committee recommendation includes $27,741,000 for the Ready-to-Learn Television program. This program is designed to facilitate student academic achievement by leveraging the power and reach of public television to develop and distribute educational video programming for preschool and elementary school children and their parents, caregivers, and teachers.

The Committee includes funding to launch the next five-year Ready to Learn grant round and expects the Department to issue a Notice Inviting Applications [NIA] in early 2020. The 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. Thus, the Department should refrain from making any changes to the program that would impede or impair production and nationwide distribution of television content, digital content, and supplemental materials through local public telecommunications entities, such as limiting the size of each individual grant below the range in the last NIA for this program.

**Supporting Effective Educator Development**

The Committee recommendation includes $75,000,000 for the Supporting Effective Educator Development [SEED] program. SEED provides competitive grants to improve teacher and principal effectiveness by supporting pathways that help teachers, principals, or other school leaders with non-traditional preparation and certification obtain employment in underserved LEAs; providing evidence-based professional development; and making services and learning opportunities freely available to LEAs.

**Effective School Leaders.**—The Committee recognizes the significant impact of effective principals and other school leaders on student achievement and other student outcomes, and believes that the SEED program is an ideal vehicle for helping ensure that more highly trained school leaders are available to serve in traditionally underserved LEAs. Therefore, the Committee directs the Secretary to use a portion of funds made available for SEED to support the preparation of principals and other school leaders.

**Programs of National Significance.**—The Committee directs the Department to ensure grants are awarded to a diverse set of eligible entities operating programs of national significance, consistent with Congressional intent. The Committee strongly encourages the Department to include National non-profits and institutes of higher education that implement high evidence-based activities (as defined in section 8101(21)(A)(i) of the ESEA) that support a significant number of educators in multiple States and a number of sites to help bring to scale evidence-based programs of National significance and ensure a significant number of educators and students across the country are served by this program.

**Rural Schools and Schools Serving High Percentages of Native Students.**—The Committee is aware that students in rural public schools and public schools serving high percentages of Native students have inequitable access to accomplished teachers. Therefore, the Committee strongly encourages the Department to consider establishing a priority for SEED projects addressing this issue and to increase the number of teachers in such schools who have earned a nationally recognized advanced credential. There are a number of ways to support these teachers in pursuing an advanced credential, including financial support, training, mentorship, and access to online exemplars of accomplished teaching practice as part of a program of support; financial incentives for those who earn the credential and continue to teach in a rural or Native student classroom; and training for principals to encourage and support their teachers in earning such advanced credentials.
Statewide Family Engagement Centers

The Committee recommendation includes $10,000,000 for Statewide Family Engagement Centers. This program provides competitive grants to statewide organizations to promote and implement evidence-based family engagement activities in education programs, and provide training and technical assistance to SEAs, LEAs, schools, and other organizations for carrying out such activities.

The Committee is aware that the Department did not score a valid application for funding under the Statewide Family Engagement Centers program prior to making initial awards under the program at the end of fiscal year 2018. The Department subsequently scored this application and then awarded funding out of fiscal year 2019 resources since the application scored high enough to have been awarded a grant among those initially selected for an award in fiscal year 2018. This action created an approximately $1,000,000 shortfall in funding for fiscal year 2019 with each fiscal year 2018 funded grantee receiving a notice from the Department that their second-year grant funding would be reduced by 9 percent. The Committee opposes this stated policy because of the impact of these cuts on the ability of centers to robustly engage families just as centers are beginning to ramp up their work as indicated in approved grant applications. The Committee directs the Secretary to avoid imposing such cuts and to work with the Committee using available flexibility and resources to implement a solution for this problem.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

The Committee recommends a total of $183,254,000 for activities to promote safe schools, healthy students, and citizenship education.

Promise Neighborhoods

The Committee recommendation includes $78,254,000 for the Promise Neighborhoods program. This program awards competitive grants to not-for-profit, community-based organizations for the development of comprehensive neighborhood programs designed to combat the effects of poverty and improve educational and life outcomes for children and youth, from birth through college. Each Promise Neighborhood grantee serves a high-poverty urban neighborhood or rural community.

School Safety National Activities

The Committee recommendation includes $105,000,000 for the School Safety National Activities, including up to $5,000,000 for Project SERV. This funding supports activities to improve student safety and well-being, including improving school climates, access to mental healthcare, and emergency management response; preventing school violence; and addressing the consequences of school violence or other traumatic events such as natural disasters.
Opioid Abuse and Prevention.—The Committee appreciates the priority the Department has implemented for opioid abuse and prevention on some of its recent grant competitions. The Committee believes more must be done to prevent opioid abuse by students and address the mental health needs of students affected by opioid abuse in their families or communities.

Partnerships to Expand Access to Mental Health Professionals in Schools.—The Committee includes continued funding for a demonstration program to test and evaluate innovative partnerships between institutions of higher education and high-needs State or local educational agencies to train school counselors, social workers, psychologists, or other mental health professionals. This could help demonstrate innovative ideas to foster a pipeline between graduate programs that train these professionals and local educational agencies, to expand access to such professionals in high-need schools and ultimately improve student outcomes.

Project SERV.—The Committee strongly encourages the Department to ensure that funding available for Project SERV grants be promptly awarded to eligible entities located in areas with high rates of community violence.

Safe School Design.—The Committee recognizes the vital role of school design in the development and achievement of evidence-based strategies and programs related to school facility security that promote a positive school climate for all students. The Committee encourages the Department to partner with outside experts and other Federal agencies as appropriate to develop best-practices and design guidelines for school facilities to improve school safety and school climate. These guidelines, while focused on security and student safety, must uphold the aesthetics of the school premises as a learning and teaching environment and not diminish the uplifting, positive learning atmosphere that is essential to the best educational conditions. The guidelines should address, among other things, lessons learned from past incidents and the arrival of first responders. It should provide guidance on building elements that impact security, including but not limited to, entrances and exits, escape routes, hiding spaces, hallways, and building layout to protect students and school personnel.

School Safety Clearinghouse and Mental Health Services for Students.—The Committee requests a briefing for the Committees on Appropriations of the House of Representatives and the Senate within 90 days of enactment on: (1) the progress made by the Federal government in identifying, assessing, and disseminating evidence-based approaches to maintaining safe schools and positive learning environments for all students, including establishing a clearinghouse for such approaches; and (2) improving and expanding access to mental health services for students.

Social and Emotional Learning.—The Committee strongly encourages the Department to prioritize SEAs and LEAs whose applications describe how they will develop, adopt, and teach social and emotional skills in awarding grants pertaining to school safety. Additionally, the Committee supports the creation of the Center to Improve Social and Emotional Learning and School Safety and directs the Department to describe in the fiscal year 2021 CJ plans for disseminating the Center’s clearinghouse of evidence-based
strategies to internal and external stakeholders, including SEAs and LEAs, and the Department's plans for leveraging the Center's knowledge of evidenced-based social and emotional learning strategies for supporting implementation of the Student Support and Academic Enrichment program and informing fiscal year 2020 grant competitions.

State and Federal Coordination on School Safety.—The Committee recognizes the vital role that States and LEAs play in maintaining the safety of our students and schools. The Committee is aware that many States have researched and in some cases provided reports on the local needs and solutions to maintain safe schools and positive learning environments. The Committee encourages the Department to continue to work with SEAs and LEAs on such issues.

Trauma-informed Care.—The Committee directs the Department to ensure activities within this account support the implementation of trauma-informed practices and other mental health supports in schools. Fostering trauma-informed cultures in schools helps both students and staff succeed by addressing the impacts of trauma; improves school capacity to identify, refer, and provide services to students; can improve staff retention and help keep kids in school; and support learning environments where students feel safe, supported, and ready to learn.

