



Family, School, and Community Engagement in the President's FY23 Federal Education Budget

The following represents budget appropriations for key programs that fund family, school, and community engagement (FSCE). FSCE is required or allowed within many federal programs and this is not exhaustive.

Data are based on the FY22 Consolidated Appropriations Act (H.R.2471 - 2022) [Part 1](#) & [Part 2](#) signed into law on March 15, 2022, and on the U.S. Department of Education [Fiscal Year 2023 Budget Summary](#). Additional information on other funding for other agencies can be found in the [President's Budget](#).

	FY22 Budget - H.R.2471 P.L.No: 117-103 (3/15/22)			FY23 President's Budget		
	FY 2021 Enacted	FY 2022 Request	Final Bill	FY 2023 Request	FY23 Request Compared to FY22 Request	FY23 Request Compared to FY22 Final
Dedicated Family, School, and Community Engagement Programs						
<i>Statewide Family Engagement Centers and Parent Training and Information Centers are both state-level resources dedicated to strengthening family, school, and community engagement.</i>						
Statewide Family Engagement Centers (ESEA IV-E)	12,500,000	12,500,000	15,000,000	15,000,000	20.00%	0.00%
IDEA Parent Information Centers (IDEA sec. 671-673)	27,411,000	30,152,000	30,152,000	45,152,000	49.75%	49.75%
Programs that Include Significant Family, School, and Community Engagement Requirements						
<i>Each of the following programs includes explicit family, school, and community engagement requirements and serves as a source of funding for FSCE activities. This is not an exhaustive list. Head Start and Preschool Development Grants were included in this list but are funded by the U.S. Department for Health and Human Services.</i>						
Total Title I: Education for the disadvantaged	17,226,790,000	37,246,790,000	18,229,790,000	37,280,551,000	0.09%	104.50%
Nita M. Lowey 21st Century Community Learning Centers (ESEA IV-B)	1,259,673,000	1,309,673,000	1,289,673,000	1,309,673,000	0.00%	1.55%

Education for homeless children and youths (MVHAA Title VII-B)	106,500,000	106,500,000	114,000,000	110,000,000	3.29%	-3.51%
Full-Service Community Schools (ESEA IV-F-2, section 4625)	30,000,000	443,000,000	75,000,000	468,000,000	5.64%	524.00%
IDEA Special Education Total	14,070,743,000	17,193,256,000	14,519,119,000	18,130,170,000	5.45%	24.87%
English Language Acquisition (ESEA III-A)	797,400,000	917,400,000	831,400,000	1,075,000,000	17.18%	29.30%
Promise neighborhoods (ESEA IV-F-2, section 4624)	81,000,000	91,000,000	85,000,000	96,000,000	5.49%	12.94%
Head Start (HHS ACF)	10,748,095,000	11,932,095,000	11,036,820,000	12,203,000,000	2.27%	10.57%
Preschool Development Grants (HHS ACF)	275,000,000	450,000,000	290,000,000	450,000,000	0.00%	55.17%

Programs Which Can Support Educator Family, School, and Community Engagement Capacity and Workforce Diversity

Strengthening professional capacity for practicing FSCE is one of the most significant opportunities for developing and sustaining strong family-school-community partnerships. Increasing educator diversity has been identified as one strategy for educator preparation for FSCE. These programs all support strengthening educator capacity and diversity and could be leveraged, with intentionality, to advance FSCE practice.

TEACH Grants (HEA IV-A-9)*	152,436,000	108,046,000		39,114,000	-63.80%	
School Leader Recruitment and Support (ESEA II-B-4, section 2243)	0	30,000,000	0	40,000,000	33.33%	
Supporting Effective Educator Development (SEED) (ESEA II-B-4, section 2242)	80,000,000	80,000,000	85,000,000	80,000,000	0.00%	-5.88%
Teacher and School Leader Incentive Grants (ESEA II-B-1)	200,000,000	200,000,000	173,000,000	150,000,000	-25.00%	-13.29%
Teacher quality partnership (HEA II-A)	52,092,000	132,092,000	59,092,000	132,092,000	0.00%	123.54%
Augustus F. Hawkins Centers of Excellence (HEA II-B-2)	0	20,000,000	0	20,000,000	0.00%	
Aid for Institutional Development Total (Strengthening various minority serving institutions)* **	1,042,800,000	1,042,800,000		1,407,300,000	34.95%	

*Data is based only on the Department of Education Fiscal Year 2023 Budget Summary

** "Aid for Institutional Development" includes funding for Strengthening Tribally Controlled Colleges and Universities (TCCUs), Alaska Native and Native Hawaiian-serving Institutions (ANNHs), Historically Black Colleges and Universities (HBCUs), Historically Black Graduate Institutions (HBGIs), HBCU Master's Program, Predominantly Black Institutions (PBIs), Asian American- and Native American Pacific Islander-serving Institutions (AANAPISIs), Native American-serving nontribal institutions (NASNTIs), Minority Science and Engineering Improvement (MSEIP), Developing Hispanic-Serving Institutions (HSIs), Mandatory Developing HSI STEM and Articulation Programs, and Promoting Postbaccalaureate Opportunities for Hispanic Americans

Every effort has been made to provide accurate, updated data; however, errors may be present and the accuracy of this data is not guaranteed. Source documents are linked and available for your review.

