



Budget Response

Fiscal Year
2012



COMMITTEE FOR EDUCATION FUNDING

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About the Committee for Education Funding

The Committee for Education Funding (CEF) comprises more than 85 organizations dedicated to the goal of achieving increased federal financial support for our nation's schools and students at all levels. CEF is a voluntary, nonprofit, and non-partisan coalition. CEF members include educational associations, institutions, agencies, and organizations whose interests range from preschool to postgraduate education in both public and private systems.

The purpose of CEF is to provide members of the general public and government officials with information enabling them to better assess the need for funding of federal education programs. CEF takes positions on federal education funding issues that represent a consensus of its membership and then communicates those positions to federal government officials and members of Congress.

CEF maintains a fulltime staff and is governed by the membership as a whole and a sixteen member Executive Committee, including three officers, elected from among the membership. CEF sends its members timely e-mail alerts and newsletters, holds weekly meetings of its membership for information exchange and policy discussions, and sponsors seminars on current funding issues. CEF provides information and assistance to members of Congress and the Administration upon request. It also holds numerous briefings and policy meetings with Congressional staff and Administration officials during the year. At its annual Gala, CEF honors outstanding advocates of federal education funding.

As the largest coalition of education associations in existence, CEF provides a strong and unified voice in support of federal education funding.

**When Our Students Succeed,
Our Nation Succeeds!**

[CEF Member Organizations](#)

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The Committee for Education Funding (CEF), the nation's largest and oldest nonpartisan education coalition of over 85 organizations and institutions reflecting the broad spectrum of the education community, applauds President Obama's FY 2012 budget for recognizing the importance of a strong investment in education to our nation's economic growth and competitiveness.

The consideration of the FY 2012 budget is complicated by the ongoing debate over FY 2011 appropriations. HR 1, the FY 2011 Continuing Resolution as passed by the House and the president's budget present two starkly different visions for our future.

HR 1 slashes funding for education programs by \$11.55 billion or 16.1% below the levels in the March 4 CR, the largest education cut in history and also cuts Head Start by \$1.1 billion (15%). These sweeping cuts would devastate programs benefiting children and students from PreK through graduate education.

HR 1 reduces funding for over 70 education programs including Title I, School improvement grants, teacher quality state grants, after school, literacy, school libraries, math and science partnerships, education technology, school leadership, arts in education, parent resource centers, school counseling, career and technical education, Pell grants, supplemental education opportunity grants, LEAP, aid to minority-serving institutions, TRIO, GEAR-UP, Byrd honors scholarships, higher education teacher quality partnerships, statewide data systems and regional educational labs.

HR 1 cuts the Pell grant maximum award by \$845 (15.2%) which will make college less affordable and accessible for nine million low-and moderate-income students. For many, such a cut will disrupt or derail their postsecondary education. It also contains provisions that could jeopardize the student loan and Pell grant provisions included in last year's health care and education reconciliation bill by prohibiting funds from being used to implement or pay salaries of employees to implement the provisions of that bill.

Cuts of this magnitude would completely reverse progress on improving student achievement, closing achievement gaps and increasing high school graduation, postsecondary education attendance and college completion rates.

The cuts in HR 1 would come at a time when schools and colleges are facing both the termination of ARRA funds and deep cuts in state aid due to unprecedented and continuing state budget gaps that will result in substantial reductions and layoffs at all levels of education.

Since February 2010, the combined number of state and local government education employees dropped by almost 89,000 positions.

At the same time educators, schools, libraries, colleges and students are coping with a host of issues such as larger class sizes, narrowing of the curriculum, elimination of after-school programs, and rising tuition due to state budget cuts, enrollments are also rising and more students need extra services. According to the National Center for Education Statistics, public school enrollment is projected to increase by 8 percent and higher education enrollment by 9 percent between 2009 and 2018.

Schools also face the challenge of educating more students with special needs. As an example, the percentage of students living in families below the poverty level has increased from 16 percent in 2000 to 21 percent in 2010.

One of the best ways to create jobs and improve our economy and global competitiveness is through investments in education. In February 2011 individuals with less than a high school diploma have an unemployment rate more than three times that of those with a bachelor's degree or higher (13.9% v. 4.3%).

The report of the National Commission on Fiscal Responsibility and Reform stated, "...we must invest in education, infrastructure, and high-value research and development to help our economy grow, keep us globally competitive, and make it easier for businesses to create jobs."

Federal Reserve Chairman Bernanke recently said, "One critical means [of fostering healthy economic growth] is by ensuring an adequate investment in human capital--that is, in the knowledge and skills of our people. No economy can succeed without a high-quality workforce, particularly in an age of globalization and technical change. Cost-effective K-12 and post-secondary schooling are crucial to building a better workforce, but they are only part of the story. Research increasingly has shown the benefits of early childhood education and efforts to promote the lifelong acquisition of skills for both individuals and the economy as a whole."

In addition, the American public strongly opposes education cuts. At least nine national polls have found very strong opposition to cutting funding for education.

CEF applauds the president's budget for recognizing the need to invest in the future by providing an overall 10.7 percent increase in discretionary funding for the Department of Education (compared to the March 4th CR). Not counting Pell grants, the increase is \$2 billion or 4.3 percent. However, we are deeply concerned with the proposed elimination of Enhancing Education Through Technology grants, LEAP and a 21 percent cut in Career and Technical Education.

The budget request is more complex than past budgets due to the many ESEA program restructurings and consolidations and the proposed Pell Protection Act. The proposed consolidation of 38 Elementary and Secondary Education Act (ESEA) programs into nine new funding streams as well as the new Title I rewards program would have to occur in the ESEA reauthorization. The new Pell Protection Act is dependent on enactment of authorizing changes to the Higher Education Act. Thus, the outcome of this year's education funding levels is unusually intertwined with the outcome of authorizing legislation.

In addition to the proposed program consolidations in the K-12 area (see ESEA Overview section for additional details), the budget proposes \$900 million in new funding for Race to the Top, \$300 million for Investing in Innovation, \$350 million for the new Early Learning Challenge Fund and increases for the following programs:

- School Turnaround Grants = +\$54.4 million (+10%)
- Assessing Achievement = +\$9.3 million (+2.3%)
- Promise Neighborhoods = +\$140 million (+1,400%)
- Magnet Schools = +\$10 million (+10%)
- ELL Grants = +\$50 million (+6.7%)

For special education, even though there is a proposed increase of \$200 million of grants to states, the federal share of funding would fall to only 16.5 percent. The budget also proposes a \$50 million increase for grants for infants and families.

In the area of career, technical and adult education, career and technical education is lashed by 20.7 percent, while adult education receives a modest 2.9 percent increase.

For higher education, the budget would maintain the current maximum award of \$5,550. In order to meet rising program costs, it proposes a variety of program changes, with the savings dedicated toward Pell grants:

- Elimination of year-round Pell
- Elimination of the in-school interest subsidy for graduate student loans.
- Student loan debt conversion from multiple lenders
- Verification of income data

Other higher education proposals include a restructuring of the Perking Loan program, a freeze on campus-based aid, GEAR-UP and aid to HBCUs, HSIs, and other minority-serving institutions; a \$10 million increase for TRIO; the elimination of Byrd honors scholarships (-\$42 million) and Leveraging Education Assistance Partnerships (LEAP) (-\$63 million); and the consolidation of Javits fellowships and graduate assistance in areas of national need.

Programs in the Institute for Education Sciences fare well in the budget.

- Research, development, and dissemination are increased by \$60.2 million (+30.1%).
- The Statistics program is increased by \$8.5 million (+7.8%).
- National Assessment of Educational Progress (NAEP) is increased by \$5 million (+3.8%).
- Statewide data systems grants are increased by \$41.75 million (+71.7%).

Programs for early childhood education in the Department of Health and Human Services are slated for increases as well.

- Head Start is increased by \$866 million (+12%).
- The Child Care and Development Block Grant is increased by \$800 million (+37.6%).

For the sake of our schools, colleges and students, as well as America's future, we urge you to reject the cuts contained in HR 1 and build on the investments proposed in the president's budget.



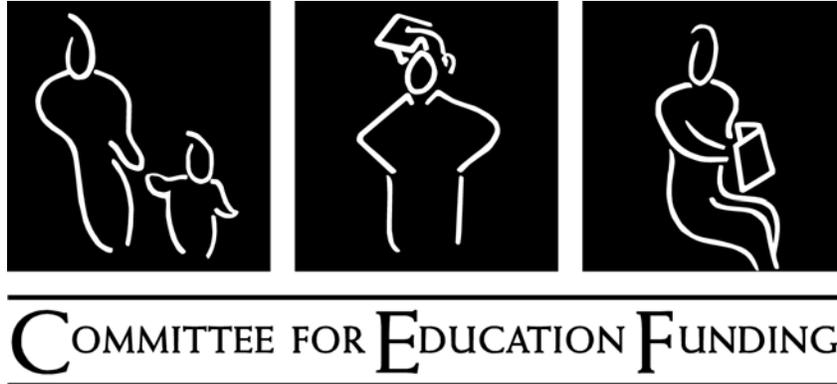
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**When Our Students Succeed,
Our Nation Succeeds!**

For additional information or comments, please contact Joel Packer, Executive Director, Committee for Education Funding, (202)383-0083, jpacker@cef.org

Funding details by program are available for FY 11 ([PDF](#) and [MS Excel](#)) and for the FY 12 president's request ([PDF](#) and [MS Excel](#)) through the Department of Education's website: www.ed.gov. Additional copies of this document may be downloaded at the CEF website: www.cef.org.

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**The Committee for Education Funding Applauds Education Increases in the President's Budget
Stark contrast with pending House CR**

The Committee for Education Funding (CEF), a coalition of over 85 national education associations and institutions from preschool to postgraduate education, applauds President Obama's Fiscal Year 2012 budget for recognizing the importance of investing in education to our nation's economic growth and competitiveness.

Within a constrained fiscal environment and a five-year freeze on discretionary spending, the budget proposes a \$7.5 billion, 10.7 percent increase in overall discretionary spending for programs in the Department of Education (\$2 billion (+4.3 percent) excluding Pell grants).

It maintains the \$5,550 Pell grant maximum award and Supplemental Education Opportunity Grants, invests in early childhood education programs through a \$866 million increase for Head Start and \$350 million for the Early Challenge Learning Fund, increases funding for ESEA programs by 6.9 percent and provides additional resources for Title I, school improvement grants, IDEA, Race to the Top, Investing in Innovation, Promise Neighborhoods, magnet schools, after school, teacher preparation, TRIO, college completion and education research.

According to CEF President Abbie Evans, "The President's budget represents a solid step forward for education at all levels. It presents a stark contrast with the pending FY 11 CR which cuts Education funding by \$10.5 billion."

While CEF is pleased with the proposed education increases it has concerns with some specific proposals in the budget. "While we recognize the overall fiscal constraints facing our country, we are disappointed that Career and Technical Education was cut and education technology and LEAP were eliminated," said CEF Executive Director Joel Packer.

The Administration’s budget proposes to consolidate 38 ESEA programs into 11 new flexible funding streams. While such consolidations will be the subject of the ESEA reauthorization, from a budgetary perspective CEF believes that any program consolidations should not result in the elimination of essential education functions such as improving teacher preparation at institutions of higher education or providing K-12 students with sufficient specialized instructional support personnel.

“Teachers, schools, colleges and students are coping with a host of issues such as layoffs, larger class sizes, narrowing of the curriculum, elimination of after-school programs, and rising tuition due to state budget cuts, enrollments also are rising and more students need extra services. That’s why the investments proposed by the President are more important than ever”, said Packer.

“The President’s budget presents a vision that moves our country forward through investments that grow our economy and help students get the skills they need for jobs of the future”, said Evans, “while the pending CR moves us backwards through unprecedented sweeping cuts from preschool through graduate education.”

#

Investing in Education = Investing for Our Future
([Published on-line in EdNET Insight, Voices From the Field](#))

Joel Packer, Executive Director, Committee for Education Funding — Friday, February 18, 2011

Education programs and institutions at all levels, from PreK through graduate-level education, are facing the most challenging fiscal environment in decades. Educators and education institutions face a triple whammy:

- The funding cliff created by the termination of the \$100 billion in education funds provided by the American Recovery and Reinvestment Act (ARRA)
- Continuing and in some cases deepening state budget cuts
- Federal funding freezes and possible deep reductions in federal spending for education

The ARRA Funding Cliff

While the \$100 billion in ARRA education funds created or saved over [311,000 jobs](#) in the 4th quarter of 2010, any remaining funds must be spent by September 30, 2011.

State Budget Cuts Continue

According to a [February 4 report](#) from the Center on Budget Policy and Priorities, since the recession began, “[a]t least 34 states and the District of Columbia are cutting aid to K-12 schools and various education programs.” In addition, “[a]t least 43 states have cut assistance to public colleges and universities, resulting in reductions in faculty and staff in addition to tuition increases.”

The Center also [found](#), based on states’ proposed budgets for 2012, “[a]t least 13 states have proposed deep cuts in pre-kindergarten and/or K-12 spending,” while another “eleven states have proposed major cuts in higher education.” As an example, Texas officials have [proposed cutting funding](#) for school districts by more than 11%, which could cause between 80,000-100,000 education job losses.

According to the [Bureau for Labor Statistics](#), in January 2011, there were 81,000 fewer state and local government education employees than there were one year ago.

Deep Cuts to Funding Proposed at the Federal Level

At the federal level, all education programs are operating under a short-term Continuing Resolution (CR) that freezes fiscal year (FY) 2011 funding through March 4 for all programs at last year’s FY 2010 levels. However, the House Republican leadership has announced plans for deep additional cuts. During the week of February 14, the House will consider a new CR that, in the aggregate, cuts funding for labor, health, and education programs by 7.3% below the current level. And Speaker Boehner has made clear that these cuts are just the beginning.

Education Faces New Challenges

At the same time that teachers, schools, colleges, and students are coping with layoffs, larger class sizes, narrowing of the curriculum, elimination of after-school programs, and rising tuition due to state budget cuts, enrollments are rising and more students need extra services. According to the [National Center for](#)

[Education Statistics](#), public school enrollment is projected to increase by 8% between 2009 and 2018, while higher education enrollments are projected to increase by 9% during this same period.

Schools also face the challenge of educating more students with special needs. As an example, the percentage of students living in families below the poverty level [has increased](#) from 16% in 2000 to 21% in 2010.

And the student body is becoming more diverse. A 2008 Pew Hispanic Center [report](#) found that “the Hispanic school-age population will increase by 166% by 2050 (to 28 million from 11 million in 2006), while the non-Hispanic school-age population will grow by just 4% (to 45 million from 43 million) over this same period.”

Schools and colleges also continue to try to narrow and close troubling gaps in academic achievement, high school graduation, and college access and completion rates.

Investing in Education Makes Economic Sense

Last year, the Organization for Economic Co-operation and Development (OECD) issued [The High Cost of Low Educational Performance](#), which found that “there are enormous economic gains to be had by OECD countries that can improve the cognitive skills of their populations.” If the United States increased its score on the PISA exam by 25 points, that would result in a growth of almost \$41 trillion in GDP over the next 80 years!

The level of what one learns directly affects what one earns. According to the College Board’s [Education Pays 2010](#), “Median earnings of bachelor’s degree recipients working full time year-round in 2008 were \$55,700, \$21,900 more than median earnings of high school graduates.” In addition, “Individuals with some college but no degree earned 17% more than high school graduates working full time year-round.”

The President’s Council of Economic Advisors in July 2009 [reported](#) that “Occupations requiring higher educational attainment are projected to grow much faster than those with lower education requirements.”

Based on the most recent unemployment [statistics](#), the unemployment rate for individuals with less than a high school diploma was more than three times that of those with a bachelor’s or higher degree.

And a just-released [study](#) by the National Institute of Child Health and Human Development (NICHD) “suggests that high-quality education programs focused on preschool through the elementary grades may produce long-term benefits not only for the children enrolled, but for society as well.”

The Public Opposes Education Cuts

According to a January 26 [Gallup poll](#), by a more than 2-1 margin, Americans oppose cutting federal funding for education. A larger percentage opposed cutting education than opposed cutting any other program area. In a *CNN* poll conducted January 21-23, by a 3-1 margin (75%-25%), the public thought it was more important to prevent education programs from being significantly cut than reducing the federal budget deficit. Finally, in a January 15-19 *CBS/NY Times* poll, only 8% of the public supported cutting federal funding for education— again the lowest support for cuts among all other programs areas asked about (<http://www.pollingreport.com/budget.htm>).

Educators Need to Speak Out!



States, schools, students, and colleges need to join together with others concerned about investing in education to raise our collective voices against these short-sighted and harmful cuts.

Teachers, students, parents, administrators, and other educators need to reach out to civil rights organizations, the business community, and community-based organizations and raise our collective voices to make the case that shortchanging our students today is shortchanging our future economic growth and global competitiveness.

When our students succeed, our nation succeeds!



COMMITTEE FOR EDUCATION FUNDING

**EDUCATION PROGRAM CUTS AND ELIMINATIONS IN
HR 1, FY 2011 CONTINUING RESOLUTION**

(All numbers in millions of dollars)

PROGRAM	FY 11 MARCH 4 CR	FY 11 CR, HR 1	DOLLAR CUT	% CUT
<i>Total cut to Education Department from current FY 11 CR = \$11.55 billion or 16.1% PROGRAMS ELIMINATED (60)</i>				
1. Striving Readers ¹	250.0	0	250.0	100%
2. Even Start	66.5	0	66.5	100%
3. Literacy through school libraries	19.1	0	19.1	100%
4. High School Graduation Initiative	50.0	0	50.0	100%
5. Mathematics and Science Partnerships	180.5	0	180.5	100%
6. Education Technology State Grants	100.0	0	100.0	100%
7. Foreign Language Assistance	26.9	0	26.9	100%
8. National Writing Project	25.6	0	25.6	100%
9. Teaching American History	119.0	0	119.0	100%
10. School Leadership	29.2	0	29.2	100%
11. National Board for Professional Teaching Standards	10.6	0	10.6	100%
12. Teach for America	18.0	0	18.0	100%
13. Close Up fellowships	1.9	0	1.9	100%
14. Ready-to-Learn Television	27.3	0	27.3	100%
15. Academies for History and Civics	1.8	0	1.8	100%
16. Reading is Fundamental/ Inexpensive book distribution	24.8	0	24.8	100%
17. Exchanges with historic whaling and trading partners	8.8	0	8.8	100%

¹ Striving readers was originally funded in FY 10 at \$250 million. \$50 million was rescinded in the Education Jobs Fund legislation. The Current CR kept the original FY 10 level. The proposed CR also rescinds \$189 million in FY 10 funding.

PROGRAM	FY 11 CURRENT CR	FY 11 CR HR 1	DOLLAR CUT	% CUT
18. Excellence in economic education	1.4	0	1.4	100%
19. Mental health integration in schools	5.9	0	5.9	100%
20. Foundations for learning	1.0	0	1.0	100%
21. Arts in education	40.0	0	40.0	100%
22. Parental information and resource centers	39.3	0	39.3	100%
23. Women's educational equity	2.4	0	2.4	100%
24. Promise Neighborhoods	10.0	0	10.0	100%
25. Fund for the improvement of education programs of national significance	136.2	0	136.2	100%
26. Alcohol abuse reduction	32.7	0	32.7	100%
27. Elementary and secondary school counseling	55.0	0	55.0	100%
28. Carol M. White Physical Education Program	79.0	0	79.0	100%
29. Civic education	35.0	0	35.0	100%
30. Special Olympics education programs	8.1	0	8.1	100%
31. Projects with industry	19.2	0	19.2	100%
32. Supported employment state grants	29.2	0	29.2	100%
33. Tech Prep state grants	102.9	0	102.9	100%
34. Smaller Learning Communities	88.0	0	88.0	100%
35. State grants for incarcerated youth	17.2	0	17.2	100%
36. Federal Supplemental Educational Opportunity Grants	757.5	0	757.5	100%
37. Leveraging Educational Assistance Partnerships	63.9	0	63.9	100%
38. Strengthening Predominantly Black Institutions	10.8	0	10.8	100%
39. Strengthening Alaska Native and Native Hawaiian-serving institutions	15.1	0	15.1	100%
40. Strengthening Asian American- and Native American Pacific Islander-serving institutions	3.6	0	3.6	100%
41. Strengthening tribally controlled colleges and universities	30.2	0	30.2	100%

PROGRAM	FY 11 CURRENT CR	FY 11 CR HR 1	DOLLAR CUT	% CUT
42. Strengthening Native American-Serving Nontribal Institutions	3.6	0	3.6	100%
43. Demonstration projects in Disabilities	6.8	0	6.8	100%
44. Tribally controlled postsecondary career and technical institutions	8.2	0	8.2	100%
45. Fund for the Improvement of Postsecondary Education	140.2	0	140.2	100%
46. Emma Byrd Scholarships	1.5	0	1.5	100%
47. Course material rentals	10.0	0	10.0	100%
48. Centers for excellence for veteran student success	6.0	0	6.0	100%
49. Training for real-time writers	1.0	0	1.0	100%
50. Off-campus community service	0.8	0	0.8	100%
51. Byrd honors scholarships	42.0	0	42.0	100%
52. Thurgood Marshall legal educational opportunity program	3.0	0	3.0	100%
53. BJ Stupak Olympic Scholarships	1.0	0	1.0	100%
54. Programs for BA Degrees in STEM and Critical Foreign Lang.	1.1	0	1.1	100%
55. Programs for MA Degrees in STEM and Critical Foreign Languages	1.1	0	1.1	100%
56. Underground railroad program	1.9	0	1.9	100%
57. Teacher Quality Partnerships	43.0	0	43.0	100%
58. Legal Assistance Loan Repayment Program	5.0	0	5.0	100%
59. Statewide Data Systems	58.3	0	58.3	100%
60. Regional educational laboratories	70.7	0	70.7	100%
<i>PROGRAMS CUT (13)</i>				
1. Title I Grants to LEAs	14,492.4	13,798.9	693.5	4.8%
2. School Improvement Grants	545.6	209.0	336.6	61.7%
3. Teacher Quality State Grants	2,947.8	2,447.8	500	17.0%

PROGRAM	FY 11 CURRENT CR	FY 11 CR HR 1	DOLLAR CUT	% CUT
4. 21st Century Community Learning Centers	1,166.2	1,066.2	100.0	8.6%
5. School Improvement programs ²	5,228.4	5160.8	67.6	1.3%
6. IDEA technology and media services	44.0	24.0	20.0	45.5%
7. Voc. Rehab demonstration and training programs	11.6	6.5	5.1	44.0%
8. Pell grants	23,162.0	17,495.0	5,667.0	24.5%
Pell grant maximum award ³ (in real dollars)	4,860	4,015	845	17.4%
9. Developing Hispanic Serving Institutions	117.4	17.4	100.0	85.2%
10. Strengthening Historically Black Colleges and Universities	266.6	181.6	85.0	31.9%
11. TRIO	853.1	828.2	24.9	2.9%
12. GEAR-UP	323.2	303.4	19.8	6.1%
13. Academic Competitiveness/SMART Grants (rescission)			986.4	NA
<i>EDUCATION-RELATED PROGRAMS CUT</i>				
1. Head Start	7,234.8	6,151.8	1,083.0	15.0%

² The House adopted the Young-Hirono amendment that struck the prohibition on funds being spent on education for Native Hawaiians and Alaska Native education equity programs. However, it did not increase funding for the overall School Improvement account, and thus maintained the \$67.6 million cut to School Improvement Programs. The distribution of this cut among school improvement programs would be determined by the Department of Education.

³ In addition to the discretionary funded maximum award, there is a mandatory add-on of \$690. Thus the maximum award under the current CR is a total of \$5,550, while the maximum award under HR 1 would be \$4,705; a cut of \$845, or 15.2%.



COMMITTEE FOR EDUCATION FUNDING

Education Programs Eliminated in P.L. 112-4 (March 18th CR) (numbers in millions)

1. Striving Readers = -\$250.0
2. Even Start = -\$66.5
3. National Writing Project = -\$25.6
4. National Board for Professional Teaching Standards = -\$10.7
5. Teach for America = -\$18.0
6. Close Up fellowships = -\$1.9
7. Reading is Fundamental = -\$24.8
8. Exchanges with Historic Whaling and Trading Partners = -\$8.8
9. Arts in Education = -\$40.0
10. Special Olympics education programs = -\$8.1
11. Smaller Learning Communities = -\$88.0
12. LEAP = \$63.9
13. Strengthening Alaska Native and Native Hawaiian-serving institutions = -\$15.1
14. Tribally Controlled Postsecondary Vocational Institutions = -\$8.1
15. Thurgood Marshall Legal Scholarships Program = \$3.0
16. B.J. Stupak Olympic Scholarship Program = -\$1.0

Education Programs Cut in P.L. 112-4

1. Improving teacher quality State grants (earmark for New Leaders for New Schools) = -\$5.0 (-0.4%)
2. Civic education = -\$31.7 (-90.4%)
3. FIE national programs (earmarks) = -\$88.1 (-70.2%)
4. Technology and media services = -\$14.0 (-31.8%)
5. Demonstration and training programs (Vocational rehabilitation) = -\$5.1 (-43.9%)
6. Fund for the Improvement of Postsecondary Education (earmarks) = -\$101.5 million (-72.4%)

TOTAL = -\$878.9 MILLION



COMMITTEE FOR EDUCATION FUNDING

Education Funding Changes In The Inouye CR (Senate Democratic Alternative)

March 9, 2011

Programs not listed are frozen at FY 10 levels

PROGRAMS INCREASED COMPARED TO FY 2010

1. Title I = +\$100 million (+0.7%)
2. Race To The Top = \$450 million
3. Investing in Innovation = \$300 million
4. School Leadership = +\$1 million (+3.4%)
5. Promise Neighborhoods = +\$10 million (+100%)
6. IDEA state grants (Sec. 611) = +\$200 million (+1.7%)
7. Pell grants = +\$5.667 billion (+32.4%) – funds needed to maintain the \$5,550 maximum award

PROGRAMS DECREASED COMPARED TO FY 2010⁴

1. Title I Evaluation = -\$1 million (-10.9%)
2. Even Start = -\$66.5 million (-100%)
3. Teacher Quality State Grants = -\$47.7 million (-1.6%)
4. Education technology state grants = -\$100 million (-100%)
5. Javits gifted/talented education = -\$7.5 million (-100%)
6. Teacher Incentive Fund = -\$150 million (-37.5%)
7. National Writing Project = -\$25.6 million (-100%)
8. Teach for America = -\$18.0 million (-100%)
9. Close Up fellowships = -\$1.9 million (-100%)
10. Reading is Fundamental = -\$24.8 million (-100%)
11. FIE national programs (earmarks) = -\$88.1 million (-70.2%)
12. Safe and Drug-Free School national programs = -\$17 million (-7.6%)
13. National Technical Institute for the Deaf = -\$2.8 million (-4.0%)
14. Smaller Learning Communities = -\$88.0 million (-100%)

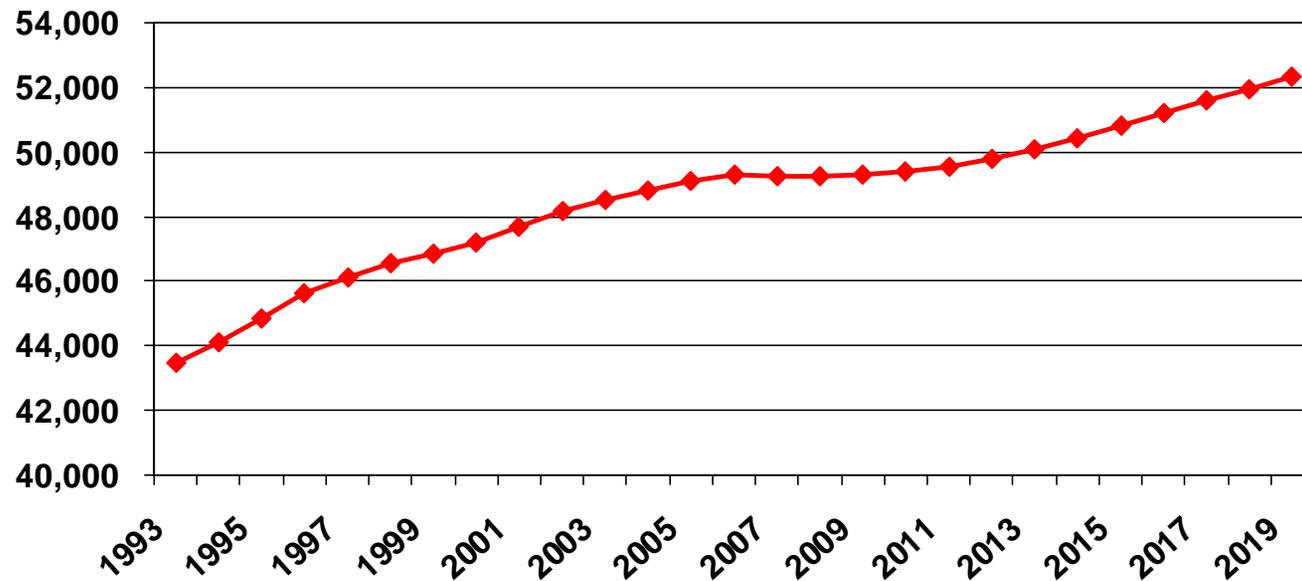
⁴ Striving readers is funded at \$200 million, which is level funding compared to FY 2010 after a rescission of \$50 million; but is a cut of \$50 million from the March 4 CR level.

