



Budget Response

**FISCAL YEAR
2008**



COMMITTEE FOR EDUCATION FUNDING

WASHINGTON
OPINION

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Editor's Note

The *CEF Budget Response for Fiscal Year 2008* has been updated to reflect programmatic budget authority for fiscal year 2007 (FY 2007) per the U.S. Department of Education's Continuing Resolution [Operating Plan](#). The Operating Plan was transmitted to the Committees on Appropriations of the House of Representatives and the Senate on March 19, 2007 in following with [H.J. Res. 20](#), the Revised Continuing Appropriations Resolution, 2007. All references to FY 2007 funding levels contained within this document reflect the Operating Plan unless otherwise noted.

About the Committee for Education Funding

The Committee for Education Funding (CEF) comprises over 100 organizations dedicated to the goal of achieving adequate 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.

The Committee for Education Funding maintains a full-time 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, the Committee for Education Funding provides a strong and unified voice in support of federal education funding.

[CEF Member Organizations](#)

Acknowledgements

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For more information on specific programs, including more detailed program descriptions and funding histories, please visit the [CEF Education Budget Alert FY 2006](#). Funding details by program may be viewed in [PDF](#) and [EXCEL](#) through the Department of Education. Additional copies of this document may be downloaded at the [CEF website](#).

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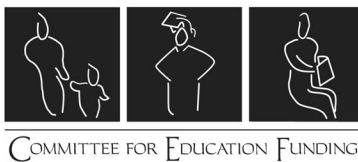
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Congress Must Restore Cuts, Make Education a Top Budget Priority for the Success of America's Students

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With the start of the 110th Congress and consideration of the 2008 Fiscal Year budget resolution now underway, Congress has the opportunity to chart a new, more positive course in federal education investment to ensure the success of America's students in the global economy.

Congress has taken an important first step to reverse the sharp decline since 2001 in new federal education funding by passing the fiscal year 2007 (FY 2007) continuing resolution. H.J. Res. 20 adds more than \$1 billion for cornerstone education programs including Title I, IDEA, Pell Grants and Head Start.

Instead of the President's inadequate budget request that cuts education by \$1.5 billion below the enacted FY 2007 level, we urge Congress to take the next step on this new course by adopting a fiscal year 2008 (FY 2008) budget resolution that

- Increases total domestic discretionary funding, with a substantial increase in Function 500 for education and related programs;
- Allows for correspondingly greater allocations for the Labor, Health and Human Services, Education and related agencies appropriations subcommittees;
- Restores \$2.2 billion in program terminations in the President's budget; and
- Makes up for the damaging cuts and freezes to vital education programs since 2005.

More than 20 million students served by federal education programs across the country have seen the resources they need eroded and stretched thin by the costs of inflation and enrollment growth, making it more costly for schools, colleges and libraries to provide current services. Restoring all program funding levels in 2008 to provide the same level of services as in 2004 requires increased funding of \$5.2 billion.

These critical education programs help narrow the achievement gap for the disadvantaged and minorities, offset some of the costs to local taxpayers for the education of students with disabilities and provide student aid for low-income students to attend college.

Without substantial funding increases, more than 3 million disadvantaged students will not be fully served, the achievement gap will grow, and the already unacceptable high school drop out rate will continue to climb as states and schools implement graduation and achievement standards that meet federal requirements. Moreover, to reach their goals for higher education, students will have to work more or borrow more privately — or forego them entirely.



Increased investment is essential for all federal programs, but especially for major programs that have been shortchanged for years. For example, previous Congress's have under funded No Child Left Behind (NCLB) by more than \$70 billion since its enactment in 2001. In fiscal year 2006 (FY 2006), Congress cut funding for NCLB by more than \$1 billion, bringing the level of resources available to schools below what was provided three years ago, particularly for Title I, education of the disadvantaged. In the 2005-2006 school year, two-thirds of all school districts received less Title I funds than they had in the previous year. This school year, 62 percent of school districts have had their Title I funding cut.

Compared to the FY 2007 level, the President's budget cuts special education state grants by \$291 million. It reduces the federal percentage contribution for special education for 6.9 million students with disabilities from 17.2 percent in 2007 to 16.5 percent in 2008.

More than 5.2 million students with a median family income of less than \$20,000 received Pell grants in FY 2006. The increase to the Pell Grant maximum award in the President's budget is much-needed but cannot come at the expense of eliminating other major student aid programs such as SEOG, SSIG and Perkins loans. Eliminating funding for these programs would make college less accessible for thousands of low-income students.

Congress must restore the President's cuts, reverse the damaging decline in education investment and make increased funding a top budget priority this year. The rising federal deficit is a national concern, but it will not be solved by cutting education funding, which accounts for less than 2.5 percent of the federal budget.

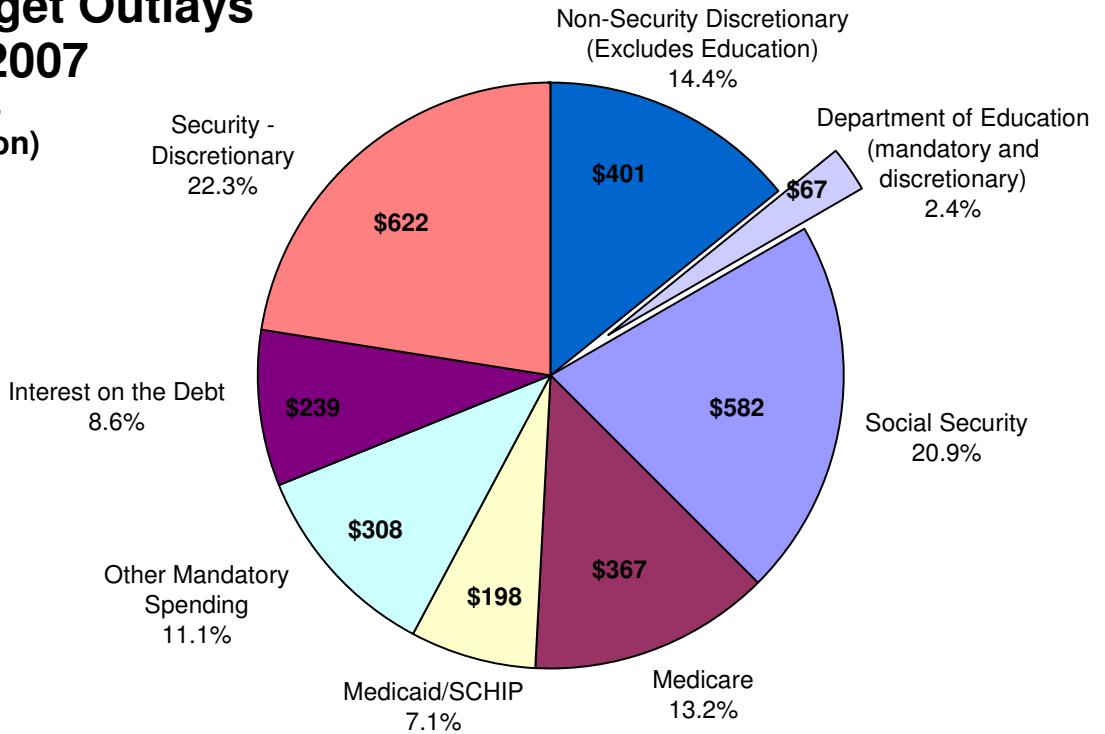
Increased education investment must be an essential part of the strategy to reduce the deficit. It will more than pay for itself by increasing employability, producing increased earnings and tax revenues, and generating the knowledge and innovation that spark economic growth while also reducing the incidence of costly social issues such as unemployment, poverty and crime. When our students succeed, our nation succeeds.

For further information, please contact Edward R. Kealy, Ph.D., Executive Director, Committee for Education Funding, at (202)-383-0083 or ekealy@cef.org.