NAFSCE • 601 King Street • Suites 401-403 • Alexandria, VA • 22314

PHONE: (703) 739-1344 | WWW.NAFSCE.org

Program Descriptions from the U.S. Department of Education [Fiscal Year 2023 Budget Summary](#)

**Head Start and the Preschool Development Grant Descriptions are from their websites.*

STATEWIDE FAMILY ENGAGEMENT CENTERS

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

PARENT TRAINING AND INFORMATION CENTERS

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

TITLE I GRANTS

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

21ST CENTURY COMMUNITY LEARNING CENTERS

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

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EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

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

FULL-SERVICE COMMUNITY SCHOOLS (FSCS)

“FSCS makes competitive 5-year grants to school districts—in partnership with community-based organizations, nonprofit organizations, or other public or private entities—to provide comprehensive academic, social, and health services in school settings for students, students’ family members, and community members by integrating existing school and community programs and implementing coordinated strategies that can impact neighborhoods with high rates of poverty, childhood obesity, academic failure, and involvement of community members in the justice system.”

INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA) GRANTS TO STATES

“The Grants to States program, which is authorized under the Individuals with Disabilities Education Act (IDEA), makes formula grants that help States pay the additional costs of providing special education and related services to children with disabilities aged 3 through 21 years.”

ENGLISH LANGUAGE ACQUISITION

“This program awards formula grants to States based on each State’s share of the Nation’s English learners (ELs) and recent immigrant students. Schools use this funding to implement effective language instruction educational programs designed to help ELs attain English language proficiency. The program also awards grants to schools operated predominantly for Native American and Alaska Native students and supports national activities, including professional development for teachers of ELs and a clearinghouse of research-based information about instructional methods, strategies, and programs for ELs.”

PROMISE NEIGHBORHOODS

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

HEAD START PROGRAMS

“[Head Start programs](#) prepare America’s most vulnerable young children to succeed in school and in life beyond school. To achieve this, Head Start programs deliver services to children and families in core areas of early learning, health, and family well-being while engaging parents as partners every step of the way.

Head Start encompasses Head Start preschool programs, which primarily serve 3- and 4-year-old children, and Early Head Start programs for infants, toddlers, and pregnant women. Head Start services are delivered nationwide through 1,600 agencies which tailor the federal program to the local needs of families in their service area.”

PRESCHOOL DEVELOPMENT GRANTS

“The [Preschool Development Grants](#) competition supports States to (1) build or enhance a preschool program infrastructure that would enable the delivery of high-quality preschool services to children, and (2) expand high-quality preschool programs in targeted communities that would serve as models for expanding preschool to all 4-year-olds from low- and moderate-income families. These grants would lay the groundwork to ensure that more States are ready to participate in the Preschool for All formula grant initiative proposed by the Administration.”

TEACH GRANTS

“The TEACH Grant program awards annual grants of up to \$4,000 to eligible undergraduate and graduate students who agree to serve, within 8 years of graduation, as full-time teachers in a high-need field (e.g., mathematics, science, foreign language, bilingual education, special education, or reading) at a high-need school for not less than 4 years. For students who fail to fulfill this service requirement, grants are converted to Direct Unsubsidized Stafford Loans with interest accrued from the date the grants were awarded.”

SCHOOL LEADER RECRUITMENT AND SUPPORT

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

SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT (SEED)

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

TEACHER AND SCHOOL LEADER INCENTIVE GRANTS

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

TEACHER QUALITY PARTNERSHIP (TQP)

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

AUGUSTUS F. HAWKINS CENTERS OF EXCELLENCE

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

AID FOR INSTITUTIONAL DEVELOPMENT

“Aid for Institutional Development” includes funding for Strengthening Tribally Controlled Colleges and Universities (TCCUs), Alaska Native and Native Hawaiian-serving Institutions (ANNHs), Historically Black Colleges and Universities (HBCUs), Historically Black Graduate Institutions (HBGIs), HBCU Master’s Program, Predominantly Black Institutions (PBIs), Asian American- and Native American Pacific Islander-serving Institutions (AANAPISIs), Native American-serving nontribal institutions (NASNTIs), Minority Science and Engineering Improvement (MSEIP), Developing Hispanic-Serving Institutions (HSIs), Mandatory Developing HSI STEM and Articulation Programs, and Promoting Postbaccalaureate Opportunities for Hispanic Americans. “The Request for Aid for Institutional Development (Title III) continues to support institutions, including community colleges, that serve large percentages of students of color and low-income students. Title III funding, which is awarded both competitively and by a formula that directs aid to specified institutions, helps provide equal educational opportunity and strong academic programs for these students and enhances the financial stability of the institutions that serve them. Funds may be used to plan, develop, and implement activities that support student services, interventions that promote degree completion, and faculty development; administrative management; development and improvement of academic programs; joint use of libraries and laboratories; construction, maintenance, and renovation of instructional facilities; and endowment funds.”