- 15. LEAP = \$63.9 million (-100%)
- 16. Fund for the Improvement of Postsecondary Education (earmarks) =
-\$119.76 million (-75.1%)
- 17. B.J. Stupak Olympic Scholarship Program = -\$1.0 (-100%)
- 18. Erma Byrd Scholarships = -\$1.5 million (-100%)
- 19. Statewide data systems = -\$6 million (-10.3%)
- 20. Regional Education Labs = -\$1 million (-1.4%)



Rising K-12 Enrollments

Public school enrollment (in thousands)

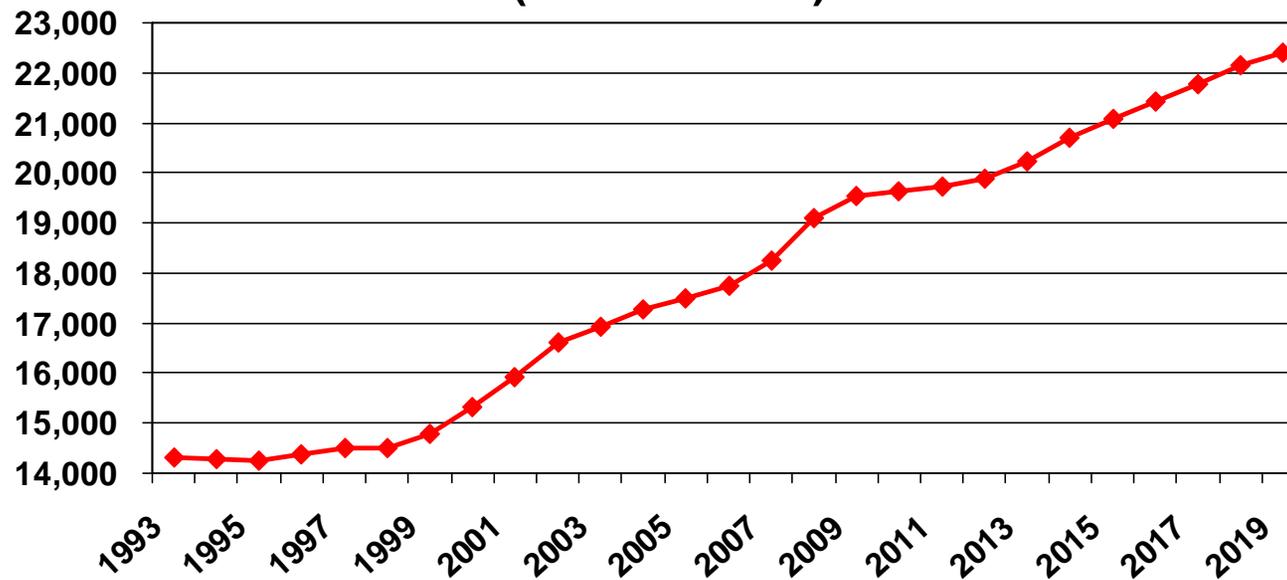


Source: CEF based on NCES *Projections of Education Statistics to 2019*

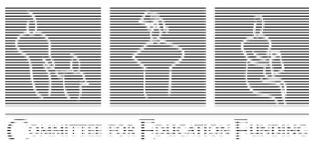


Rising Higher Education Enrollments

**Enrollment in Degree-granting Institutions
(in thousands)**

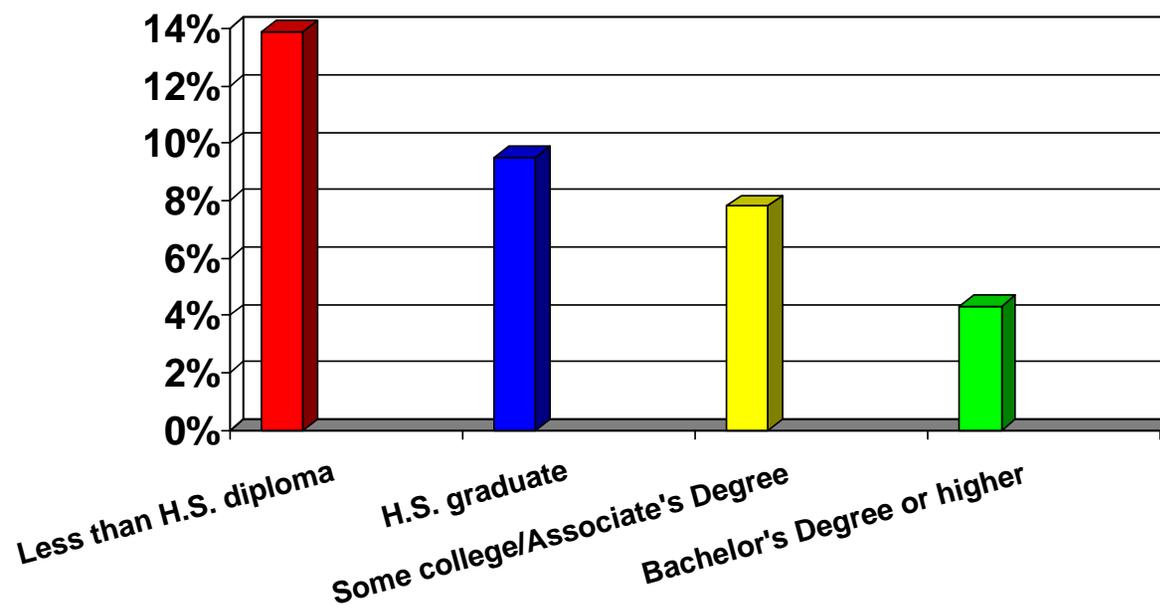


Source: CEF based on NCES *Projections of Education Statistics to 2019*



Unemployment Linked to Educational Attainment

February 2011 unemployment rate

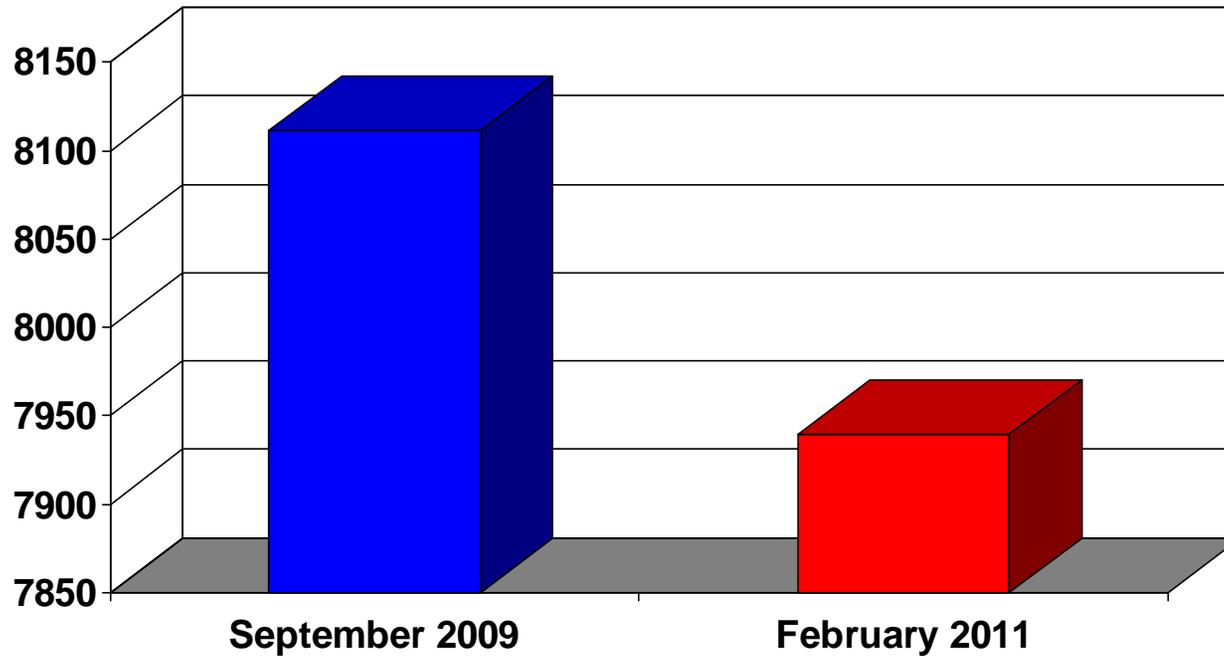


Source: CEF based on BLS data



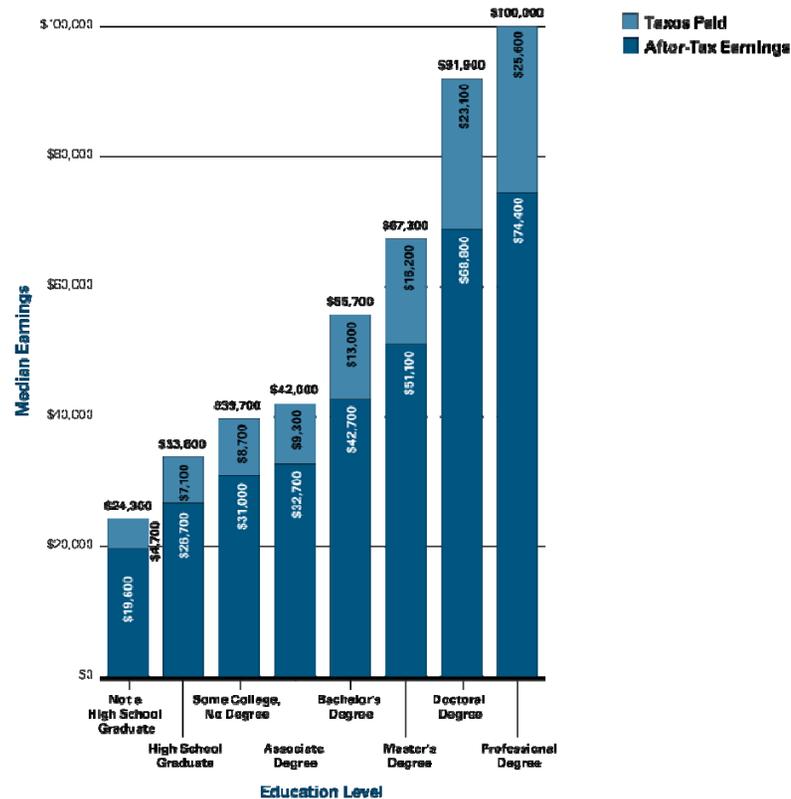
Fewer Local Education Employees

of local government education employees



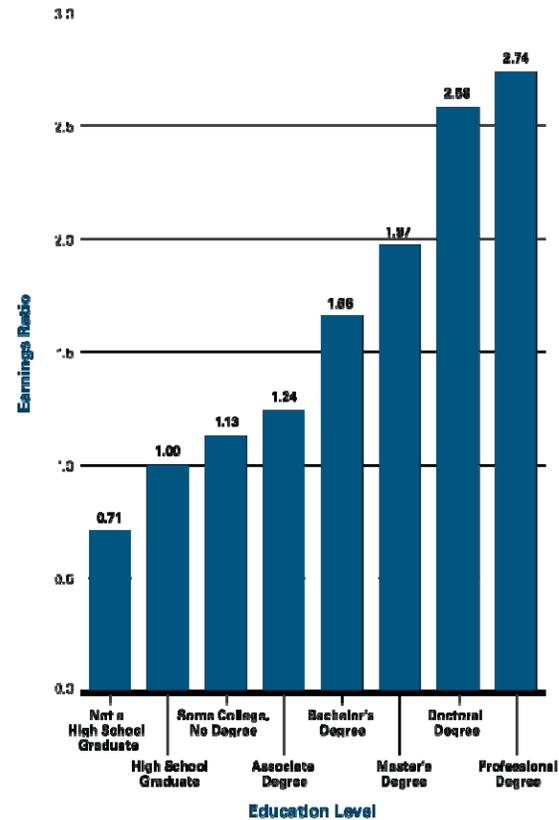
Source: CEF based on BLS data

Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2008



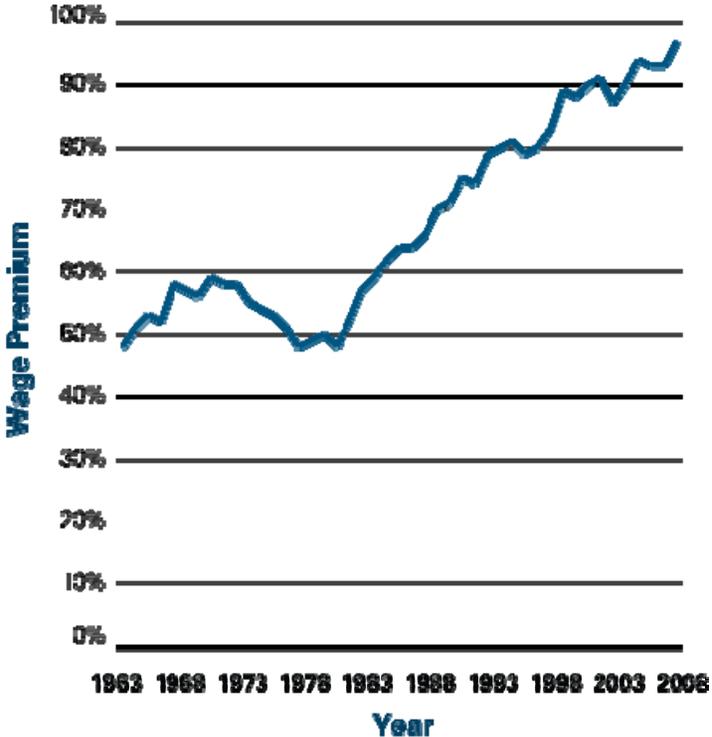
Sources: The College Board, *Education Pays 2010*, Figure 1.1; U.S. Census Bureau, 2009; Internal Revenue Service, 2008; Davis et al., 2009; calculations by the authors.

Expected Lifetime Earnings Relative to High School Graduates, by Education Level



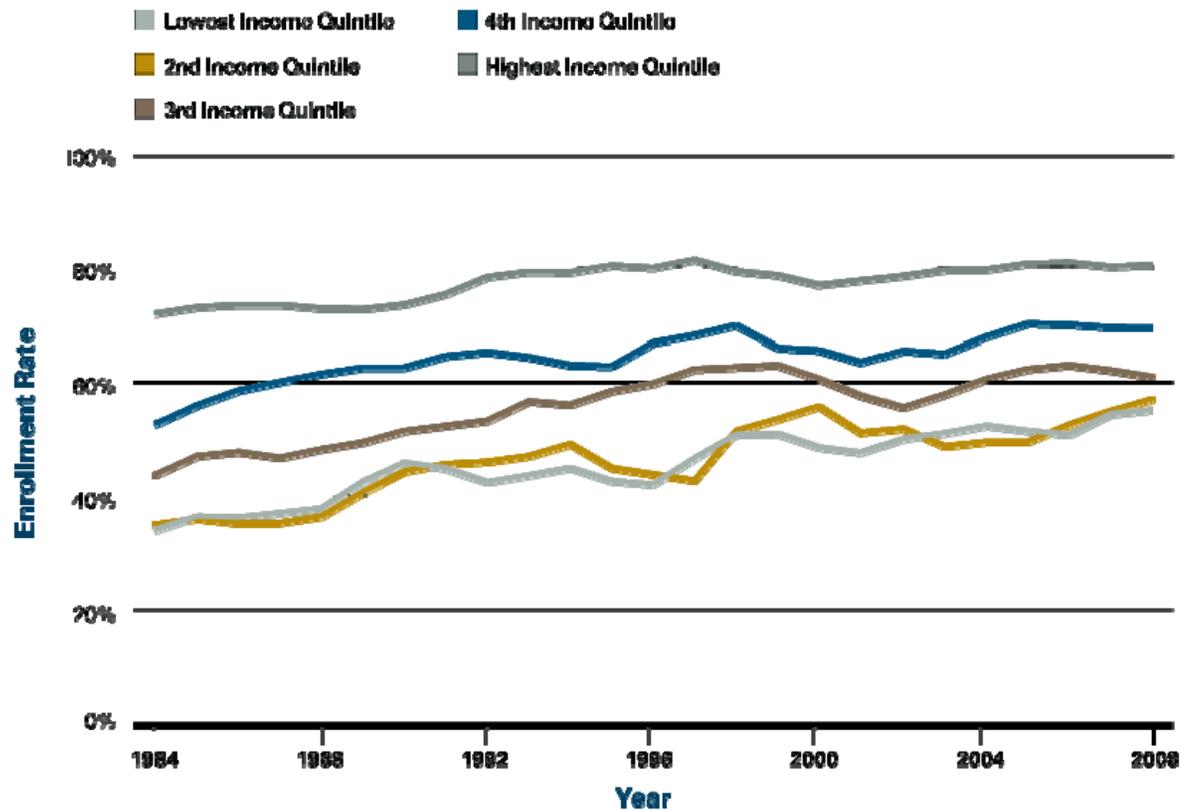
Sources: The College Board, *Education Pays 2010*, Figure 1.2; U.S. Census Bureau, 2009; calculations by the authors.

College-to-High School Weekly Wage Premium, 1963–2008



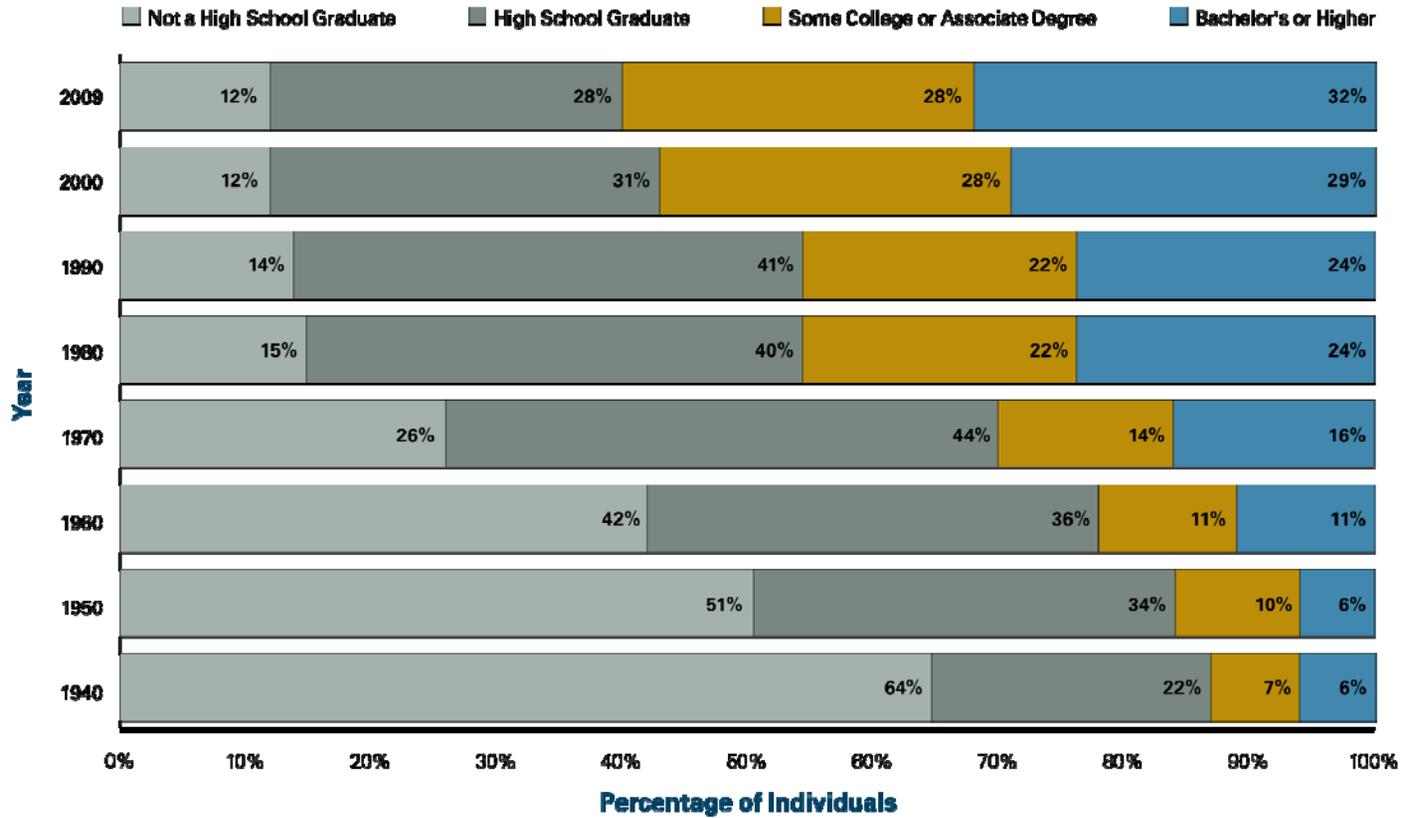
Sources: The College Board, Education Pays 2010, Figure 1.7a; Autor, 2010.

Postsecondary Enrollment Rates of Recent High School Graduates by Family Income, 1984–2008



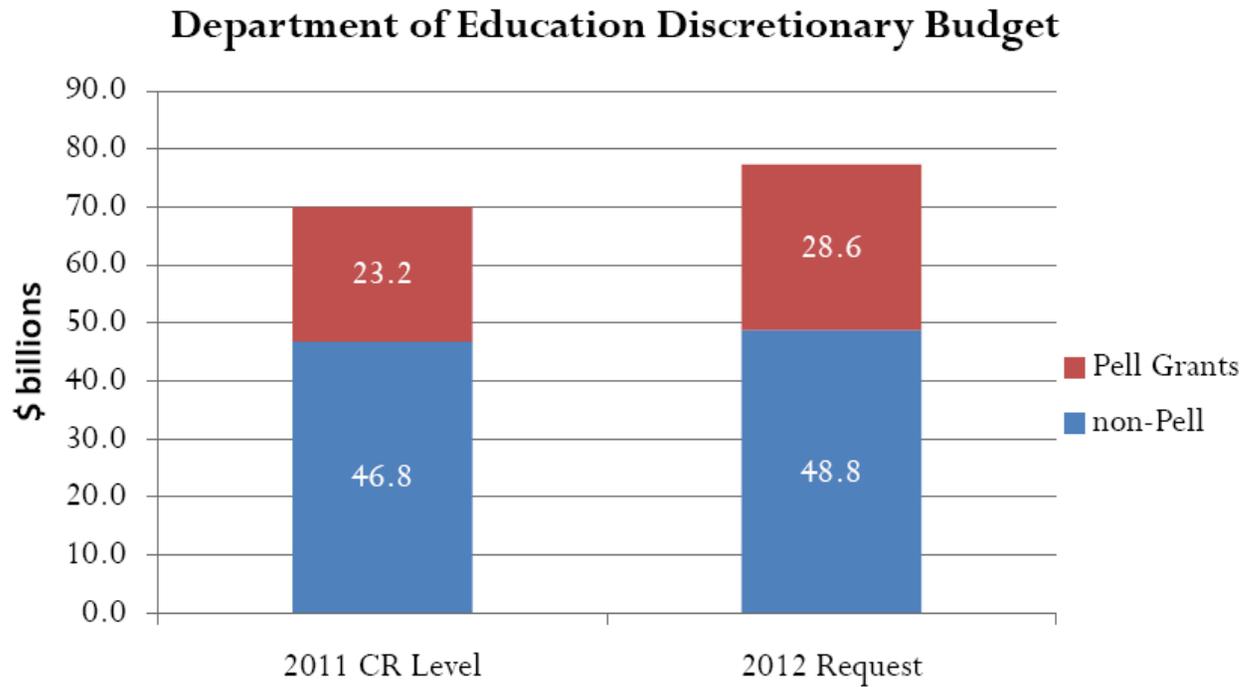
Sources: The College Board, *Education Pays 2010*, Figure 2.1; National Center for Education Statistics, 2010.

Education Level of Individuals Ages 25 to 34, 1940–2009

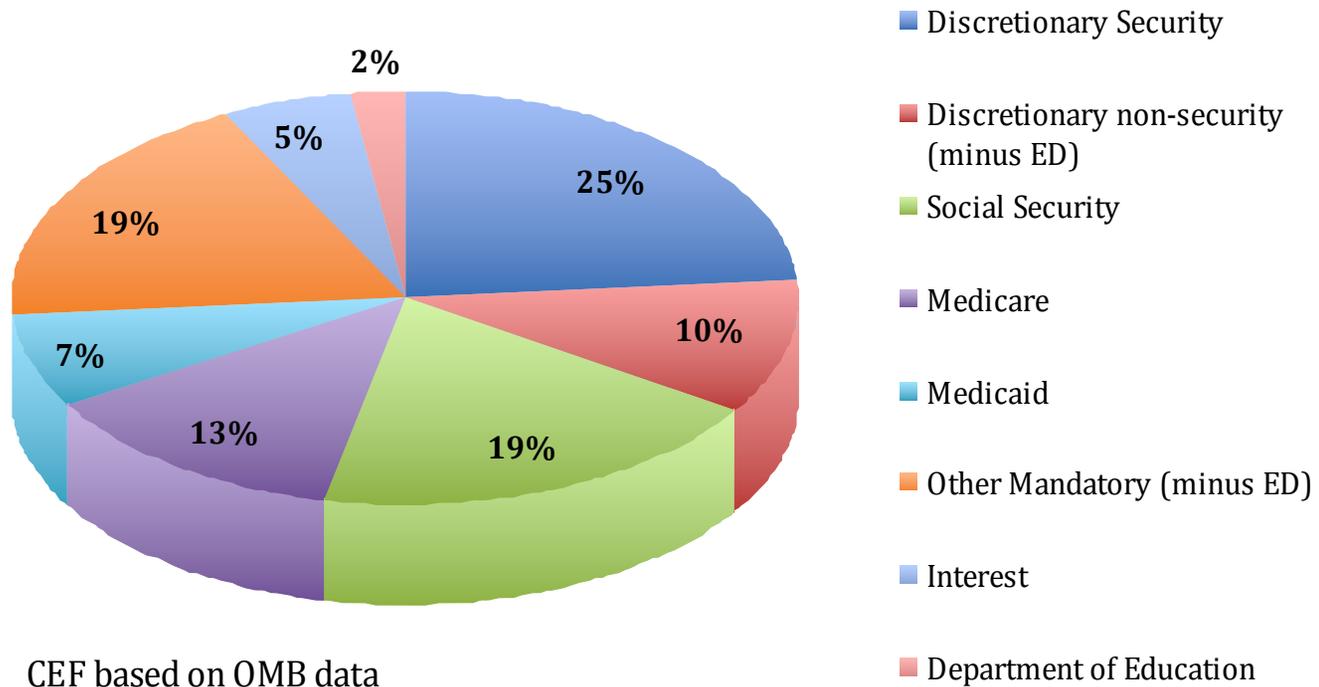


Sources: The College Board, *Education Pays 2010*, Figure 2.7; U.S. Census Bureau, 2009b, Table A-1.

The President's Budget Request for the Department of Education

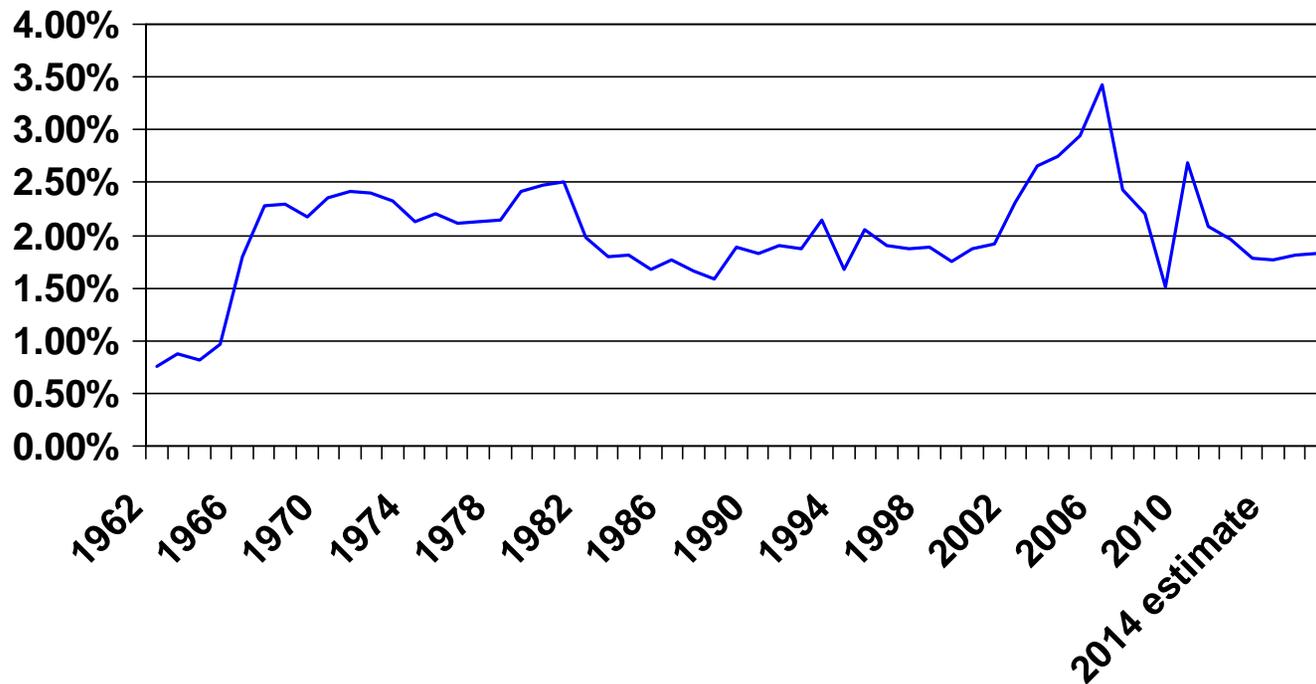


Fiscal Year 2011 Total Outlays



CEF based on OMB data

Department of Education Outlays as % of Total Federal Outlays

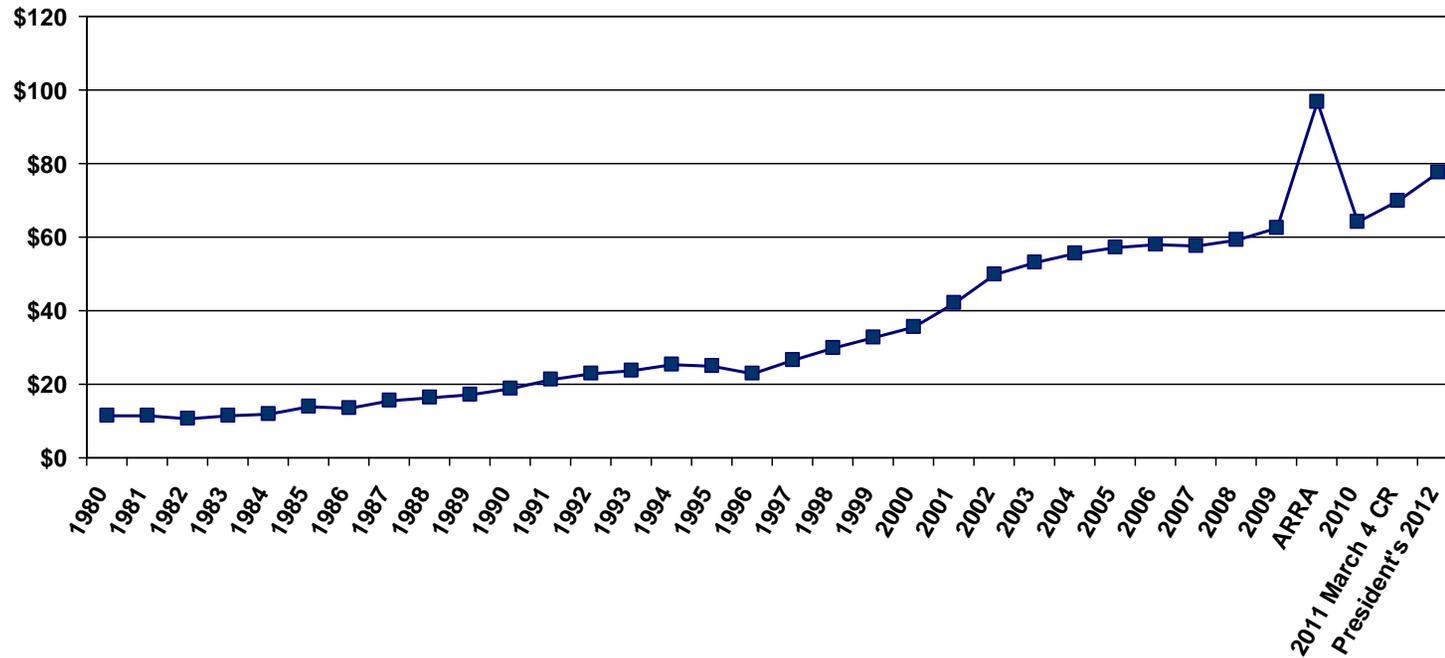


Source: CEF based on OMB data

<http://www.whitehouse.gov/sites/default/files/omb/budget/fy2012/assets/hist04z1.xls>

ED Discretionary Funding

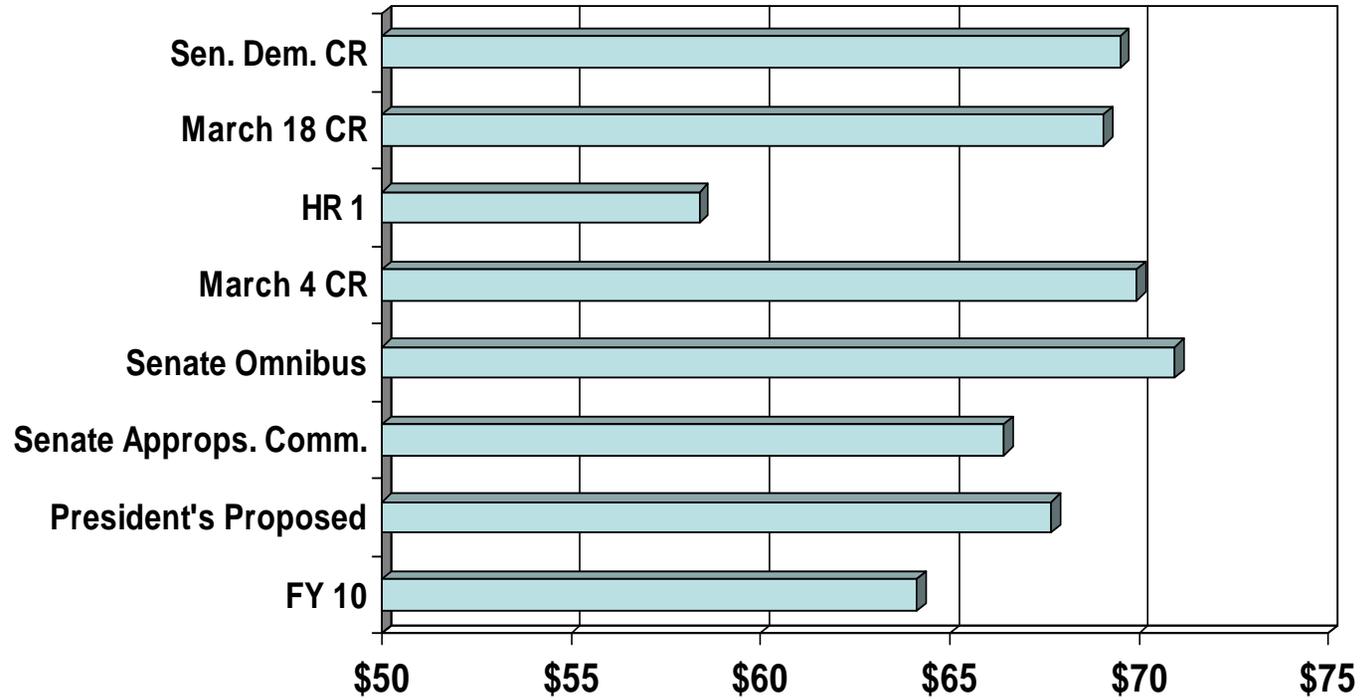
In billions



Source: CEF based on ED data

FY 11 Education Discretionary Funding

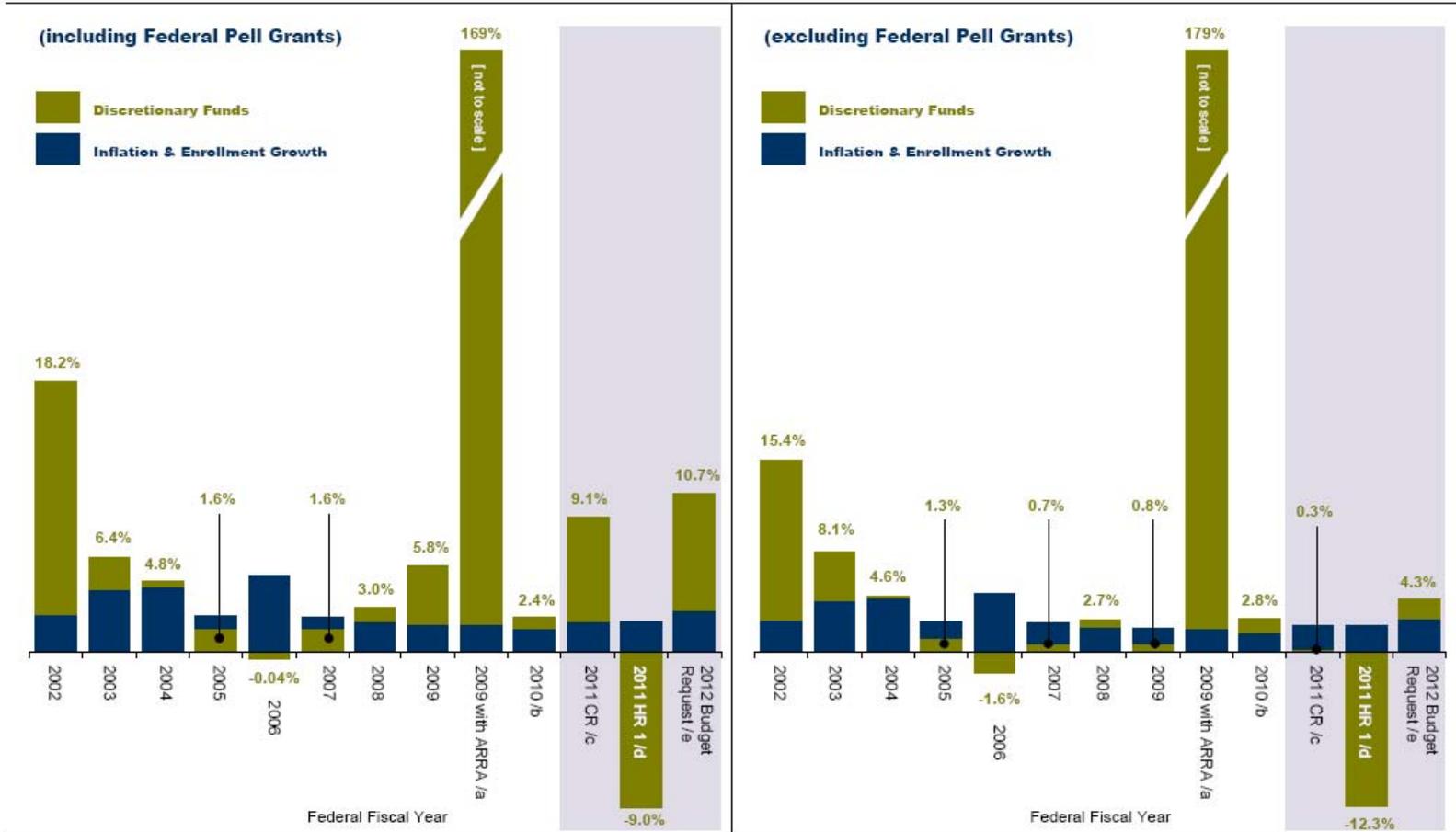
In billions



Notes: P.L. President's budget proposed to make Pell mandatory, adjusted above to include \$17.495 billion for Pell discretionary; Senate omnibus, March 4 CR, March 18 CR and Senate Dem. CR include \$5.677 billion for Pell shortfall.