Full Service Community Schools

Due to budget constraints the Committee recommendation does not include funding for the Full-Service Community Schools program.

ENGLISH LANGUAGE ACQUISITION

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<th>Appropriations, 2019</th>
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<td>Budget estimate, 2020</td>
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The Committee recommends an appropriation of $737,400,000 for the English Language Acquisition program.

The Department makes formula grants to States based on each State's share of the Nation's limited-English-proficient and recent immigrant student population. The program is designed to increase the capacity of States and school districts to address the needs of these students. The authorizing statute requires that 6.5 percent of the appropriation be used to support national activities, which include professional development activities designed to increase the number of highly qualified teachers serving limited-English-proficient students; and a National Clearinghouse for English Language Acquisition and Language Instructional Programs. National activities funds shall be available for 2 years.

The Committee continues to encourage the Department to ensure States are aware of the availability of funding to support English Language Learners within this program and other Department of Education programs, to help States and school districts access and make the best use of available funding.
The Committee recommends an appropriation of $13,473,228,000 for special education programs.

Grants to States

The Committee recommendation includes $12,364,392,000 for IDEA Part B Grants to States. This program provides formula grants to assist States, outlying areas, and other entities in meeting the costs of providing special education and related services for children with disabilities. States pass along most of these funds to LEAs, but may reserve some for program monitoring, enforcement, technical assistance, and other activities.

The appropriation for this program primarily supports activities associated with the 2020–2021 academic year. Of the funds available for this program, $3,081,009,000 will become available on July 1, 2020, and $9,283,383,000 will become available on October 1, 2020. These funds will remain available for obligation through September 30, 2021.

Preschool Grants

The Committee recommends $391,120,000 for Preschool Grants. This program provides formula grants to States to assist them in making available special education and related services for children with disabilities aged 3 through 5. States distribute the bulk of the funds to LEAs. States must serve all eligible children with disabilities aged 3 through 5 and have an approved application under the IDEA.

Grants for Infants and Families

The Committee recommends $470,000,000 for the Grants for Infants and Families program under part C of the IDEA. Part C of IDEA authorizes formula grants to States, outlying areas, and other entities to implement State-wide systems for providing early intervention services to all children with disabilities, ages 2 and younger, and their families. IDEA also gives States the option of extending eligibility for part C services to children 3 and older if they were previously served under part C and will continue to be served until entrance to kindergarten.

State Personnel Development

The Committee recommends $38,630,000 for the State Personnel Development program. Ninety percent of funds must be used for professional development activities. The program supports grants to SEAs to help them reform and improve their personnel preparation and professional development related to early intervention, educational, and transition services that improve outcomes for students with disabilities. The bill includes language in the budget request that continues to allow funds under the program to be used for program evaluation.
Technical Assistance and Dissemination

The Committee recommends $64,428,000 for Technical Assistance and Dissemination. This program supports awards for technical assistance, model demonstration projects, the dissemination of useful information, and other activities. Funding supports activities that are designed to improve the services provided under the IDEA.

Special Olympics.—Within the total, the Committee recommendation includes $20,083,000, an increase of $2,500,000 above the fiscal year 2019 funding level, to support activities authorized by the Special Olympics Sport and Empowerment Act, including Project UNIFY. This funding supports efforts to expand Special Olympics programs and the design and implementation of Special Olympics education programs that can be integrated into classroom instruction and are consistent with academic content standards.

Personnel Preparation

The Committee recommends $87,200,000 for the Personnel Preparation program. Funds support competitive awards to help address State-identified needs for personnel who are qualified to work with children with disabilities, including special education teachers and related services personnel. The program is required to fund several other broad areas, including training leadership personnel and personnel who work with children with low-incidence disabilities, and providing enhanced support for beginning special educators.

The Committee recognizes that children of all ages who have been affected by the opioid crisis often face difficult challenges that can include neurodevelopmental effects of intrauterine exposure, toxic stress from the heavy toll of addiction on family dynamics, and trauma from the devastation of losing parents and caregivers to incarceration and death. Special education personnel, including those with expertise in early childhood, would benefit from additional evidence-based training in supporting children with developmental delays, trauma informed care, and positive behavior interventions, and supports. Therefore, within the funds provided for this program, the Committee strongly urges the Department to prioritize such training and support related to addressing the challenges presented by the opioid crisis.

Parent Information Centers

The Committee recommends $27,411,000 for Parent Information Centers. 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.

Technology and Media Services

The Committee recommends $30,047,000 for Technology and Media Services. This program makes competitive awards to sup-
port the development, demonstration, and use of technology and educational media activities of value to children with disabilities.

**Education Materials in Accessible Formats for Students with Visual Impairments.**—The Committee continues to recognize the ongoing progress made with the tools and services provided under this program that have allowed more than 620,000 students with disabilities free access to more than 700,000 books in digitally accessible formats. The Committee strongly encourages continued effort to expand this program’s reach to K–12 students in underserved areas.

**Promoting Development of Social Skills for Students with Disabilities.**—The Committee recommendation includes $2,000,000 for a demonstration program to facilitate new educational strategies and programming for students with disabilities who could benefit from social skills instruction, including children with Autism Spectrum Disorders. This should include utilizing new technologies and evidence-based curriculums, including advanced social robotics that integrate evidence-based practices to improve social skills and generate positive educational outcomes in students with disabilities.
REHABILITATION SERVICES

Appropriations, 2019 ................................................................. $3,657,189,000
Budget estimate, 2020 ............................................................... 3,719,527,000
Committee recommendation ........................................................ 3,745,239,000

Vocational Rehabilitation State Grants

The Committee recommends $3,610,040,000 in mandatory funding for Vocational Rehabilitation [VR] State Grants. State Grants assist States in providing a range of services to help persons with physical and mental disabilities prepare for and engage in meaningful employment.

The Rehabilitation Act requires that not less than 1 percent and not more than 1.5 percent of the appropriation for VR State Grants be set aside for Grants for American Indians.

The Committee directs the Department to submit a report within 90 days of enactment to the Committees on Appropriations of the House of Representatives and the Senate evaluating any changes in trends in employment outcomes for individuals with disabilities served by State VR programs before and after the implementation of WIOA and its implementing regulations.

The Committee expects the Department to ensure appropriate State level implementation of the Rehabilitation Act, including 29 U.S.C. 722(d), which may include the Department providing technical assistance as necessary.

Client Assistance State Grants

The Committee recommends $13,000,000 in discretionary funds for Client Assistance State Grants. This program funds State formula grants to help VR clients or client applicants understand the benefits available to them. States must operate client assistance programs to receive VR State Grant funds.

Training

The Committee recommends $29,388,000 for training rehabilitation personnel. This program supports grants to provide training to new VR staff or upgrade the qualifications of existing staff.

Demonstration and Training Programs

The Committee recommendation includes $5,796,000 for demonstration and training programs. 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 level for parent information and training programs.

Protection and Advocacy of Individual Rights

The Committee recommends $17,650,000 for the Protection and Advocacy of Individual Rights program. This program provides grants to agencies to protect and advocate for the legal and human rights of persons with disabilities who are ineligible for the protection and advocacy services available through the Developmental
Disabilities Assistance and Bill of Rights Act or the Protection and Advocacy for Individuals with Mental Illness Act.

Supported Employment State Grants

The Committee recommendation includes $22,548,000 for the Supported Employment State Grants Program. This program provides grants to States to provide supported employment services for individuals with the most significant disabilities, including youth with disabilities.

