



Tuesday, July 25, 2017

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Dear CEF Members:

## **I. Advocacy**

- **Budget Book press follow-up** – As you know, this year CEF changed the format of event for the release of the budget book to include speakers representing the education continuum from the states where we are focusing our efforts – and our strategy is garnering the press attention we wanted. We think that local and national press highlighting real world examples from their states and congressional districts is a powerful way to impact Members of Congress.
- The attached document includes a great article from Tennessee's Columbia Daily Herald that features Jan McKeel, our speaker from the South Central TN Workforce Alliance, and the CEF budget book. The document also includes an EdWeek article featuring Deborah Akers, our West Virginia speaker who is superintendent of Mercer County Schools, talking about the impact of eliminating Title II teacher and school leader funding in the House Appropriations Committee's funding bill for fiscal year (FY) 2018. There are additional articles pending from the New Jersey Record and possibly another Tennessee paper and a West Virginia paper. Once all the articles are published we will share the full compendium.

- **CEF joint letter on Senate 302(b) allocations** – On Friday, CEF joined the Coalition for Health Funding and the Campaign to Invest in America’s Workforce in writing the attached letter to the Chairs and Ranking Members of the Senate Appropriations Committee and its Labor-HHS-Education Subcommittee expressing concerns about the Committee’s allocation for its FY 2018 education funding bill. As outlined in the letter – and detailed in the CEF Update on July 20 -- even though the allocation is higher than the House provided, it is unlikely to translate into increased resources available.

## II. Policy Intelligence and Education News

- **Appropriations status at a glance** – The House has plans to consider a 4-bill package of FY 2018 funding bills – bills for defense, energy and water, military construction-VA, and legislative branch – that also includes \$1.6 billion for a border wall, even though that funding was not included in any of the four bills (it was included in the Homeland Security bill approved by the House Appropriations Committee). This package is opposed by House Democrats as well as by some conservative House Republicans, who want all 12 funding bills included. Consideration of such a large package, and all the likely amendments that Representatives would want to offer, couldn’t likely be concluded by Friday, leading some to talk of keeping the House in session next week, which would mean canceling the first week of the House’s scheduled recess. The Senate Appropriations Committee is marking up three bills (Commerce, Justice, Science; Transportation-HUD; and Legislative Branch) today in subcommittee and on Thursday in full Committee, but will not begin work on the Labor-HHS-Education bill until fall.
- **FY 2018 budget resolution stalled** – Although the House Budget Committee reported out its FY 2018 budget resolution on Wednesday night, the House is not scheduled to consider the resolution this week, a sign that its future is uncertain. The Committee released its [report on the resolution](#), which puts education funding in a second tier of “Domestic Priorities” that it characterizes at “activities that may be best administered or initiated by State and local governments or the private sector.” (p 50). It lists as its K-12 priorities overseeing the Every Student Succeeds Act and promoting choice (p 118); CTE programs that are not overly prescriptive; and reforming federal job training programs that “are notorious for their failure and duplication” (p. 119). It provides illustrative discretionary spending options that include reforming job training programs, changes to “make the Pell Grant program sustainable” (although it then eliminates between \$70 billion and \$81 billion of mandatory Pell grant funding Congress has already enacted and paid for), and reforms to programs that are not improving outcomes for children, citing Head Start. One option is to “make way for increased state, local, and private financial support for museums and libraries” (p 123). On pages 185-191 the report discusses student loans and provides illustrative direct spending options including eliminating

expansions of income-based repayment programs, eliminating subsidized student loans, and phase out TEACH grants.

### III. Events and job listing

- **NASFAA State of Student Aid Briefing** – CEF Member the National Association of Student Financial Aid Administrators (NASFAA) is holding its annual briefing, “The State of Student Aid,” to releases its annual [National Student Aid Profile: Overview of Federal Programs](#) on Thursday, July 27, 1:30- 3:00p.m. in 2175 Rayburn House Office Building. Please RSVP [here](#).
- **Friday, July 28, 9-11 am:** last CEF Friday morning meeting before the congressional recess (AASCU, 1307 NY Ave, NW). Guest speaker: TBD (unfortunately, Chuck Kieffer had to cancel)
- **CEF August research briefings** – CEF’s Advocacy and Research Committee is arranging informative briefings for three Wednesdays in August. More details on speakers to follow:
  - August 9, 10-11:30am – Implications of Tax Reform on Education, at IBM (600 14<sup>th</sup> ST, NW)
  - August 16, 10-11:30 am– Budget Resolutions and Reconciliation, at IBM (600 14<sup>th</sup> ST, NW)
  - August 23, 10-11:30am – Equity in Education (location TBD)
- **Friday, Sept. 8, 9-11 am:** CEF Friday morning meetings resume (AACTE, 1307 NY Ave, NW). Guest speaker: Alicia Molt-West, Deputy Chief of Staff, Rep. Mark Pocan (D-WI).
- **Advance CTE seeking graduate fellow for the fall** – CEF member Advance CTE is looking to hire a paid, part-time graduate fellow for this fall to help the organization’s work to ensure that all students have access to high-quality Career Technical Education (CTE). For more information, see the job listing [here](#) or on CEF’s job board on the member area of our website.