Federal Budget Outlays Fiscal Year 2007

(Outlays in billions
Total = \$2,784 billion)

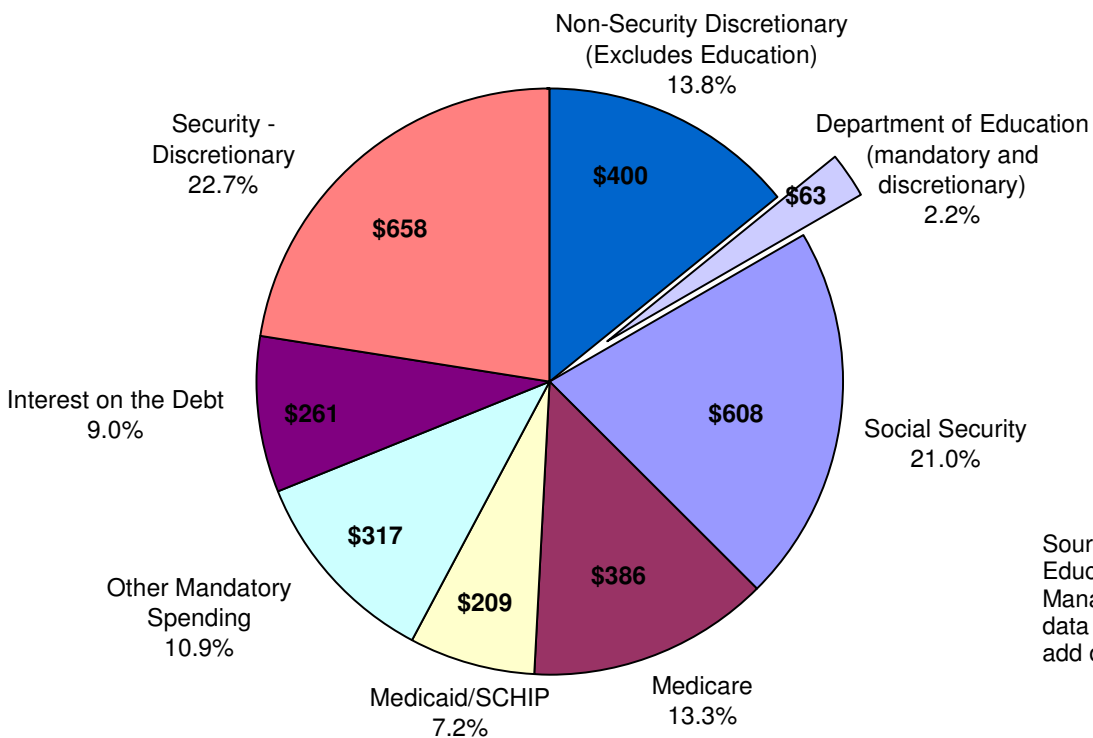
Source: Department of Education and Office of Management and Budget data (numbers may not add due to rounding)



Proposed Federal Budget Outlays Fiscal Year 2008

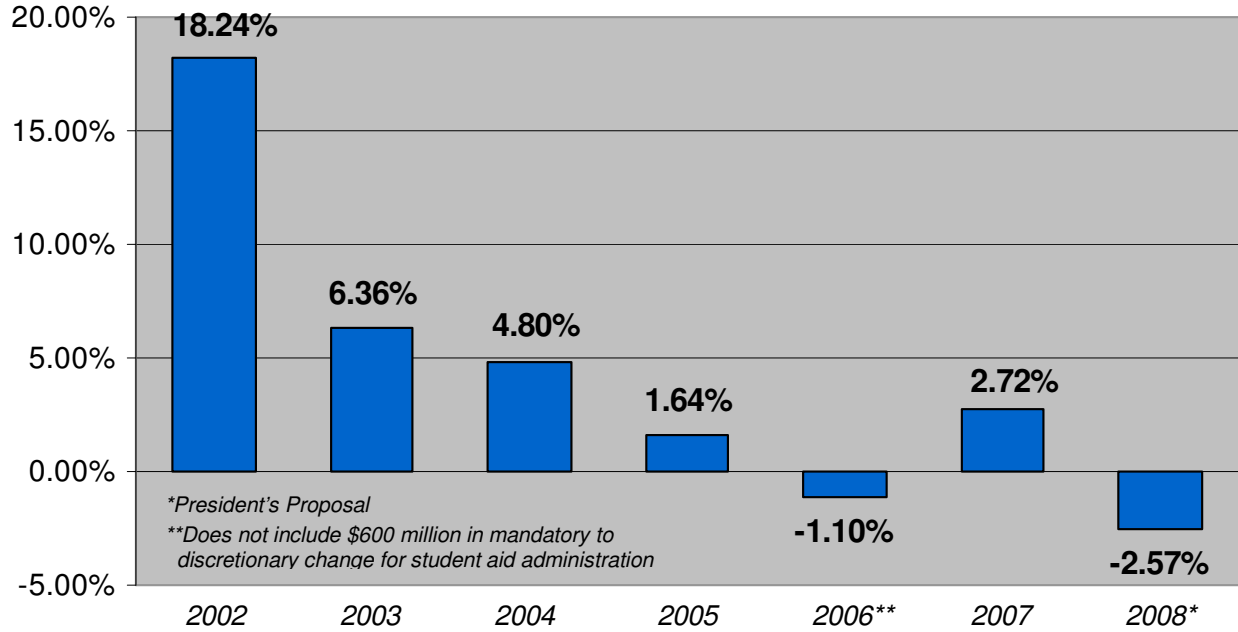
(Outlays in billions Total = \$2,902 billion)

Source: Department of Education and Office of Management and Budget data (numbers may not add due to rounding)



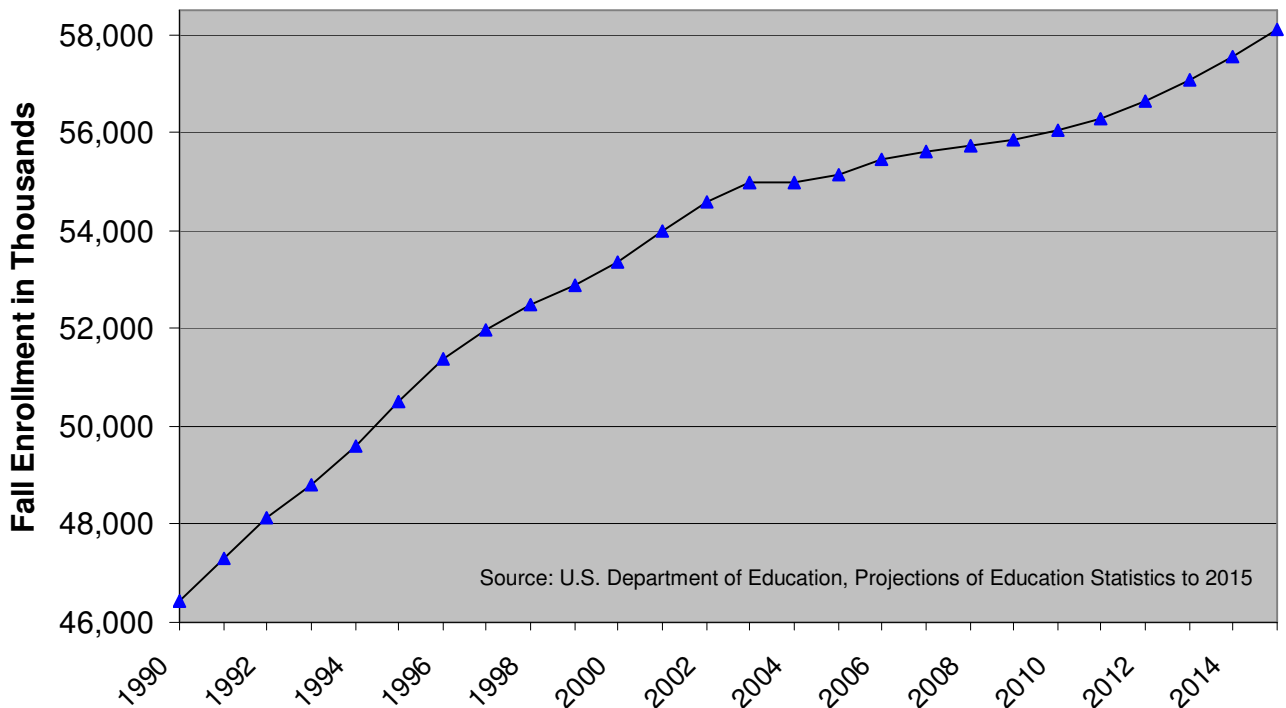
Federal Government's Declining Commitment to Education Investment

Percent Change in Discretionary Budget Authority from Previous Fiscal Year



Source: U.S. Department of Education and Office of Management and Budget
 Rounded to the nearest hundredth of a percent