Federal Education Funding

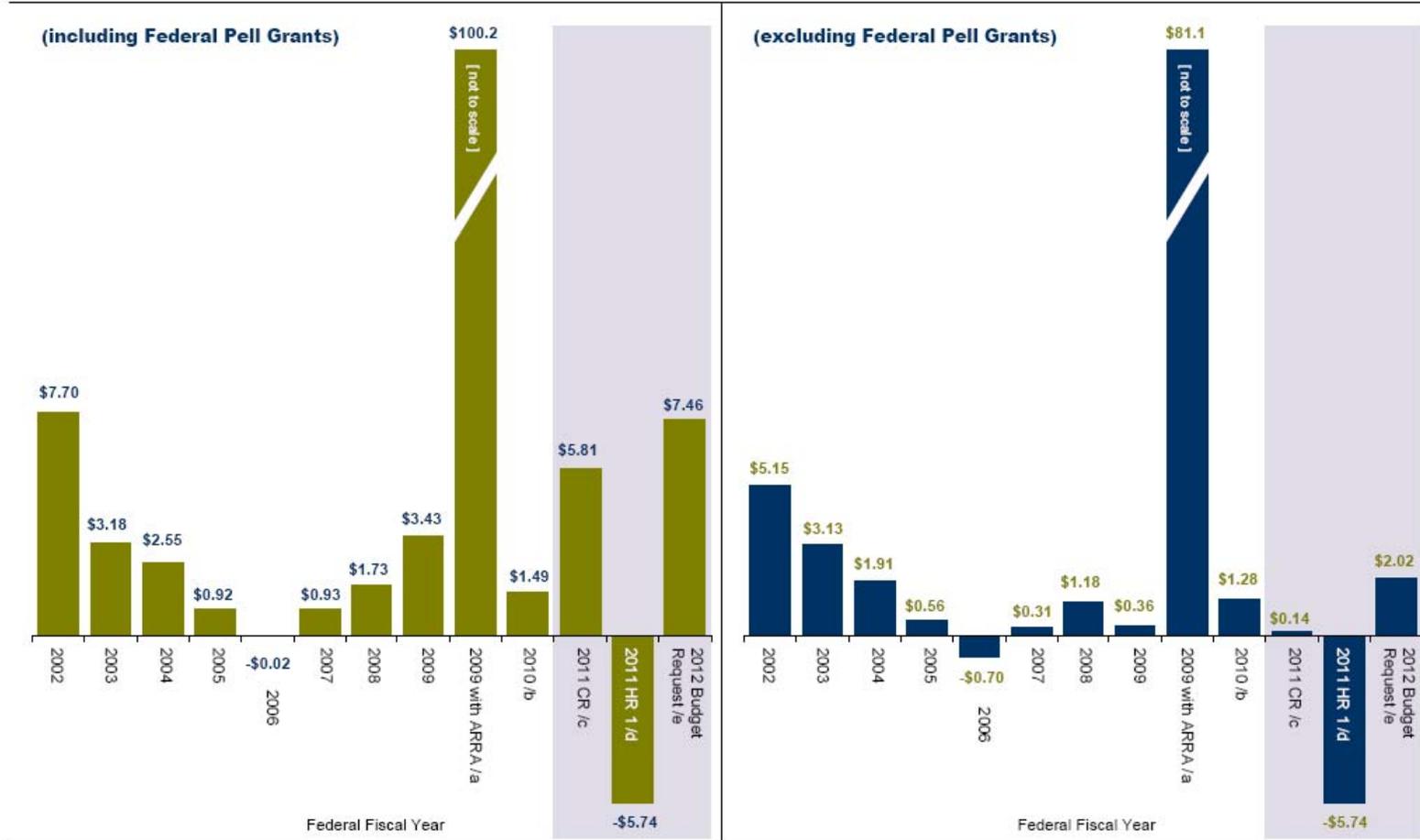
Annual Percentage Change in Discretionary* Funds, FY 2002-12



* Discretionary funds are appropriated annually. /a American Recovery & Reinvestment Act (ARRA) of 2009. /b Compared to 2009, excluding ARRA. /c Fourth Continuing Resolution (CR) through March 4, 2011 (P.L. 111-322), annualized. /d House-passed full-year Continuing Resolution (CR), H.R. 1. /e Compared to the Fourth CR (through March 4, 2011). Source: U.S. Department of Education. Inflation is based on the percentage change (fourth quarter over fourth quarter) in the Consumer Price Index for all urban consumers, Budget of the United States Government, Office of Management & Budget. Enrollment growth is calculated from Projections of Education Statistics to 2018, National Center for Education Statistics. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. As of February 16, 2011.

Federal Education Funding

Annual Change in Discretionary* Funds (in billions), FY 2002-12

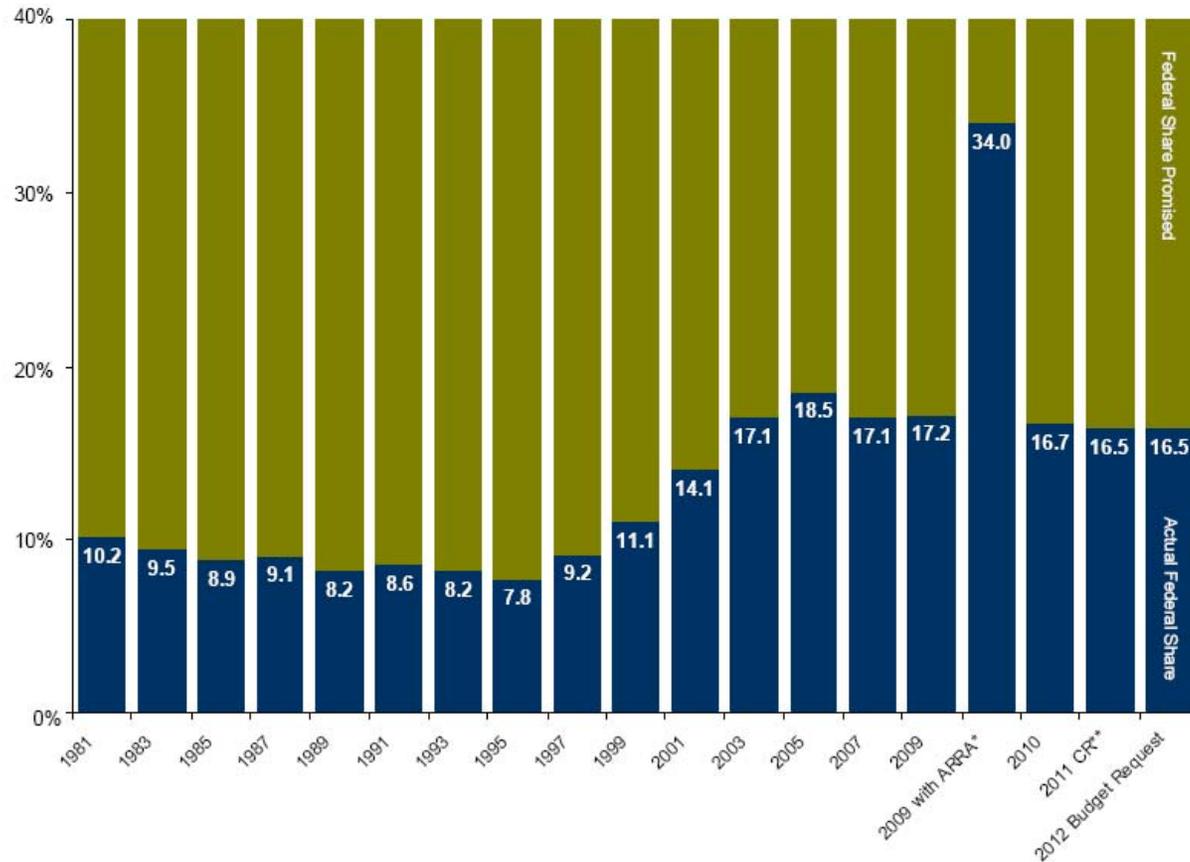


* Discretionary funds are appropriated annually. ^a American Recovery & Reinvestment Act (ARRA) of 2009. ^b Compared to 2009, excluding ARRA. ^c Fourth Continuing Resolution (CR) through March 4, 2011 (P.L. 111-322), annualized. ^d House-passed full-year Continuing Resolution (CR), H.R. 1. ^e Compared to the Fourth CR (through March 4, 2011). Source: U.S. Department of Education. For more information, contact Tom Zemar at 202.822.7109 or TZemar@nea.org. As of February 16, 2011.

IDEA Full Funding

Federal Share Promised in the Law vs. Actual Share, Selected Fiscal Years 1981-2012

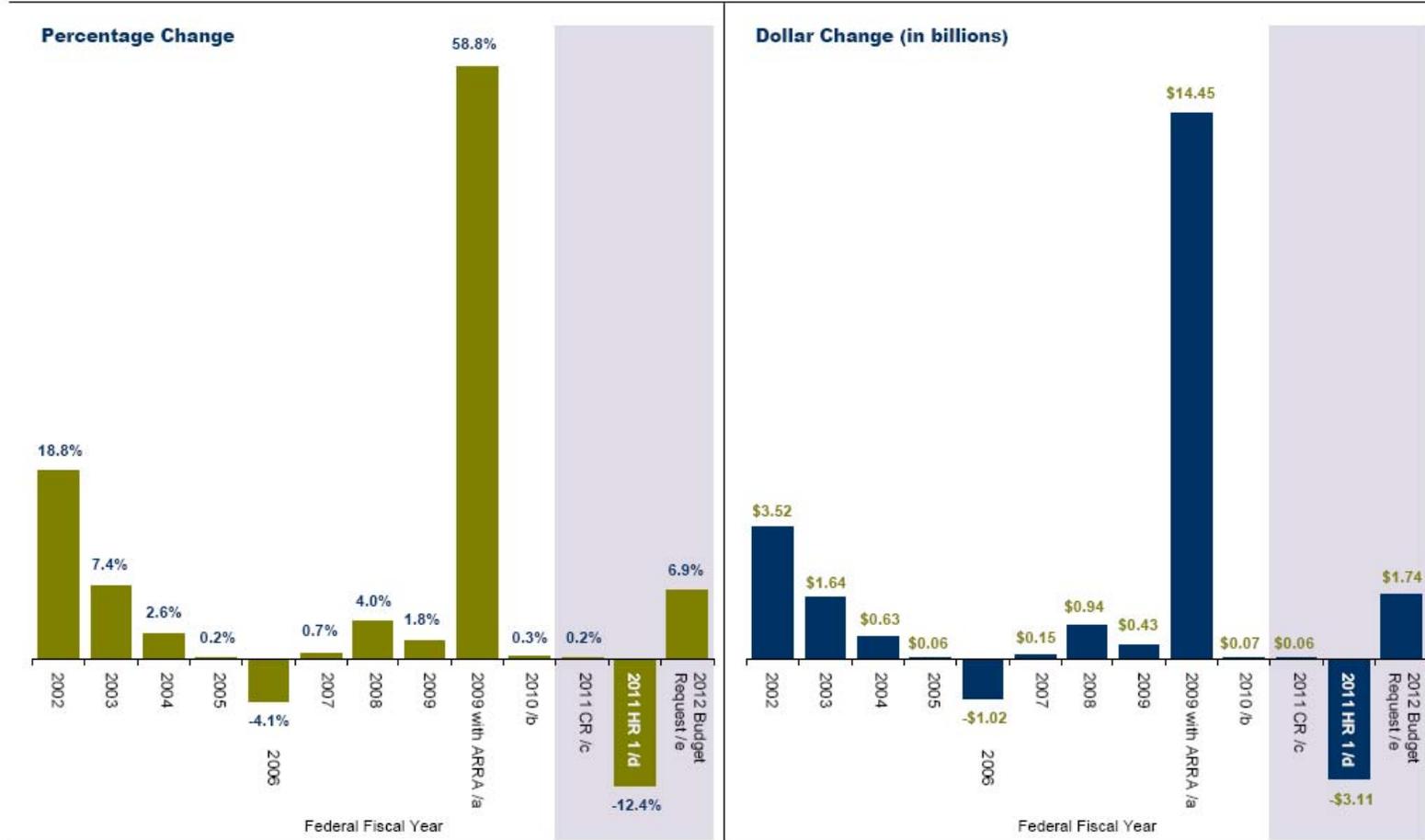
The assumption underlying the Individuals with Disabilities Education Act (IDEA) and its predecessor legislation is that, on average, the cost of educating children with disabilities is twice the average cost (measured as the national average per pupil expenditure or APPE) of educating other children. Congress determined that the federal government would pay up to 40 percent of this "excess" cost, which is referred to as full funding. Since 1981, the first year for which full funding was 40 percent of APPE, the federal payment has remained less than half of the federal promise (excluding 2009 with ARRA*).



* American Recovery & Reinvestment Act (ARRA) of 2009. ** Fourth Continuing Resolution (CR) (P.L. 111-322), annualized. Source: U.S. Department of Education and Congressional Research Service. The federal share is calculated from appropriations for Special Education Grants to States (IDEA Part B-611), excluding amounts available for studies and evaluations or technical assistance as applicable. For more information, contact Tom Zembar at 202.622.7109 or TZembar@nea.org. As of February 16, 2011.

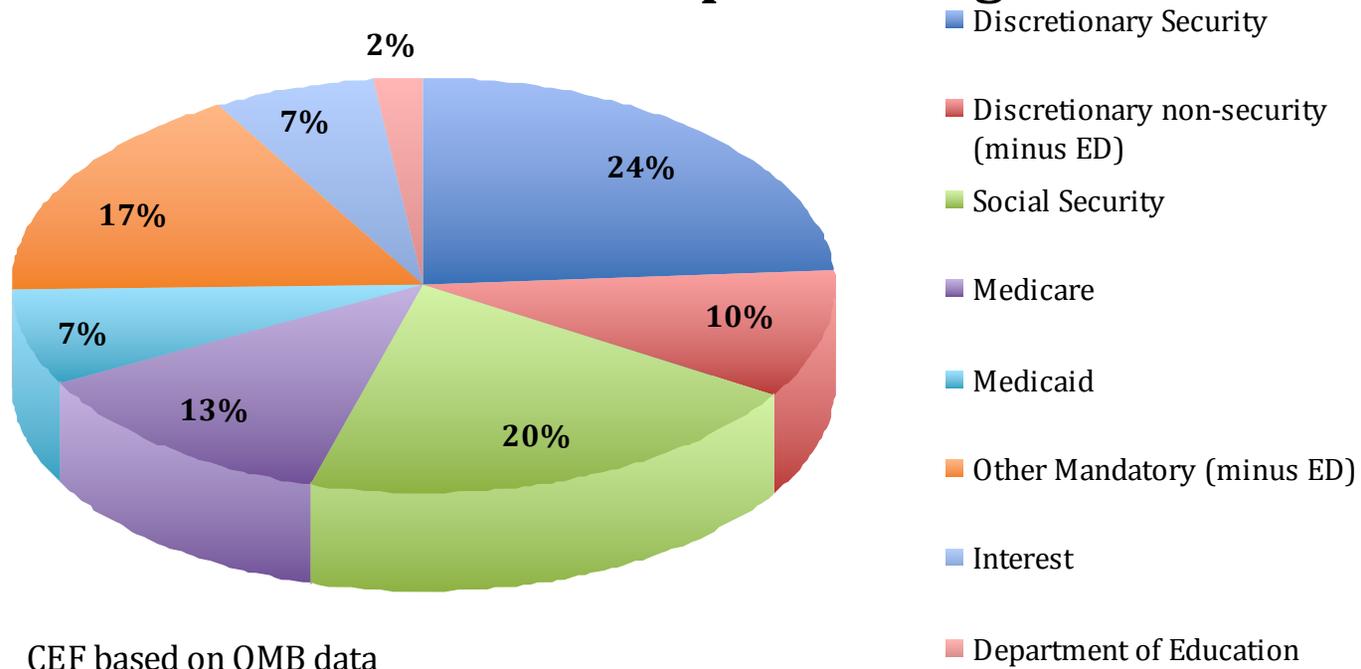
ESEA/NCLB* Funding

Annual Change in Appropriations Since Enactment, FY 2002-12

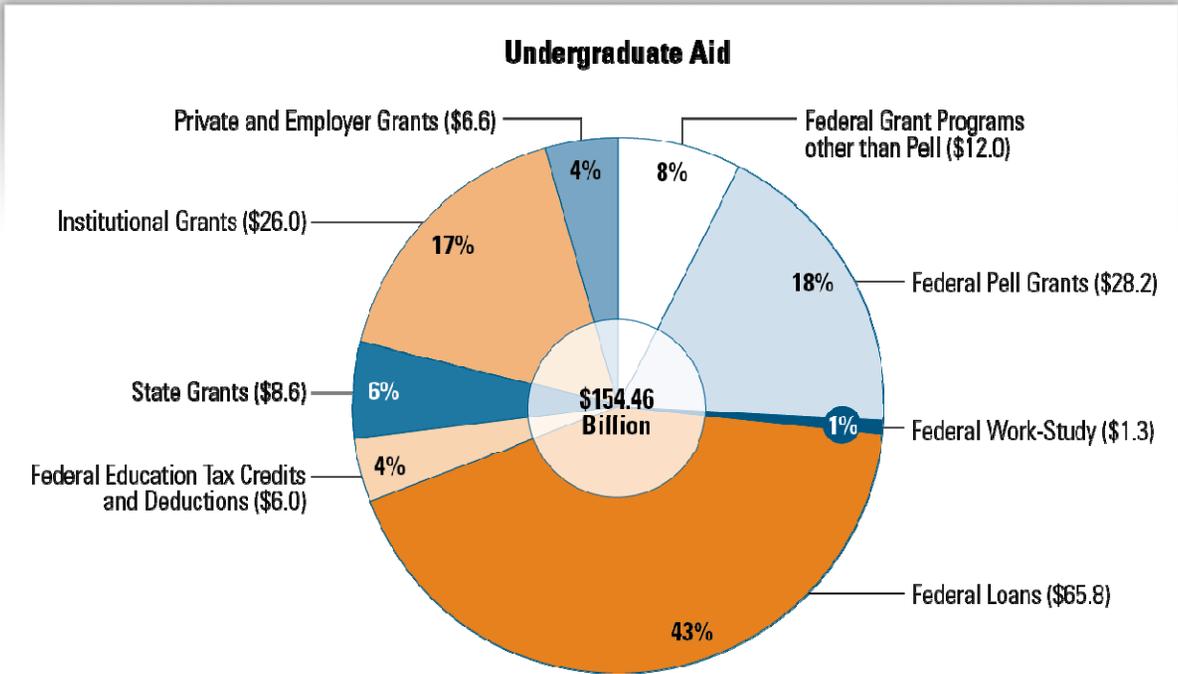


* Includes all federal education programs authorized or otherwise amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the current version of the Elementary and Secondary Education Act (ESEA). /a American Recovery & Reinvestment Act (ARRA) of 2009. /b Compared to 2009, excluding ARRA. /c Fourth Continuing Resolution (CR) through March 4, 2011 (P.L. 111-322), annualized. /d House-passed full-year Continuing Resolution (CR), H.R. 1. /e Compared to the Fourth CR (through March 4, 2011). Source: U.S. Department of Education. For more information, contact Tom Zemar at 202.822.7109 or TZemar@nea.org. As of February 16, 2011.

Fiscal Year 2012 Total Outlays President's Proposed Budget

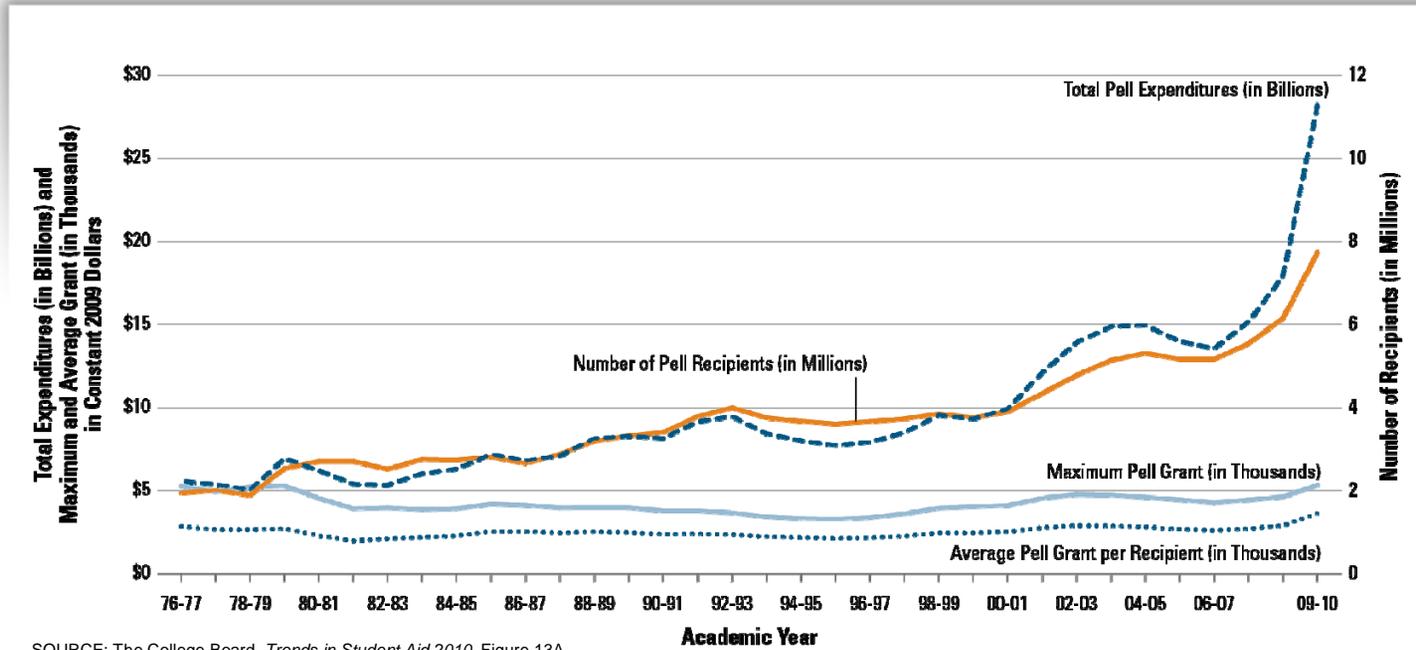


Undergraduate Student Aid by Source (in Billions), 2009-10



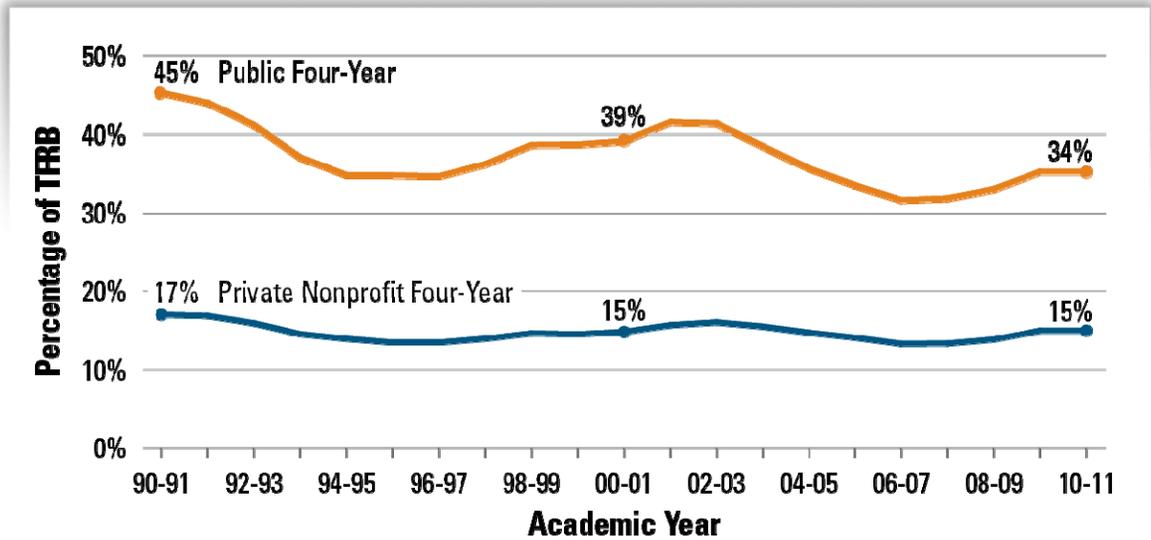
SOURCE: The College Board, *Trends in Student Aid 2010*, Figure 2A.

Total Pell Expenditures (*in Billions*),



SOURCE: The College Board, *Trends in Student Aid 2010*, Figure 13A.

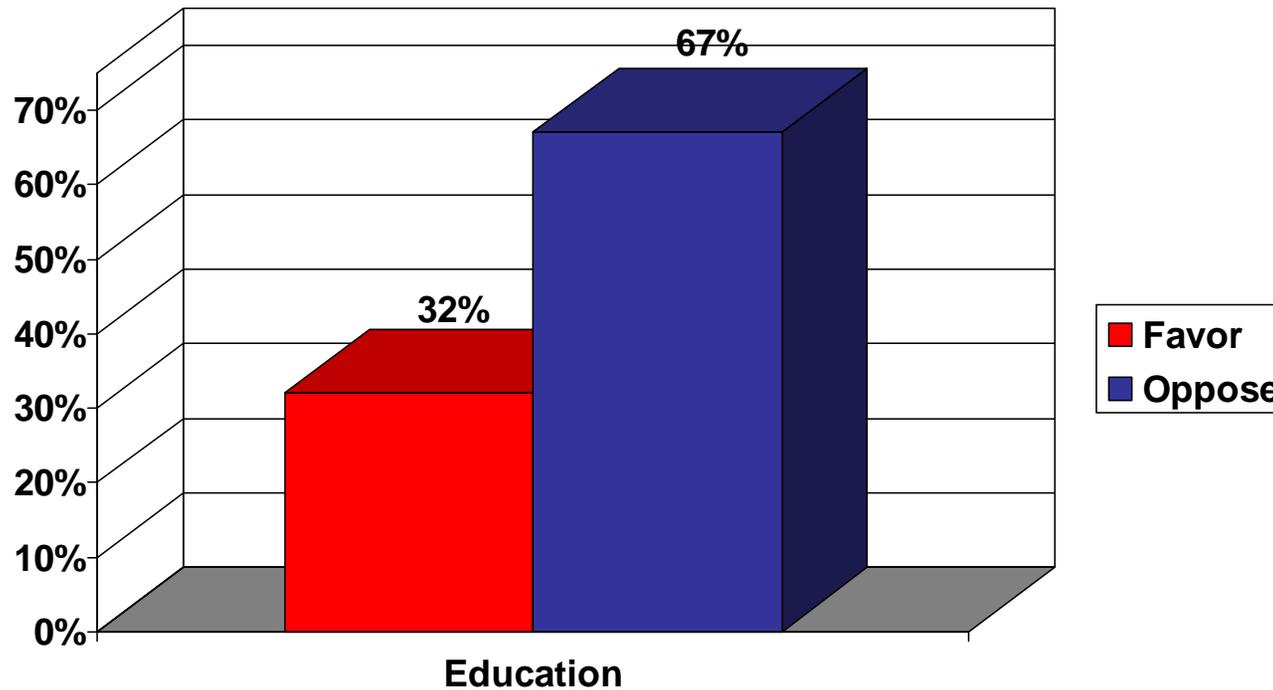
Maximum Pell Grant as a Percentage of Tuition and Fees and Room and Board (TFRB), 1990-91 to 2010-11



SOURCE: The College Board, *Trends in Student Aid 2010*, Figure 13B.

The Public Opposes Education Cuts

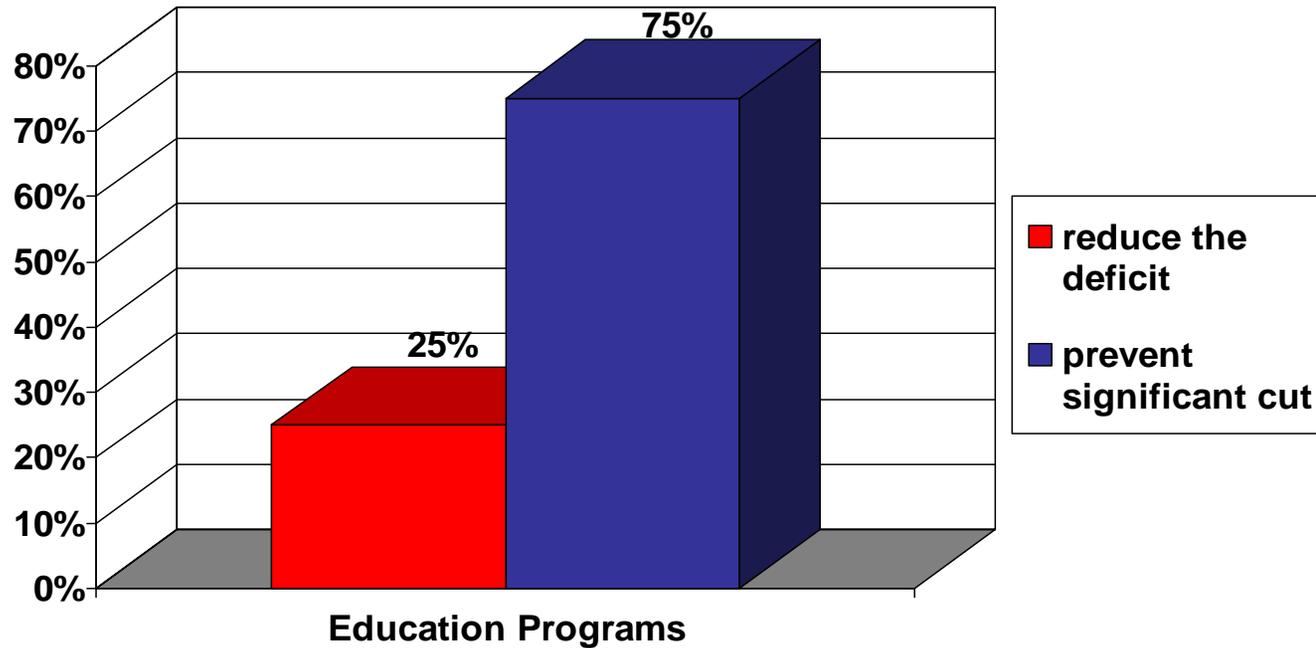
Do you favor/oppose cutting government spending in each of the following areas?