Independent Living Services for Older Individuals Who Are Blind

The Committee recommends $33,317,000 for Independent Living State Grants. This program supports assistance to individuals over age 55 to help them adjust to their blindness and continue to live independently, including daily living skills training, counseling, community integration information and referral, the provision of low-vision and communication devices, and low-vision screening.

Helen Keller National Center

The Committee recommends $13,500,000 for the Helen Keller National Center for Deaf-Blind Youth and Adults. The Helen Keller National Center consists of a national headquarters in Sands Point, New York, with a residential training and rehabilitation facility where deaf-blind persons receive intensive specialized services; a network of 10 regional field offices that provide referral and counseling assistance to deaf-blind persons; and an affiliate network of agencies.

SPECIAL INSTITUTIONS FOR PERSONS WITH DISABILITIES

AMERICAN PRINTING HOUSE FOR THE BLIND

Appropriations, 2019 ................................................................. $30,431,000
Budget estimate, 2020 ............................................................... 25,431,000
Committee recommendation ......................................................... 31,931,000

The Committee recommends $31,931,000 to help support American Printing House for the Blind [APH]. APH provides educational materials to students who are legally blind and enrolled in programs below the college level. The Federal subsidy provides approximately 65 percent of APH’s total sales income. Materials are distributed free of charge to schools and States through per capita allotments based on the total number of students who are blind. Materials provided include textbooks and other educational aids in Braille, large type, recorded form, and computer applications. Appropriated funds may be used for staff salaries and expenses, as well as equipment purchases and other acquisitions consistent with the purpose of the Act to Promote the Education of the Blind.

Within the total, the Committee recommendation includes $2,000,000, an increase of $1,000,000, to continue and expand the Center for Assistive Technology Training regional partnership established in fiscal year 2019. APH is continually developing new products and technologies to help ensure students who are blind and visually impaired have access to the education materials they need to succeed in school. This partnership will provide training on
the use of education technology to students with vision loss, as well as those that work with students with vision loss, to help them fully utilize available products and technology.

**NATIONAL TECHNICAL INSTITUTE FOR THE DEAF**

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The Committee recommends $78,500,000 for the National Technical Institute for the Deaf (NTID).

NTID, located on the campus of the Rochester Institute of Technology in Rochester, New York, was created by Congress in 1965 to provide a residential facility for postsecondary technical training and education for persons who are deaf. NTID also provides support services for students who are deaf, trains professionals in the field of deafness, and conducts applied research.

The Committee strongly supports NTID’s existing regional partnership, first established with fiscal year 2016 funds, to expand NTID’s geographical reach and improve access to postsecondary STEM education and employment for students who are deaf or hard of hearing in underserved areas. This has included professional development for teachers, developing relationships with business and industry to promote employment opportunities, and preparing students to be successful in STEM fields. The Committee recommendation includes $5,500,000, the same as the fiscal year 2019 level, to continue this existing partnership in fiscal year 2020.

**GALLAUDET UNIVERSITY**

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The Committee recommends $136,361,000 for Gallaudet University.

Gallaudet University is a private, not-for-profit institution offering undergraduate and continuing education programs for students who are deaf, as well as graduate programs in fields related to deafness for students who are hearing and deaf. The university conducts basic and applied research related to hearing impairments and provides public service programs for the deaf community.

This funding also supports the Model Secondary School for the Deaf, which serves as a laboratory for educational experimentation and development; disseminates curricula, materials, and models of instruction for students who are deaf; and prepares adolescents who are deaf for postsecondary academic or vocational education or the workplace. The university’s Kendall Demonstration Elementary School develops and provides instruction for children from infancy through age 15.

Within the total, the Committee recommendation includes $3,000,000, an increase of $1,000,000, to continue the regional partnership established in fiscal year 2019 focused on early language acquisition for children from birth through age three who are deaf or hard of hearing. This partnership will include activities to improve early language acquisition training for early educators,
caretakers, and other professionals and allow Gallaudet to expand and build on its current research in this area, and test and evaluate interventions in new and diverse geographic areas.
Career, Technical, and Adult Education

Appropriations, 2019 .......................................................... $1,925,686,000
Budget estimate, 2020 ...................................................... 1,842,159,000
Committee recommendation .............................................. 1,935,686,000

Career and Technical Education

The Committee recommends $1,935,686,000 for the Career and Technical Education [CTE] account.

State Grants.—The Committee recommends $1,262,598,000 for CTE State grants. Funds provided under the State grant program assist States, localities, and outlying areas to expand and improve their CTE program and help ensure equal access to CTE for populations with special needs. Persons assisted range from secondary students in pre-vocational courses through adults who need retraining to adapt to changing technological and labor market conditions. Per the authorization of the program, after reservations for required set-asides and small State minimums, funds are distributed to a baseline level of the amount awarded to each State in fiscal year 2018 with any remaining funds allocated according to a formula based on State population and State per capita income.

Under the Indian and Hawaiian Natives programs, competitive grants are awarded to federally recognized Indian Tribes or Tribal organizations and to organizations primarily serving and representing Hawaiian Natives for services that are additional to what these groups receive under other provisions of the Perkins Act.

Of the funds available for this program, $471,598,000 will become available July 1, 2020, and $791,000,000 will become available on October 1, 2020. These funds will remain available for obligation until September 30, 2021.

National Activities.—The Committee recommends $17,421,000 to support research, development, demonstration, dissemination, evaluation, and assessment of activities aimed at improving the quality and effectiveness of CTE.

Within the total for national activities, the Committee recommendation includes $10,000,000 for Innovation and Modernization grants to expand and improve career pathways opportunities for students beginning in high school. This would support the creation of sustainable, evidence-based career exploration and guidance systems that promote multiple pathways to post-secondary and career success.

The Committee encourages the Department to establish the online portal for career and technical education students described in section 114(e)(7)(K) of the Carl D. Perkins Career and Technical Education Act.

The Committee encourages the Department to work with the Departments of Defense, Labor, and Commerce to develop a pilot project to increase the quality of and participation in CTE programs that would help develop the skilled workforce needed for new submarine construction.
Adult Education

The Committee recommends $655,667,000 for Adult Education programs.

Adult Education State Grants.—The Committee recommendation includes $641,955,000 for Adult Education State Grants which provide funding for States for programs that assist adults in becoming literate and in obtaining the skills necessary for employment and self-sufficiency.

National Leadership Activities.—The Committee recommends $13,712,000 for adult education national leadership activities.

STUDENT FINANCIAL ASSISTANCE

Appropriations, 2019 ............................................................................. $24,445,352,000
Budget estimate, 2020 ........................................................................... 22,975,352,000
Committee recommendation ................................................................. 24,445,352,000

The Committee recommends an appropriation of $24,445,352,000 for programs under the Student Financial Assistance account.

Federal Pell Grant Program

The Committee recommends $22,475,352,000 in current year discretionary funding for the Pell grant program. Pell grants provide need-based financial assistance that helps undergraduate students and their families defray a portion of the costs of postsecondary education. Awards are determined according to a statutory need-analysis formula that takes into account a student’s family income and assets, household size, and the number of family members, excluding parents, attending postsecondary institutions.

The Committee recommendation includes a 2.2 percent, or $135, increase in the discretionary maximum Pell grant award that increases the total maximum Pell grant award from $6,195 for the 2019–2020 award year, to $6,330 for the 2020–2021 award year. This is the third consecutive increase in the maximum award paid for with discretionary funding; the automatic increase in the maximum award paid for with mandatory funding expired in fiscal year 2017.

Federal Supplemental Educational Opportunity Grant Program

The Committee recommends $840,000,000 for the Supplemental Educational Opportunity Grant [SEOG] program. The SEOG program provides funds to approximately 3,700 postsecondary institutions for need-based grants to more than 1,500,000 undergraduate students. Institutions must contribute at least 25 percent toward SEOG awards. Students qualify for grants of up to $4,000 by demonstrating financial need. Priority is given to Pell grant recipients with exceptional need.