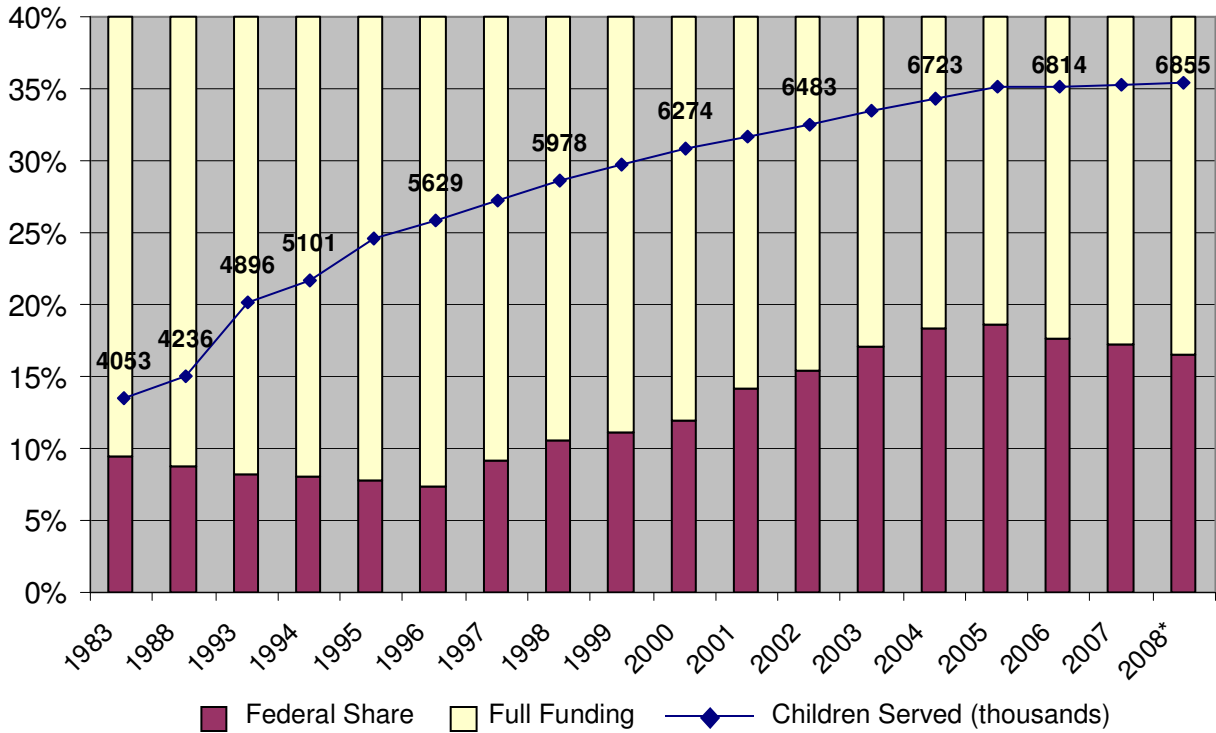
K-12 Enrollment at Record Levels



Source: U.S. Department of Education, Projections of Education Statistics to 2015

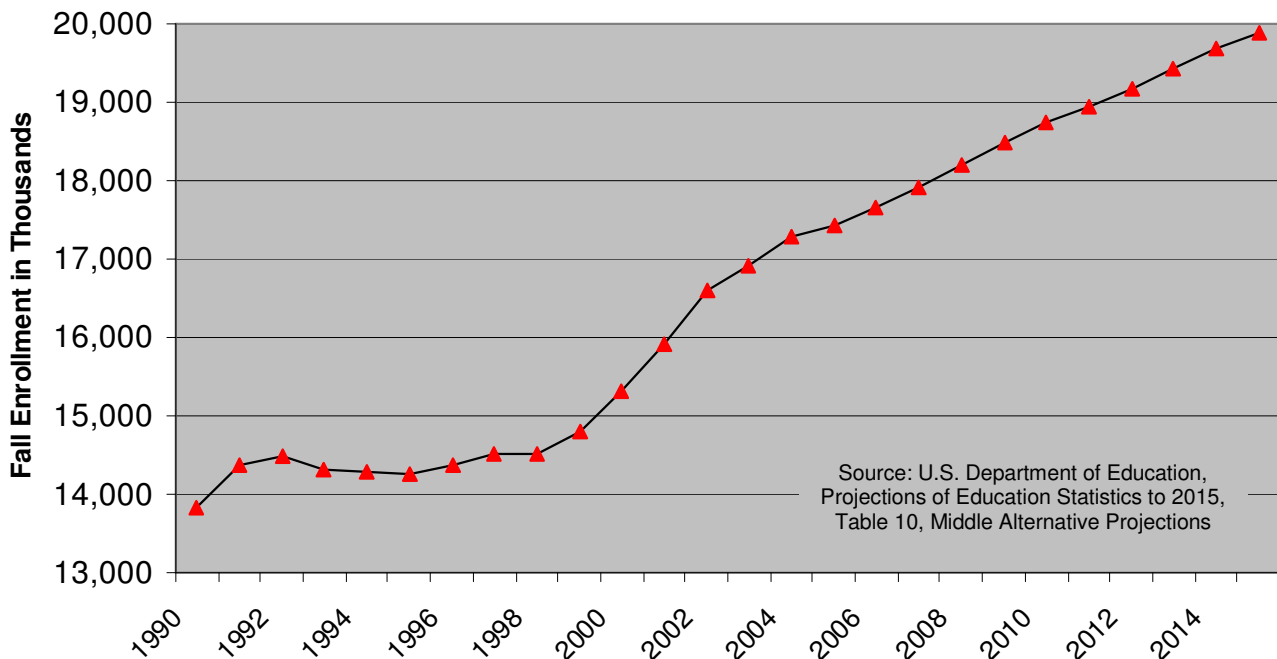
More Students With Disabilities – Federal Share of Funding Decreasing

**Federal Share of Average Per Pupil Expenditure vs. Full Funding
(40 percent of the excess costs of educating children with disabilities)**



Source: Congressional Research Service and U.S. Department of Education, Projections of Education Statistics to 2015

Higher Education Enrollments are Rising



Source: U.S. Department of Education, Projections of Education Statistics to 2015, Table 10, Middle Alternative Projections

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

Title I – Grants to School Districts

Elementary & Secondary Education Act (NCLB)

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. On January 8, 2002, President Bush signed into law the No Child Left Behind Act (NCLB), which made significant changes in the Title I program. 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 a few other categories of disadvantaged children residing in these jurisdictions. Historically, 70 percent of children participating in Title I receive reading and language arts instruction and more than 40 percent receive instruction in mathematics.

NCLB also continues a variety of specialized subprograms under Title I, 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, and the School Improvement and Advanced Placement programs were added to Title I by NCLB.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
Grants to School Districts			
Basic Grants*	\$ 6,808.41	\$ 6,804.97	\$ 6,808.41
Concentration Grants*	\$ 1,365.03	\$ 1,365.03	\$ 1,365.03
Targeted Grants*	\$ 2,269.84	\$ 2,332.34	\$ 3,466.62
Education Finance Incentive Grants*	\$ 2,269.84	\$ 2,332.34	\$ 2,269.84
Grants to School Districts Subtotal	\$12,713.13	\$12,834.68	\$13,909.90
Even Start	\$ 99.00	\$ 82.28	\$ 0.00
Migrants	\$ 386.52	\$ 386.52	\$ 380.29
Neglected/Delinquent/At Risk	\$ 49.80	\$ 49.80	\$ 49.80
Evaluation	\$ 9.33	\$ 9.33	\$ 9.33
State School Improvement	N/A	\$ 125.00	\$ 500.00
Totals	\$13,257.76	\$13,487.61	\$14,849.32

* Reflects program levels rather than budget authority, since a portion of the appropriation becomes available October 1.

Impact of President's Budget The ESEA Title I program is among a limited number of education programs proposed for an overall increase in the president's FY 2008 budget. The Targeted Grants to school districts would be increased by approximately 50 percent to \$3.466 billion. \$500 million is requested for State School Improvement Grants under section 1002(i), an amount in addition to the 4 percent state set-aside for school improvement under the LEA Grant program. The Targeted Grant increase is slated almost entirely for high school Title I programs under additional authorization language to be submitted later to Congress. For the majority of the nation's school districts whose Title I district-level allocations have been cut or frozen in the last three school years, their elementary and middle school Title I allocations may still be frozen or cut even with the Administration's proposed increase in Title I funding. Many of the other programs authorized under ESEA Title I would again be basically frozen in the president's budget, including the Migrant program, the Neglected and Delinquent Children program, the Literacy through Libraries program, and Title I evaluation. The Even Start program and the Comprehensive School Reform program are proposed for termination. The newly proposed Math Now and Choice Scholarship (voucher) programs are requested at \$250 million and \$300 million respectively under a new legislative proposal from the Department.

Program Need The majority of the nation’s 15,000-plus school districts will have had their Title I grant allocations frozen or cut for the last three years (school years 2004-05, 2005-06, and 2006-07). Yet over these same years, the Title I performance requirements for student achievement, and the qualifications requirements for teachers and paraprofessionals have increased in every state and school district in the nation. More schools are now subject to increasingly harsh corrective actions and interventions with declining federal aid to meet these federal mandates.