Source: January 2011 USA Today/Gallup Poll

The Public Opposes Education Cuts

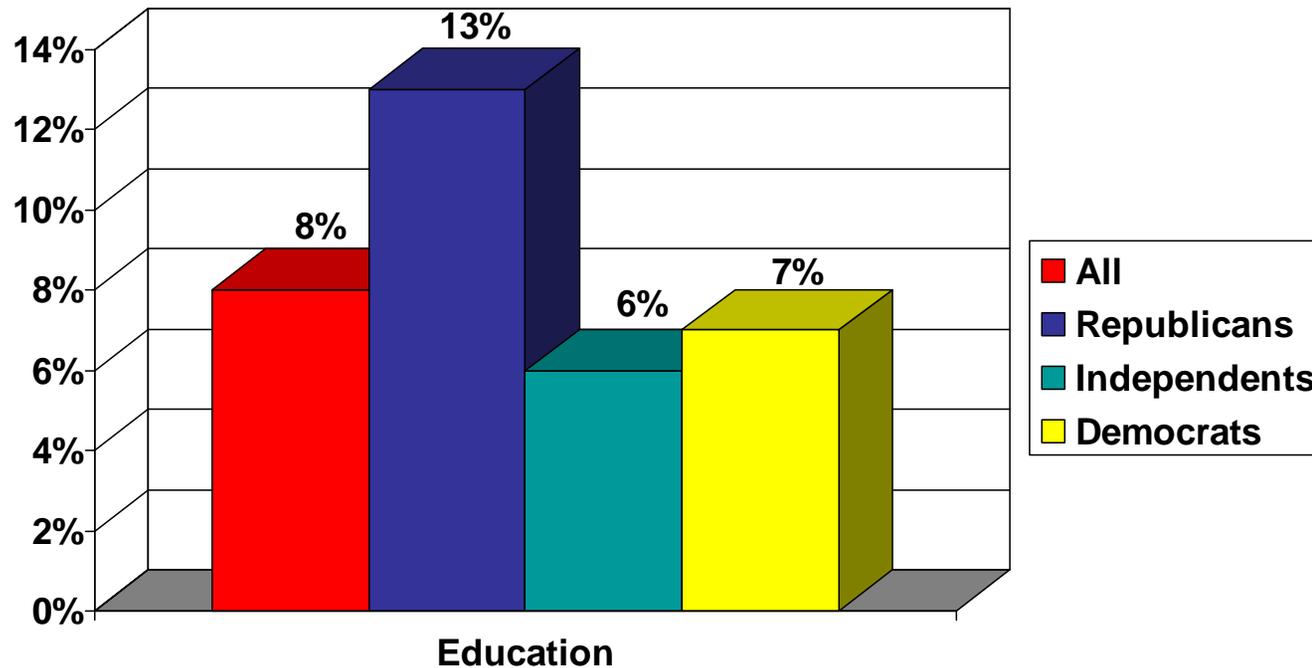
For each of the following programs, please tell me whether you think it is more important to reduce the federal budget deficit, or more important to prevent that program from being significantly cut. . . .



Source: January 2011 CNN/Opinion Research Corporation Poll

The Public Opposes Education Cuts

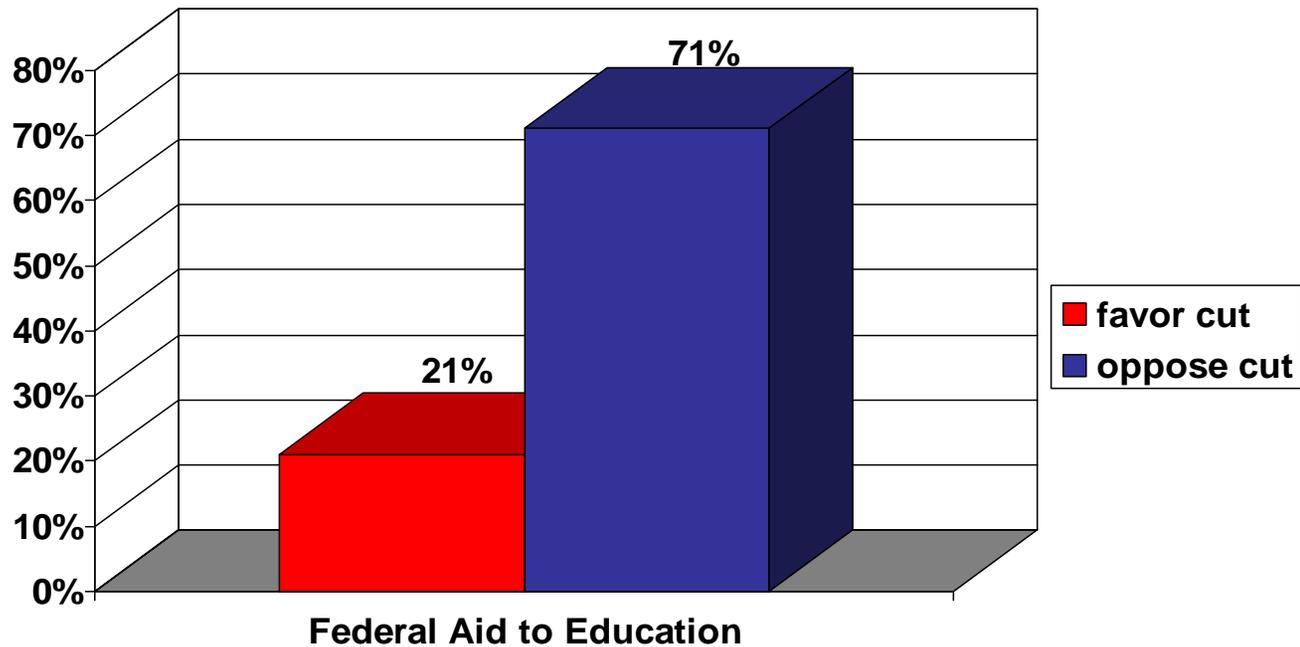
If you had to choose one, which of the following domestic programs would you be willing to reduce in order to cut government spending?



Source: January 2011 New York Times/CBS News Poll

The Public Opposes Education Cuts

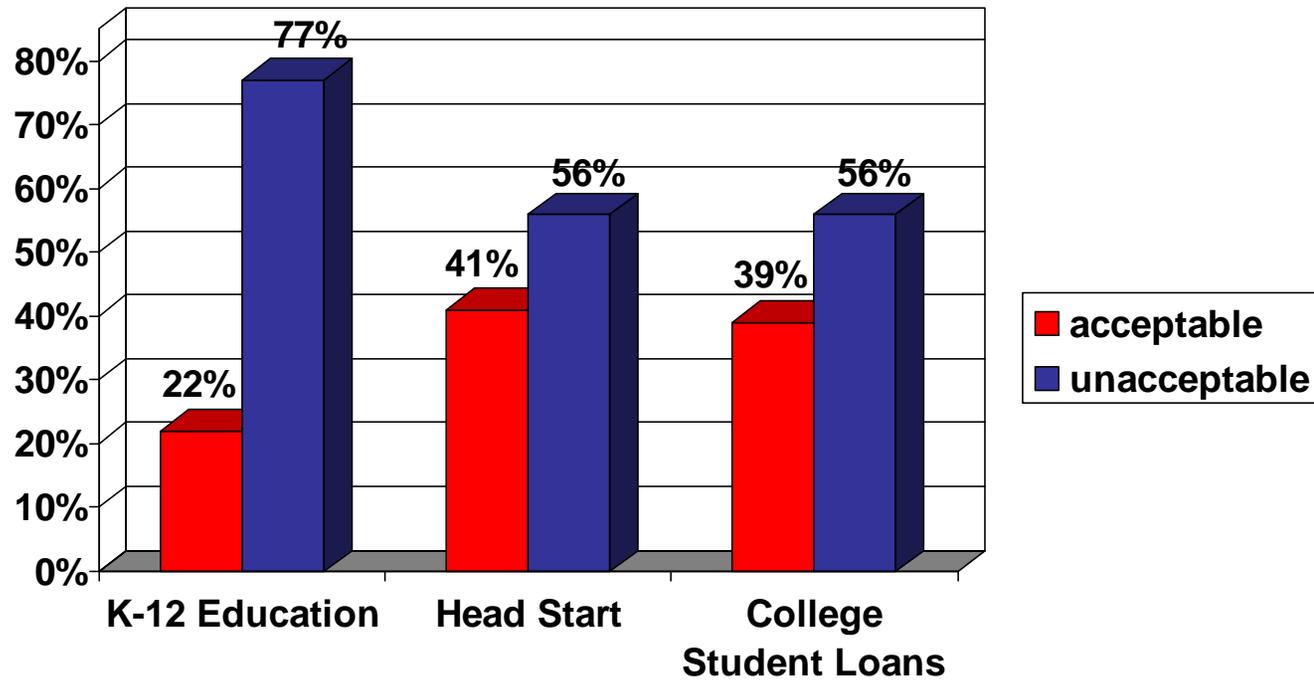
Please indicate if you would favor a major cut in spending, a minor cut, no cut at all, or would you increase spending in this area?



Source: January 2011 The Harris Poll

The Public Opposes Education Cuts

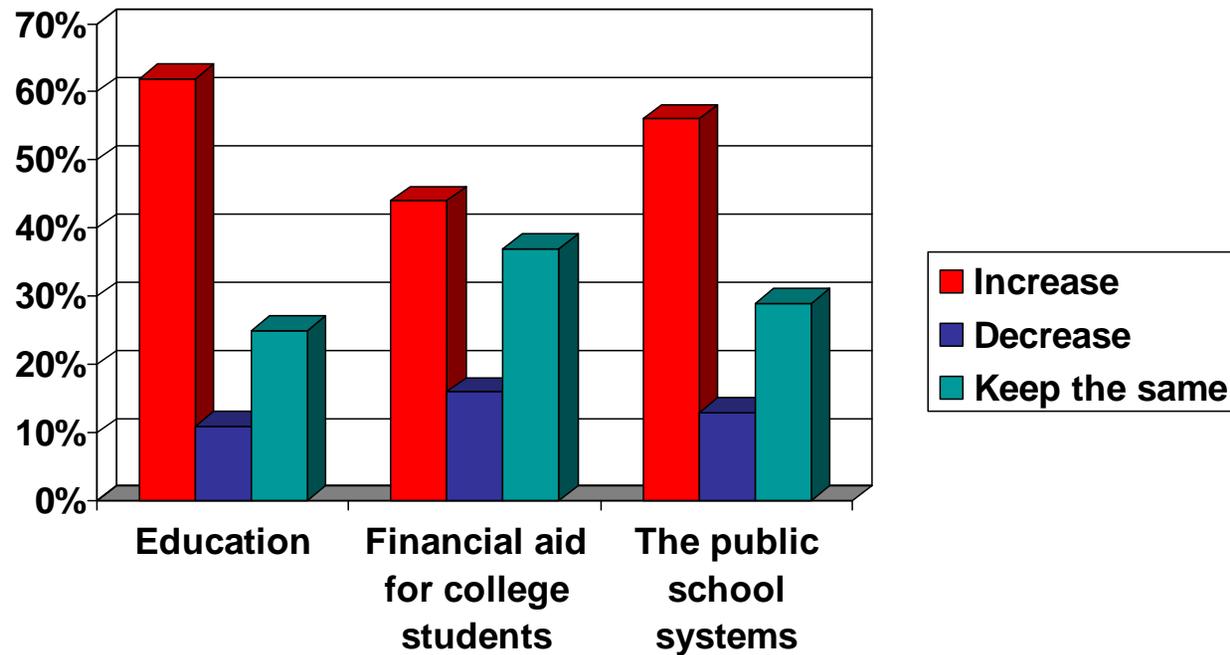
Is significantly cutting funding for this program acceptable/unacceptable?



Source: February 2011 WSJ/NBC News Poll

The Public Opposes Education Cuts

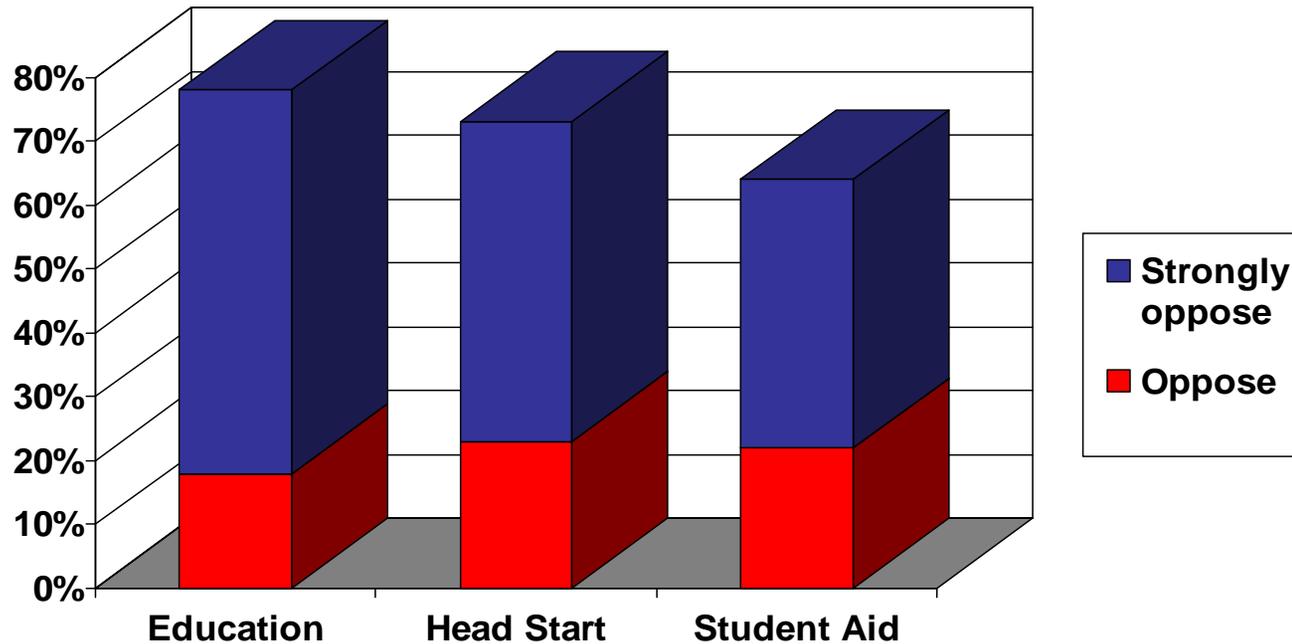
Would you increase, decrease or keep spending the same for...



Source: February 2011 Pew Research Center For The People & The Press Poll

The Public Opposes Education Cuts

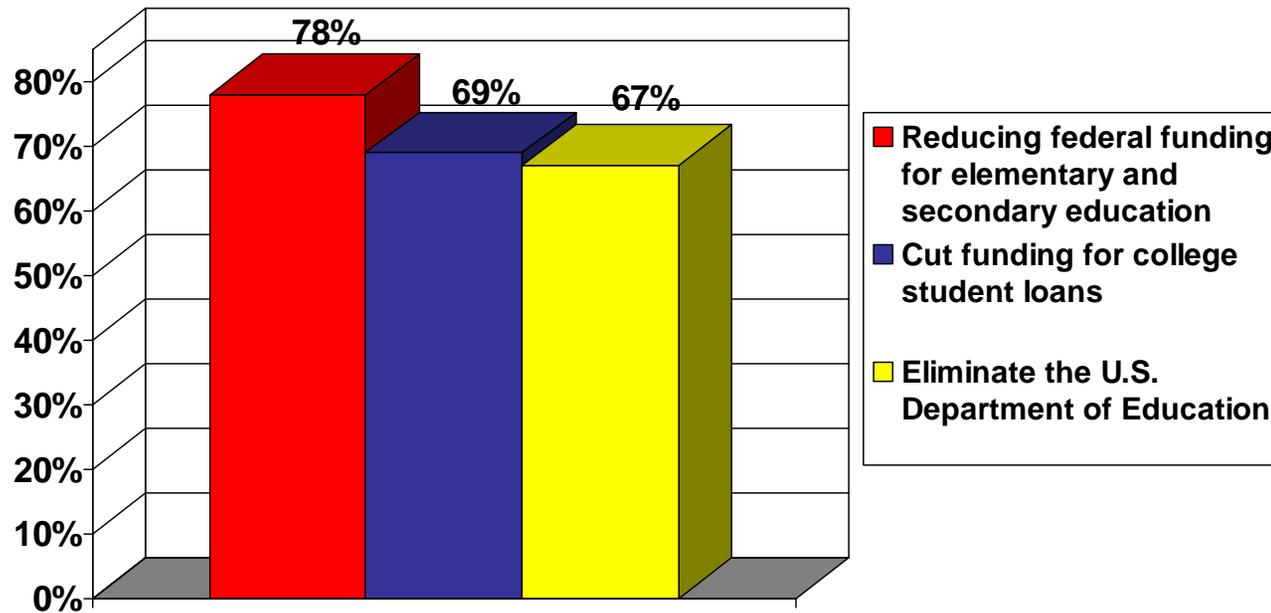
Now I am going to read you some of the specific spending cuts proposed in the House Republicans' budget for this year. After I read each one, please tell me whether you favor or oppose it.



Source: February 2011 Greenberg Quinlan Rosner Research for Democracy Corps Poll

The Public Opposes Education Cuts

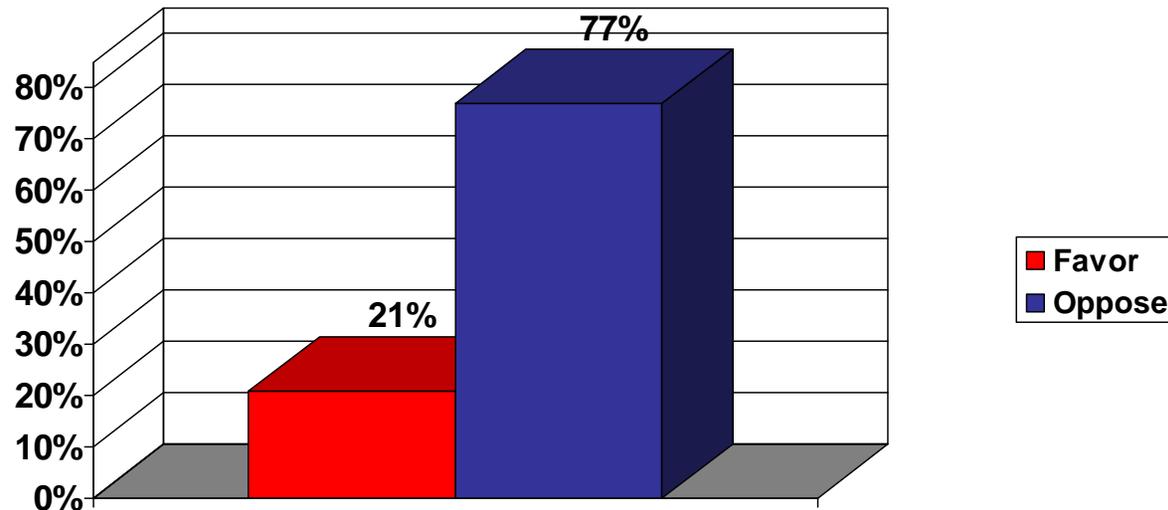
% saying each is an unacceptable way to reduce the federal budget deficit.



Source: February 2011 Garin Hart Yang Research Group Poll

The Public Opposes Education Cuts

Please tell me if you would favor or oppose substantial changes to the program.



Significantly cut education programs, including No Child Left Behind, Head Start, and subsidies for college loans

Source: March 2011 Bloomberg News National Poll

Part I: The Foundation for Success—Early Childhood, Elementary and Secondary Education

Elementary and Secondary Education Act Overview

The Budget proposes a significant increase of \$3 billion (+7%) for programs in the Elementary and Secondary Education Act (ESEA). As part of its ESEA reauthorization plan, and as proposed last year, the Administration proposed to consolidate 38 existing programs into nine new funding streams, as shown in the table below. All but one (Effective Teachers and Leaders) would be competitive grants. This year’s proposal effectively eliminates the Education Technology State Grants program because the Administration intends to encourage the infusion of technology across programs by launching ARPA-ED, a new initiative modeled after the military’s DARPA program. The new program is characterized by the administration as a research and development program that “would pursue breakthrough developments in educational technology and learning systems, support systems for educators, and tools that improve educational outcomes.”

FY 2012 Education Funding Consolidation Crosswalk		
New Authority*	Consolidated Programs	
Effective Teachers and Leaders (-\$447.7 million)	Improving Teacher Quality State Grants Ready to Teach	
Teacher and Leader Innovation Fund (+89.4 million)	Advanced Credentialing Teacher Incentive Fund	
Teacher and Leader Pathways (+113.9 million)	Transition to Teaching	
	Teacher Quality Partnership	
	Teachers for a Competitive Tomorrow	
	Teach for America	
	School Leadership	
Effective Teaching and Learning for a Complete Education	Striving Readers Even Start Improving Literacy through School Libraries National Writing Project Reading is Fundamental Ready-to-Learn Television	
	Effective Teaching and Learning: STEM (+\$25.6 million)	Mathematics and Science Partnerships
	Effective Teaching and Learning for a Well-Rounded Education (+\$20.0 million)	Excellence in Economic Education Teaching American History Arts in Education Civic Education Foreign Language Assistance Academies for American History Close-Up Fellowships Civic Education
	National Activities	Educational Technology State Grants
	(-\$100.0 million)	<i>Each program would include a focus on educational technology.</i>

College Pathways and Accelerated Learning (-\$17.3 million)	Advanced Placement High School Graduation Initiative Javits Gifted and Talented Education
Successful, Safe and Healthy Students (level funded)	Alcohol Abuse Reduction
	Elementary and Secondary School Counseling
	Foundations for Learning
	Mental Health Integration in Schools
	Physical Education Program
Expanding Educational Options (-\$37.1 million)	Safe and Drug-Free Schools and Communities National Activities
	Charter School Grants
	Credit Enhancement for Charter School Facilities
	Parental Information and Resource Centers
	Smaller Learning Communities
	Voluntary Public School Choice

* All comparisons to consolidated programs cumulative FY 11 March 4 CR levels.

The president's budget also includes new funding for revised versions of both Race to the Top (\$900 million) and Investing in Innovation (I3) (\$300 million). These programs were authorized in the American Recovery and Reinvestment Act (ARRA) and funded in FY 2009. To date, 12 states have received Race to the Top awards in two rounds of competition, and the first round of I3 winners were awarded in late 2010. The Administration proposes to incorporate these programs into ESEA.

In addition, the budget proposes increases for the following existing programs:

- College- and Career-Ready Students (currently called Title I Grants to LEAs) = +\$300 million (2%)
This would not be competitive, but would be awarded under the proposed Title I Rewards authority, which would include financial rewards for staff and students in high-poverty schools and flexibility for LEAs and schools in the use of ESEA funds.
- IDEA Grants to States = +\$200 million (1.7%)
This translates into a federal contribution toward the additional costs of education a child with special needs to 17%, less than half of the authorized 40%. The federal contribution has flat-lined at 17% for several years. The recent high-water mark was 18% in 2005. This funding would not be competitive.
- 21st Century Community Learning Centers = +\$100 million (8.6%)
- School Turnaround Grants (currently called School Improvement Grants) = +\$55 million (+9.9%)
- Assessing Achievement (currently called Grants for State Assessments and Grants for Enhanced Assessment Instruments) = +\$9.3 million (+2.2%)
- Promise Neighborhoods = +\$150 million (+1,400%)
- Magnet Schools Assistance = +\$10 million (+10%)

The budget proposes to freeze the following ESEA programs at the FY 2010 levels:

- Migrant Student Education
- Neglected and Delinquent Children and Youth Education
- Homeless Children and Youth Education
- Impact Aid
- Rural Education
- Indian Student Education

This ESEA proposal raises some critical questions and concerns:

- Virtually all of the increases in ESEA are for competitive grants. Therefore, states and school districts will face a new level of uncertainty in preparing their budgets, since they will not know in advance whether they will receive any funds, how much they will receive, or when.
- By the nature of competitive grants many states and districts will not be awarded funds, thus contributing to fiscal stress in states and districts that have significant unmet needs.
- Competitive grants might unfairly favor those states and districts with more capacity to write grant applications.
- Marginal increases in Title I and IDEA will make it more difficult for states and districts to close achievement gaps and improve overall student learning.
- States and districts face a significant funding cliff from the termination of ARRA and EduJobs funds. Continuing large state budget gaps in most states exacerbates this funding cliff.

Title I

Elementary & Secondary Education Act (NCLB)

Kermit R Booker Empowerment Elementary School is one of 217 elementary schools within the Clark County School District of Nevada. All 504 students of this provision II school are eligible for free and reduced lunch. Demographically, the student population is 54 percent Hispanic and 41 percent African American. 36 percent of the students are limited English proficient, and the school has a transiency rate of 39.9 percent. Academically, 66 percent of the Booker students are meeting and exceeding state standards in reading, 57percent in writing, 71 percent in math and 56 percent in science. In 2009/2010 the school was designated by the state as High Achieving.

The \$186,127 Title I allocation is dedicated to providing additional classroom teachers in grade 1 and grade 5 to lower class size so that more targeted teaching can occur. These two grade levels were chosen by a team of teachers, parents and the principal to provide 1st graders with a strong foundation for future learning and 5th graders with the skills to effectively transition to middle school. Funds were also used to purchase three highly qualified instructional assistants to work in grades 2 thru 5 and one in kindergarten assisting small groups of students under teacher direction with individualized tiered interventions. After school tutoring provides additional assistance to master skills taught during the day. Parent involvement includes monthly “parent nights” to equip parents with the basic concepts and strategies to assist their children in reading, math, and science. The Booker principal, Dr. Mathis, attributes much of the school’s success to the additional Title I funding over multiple years that allows the school staff to better target student academic needs, particularly when facing a \$275 million budget shortfall for the school district in the upcoming school year.

Description

The Title I program, the cornerstone of the Elementary and Secondary Education Act (ESEA), provides funds mainly to school districts to help disadvantaged children achieve proficiency on challenging academic standards and to improve the performance of low-achieving schools. The No Child Left Behind amendments to ESEA (2002) emphasized greater accountability for the academic performance of the whole school and specific groups of students. Title I funding is allocated primarily by formula grants to the states, and, in turn, to school districts based on the number of low-income children and other categories of disadvantaged children residing in these jurisdictions. Two-thirds of the children served by Title I are minority students. Children participating in Title I receive primarily reading, language arts, and mathematics instruction through school-wide approaches or targeted assistance strategies. Consistently low-performing schools are required to undertake specific improvement measures to increase academic proficiency. The current Administration policies require the identification of the “persistently lowest-achieving schools” in each state for governance, leadership, and staffing changes in addition to instructional interventions.

Title I also contains a variety of specialized subprograms, including Even Start, the Migratory Children and Neglected and Delinquent Children programs, the School Dropout Prevention program, the Comprehensive School Reform program, and the Innovation and Evaluation programs, the Reading First and Early Reading First programs, the Improving Literacy

Through Libraries program, the Advanced Placement Program, and the School Improvement program.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Grants to School Districts				
Basic Grants*	\$ 6,597.95	\$ 6,597.95	\$ 6,405.84	\$ 6,597.95
Concentration Grants*	\$ 1,365.03	\$ 1,365.03	\$1,365,031	\$ 1,365.03
Targeted Grants*	\$ 3,264.71	\$ 3,264.71	\$ 3,014.00	\$ 3,264.71
Education Finance Incentive Grants*	\$ 3,264.71	\$ 3,264.71	\$ 3,014.00	\$ 3,264.71
Title I Rewards	-	-	--	\$ 300.00
Grants to School Districts Subtotal	\$14,492.40	\$14,492.40	\$13,798.88	\$14,792.40
Even Start	\$ 66.45	\$ 66.45	\$ 0	\$ 0
Migrants	\$ 394.77	\$ 394.77	\$ 394.77	\$ 394.77
Neglected/Delinquent/At Risk	\$ 50.43	\$ 50.43	\$ 50.43	\$ 50.43
Evaluation	\$ 9.17	\$ 9.17	\$ 9.17	\$ 0
High School Graduation Initiative	\$ 50.00	\$ 50.00	\$ 0	\$ 0
School Improvement Grants	\$ 545.63	\$ 545.63	\$ 209.00	\$ 600.00
Totals	\$15,608.85	\$15,608.85	\$14,462.25	\$15,837.60

* Reflects program levels rather than budget authority, since a portion of the appropriation becomes available October 1. Table does not include Title I Recovery Act funds.

Impact of President's Budget and H.R. 1, the House-passed FY 2011 Continuing Resolution

Funding for the traditional ESEA Title I program of Grants to School Districts is frozen again in the president's FY 2012 budget at \$14.5 billion. The base funding level for this primary Title I program remains the same as in FY 2009, absent consideration of the expiring Recovery Act (ARRA) funds. Under the proposed budget, no additional Title I formula grants are requested for school districts despite facing continuing declines in state and local revenue. The budget requests a new \$300 million program of Title I Rewards, which would be allocated to each state in proportion to their Title I grants with 90 percent sub-granted to reward high-poverty schools or LEAs making significant progress in student outcomes and closing achievement gaps. This money could be used for such innovative strategies as staff financial rewards, school-level financial rewards, or college scholarship for students. The president's proposal also would increase the states' discretionary School Improvement (Turnaround) Grants by \$55 million to \$600 million. Operating under new rules, priorities, and guidelines, the School Improvement Grants (SIG) are requested under a separate line item, in addition to \$580 million in FY 2012 from the 4 percent school improvement set-aside in the LEA Grants program. Concurrently, the Title I Migrant program and the Neglected and Delinquent program would be frozen, and the Even Start program and the High School Graduation Initiative would be consolidated along with other ESEA programs into separate, more flexible competitive funding initiatives. School districts will not be able to maintain their current Title I services in school year 2012-13 with this funding freeze in formula allocations proposed under the president's FY 2012 Title I budget.

The Title I funding levels for FY 2011 remain in limbo awaiting a full-year FY 2011 Continuing Resolution. The House-passed version of the FY 2011 full-year Continuing Resolution (H.R. 1) cuts Title I LEA Grants by \$694 million, spread across the Basic Grants, Targeted Grants and Education Finance Incentive Grants. This 5% cut in Title I formula grants is expected to reduce the number of Title I schools being served by the equivalent of 2500 or more schools. H.R. 1 would also cut the School Improvement Program by \$336 million down to a total of \$209 million. Also, an interim two-week continuing resolution eliminated the entire \$66 million in FY 2011 funding for the Even Start Program, and the entire \$50 million in FY 2011 funding for the High School Graduation Initiative.

Program Need

The influx of an additional \$10 billion in ARRA funding for Title I in school years 2009-10 and 2010-11 helped school districts adapt to having their regular Title I formula grant allocations frozen for the past two school years. School districts have been using Title I ARRA funds primarily to retain teachers and maintain reasonable class sizes in high poverty schools, as well as to expand Title I services, including serving new Title I schools. Unfortunately, the two-year infusion of Title I stimulus funding runs out this school year, creating a funding cliff which will result in a massive reduction in available Title I funds for the program year beginning in July 2011. The annual requirements for improving Title I student performance, however, continue to increase across the nation. Nearly 13,500 Title I schools are subject to statutory improvement mandates for the school year ending in 2009, of which some 4,950 are required to restructure their governance or staffing. And now, the economic recession has added one million new students to the national poverty count. Based on the generally-accepted Title I full funding level of approximately \$38 billion for the 9.5 million school-age children in poverty, there is an unmet funding need of over \$23.5 billion for the Title I LEA Grants.

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School Improvement Grants

Title I, Section 1003(g) of the Elementary & Secondary Education Act (NCLB)

Description School Improvement Grants (SIG) provide funds for states and districts to address the needs of low-performing districts and schools “identified for improvement” under No Child Left Behind. The program prioritizes funding to the lowest-achieving schools demonstrating the greatest need for the funds and the strongest commitment to ensuring the money is used to meet NCLB's goals.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$545.60	\$545.60	\$209.00	\$600.00

Impact of President’s Budget The president's proposal would rename the program School Turnaround Grants and increase discretionary funding by \$55 million to a new \$600 million funding level. Operating under new rules, priorities, and guidelines, the School Turnaround Grants are requested as a separate line item at \$600 million.

Impact of H.R. 1 Additionally, the House-passed FY2011 CR would cut existing school improvement funds by over \$336 million slicing the program by more than half.

Program Need Congress should support the upward trend of investment in this account. These resources are necessary to serve the growing number of schools and districts needing help to raise student achievement and close achievement gaps. The additional funds provided of late for School Improvement Grants have increased capacity for school improvement at both the state and local level. The American Recovery and Reinvestment Act (ARRA) provided an unprecedented \$3 billion infusion to the SIG program. Without additional increases, states and districts will face a significant funding cliff as ARRA funds run out. There are serious concerns about whether states and districts will be able to sustain positive changes as a result.