Federal Work-Study Program

The Committee bill provides $1,130,000,000 for the Federal Work-Study [FWS] program. This program provides grants to approximately 3,200 institutions and helps nearly 700,000 undergraduate, graduate, and professional students meet the costs of postsecondary education through part-time employment. Institutions must provide at least 25 percent of student earnings.
Within the total for FWS, the Committee recommendation includes $9,625,000, the same as the fiscal year 2019 level, for the Work Colleges program authorized under section 448 of the HEA.

**FEDERAL DIRECT STUDENT LOAN PROGRAM ACCOUNT**

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The Committee recommendation includes $100,000,000 in discretionary funding for the Federal Direct Student Loan Program Account. This funding provides for the loan forgiveness under the Temporary Expanded Public Service Loan Forgiveness (TEPSLF) program established by the Consolidated Appropriations Act, 2018 and continued in this bill, for certain borrowers who are ineligible for the traditional Public Service Loan Forgiveness (PSLF) program because they were enrolled in an ineligible repayment plan, but who otherwise would be eligible for PSLF.

The Committee recommendation builds on funding provided in fiscal year 2018 and 2019 and provides additional funding for TEPSLF in fiscal year 2020. This bill provides more than sufficient funding for the program and provides additional assurances that funding limitations will not prevent eligible borrowers from having their loans forgiven in the near future. As of the end of fiscal year 2019, only an estimated $41,000,000 will have been expended out of the combined $700,000,000 that has been appropriated for the program in fiscal years 2018 and 2019. This is in large part because PSLF was established in late 2007 and relatively few borrowers have made the 120 monthly payments since that time needed to be eligible for loan forgiveness, even under the expanded rules of TEPSLF, and because the TEPSLF process can be challenging and confusing for borrowers.

The Committee notes that language continued in this bill establishing the TEPSLF program requires the Department to conduct outreach to borrowers to encourage them to enroll in a qualifying repayment plan; communicate to all Direct Loan borrowers the full requirements of PSLF; and develop and make available a simple method for borrowers to apply for loan cancellation under TEPSLF. The Committee directs the Department to ensure they are following these requirements. Further, the Committee encourages the Department to further simplify the TEPSLF application process so borrowers can apply for TEPSLF at the same time they apply for PSLF, as appropriate; provide more information to borrowers denied TEPSLF on the reason for the denial; and conduct outreach to borrowers who may be eligible for TEPSLF. Finally, the Committee notes that the GAO report entitled "Public Service Loan Forgiveness: Education Needs to Provide Better Information for the Loan Servicer and Borrowers" includes several recommendations for the Office of Federal Student Aid (FSA) to improve administration of the PSLF program. The Committee directs the Department to brief the Committees on Appropriations of the House of Representatives and the Senate; Senate Committee on Health, Education, Labor, and Pensions; and the House Committee on Education and Labor within 30 days of enactment on actions taken or...
planned to be taken to address the issues described above including GAO’s recommendations.

**STUDENT AID ADMINISTRATION**

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<td>Budget estimate, 2020</td>
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The Committee recommends $1,778,943,000 for the Student Aid Administration account. These funds are available until September 30, 2021, and support the Department’s student aid management expenses. The Committee recommendation includes an increase in funding to support increased costs associated with servicing Federal student loans, predominantly because the number of Federal Direct Loans continues to increase, enhance IT and cyber security, and support the continued transition to the Next Generation Processing and Servicing Environment [NextGen].

The Committee recommendation includes $878,943,000 for administrative costs and $900,000,000 for loan servicing activities.

The Committee directs the Department to continue to provide quarterly reports detailing its obligation plan by quarter for student aid administrative activities broken out by servicer and activity and detailing performance metrics, total loan volume and number of accounts, broken out by servicer and for each private collection agency. Further, any reallocation of funds between administrative costs and servicing activities within this account should be treated as a reprogramming of funds, and the Committee should be notified in advance of any such changes.

**Enforcement Disclosures.**—The Committee reiterates the directive included in the fiscal year 2019 Joint Explanatory Statement that the Department respond to “Enforcement Disclosure” requests within 10 days of receipt and to post on a publicly available website a detailed explanation of the policy that governs such disclosures.

**Experimental Site Initiative [ESI] Evaluations.**—The Committee directs the Department to report not later than 90 days after the enactment on the implementation of GAO’s recommendation in its April 2019 report, Federal Student Aid: Actions Needed to Evaluate Pell Grant Pilot for Incarcerated Students (GAO–19–130). The Committee also continues to encourage the Department to work with an experienced third-party evaluator to conduct an external and objective evaluation of the Second Chance Pell and Dual Enrollment ESIs, including working with participating IHEs to provide data, as allowable, to conduct rigorous evaluations.

**FAFSA Data Sharing with Student Aid Organizations.**—The Committee notes the Consolidated Appropriations Act, 2018, and modified in fiscal year 2019, provided IHEs explicit authority to continue to provide information from a student’s FAFSA, with the consent of students to scholarship granting organizations and related organizations to help students apply for and receive student aid for the full cost of attendance. The Committee encourages the Department to publish guidance on this issue.

**FAFSA Simplification and Data Linkages.**—The Committee continues to support efforts to further simplify the FAFSA and verification process to reduce the burden on students and institu-
tions of higher education, including making improvements to the IRS Data Retrieval Tool and restoring the ability of all service members and veterans to identify their status when they apply for student aid separate from the dependency determination. The Committee encourages the Department to seek solutions in these areas and looks forward to working on these issues as part of changes initiated by FSA and through the Higher Education Act reauthorization, and appreciates collaboration with the Department on proposals and plans to do so.

_Perkins Loan Cancellations._—The Committee strongly encourages the Department to issue guidance within 60 days of enactment to institutions of higher education regarding the wind-down of the Perkins Loan Program and loan cancellations and reimbursements made under the program.

_Return of Title IV Funds._—The Committee continues to strongly encourage the Department to pursue efforts to simplify and streamline the Return of Title IV Funds process for institutions of higher education and students.

_State-Based Servicing Organizations._—The Committee notes that State-based non-profit servicing organizations may be uniquely positioned to assist borrowers who reside in or attend school in the same State or region. The Committee encourages the Department to explore considering such factors in the current performance-based allocation system and in developing student loan servicing partnerships as part of the Next Generation Financial Services Environment.

_Student Aid Enforcement._—The Committee directs the Department to include information in its fiscal year 2021 CJ on staffing levels of the Student Aid Enforcement Unit and actions taken by the unit, including the number and type of actions opened, pending, and closed annually.