Contact Information Jeff Simering • Council of the Great City Schools • 202/393-2427 • jsimering@cgcs.org

School Improvement Grants

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

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

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President’s Request
	\$0.00	\$125.00	\$500.00

Impact of President’s Budget The president’s proposal is a step in the right direction since it fulfills a promise of No Child Left Behind to support schools and districts in their efforts to improve education for all children. The funds recommended by the president will help support critical school improvement activities, such as teacher training, tutoring programs, and curriculum upgrades.

Program Need Congress should approve the \$500 million request for School Improvement Grants made by the president since these resources are needed to serve the growing number of schools and districts that need help raising student achievement and closing achievement gaps.

Contact Information Carrie Heath • Council of Chief State School Officers • 202/312-6433 • carrieh@ccsso.org

Reading First and Early Reading First

Title I, Part B, Subpart 1 and 2 of the Elementary & Secondary Education Act (NCLB)

Description The Reading First programs are differentiated into Early Reading First (pre-reading development of preschool age children) and Reading First state grants (K-3 comprehensive reading instruction). Both programs focus on ensuring that all teachers are well prepared to teach reading with methods based on scientific research and grants target high-need, high-poverty school districts.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President’s Request
Reading First State Grants	\$1,029.23	\$1,029.23	\$1,018.70
Early Reading First	\$ 103.12	\$ 117.67	\$ 117.67
Total	\$1,132.35	\$1,146.90	\$1,136.36

Impact of President’s Budget The president’s budget calls for a cut in funding to Reading First, an important reading program and a corner stone of NCLB. Current funding provides assistance to approximately 5,200 schools nationwide. States with years of level funding and cuts will struggle to determine how to meet their original commitments to instruction, professional development and materials with less funding. The president's budget would freeze funding for Early Reading First while cutting funds from professional development for early childhood education programs by more than \$14.5 million.

Program Need An increase to \$2.3 billion would allow the Department of Education to phase in another set of grants. At the current funding level, many states are only able to fund one half of the grant applications they receive.

Contact Information Lucy Gettman • Reading Recovery Council of North America • 614/310-7329 •

lgettman@readingrecovery.org

Donna Ewigleben • International Reading Association • 202/624-8800 • dewigleben@reading.org



Striving Readers

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

Description Striving Readers is a competitive grant program that develops, implements, and evaluates research-based reading interventions for middle level or high school students who are reading significantly below grade level. Grantees must fulfill two requirements: 1) target interventions to students reading and writing two or more grade levels behind, and 2) train teachers in all subject areas to improve literacy skills in their subject area. Grantees must also participate in a rigorous evaluation of each. The Department of Education awarded the first Striving Readers grants for the 2006-07 school year in May 2006. Although Striving Readers has never been authorized by Congress, the program has been funded every year since FY 2005.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$29.70	\$31.87	\$100.00

Impact of President's Budget The current funding level for the Striving Readers program supports grants in only eight school districts. This amount (13 cents per child) is not nearly enough to address the more than eight million children in grades 4-12 who are unable to read and write at grade level. This year's budget includes a \$70.3 million increase to expand the program to additional school districts.

Program Need At least \$200 million is needed in order to expand the program into all 50 states.

Contact Information Donna Ewigleben • International Reading Association • 202/624-8800 • dewigleben@reading.org
Amanda Karhuse • National Assoc. of Secondary School Principals • 703/860-7241 • karhusea@principals.org

Even Start

Title I, Part B, Subpart 3 of the Elementary & Secondary Education Act (NCLB)

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 the nation's low-income families. This is accomplished by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Even Start is implemented nationally through cooperative projects that build on existing community resources, creating a new range of services for children, families, and adults.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$99.00	\$82.28	\$0.00

Impact of President's Budget Over 60 percent of the people receiving help through Even Start are at the lowest levels of poverty. Eliminating this program will leave over 40,000 families without vital literacy or parenting services. The program is unique in its focus on helping children and their parents become literate. Many are immigrants seeking basic instruction in reading. Eliminating Even Start would have a negative impact on the Administration's overall goal to improve reading instruction.

Program Need Restoring funding to \$225 million (FY 2005 level) would allow centers to remain open, but not expand programs. Most Even Start Centers have long waiting lists of families who would like to participate in the family literacy program.

Contact Information Donna Ewigleben • International Reading Association • 202/624/8800 • dewigleben@reading.org

Improving Literacy Through School Libraries

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

Description The purpose of the Improving Literacy Through School Libraries program is to improve student literacy skills and academic achievement by providing schools with up-to-date library materials, including well-equipped, technologically advanced school library media centers, and to ensure that school library media centers are staffed by professionally certified school media specialists.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$19.49	\$19.49	\$19.49

Impact of President's Budget	When inflation is taken into account, the freeze in funding will leave less money for our most severely distressed communities to upgrade substandard library collections, to contribute to improved student achievement, and for professional development. School library media centers spend an average of \$8.50 per child for books – less than half the average cost of one hardcover school library book. In addition, the average national ratio of library media teachers to students is now only 1:856 students leaving less ability for direct connections between media teachers and students.
Program Need	When funding is less than \$100 million in a fiscal year, competitive grants are awarded to eligible school districts. Under the current distribution, nine states have never received a grant. When funds are equal to or more than \$100 million, the program will be distributed as formula grants to all states.
Contact Information	Melanie Anderson • American Library Association • 202/628-8410 • manderson@alawash.org

Comprehensive School Reform

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

Description	The Comprehensive School Reform program applies scientifically based evidence to support schools and school districts seeking to provide a comprehensive, coherent, structured approach to school improvement. CSR programs were designed to help all students in a school meet challenging academic content and performance goals through research-based, replicable strategies of whole-school reform.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$7.92	\$2.35	\$0.00

Impact of President's Budget	The president's budget once again proposes to eliminate the Comprehensive School Reform program. In FY 2006, Congress eliminated the state grant portion of the CSR program but preserved the national programs and the CSR clearinghouse. The program received an "adequate" PART rating.
Program Need	The president's FY 2008 budget proposal neglects the lowest performing "priority" schools that were previously served by CSR. It must be noted that a unique strength of CSR is that it addresses high school education, while Title I continues primarily to address elementary schools.
Contact Information	Jim Kohlmoos • National Education Knowledge Industry Association • 202/518-0847 • Kohlmoos@nekiea.org

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

Section 418A of the Higher Education Act

Description	The High School Equivalency program (HEP) helps farmworker migrant students who have dropped out of high school earn a GED. The College Assistance Migrant program (CAMP) assists migrant students in their first year of college with both counseling and stipends. These programs provide farmworker migrant students with educational opportunities and support that will help them become productive members of society.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
HEP	\$18.55	\$18.55	\$18.55
CAMP	\$15.53	\$15.38	\$15.38

Impact of President's Budget	The proposed funding level for the HEP program carries forward a cut of \$4.4 million the program received in FY 2004, a 19 percent cut that resulted in elimination of many HEP and CAMP programs. If the president's FY 2008 budget is adopted, many deserving students will be denied assistance by the HEP and CAMP programs at a time when business and government are concerned about the availability of a trained, skilled workforce.
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Program Need To assist migrant students to complete the GED program, to pursue a college education and become more productive members of society, HEP must be funded at a minimum of \$26.41 million and CAMP at \$17.43 million for FY 2008. While this amount is insufficient to serve all those eligible, it recognizes limited federal resources. The requested amounts represent peak funding levels (plus inflation) which occurred in FY 2003.

Contact Information Irene Bueno • Nueva Vista Group, LLC • 202/778-0744 • ibueno@nvgllc.com

Impact Aid

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

Description Impact Aid is a federal reimbursement in lieu of tax revenues to approximately 1,400 school districts for the services they provide to children who reside on Indian lands and in federal low-income housing, whose parents are in the military, and whose parents are civilians working on federal property as well as districts that have lost large parcels of taxable property to federal acquisition. Nationwide, Impact Aid provides funds to serve more than 12.1 million students.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
Basic Support and Federal Property	\$1,156.22	\$1,156.22	\$1,156.22
Facilities and Construction	\$ 22.77	\$ 22.77	\$ 22.77
Disability Payments	\$ 49.47	\$ 49.47	\$ 49.47
Total	\$1,228.45	\$1,228.45	\$1,228.45

President's Budget Proposal At this time, it is too early to determine the full impact of the president's proposed budget request. The proposed freeze in funding represents the third consecutive year of level funding and directs that Section 8007 construction money be allocated only under the discretionary competitive program (8007(b)) rather than under Section 8007(a) of the formula program as was the case in FY 2006 and FY 2007. Funding levels to federally-connected school districts have remained fairly constant due to a drop in federally connected students nationwide over the past two years. This trend is set to change as force restructuring – a Department of Defense initiative – has the potential of adding up to 35,000 - 40,000 additional military dependent students to the program. Should this initiative begin to surface this year, the proposed freeze will be a drop in Impact Aid payments to all federally-connected school districts in FY 2008.