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Even Start

Description The purpose of the Even Start Family Literacy program is to help break the cycle of poverty and illiteracy by improving the educational opportunities for low-income families.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$66.45	\$66.45	eliminated	\$0*

*The funding for this program would be consolidated into the "Effective Teaching and Learning: Literacy" program.

Impact of President's Budget

The president's budget includes the Even Start program under the proposed Effective Teaching and Learning: Literacy consolidated grant. The proposed consolidated program would provide competitive State literacy grants to state education agencies or to state education agencies in partnership with outside entities such as nonprofit organizations and institutions of higher education, in order to support comprehensive state and local efforts to improve literacy instruction, especially in high-need schools. State-level Even Start outcomes report that participants, including English language learners, are outperforming non-participants in state reading assessments. Ninety-one percent of Even Start families live at or below the federal poverty level. Retaining Even Start, with its unique focus on increasing literacy levels among both the nation's youngest children and their parents, can assist in improving parental involvement and ensuring children enter school ready to learn.

Program Need

Provision of funding at the FY 2005 level of \$225 million would restore services to 20,000 children and families and is the minimum level at which high-quality and effective services will be sustained.

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Striving Readers Comprehensive Literacy Program

Title I, Part E of the Elementary and Secondary Education Act (NCLB)

Description

The Striving Readers Comprehensive Literacy Program received \$250 million in FY 2010, a seven-fold increase over FY 2009. However, \$50 million was rescinded from this amount as an offset to help pay for the \$10 billion education jobs bill. The original Striving Readers competitive grant program which was first funded in FY 2005 was expanded into a comprehensive literacy program that includes pre-literacy skills and reading and writing for students from birth through grade 12. Certain funds are set aside, including \$10 million for formula grants to States to support State Literacy Teams; one-half of 1 percent for the Bureau of Indian Education; one-half of 1 percent for outlying areas; and up to 5 percent for national activities conducted by the Secretary of Education. The remaining funds must be used for competitive awards to State education agencies and at least 95 percent must be awarded to local school districts, giving priority to entities serving the greatest numbers/percentages of disadvantaged students.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$200.00	\$250.00	\$0	\$0*

* The funding for this program would be consolidated into "Effective Teaching and Learning: Literacy".

Impact of President's Budget

The Administration's proposed new \$450 million literacy program would provide competitive state literacy grants to state departments of education or state departments in partnership with outside entities in order to support comprehensive state and local efforts to improve literacy instruction. However, there are serious concerns that a number of unique grant programs, such as the National Writing Project, Even Start and Reading is Fundamental, would not continue to receive separate funding. Rather these programs are consolidated into this new authority with the expectation that states will also fund these national networks in addition to the Striving Readers program. These important programs complement literacy instruction nationally through separate, yet related set of activities, such

as professional development, family outreach and book distribution for low-income children.

Impact of H.R. 1	H.R. 1 rescinds both the unobligated funds from FY 2010 as well as all funds for FY 2011. As a result of this elimination of funds, no literacy funding will be available for States to implement comprehensive literacy plans currently being developed by 46 state literacy leadership teams.
Program Need	In order to develop a statewide plan that meets the literacy needs of America’s struggling readers and to expand effective literacy instruction comprehensively from birth to Grade 12, Striving Readers should be funded at \$500 million. Those funds would cover national activities conducted by the U.S. Department of Education, state leadership activities, and early childhood, K-Grade 5, and Grades 6-12 literacy grant programs.
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Improving Literacy Through School Libraries

Title I, Part B, Subpart 4, Section 1251 of the Elementary & Secondary Education Act (ESEA)

Description The Improving Literacy Through School Libraries program works to improve student literacy skills and academic achievement by providing schools with up-to-date library materials, including well-equipped technology for advanced school libraries. The program also is directed toward ensuring school libraries are staffed by a state-certified school librarian.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$19.15	\$19.15	\$0	\$0*

**The funding for this program would be consolidated into the “Effective Teaching and Learning for a Complete Education”.*

Impact of President’s Budget	Without dedicated funding for Improving Literacy Through School Libraries, the most severely distressed school districts may not have the funds to upgrade substandard school libraries that can contribute to improved student achievements. One of the important things that a highly effective school library provides is collaboration with other education professionals in the school, finding better and more effective ways to teach students. The elimination of these funds would mean this critical collaboration would be lost in many of our country’s poorest schools.
Program Need	By consolidating this program and not allowing it to have its own dedicated funding it will hurt school libraries. It is unclear whether funding under a new consolidated program would allow for \$100 million to go to the Improving Literacy Through School Libraries program. If that amount was designated for the program, it would trigger a change in funding distribution from competitive to formula, helping to ensure that program benefits are available to all states.
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High School Graduation Initiative

Title I, Part H, Elementary & Secondary Education Act

The Arizona Department of Education (ADE) received an award in FY 2006. Funding allowed the ADE to collaborate with reservation-based public schools to create a culturally significant dropout prevention program. Key strategies included: a) Native American community involvement in program development; b) establishment of a Native American Dropout Prevention Workgroup; c) Native American youth leadership development with a Popular Opinion Leader model; d) establishment of teams to encourage school attendance;

e) intensive tutoring to increase AIMS test scores; f) mentoring of re-entered students by Tribal employees; g) culturally competent training for teachers in engaging Native American youth; h) social marketing promoting education through tribal media and tribal sporting events; and I) behavioral health, substance abuse prevention, teen parent support groups, and other supports for staying in school.

Description The High School Graduation Initiative was first funded in FY 2010, and a competition is currently underway. It is unclear at this point how many school districts will benefit from grant funds. The High School Graduation Initiative replaced the School Dropout Prevention Program which last received funding in FY 2006. Awards are given to local school districts to reduce the number of students dropping out before completing secondary school and to assist youth to reenter school, based on proven strategies, after they have dropped out. Activities include early identification of students at risk of dropping out of school, programs to encourage youth to reenter school, interventions to increase school completion, and transition services for students moving from middle school to high school.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$50.00	\$50.00	\$0	\$0*

**The funding for this program would be consolidated into "College Pathways and Accelerated Learning".*

Impact of President's Budget The president's budget proposes shifting funding for the High School Graduation Initiative to a consolidated program, the College Pathways and Accelerated Learning. The Administration indicates schools could use the College Pathways and Accelerated Learning grant and/or the School Turnaround program in Title I (previously known as the School Improvement Grants) to fund programs to increase high school completion. However, eliminating the only grant dedicated to decreasing dropouts deemphasizes the need for targeted interventions for students who do not complete school. By targeting specific funds to dropout prevention and retention, schools may be able to better provide critical services and interventions to help students remain in school and assist students to reenter school, without having to further stretch their Title I funds.

Program Need The High School Graduation Initiative Program is the only federal program specifically targeted toward reducing the nation's dropout rate. According to research completed by the Alliance for Excellent Education, nationwide 31 percent of all students do not graduate from high school. The numbers are starker when considering ethnic disparities. Approximately half of Hispanic, African American, and Native American youth do not complete high school.

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Impact Aid

Title VIII of the Elementary & Secondary Education Act (NCLB)

The Santee Community School District, Nebraska has so great a federal presence, the property tax does not even provide enough funds to pay for a single teacher. Impact Aid is a "necessity to survive" said the district business manager.

Custer County District, South Dakota has its tax revenue base impacted by federal ownership of 50 percent of the county. Impact Aid funding comprises 15 percent of the school district's general budget, and these dollars are used to recruit teachers, increase base teacher salary, provide a Family Advocate position, and continue to provide library staffing. Without Impact Aid resources, approximately 30 certified and classified staff persons would lose their job.

York Count School Division, Virginia eliminated 23 jobs in FY 2010 and is anticipating

further reduced funding in FY 2011 that will necessitate the loss of 55 additional jobs. To York County, fully funding Impact Aid would mean, “the school division would not have had to eliminate the 77 positions in FY 2010 and FY 2011.”

Description Impact Aid is a federal reimbursement to school districts in lieu of tax revenues for the services districts provide to children residing on Indian lands and in federal low-income housing and whose parents are in the military or are civilians working on federal property. Impact Aid funding is also provided to districts that have lost large parcels of taxable property to federal acquisition. Nationwide Impact Aid provides funds to over 1,400 school districts that enroll more than 12.1 million students.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
Basic Support, Federal Property	\$1,205.21	\$1,205.21	\$1,205.21	\$1,205.21
Facilities, Construction	\$ 22.37	\$ 22.37	\$ 22.37	\$ 22.37
Disability Payments	\$ 48.60	\$ 48.60	\$ 48.60	\$ 48.60
Total	\$1,276.18	\$1,276.18	\$1,276.18	\$1,276.18

Impact of President’s Budget The President’s budget would, if implemented, represent the third consecutive year of level funding. Payments would continue to drop for all districts; even those districts with large enrollments of military and Indian land eligible students would see a reduction in payments. The net result of the President’s budget would be that the Federal Government’s share of the tax bill owed to federally connected schools would drop below (on average) 60 percent of its obligation under the Basic Support Program and fall even farther for districts eligible under the Federal Properties Program. Local taxpayers would be required to subsidize over 40 percent of the tax bill that should be paid by Uncle Sam. School districts will be faced with two options: 1) increase the tax rate on personal property or 2) cut programs.

Program Need Federally connected districts face the same funding challenges as any other school district in the country; however, for many federally connected school districts, their challenges can be unique. There is an expectation that our military servicemen and women are provided the best equipment that money can buy. Why should not the same expectation apply to their children? There is an expectation as per treaties between the U.S. Government and recognized Indian Tribes that their children be insured an education comparable to non-Indian children. There is also an expectation that the Federal Government provide districts an annual payment that represents a fair payment for the loss of a district’s taxable property due to the Federal Government’s acquisition of what was once taxable property. In all three examples, the challenges these districts face may be unique due to the differences in their student populations, but they remain the same in that although faced with limited local resources they are still expected to prepare their students for a post-secondary program of their choosing.

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Improving Teacher Quality

Title II of the Elementary & Secondary Education Act (NCLB)

Description The Teacher Quality grant program focuses on improving student academic achievement by bolstering teacher and principal skill development and expertise and increasing the number of highly qualified teachers and principals in schools.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$2,947.75	\$2,947.75	\$2,447.75	\$2,500.00

**Program renamed Effective Teachers and Leaders State Grants.*

Impact of President's Budget All children need highly skilled teachers and dedicating funding to this purpose is essential. While the president's budget provides increased funds in other areas that may be used for teacher quality purposes, the competitive nature of these new grants pre-supposes the ability of school districts to complete winning grant applications. Because this money is not guaranteed it may lead to a reduction of critical resources for many school districts used to support professional development and class size reduction efforts.

Similar to the president's budget, the funding reductions in HR 1 will negatively impact many school districts which will not be able to provide for professional development and may be forced to increase class size. It is estimated that nearly 14,000 educators may lose their jobs, if HR 1 becomes law.

Program Need The amount of funding for teacher quality directly impacts the level of professional development available to educators. States also use these funds to reduce class size; however, without additional funding, those efforts will be seriously impeded. The important role played by teachers in enabling student success is well documented, and the Administration has placed increased emphasis on the preparation and performance of teachers. Without a significant funding increase dedicated to this program's purposes, educators will not have the tools to properly meet the Administration's goals.

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Mathematics and Science Partnerships

Title II of the Elementary & Secondary Education Act (NCLB)

Description The Mathematics and Science Partnerships program is designed to improve academic achievement in mathematics and science through the enhancement of teaching skills at the elementary and secondary levels. Funds are distributed by formula to state education agencies. State education agencies in turn offer competitive grants to partnerships comprised of local school districts in greatest need, higher education institutions, or relevant departments within those institutions, and other eligible entities. Partnership grants focus on improving curriculum rigor in math and science, improving teacher competence through high quality professional development, and developing distance learning programs.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$180.48	\$180.48 (CR)	\$0	\$0*

**The funding for this program would be consolidated into "Effective Teaching and Learning: STEM".*

Impact of President's Budget The president's budget does not request individual funding for the Math Science Partnership program but instead proposes \$206 million for a new block grant titled "Effective Teaching and Learning: STEM. These grants would be competitive to state departments of education and state departments in partnership with other entities such as non-profits and higher education institutions, targeted to high-need schools. The intense focus on keeping America competitive in the global marketplace continues to dominate the education debate in Congress and heightened public awareness about shortages in all the STEM fields—particularly education. This new consolidated grant is designed to address these concerns. While additional resources for STEM are critically important, elimination of a funding formula that would make funds available to all states is a concern to cash strapped school

districts. Partnerships currently funded by this program provide important professional development and curriculum reforms to help schools improve the quality of STEM education. Historically, block granting of federal funds has led to diminished congressional support because it is difficult to assess the impact of the wide variety of programs that result, adding to uncertainty about this new proposal.

Program Need Though recent NAEP scores show improvement in math and science achievement, those gains are small and overall performance of students in grades 4, 8 and 12 is of great concern. The Math and Science Partnership program provides vital resources to states to fund partnerships that offer teachers the professional development opportunities they need to improve student achievement in these critical disciplines.

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Enhancing Education Through Technology

Title II, Part D of the Elementary & Secondary Education Act (NCLB)

In North Carolina, several high poverty elementary and middle schools implemented the IMPACT systemic reform program, which utilizes technology, technology coaches and school library media specialists for on-going professional development. Teacher retention increased by 65 percent, and students were 33 percent more likely to improve one full grade level each year than in control/comparison schools. In the program's fourth year, the odds of IMPACT students passing the math end-of-grade tests were 24 percent higher than those of comparison students.

Description Congress included Enhancing Education Through Technology (EETT) as a core provision of ESEA to ensure a sustained, systematic, and coordinated investment in educational technology leadership needed to drive education innovation and continuous improvement. The program's primary goal is to improve student academic achievement through the effective integration of technology in curriculum and instruction, and to ensure every student is technologically literate by the end of eighth grade

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$100.00	\$100.00	\$0*	\$0**

*Program eliminated.

** The funding for this program would be consolidated into "Effective Teaching and Learning for a Complete Education".

Impact of President's Budget The president's FY 2012 budget proposal consolidates the EETT program into the proposed Effective Teaching and Learning for a Complete Education program, essentially eliminating all directed funding for educational technology. At a time when many states are reducing or eliminating their budgets for educational technology because of the economy, this proposal if enacted, could have dire consequences. It is ironic that President Obama has stated he "strongly believes that technology, when used creatively and effectively, can transform education and training in the same way that it has transformed the private sector" and yet is proposing to defund the only federal program that provides dedicated funding for classroom technology.

Program Need For FY 2012, this program must be restored to its FY 2008 funding level of \$267 million. In order to create a competitive workforce, our schools must have technology-proficient educators, well-equipped classrooms, sufficiently supported administrative structures, and a curriculum that recognizes the role technology plays in all disciplines.

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21st Century Community Learning Centers

Title IV, Part B of the Elementary & Secondary Education Act

"Last year our center was involved in a project called the Downtown Afterschool Academy, one of several nonprofits that partnered with the school district to provide students with a collaborative model of homework assistance plus unique learning experiences. Girls, Inc. provided programming in math/science, Mattatuck Museum provided arts, and the YMCA provided athletics. Funding from 21st Century Community Learning Centers enables us to provide students in high-poverty areas a unique environment that fosters learning and development outside of the traditional school day." ~Girls, Inc. of Southwestern CT

Description

The 21st Century Community Learning Centers (21st CCLC) program provides grants to local communities for after school programs that serve students attending high-poverty, low-performing schools. Services include academic enrichment activities to help students meet state and local achievement standards. The program also provides a broad array of additional services designed to reinforce and complement the regular academic program, such as drug and violence prevention programs, counseling programs, art, music, and recreation programs, and technology education programs.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$1,166.2	\$1,166.2	\$1,066.2	\$1,266.2

Impact of President's Budget

The president's budget proposes increases for this program and proposes several changes for its reauthorization. Unfortunately, the proposal merges the \$10 million Full-Service Community Schools program into 21st CCLC, whereas for the past two years the Full-Service Community Schools program has had its own appropriation. Further, the president's request proposes that 21st CCLC have an increased emphasis on extended-day initiatives and community schools. Finally, the budget request proposes that 21st CCLC be transitioned to a competitive grant program from a formula-based grant to states. However, the 21st Century Community Learning Centers was cut by \$100 million in the FY 2011 Continuing Resolution (HR 1). The cut in funding would result in 139,000 fewer students being served by critical programs and intervention programs thus making it more difficult to close the achievement gap and out-educate the rest of the world. The cut in funding also translates to a loss of roughly 2,500 jobs.

Program Need

More than 15 million young people are unsupervised during after school hours. Full funding for the program would allow an additional 1.5 million children and youth to have a safe place with supervision where they can continue learning once the school day is over.

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Gifted and Talented Grants

Title V, Part D, Subpart 6 of the Elementary & Secondary Education Act (NCLB)

"Through my work on the U-STARS PLUS Javits Grant, I had the privilege of working with over 75 school districts in 6 states to support teachers in recognizing and nurturing potential in children from economically disadvantaged and/or culturally diverse families and children with disabilities to improve achievement and provide access to advanced educational opportunities. There are students with gifts and talents in every community whose unique learning needs require adaptations to the general education curriculum to ensure they remain challenged, engaged, motivated learners. Grants provided under the Javits Act seek to fulfill this mission."

Mary Ruth Coleman, Senior Scientist FPG Child Development Institute, UNC-Chapel Hill

Description As the only federal program dedicated to addressing the unique educational needs of students with gifts and talents, the Jacob K. Javits Gifted and Talented Students Education Act focuses its resources on children who have traditionally not been included in gifted education programs: students with disabilities, English language learners and individuals from economically disadvantaged backgrounds. Through a system of competitive research, state capacity-building grants, and a national research center on gifted education, the Javits Act fills a critical void in our nation's education system.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$7.46	\$7.46	\$7.46	\$0*

** The funding for this program would be consolidated into "College Pathways and Accelerated Learning".*

Impact of President's Budget The Javits program is the only federal initiative targeted specifically to gifted and talented students. Eliminating its dedicated funding stream, as proposed in the president's budget, may result in the disappearance of the only federal investment in gifted education, a disservice to high ability students in every school across the nation. Elimination of this program would severely impede best practices research, efforts to develop interventions to increase the number of disadvantaged students performing at advanced levels, and efforts to close the achievement gap among students at the highest levels of academic attainment.

Program Need The Javits program requires at least \$20 million to carry out the goal that Congress added in 2002. This goal – to help states expand their capacity to provide services that gifted students, especially those from disadvantaged backgrounds, need to realize their full potential – has not yet been accomplished because of the Act's limited funding. While a significant increase in funding will be necessary to fully realize this goal, \$20 million would allow between 10 and 15 states to implement innovative approaches each year, based on their specific needs, which will make a critical difference for these learners.

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Foreign Language Assistance Program (FLAP)

Title V, Part D, Subpart 9 of the Elementary and Secondary Education Act

Description The Foreign Language Assistance Program (FLAP) provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. FLAP also provides grants to state education agencies to promote systemic approaches to improving foreign language learning. In recent years, Congress has set aside approximately 30% of FLAP funds for grants to school districts that partner with institutions of higher education to establish or expand study of languages deemed critical to U.S. national security.

Funding History*	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$ 26.93	\$26.93	\$0	\$0*

** The funding for this program would be consolidated into "Effective Teaching and Learning for a Well-Rounded Education".*

Impact of President's Budget The president proposes to eliminate FLAP and instead consolidate it, along with other programs in economics, history, civic education and the arts, into a new authority called "Effective Teaching and Learning for a Well-Rounded Education." Consolidating the program would leave foreign language education vulnerable to additional cuts at the state and local levels.

Program Need A dedicated source of federal funding for language training is needed to respond to a severe shortage of Americans with these skills in government, healthcare, law enforcement, business and other key professions. FLAP encourage creation and expansion of effective K-12 foreign language programs and partnerships with institutions of higher education, which foster

development of knowledge and skills, particularly in less commonly taught languages that are critical to our national security and global economic needs.

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Grants for State Assessment and Enhanced Assessment Instruments

Title VI, Part A of the Elementary & Secondary Education Act (NCLB)

Description These grants encourage and support state efforts to develop and adopt better standards and assessments. The grants are used to improve the quality of assessment instruments and systems used by states to measure achievement of all students.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$410.73	\$410.73	\$410.73	\$420.00

Impact of President’s Budget The president proposes to change the name of this program to Assessing Achievement. The program would provide formula and competitive funds to develop and implement assessments currently required under ESEA, as well as for new instruments aligned to college- and career-ready standards with a focus on accurately measuring student growth, more reliably measuring teacher effectiveness and helping teachers tailor instruction. Grantees could also use these funds to develop college- and career-ready standards and assessments in other subjects such as science or history. The proposed level of funding is inadequate to cover the costs of developing and administering high-quality assessment systems that capture a fuller picture of what students know and are able to do, including tests for English language learners and students with disabilities that reflect each student's level of mastery.

Program Need A significant increase in funding is necessary so states can implement the additional costly assessments required under current law and the transition to new college- and career-ready standards. In past years, appropriation levels for this program have reached only a fraction of what is needed. The \$350 million Race to the Top set-aside for assessments will help inform the administration and Congress on appropriate funding for the next generation of academic assessments.

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Rural Education Achievement Program (REAP)

Title VI Part B of the Elementary and Secondary Education Act (NCLB)

The Rural Education Achievement Program allows the smallest rural school districts in Montana access to professional development opportunities through the Montana Small School Alliance that otherwise would not be financially available. The Small School Alliance serves over 100 school districts of this nature with a total student population of approximately 3200 students. MSSA annually schedules statewide professional development and curricular development activities based on state standards and a blueprint developed by the local educators from each of our rural district membership. As members of the Montana Small Schools Alliance, districts have access to resources that advance the education of each student in our one room schools, provides assistance in meeting both state and federal standards of accreditation and promotes technological development for our rural communities and schools. Montana’s students have always performed well on any assessment tools and much of our success can be directly attributed to the support of REAP funding. Montana is most gratified to have this valuable resource for some of our best students in the farthest reaches of rural Montana.

Description The Rural Education Achievement Program (REAP) assists small and low-income rural districts raise student achievement where factors such as geographic isolation, poverty, and small enrollment might adversely impact the overall operation of the district. REAP is divided into two separate programs: the Small and Rural Schools Achievement Program and the Rural



and Low-Income Schools Program.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$174.88	\$174.88	\$174.88	\$174.88
Impact of President's Budget	The president proposes to level fund REAP at \$174.88 million, well below the authorized \$300 million.			
Impact of H.R. 1	The current CR level funds REAP at FY 2010 levels, as does the recently passed H.R. 1. REAP is a program that has historically provided America's small rural schools with a reprieve from disadvantages they face in competitive funding. REAP funding has always represented a dedicated stream of formula funding to rural schools. As other federal education programs are cut or eliminated and more dollars are distributed through competitive grants, funding for REAP becomes even more important to help fill the funding shortfall in many districts.			
Program Need	The program needs to remain a formula-driven program. Funding REAP at an increase of \$75 million for a total of \$250 million would help rural districts overcome the additional costs associated with their geographic isolation, smaller number of students, higher transportation and employee benefit costs, and increased poverty. An increase in REAP funding would help offset not only the impact of formula cuts for small rural districts, but also the impacts of the increased emphasis on competitive grants in federal education funding.			
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Comprehensive Centers

Title II of the Education Sciences Reform Act

Description The Comprehensive Centers provide intensive technical assistance to increase the capacity of state education agencies to help districts and schools implement ESEA programs and requirements and meet state targets for student achievement. The current system includes 16 regional centers that work with State departments of education within specified geographic regions to help them implement ESEA school improvement measures and objectives. In addition, five content centers provide in-depth specialized support in key areas, with separate centers focusing on assessment and accountability, instruction, teacher quality, innovation and improvement, and high schools.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$56.31	\$56.3	\$56.3	\$56.3

Impact of President's Budget The funding freeze in FY 2010 and FY2011 have constrained the Comprehensive Centers' scope of work. With states desperate to find ways to help more than 10,000 schools in need of improvement, another year without an increase in funding will seriously limit the centers' ability to help states build their capacity to assist schools to improve. The number of schools needing assistance continues to increase each year, yet the funding is slowly eroding.

Program Need The NCLB accountability provisions have led to a significant increase in schools in need of improvement and place even more pressure on the limited resources currently available to assist them. The need for high quality education research and development has never been greater. Increased investments in the comprehensive centers program will enable the content centers to deepen their focus on critical improvement problems and research-based solutions in key topic areas and the regional centers to help states respond to the increased demand for turning around low performing schools.

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Race to the Top

American Recovery and Reinvestment Act (ARRA)

Description Race to the Top (RTTT) provide funds on a competitive basis to States to support education reforms in four key areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$ 0	\$ 0	\$ 0	\$ 900.00

Impact of President's Budget Race to the Top is designed to support comprehensive reform efforts and innovations to raise student achievement and reduce achievement gaps. The president's 2012 proposal would provide \$900 million in competitive grants to districts to reward and support education reform in the four priority policy areas identified in the ARRA's State Fiscal Stabilization Fund (SFSF): promoting college- and career-ready standards and aligned, improved assessments; enhancing teacher effectiveness and promoting the equitable distribution of effective teachers for low-income and minority children; strengthening data systems that foster fuller collection, sharing, and use of data; and supporting turn around of the lowest achieving schools. The 2012 request includes an emphasis on increasing educational productivity in a time of tight budgets and a separate rural competition to ensure rural communities can compete for funds.

Impact of H.R. 1 H.R. 1 provides no funding for Race to the Top.

Program Need Congress should support continued investments in the Race to the Top account. There are concerns about the sustainability of positive reform-oriented changes without continued funding. Some groups oppose shifting this competition from state recipients to district. 46 states applied for RTTT funding in the previous two rounds of the competition. A critical mass has not yet been reached with only 11 states and D.C. having been awarded thus far. Affording states the opportunity to submit joint applications could help small and rural states, that lack the necessary capacity, to collaborate on comprehensive reform efforts.

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Investing in Innovation (i3)

Title XIV of the American Recovery and Reinvestment Act of 2009 (ARRA)

Description The i3 initiative provides grants to expand and develop innovative practices related to improving student achievement or student growth. Applicants include LEAs, as well as nonprofit organizations working in partnership with one or more LEAs. Applicants can work in partnership with the philanthropic community and the private sector.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$0	\$0	\$0	\$300.00

Impact of President's Budget This program originally received approximately \$650 million under ARRA, the president's budget would allow for additional applicants. H.R. 1 does not impact funding for i3 as the

program was supported under ARRA and has not been authorized yet.

Program Need

At a time when there is a fiscal crisis that will negatively impact education funding at the state and local level one role the federal government can play is to support best practices. i3 allows for innovators to attempt creative approaches to improving student achievement and outcomes and develop models of best practices. But importantly nurturing innovation must be balanced with the primary role of the federal government in education which is supporting disadvantaged students.

Contact Information

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Troops to Teachers

Title II, Part C, Subpart 1, Chapter A of the Elementary and Secondary Education Act (NCLB)

Description

Troops-to-Teachers helps retiring military personnel earn teaching credentials. The program serves a dual purpose: strengthening our teaching workforce while offering professional development opportunities for those who have served our country in the armed services.

Funding History

FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$14.39	\$14.39	\$0*

(in millions)

\$14.39 \$14.39 \$14.39 \$0*

** The budget proposes moving these funds from the Department of Education budget to the Department of Defense budget.*

Impact of President's Budget

Allocating funds directly to the Department of Defense may be a reasonable proposal since in practice, the Secretary of Education transferred these funds to the Department of Defense. Programs such as Troops-to-Teachers, which support the preparation and recruitment of teachers into high need communities, are severely underfunded. And, continued funding below the 2003 level will lead to significant erosion in the purchasing power of this program.

Program Need

Troops-to-Teachers allows eligible military personnel to start a teaching career in areas of the country with the greatest need. The program offers retiring military personnel an alternative avenue to earn their teaching credentials, while filling the gap that currently exists as more schools continue to struggle to fill classrooms with dedicated and prepared teachers.

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Transition to Teaching

Title II, NCLB Description

Transition to Teaching is a grant program that helps recruit and prepare mid-career professionals and recent college graduates as teachers in high-need schools.

Funding History

FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$43.7	\$43.7	\$0*

(in millions)

\$43.7 \$43.7 \$43.7 \$0*

** The funding for this program would be consolidated into "Teacher and Leader Pathways".*

Impact of President's Budget

Consolidating Transition to Teaching with other programs means, in the best case, that its purpose will become an "allowable use of funds" rather than a required use of funds. It will be hard to determine what amount of funds is spent on recruiting and preparing mid-career professionals. The downward trend in funding for this program over the past several years means there are fewer grants at a time when the need for recruiting and training qualified teachers is still very acute. Programs such as Transition to Teaching, that support the preparation and recruitment of teachers, are severely underfunded.

Program Need

The underfunding of this program means fewer grants at a time when our nation needs to be



better committed to recruiting and retaining qualified teachers to teach in high-need schools.

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School Leadership

Title II of the Elementary & Secondary Education Act (NCLB)

In 2008, the California State Polytechnic University, collaborating with the Pomona Unified School District (PUSD), received a grant to train 30 new school administrators to help underperforming PUSD schools meet the state proficiency standards by 2014. The program includes an integrated curriculum of apprenticeship experiences, leadership theory and urban school reform, a problem-based instructional approach, mentoring and executive coaching, off-site visits to exemplary turn-around schools, and collaboration between university faculty and school district administrators.

Description The School Leadership program offers competitive grants to help districts in high-need areas recruit and retain principals and assistant principals. Grants may be used to offer financial incentives for aspiring new principals, provide stipends to principals who mentor new principals, and carry out professional development programs in instructional leadership and management.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$29.22	\$0*	\$0*	\$0*

**The funding for this program would be consolidated into "Teacher and Leader Pathways".*

Impact of President's Budget Consolidating this program into a larger competitive grant will result in the elimination of the only funding stream dedicated exclusively to attracting and retaining principals in high-need districts. There are consistently many more grant applications than can be funded, which attests to the strong interest in the program and the need for additional funds. As the instructional leader of a school, the principal plays a unique and important role in implementing reform and creating a climate that fosters excellence in teaching and learning. In today's achievement-focused atmosphere, the stewardship provided by the principal of a school is even more crucial.

Program Need The School Leadership program is the only federal initiative that directly addresses the difficulty of attracting and retaining high-quality candidates to positions as principals in high-need districts. Although there is an allowable use of Title II funds for principal training, this funding has not been effective in ensuring that principals are included in ongoing professional development and mentoring activities.

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Charter Schools

Title V of the Elementary & Secondary Education Act (NCLB)

Description Charter schools are publicly funded, nonsectarian public schools. Charter schools provide additional educational options to parents and can allow for greater innovation in educational programs. Charter schools can be a part of the local school district or treated as a separate district.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$256.03	\$256.03	\$256.03	\$0

**The funding for this program would be consolidated into "Expanding Educational Options".*

Impact of President's Budget The president's budget request reduces funding for charter schools and the other programs subsumed under the "Expanding Educational Options" consolidated program. Additionally, HR 1 does not impact funding for charter schools.

Program Need Charter schools enroll a small percentage of the nation's students and are one component of the public school system. Any funding increase for charter schools should be accompanied by an increased emphasis on accountability to evaluate the effectiveness of charter schools.

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Magnet Schools Assistance Programs

Title V of the Elementary & Secondary Education Act

Hillsborough County Public Schools (HCPS) in Tampa, Florida will use MSAP funds (2010-2013) to achieve the goals and purposes of the federal Magnet Schools Assistance Program: 1) to promote diversity and provide school choice; 2) to build capacity within proposed magnet programs and the district's overall magnet program; and 3) to increase academic achievement for all students. HCPS parents and students are overwhelmingly interested in academically rigorous magnet programs that prepare students for successful post secondary education. With that in mind, Hillsborough's MSAP will create magnet programs in four low performing schools and one high performing school, thereby improving the quality of teaching and learning, and reducing minority group isolation, in all targeted schools. Hillsborough's current MSAP magnet programs will (1) recreate three existing magnet schools with more desirable themes that will improve the vertical articulation among the district's magnet schools, and (2) revise two traditional schools into new, whole-school magnet schools. As an example, Franklin Middle Magnet School will be transformed from a Law Studies/Public Service Magnet into Franklin Preparatory Academy, single gender (male) middle school focusing on academic rigor and personal growth.

Description The Magnet Schools Assistance Program (MSAP) provides assistance (three-year cycles) to local school districts to establish new and/or significantly revised magnet schools and programs. Grant recipients must (1) improve diversity by reducing, preventing, or eliminating minority group isolation in schools and programs; (2) improve academic achievement; (3) implement systematic reforms that are academic and career-related to increase student achievement; and (4) implement theme-based, high quality programs.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$100.00	\$100.00	\$100.00	\$110.00

Impact of President's Budget The president's FY 2012 budget request for MSAP would increase funding by 10 percent to \$110 million. These funds would support approximately 40 MSAP grantees. School districts operate magnet schools as part of court-ordered/court approved or voluntary desegregation plans to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools while strengthening students' knowledge of academic subjects. Magnet schools address desegregation goals by providing a special curriculum that attracts a diverse student population and fosters education reform.