My best,

Sheryl

Sheryl V. Cohen, Executive Director



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July 21, 2017

The Honorable Thad Cochran  
Chairman  
Committee on Appropriations  
U.S. Senate  
Washington, D.C. 20510

The Honorable Patrick Leahy  
Vice Chairman  
Committee on Appropriations  
U.S. Senate  
Washington, D.C. 20510

The Honorable Roy Blunt  
Chairman  
Subcommittee on Labor, Health and Human  
Services, Education and Related Agencies  
Committee on Appropriations  
U.S. Senate  
Washington, D.C. 20510

The Honorable Patty Murray  
Ranking Member  
Subcommittee on Labor, Health and Human  
Services, Education and Related Agencies  
Committee on Appropriations  
U.S. Senate  
Washington, D.C. 20510

We are writing on behalf of more than [800 health, research, education, child development, aging, social services, and workforce development organizations](#) to express our concern about the fiscal year (FY) 2018 302(b) allocation for the Labor, Health and Human Services, Education, and Related Agencies Appropriations (Labor-HHS-ED) bill. The allocation of \$164.06 billion does not provide any new resources for the bill's critical programs after seven years of austerity, since the \$3 billion increase is needed to help offset a decrease in the resources that had previously been supported by savings from mandatory programs. While we appreciate the Senate Appropriation Committee's effort to maintain funding for this bill in the face of an austere budget environment, this level of funding remains too low to meet the true labor, health, and education needs of this nation.

Since 2010, the 302(b) allocation for this spending bill has been cut by 16 percent, adjusted for inflation. These cuts have eroded programs that touch the lives of every American. Programs that protect us from threats to our health including infectious diseases like Zika virus. That support students from pre-K through graduate school to ensure future generations are globally competitive. That get Americans ready to work in the 21<sup>st</sup> Century American economy. Even programs that have received increases in recent years – biomedical research, the opioid epidemic, special education, and Head Start, for example - are still not keeping pace with increased demand, and while WIOA state grants have seen modest increases in recent years, they are still nearly 40 percent below FY 2001 levels in inflation-adjusted terms.

As we noted in our letter to you in May, continued cuts to the Labor-HHS-Education bill are limiting the capacity of even our best proven programs, while simultaneously leaving no room for new opportunities to improve Americans' lives and livelihoods. Continued cuts to these programs are:

- Slowing scientific discovery in basic, biomedical, and health services research that prevents disease, improves health, and curbs medical costs;
- Eroding the public health infrastructure and workforce, limiting our ability to respond to public health crises and monitor health trends for new and emerging threats;

- Hindering efforts to close troubling achievement gaps, raise overall student achievement, and increase high school graduation, college access and college completion rates;
- Leaving far too many low-income children without access to high quality preschool and other early learning opportunities;
- Hindering efforts of our local employers to fill the approximately five million jobs in the U.S. because too many workers lack the necessary postsecondary education and credentials to fill these positions;
- Preventing seven million citizens from accessing the critical workforce and job training services that Congress overwhelmingly authorized in 2014; and
- Ignoring the needs of individuals who find themselves without a high school credential and who need a pathway back to education, employment and active citizenship.

An increase in the allocation that results in more resources will require Congress to come together to enact a bipartisan budget agreement to stop sequestration's harmful cuts and raise the spending caps for nondefense discretionary (NDD) programs. Only then will we be able to sufficiently invest in America's health, education, and workforce.

If you have questions about this statement or the community's concerns, please contact:

Emily Holubowich, Coalition for Health Funding ([eholubowich@dc-crd.com](mailto:eholubowich@dc-crd.com));

Sheryl Cohen, Committee for Education Funding ([cohen@cef.org](mailto:cohen@cef.org)); or

Kermit Kaleba, Campaign to Invest in America's Workforce ([kermitk@nationalskillscoalition.org](mailto:kermitk@nationalskillscoalition.org)).

Columbia Daily Herald, Tennessee

## What do we have to lose with federal education cuts?

<http://www.columbiadailyherald.com/news/20170723/what-do-we-have-to-lose-with-federal-education-cuts>

By James Bennett [jbennett@c-dh.net](mailto:jbennett@c-dh.net)

Posted Jul 23, 2017 at 1:56 PM Updated Jul 23, 2017 at 7:11 PM

What do you have to lose?