_Student Loan Cancellations and Discharges Reporting._—The Committee appreciates the Department’s enhancement of information available on the Federal Student Aid Data Center. The Committee encourages the Department to continue to bolster transparency in this area and directs the Department to publish semi-annual reports beginning not later than 90 days after enactment, on each of the Federal student loan cancellation and discharge programs, including, but not limited to, traditional closed school loan discharge, automatic closed school discharge, total and permanent disability discharge for individuals receiving Social Security benefits, total and permanent disability discharge for veterans, borrower defense to repayment, Teacher Loan Forgiveness, Public Service Loan Forgiveness, and Temporary Expanded Public Service Loan Forgiveness. Each semi-annual report should include the total number of unique borrowers who have applied for a program or have been identified under an applicable data match ("borrowers"), unique borrowers in each applicable status (received, pending, approved, and denied), total loan balance in each applicable status (received, pending, approved, and denied), median amount discharged for each program, and percentage of unique borrowers subject to any partial discharge. Further, the Committee directs the Department to publish disaggregated information by State, as possible.
Student Loan Servicing.—The Committee recommendation continues all requirements from the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019, including requiring the Department to ensure that the Next Generation Processing and Servicing Environment [NextGen] provides for the participation of multiple student loan servicers that contract directly with the Department to manage a unique portfolio of borrower accounts and the full life-cycle of loans from disbursement to pay-off with certain limited exceptions, and allocates student loan borrower accounts to eligible student loan servicers based on performance. This also includes requirements for FSA to evaluate servicers based on their history of compliance with applicable consumer protections laws and hold such subcontractors accountable for meeting the requirements of the contract. Further, the Committee directs the Department to ensure that NextGen compensation methods and performance evaluations incorporate metrics on assistance provided to borrowers that exhibit signs of repayment difficulty as early as possible in the repayment process and before they experience negative credit reporting or severe delinquency. The Committee continues to believe this will help ensure high-quality service to borrowers and promote accountability and transparency to both borrowers and taxpayers. The Committee looks forward to working with the Department on efforts to improve the student loan servicing system that maintains key elements that promote transparency, accountability, compliance, and competition.

The Committee is concerned about the planned timeline for transitioning to NextGen. Accordingly, the Committee directs the Department to extend current student loan servicing contracts as soon as possible for a sufficient period of time to ensure there is adequate time to fully stand up NextGen and that there is no disruption in service for borrowers. Similarly, the Committee expects the Department will not implement the Enhanced Processing Solution [EPS] component of NextGen until Business Process Operations contracts are awarded and those vendors are fully operational and integrated into EPS.

Veterans Affairs Data Matching.—The Committee notes the Department recently announced efforts to significantly streamline the process for discharging Federal student loan debt for totally and permanently disabled veterans. The Committee directs the Secretary to provide a report not later than 90 days after enactment to the Committees on Appropriations of the House of Representatives and the Senate on the implementation of the data matching system with the Department of Veterans Affairs to facilitate the discharge of student loans for veterans with total and permanent disabilities. The report should include information about the number of veterans identified through the matching program, the number of loans automatically discharged as the result of the matching program, the number of loans discharged overall, and a description of the barriers for veterans who may be eligible for a student loan discharge for total and permanent disability but who have not received one, and planned actions for eliminating such barriers for veterans.

September 17, 2019 (6:03 p.m.)
Higher Education

Appropriations, 2019 ................................................................. $2,312,356,000
Budget estimate, 2020 ............................................................... 1,534,487,000
Committee recommendation ..................................................... 2,313,356,000

The Committee recommends an appropriation of $2,313,356,000 for higher education programs.

Aid for Institutional Development

The Committee recommends $666,554,000 in discretionary funding for Aid for Institutional Development. These totals do not include separately authorized and appropriated mandatory funding.

Strengthening Institutions.—The Committee bill recommends $99,875,000 to provide competitive, 1-year planning and 5-year development grants for institutions with a significant percentage of financially needy students and low educational and general expenditures per student in comparison with similar institutions. Applicants may use these funds to develop faculty, strengthen academic programs, improve institutional management, and expand student services.

The Committee strongly encourages the Department to fund projects to support the development of centers of excellence for advanced manufacturing and technology at institutions of higher education that: offer short-term training programs that lead to certificates or industry-recognized credentials in high-demand advanced manufacturing fields; provide educational experiences that are closely aligned to actual workforce needs and job duties; meet the needs of new and existing employers by providing quality educational opportunities while offering customizable training space; and connect students to comprehensive educational offerings that provide students with other essential skills. The Committee encourages the Department to prioritize applicants that can demonstrate strong community and institutional support for developing such a center.

Hispanic-Serving Institutions [HSIs].—The Committee recommends $124,415,000 for competitive grants to institutions at which Hispanic students make up at least 25 percent of enrollment. Funds may be used for acquisition, rental, or lease of scientific or laboratory equipment; renovation of instructional facilities; development of faculty; support for academic programs; institutional management; and purchase of educational materials.

Promoting Postbaccalaureate Opportunities for Hispanic Americans.—The Committee recommends $11,163,000 for competitive, 5-year grants to HSIs to help Hispanic Americans gain entry into and succeed in graduate study. Institutions may use funding to support low-income students through outreach programs; academic support services; mentoring and financial assistance; acquisition, rental, or lease of scientific or laboratory equipment; construction and other facilities improvements; and purchase of educational materials.

Strengthening Historically Black Colleges and Universities [HBCUs].—The Committee recommends $282,420,000 for the Strengthening HBCUs program. The program makes formula grants to HBCUs that may be used to purchase equipment; con-
struct and renovate facilities; develop faculty; support academic programs; strengthen institutional management; enhance fund-raising activities; provide tutoring and counseling services to students; and conduct outreach to elementary and secondary school students.

**Strengthening Historically Black Graduate Institutions (HBGIs).**—The Committee recommends $73,037,000 for the Strengthening HBGIs program. This program provides 5-year grants to provide scholarships for low-income students and academic and counseling services to improve student success. Funds may also be used for construction, maintenance, and renovation activities; the purchase or lease of scientific and laboratory equipment; and the establishment of an endowment.

**Strengthening Predominately Black Institutions (PBIs).**—The Committee recommends $11,475,000 for the Strengthening PBIs program. This program provides 5-year grants to PBIs to plan and implement programs to enhance the institutions' capacity to serve more low- and middle-income Black American students. Funding may be used for establishing or enhancing a program of teacher education designed to qualify students to teach in a public elementary school or secondary school in the State that shall include, as part of such program, preparation for teacher certification or licensure.

**Strengthening Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs).**—The Committee recommends $3,864,000 for competitive grants to AANAPISIs that have an enrollment of undergraduate students that is at least 10 percent Asian American or Native American Pacific Islander students. Grants may be used to improve their capacity to serve Asian American and Native American Pacific Islander students and low-income individuals.

**Strengthening Alaska Native and Native Hawaiian-Serving Institutions (ANNHs).**—The Committee recommends $15,930,000 for the Strengthening ANNHs program. The purpose of this program is to improve and expand the capacity of institutions serving Alaska Native and Native Hawaiian students and low-income individuals. Funds may be used to plan, develop, and implement activities that encourage faculty and curriculum development; improve administrative management; renovate educational facilities; enhance student services; purchase library and other educational materials; and provide education or counseling services designed to improve the financial and economic literacy of students or their families.

**Strengthening Native American-Serving Non-Tribal Institutions.**—The Committee recommends $3,864,000 for this program, which serves institutions that enroll at least 10 percent Native American students and at least 50 percent low-income students. This program helps institutions plan, develop, and implement activities that encourage faculty and curriculum development; improve administrative management; renovate educational facilities; enhance student services; and purchase library and other educational materials.

**Strengthening Tribally Controlled Colleges and Universities.**—The Committee recommends $31,854,000 for this program. Tribal
colleges and universities rely on a portion of the funds provided to address developmental needs, including faculty development, curriculum, and student services.

The Committee recognizes the importance of this investment which is a lifeline for the development of Tribal Colleges and Universities. The Committee also is aware that title III, part F of HEA mandatory funding supports nearly half of the funding available to Tribal Colleges and Universities and has been used for critical investments, including the development and implementation of career training programs, vitally needed facilities and laboratory modernization, information and technology maintenance and expansion, and student support services.

Strengthening Masters Degree Programs at Historically Black Colleges and Universities.—The Committee recommends $8,657,000 for this program, authorized by section 723 of the HEA. 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

The bill includes a total of $72,164,000 for International Education and Foreign Language Studies programs. Funds are used to increase the number of experts in foreign languages and area or international studies to meet national security needs through visits and study in foreign countries.