Program Need Magnet school programs have increased student achievement and reduced racial isolation. The proposed increase in funding will allow continued growth of these popular programs, increase academic progress, and improve diversity for a significant number of school districts. The current grant cycle (2010-2013) provided funds to only 36 school districts in 15 states, a reduction of 5 districts and 2 states from the 2007-2010 cycle which provided funds to only 41 school districts in 17 states, a reduction in the number of grants of almost 20 percent below the previous funding cycle. Magnet Schools of America believes an additional \$100 million is needed because program funding in the past has not met the continued demand for participation

in the MSAP. This increase would provide funds for approximately 40 more school districts in FY 2012 for additional grants. There are more than twice as many magnet schools as charter schools, but charters receive more than twice as much in federal funding.

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Advanced Placement

Title I, Part G of the Elementary & Secondary Education Act (NCLB)

The Minnesota Department of Education received an Advanced Placement Incentive Program (APIP) grant to undertake a comprehensive initiative to increase Advanced Placement (AP) readiness, enrollment, test-taking and test-passing in 28 high-poverty schools in the Minneapolis and Saint Paul School Districts, including 13 high schools and 15 middle schools. To improve student preparation for advanced course work, vertical teams were established that include AP and middle school teachers. These teams develop vertically aligned AP and pre-AP course sequences. Comprehensive student services were provided through tutoring programs, the AP Access Central online resource center, school counselors, career centers, and a four-week intensive summer AP prep program taught by AP teachers.

Description

These competitive grants to state and local education agencies and nonprofit organizations support teacher professional development and other programs that make Pre-Advanced Placement and Advanced Placement courses more widely available to low-income students. Funds are also used to pay for Advanced Placement (AP) and International Baccalaureate (IB) exams for students. AP and IB programs increase the rigor of high school curricula and offer a proven avenue to postsecondary success. Since the program’s inception 10 years ago, the number of low-income students who have taken an AP course has increased significantly, from 82,000 exams taken in 1999 to nearly 500,000 exams in 2010.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$45.84	\$45.84	\$45.84	\$0*

*The funding for this program would be consolidated into "College Pathways and Accelerated Learning".

Impact of President’s Budget

The president’s budget consolidates the APIP Program and two other programs—High School Graduation Initiative and Javits Gifted and Talented into a new category called “College Pathways and Accelerated Learning,” with a total request of \$86 million. Specific details are unclear regarding the impact of this proposed change on the APIP Program. Serious concerns arise about the potential for diluting the impact of a program that represents high academic standards and a strong commitment to equity and access. This is particularly troublesome, especially given the Administration’s strong commitment to college access and completion and stated support for increasing AP participation by 50 percent over the next eight years.

Program Need

The APIP should be maintained as a separate grant program, with an increase in funding, and with sufficient funds dedicated to the AP Test Fee Program and the support of professional development for AP and Pre-AP teachers.

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Ready to Learn

Title II, Section 2431 of the Elementary & Secondary Education Act

Ready To Learn funded children’s programming is producing proven results in early literacy. In a recent evaluation, preschool children who watched the program SUPER WHY! performed significantly better on most of the standardized measures of early reading achievement when compared with those preschool children who watched an alternate program. Pre-test to post-



test gains averaged 28.7 percent for SUPER WHY! viewers compared with an average gain of 13.2 percent for alternate program viewers.

Description Authorized under No Child Left Behind, Ready To Learn funds critical research by public television entities to improve reading achievement for children aged two through eight from low-income families. Working in partnership with the best talent in children’s programming and leading reading researchers, program grantees develop high-quality, scientifically-based content that can be used at home and in the classroom. Such children’s classics as Sesame Street and Clifford the Big Red Dog have benefited from this program.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$27.30	\$27.30	\$0	\$0*

** The funding for this program would be consolidated into "Effective Teaching and Learning: Literacy" consolidated.

Impact of President’s Budget The president’s proposal to consolidate Ready To Learn without dedicated funding jeopardizes the ability of local public television stations to meet the local and national literacy needs of educators and learners. The consolidation would deprive numerous low-income and underserved communities of the high-quality programming, materials, and proven on-the-ground outreach they so desperately need. Furthermore, the president’s proposal ignores the years of trust, reach, and proven results public television stations have built, in addition to Congress’s significant investment in the program. Without funding for this program, grantees would not be able to create more award-winning programming, such as Sesame Street, SUPER WHY! and Between The Lions, all of which have benefited from Ready To Learn’s scientifically-based research.

Program Need The president’s proposal to consolidate Ready To Learn would deprive numerous low-income and underserved communities of the high-quality programming, materials, and proven on-the-ground outreach they so desperately need. Funding for this program has created award-winning programming, such as Sesame Street, SUPER WHY! and Between The Lions, all of which have benefited from Ready To Learn’s scientifically-based research.

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Ready to Teach

Title V, Sections 5481-5485 of the Elementary & Secondary Education Act

The convenience and flexibility offered by PBS TeacherLine, the online professional development program funded by Ready To Teach, have made Vanessa Jones, Instructional Technology Facilitator for the Austin (TX) Independent School District, a better educator. This concept of anywhere-anytime learning allows busy educators like Vanessa to schedule professional development around their workdays. TeacherLine’s online learning community promotes collaboration among participants, enabling educators to share ideas and feedback in a safe, fully-facilitated environment.

Description Authorized under the No Child Left Behind Act (NCLB), Ready To Teach funds the development of digital educational services by public television stations. This helps teachers raise student achievement through two distinct efforts: PBS TeacherLine, and grants for station-based initiatives to provide professional development opportunities to local educators, including standards-based, digitized content for classroom use. Together these initiatives have served nearly half a million teachers nationwide. The program helps teachers meet the “highly qualified teacher” requirement under NCLB.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
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(in millions)	\$10.70*	\$0	\$0	\$0**
*Funding rescinded through PL 111-226, the Education jobs and Medicaid funding bill **Program subsumed under "Excellent Instructional Teams" consolidated grant.				
Impact of President's Budget	The president's proposal to consolidate Ready To Teach without dedicated funding would undermine the professional development needs of thousands of teachers across the country. It would also deprive many more teachers of the innovative digital learning tools that are so desperately needed in today's 21 st century classroom. Teacher professional development is a need that continues to grow. Studies show that high-quality teachers can achieve an entire academic year's worth of additional learning with their students when compared to teachers near the bottom of the quality scale. In addition, research shows that online professional development can improve the quality and depth of teacher interactions when compared to traditional face-to-face professional development approaches. The online professional development and digital learning resources funded by Ready To Teach have made a positive impact on student achievement and should be funded at a level of \$10.7 million in FY 2011.			
Program Need	Congress should approve dedicated funding for Ready to Teach to expand public television's ability to serve America's teachers through innovative, online professional development, and cutting-edge digital learning tools for the classroom. Previous grantees have provided a wide array of resources, including a math intervention program targeting limited English proficient students.			
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Arts in Education

Title V, Part D, Subpart 15 of the Elementary & Secondary Education Act (NCLB)

Description	The Arts in Education program authorizes competitive and noncompetitive awards to strengthen arts programs and integrate them into core elementary and middle school curricula. Competitive awards are used to implement high quality professional development model programs for music, dance, drama, and visual arts educators; to develop and implement effective model programs in K-12 schools; and, to support evaluations and dissemination of information regarding effective practices. The program also authorizes noncompetitive awards to VSAarts, whose programs encourage the involvement in and foster greater awareness of the need for arts programs for persons with disabilities and to the John F. Kennedy Center for the Performing Arts for arts education programs serving children and youth.			
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Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$40.00	\$40.00	\$0	\$0*

*Program subsumed under proposed "Effective Teaching for a Well-Rounded Education" consolidated grant.

Impact of President's Budget	The president's budget proposal would create a new competitive grant program titled "Effective Teaching and Learning for a Well Rounded Education" that would collapse funding for 7 authorized programs into a single block grant, including the \$40 million previously appropriated for Arts in Education. \$246.1 million is provided for this new purpose which is \$21 million more than the combined appropriations for the underlying authorizations. While this proposal gives flexibility to states to determine how funds would be dedicated for the core academic subjects, as a competitive program funding will not be assured either for all states or for all targeted subjects. Furthermore, although several of the authorizations consolidated in this proposal are national in scope, this new grant provides no funding to sustain these activities. Historically, block granting of federal funds has led to funding decreases and program eliminations, as it is difficult to evaluate the array of programs and activities states develop and fund and to determine what, if any, impact these funds have on overall school or student performance.
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Program Need An appropriation of \$53 million for the Arts in Education program will support expanded competitive grants that improve arts learning, and findings from model projects may be more widely disseminated. Arts in Education funds provide unique federal support for professional development for arts educators, evaluation and national dissemination, and ongoing national arts education initiatives. It will also allow the programs developed by VSAarts to serve more individuals with disabilities in schools and other community settings.

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Parental Information and Resource Centers

Title V, Part D, Subpart 16 of the Elementary & Secondary Education Act (NCLB)

California PIRC is working to increase parents' involvement in the education of their children at home, school, and across the community. The PIRC's Project INSPIRE Parent Leadership Academy initiative is currently working with eighteen school districts across California. Teachers and school administrators in every participating school report improvements in the type, frequency, and intensity of interactions with parents participating in the INSPIRE program. Program evaluation findings show that students with parents who are participating in PIRC's Project INSPIRE experienced an average increase score of 12.8 points in English language arts and 18.5 points in math achievement on the state assessment test. Thus far, the increased achievement among children of participating parents is not only statistically significant, but it is also consistent across all grade levels.

Description The Parental Information and Resource Center (PIRC) program funds federal, competitive grants to nonprofits and consortia of nonprofits and school districts to run school-linked or school-based PIRCs. These statewide centers provide parents, organizations, schools, school districts, and state educational agencies with comprehensive training, capacity-building, and support for effective parental engagement to improve student academic achievement and to strengthen partnerships for meeting the educational needs of children. There are 62 PIRCs in all 50 states and all U.S. territories and outlying areas.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$39.25	\$39.25	\$0	\$0*

**The funding for this program would be consolidated into "Expanding Educational Options".*

Impact of President's Budget PIRC funding is the only source of federal funding intended exclusively to help schools, districts, and states implement proven programs and strategies for family engagement that drive student achievement. Annually, PIRCs provide services to over 16 million parents, in all 50 states and territories. Almost three quarters of parents served are low-income and more than half are parents with children who are limited English proficient. PIRCs have been at the forefront of research-based and innovative approaches that engage parents to increase student achievement and drive school reform, such as parent leadership academies, professional development for educators on meaningfully partnering with parents, and placing family engagement coordinators in school districts. Consolidation and proposed elimination would direct dollars away from proven, researched-based strategies that engage parents and raise student achievement. Moreover, the consolidation of PIRCs with charter school and public school choice programming prevents grantees from focusing on engaging *all* public school parents. One out of five states lack charter school legislation, which means that without PIRCs, public schools and districts will not have statewide support and capacity to engage families.

Program Need The PIRC program has undergone a substantial reorganization at the Department of Education to focus on research and best practices, tightening the role of PIRCs to act as statewide centers for leadership, technical assistance, and capacity building for parent engagement. In the latest report, PIRCs met or exceeded each of the six Department of Education's performance measures for engaging parents. The Administration should include at least \$39.3 million in PIRC funding to save this vital program.

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Promise Neighborhoods

Title XIV of the American Recovery and Reinvestment Act of 2009 (ARRA)

Description The Promise Neighborhoods initiative seeks to improve academic achievement and developmental outcomes through a comprehensive approach. These projects would be designed to combat the effects of poverty and improve education and life outcomes from birth through college and/or career.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$10.00	\$10.00	\$0	\$150.00

Impact of President's Budget The president's budget requests a significant increase in funding for the Promise Neighborhoods initiative. Despite this requested increase, the proposed budget would do little to significantly expand the provision of comprehensive services to students across the country because, due to its competitive structure, it would reach very few districts and students.

Impact of H.R. 1 H.R. 1 does not impact the current funding for the Promise Neighborhoods initiative.

Program Need Research has demonstrated that out of school factors have a significant impact on student achievement and outcomes, despite this evidence, there is no organized national effort to help schools address these issues. All communities that struggle with issues of poverty, high unemployment and low student achievement should receive the resources to create and implement initiatives like Promise Neighborhoods.

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Safe and Drug-Free Schools and Communities

Title IV, Part A of the Elementary & Secondary Education Act (NCLB)

Description The Safe and Drug-Free Schools and Communities Act (SDFSCA) currently includes a national discretionary grant program and funds for national programs focused on drug, violence, and hate crime prevention and school-based mental health services. Funds are used for state and local drug and violence prevention activities in grades K-12 and in institutions of higher education. Activities may be carried out by state and local educational agencies and by other public and private non-profit organizations.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$224.05	\$224.05	\$191.34	\$0*

*The funding for this program would be consolidated into "Successful, Safe, and Healthy Students".

Impact of President's Budget The president's budget proposes to eliminate funding for specific programs under Title IV, Part A. These programs would be combined into a new funding stream called Successful, Safe and Healthy Students. This overall stream would include \$364.96 million to cover the programs of Title IV, Part A as well as the Physical Education, Foundations for Learning and Mental Health Integration programs. The overall impact of this budget would be significant. Schools would have an increasingly difficult time maintaining current safety and prevention programs, and remaining funds would only be available through a discretionary grant program. If the president's proposal is adopted, one of the few federal funding sources that provide dedicated funds for mental health services and prevention activities that improve school climate would be eliminated.

Moreover HR 1 would represent a significant decrease of 17 percent to these programs. While schools annually pay billions of dollars to address the results of substance abuse, school violence and unaddressed mental health needs through local and state funding, the

SDFSCA represents an important federal investment. In order to ensure that local school districts are able to provide an appropriate level of safety for all students, funding for existing programs under SDFSCA must be increased to no less than \$716 million.

Contact Information

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Elementary and Secondary School Counseling Programs

Title V, Part D, Subpart 2 of the Elementary & Secondary Education Act (NCLB)

The elementary school social work program in District 196 (St. Paul, MN) grew out of an Elementary and Secondary School Counseling Program (ESSCP) grant to one elementary school. This program has served thousands of children, and we fulfill a wide variety of needs ranging from individual and group counseling to bullying prevention to attendance. In any given week, in my school alone, I serve 60-70 students. Just this week I've worked with a student whose sister attempted suicide, a parent who needed help with managing her child's behavior at home, and a student whose parents are in the middle of divorce and who is afraid to leave the house. I've also worked with classes on bullying and violence prevention and met with county officials on attendance issues. This program is critical to the success of our students.

Description

The Elementary and Secondary School Counseling Program (ESSCP) provides grants to school districts to establish or expand school counseling services. ESSCP is the only federal grant program providing funds to hire qualified school counselors, school social workers, and school psychologists. The goals of the program are to expand students' access to counseling services and ultimately to increase academic achievement and improve the climate for learning by addressing barriers to learning.

Funding History	FY 2010	FY 2011	FY 2011	FY 2012
(in millions)	\$55.0	\$55.0	\$0	\$0*

*The funding for this program would be consolidated into "Successful, Safe, and Healthy Students".

Impact of President's Budget

The FY 2012 budget request shifts the ESSCP to a consolidated competitive grant, along with five other programs. This program has been growing steadily over the last several years in response to school districts' needs to hire trained school-employed mental health professionals. Serious consideration must be given to whether program integrity can be maintained if this program is subsumed under a larger grant. It is unclear if the proposed consolidated program will prioritize the current ESSCP functions, which would enable school districts to continue to enhance and expand critically needed counseling services, including the hiring of school-employed mental health professionals.

Program Need

The Department of Education consistently receives 10 times more applications than available funds, and as a result, only requests new grant applications every two years. This significant demand suggests a critical need to maintain and increase program funding. Since FY 2008, grant funds have been available for students in grades K-12. Expansion into secondary schools allows middle and high school students to receive counseling services to support them to graduate and become productive citizens. Maintaining the ESSCP as a single grant program and increasing funding to \$100 million will allow funding for secondary schools at a similar level as for elementary schools.

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Language Acquisition Grants

Title III, Subpart 1 of the Elementary & Secondary Education Act (NCLB)

The Fairfax County Public School district strategically uses Title III funding for a variety of district-wide efforts to support ELL students, their parents, and their teachers. Title III resources have been used to support ELL student learning through such programs as an online ESOL summer school course to provide additional English language instruction, and to provide supplemental materials that align with standards and that are written at reading levels that meet the needs of different English proficiency levels. To help parents, the district uses Title III resources to support early literacy programs that provide training to parents in how to develop early literacy and school readiness skills in their children. To build capacity within the district, funds are used to provide ESL teachers and other teachers a variety of in-service training options to increase their pedagogical repertoire with successful strategies for working with English learners.

Description Language Acquisition Grants are provided on a formula basis to improve instructional programs for English language learners (ELLs). These grants help ensure students develop academic English and high levels of academic achievement to meet the same challenging state content and performance standards as their English proficient peers. The program assists states, school districts, and institutions of higher education in building capacity to more effectively teach ELL students, through efforts including upgrading curricula and providing teacher training opportunities.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$750	\$750	\$750	\$750

Impact of President's Budget The President's FY 2012 Budget Request maintains funding at \$750 million.. There has been no official update to the 2005-06 ELL enrollment estimate of 5.1 million. However, given the 60 percent increase over a 10 year period (1995-2005), ELL enrollment will likely show an increase. FY 2011 funding provided an estimated \$140 per ELL based on the 2005-06 ELL estimate. If ELL enrollment increases by as little as 10 percent, the FY 2012 president's budget would provide \$142 per ELL, virtually freezing funds to support schools in meeting the academic needs of ELL students. This is inadequate since funding for Title III has remained static for the past two years, and the FY 2012 budget proposal provides no funding increase.

Program Need The gaps between ELLs and their English-fluent peers remain wide. The 2009 NAEP Reading results indicate that 30 percent of fourth-grade ELLs scored at or above the basic achievement level in reading compared to 69 percent of the non-ELL students, which is identical to the 2007 NAEP Reading results for fourth-grade ELL students. Moreover, the 2009 NAEP Reading results indicate that the number of eighth-grade ELL students scoring at or above the basic achievement level in reading dropped from 30 percent in 2007 to 26 percent in 2009, compared to the number of non-ELL students which increased from 74 percent in 2007 to 75 percent in 2009.. The 2009 NAEP Mathematics results indicate that 57 percent of fourth-grade ELLs scored at or above the basic achievement level compared to 84 percent of the non-ELL students. The achievement gap is not closing, and ELL enrollment shows few signs of slowing. Based on state reported data, since 2005-06 ELLs have accounted for 10 percent of the total student population. State reported data show that since 2001, increases in ELL enrollment have exceeded 30 percent annually.

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IDEA State Grants

Glen is an 18 year old 12th grader in Loganville, Georgia. He has a visual impairment that caused him to have severely high myopia (nearsightedness) in the right eye and a retinal detachment which caused him to be blind in the left eye. He currently has 20/200 vision with corrective lens. Even though Glen was fragile, professionals indicated that Glen could be on age level if he received early intervention. Vision services provided by funding from IDEA have been essential for Glen's successful development. Glen has excelled in and out of the classroom. He has a 90% GPA and is in the top 20% of his graduating class. He is the manager of his high school basketball team. This year he was elected by his Senior classmates as Football Homecoming King. Glen's success is due to personal determination, support, and advocacy by parents, teachers and administrators. Funding from IDEA has provided technology, including a laptop computer. Assignments are sent electronically to Glen, which he completes and returns using technology. It is imperative that IDEA funding continue so that there will be more success stories for students with disabilities—or even miracle stories like Glen's.

Description

The IDEA State Grant program (Part B) was established to assist state and local educational agency efforts to educate children and youth with disabilities by implementing, expanding and improving access to high quality special education and related services.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$11,505.2	\$11,505.2	\$11,505.2	\$11,705.2

Impact of President's Budget

The Administration's budget request for IDEA Part B would provide a nominal increase, essentially freezing the program and maintaining the federal contribution at only 17 percent of the national average per pupil expenditure (APPE). Congress has never met the promised amount of 40 percent. Indeed, funding has remained at the 17 percent level for many years, despite increasing costs and inflation. This funding level fails to provide meaningful federal assistance to states. The president's request for Part B fails to account for the steep funding cliffs schools and districts face after the withdrawal of more than \$11.3 billion dollars in ARRA funds. Finally, the Administration's request also ignores the incremental glide path Congress passed in IDEA 2004 as a means to attaining full federal funding of IDEA. Limiting funding for the IDEA places schools and districts in an almost untenable position, and if enacted they will face serious struggles to meet their obligations given the dire straits of current state budgets.

Program Need

In 1975, when the IDEA was enacted, Congress acknowledged that the cost of educating a student with disabilities is approximately twice that of educating students who do not receive special education supports and services. When the law was passed, Congress pledged to pay 40 percent of the national average per pupil expenditure for students receiving IDEA services. Unfortunately over the last three decades, the federal government has never fulfilled its fiscal pledge, leaving states and localities to bear the burden of paying the shortfall. The shortfall between what IDEA 2004 promised and what the president's budget proposes would continue to widen this gap.

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IDEA Preschool Programs

Mat is a 5-year-old preschool student in the Giles County, Virginia FOCUS program. Mat receives special education services as a student with autism, speech and language delay and sensory integration disorder. Mat was referred to the Giles County FOCUS program in the spring of 2009 as a student with the medical diagnosis of autism. Giles County's FOCUS program opened in August of 2009 with the support of federal government stimulus funds.

Through the FOCUS program, Mat has received researched based instruction in academics, behavior, play and socialization skills as well as speech and language and occupational therapies. Because of IDEA, Mat has received the academic and support services that will allow him to receive services in the general education kindergarten classroom in the fall of 2011. Mat will continue to receive special academic and therapy supports, however as a result of IDEA services Mat will begin his kindergarten experience able to actively participate in the curriculum, follow the routines of the general education classroom and to verbally interact with peers and adults. IDEA funding provides for Mat’s comprehensive special education services. State and local funds make up for the shortfall of federal funds. The comprehensive, intensive, center based services provided by the FOCUS program were made possible by federal stimulus funds. With the elimination and/or reduction of federal financial supports, a small rural county such as Giles will certainly not be able to continue funding these types of successful programs.

Description

IDEA Preschool Grants are intended to assist state and local education agencies in ensuring that preschool-aged children with disabilities (ages 3-5) are identified early in life and receive a free appropriate public education (FAPE). In addition, the federal contribution to preschool special education for states and local school districts facilitates the continuity of services for children with disabilities transitioning to school from the Infant and Toddler program (Part C, ages birth-2) and is an important part of state and community efforts for early intervention.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$374.01	\$374.01	\$374.1	\$374.1

Impact of President’s Budget

The Administration’s request to freeze funding for the IDEA Preschool Grants program is consistent with a pattern of cuts and freeze requests dating back to FY 2000, equating to a total of nearly \$20 million cut from this program. This program received \$400 million under the American Recovery and Reinvestment Act, and as a result programs across the nation have been able to save jobs and implement needed supports to provide high quality services. Unfortunately, the Administration’s budget fails to recognize the funding cliff created by this money and the great fiscal pressure on states and local school districts to provide these services.

Program Need

The amount available per child has decreased every year, not including ARRA funds, since 1992 as the number of eligible children has increased. Congress should provide funding to live up to the original promise to fully fund the Preschool Program by providing an allocation which will assist states and locals in providing high quality services to all who are eligible.

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IDEA Infants and Toddlers

Clare is an 11-month old infant with a severe bilateral hearing loss. Clare and her parents live in Erie, Pennsylvania and are currently receiving early intervention services in their home. Because of the Universal Newborn Hearing Screening program at their local hospital, Clare's hearing loss was diagnosed at birth. The attending audiologist immediately referred Clare and her family to a pediatric otolaryngologist at Children's Hospital of Pittsburgh.. At their visit, they learned that Clare would be a perfect candidate for cochlear implants. At eight months, Clare received her cochlear implants, were 'turned on.' Because of the unyielding involvement of Clare's parents, she responded immediately to sounds in her environment and to her parents' voices. Even though it has only been a couple of months, Clare now turns to sounds across the room and will stop when her father tells her not to go into another room! Thanks to funding from IDEA, the necessary resources have been in place to support Claire and her family throughout this period.



Description	IDEA Part C, the Infants and Toddlers with Disabilities Program, serves children ages birth through two years and their families. The program provides formula grants to states to develop and implement a statewide comprehensive, multidisciplinary, interagency system that provides early intervention services. This essential program helps state and local agencies identify and serve children with disabilities early in life when interventions can be most effective in improving educational outcomes.			
Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$439.43	\$439.43	\$439.43	\$489.43
Impact of President's Budget	The President's recognition of the importance to increase funding for this early intervention program is welcome. Because of mounting fiscal pressure over the last two decades, states have narrowed the eligibility requirements for this voluntary program. This proposed funding level will help to address the needs of approximately 330,000 infants and toddlers with disabilities throughout the country who currently need these services or the many more that deserve them.			
Program Need	Congress enacted this program after determining that there was an urgent and substantial need to provide the earliest intervention for infants who are developmentally delayed or at risk of becoming so. Over the years since it has been enacted, study after study has demonstrated that these services are among the most effective in helping students with disabilities attain favorable educational outcomes. Congress must provide enough funds to ensure that all eligible infants and toddlers and their families receive the services they need.			
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IDEA National Programs

In North Carolina, through funds for professional development provided under the State Personnel Development Grant (SPDG), students with disabilities more than doubled the progress in reading made by their nondisabled peers over a five-year period. Students with disabilities taught math by teachers trained with the SPDG funding increased their performance by 27 percent as compared with 3 percent for other students. In addition, of schools implementing positive behavior supports using SPDG fund for trainings, office discipline referrals decreased significantly.

Description	These competitive grant programs focus on key areas to help the field improve its research base and practice. Areas of focus include professional development and supporting personnel preparation, parent information centers, technical assistance, demonstration programs, dissemination of information, and technology development and media services. These critical programs help improve the field's understanding of special education pedagogy, implementation and use of evidence based strategies. These funds help to train leaders in the field and connect families to important information and resources to assist their children.			
Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
State Personnel Development	\$48.00	\$48.00	\$48.00	\$48.00

Technical Assistance and Dissemination	\$49.55	\$49.55	\$49.55	\$49.55
Personnel Preparation	\$90.65	\$90.65	\$90.65	\$90.65
Parent Information Centers	\$28.03	\$28.03	\$28.03	\$28.03
Technology and Media Centers	\$43.97	\$43.97	\$29.99	\$33.29
Special Olympics Education Programs	\$8.10	\$8.10	\$0	\$8.10
Mentoring for Individuals with Intellectual Disabilities	\$0	\$0	\$0	\$5.00

Impact of President's Budget

The Administration's FY 2012 budget provides a basic level of commitment to Part D programs. These programs provide the infrastructure for practice improvements for special education services and supports to children and families. The budget recommends a freeze in funding for most of research and professional development programs. It would cut \$14 million from Technology and Media Centers. None of these programs received any funding under ARRA and over the past five years have seen only slight gains or have been subject to across-the-board funding cuts. Thus, funding has not even kept pace with inflation despite the critical needs these programs serve as the foundation for the IDEA. Unfortunately, this budget also fails to invest in the infrastructure needed to maintain and provide high quality research and evidence based practices.

Program Need

While these programs represent less than 1 percent of the national expenditure for educating students with disabilities, they provide an infrastructure of practice improvements that support the implementation of IDEA. They also provide funding for personnel development. They fund more than 50 technical assistance and dissemination centers, higher education personnel preparation programs to prepare highly qualified special education personnel, parent centers to provide assistance to parents in all 50 states, technology and media centers, and Special Olympics education programs. Together these programs provide the necessary training and support for delivery of special education services to infants and toddlers, preschoolers, and youth with disabilities. In order to better serve this population, it is imperative that Congress provide more funding for Part D of IDEA.

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Smaller Learning Communities

Title V, Part D, Subpart 4 of the Elementary & Secondary Education Act (NCLB)

Lucy Beckham, the 2010 MetLife/NASSP National High School Principal of the Year, is the principal of Wando High School in Mt. Pleasant, SC. With over 3,200 students, Wando is more akin to a small city than a school. After receiving a grant under the SLC program in 2004, the building was divided into five smaller learning communities (a ninth-grade academy and four career-related academies), creating opportunities for personal connections and an education tailored to students' career and educational aspirations. Many of these programs have earned national recognition and recent data show significant increases in student state reading and math scores.

Description

The Smaller Learning Communities program supports school districts and large schools in the development, implementation, and expansion of more effective and personalized learning environments by actually reducing the size of schools and by creating "schools within

schools.”

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$88	\$88	\$0*	\$0*

Program Need The Smaller Learning Communities program is one of the few federal programs specifically targeted to support secondary school improvement. Research indicates that approximately 70 percent of American high school students attend schools enrolling 1,000 or more students, and nearly 50 percent attend schools with more than 1,500 students. Personalization is the key to higher student achievement, and children and youth attending smaller schools have higher attendance rates and are more likely to post higher test scores, pass their courses, and graduate from high school. As a result, NASSP suggests a funding level of \$93.5 million to expand the program to a point that is more commensurate with current needs.

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School Renovation and Modernization

American Recovery and Reinvestment Act (ARRA) of 2009 (P.L. 111-5)

Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010 (P.L. 111–312)

San Diego Unified School District was the first school district in the nation to utilize the interest-free QSCBs authorized under ARRA. The district’s QSCB allocation of \$38.8 million was included as part of San Diego’s larger capital improvement program, and was used for repairing outdated student restrooms and deteriorated plumbing and roofs, as well as for upgrading career and vocational classrooms and labs. In addition, the funding will be used to update classroom technology; improve school safety and security and upgrade fire alarms; replace dilapidated portable classrooms; and remove hazardous substances. The district realized savings of approximately \$20 million as a result of the federal bonding authority, and will use the funds to make additional technology investments that would otherwise have been delayed until money was available.

Description The Qualified School Construction Bond (QSCB) and Qualified Zone Academy Bond (QZAB) programs help states and school districts address the challenges they face in modernizing aging schools. Entities issuing federal school construction bonds receive interest-free bonding authority that can be used for specific infrastructure and instructional improvements, including enhancing building safety, expanding facilities to allow for smaller class size, and increasing access to learning technologies. QSCBs offer additional benefits, and can be used for new construction and land acquisition. The ARRA authorized QSCB and QZAB bondholders to receive a federal tax credit in lieu of interest payments, but the Hiring Incentives to Restore Employment (HIRE) Act of 2010 (P.L. 111–147) amended the Internal Revenue Code, allowing issuers the option of issuing the QSCBs and QZABs as specified tax credit bonds with a direct-pay subsidy.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
Qualified Zone Academy Bonds	\$1,400.00	\$400.00	NA*	\$0.00
Qualified School Construction Bonds	\$11,000.00	\$0.00	NA*	\$0.00

*The school construction bonding provisions are authorized and funded through tax legislation, and not federal appropriations.

Impact of President's Budget

The QSCB and QZAB programs operate according to calendar years (and not federal fiscal years). The ARRA authorized QSCBs for the first time, while extending and expanding QZAB authorization – both for 2009 and 2010. A one-year extension for the QZAB program for 2011 was authorized by Congress under the Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010. Additional bonding authority was not included in the president's budget request. QSCBs have been used successfully in over 40 states since the passage of ARRA, and QZABs have been popular since the program first began in 1998. Continuous investment in interest-free bonding authority is necessary for states and school districts to address a recognized and established need, and will help more students receive a high-quality education in safe and well-equipped buildings.

Program Need

The federal school bond programs help states and local school districts make progress in addressing their facility challenges, but the amount of bonding authority approved for QSCBs and QZABs in ARRA and the Tax Relief Act of 2010 falls well short of existing needs. Research conducted by the U.S. Department of Education in 1999 identified over \$125 billion in necessary renovation projects in existing school buildings, while other studies looking at both renovation and new construction costs estimated a nationwide need closer to \$300 billion. Additional federal investment in school modernization programs, as well as technical changes that allow the programs to adapt to a developing bond market, will help ensure the bonds remain attractive to buyers and can be used to help all children attend modern, safe schools.

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Part II: Education, Careers, and Lifelong Learning

Career and Technical Education Act (Perkins Act)

The Carl D. Perkins Career and Technical Education Act

With help from the Perkins Basic State Grants, Sam Jones of Greenwood, Arkansas, earned an associate's degree a week before he graduated from high school. The Western Arkansas Technical Center at University of Arkansas (UA)-Fort Smith encourages students to enroll in college classes while still in high school. Sam took this excellent opportunity to get his Associate of Applied Science degree in General Technology through evening and summer classes during the 10th and 11th grades. With Perkins Basic State Grants funding, Sam is now enrolled full time at UA-Fort Smith pursuing two more degrees, an Associate of Applied Science degree in computer-aided drafting and design and a bachelor's degree in mechanical engineering.