Program Need The estimated cost to fully fund Section 8002 (Federal Properties) and Section 8003 (Basic Support Payments for Federally Connected Children) would be \$3 billion. As a program intended to compensate a school district for the loss of local property tax, Impact Aid becomes what otherwise would be the local contribution to a school district's budget.

Contact Information John Forkenbrock • National Association of Federally Impacted Schools • 202/624-5455 • nafis@sso.org

IDEA State Grants

Education for All Handicapped Children Act

Description The IDEA State Grant program was established to facilitate state and school district efforts to educate children and youth with disabilities by implementing, expanding, and improving access to high quality educational programs and related services.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$10,583.00	\$10,782.96	\$10,491.90

Impact of President's Budget When IDEA was first enacted in 1975, the federal government pledged to pay 40 percent of the excess costs of educating students with disabilities due to the nearly double expense of educating a child with a disability than a child who does not have a disability. Today the federal government only provides 17.2 percent of the 40 percent pledge. State and local governments continue to fulfill their promise to educate

students with disabilities though they must cover the shortfall in funding caused by the federal government's failure to keep its promise.

The Administration's recommendation cuts IDEA Part B grants to states by nearly \$300 million. In addition, the Administration's recommendation does not support current congressional efforts to fully fund the IDEA. The new IDEA amendments, signed by President Bush in December 2004, authorize Congress to fully fund IDEA by 2011 and mandate that schools provide a wide array of services: comprehensive teacher training, materials and resources for teachers and students, and effective alternative programs and services for students with disabilities who exhibit challenging behavior. Schools must have adequate support to sustain the quality of services. The FY 2008 budget request would not provide funds to fully support these programs.

Program Need To fulfill the funding commitment outlined in IDEA 2004, which was passed by Congress and signed by President Bush, an additional \$8.44 billion is needed for FY 2008 to achieve the funding amount authorized.

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IDEA Pre-School Programs

Education for All Handicapped Children Act

Description IDEA Pre-school funds assist with the provision of a free appropriate public education (FAPE) to preschool-aged children with disabilities. The federal contribution to preschool special education in the states facilitates the continuity of services for children with disabilities transitioning from the Infant and Toddler program (Part C).

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$380.75	\$380.75	\$380.75

Impact of President's Budget This program has not been increased in recent years, and in fact, with the across-the-board cut in FY 2006, funding has actually decreased. The Administration's FY 2008 request to cut funding for IDEA Pre-School will mean that there are fewer federal dollars available to support each child that qualifies for services under this program. Thus, at a time when more preschoolers are being identified as children with disabilities and the cost of providing services continues to increase, there will be less federal support available on a per child basis.

Program Need The amount available per child has continued to decrease every year since 1992 as the child count increases. The president should provide funding to live up to the original promise to fully fund the Part B Preschool Program by providing an allocation of \$1,500 per child under the IDEA pre-school program.

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IDEA – Infants and Toddlers

Education for All Handicapped Children Act

Description Part C of the Individuals with Disabilities Education Act provides grants to states to develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities, ages birth through 2 years, and their families.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$436.40	\$436.40	\$423.07

Impact of President's Budget The Administration's FY 2008 budget request would cut \$13 million from this program. This will mean that there are fewer federal dollars available to support each child and family that qualifies for services under this program. Thus, at a time when more infants and toddlers are being identified and the cost of providing services continues to increase, there will be less federal support available on a per child basis.

Program Need The president must provide enough funds to ensure that every eligible infant and toddler and their family receives the services he or she needs. Significant increases are needed to reach the full funding level of \$860 million by FY 2011.

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IDEA – National Programs

Education for All Handicapped Children Act

Description Part D programs of IDEA focus on improving professional development and supporting personnel preparation, parent information centers, technical assistance, demonstrations, dissemination of information, and technology development and media services. Part D programs continue to support and improve the ability of states and schools to meet the needs of children with disabilities.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
State Personnel Development*	\$ 50.14	\$ 0.00	\$ 0.00
Technical Assistance and Dissemination	\$ 48.90	\$ 48.90	\$ 48.90
Personnel Preparation	\$ 89.72	\$ 89.72	\$ 89.72
Parent Information Centers	\$ 25.70	\$ 25.70	\$ 25.70
Technology and Media Services	\$ 38.43	\$ 38.43	\$ 25.10
National Center for Special Education Research**	\$ 71.84	\$ 71.84	\$ 71.83
Total	\$324.61	\$274.59	\$261.20

* The Administration did not request any funds for State Personnel Development activities for FY 2008 because the entire FY 2007 appropriation remains available for obligation through September 30, 2007, and will be used to support 45 continuation awards and six new awards in FY 2008.

** The National Center for Special Education Research is now funded within the Institute for Education Sciences.

Impact of President's Budget The Administration's FY 2007 budget request reduces the commitment to programs that provide critical infrastructure for IDEA. While most programs are level funded, the president proposes to cut State Personnel Development grants and Technology & Media Services. Given the increased number of children entering special education and taking into account inflation, the level funding request for critical teacher training, research, and parent information programs is irresponsible.

Program Need Many corporations typically set aside 10 percent of their budgets for Research and Development. Unfortunately, the funding levels of the IDEA Part D programs are closer to only 2 percent of the total funding for IDEA. The president clearly must provide more in R&D for IDEA to be implemented successfully.

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Improving Teacher Quality

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

Description The program aims to improve student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers and principals in schools.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$2,887.44	\$2,887.44	\$2,787.50

Impact of President's Budget	The Administration has proposed a \$100 million cut to Teacher Quality grants to states, the largest federal investment in strengthening teacher quality.
Program Need	The amount of funding provided for teacher quality has a direct impact on the level of professional development available for educators in order to better serve students. Some states also use teacher quality funding to help reduce class size; however, without additional funding those efforts will be significantly frustrated. Without additional teacher quality funds, states' and local school districts' efforts to equip educators about content standards and the alignment of those standards to the assessments may impede the improvement of student learning and progress in that subject and potentially others.
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School Leadership

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

Description	The school leadership program provides 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.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$14.73	\$14.73	\$0.00

Impact of President's Budget	For the sixth year in a row, the president's budget has proposed eliminating the School Leadership program. The Department of Education last awarded 23 grants under the FY 2005 competition. The grants, which help to attract, instruct, mentor, and retain school leaders, provide much-needed assistance in 16 states. Nonetheless, there have been many more grant proposals than could 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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Comprehensive Centers

Title II of the Education Sciences Reform Act

Description	The twenty-one Comprehensive Centers (CCs), sixteen of which are regional and five of which are topical, are designed to help states build capacity to implement the No Child Left Behind Act. In their third fiscal year of operation, these centers are part of a national technical assistance and dissemination system for states, districts, tribes, and schools. The centers provide scientifically valid training, technical assistance, and professional development to support the Administration and implementation of NCLB programs.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$56.26	\$56.26	\$56.26

Impact of President's Budget	The president proposes to freeze funding for the Comprehensive Centers at FY 2005 levels. Level funding and across the board cuts have constrained the Comprehensive Center's scope of work. With states desperate to find ways to help 10,000 schools in need of improvement, the centers will be limited in their
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ability to help states build the capacity to help schools improve. The number of schools needing assistance continues to increase each year, yet the funding is slowly eroding.

Program Need As the Department of Education indicated in the president’s budget request for FY 2008, “... Rising numbers of schools identified for improvement will place even more pressure on the limited resources currently available for school improvement (at the state level) ... (In particular there will be) growing demand for more comprehensive improvement measures required under corrective action and restructuring”. Increased investments in the comprehensive centers program will enable: 1) the content centers to deepen their focus on critical improvement problems and research-based solutions in key topic areas and 2) the regional centers to help states respond to the increased demand for turning around low performing schools.

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National Board for Professional Teaching Standards

Description The National Board Professional Teaching Standards® (NBPTS) is a nonprofit, independent organization dedicated to improving student learning in American schools by supporting standards-based excellence in teaching. NBPTS designed a voluntary process to certify highly accomplished teachers through a rigorous, standards-based assessment of knowledge and performance that measures what accomplished teachers should know and be able to do. All fifty states and over 700 school districts recognize and provide financial and regulatory support for National Board Certification.

Funding History* (in millions)	FY 2006	FY 2007	FY 2008 President’s Request
	\$9.92	\$9.92	\$0.00

* Not subject to the FY 2007 Department of Education Operating Plan

Impact of President’s Budget Continued federal funding for NBPTS activities is a vital supplement to the state, local, and private investments made to recruit and retain National Board Certified Teachers® in the classroom. Loss of these funds will severely hamper the ability of the National Board for Professional Teaching Standards to help states and school districts establish high-quality outreach and recruitment for National Board Certification, in order to improve student learning. National Board Certification is essential to improving student achievement and promoting high-quality teachers. Without federal funds for the Candidate Subsidy program, a substantial number of teachers, particularly in high-need urban and rural areas, will not have the opportunity to attempt the certification process and millions of students will miss the opportunity to benefit from these highly accomplished teachers.