President Trump asked neglected voters the same question at least 100 times down the stretch of the 2016 campaign.

“Our government has totally failed our African American friends, our Hispanic friends and the people of our country. Period,” Trump said at one campaign stop. “The Democrats have failed completely in the inner cities. For those hurting the most who have been failed and failed by their politician — year after year, failure after failure, worse numbers after worse numbers. Poverty. Rejection. Horrible education. No housing, no homes, no ownership. Crime at levels that nobody has seen.

“You can go to war zones in countries that we are fighting and it’s safer than living in some of our inner cities that are run by the Democrats. And I ask you this, I ask you this — crime, all of the problems — to the African Americans, who I employ so many, so many people, to the Hispanics, tremendous people: What the hell do you have to lose? Give me a chance. I’ll straighten it out. I’ll straighten it out. What do you have to lose?”

Pretty effective rhetoric from an outsider who was promising to drain the swamp. In swing states such as Ohio, Pennsylvania and Michigan, it made a difference.

Now, six months later, we’re finding out the remedy from Trump.

Part of the Republican’s solution for what ails working-class Americans includes deep federal education cuts across the board — \$9 billion, in fact, to programs that impact student achievement, graduation rates, college affordability and workforce readiness.

What do you have to lose?

If those massive cuts go into effect, southern Middle Tennessee will see devastating consequences and setbacks. We need job training and education in Tennessee to attract companies and investment. Job

growth does not happen with an uneducated and untrained workforce. It cannot happen without federal dollars for investment.

The Committee for Education Funding pointed out the severity of Trump's proposed budget cuts in a briefing last week on Capitol Hill in Washington.

One participant was Jan McKeel, executive director of South Central Tennessee Workforce Alliance. She serves suburban and rural clientele from Spring Hill to Waynesboro who would lose with Trump's proposed cuts.

"Our goal is to provide the same high-quality adult education and workforce services to all areas – rural, suburban and urban – and that can't happen when federal support is drastically cut," McKeel said.

"We've already seen funding cuts, and witnessed the erosion of our workforce development infrastructure, particularly in the more rural areas. The president's budget would make it much harder to serve the 250,000 people in the many counties we cover."

The long list of cuts, as illustrated by the Committee for Education Funding, was breathless. They would reduce appropriations for preschoolers, students in elementary school, children who use after-school programs, high schoolers seeking preparation for the workforce, adult learners, teachers and school leaders, schools and institutions, and low-income Americans who rely on federal aid to go to college.

What do you have to lose?

The proposed budget also eliminates funding for education-related services, including libraries and museums, and cuts student loans by \$143 billion over 10 years, the committee's report said.

"Investing in education pays dividends immediately and in the long term. To keep America strong and prepared to compete in the global economy, we should be increasing – not cutting – the federal investment in education," Committee for Education Funding Executive Director Sheryl Cohen said.

What do you have to lose?

"Investments in education currently account for only 2 percent of the federal budget, and the President's request reduces the share even further as part of a deep, multi-year cut in non-defense discretionary funding," said Committee for Education Funding President Jocelyn Bissonnette, director of government affairs for the National Association of Federally Impacted Schools. "Drastic cuts to federal education investments will reduce opportunities for students across the education spectrum, impacting student achievement, graduation rates, college affordability, and workforce readiness."

In rural cities and towns, federal dollars make the difference in providing specialized help for students and their families. With the average family in southern Middle Tennessee, federal financial aid makes the difference in going to college. Tennessee Promise only pays for two years of tuition.

“The budget would impose devastating cuts to important federal financial aid programs that allow low-income students to attend college and attain their degrees,” said Heather Boutell, director of financial aid at Bellarmine University, Louisville.

What do you have to lose?

The stakes have grown too high in Tennessee to accept such deep cuts. It took generations for the legislature to understand the nasty consequences of poor education. The vicious cycle of poverty has only one cure — better education.

Every time a dropout attains a high school diploma in Tennessee, for example, it represents a \$10,000 a year increase in disposable income.

“Education is economic development,” McKeel said. “I understand priorities and making tough choices. I’m just concerned that local governments will be forced to make up for these education cuts, and that’s impossible in our region.”

With the state going in the right direction, with low unemployment, we can’t stand for the federal budget to derail momentum.

Straighten out the budget, Mr. President. Continue invest in the future, even at flat levels, not hack away at its foundation.

What do we have to lose?

Far too much.

James Bennett is editor of The Daily Herald. He was a Tennessee Press Association first-place award winner for editorial writing and public service in 2016. Contact him at [jbennett@c-dh.net](mailto:jbennett@c-dh.net).