Domestic Programs.—The Committee recommends $65,103,000 for domestic program activities related to international education and foreign language studies under title VI of the HEA. Funds are used to support centers, programs, and fellowships. The Committee urges the Secretary to preserve the program’s longstanding focus on activities and institutions that address the Nation’s need for a strong training and research capacity in foreign languages and international studies, including increasing the pool of international experts in areas that are essential to national security and economic competitiveness.

Overseas Programs.—The Committee recommends $7,061,000 for overseas programs authorized under the Mutual Educational and Cultural Exchange Act of 1961, popularly known as the Fulbright-Hays Act. Funding is provided for group, faculty, or doctoral dissertation research abroad as well as special bilateral projects. Grants focus on training American instructors and students to improve foreign language and area studies education in the United States.

Model Comprehensive Transition and Postsecondary Programs for Students With Intellectual Disabilities

The Committee recommendation includes $11,800,000 for the Transition Programs for Students with Intellectual Disability [TPSID] Model Demonstrations and TPSID National Coordinating Center [NCC]. The Department awards competitive grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclu-
sive model comprehensive transition and postsecondary programs for students with intellectual disabilities. The program also supports an NCC.

Fiscal year 2020 funds will be used by the Department to hold a new competition to build on the important work that has been done to develop postsecondary opportunities for students with intellectual disabilities through model projects and the NCC, and to expand the work of the NCC to conduct research to identify effective strategies used by postsecondary programs for students with intellectual disabilities that lead to positive employment and independent living outcomes. The funds will also be used to gather, synthesize, and disseminate information about State and Federal policies that promote postsecondary education for students with intellectual disability and to develop capacity building partnerships within states addressing strategic planning for program development and oversight.

**Minority Science and Engineering Improvement**

The Committee recommends $11,135,000 for the Minority Science and Engineering Improvement program. Funds are used to provide discretionary grants to institutions with minority enrollments greater than 50 percent to purchase equipment, develop curricula, and support advanced faculty training. Grants are intended to improve science and engineering education programs and increase the number of minority students in the fields of science, mathematics, and engineering.

**Tribally Controlled Postsecondary Career and Technical Institutions**

The Committee recommends $9,564,000 for tribally controlled postsecondary vocational institutions. This program provides grants for the operation and improvement of tribally controlled postsecondary vocational institutions to ensure continued and expanding opportunities for Indian students.

**Federal TRIO Programs**

The Committee recommends $1,060,000,000 for Federal TRIO programs, which provide a variety of services to improve postsecondary education opportunities for low-income individuals and first-generation college students.

Upward Bound offers disadvantaged high school students academic services to develop the skills and motivation needed to pursue and complete a postsecondary education; Student Support Services provides developmental instruction, counseling, summer programs, and grant aid to disadvantaged college students to help them complete their postsecondary education; Talent Search identifies and counsels individuals between ages 11 and 27 regarding opportunities for completing high school and enrolling in postsecondary education; Educational Opportunity Centers provide information and counseling on available financial and academic assistance to low-income adults who are first-generation college students; and the Ronald E. McNair Postbaccalaureate Achievement Program supports research internships, seminars, tutoring, and other
activities to encourage disadvantaged college students to enroll in doctoral programs.

The Committee directs the Department to allocate any grant funding not needed for non-competitive continuation awards or for programs up for re-competition in fiscal year 2020 to provide inflationary increases for current grantees and to increase the number and size of new awards in the Student Support Services grant competition. The Committee directs the Department to include proposed funding levels for each of the TRIO programs in the operating plan required under section 516 of this act, and to brief the Committees on Appropriations of the House of Representatives and the Senate prior to issuing a Notice Inviting Applications.

The Committee does not support the fiscal year 2020 budget proposal to transform TRIO into a single State formula grant, which is an issue that is more appropriately considered as part of the reauthorization of HEA.

Gaining Early Awareness and Readiness for Undergraduate Programs

The Committee recommends $360,000,000 for GEAR UP, which provides grants to States and partnerships of colleges, middle and high schools, and community organizations to assist cohorts or students in middle and high schools serving a high percentage of low-income students. Services provided help students prepare for and pursue a postsecondary education.

Graduate Assistance in Areas of National Need and Javits Fellowships

The Committee recommends $23,047,000 to support the Graduate Assistance in Areas of National Need [GAANN] program. GAANN supports fellowships through 3-year competitive grants to graduate academic departments and programs in scientific and technical fields and other areas of national need as determined by the Secretary. Fellowship recipients must have excellent academic records and high financial need and must be pursuing doctoral degrees or the highest graduate degrees in their academic field. Each fellowship consists of a student stipend to cover living costs and an institutional payment to cover each fellow’s tuition and other expenses. Institutions of higher education must match 25 percent of the grant amount.

Teacher Quality Partnership Program

The Committee recommends $43,092,000 for the Teacher Quality Partnership [TQP] 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.

Child Care Access Means Parents in Schools

The Committee recommendation includes $50,000,000 for the Child Care Access Means Parents in Schools program. This program provides competitive grants to institutions of higher education to establish or support campus-based child care programs, to
help support needs and participation of low-income parents in post-secondary education.

**Fund for the Improvement of Post-Secondary Education**

The Committee recommendation includes $6,000,000 for the Fund for the Improvement of Post-Secondary Education.

*Open Textbook Pilot.*—The Committee recommendation includes $6,000,000, an increase of $1,000,000, to continue the Open Textbook Pilot and to fund a new grant competition in fiscal year 2020. The Committee encourages the Department to issue a notice inviting applications consistent with notice and comment procedures and allow for a 60-day application period. This funding should support a significant number of grant awards to institutions of higher education [IHE] as defined by 20 U.S.C. 1001, a group of IHEs, or State higher education agencies that lead the activities of (and serve as fiscal agent for) a consortium. Funding would be used to create new open textbooks and expand the use of open textbooks in courses that are part of a degree granting program, and particularly those with high enrollments. Allowable uses of funds should include professional development for faculty and staff; including relating to the search for and review of open textbooks; the creation or adaptation of open textbooks; development or improvement of tools and informational resources that support the use of open textbooks, including accessible instructional materials for students with disabilities; and research evaluating the efficacy of the use of open textbooks for achieving savings for students and the impact on instruction and student learning outcomes. The Secretary shall require that any open textbooks created with these funds shall be released to the public under a non-exclusive, royalty-free, perpetual, and irrevocable license to exercise any of the rights under copyright conditioned only on the requirement that attribution be given as directed by the copyright owner. Further, any tools, technologies, or other resources that are created, developed, or improved wholly or in part with these funds for use with any open textbook must be similarly licensed. Any eligible entity receiving a grant through the Open Textbooks Pilot, upon completion of the supported project, shall report to the Secretary regarding the effectiveness of the project in expanding the use of open textbooks and in achieving savings for students; the impact of the project on expanding the use of open textbooks at institutions of higher education outside of the institution receiving the grant; open textbooks created or adapted under the grant, including instructions on where the public can access each open textbook; the impact of the project on instruction and student learning outcomes; and all project costs, including the value of any volunteer labor and institutional capital used for the project. The Secretary shall make such reports publicly available.

**Howard University**

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<th>Appropriations, 2019</th>
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<td>Committee recommendation</td>
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The Committee recommends an appropriation of $236,518,000 for Howard University. Located in the District of Columbia, Howard
offers undergraduate, graduate, and professional degrees through 12 schools and colleges. The university also administers the Howard University Hospital. Federal funds from this account support approximately 38 percent of the university's operating costs. The Committee recommends, within the funds provided, not less than $3,405,000 for the endowment program.