Program Need Federal funding provides direct candidate subsidies of up to 50 percent of the assessment fee. During 2006, the number of candidates rose over 10 percent from 2005. Without funding at the \$10.70 million level, there will be insufficient federal funding to meet the candidate subsidy demand.

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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 to state education agencies through formula grants to states for state run partnership competitions aimed at local education agencies in greatest need. Partnership grants focus on improving curriculum rigor in math and science, improving teacher competence through high quality professional development, developing distance learning programs and encouraging high school and college graduates to pursue careers in the science, technology, engineering and math fields.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President’s Request
	\$182.16	\$182.16	\$182.16

Impact of President's Budget	The growing shortage of highly qualified STEM educators presents a national crisis that the Administration and many policy makers are anxious to address. A freeze in funding for the Math and Science Partnerships will provide current levels of support for professional development. However, given the intensity of the debate about the importance of improving student achievement in these areas, a freeze does not move the nation forward to address this crisis.
Program Need	Though recent NAEP scores show improvement in math and science achievement among 4th graders, those gains have not yet reached middle and high school students. 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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21st Century Community Learning Centers

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

Description	The 21st Century Community Learning Centers program provides for grants to local communities for after school programs that serve students attending high-poverty, low-performing schools. Services include academic enrichment activities that can help students meet state and local achievement standards, as well as 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.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$981.17	\$981.17	\$981.18

Impact of President's Budget	The president has proposed to fund this program, the only federal funding source dedicated exclusively to after school programs, at essentially the same level in FY 2008 as in FY 2007. The proposed increase of \$14 million, or 0.001 percent, fails even to return funding for the program to the FY 2002 appropriated amount. Every day 14.3 million children are on their own after the school day ends, and that number is growing. The hours between 3 and 6 P.M. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. The after school hours can be a time for trouble or those hours can provide time for children to learn new skills and prepare for the future. Increased federal funding is essential to help states and local communities establish support systems that make after school programs an expectation, not an afterthought.
Program Need	The first incremental increase set out in the No Child Left Behind Act of slightly less than \$1 billion to \$1.25 billion would allow an additional 260,000 low-income children access to quality after school programming. Fully funding this program would cost \$2.5 billion annually.
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State Grants for Innovative Programs

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

Description	This program provides flexible funding to states and local districts for innovative educational programs. It supports education reform efforts and provides an additional source of funding for education improvement.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$99.00	\$99.00	\$0.00

Impact of President's Budget	The proposed elimination of the Title V program would remove an important element of flexibility in No Child Left Behind. States and districts use Title V money to address the leadership, infrastructure, school improvement, and instructional needs of a school or district that cannot be met through other titles in NCLB. The flexibility provided by Title V is particularly important in rural areas. In the face of revenue caps and fiscal pressures affecting a number of states, the loss of Title V funding would impact many school budgets.
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Program Need Title V funds should be restored to the FY 2004 level of \$296 million since this program serves the unique purpose of offering flexible funding for public and private school systems to address local priorities within the framework of NCLB.

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Charter Schools

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

Description Charter schools are publicly funded, nonsectarian public schools that operate free of many of the regulations placed on traditional public schools. Charter schools provide greater school choice for parents and 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 (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$214.78	\$214.78	\$214.78

Impact of President's Budget The president's budget freezes funding for the Charter School program at FY 2007 levels. Students served by charter schools have reached a plateau in recent years and the president's most recent funding request reflects this: in FY 2006, Charter School funding dropped by \$2.2 million. There are nearly 4,000 charter schools across the country operating in 40 states and the District of Columbia.

Program Need Most charter schools enroll on average 137 students per school, whereas the public schools in charter states have a median enrollment of about 475 students. To greatly expand funding for a program that has a limited reach—the number of students in charter schools represents just 0.8 percent of students in all public schools—would be irresponsible.

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Magnet Schools Assistance Program

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

Description The Magnet Schools Assistance program provides assistance to eligible local school districts to establish, expand, or operate magnet schools. Grant recipients are expected to improve diversity, plan and implement systemic reforms in academic and career-oriented coursework, and provide choices among high-quality public school programs.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$106.69	\$106.69	\$106.69

Impact of President's Budget The president proposes to freeze funding for the Magnet Schools Assistance program. A funding freeze would support a second year of a three-year competitive grant cycle for approximately 40 grantees, about 20 percent less than the last cycle. The continuation of these grants recognizes the importance of an ongoing federal commitment to voluntary desegregation, public school choice, and academic excellence. However, the continued decreases in funding of the Magnet Schools program are significantly impacting the number of school districts able to compete for and receive awards. The program's popularity continues to increase, yet its funding level is substantially impeding its growth and has begun to erode its future.

Program Need Program funding over the years has not met the continued demand for participation in the Magnet Schools Assistance program. An additional \$25 million would allow for approximately 12 more school districts and about 45-50 new schools to be funded.

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Advanced Placement

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

Description Funds support competitive grants to SEAs to make pre-advanced and advanced placement courses more widely available to low-income students, as well as paying for Advanced Placement (AP) and International Baccalaureate (IB) tests for those students. The program also helps teachers in high-poverty high schools receive training to teach AP and IB courses. AP and IB programs increase the rigor of high school curricula and offer a proven avenue to postsecondary success.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$32.18	\$37.03	\$122.18

Impact of President's Budget As a part of the president's American Competitiveness Initiative, the FY 2008 request for AP would fund new competitive awards to expand AP and IB offerings in mathematics, science, and critical foreign languages.

Program Need In combination with public and private matching funds, the Department of Education estimates that the program could train 70,000 new AP/IB math and science teachers over the next five years, while helping an additional 700,000 students gain access to the rigor of AP/IB courses.

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Dropout Prevention

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

Description The Dropout Prevention program awards grants to states or school districts to implement research based, sustainable, and coordinated school dropout prevention and reentry programs for students in grades 6-12.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$4.85	\$0.00	\$0.00

Impact of President's Budget The president's FY 2008 budget once again assumes elimination of the Dropout Prevention program. The Administration claims that school districts may use their Title I funds to support dropout prevention and reentry. However, the reality is that the proposed \$1.2 billion increase for high schools in the president's budget will be targeted for expanding NCLB assessments into two additional high school grades, rather than the critical services covered by the Dropout Prevention program.

Program Need The Dropout Prevention program is the only federal program actively working to reduce the nation's dropout rate. According to the most recent reports, less than 75 percent of all eighth graders graduate from high school in five years, and in urban schools these rates dip below 50 percent.

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Elementary and Secondary School Counseling Programs

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

Description The Elementary and Secondary School Counseling Program (ESSCP) provides grants to school districts to establish or expand school counseling services through the services of qualified school counselors, school social workers, and school psychologists. The program expands students' access to counseling services, helping to increase academic achievement and improve the climate for learning.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$34.65	\$34.65	\$0.00

Impact of President's Budget The elimination of the ESSCP would end services to students in 30 states and the District of Columbia. This means that 88 school districts would not have the funds to support school counselors, school psychologists, and school social workers currently serving thousands of students in hundreds of schools nationwide.

As part of the No Child Left Behind Act, Congress expanded the Elementary School Counseling Program to include secondary school activities. However, due to the program's statutory funding trigger, secondary schools cannot benefit unless total funding exceeds \$40 million, with the \$40 million base amount reserved for elementary schools.

Program Need	With its focus on high school reform, Congress must sufficiently fund the ESSCP to expand the program to include secondary schools, where counseling services are desperately needed to support student success. Providing \$75 million for the program will allow support of secondary schools at a similar level as provided for elementary schools in FY 2006 and FY 2007.
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Smaller Learning Communities

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

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 (in millions)	FY 2006 \$93.53	FY 2007 \$93.53	FY 2008 President’s Request \$0.00
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Impact of President’s Budget For the seventh year in a row, the president’s budget has proposed eliminating funding for the Smaller Learning Communities program. The Administration claims that schools identified for improvement under NCLB may use Title I school improvement funds to create smaller learning communities as part of an overall school improvement plan.

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. However, personalization is the key to higher student achievement. 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.

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Gifted and Talented Grants

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

Description The Javits Gifted and Talented program improves the ability of school districts to meet the special educational needs of gifted learners. Javits funds support a coordinated program of scientifically based research and demonstration projects and grants supporting state and local efforts in gifted and talented education, including student identification strategies, teacher training, and curriculum development.

