

METHODOLOGY FOR “THE MISSING MIDDLE—FEDERAL FUNDING BY GRADE SPAN, FISCAL YEAR (FY) 2019”

“The Missing Middle—Federal Funding by Grade Span, Fiscal Year (FY) 2019” (Missing Middle) includes allocations for those federal education programs that received an appropriation of approximately \$1 billion in FY 2019 for which an estimate can be made regarding the percentage of funding provided across grade spans: early childhood/elementary (birth–grade 5), middle school (grades 6–8), high school (grades 9–12), and postsecondary education. In addition, the analysis includes programs that targeted funding to specific grade spans in FY 2019. The analysis excludes federal loans, which refers to federal money that is intended to be repaid.

This analysis allocates funding for Head Start, Preschool Development Grants, and Child Care Development Block Grants (CCDBG) only to the birth–grade 5 grade span. The analysis allocates Pell Grants, Federal Work Study, and the Supplemental Educational Opportunity Grant (SEOG) program funding only to postsecondary education. Other programs included in the analysis are allocated using the methods described below.

21st Century Community Learning Centers

According to a report from the U.S. Department of Education (ED), 50 percent of the 21st Century Community Learning Centers (21st CCLC) grant funds served elementary schools, 20.4 percent served middle schools, and 11.8 percent served high schools. ED’s analysis, however, also included categories of schools as “elementary–middle” and “middle–high.” The elementary–middle grades received 10.8 percent of 21st CCLC funds and the middle–high grades received 3.5 percent.¹ For the Missing Middle analysis, the allocations for elementary–middle and middle–high grades are divided in half and added to each respective grade span. Therefore, this analysis allocates 21st CCLC funds according to the following breakdown: 55.4 percent to birth–grade 5, 27.55 percent to grades 6–8, and 13.55 percent to grades 9–12.

Carl D. Perkins Career and Technical Education Act

The allocation of Carl D. Perkins Career and Technical Education Act (Perkins) funding between secondary education/high schools (grades 9–12) and postsecondary education fluctuates. According to ED, in “FY 2010, states allocated 64 percent of their Perkins Title I subgrant funds to secondary school programs and 36 percent to postsecondary education programs, on average, about the same proportions as in FY 2001.”² In addition, a survey of states administered by the National Association of State Directors of Career Technical Education Consortium finds the allocation between high schools and postsecondary education to be 61 percent and 39 percent respectively.³ Therefore, the analysis for the Missing Middle allocates Perkins funds according to the following breakdown: 60 percent to grades 9–12 and 40 percent to postsecondary education.

Comprehensive Literacy Development Grants (LEARN) Program

The analysis for the Missing Middle allocates Comprehensive Literacy Development Grant funds under the Literacy Education for All, Results for the Nation (LEARN) program as mandated by the Every Student Succeeds Act: 15 percent of funds are used to serve children birth through age five, 40 percent of funds are used to serve students in elementary school, and 40 percent of funds are used to serve students in middle and high school.⁴ For the purposes of this analysis, 55 percent of LEARN program funds are allocated to birth–grade 5, while grades 6–8 and grades 9–12 each receive 20 percent of LEARN program funds.

Gaining Early Awareness and Readiness for Undergraduate Programs

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grants are designed to begin no later than seventh grade and grantees (which can include local education agencies, institutions of higher education, and community organizations) must provide services to students through twelfth grade, but may extend one year past graduation thus spanning seven years.⁵ The analysis for the Missing Middle allocates one-seventh of the GEAR UP funds to each year of education in the program. Therefore, the category for grades 6–8, which includes seventh and eighth grades, receives two-sevenths (28.57 percent) of GEAR UP funds; the category for grades 9–12 receives four-sevenths (57.14 percent) of GEAR UP funds; and postsecondary education, which includes grade thirteen, receives one-seventh (14.29 percent) of GEAR UP funds.

Individuals with Disabilities Education Act

State grants awarded under the Individuals with Disabilities Education Act (IDEA) include three programs: Part B Grants to States, Preschool Grants, and Grants to Infants and Families. For this analysis, Part B Grants to States are allocated proportionally across birth–grade 5, grades 6–8, and grades 9–12. The Preschool Grants and Grants to Infants and Families are allocated only to the birth–grade 5 grade span.

Student Support and Academic Enrichment Grants

Precise data on the distribution of Student Support and Academic Enrichment Grants (SSAEG) is not yet available. Therefore, this analysis distributes SSAEG proportionally across birth–grade 5, grades 6–8, and grades 9–12.

Title I

According to an analysis by ED, elementary schools received 76 percent of Title I dollars, middle schools received 14 percent, and high schools received 10 percent.⁶ Therefore, this analysis allocates 76 percent of Title I funds to birth–grade 5, 14 percent to grades 6–8, and 10 percent to grades 9–12.

TRIO

TRIO programs include three high school programs: Talent Search, Upward Bound, and Upward Bound Math–Science.⁷ For this analysis, the appropriations for these three programs are added together and allocated to grades 9–12. The TRIO allocation for grades 9–12 is based on FY 2018 data on the distribution of funds across TRIO programs. To determine the postsecondary education allocation for TRIO programs, this analysis subtracts the high school funding total (which includes funding for Talent Search, Upward Bound, and Upward Bound Math–Science) from the total TRIO appropriation.

Endnotes

- 1 U.S. Department of Education, *21st Century Community Learning Centers (21st CCLC) Analytic Support for Evaluation and Program Monitoring: An Overview of the 21st CCLC Performance Data: 2009–2010* (Seventh Report), (Washington, DC: Author, 2011).
- 2 ———, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service, *National Assessment of Career and Technical Education: Final Report to Congress* (Washington, DC: Author, 2014), https://s3.amazonaws.com/PCRN/uploads/NACTE_FinalReport2014.pdf.
- 3 S. Voytek, personal communication, April 3, 2015.
- 4 Every Student Succeeds Act, Public Law 114-95, <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf> (accessed March 24, 2019).
- 5 U.S. Department of Education, “Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Frequently Asked Questions,” <https://www2.ed.gov/programs/gearup/faq.html#question3> (accessed March 23, 2019).
- 6 J. Chambers et. al., *State and Local Implementation of the No Child Left Behind Act. Volume IV—Targeting the Uses of Federal Education Funds* (Washington, DC: U.S. Department of Education, 2009), <http://www2.ed.gov/rschstat/eval/disadv/nclb-targeting/nclb-targeting.pdf>.
- 7 U.S. Department of Education, “Talent Search Program, Purpose,” <https://www2.ed.gov/programs/triotalent/index.html> (accessed March 24, 2019); ———, “Upward Bound Program, Purpose,” <https://www2.ed.gov/programs/trioupbound/index.html> (accessed March 24, 2019); ———, “Upward Bound Math-Science, Frequently Asked Questions,” <https://www2.ed.gov/programs/triomathsci/faq.html#q1> (accessed March 24, 2019).

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