Description

The Carl D. Perkins Career and Technical Education Act (Perkins) provides critical funds to states. States distribute the funds by formula to schools for programs that provide individuals with the academic and technical skills needed to succeed in our knowledge- and skills-based economy. The career technical education system prepares its students for both postsecondary education and the careers of their choice. States receive two grants: Basic State Grants and Tech Prep.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)				
Basic State Grants	\$1,160.91	\$1,160.91	\$ 1,264.00	\$1,000.00
National Programs	\$ 7.86	\$ 7.86	\$ 7.86	\$ 7.86
Tech Prep	\$ 102.92	\$ 102.92	\$ 0	\$ 0

Impact of President's Budget

The President proposes a cut of \$264 million or 20 percent in funding for the Perkins programs, as well as a consolidation of the Tech Prep program with Basic State Grants. The career and technical education community believes that a much stronger investment is necessary to meet the growing needs of students, the economy, and the workforce. In order to build a pipeline of skilled workers and address critical education challenges such as reducing the dropout rate, funding for the Perkins Act needs to be restored to FY 2010 levels to support secondary and postsecondary career and technical education (CTE) programs. A restoration of funds in the Perkins program would retain support for programs that provide career pathways for students from high school to community colleges, the workforce and careers. This is a fundamental goal of the Perkins Act.

The Administration claims that Perkins outcomes are weak, and that all CTE programs need to be high quality. The Perkins Act collects data on a number of student outcomes, and in every state students enrolled in CTE programs do significantly better and are more likely to graduate high school and enter post secondary education than their non-CTE counterparts. By cutting funding for CTE programs, due to the fact that the Perkins Act is funded through a formula, all CTE programs, including "high quality" ones will be cut or eliminated.

A restoration of funds will ensure that programs are able to provide a seamless educational transition for students as they move from high school to community college and would produce more skilled workers to fill the jobs that are crucial to America's economy. Even more valuable in our changing economy, the Perkins Act does more than train people for specific jobs. It provides them with transferrable skills that will lead to lasting career development. Nationally, about 60 percent of Perkins CTE Act funds are being used at the secondary level, and 40 percent of these funds are used at the postsecondary level, mainly at community and technical colleges.

Program Need Perkins funding should remain stable to help address factors including rising CTE enrollment, the declining number of available skilled workers, and the increased costs of implementing quality CTE programs resulting from reauthorization requirements.

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Tech Prep Education

The Carl D. Perkins Career and Technical Education Act

Description Tech Prep is an education reform program designed to enhance and expand career and technical education by creating links between secondary and postsecondary education. The program funds partnerships offering seamless pathways from high schools to postsecondary experiences that provide articulated postsecondary credit, integrate academic and technical skills, and lead students to industry-recognized credentials, certificates, or degrees in high wage, high skill, or high demand career fields.

Impact of President’s Budget The President’s FY 2012 budget proposal would significantly reduce funding for the Perkins Act to \$1 billion, a loss of \$264 million, and consolidates Tech Prep funding into the Basic State Grant

Program Need The Tech Prep program needs to remain funded at FY 2010 levels, \$103 million, to ensure that programs are not eliminated.

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Adult Education and Family Literacy

The Adult Education and Family Literacy Act

Description Adult Education and Family Literacy programs assist adults in the completion of their secondary school education to become literate and proficient in speaking English, secure citizenship, and obtain the knowledge and skills necessary for employment and self-sufficiency. To help adults qualify for jobs with family sustaining incomes, adult education partners with community colleges, technical institutes, and area vocational schools to provide integrated adult education with occupational skill training accelerating attainment of industry-based certifications. In addition, adult education helps parents obtain the educational skills necessary to become full partners in the educational development of their children.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)				
State Grants	\$ 628.22	\$628.22	\$628.22	\$635.00
National Leadership Activities	\$ 11.35	\$ 11.35	\$ 11.35	\$ 23.3

Impact of President’s Budget The National Assessment of Adult Literacy (NAAL) ten-year assessment of adult literacy was released in December 2005 revealing that 93 million adults have limited skills impacting their work, family, and community responsibilities. Forty-nine of 50 states have waiting lists for services. The FY 2010 increase of \$67 million in state grants included \$67 million to fund states that were underpaid during the FY 2003-2008 period and held harmless those states overpaid during that same period. The FY 2011 proposed budget reduced the proposed amount to \$612 million. Of that amount, \$75 million is designated for the English Literacy/Civics

funding. The FY 2012 proposed budget for state grants is \$635 million that includes \$50.8 million to be combined with funds from Labor and Vocational Rehabilitation to support innovation grants and \$75 million for EL Civics grants. This level of funding will support less than 3 percent of the target population who need to access to adult education services.

The 2012 budget proposes to fund National Leadership Activities at \$23.3 million, a \$12 million increase over FY 2010 and equal to the amount set aside in the FY 2011 continuing resolution. The additional funds would provide \$6 million for a new impact evaluation of college bridge programs that would assist adult learners in transition from adult education to postsecondary education and training and \$6 million for the development of a comprehensive technology infrastructure for adult learners and adult educators. Remaining funds would continue to support the type of activities carried out in the past.

Program Need Adult education should be funded at a level of at least \$1 billion. This funding level would remove the waiting lists and provide for a modest expansion of access for a greater number of undereducated adults enabling them to qualify for jobs with family sustaining income.

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Library Services and Technology Act

The Museum and Library Services Act

Description The Library Services and Technology Act (LSTA) consolidates federal library programs, while expanding services for learning and access to information resources in libraries for individuals of all ages. LSTA links libraries electronically and helps provide users access to information through state, regional, national, and international networks. Federal resources help target library services to people of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to people with limited literacy or skills.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Funding History				
(in millions)	\$213.52	\$213.52	\$213.52	\$193.22

Impact of President's Budget As Americans deal with the weakened economy, they are using their libraries more than ever before, visiting them over 119 million times each month. The Grants to State Library Agencies program is cut by \$11.2 million and The Laura Bush 21st Century Librarian Program is cut by \$8.9 million. Reducing federal funding for libraries at this time of increased demand will hinder libraries from serving job-seekers, who are flocking to the library for help with online job searching and applications, resume writing, computer classes and much more, as well as hinder efforts to recruit and educate the next generation of librarians and library and information science faculty.

Program Need An increase in LSTA funding will ensure that Americans of all ages have sufficient access to library and information services, support the recruitment and professional development of the next generation of librarians, and provide libraries the resources they need to improve literacy skills and academic achievement.

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Part III: The Gateway to Opportunity – Higher Education

Higher Education Overview

President Obama uses every opportunity to highlight the need for investment in education to lead the nation out of its current economic crisis and toward future economic security. In his State of the Union address, the President said “We need to out-innovate, out-educate, and out-build the rest of the world.” The President kept that in mind in releasing his FY 2012 budget request for education, which would provide an overall increase to the Department of Education of \$2 billion.

The highlight of the President’s budget for higher education is the “Pell Grant Protection Act,” which would maintain the maximum Pell Grant award of \$5,550 using a combination of discretionary and mandatory funds. This is essential to assuring access to higher education for students from low-income families and necessary for the President to meet his goal that by 2020 the U.S. will have the highest proportion of college graduates in the world.

In order to offset part of the cost for maintaining the \$5,550 Pell maximum award, however, the President proposes to eliminate the “summer Pell,” which allows students to receive Pell Grants while attending school year-round, and the in-school interest subsidies low-income graduate and professional students now have on certain federal direct loans. The President also proposes to freeze spending for several higher education programs that help ensure student success, including: the Supplemental Educational Opportunity Grant (SEOG) Program; the Federal Work Study Program; GEAR UP, international education and language studies , and aid for institutions that serve large percentages of minority and disadvantaged students.

The President again proposes to eliminate funding for LEAP, the Leveraging Educational Assistance Partnerships Program (LEAP), and in fact, this funding was eliminated for FY 2011 in Public Law 112-4, the continuing resolution that extended FY 2011 federal appropriations through March 18, 2011. The President proposes consolidation of programs with new provisions, including the Graduate Assistance in the Areas of National Need (GAANN) and the Jacob K. Javits Fellowship Programs for academically promising graduate students, and the TEACH Grant program.

The President achieved some of the goals he outlined in his higher education budget proposal last year, through the Student Aid and Fiscal Responsibility Act (SAFRA), which was enacted as part of the Health Care and Education Affordability Reconciliation Act of 2010 on March 30, 2010. As a result of SAFRA, for example, all new Stafford federal student loans now originate through the U.S. Department of Education, which means the federal government is saving billions of dollars in subsidies it had been paying to banks and other FFEL lenders. The savings from the transition to the Direct Loan program are being used to strengthen the Pell Grant Program and other federal education initiatives.

Despite these recent increases in the federal investment in education, however, significant new funding is still needed in FY 2012 to assure stability in the Pell Grant and other student aid programs. The need for increased funding for student aid is further intensified by the growth in the number of students pursuing postsecondary education and the effects of the poor economy, which is increasing eligibility for need-based aid.

As in the President’s budget request last year, new authorizing legislation would be needed to implement many of the changes proposed in FY 2012, including:

- Elimination of year-round Pell Grants
- Expansion of the Perkins Loan program
- Elimination of the in-school interest subsidy for graduate students
- Creation of the Presidential Teaching fellows program (by eliminating TEACH Grants), and
- Consolidation of existing programs into new programs

Following are a few samples of student aid packaging prepared by the National Association of Financial Aid Administrators with data provided by the College Board...

Public Four-Year — University A

2010-11

Total Family Income = \$33,915

Family of 4, 1 in college

Second-year student

Total Estimated Cost of Attendance (COA)	\$19,886
Expected Family Contribution (EFC)	367
Need (COA – EFC)	\$19,519
Federal Pell Grant	5,200
Federal SEOG Grant	450
Federal Academic Competitiveness Grant (ACG)*	1,300
State Grant	1,483
University Grant	2,000
Federal Perkins Loan	1,200
Direct Subsidized Stafford Loan	4,500
Direct Parent Loan	486
Federal Work Study (FWS)	2,900
Total Aid	\$19,519

*Note that 2010-11 is the last year ACG will be available.

Grant aid = \$10,433, or 52% of COA

Self-help (EFC + loans + work) = \$9,453, or 48% of COA

EFC may be covered by additional parent PLUS, or student could borrow recommended amount of parent loan + EFC in a Direct Unsubsidized Stafford loan.

Order of packaging to meet need:

1. Grants
2. Federal subsidized loans
3. Work

Public Four-Year — University B



2010-11
 Zero EFC but income above poverty line
 New freshman

Total Estimated Cost of Attendance (COA)	\$22,550
Expected Family Contribution (EFC)	0
Need (COA – EFC)	\$22,550
Pell Grant	5,550
Academic Competitiveness Grant (ACG)*	750
FSEOG	300
Institutional Grant	5,050
Federal Work Study (FWS)	3,000
Perkins Loan	650
Direct Subsidized Stafford	3,500
Institutional Low Income Grant**	0
Direct Unsubsidized Stafford	2,000
Total Student Aid	\$20,800
Unmet (PLUS or Private Loan)	1,750

*Note that 2010-11 is the last year ACG will be available.

**Available only to zero EFC with income at or below the poverty line

Grant aid = \$11,650, or 52% of COA

Self-help (EFC + loans + work + unmet need) = \$10,900, or 48% of COA

Order of packaging to meet need:

1. Grants
2. Work
3. Federal loans (subsidized first, then unsubsidized)
4. Additional grant if student qualifies
5. PLUS or private loan recommended for unmet need

Private Non-profit Four-Year—College A

2010-11

Total Family Income = \$33,457

Family of 3, 1 in college

AGI = \$32,866

Freshman living on-campus

Total Estimated Cost of Attendance (COA)	\$37,930
Expected Family Contribution (EFC)	1116
Need (COA – EFC)	\$36,814
Institutional Scholarship	13,000
Pell Grant	4,400
Academic Competitiveness Grant (ACG)*	750
FSEOG	1,000
FWS	2,200
Perkins Loan	1,500
Federal Direct Loans (maximum \$3,500 subsidized + maximum \$2,000 unsubsidized)	5,500
State Merit Scholarship	2,374
State Need-Based Grants	4,864
Total Aid	\$35,588
Unmet need	\$1,226

*Note that 2010-11 is the last year ACG will be available.

Unmet need plus EFC may be covered by a PLUS loan.

Grants = \$26,388, or 70% of COA

Self-help (EFC + loans + work + unmet need) = \$11,542, or 30% of COA

Private Non-profit Four-Year—College B

2010-11

Total Family Income = \$33,457

Family of 5, 1 in college

Freshman living on-campus

Total Estimated Cost of Attendance (COA)	\$40,500
Expected Family Contribution (EFC)	0
Need (COA – EFC)	\$40,500
Pell Grant	5,550
Academic Competitiveness Grant (ACG)*	750
College Grant	15,000
State Grant	4,925
Federal Direct Loans (maximum \$3,500 subsidized + maximum \$2,000 unsubsidized)	5,500
Total Aid	\$31,725
Unmet need	\$8,775

*Note that 2010-11 is the last year ACG will be available.

Unmet need may be met with PLUS loans.

Grants = \$26,225, or 65% of COA

Self-help (EFC + loans + work + unmet need) = \$14,275, or 35% of COA

Community College, Two-Year
2010-11
First-year student, living with parents

Total Estimated Cost of Attendance (COA)	\$15,240
Expected Family Contribution (EFC)	1,770
Need (COA – EFC)	\$13,470
Pell Grant	3,800
FSEOG	500
State need-based grant	400
State merit-based grant	700
Federal Work Study (FWS)*	4,000
Federal Subsidized Loan	3,500
Total Student Aid	\$12,900
Unmet need	\$570

*Once FWS has been fully allocated, unsubsidized loans are offered (up to \$2,000 for dependent undergraduates, or up to \$6,000 for independent undergraduates.)

Early applicants are more likely to get campus-based funds (FESOG, FWS, Perkins loans). Later applicants generally receive Pell Grant and Direct Loans, and are more likely to need unsubsidized loans.

Unmet need and EFC may be covered by Direct Unsubsidized Stafford Loan or Direct Parent PLUS Loan.

Grants = \$5,400, or 35% of COA

Self-help aid (EFC + loans + work + unmet need) = \$9,840, or 65% of COA.

Appendix

Average Estimated Undergraduate Budgets, 2010-11 (Enrollment-Weighted)

	Tuition and Fees	Room and Board	Books and Supplies	Transportation	Other Expenses	Total Expenses*
Public Two-Year						
On-Campus	\$2,713	—	\$1,133	—	—	—
Commuter	\$2,713	\$7,259	\$1,133	\$1,491	\$2,041	\$14,637
Public Four-Year						
In-State On-Campus	\$7,605	\$8,535	\$1,137	\$1,073	\$1,989	\$20,339
Commuter	\$7,605	\$8,353	\$1,137	\$1,532	\$2,356	\$20,983
Out-of-State On-Campus	\$19,595	\$8,535	\$1,137	\$1,073	\$1,989	\$32,329
Private Four-Year						
On-Campus	\$27,293	\$9,700	\$1,181	\$862	\$1,440	\$40,476
Commuter	\$27,293	\$8,150	\$1,181	\$1,319	\$1,822	\$39,765

— Sample too small to provide meaningful information.

* Average total expenses include room and board costs for commuter students, which are average estimated living expenses for students living off campus but not with parents.

NOTE: Expense categories are based on institutional budgets for students as reported by colleges and universities in the Annual Survey of Colleges. They do not necessarily reflect actual student expenditures.

SOURCE: The College Board, *Annual Survey of Colleges*.

Federal Pell Grant Program

Title IV, Part A, Subpart I of the Higher Education Act

Description The Pell Grant program provides grants to low-income undergraduate students to help them finance their college education. This program is the foundation for securing the federal goal of providing equal access to postsecondary education for all citizens. The Pell Grant maximum is set in the annual education appropriations bill, and the size of the award varies in relation to students' financial need.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
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Discretionary Appropriations (in millions)	\$17.5	\$23.16	\$17.5	\$28.6
Aid Available (in millions)	\$36.5	\$35.77	\$30.14	\$36.07
Discretionary Maximum Award (in Actual Dollars)	\$4,860	\$4,860	\$4,015	\$4,860
Mandatory Increase (in Actual Dollars)	\$690	\$690	\$690	\$690
Maximum Award (in Actual Dollars)	\$5,550	\$5,550	\$4,705	\$5,550

Impact of the President's Budget

The president's budget proposes to maintain the current maximum award of \$5,550, and make changes to the Pell Grant and other existing student aid programs. The President's Budget would suspend year-round Pell Grants, which the Administration estimates would reduce program costs by \$7.6 billion in FY 2012. Year-round Pell Grants provide additional Pell Grant funding for students taking courses during the summer, with the goal of accelerating their studies. This was a recent change to the program, enacted in the 2008 reauthorization of the Higher Education Act. If, as the president proposes, the \$5,550 maximum award remains, it is estimated that 9.4 million students will receive a Pell Grant in the coming school year, and 9.6 million will receive an award in the following school year.

Program Need

The recent economic downturn has caused a surge in postsecondary enrollment and a significant increase in financial need for new and existing students as family incomes have decreased. Pell Grants are the primary means for low-income students to afford a college education. Maintaining the \$4,860 discretionary award for the Pell Grant is necessary in order to retain the mandatory increase. Under the Student Aid and Fiscal Responsibility Act of 2010 (or SAFRA), beginning in FY 2014 if the discretionary award level is below \$4,860, the mandatory award will be reduced. If the level proposed by the House in H.R. 1 were enacted, for example, the mandatory increase would be eliminated entirely by FY 2015. Similarly, because of the way Pell Grant eligibility is tied to funding levels, reductions in program funding mean that some students will lose eligibility while all others will see their award levels cut. Under the reduction proposed in H.R. 1, 1.7 million students will lose their Pell Grants, and all remaining students will see a cut of over 15 percent to award level.

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Federal Supplemental Educational Opportunity Grant Program (SEOG)

Title IV, Part A, Subpart 3 of the Higher Education Act

Norsy is a senior at Fordham University, majoring in sociology, who plans to pursue studies in the School of Social Work, which is a demanding dual-major undergraduate program with graduate courses, 600-hour field practicum, and requirements for another major. Norsy has been in good academic standing since her freshman year, although burdened because her mother was diagnosed with breast cancer in 1999. Unfortunately, Norsy's mother lost her battle with cancer and died last November. Because of the loss of her mother, her family situation became even more difficult because of medical bills and other complications. Norsy receives a Pell Grant, SEOG, Federal Work Study and institutional aid. After her mother's death, Norsy was able to receive even more SEOG funding to finish her senior year because SEOG targets students with tremendous need.

Description

SEOG provides up to \$4,000 in additional grant aid targeted for exceptionally needy students, with first priority going to Pell Grant recipients. SEOG expands college choices for low-income students and is a critical component of the federal student aid package that helps pay for college. SEOG also gives financial aid officers the flexibility to help students when their financial circumstances drastically change.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$757.47	\$757.47	\$0	\$757.47

Impact of President's Budget The president's proposed budget preserves the SEOG program at the FY 2011 level. This leverages an institutional match and would provide an average grant of \$716 for 1.3 million students. Because the SEOG awards go to the neediest Pell Grant eligible students, a funding freeze equals a cut, especially given the growing number of qualifying students.

Funding for SEOG was eliminated in H.R. 1, the Continuing Resolution for FY 2011. Zeroing out SEOG would have dire consequences as families and students could not make up for the loss of SEOG funding. Many colleges and universities are also hard pressed financially because of the economy and cannot make up the difference. Students would have to acquire more loan debt, or have to drop out of college because of the loss of this funding.

Program Need Given the current economic crisis, enrollment increases and the growth in the number of students eligible for need-based aid, SEOG should be increased. Last year, the program served fewer students with a higher average grant. Instead of spreading the funding between several programs, SEOG should be increased.

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Federal Work-Study Program (FWS)

Title IV, Part C of the Higher Education Act

Many times FWS work experience is directly related to a student's field of study or community service—both of which are valuable to the student, the institution, and the surrounding community. This is the case of a student who attended a large public university and participated as an America Reads tutor through the FWS program. This student is now a successful teacher as a direct result of her experience with the America Reads and the FWS programs. As with many FWS opportunities, there are two benefits with each federal dollar used to compensate students like the one in this example: a needy student has better access to college and is more likely to persist, and academically at-risk children are receiving tutoring in reading and mathematical skills.

Description The Federal Work-Study (FWS) program provides funds, which institutions match, and are then awarded to needy students for part-time employment that assists in their financing of college costs. Students can receive FWS funds at approximately 3,400 participating postsecondary institutions. The work-study program is cost-efficient because institutions and employers generally contribute funds. The program provides students with much-needed funding and work opportunities, which can help integrate students into college life and continue to graduation. In addition, institutions must use at least 7 percent of their FWS allocation to employ students in community service jobs. Employing FWS students in these positions serves the needs of the community and gives the FWS student an enriching and rewarding experience. While the vast majority of FWS funds go directly towards need-based student compensation, a portion of funds can also be used to develop off-campus jobs for students.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$980.49	\$980.49	\$980.49	\$980.49
Impact of President's Budget	The president's budget freezes funding for FWS at its proposed FY 2011 level of \$980.49 million.			
Program Need	It is imperative that the FWS program receive the \$980.49 million funding level requested by the president. This funding ensures availability of job opportunities to help students complete their degrees in a timely manner. Any cut to the FWS program would hinder students' ability to fund their education, likely resulting in higher debt burdens. In addition to helping earn funds to help pay their postsecondary expenses, FWS allows students to gain valuable work experience.			
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Federal Perkins Loan Program

Title IV, Part E of the Higher Education Act

Description The Perkins Loan Program provides low-interest loans to the neediest college students. Colleges originate, service, and collect the loans, and create a revolving fund to provide loans to future students. The federal government is authorized to add capital contributions every year, and colleges match a third or more, which stretches federal dollars. Federal funds are required to reimburse schools that meet their obligation to cancel loans for borrowers who work in public service-oriented fields such as teaching, nursing, law enforcement, the Peace Corps, child care and the military.

*Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Federal Capital Contributions	\$0	\$0	\$0	\$0
*Cancellations	\$0	\$0	\$0	\$0

**The president proposes to restructure Federal Perkins Loans as a mandatory credit program.*

Impact of President's Budget The Administration proposes to restructure the Perkins Loan program with the goal of incorporating additional institutions into the program and expanding loan availability. More funds would be needed for these changes, so the President's proposal would also eliminate significant student benefits by increasing interest rates, charging interest during the in-school and grace periods, and reducing cancellations for public service. In the president's proposal, the federal government would take over servicing the loans from institutions, which have managed the program since its founding in 1958. Congress must pass legislation to enact this proposal, so the earliest these changes could occur is July 1, 2012. In the meantime, Congress should fund new capital contributions to allow institutions to provide more loans to low-income students in these tough economic times, and fund the federal responsibility to reimburse institutions for eligible Perkins Loans cancellations.

Program Need The Federal Capital Contribution, which is authorized for \$300 million per year, needs to be fully funded for FY 2012. With institutional matching funds, this would make \$400 million available for new loans, helping thousands of additional students. In addition, \$125 million is needed to fund expected cancellations and cover past shortfalls as required in the law. Perkins Loans provide low-cost loans to students who cannot borrow or afford more expensive private student loans and is a key part of making higher education accessible and affordable. It also provides an important incentive for people who wish to go into public service by offering loan cancellations after five years of

service in 16 public-service professions.

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Leveraging Educational Assistance Partnerships (LEAP)

Title IV, Part A, Subpart 4 of the Higher Education Act

Description

LEAP makes incentive grants to states to encourage the retention and expansion of need-based state grant programs. States must match LEAP funding. The new component of LEAP, Grants for Access and Persistence (GAP), is targeted to develop and coordinate partnerships that assist low-income students in pursuing a college education and supporting them until graduation.

Funding History

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$63.85	\$0	\$0	\$0

Impact of President’s Budget

The president's FY 2012 budget proposal would eliminate funding for LEAP, and in fact, LEAP funding was eliminated in HR 1, the current FY 2011 continuing resolution. This is unacceptable, especially given the tough economic times students and their families are facing. Current funding of less than \$64 million generates over \$1 billion in aid to college students, most of who come from low-income families. Many LEAP recipients will be forced to drop out of college if their LEAP grants of \$1,000-\$2,000 are eliminated.

Program Need

The LEAP program serves over 1 million students each year, more than half of whom have annual family incomes of less than \$20,000. The maintenance-of-effort requirements of LEAP have ensured continued state funding even in difficult budget times. Ending the federal matching funds could lead many states that established state grant programs explicitly to match-fund LEAP to end those programs. Because the students receiving LEAP grants tend to come from lower income families, it is unlikely they have alternate sources of funds for college and many will be forced to drop out of college. Maintaining LEAP funding is critical to the stability of the financial aid partnership between the federal and state governments, and more importantly, is vital to ensuring that hundreds of thousands of students can continue their college education.

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High School Equivalency and College Assistance Migrant Program (HEP-CAMP)

Section 418A of the Higher Education Act

Concepción has blossomed from a shy college freshman to an outgoing engineer. She is currently president of the New Mexico State University’s Concrete Canoe Team and served as a CAMP Learning Community Leader for two years, mentoring CAMP freshmen living on campus. Concepción has interned at the Texas Department of Transportation for the past two summers, and now she has offers from nine different corporations in the United States, Canada, and Mexico eager to bring her onboard after she graduates in May. “The CAMP program has allowed the calluses in my hands to heal and my mind to grow.”

Concepción Mendoza, Civil Engineering Technology, May 2008
New Mexico State University CAMP

Description

Farm worker migrant and seasonal worker students are among the most disadvantaged and at risk of all students. Their dropout rate is one of the highest, and they encounter tremendous obstacles in completing high school and pursuing higher education. For over



three decades, the High School Equivalency (HEP) and College Assistance Migrant Program (CAMP) programs have been successful in helping to close the access and completion gaps for many low-income farm worker migrant and seasonal worker students. The HEP/CAMP program is the only federal program targeting these students to provide them with educational opportunities and support to get their GED and to pursue and succeed in higher education. The HEP helps students who have dropped out of high school earn a GED. The CAMP assists these students in their first year of college with academic and personal counseling, stipends, and other support services.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$36.67	\$36.67	\$36.67	\$36.67

Impact of President’s Budget The president’s FY 2012 budget provides \$36.67 million for HEP/CAMP, a freeze in funding for these important programs. The FY 2012 request would support approximately 46 HEP projects and 40 CAMP projects, as well as outreach, technical assistance and professional development activities. Currently, there are 83 HEP/CAMP Programs situated at institutions of Higher Education throughout the United States and Puerto Rico. There is a great demand for these services and much more in terms of funding is required to meet the needs of farm worker migrant students across the country to ensure they have access to educational and job opportunities.

Impact of H.R. 1 Program Need H.R. 1 does not impact this program. The Higher Education Opportunity Act of 2008 recognizes the importance of the HEP/CAMP program by increasing the authorization levels to \$75 million, an increase of \$55 million. While an increase in funding is needed for the HEP/CAMP program to meet the needs of farm worker migrant students, we are not seeking an increase this year in recognition of the current federal funding situation. However, in the future we plan to seek funding at the authorized level to ensure these students have equal opportunity to receive a quality education.

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Federal TRIO Programs

Title IV, Part A, Subpart 2, Chapter 1 of the Higher Education Act

“Without Upward Bound I can honestly say college may not have been an option for me. I come from a single-parent household with three brothers and two sisters. My mom did not graduate from college and does not know how to go about taking all the right steps to make college an option for her children. Upward Bound is that constant counselor for me and my peers in the program making sure we take those right steps. The counselors push us to raise the bar for ourselves and others. As a senior in high school, I was accepted into seven colleges and gained \$128,000.00 from the scholarships four schools offered me. I cannot stress the fact that Upward Bound helped me to achieve this....If Upward Bound is cut, that means my two younger brothers, who need Upward Bound, may not have a chance to be in the program. It also means that other kids who hear people tell them ‘they can’t’ may not hear someone telling them they can. This program is more than just a six week summer program. It is a strong group of friends filled with motivators who I consider my family.”

Description The TRIO programs provide a pipeline of educational outreach and student support services to more than 840,000 low-income students from as early as middle school through postgraduate study. With nearly 3,000 projects across the country, TRIO programs motivate and prepare individuals who come from families with incomes below 150 percent of the poverty level and in which neither parent graduated from college. TRIO programs include veterans, students with disabilities, and working adults. Programs operate in every jurisdiction of the United States and several independent territories.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$910.09	\$910.09	\$885.19	\$920.1

Impact of President's Budget The Administration's budget would prevent the loss of TRIO services to several thousand students, including approximately 12,000 high school students who participate in the Upward Bound program. As the Department of Education will host grant competitions for four TRIO programs during FY 2012 (Upward Bound, Upward Bound Math-Science, Veterans Upward Bound, and the Ronald E. McNair Post baccalaureate Achievement Program), the increase proposed in the Administration's budget request will help ensure that as many students as possible are able to take advantage of the academic tutoring, college and career counseling, personal mentoring and financial advising that our neediest students require in order to successfully enroll in and graduate from college. Such services complement our nation's financial aid offerings and help ensure greater returns on these investments. Ultimately, this funding request, if approved by Congress, would help prepare today's students to compete in tomorrow's workforce and strengthen our standing in the global marketplace.

H. R. 1 cuts TRIO by \$25 million, which would cause approximately 96,000 students to lose program services. It would also result in the loss of nearly 500 jobs, making it more difficult for colleges to provide the support services at-risk students need to stay in and complete their higher education.

Program Need Unless Congress provides an increase in TRIO funding, several thousand low-income, potential first-generation college graduates will lose access to TRIO services. These losses will directly impact nearly 200 Upward Bound programs serving 12,000 high school students across the country as well as limit opportunities for the Veterans Upward Bound program to help our veterans re-enter the education pipeline and reintegrate themselves into society. Additionally, a funding increase would bolster the Upward Bound Math-Science and McNair Post baccalaureate Achievement Programs, both of which are designed to increase the number of American students entering into the critical fields of science, technology, engineering, and mathematics.

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Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Title IV, Part A, Subpart 2, Chapter 2 of the Higher Education Act

Enrolling in the GEAR UP program was been one of the best decisions of my life. In GEAR UP I gained the tools necessary to prepare me for the college search and my career. GEAR UP hosted all types of seminars about financial aid, scholarships, writing workshops, and many family events. During my time in the program my family and I attended seminars about the opportunities available to us. I have been exposed to college life. I have visited many different colleges, taken college courses, and even experienced dorm life. I am very grateful for what the GEAR UP program has done for me. With guidance from my parents and all the GEAR UP instructors over the years, I know I want to go to college. While I am unsure which college I want to attend, I know that I would like to major in graphic design. Ten years from now, I see myself owning my own graphic design company or teaching a design class.

Description GEAR UP significantly increases the number of low-income students who are prepared to enter and succeed in post-secondary education. GEAR UP provides critical early college awareness activities, tutoring, mentoring, academic preparation and college scholarships to improve access to higher education for low-income students and families. GEAR UP

requires cooperation among K-12 schools, institutions of higher education, state higher education entities, businesses and community-based organizations, and leverages private matching resources to supplement the federal investment

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$323.21	\$323.21	\$303.41	\$323.21

Impact of President's Budget Recognizing the powerful impact that GEAR UP can have on preparing low-income students for higher education, an increasing number of communities have developed comprehensive proposals to receive this federal support. Without an appropriations increase, GEAR UP will continue to remain out of reach for many communities committed to supporting students along the complex pathway to higher education, particularly since a considerable number of grants expire in FY 2011. If funding is frozen at current levels, the Department of Education will be limited to renewing expiring grants, and unable to make new awards. As a result, schools and communities would be deprived of essential resources and research-based programs that make higher education more accessible for underserved students and families.

H. R. 1 would cut GEAR UP by \$20 million, excluding more than 40,000 low-income, minority and disadvantaged students from receiving the support they need to prepare for college. Already, more than 100 grants will expire in 2011, decreasing the number of teachers, parents and schools helping these students.

Program Need Despite GEAR UP's demonstrated success in improving high school graduation rates, college enrollment and college readiness for low incomes students, only a mere fraction of eligible students and communities benefit from the program. After years of funding freezes, an appropriation of \$400 million would allow GEAR UP to serve more than 175,000 additional students in FY 2012.

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William D. Ford Federal Direct Loan Program

Title IV, Part D of the Higher Education Act

Description The Department of Education administers one major student loan program, the William D. Ford Federal Direct Loan Program (DL), encompassing four loan types: subsidized Stafford loans, unsubsidized Stafford loans, PLUS loans for parents of dependent students, and PLUS loans for graduate/professional students (all PLUS loans are unsubsidized). The program makes low-interest loans available to students and their families to pay the costs of postsecondary education and has become the largest federal student aid program. The program also provides other benefits such as loan forgiveness, income-based repayment, and borrower protections that help prevent students from defaulting on their loan obligations. These benefits and favorable loan terms make federal Direct Loans a better option for students and families than private or "alternative" student loans.

Proposed Budget In 2010, Congress passed the Student Aid Fiscal Responsibility Act (SAFRA), which included a provision to make all new Stafford and PLUS Loans through the Direct Loan program administered by the Department of Education, thus ending the parallel bank-based Federal Family Education Loan (FFEL) Program. All institutions were required to convert to DL for the 2010-11 academic year. This year, the president's FY 2012 budget maintains that all Stafford and PLUS loans will be administrated through the DL program, but makes a significant proposed change in calling for the elimination of the interest subsidy on Stafford loans for graduate students.