Funding History (in millions)	FY 2006 \$9.60	FY 2007 \$7.60	FY 2008 President’s Request \$0.00
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Impact of President’s Budget The Javits program is the only federal initiative targeted specifically to gifted and talented students. Funds are prioritized to projects that enhance understanding of the most effective ways to educate gifted students who are economically disadvantaged, limited in English proficiency, or who have disabilities. Elimination of this program would severely impede best practices research 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 new 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, that will make a difference for these learners.

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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 noncompetitive awards to VSA arts, whose programs encourage the involvement of, and foster greater awareness of the need for, arts programs for persons with disabilities. Support also is given to the John F. Kennedy Center for the Performing Arts for its arts education programs for children and youth. The Kennedy Center also works with the Alliance for Arts Education, a network of state arts education committees, to focus on incorporating the arts into school curricula.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$35.28	\$35.28	\$0.00

Impact of President's Budget The arts are designated as a "core academic subject" in the No Child Left Behind Act, requiring schools to enable all students to achieve in the arts and to reap the full benefits of a comprehensive arts education. In spite of this federal direction, access to arts education in our schools is eroding, largely due to the costs associated with implementation of NCLB. A report from the Center for Education Policy concludes that, since the enactment of NCLB, instructional time for art and music has been reduced by 22 percent. This at a time when parents, employers, and civic leaders are demanding improvements to the learning environment that will make our schools places where all learners will access a complete education and opportunities to succeed. These demands cannot be met without comprehensive arts education in our nation's schools and certainly not by eliminating funding as the president's budget proposes.

Program Need Through an appropriation of \$53 million for FY 2007, the Arts in Education programs will support newly emerging initiatives 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 nation arts education initiatives.

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Parental Information and Resource Centers

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

Description The Parental Information and Resource Center (PIRC) program provides grants to non-profit organizations to establish school-linked and school-based information and resource centers supporting more effective parental involvement in their children's education. Thirty percent of PIRC funding is reserved to help implement the Parents as Teachers Program (PAT), which focuses on pre- and post-natal training for parents. PIRCs are located in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$39.60	\$39.60	\$0.00

Impact of President's Budget For the seventh year in a row, the president has proposed to eliminate funding for the PIRC program. PIRC funding is the only source of federal funding intended exclusively to help schools and communities meet the requirements of parent involvement mandated in No Child Left Behind. More than 35 years of research has proven that when parents are involved in their child's education, student achievement increases. Therefore, parent involvement was included as a key component of No Child Left Behind, with more than 650 citations to parents in the law. Elimination of this program will hinder critical parent participation in the educational process.

Program Need The PIRC program has recently undergone a substantial reorganization at the Department of Education, expanding the role of PIRCs to act as state-wide centers for leadership, technical support, and financial support for parent involvement. A substantial increase in funding to \$86 million for FY 2008 is needed to effectively implement the expanded and critical role PIRCs play.

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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) includes a state formula 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, 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.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$568.84	\$568.84	\$324.24

Impact of President's Budget While the president's budget would continue to fund SDFSCA, the proposal would substantially undermine the state formula grants program by reducing funding for that program by 71 percent while increasing national programs funding. Ultimately, it is the goal of the Administration to substantially restructure the program through ESEA reauthorization by consolidating funding streams and expanding the overall focus of the SDFSCA. The overall impact would be significant. Schools would have an increasingly difficult time maintaining current safety and prevention programs. If the president's proposal is adopted, one of the few federal funding sources for mental health services and prevention activities that improve school climate would be eliminated.

Program Need 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 funds represent an important source of revenue. In order to ensure that local school districts are able to provide an appropriate level of safety for all students, funding for SDFSCA must be increased to no less than \$716 million.

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Grants for State Assessment and Enhanced Assessment Instruments

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

Description State Assessment Grants are distributed through formula to assist states with the costs of developing and administering assessments required under the No Child Left Behind Act. This program also helps pay the costs of educator professional development aligned with state standards and assessments and data reporting.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$407.56	\$407.56	\$411.63

Impact of President's Budget This level of funding is inadequate to cover the costs of developing and administering high-quality assessments aligned with state standards. We must invest in robust assessment systems, including tests for English Language Learners and students with disabilities that reflect the true learning of every student.

Program Need A minimum of \$500 million is necessary for this program so states can implement the additional, costly assessments required by NCLB. In past years, appropriation levels for this program have reached only a fraction of what is needed to meet the multiple and complicated new NCLB testing requirements.

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Rural Education Achievement Program

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

Description The Rural Education Achievement Program (REAP) assists small and low-income rural districts to 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.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$168.92	\$168.92	\$168.92

Impact of President's Budget The president proposes to freeze REAP funding at the FY 2007 level. Due to the across the board cuts and persistent level-funding REAP is still funded at less than its highest funding in FY 2005 of \$170.6 million. Rural districts need additional funding to help overcome geographic issues impacting on their ability to meet the requirements of the No Child Left Behind Act. Geographic isolation and small student populations often lead to higher costs for rural districts. As ESEA title programs continue to be cut at the federal level, there is a greater need for REAP funding. Level funding REAP will prevent the program from keeping pace with increasing demand. Rural districts will not receive the funding they need to expand course offerings through distance learning, offer expanded academic interventions to increase achievement, and provide incentives to recruit and retain high quality educators.

Program Need Funding REAP at an increase of \$81 million for a total of \$250 million will help rural school districts counter the massive federal funding cuts in ESEA formula programs, including Education Technology, Safe and Drug Free Schools and the Education Innovative Block Grant, over the past three years.

Contact Information Mary Kusler • American Association of School Administrators • 703/875-0733 • mkusler@aasa.org

School Renovation and Modernization

Working Families Relief Act

Description The Qualified Zone Academy Bond (QZAB) program helps states and school districts to address the challenges they face in modernizing aging schools. Entities issuing QZABs 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. Bondholders of the QZABs receive a federal tax credit in lieu of interest payments.

Funding History* (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$400.00	\$400.00	\$400.00

* Not subject to the FY 2007 Department of Education Operating Plan

Impact of President's Budget The QZAB program operates according to calendar years, and its most recent reauthorization included an extension for 2006 and 2007 (in the Tax Relief and Health Care Act of 2006, P.L. 109-432). The president's proposal provides an additional \$400 million in the U.S. Treasury Department budget to extend the QZAB program for the 2008 calendar year. The QZAB program has operated successfully since its inception in 1998, and extension of the program will allow communities to make progress in improving older and deteriorating education facilities. It will also encourage further development of public/private partnerships to meet school renovation and construction needs. Amendment of the program to allow "new construction" and "site acquisition" as eligible activities is also critical to ensuring that all children attend modern, safe schools.

Program Need The federal QZAB program allows states and local school districts to make progress in addressing their facility challenges, but the \$400 million that QZABs provide in annual bonding authority falls well short of the need that exists. 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. A doubling of the available bonding authority, to \$800 million per year, would provide additional resources for a recognized and established need, and would ensure that more students receive a high-quality education in safe and well-equipped buildings.

Contact Information Manish Naik • Council of the Great City Schools • 202/393-2427 • mnaik@cgs.org

Enhancing Education Through Technology

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

Description Enhancing Education Through Technology (EETT) grants address the central goals of the No Child Left Behind Act – raising student achievement, ensuring high quality teaching, and increasing parental involvement. Funds allow states and districts to expand data driven decision-making, online assessment initiatives, and communication between parents and schools.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$272.25	\$272.25	\$0.00

Impact of President's Budget The president's proposal to eliminate EETT fails to meet the needs of America's students. Eliminating this program is contrary to the Administration's stated goal of ensuring that our nation's students can compete globally and effectively in math and science. The Enhancing Education Through Technology program exposes students to the technology tools and skills they will need for future success in school, work, and civic life.

Program Need This program must be restored to its FY 2002 funding level of \$700 million for FY 2008. 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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Language Acquisition Grants

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

Description Language Acquisition Grants assist states, school districts, and higher education institutions in building capacity to more effectively teach students with limited English proficiency, including upgrading curricula and providing teacher training opportunities.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$669.01	\$669.01	\$670.80

Impact of President's Budget The president's FY 2008 request is \$670.8 million, an amount which would essentially freeze English Language Learner (ELL) Grants at the FY 2006 level. The increase from FY 2007 represents less than 1 percent of the 2006 funding level, and is still under the FY 2005 level of \$675 million. This small increase does not begin to address the needs that growth in the ELL population will represent in the schools and labor force in coming years. According to research just released by ETS, immigrants will represent the entirety of growth in the US labor force over the next 20 years. Many of these immigrants and their children will be ELLs and the US education system will need an investment that accurately reflects the growth in that demographic.