Howard University Hospital.—Within the funds provided, the Committee recommends $27,325,000 for Howard University Hospital. The hospital provides inpatient and outpatient care, as well as training in the health professions. It also serves as a major acute and ambulatory care center for the District of Columbia and functions as a major teaching facility attached to the university. The Federal appropriation provides partial funding for the hospital's operations.

College Housing and Academic Facilities Loans Program

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<td>Committee recommendation</td>
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Federal Administration.—The Committee bill includes $435,000 for Federal administration of the CHAFL, College Housing Loans, and Higher Education Facilities Loans programs. Prior to fiscal year 1994, these programs provided financing for the construction, reconstruction, and renovation of housing, academic, and other educational facilities. While no new loans have been awarded since fiscal year 1993, costs for administering the outstanding loans will continue through 2030. These funds will be used to reimburse the Department for administrative expenses incurred in managing the existing loan portfolio.

Historically Black College and University Capital Financing Program Account

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The Committee recommends $40,484,000 for the HBCU Capital Financing Program. The HBCU Capital Financing Program makes capital available to HBCUs for construction, renovation, and repair of academic facilities by providing a Federal guarantee for private sector construction bonds. Construction loans will be made from the proceeds of the sale of the bonds.

The Committee recommendation includes $20,150,000 for loan subsidy costs in guaranteed loan authority under this program (not including subsidy costs related to specific funding available for loan deferments described below). This will support an estimated $212,100,000 in new loan volume in fiscal year 2020. In addition to that amount, the Committee recommendation includes $20,000,000 specifically for loan deferments made to private HBCUs under this program with demonstrated financial need. Finally, the Committee recommendations includes $334,000 for administrative expenses.
The Committee recommends $615,462,000 for the Institute of Education Sciences [IES]. This account supports education research, development, dissemination, and evaluation; data collection and analysis activities; and the assessment of student progress.

Under the Education Sciences Reform Act of 2002, Congress established IES to provide objective and valid research-driven knowledge that was free of political influence or bias so as to better inform effective education practices at the State and local levels. The act required IES, in carrying out its mission, “to compile statistics, develop products, and conduct research, evaluations, and wide dissemination activities in areas of demonstrated national need and ensure that such activities conform to high standards of quality, integrity, and accuracy and are objective, secular, neutral, and non-ideological and are free of partisan political influence.”

The Committee directs the Director to submit an operating plan within 90 days of enactment to the Committees on Appropriations of the House of Representatives and the Senate detailing how IES plans to allocate funding available to the Institute for research, evaluation, and other activities authorized under law.

The Committee continues to direct the Department to ensure that its employees, contractors, and grantees, including States that receive funds from Statewide Longitudinal Data System grants, adhere to the strictest and highest standards for protecting personally identifiable information.

RESEARCH, DEVELOPMENT, AND DISSEMINATION

The Committee recommends $192,695,000 for education research, development, and national dissemination activities. Funds are available for obligation for 2 fiscal years. These funds support 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 $109,500,000 for data gathering and statistical analysis activities at the National Center for Education Statistics [NCES].

NCES collects, analyzes, and reports statistics on education in the United States. Activities are carried out directly and through grants and contracts. The Center collects data on educational institutions at all levels, longitudinal data on student progress, and data relevant to public policy. NCES also provides technical assistance to SEAs, LEAs, and postsecondary institutions.

REGIONAL EDUCATIONAL LABORATORIES

The Committee recommends $55,423,000 to continue support for the Regional Educational Laboratories program. Funds available in this bill will continue to support a network of 10 laboratories. The laboratories are responsible for promoting the use and development
of knowledge and evidence in broad-based systemic strategies to increase student learning and further school improvement efforts. The Committee urges IES to continue its efforts to strengthen the connections between practitioners and the research community, so that federally supported research is timely, relevant, and responsive to the needs of the field.

RESEARCH AND INNOVATION IN SPECIAL EDUCATION

The Committee recommends $56,000,000 for research and innovation in special education conducted by the National Center for Special Education Research [NCSER].

The Center addresses gaps in scientific knowledge to improve special education and early intervention services and outcomes for infants, toddlers, and children with disabilities. Funds provided to the Center are available for obligation for 2 fiscal years.

The Committee continues to believe that NCSER should manage its appropriation to be able to conduct research and training grant competitions annually.

SPECIAL EDUCATION STUDIES AND EVALUATIONS

The Committee recommends $10,818,000 for special education studies and evaluations.

This program supports competitive grants, contracts, and cooperative agreements to assess the implementation of IDEA. Funds are also used to evaluate the effectiveness of State and local efforts to deliver special education services and early intervention programs. Funds are available for obligation for 2 fiscal years.

STATEWIDE DATA SYSTEMS

The Committee recommendation includes $32,281,000 for the Statewide Data Systems program.

This program supports competitive grants to SEAs to enable such agencies to design, develop, and implement Statewide, longitudinal data systems to manage, analyze, disaggregate, and use individual data for students of all ages. Early childhood, postsecondary, and workforce information systems may be linked to such systems or developed with program funds. The Committee believes the Department should continue its efforts to ensure every State has the base support necessary to develop effective systems. Funds are available for obligation for 2 fiscal years.

ASSESSMENT

The Committee recommends $158,745,000 to provide support for the National Assessment of Educational Progress [NAEP], a congresionally mandated assessment created to measure and report the educational achievement of American students in a range of subjects and analyze trends over time.

Within the funds appropriated, the Committee recommends $7,745,000 for the National Assessment Governing Board [NAGB], which is responsible for formulating policy for NAEP.

The Committee continues to support assessments for students in United States History, Civics, and Geography. The Committee directs NAGB to continue administering assessments in these three
areas, at least every 4 years, in accordance with the current NAEP schedule.

The Committee is concerned with recent and sudden changes to the proposed NAEP schedule, which includes significant changes from the schedule outlined in the President’s budget request. The Committee directs the Department and NAGB to provide a briefing to the Committees on Appropriations of the House of Representatives and the Senate within 30 days of enactment on the proposed changes and estimated funding needed to maintain the schedule outlined in the fiscal year 2020 budget request. The Committee expects requested funding levels to align with assessment schedules included in the budget request, and directs the Department and NAGB to coordinate accordingly.

**DEPARTMENTAL MANAGEMENT**

**PROGRAM ADMINISTRATION**

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<th>Appropriations, 2019</th>
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The Committee recommends $430,000,000 for program administration.

Funds support personnel compensation and benefits, travel, rent, communications, utilities, printing, equipment and supplies, automated data processing, and other services required to award, administer, and monitor Federal education programs. Support for program evaluation and studies and advisory councils is also provided under this account.

**Administrative Cost Caps and Indirect Costs**.—The Committee notes there are concerns with a recent government-wide change in guidance regarding the applicability of statutory administrative cost caps to indirect costs in grants awards. The Committee strongly encourages the Department to work with current and potential grantees to provide flexibility where possible. The Committee will work with the Department to address issues that may arise from this change in guidance.

**BIE Compliance ESEA**.—The Committee directs the Department to provide a report to the Committees on Appropriations of the House of Representatives and the Senate, Senate Committee on Health, Education, Labor, and Pensions, and House Committee on Education and Labor within 180 days of enactment on how it evaluates the Bureau of Indian Education’s compliance with ESEA.

**Competitive Grant Priorities for Rural Areas**.—The Committee continues to encourage the Department to continue efforts to ensure that competitive grants are reaching rural areas and States so that support and solutions developed with Federal funding are relevant to and available in such areas.