**EducationWeek: Bill With More Than \$2 Billion in Teacher-Training Cuts Advances in House**  
By [Andrew Ujfusa](#) on July 19, 2017 8:37 PM

[http://blogs.edweek.org/edweek/campaign-k-12/2017/07/budget\\_bill\\_cut\\_teacher\\_training\\_advances\\_house.html](http://blogs.edweek.org/edweek/campaign-k-12/2017/07/budget_bill_cut_teacher_training_advances_house.html)



Lawmakers in charge of the U.S. Department of Education's budget voted Wednesday to advance [a funding bill that cuts \\$2.4 billion from the agency's budget](#), with most of that reduction coming through the elimination of a major program focused on teachers.

The GOP-backed bill approved by the House appropriations committee on Wednesday by a 28-22 vote cuts the department's budget to \$66 billion. That's a less-severe cut than [the spending blueprint floated by President Donald Trump](#) in May [that includes a \\$9.2 billion reduction](#). House Republicans followed the Trump budget's lead and cut the \$2 billion Title II program that covers teacher training, as well as class-size reductions.

"We invest in programs that ensure that all students have access to a quality education," said Rep. Rodney Frelinghuysen, R-N.J., the chairman of the House appropriations committee. The bill now moves to the full House for consideration.

But Republicans in charge of the bill declined to include two big budget initiatives from Trump and U.S. Secretary of Education Betsy DeVos: a \$1 billion public school choice program under Title I, and a \$250 million private school choice program.

Rep. Tom Cole, R-Okla., the chairman of the House appropriations subcommittee that funds the Education Department, said the legislation focuses on key priorities. Among other provisions of the budget, Cole highlighted:

- A \$200 million increase in special education spending, increasing it to \$12.2 billion
- Level funding for career and technical education grants and early-childhood programs;
- A \$100 million increase for the Title IV block grant, which would get \$500 million in the House bill and is designed to support district programs in a variety of areas like education technology and student well-being.

But Democrats had a host of complaints and unsuccessfully tried to amend the bill to restore funding for various programs.

Rep. Rosa DeLauro, D-Conn., the top Democrat on the House subcommittee, excoriated the bill for the elimination \$2 billion in Title II aid, as well as the elimination of literacy and other programs. And she said she was "deeply disappointed" that the legislation does not include a funding increase for Title I, which would get \$15.9 billion for serving disadvantaged students. In addition, DeLauro said that despite the bill's \$200 million increase for special education, Congress continues to fall short of its full legal obligation for supporting students with special needs.

"If we do not invest in our children, we deny them the chance for success," DeLauro said, adding that the bill is "anti-educator."

In discussing his amendment to restore the Title II funding, Rep. David E. Price, D-N.C., said that 98 percent of districts rely on the program's funding. His amendment would also have restored funding to other teacher- and principal-focused programs, including the Supporting Effective Educator Development (SEED) program. (Price's amendment was voted down by the committee 29-23.)

"None of the education reforms that we talk about and want to implement will be worth a thing without a first-rate teaching force," Price said. He added that with respect to the Every Student Succeeds Act, "If we want fulfill the potential of that act, we've got to provide adequate resources for school leaders."

However, in speaking against Price's amendment, Cole said the committee had to make "difficult choices." While Cole said he was open to dialogue down the road about funding levels to various programs, he took a shot at the Obama administration, saying the past president wasn't a particularly strong advocate on things like special education spending.

**So what's the impact of a Title II cut at the local level?** We reached out to Deborah Akers, the superintendent of the 9,400-student Mercer County district in West Virginia, to see how she would react to the elimination of Title II.

Much of her district's Title II money goes to professional development programs that focus on using education technology in the classroom, Akers said. But the loss of Title II money would also exacerbate the district's woes when it comes to which classrooms teachers are placed in.

"We have more folks who are having to teach out of field ... or even more so, we're now finding sometimes we're having to use substitutes where we can't find certified teachers," Akers told us.

Title II isn't a huge part of Akers' funding: It accounts for \$600,000 of the district's \$100 million budget. However, her district can use that \$600,000 with a lot more flexibility than much of the rest of her budget. Asked where an increase in federal aid would be the most helpful, Akers said she would welcome a boost in IDEA special education money: "If we had additional funding in that area, that we free up some dollars for us to do some other things."

[Click here to read more educator perspectives on what a Title II cut would mean.](#)

*Photo: Rep. Jaime Herrera Beutler, R-Wash., center, accompanied by Rep. Martha Roby, R-Ala., left, holds her daughter, Abigail, during a session of the House appropriations committee on July 19 on Capitol Hill in Washington. (Manuel Balce Ceneta/AP)*