The proposal to eliminate the graduate student interest subsidy would save close to \$2

billion per year—funds that would be invested in the Pell Grant program to maintain the current maximum award of \$5,550. Currently, most graduate students are able to borrow up to \$20,500 in Stafford Loans per academic year, of which a maximum of \$8,500 can be subsidized. The Administration has said that the Income-Based Repayment (IBR) program, which was enhanced through SAFRA to offer loan forgiveness after 20 years of repayment and would limit monthly payments to 10 percent of a borrower’s discretionary income, provides graduate students with repayment options that offset the need for the subsidy.

Related to the DL program, the Administration is also proposing a debt conversion program for students who hold both FFEL and DL loans. Under this proposed program, borrowers could convert the holder of an existing FFEL debt to the Department of Education. Borrowers would still keep the same terms and conditions of their existing FFEL loans and the Department would provide a 2 percent decrease on the loan balance as an incentive to convert. Students with multiple holders of Stafford and/or PLUS loans would thereby have a single holder, and the federal government would collect the debt directly. This initiative would save an additional \$2 billion that would be invested into the Pell Grant program.

Impact of President’s Budget The proposed elimination of the graduate school interest subsidy would increase the cost of borrowing for needy graduate students, as the 6.8 percent interest that is now paid on behalf of the student would have to either be paid by the student as it accrues or be capitalized.

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Student Aid Program Management

Title IV, Part D of the Higher Education Act

Description Section 458 of the Higher Education Act provides funds to support the Administration of all federal student aid programs.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
	\$911.96	\$1,079.27	\$1,079.27	\$1,342.24

Impact of President’s Budget Student Aid Administration provides the necessary funding in order for the Department of Education, primarily through the Office of Federal Student Aid, to properly administer the federal student financial aid programs. These programs are the nation’s largest source of financial income for families and students. They provide aid and assistance in the form of grants and loans to over 16 million students. The funds being requested support a 42 percent increase in loan servicing costs due to the increased number of loans now held and being originated by the federal government as a result of the transition to 100 percent Direct Lending and private lenders selling educational loans to the Department. In fact, the Department will be providing services to an estimated 31.8 million students in 2012, more than twice the 13.5 million students served in 2009. In order to support the expanded demand on the Pell Grant program and the increased volume in loan originations, the budget request includes a 21 percent increase in this account.

Program Need The federal government has a responsibility to administer the federal student aid programs and its policies. These funds are required to carry out those activities in order to ensure the proper and timely delivery of these funds.

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Child Care Access Means Parents in Schools (CCAMPIS)

Title IV of the Higher Education Act

Description Created by the Higher Education Amendments of 1998, the CCAMPIS program supports the participation of low-income parents in postsecondary education through campus-based child care services. Grants ranging from \$10,000 to \$300,000 are awarded through a competitive process to institutions of higher education that enroll large numbers of Pell Grant recipients. In addition to campus-based child care for infants and toddlers, the program also funds before- and after-school care for older children and parenting classes.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$16.03	\$16.03	\$16.03	\$16.03

Impact of President's Budget While there are hundreds of campus child care centers in the U.S., they are only able to meet a small percentage of the demand for services. Expanding access to on-campus childcare helps increase access to higher education for low-income students and increases retention, especially for single parents. More than \$25 million is needed for this essential program.

Program Need The president's proposal freezes funding for the program at \$16 million. While this funding level will support 137 existing projects, more is needed to meet the demand. Without an increased investment, thousands of low-income students across the country continue to lack access to quality childcare. This directly impacts college enrollment for students with young children and is often cited as the reason why they withdraw prior to completing a certificate or degree.

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Teacher Quality Partnership Grants

Title II of the Higher Education Act

Description This program awards competitive grants to partnerships of high-need school districts, high-need schools, and institutions of higher education to improve and expand teacher recruitment and preparation opportunities.

Funding History* (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$43.00	\$43.00	\$0	\$0*

*The funding for this program would be consolidated into "Teacher and Leader Pathways".

Impact of President's Budget The president's budget would consolidate this program with four others under an authority called "Teacher and Leader Pathways." The total funding for the new authority would be \$250 million and all entities preparing school personnel would be eligible to apply. If the president's proposal is accepted, it would eliminate dedicated funding for higher education-based teacher preparation under the Higher Education Act.

Teacher Quality Partnership Grants are eliminated in the House-passed H.R. 1. Eliminating this program more than five months into the fiscal year will have a devastating impact on the high-need local education agencies and institutions of higher education involved in the program. Should funding for this program be eliminated, over 10,000 teacher candidates would be unable to complete their preparation or have their clinical experiences extremely curtailed. It would mean that more than 500 high-need schools would not receive the teachers they need or would not have teacher candidates practicing with their staff so that they are prepared for their first teaching jobs. It would mean significant reductions in

professional development opportunities for teachers in high-need schools, fewer induction/mentoring programs for new teachers, and limited implementation of curriculum reforms in teacher preparation programs. Elimination of this funding would also prevent partnerships from building much needed data systems to follow graduates into the teaching field to better understand teacher employment and retention, the impact of teachers on student learning, and the effectiveness of preparation programs.

Program Need

Institutions of higher education prepare over 85 percent of all new teachers. Preparation programs must ensure teachers have the content knowledge and pedagogical skills to be successful in the classroom. Funding should be increased to support development of programs that include extensive clinical and induction components. Research shows both factors are key to teacher quality and retention. Grants can be used to strengthen clinical components of pre-baccalaureate teacher preparation and to develop one-year master's level teaching residency programs geared to preparing career-changers to teach in high-need subject areas and schools. As unemployment persists, this program is ideal to help individuals who are seeking a stable, rewarding new career. The first grants for this newly authorized program were awarded in September 2009. Funds disbursed under ARRA (\$100 million) were awarded March 2010.

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Title III and Title V: Institutional Aid

Titles III and V of the Higher Education Act

Description

Titles III and V of the Higher Education Act provide direct institutional grants to colleges serving a disproportionate number of minority, low-income and first-generation college students, and have lower-than-average per-student expenditures. These awards, which are highly competitive, help institutions improve their educational programs and related services for low-income and historically underrepresented populations. Eligible entities include institutions of higher education, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, Predominantly Black Institutions, Asian American and Native American Pacific Islander-Serving Institutions, Native American-Serving Nontribal Institutions, and Hispanic-Serving Institutions.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Title III (discretionary)	\$ 484.77	\$484.77	\$336.51	\$ 484.77
(mandatory)	\$166.50*	\$166.50*	\$166.50	\$166.50*
Total	\$ 651.28	\$ 651.28	\$503.01	\$ 651.28
Title V (discretionary)	\$127.93	\$127.93	\$ 27.93	\$127.93
(mandatory)	\$111.50*	\$111.50*	\$111.50	\$111.50*
Total	\$ 239.43	\$239.43	\$139.43	\$239.43

* These mandatory totals include funds provided by the Student Aid and Fiscal Responsibility Act (SAFRA) within the Health Care and Education Reconciliation Act of 2010 (P.L. 111-152) as well as mandatory appropriations provided under Title VIII, Part AA, Sections 897 and 898 of the HEA.

Program Need

Strengthening Institutions grants enable colleges to better serve their students by supporting improvements in instructional facilities, scientific equipment, curriculum development and other areas that promote access and success.

Impact of the President's Budget

The Administration has proposed to freeze discretionary funding for these programs. Funding for the Title III and Title V programs provide much-needed resources to the



colleges that serve the majority of disadvantaged and minority students, who are precisely the students who will make up the majority of tomorrow’s workforce. Given the current economic downturn, significantly more funding is needed to ensure that these institutions can maintain programs and expand their capacity to serve the growing number of minority and disadvantaged students.

H.R. 1 would have a devastating impact on the Strengthening Institutions programs, eliminating approximately \$148 million in discretionary funding for Title III programs and \$100 million in discretionary funding for the Title V programs.

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Teacher Education Assistance for College and Higher Education Grant Program (TEACH)

Title IV, Part A of the Higher Education Act

Description TEACH is a mandatory spending program providing up to \$4,000 a year (for a maximum of \$16,000) in grant aid to undergraduate and post-baccalaureate students who plan to become teachers. In addition, current teachers or retirees from other high-need fields are eligible for \$4,000 per year (for a maximum of \$8,000) to pursue Master's degrees. Within eight years of finishing the program, grant recipients must fulfill a four-year teaching obligation in high need subjects (mathematics, science, special education, a foreign language, bilingual education and reading) in schools receiving Title I funds. If the service obligation is not fulfilled, the grants convert to unsubsidized loans repaid with interest.

Funding History* (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
Total	*	*	*	\$185.00

**This program now operates as a loan program.*

Impact of President’s Budget Current funding for the TEACH Grant program is mandatory, so it is not subject to the annual appropriations process. To date, almost 1000 institutions have signed up to offer TEACH Grants, and more than 30,600 grants were disbursed in the 2009-2010 academic year. Because the program began in July 2008, grant recipients have just begun their service obligations.

The president’s FY 2012 budget would replace the TEACH Grant program with a new Presidential Teaching Fellows program, proposed at \$185 million. The Department of Education would allocate formula funds to states that would, in turn, award scholarships of up to \$10,000 to individual students attending the most effective teacher preparation programs in the state. Scholarship funds awarded to students would be used to fund a final year of a teacher preparation program or alternative route program. Teacher candidates receiving funds from the Presidential Teaching Fellows program would be expected to teach for at least three years in a high-need school or in a high-need subject area. In order for states to receive funds under this program, states would be required to hold teacher preparation programs accountable for their outcomes and upgrade licensure and certification standards.

In creating the Presidential Teaching Fellowship program, the Department of Education would not only encourage students to stay in the classroom following their preparation programs, but also aim to hold teacher preparation programs accountable for student outcomes, and states accountable for raising certification standards. The Department estimates that approximately 13,300 students would be awarded Presidential Teaching Fellowships in the first year.

Program Need

With the nation in the midst of severe teacher shortages in many subject areas and geographic regions, federal investments in recruitment and retention of high-quality teachers are essential. The TEACH Grant program has been successful in attracting



teachers to the profession and keeping them in the classroom. The Presidential Teaching Fellowship program shares the recruitment and retention goals of the TEACH Grant program, but adds additional accountability requirements for both states and teacher preparation programs. While the impact of the Presidential Teaching Fellowship program remains to be seen, like TEACH Grants, this program has the potential to attract and retain more individuals to the teaching profession.

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International Education Programs and Foreign Language Studies

Title VI of the Higher Education Act and Section 102(b)(6) of the Mutual Educational and Cultural Exchange (Fulbright Hays) Act

“Knowledge about foreign cultures and languages is essential to the nation’s security and global economic competitiveness, as well as to an informed citizenry. Professions such as law, health care, social work, and education call out for an international dimension that reflects the changed world environment and increasingly diverse U.S. population. Title VI/FH programs are designed to serve these broad set of needs.” –The National Academy of Sciences

Description

Title VI supports international education, language training, and research, especially in over 140 less-commonly taught languages, while Fulbright-Hays supports complementary overseas opportunities for American students and teachers. The programs help undergraduate and graduate students learn foreign languages and understand other cultures and conduct extensive outreach to educational institutions (including K-12), government, business and the media. Because the determination changes in unpredictable ways regarding which languages and world areas are deemed critical, the nation benefits from the large pool of resources and expertise housed in Title VI centers and programs.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
	\$125.88	\$125.88	\$125.88	\$125.88

Impact of President’s Budget

The president again proposes to freeze funding for Title VI and Fulbright-Hays (Title VI/FH) programs at FY 2010 levels, further eroding the government’s investment in international engagement across professions. At a time of great need for global understanding and foreign language proficiency, funding for these programs should be enhanced.

Program Need

A new infusion of funding for Title VI/FH is needed to strengthen the nation’s investment in international education and in ensuring a robust pipeline of individuals and professionals with global understanding and language expertise. Additional funding would increase the number of undergraduate and graduate fellowships in foreign language and area training (FLAS fellowships), broaden the availability of instruction in critical foreign languages and infuse an international dimension into professional education. More funding would also increase the training of American business personnel to compete globally, and increase strategic collaborations within and among educational institutions including K-12. Intensified efforts are needed to address the severe shortage of American citizens who can speak less commonly taught languages, and to strengthen our nation’s competitive advantage.

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Graduate Education

Title VII of the Higher Education Act

Description The Graduate Assistance in the Areas of National Need (GAANN) and the Jacob K. Javits Fellowship (Javits) Programs support many of the brightest graduate students in the country. GAANN funds graduate students of superior academic ability and high financial need, through their institutions, in academic fields deemed to be areas of national need, which are among those business leaders indicate are necessary to keep America competitive. Javits awards are highly competitive, portable fellowships to students pursuing graduate degrees in the social sciences, the arts and humanities.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
GAANN	\$31.03	\$31.03	\$31.03	\$40.72
Javits	\$ 9.69	\$ 9.69	\$ 9.69	\$0

Impact of President's Budget The budget would consolidate the Javits fellowship program into the GAANN program and award grants to institutions to support talented graduate students with high financial need. The combined total spending would not be cut, but Javits and GAANN are very different programs and the budget proposal does not provide needed details about how the consolidation would be implemented. Research universities want to retain Javits, which is the only federal program supporting advanced academic pursuits in the humanities and the arts.

Program Need A stronger national commitment to graduate education is needed to assure a continued pipeline of qualified professors who will mentor and train the teachers and students of tomorrow. Level funding of the GAANN and Javits programs over the past several years has neglected critical support for talented and knowledgeable individuals in science, education, government, and business. An increased investment in these programs would strengthen the preeminence of the nation's graduate education and research and add to our nation's economic competitiveness, innovation, and national security.

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Quality Higher Education for Students with Disabilities

Title VII of the Higher Education Act

Description This competitive grant program provides funds for higher education institutions to develop innovative methods to help faculty and school administrators serve the needs of postsecondary students with disabilities.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$6.76	\$6.76	\$6.76	\$0

Impact of President's Budget The president's FY 2012 budget request would eliminate funding for this program.

Program Need For the past several years, this funding has been flat-funded, which has supported continuation grants but has not allowed for new competitive grants.

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Loan Forgiveness for Service in Areas of National Need

Title IV, Part B, Section 430 of the Higher Education Act

Description This program is authorized to provide up to \$2,000 a year over five years (\$10,000 in aggregate) in loan forgiveness for professions identified as being in "national need."

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$0	\$0	\$0	\$0

Impact of President's Budget The president's FY 2012 request does not contain funding for this program. The incentive for young people to complete their education and pursue careers in these high need and hard to staff positions would not get funded.

Program Need The Congressional Budget Office (CBO) estimates, based on expenditures for other federal loan forgiveness programs, there would be no additional overhead costs to operate this program. Therefore, for every \$2,000.00 appropriated, a qualified individual would receive loan forgiveness.

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Teachers for a Competitive Tomorrow: Baccalaureate & Master's STEM and Foreign Language Teacher Training

The America COMPETES Act

Description This program provides competitive grants to institutions of higher education to develop bachelor's degree programs in STEM fields and critical languages, with concurrent teacher certification. Grants are also available to establish part-time master's degree programs for teachers to improve their content knowledge and pedagogical skills in STEM fields and critical languages, as well as to develop one-year master's degree programs for STEM and critical languages professionals to gain teacher certification.

Funding History* (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$2.18	\$2.18	\$0	\$0*

*The funding for this program would be consolidated into "Teacher and Leader Pathways".

Impact of President's Budget This program is one of five programs proposed for consolidation under the new "Teacher and Leader Pathways" authority. The authority for this proposed consolidation is \$250 million, \$80 million of which is set aside to help prepare 10,000 new STEM teachers over the next 2 years as part of the Administration's goal to recruit and prepare 100,000 effective STEM teachers over the next 10 years.

H.R. 1 would eliminate funding for this program. Ending the program more than five months into the fiscal year will severely curtail higher education efforts to build stronger pathways into the STEM teaching fields and detract from the national commitment to ensuring America's competitiveness through investments in STEM education.

Program Need This program invests in building the capacity of institutions of higher education to prepare significantly more teachers in the STEM fields and critical languages and to provide high-quality professional development for K-12 teachers in these disciplines. The shortage of teachers in these fields is a national crisis that impacts the ability of America to remain competitive in the global workforce and to remain a leader in innovation. This program also supports institutions of higher education in building master's degree programs that will attract STEM professionals with significant content knowledge to the K-12 classroom.

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Part IV: Educational Research, Statistics, and Improvement

The Institute of Education Sciences

Title I of the Education Science Reform Act

Description The Institute of Education Sciences (IES) houses major programs of federal education research and development, statistics, assessments and program evaluation. The IES Director oversees the operation of the Institute through four national centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$659.01	\$659.01	\$530.11	\$760.47

Impact of President's Budget The president proposes an increase of \$101.47 million over FY 2010 and over the March 4 CR for IES. The percentage increases proposed by the president are greatest in three areas: research, statistics, and statewide data systems. HR 1 would reduce spending by over \$100 million from the 2010 level.

Program Need State and local school improvement efforts have called attention to the need for a more robust research platform to support education innovation. While the budget language acknowledges the need for increased quality research to support innovation, the federal investment in education R&D, even with the proposed 11 percent increase, continues to be among the smallest of the federal research agencies and is simply inadequate to support development and assessment of the evidence-based programs demanded by educators and policymakers.

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Regional Education Labs

Title I of the Education Science Reform Act

REL-Central Research on Effective School Leaders

A REL-Central investment in 2005 supported the creation of "Balanced Leadership," a three-year leadership development program using McREL research on effective school leaders. The research identified 21 responsibilities of principals that positively correlate with higher levels of school performance. Since its creation in 2006, more than 13,000 school principals nationwide have benefited from the program, and many, such as Barry Jankord of Gillette, Wyoming, credit the program with improving their leadership abilities and student performance in their schools.

Description The Regional Educational Laboratory Program is composed of a network of 10 laboratories that serve the education reform and school improvement needs of designated regions through conduct of rigorous research studies and rapid response reports.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
(in millions)	\$70.65	\$70.65	\$0	\$69.65

Impact of President's Budget The president's budget notes the requested funds would be used to award new five-year REL contracts that would continue the important work of the RELs in providing a bridge between education research and practice. This proposal to invest in new REL contracts will continue to

emphasize the need for conducting and disseminating rigorous research, while also addressing stakeholder concerns and ensuring that REL activities are aligned with other federal education investments and initiatives.

Program Need Districts and schools throughout the nation are under intense pressure to raise student achievement and close achievement gaps. Education policymakers and other decision-makers have never been more in need of trustworthy education research, as well as guidance in how to use it. HR 1 seeks to eliminate one of the few federally supported initiatives focused on research and development in education.

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Education Research, Development, and Dissemination

Title I of the Education Science Reform Act

Description This budget line provides support for the Department’s core education research programs. It includes the National Research and Development Centers that address specific topics such as early childhood development and learning, testing and assessment, and reading comprehension. These funds also support the What Works Clearinghouse, the Education Research Information Clearinghouse, and impact studies. The president’s budget includes an expectation that IES will undertake evaluative studies of Recovery Act programs.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
Funding History				
(in millions)	\$200.20	\$200.20	\$200.20	\$260.41

Impact of President’s Budget The president’s budget requests a 30 percent increase for research, development, and dissemination; the House CR would leave funding at the 2010 level. The increased funding requested would be used to undertake additional research on the relationship of postsecondary education and employment and to support new research competitions aimed at better understanding phenomena related to turnaround schools. Additionally, the funds will increase the capacity of IES to evaluate major federal education programs.

Program Need While the programs within IES provide a structure and leadership for research, development, and dissemination, all three activities suffer due to having inadequate resources. Additional support to investigate issues of scaling up and diffusion of knowledge are critical to achieving school reform.

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National Center for Education Statistics

Title I of the Education Science Reform Act

Description NCES provides objective and scientifically based statistical reports on the condition of education in the United States. The Center conducts an integrated set of longitudinal studies that are invaluable to policy makers and analysts in appraising a range of education topics. Additionally, NCES works collaboratively with states to develop systems that will meet the education needs of the future. Data from the statistics and student assessment programs help policymakers set curriculum, instruction, and student-performance standards.

	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
Funding History				
(in millions)	\$108.52	\$108.52	\$108.52	\$117.02

Impact of President’s Budget The president proposes an \$8.5 million increase for NCES; the current and proposed CRs would provide level funding. The increased funding would support development of



procedures for comparing results on national and international assessments, provision of technical assistance to the states to improve the quality of student databases, and U.S. participation in a new international assessment of adult competencies. The increase would be also used to support additional data collection for the Early Childhood Longitudinal Study.

Program Need

In addition to maintaining and expanding its current databases and surveys, NCES needs to move forward with strategies that will meet the data needs of the future: increasing the capacity of states to develop and utilize new databases; exploration of new technologies for gathering data; and advancing training in new techniques, data development and analysis.

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National Assessment of Educational Progress

Title I of the Education Science Reform Act

Description

The National Assessment of Education Progress (NAEP) is the only representative and continuing assessment of U.S. students achievement. NAEP “report cards” report on the educational achievement of students at specific grade levels and can be augmented to provide information about special subpopulations. It provides an objective national standard for appraising state-developed achievement standards and makes available objective information on student performance to policymakers, educators, parents, and the public.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$130.12	\$130.12	\$130.12	\$135.12

Impact of President’s Budget

President Obama proposes a \$5 million increase for NAEP in FY 2012. The increased funding would be used to support U.S. participation in an equating study that would permit policy makers to compare academic achievement of U.S. students with those of other countries, and development of new assessments in technological literacy. With new funding, the Department would conduct a 12th grade economics assessment

Program Need

National and state school reform efforts depend on objective and comprehensive measures of student achievement. NAEP provides the gold standard of student assessments, but it measures only a few subjects on a regular basis and needs to expand its portfolio of subjects to provide policy makers with more comprehensive information. Additionally, NAEP must reassess its role in light of the growing number of state-level consortia and new assessment procedures.

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Research in Special Education/Special Education Studies and Evaluation

Title I of the Education Science Reform Act

Description

This account supports research to address gaps in scientific knowledge in order to improve special education and early intervention services and results for infants, toddlers and children with disabilities. The Special Education Studies and Evaluation appropriation supports competitive grants to assess the implementation of IDEA and the effectiveness of state and local efforts to provide special education and early intervention programs and services to infants, toddlers and children with disabilities.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
Research in Special Education	\$71.09	\$71.09	\$71.09	\$58.09
Studies and Evaluation	\$11.46	\$11.46	\$11.4	\$11.46

Impact of President's Budget
The president's budget proposes a funding freeze for Research in Special Education and for Special Education Studies and Evaluation. This funding level would support continuation of existing programs and new awards under ongoing programs of research, including research intended to improve the developmental outcomes and school readiness of infants, toddlers, and young children with disabilities. The funding level also would support a new study of transition and learning outcomes for students with disabilities.

Program Need
Research in special education provides knowledge that is beneficial in understanding ways to improve the education for all children, not just the target population. However, these understandings are difficult to achieve, and much more research and development is required to meet the education needs of the nation's children with disabilities.

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Statewide Data Systems

Title I of the Education Science Reform Act

Description
Statewide Data Systems funding provides grants to states to help them design, develop, and implement longitudinal data systems that can track individual students throughout their school career. The data systems developed with funds from these grants should help improve data quality, promote linkages across states, promote the generation and accurate and timely use of data for reporting and improving student outcomes, and facilitate research to further improve student outcomes.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President's Request
	\$58.25	\$58.25	\$0	\$100.00

Impact of President's Budget
The president's budget proposes an increase of \$41.8 million over the FY 2010 appropriation, while the House CR seeks to eliminate funding for the program. The requested funds would be used for competitive grants to states to support the design, development, and implementation of P-20 statewide data systems.

Program Need
Every state needs a high-quality longitudinal data system that includes the data elements necessary to inform decision-making at all levels of the education system. Results from the Data Quality Campaign's annual survey of states demonstrate that while states have made significant progress in building the essential elements of a longitudinal data system, there is much work to be done to link this information across the P-20 workforce pipeline and build capacity for using the data throughout the system.

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PART V: Education-Related Programs – Meeting the Human Needs of America's Children

Head Start

Economic Opportunity Act of 1964

Ricardo was sure that his “morning teacher” had chosen him to join the children in the afternoon session so that he could teach the other children what he learned each morning. In fact, Ricardo came to the Bloomingdale Family Head Start Program as a three-year old whose speech, whether in Spanish or English was very limited. Placing him in two sessions doubled his exposure to a rich bilingual environment. Individual play therapy also helped Ricardo develop his literacy skills. Today Ricardo is a high school student who excels in all his classes. When Bloomingdale’s Executive Director was recognized at Bank Street College, the former Head Start student who delivered the speech in her honor was Ricardo.

Description Head Start, administered by the U.S. Department of Health and Human Services, provides grants to schools and community organizations to help prepare low-income children for school and provide them with immunizations, health checkups, and nutritious meals. Head Start also requires strong parent involvement. The Early Head Start program provides similar services to families with infants and toddlers.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$7,235.00	\$7,234.00	\$6,151.80	\$8,100.00

Impact of President’s Budget The president’s budget proposes a funding increase over 2010 of \$865 million for this vital early education program. While some students still will not be able to access the opportunities provided by Head Start, the budget proposes continued services in education and health for the 968,000 children that are currently supported through Head Start. The Administration is also working to implement key provisions of the Head Start reauthorization that will improve program quality. However, Head Start was cut by \$1.083 billion in the FY 2011 Continuing Resolution (HR 1) which signifies the largest cut in its history. This cut would result in 196,000 fewer children being served by Head Start programs thus making it more difficult to close the achievement gap and out-educate the rest of the world. The cut in funding also translates to a loss of roughly 26,000 jobs.

Program Need Research has shown that funding early childhood education is one of the most cost-effective methods to close the achievement gap and prepare children for success in school and later in life. Due to insufficient funding in the last several years, many eligible children do not have access to the full range of comprehensive education, health, and social services that Head Start provides.

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Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

Description The National School Lunch, School Breakfast, Special Milk, Summer Food Service, and Child and Adult Care Food Programs are entitlement accounts administered by the U.S. Department of Agriculture. The Special Supplemental Food Program for Women, Infants, and Children (WIC) is a discretionary initiative. All of these programs help ensure students are well fed and able to focus on academic success. For example, the National School Lunch Program operates in public and nonprofit private schools and residential child care institutions

and provides nutritionally balanced, low-cost or free lunches to children each school day. All of the above mentioned programs were reauthorized through the Healthy, Hunger-Free Kids Act of 2010 that Congress passed and President Obama signed into law in December 2010.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
Child Nutrition	\$16,891.00	\$17,473.00		\$18,959.00
WIC	\$ 7,252.00	\$ 7,252.00	\$6,504.00	\$ 7,390.00

Impact of the President’s Budget

The president's budget estimates the mandatory and discretionary costs for programs in order to provide benefits to eligible children. These costs cover support payments for all eligible meals and higher subsidies for meals served to low-income children, and also provide a significant increase to support the implementation of the Healthy, Hunger-Free Kids Act. Although the President had to make significant cuts this year, child nutrition programs saw an increase over past years funding levels. For instance, President Obama added \$1 billion more over the previous year for the school lunch program in order to improve school meals nutrition and quality. President Obama has committed to ending child hunger by 2015 and this additional funding will significantly help with this goal.

The House passed continuing resolution, HR 1, would affect the WIC program and not the other child nutrition programs were spared any cuts. While the \$6.504 billion funding level (which is a cut of 747.2 million) is likely to be adequate to cover program needs, it leaves very little room over the next seven months for possible expected increases in food prices or demand for WIC services.

Program Need

Numerous studies document that hunger and inadequate nutrition have negative effects on school attendance, learning, behavior, and productivity. The federal child nutrition programs play a critical role in addressing these conditions. As the economy recovers from the recession, it is more important than ever that these programs reach and assist all children that are eligible. Many programs have been faced with higher than normal request for assistance as many families’ economic situations have changed recently.

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Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX of the Social Security Act

Description

Medicaid programs work through state and local health agencies and other service providers to detect and treat eligible low-income children and adults for a broad range of health deficiencies, such as speech, hearing, vision, and dental problems or physical impairments. Many schools participate in the Medicaid program, in order to address child health problems that often have a detrimental effect on academic performance. Most of the medical services reimbursed to schools under Medicaid are provided to children with disabilities. Regulations issued by the Department of Health and Human Service (HHS) under the previous administration sought to eliminate Medicaid reimbursements for many school-based services and administrative activities, as well as other types of services. The Obama Administration rescinded the previous school-based services and administrative activities regulations, as well as rescinded other related regulations limiting services to low-income children and adults.

Funding History (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
	\$272,711	\$276,249*	N/A	\$269,068

* FY 2011 outlays estimated.

Impact of President’s Budget

The president's FY 2012 budget estimates continuing increases in the number of low-income individuals, particularly the 29 million children being served by the program. The decrease in program outlays estimated for the FY 2012 budget reflects the expiration of the increased

federal matching rate (Federal Matching Assistance Percentage, FMAP) from the stimulus legislation and program integrity revisions. With the rescission of previous restrictive regulations, including the school-based rules, schools should be able to provide services and receive reimbursements for eligible students based on the pre-regulatory policies of HHS. The budget cuts passed by the House of Representatives in the FY 2011 full-year Continuing Resolution (H.R.1) did not address entitlement programs like Medicaid. However, budget reforms in entitlement programs are clearly on the national agenda for FY 2012.

Program Need

Restrictions imposed by the Centers for Medicare and Medicaid Services (CMS) constrained the ability of school districts to receive appropriate reimbursement for school-based medical services provided to eligible children. Because of these constraints, schools continue to absorb extensive medical costs that the Medicaid program should rightfully provide. The Obama Administration’s actions to overturn the prior Medicaid regulations will allow schools to provide services to eligible students and receive federal reimbursements. Since school health personnel are often among the few health professionals to whom low-income children have access, maintaining an effective school-based Medicaid program is critical to the nation’s medically underserved children.

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Children’s Health Insurance Program

Title XXI of the Social Security Act

Description

The CHIP program provides enhanced federal matching payments to states to assist in providing health care coverage for millions of low-income, uninsured children whose families earn too much to qualify for Medicaid but who do not have options for employer-provided coverage or cannot afford to purchase private insurance on their own. The program was created in 1997 and reauthorized in 2009.

Funding History	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
(in millions)	\$7,887.00	\$9,169.00	N.A.	\$9,981.00

Impact of the President’s Budget

The FY 2012 budget provides funding to improve the availability and accessibility of health insurance coverage by increasing enrollment of eligible children in Medicaid and CHIP. Funding in FY 2012 will be targeted at increasing CHIP enrollment by 11 percent over the FY 2008 baseline (from 7.4 million up to 8.2 million).

Program Need

Currently, there are eight million children in the U.S who are uninsured, including 5 million who are eligible but unenrolled in CHIP or Medicaid. In 2009, President Obama reauthorized CHIP (P.L. 111-3) from April 2009 through September 2013, providing \$44 billion through 2013 to maintain state programs and insure more children. More recently, the Affordable Care Act (P.L. 111-148) extended funding for CHIP through FY 2015, providing an additional \$28.8 billion in budget authority over the baseline. As a final note, the House passed Continuing Resolution for 2011 (HR 1) did not have any fiscal impact on CHIP. However, because the Administration uses different CHIP figures than does Congress, we do not have a public document that has consistent numbers across all of the comparisons.

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Child Care and Development Fund

Child Care and Development Block Grant Act and Section 418 of the Social Security Act

Description

The Child Care and Development Fund (CCDF) is the major source of Federal child care assistance to children ages 0 to 13 in low and moderate-income families. To qualify for child care assistance, families must be working or in school and must meet income eligibility guidelines set by states within broad parameters set by federal law. Funds from CCDF are

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used to help low and moderate-income families cover the cost of child care services. Additionally, a modest portion (at least 4 percent) of CCDF funds may be used to increase the quality of care. CCDF is funded through both discretionary and mandatory appropriations).

Funding History* (in millions)	FY 2010	FY 2011 March 4 CR	FY 2011 HR 1	FY 2012 President’s Request
	\$5,040.00	\$5,040.00	\$ 5,010.00	\$ 6,300.00

*These figures represent the discretionary and mandatory portions of CCDF.

Impact of President’s Budget

The president’s budget request includes an additional \$2.9 billion in discretionary funding for this program. The budget request also includes \$3.4 billion for the Child Care Entitlement to States, a mandatory funding stream (for a total of \$6.3 billion). Together these figures represent a significant increase in federal funding for child care and a critical investment in the current economy. While the American Recovery and Reinvestment Act provided \$2 billion in discretionary child care funding for FY 2009 and FY 2010, the majority of these supplemental funds addressed state budget shortfalls and increased demand for services among families that are deeply affected by the economic downturn. The House passed CR for 2011 (HR 1) would cut \$39 million from the \$2.1 billion in discretionary funding that the Child Care and Development Block Grant was appropriated in 2010 (a 1.8% decrease). Additionally, the cuts come on top of the loss of the Recovery Act funding for this program, so the negative impact is much larger than it seems. 368,000 children may lose access to both child care services and Head Start.

Program Need

High quality child care is necessary to promote the safety and healthy development of children while their parents are at work. Unfortunately, only a small portion of eligible children receive assistance, and many states have waiting lists for child care support. In an era where a majority of mothers with young children work, it is imperative that Congress expand funding for this critical program in order to serve a greater number of eligible children and assist states in their efforts to improve child care quality.

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