**Department of Interior Schools**.—The Committee commends the work being done by the Departments of Education and Interior to improve the lives of American Indian students through a quality education. However, the Committee remains concerned by the lack of progress in improving the long-documented issues facing Department of Interior schools. The Committee continues to strongly encourage the Departments of Education and Interior to continue to
work together to improve the quality of education opportunities offered to Indian youth.

Disclosures of Foreign Gifts and Contracts.—The Committee notes that section 117 of the HEA requires IHEs to disclose certain gifts from or contracts with foreign entities and the Department makes such information publicly available on its web site. The Committee strongly encourages the Department to engage with IHEs on any points of confusion regarding their requirements under section 117 and to provide guidance to IHEs to ensure they are aware of their responsibilities.

Evidence-Based Grant Making.—The Committee notes that the Secretary has the ability to use demonstrated evidence of effectiveness as part of the selection criteria through its Education Department General Administrative Regulations and believes that it should be used consistent with authorizations for all competitive grant programs. Further, non-competitive formula grant funds have a range of evidence requirements and preferences. The Committee directs the Department to enhance its technical assistance and support for the effective implementation of these formula requirements and preferences.

Foundations for Evidence-Based Policymaking.—The Committee applauds the recent enactment of the Foundations for Evidence-Based Policymaking Act. Faithful execution of the law will enhance the evidence-building capacity of Federal agencies, strengthen privacy protections, improve secure access to data, and ultimately provide more and higher quality evidence to policymakers. The Committee requests that the Department provide an update on its implementation of the law and plans for the coming year in next and subsequent year annual CJs.

GAO Report on Public School Facilities.—The Committee is aware that the average age of a public school in the United States is almost 50 years. The Committee appreciates that GAO is complying with a directive to report on the condition of K–12 public school facilities in the United States and looks forward to the timely issuance of the report.

GAO Report on Teacher Shortages.—The Committee requests that GAO provide a report to the Committees on Appropriations of the House of Representatives and the Senate on trends and factors contributing to school districts challenges with teacher recruitment and retention. The report should include, but not be limited to, a review and analysis of challenges recruiting and retaining special education teachers, paraprofessionals, and teacher aids; the extent to which licensure requirements are waived or modified to address shortages; and geographic and demographic characteristics of districts facing the greatest challenges or shortages.

Medicaid Services.—The Committee recognizes that opportunities exist to streamline access to and improve the quality of special education services and that steps should be taken to reduce administrative barriers for providing health services in and in coordination with schools. The Committee strongly recommends that the Office of Special Education and Rehabilitative Services within the Department coordinate with CMS to develop trainings and provide technical assistance to assist with billing and payment administration for Medicaid services in schools.
National Center for Information and Technical Support for Post-secondary Students with Disabilities.—The Committee notes funding for this program has expired and the center is operating in fiscal year 2019 with prior-year unobligated balances. Pending any authorization changes, the Committee will work to continue funding for this program in fiscal year 2020.

Performance Partnerships.—The Committee recommendation continues authority for Performance Partnerships as included in prior appropriations acts. Performance Partnerships allow States and localities to demonstrate better ways of improving outcomes for disconnected youth by giving them additional flexibility in using discretionary funds across multiple Federal programs. The Committee also continues to encourage the administration to enhance its efforts working with existing and potential sites on the full range of flexibilities that could be employed to help better serve disconnected youth. Finally, the Committee continues to be interested in expanding Performance Partnerships to other populations and programs, and has requested reports from GAO to help explore this possibility.

Pooled Evaluation Authority.—The Committee requests that the Department provide a report to the Committee on the planned use of pooled evaluation funds under section 8601 of the ESEA, consistent with the required plan under such section, not later than 15 days prior to any transfer of funds.

Reorganization Plans.—The Committee recommendation continues all directives included in the Consolidated Appropriations Act, 2019 and the accompanying explanatory statement.

Staffing Reports.—The Committee requests the Department continue to provide 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.

OFFICE FOR CIVIL RIGHTS

Appropriations, 2019 ................................................................. 125,000,000
Budget estimate, 2020 ....................................................... 125,000,000
Committee recommendation .................................................. 125,000,000

The Committee recommends $125,000,000 for the Office of Civil Rights [OCR].
OCR is responsible for the enforcement of laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in all programs and institutions that receive financial assistance from the Department. To carry out this responsibility, OCR investigates and resolves discrimination complaints, monitors desegregation and equal educational opportunity plans, reviews possible discriminatory practices by recipients of Federal education funds, and provides technical assistance to recipients of funds to help them meet these civil rights requirements.

Seclusion and Restraint Data.—The Committee is concerned with reports of false zeros in the Civil Rights Data Collection [CRDC] in the reporting of seclusion and restraint incidents. Accurate reporting of seclusion and restraint incidents in the CRDC is critical to understanding conditions for learning and the safety of students and teachers. The Department should take immediate steps in the ongoing 2017–2018 CDRC to improve the accuracy of the data.
Committee strongly encourages the Assistant Secretary for the Office of Civil Rights to remind and clarify for all schools and school districts that they are only to report zero incidents of seclusion and restraint when no incidents have occurred and must leave cells blank for missing or incomplete data. Further, the Committee strongly encourages the Assistant Secretary to, as part of the quality assurance process, contact schools and school districts that already submitted data for the 2017–2018 CRDC and verify the accuracy of the data. Finally, the Committee directs the Assistant Secretary to monitor compliance with action plan requirements for missing data, and ensure plans are submitted and address all missing data.

Staffing Levels.—The Committee notes that OCR staffing levels have fallen to 499 in the second quarter of fiscal year 2019 despite increasing workloads and funding. Furthermore, this amount is significantly below the 625 level the Department indicated it would achieve in fiscal year 2019 in its fiscal year 2020 CJ. The Committee expects that the increased funding provided to OCR in recent years will allow it 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.

OFFICE OF INSPECTOR GENERAL

Appropriations, 2019 ................................................................. $61,143,000
Budget estimate, 2020 .............................................................. 63,148,000
Committee recommendation .................................................... 61,143,000

The Committee recommends $61,143,000 for OIG.

OIG has the authority to investigate all departmental programs and administrative activities, including those under contract or grant, to prevent and detect fraud and abuse, and to ensure the quality and integrity of those programs. The Office investigates alleged misuse of Federal funds and conducts audits to determine compliance with laws and regulations, efficiency of operations, and effectiveness in achieving program goals.
GENERAL PROVISIONS

Section 301. The bill continues a provision prohibiting the use of funds to prevent the implementation of programs of voluntary prayer and meditation in public schools.

Section 302. The bill continues a provision giving the Secretary authority to transfer up to 1 percent of any discretionary funds between appropriations.

Section 303. The bill continues a provision that allows the Republic of Palau to receive certain Federal funds.

Section 304. The bill continues a provision making evaluation funds pooled under section 8601 of the ESEA available for obligation from July 1, 2020 through September 30, 2021.

Section 305. The bill continues a general provision allowing certain institutions to continue to use endowment income for student scholarships.

Section 306. The bill continues a provision extending authorization of the National Advisory Committee on Institutional Quality and Integrity.

Section 307. The bill continues a provision extending authority to provide account maintenance fees to guarantee agencies.

Section 308. The bill continues a provision regarding servicing of Federal Perkins Loans.

Section 309. The bill modifies a provision rescinding discretionary unobligated balances from the Pell grant program.

Section 310. The bill modifies a provision rescinding fiscal year 2020 mandatory funding to pay for mandatory costs of increasing the maximum discretionary Pell award.

Section. 311. The bill modifies a provision regarding Public Service Loan Forgiveness.

Section. 312. The bill continues a provision regarding administrative costs for Public Service Loan Forgiveness.

Section. 313. The bill includes a new provision on Department of Education travel.