Program Need The number of ELL's has increased 65 percent over the past 10 years and though most of those children are Spanish speaking, there have been over 350 first languages identified. This is additional pressure on teachers and districts trying to comply with NCLB requirements while state education budgets are stagnant or shrinking. Any comprehensive strategy that supports teachers and students such as the one introduced by the National Council of Teachers of English, will require a significant investment by the federal government.

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Part II: Education, Careers, and Lifelong Learning

Vocational and Technical Education Act (Perkins Act)

The Carl D. Perkins Vocational and Technical Education Act

Description The Carl D. Perkins Career and Technical Education Act (Perkins) provides critical funding to states which distribute 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 (in millions)	FY 2006	FY 2007	FY 2008 President's Request
Basic State Grants	\$1,182.39	\$1,181.55	\$600.00
National Programs	\$ 9.16	\$ 10.00	\$ 10.00
Occupational Info	\$ 0.00	\$ 0.00	\$ 0.00
Tech Prep	\$ 104.75	\$ 104.75	\$ 0.00

Impact of President's Budget The president's FY 2008 budget would cut nearly \$686.30 million in funding for the Carl D. Perkins Act and shift resources to other programs, such as Title I of NCLB. The president's budget proposal would result in a dramatic reduction in the availability and quality of secondary and postsecondary career and technical education (CTE) programs across the United States. Drastically reducing the federal investment in Perkins means a diminishment of the contributing role CTE has in high school reform and the innovative programs at community and technical colleges that drive economic development. Such a dramatic cut to the Perkins Act in the year following overwhelming support for reauthorization of the program is counterproductive. The last substantial increase in funding for the Perkins Act occurred in FY 2002. Since that time, funds have actually decreased by \$17 million, although funding needs have grown dramatically.

In addition to the FY 2008 budget request, in March the Administration shifted \$840,000 in funds from the Basic State Grants to the National Programs account under its operating plan initiated under the Full-Year FY 2007 Continuing Resolution (P.L.110-5).

Program Need Perkins funding should increase to an appropriation level of at least \$1.7 billion to 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.

Contact Information Alisha Hyslop • Association for Career and Technical Education • 703/683-9331 • ahyslop@acteonline.org
 Domenic Giandomenico • National Association of State Directors of Career Technical Education Consortium • 202/737-0303 • domenic@careertech.org

Tech Prep Education

The Carl D. Perkins Vocational 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 Tech Prep program provides funds to partnerships that offer seamless pathways from high schools to postsecondary experiences that offer 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.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$104.75	\$104.75	\$0.00

Impact of President's Budget The president's FY 2008 budget proposal would eliminate the \$104.75 million in funding for the Tech Prep program within the Carl D. Perkins Act so that more emphasis can be placed on a new high school reform initiative. This proposal would stall progress achieved through the innovative Tech Prep program and negatively impact students. Schools depend on Tech Prep funds to enhance the relevance of academics, and support the development of partnerships between secondary and postsecondary education.

Promising programs in many schools will likely close without these dedicated resources.

Program Need	Tech Prep programs are directly addressing the issue of American competitiveness by encouraging secondary and postsecondary institutions and businesses to work together to meet the economic needs of local communities. Elimination of this funding endangers continuation of some of the most successful models of career and technical education.
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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, proficient in speaking English, secure citizenship, and to obtain the knowledge and skills necessary for employment and self-sufficiency. In addition, adult education helps parents to obtain the educational skills necessary to become full partners in the educational development of their children.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
State Grants	\$563.98	\$563.98	\$564.07
National Leadership Activities	\$ 9.01	\$ 9.01	\$ 9.01

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 that impact their work, family, and community responsibilities. At current funding levels, only 3 percent of the 93 million adults can access educational services. Due to increasing costs, level funding actually reduces these services.
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Program Need	The president's budget proposes a slight increase in funds for FY 2008, but this limited funding is only serving a portion of the adult population (46 percent) who are in jeopardy of not fully participating in family, work and community opportunities due to their educational deficiencies.
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Contact Information	Dr. Lennox L. McLendon • National Council of State Directors of Adult Education • 202/624-5250 • www.ncsdae.org
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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.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$210.56	\$210.56*	\$226.70

* Pending final allocation by the Office of Management and Budget

Impact of President's Budget	At a time when libraries are being asked to provide a wide variety of increased services to their patrons, the president's request will help build capacity and expand core services of libraries nationwide. The ability of libraries to increase information and technology literacy, expand digital resources and technology training, as well as to offer programs for families, new readers, new English speakers, and people in need of special outreach services, cannot be expanded without this increased federal investment.
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Program Need If LSTA is increased to \$226.7 million, it would provide \$171.5 million for the Grants to State Library Agencies program in LSTA. This will guarantee small states receive the amount Congress intended in the 2003 reauthorization while ensuring that large states will continue to get their share.

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National Institute for Literacy

The Adult Education and Family Literacy Act

Description The National Institute for Literacy (NIFL) was established to integrate literacy policy and disseminate information to the adult education community. The Institute coordinates literacy efforts of the U.S. Departments of Labor, Health and Human Services, and Education through a committee of the Secretaries and a board appointed by the president.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$6.57	\$6.58	\$6.64

Impact of President's Budget The president's FY 2008 budget increase will help extend services to the literacy communities. This increase falls short of funds needed to serve the adult education and NIFL's expanded responsibility to the elementary and secondary education community.

Program Need An increase to \$12 million would allow NIFL to fully serve both the adult education and elementary education community. Adult education and schools depend on NIFL to provide them with the latest information on effective literacy programs.

Contact Information Richard Long • International Reading Association • 202/624-8800 • rlong@reading.org

National and Community Service

National Community Service Act and Domestic Volunteer Service Act

Description The Corporation for National and Community Service (CNCS) supports service activities in communities that address education, public safety, the environment, homeland security, and other human needs. Members and volunteers serve with national and community nonprofit organizations, faith-based groups, schools, and local agencies to help meet community needs. The AmeriCorps, Learn and Serve America and Senior Corps are the programs funded through CNCS.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$909.96	\$884.58	\$828.68

Impact of President's Budget The FY 2008 budget request for CNCS and its programs would cut funding by \$55.9 million from the FY 2007 level. Combined with the \$25.38 million cut in FY 2007 from FY 2006, CNCS will have been cut by nearly 9 percent in two years if the president's budget is adopted.

Program Need Federal funding in recent years enabled AmeriCorps to grow in size to 75,000 members in 2004. Millions of volunteer hours have been logged to assist institutions and organizations that serve the public. However, due to annual cuts since then, the CNCS has been unable to grow to match its needs.

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Part III: The Gateway to Opportunity – Higher Education

Federal Pell Grant Program

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

Description The Pell Grant program provides grants to needy undergraduate students to help them finance a college education. This program serves as the foundation for securing the federal goal of equal access to postsecondary education for all citizens. The Pell Grant maximum is set in the annual education appropriations bill.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$13,045.00	\$15,542.46	\$15,439.00*
			* includes \$2.2 billion in mandatory funding derived from proposed changes to federal student loans
Maximum Grant (in thousands)	\$4,050	\$4,310	\$4,600

Impact of President's Budget The \$4,600 maximum award and the five subsequent annual increases of \$200 is a welcome departure from past budget proposals, and is a positive step toward the promised \$5,100 maximum grant. However, the increase in the maximum grant is more wishful than actual, because it is purchased largely with mandatory funding that can only be realized if Congress goes through the complicated process of enacting legislation authorizing statutory cuts in the federal loan programs. Moreover, part of the financing scheme assumes the elimination of the other need-based student aid programs – the Perkins Loan cancellations and recall of the revolving funds, the Leveraging Educational Assistance (state grant) Program, and the Supplemental Educational Opportunity Program (SEOG). Even though the president's proposed \$4,600 maximum Pell Grant would add \$290 to the \$4,310 maximum award approved as part of the FY 2007 Continuing Resolution, one million students would suffer a net loss in their grant levels because of the loss of SEOG funding, not accounting for the losses experienced by the more than one and one-half million combined Perkins loan and LEAP recipients.

Program Need In September of 2000, then- presidential nominee George W. Bush issued a call for a \$5,100 Pell Grant maximum award, saying "College is every parent's dream for their children and we should make this opportunity available to all students." Seven years later, that goal has not been achieved, and that opportunity has been denied. This past year, Congress took a bold step forward in the FY 2007 Continuing Resolution by increasing the maximum grant from \$4,050 to \$4,310. During the same time period, the Administration raised its own bar even higher. Secretary of Education Margaret Spellings' Commission on the Future of Higher Education called for a Pell Grant equal to 70 percent of the average in-state tuition at public four-year colleges, or \$6,150. The more than 5 million students with median family incomes of less than \$20,000 cannot build their plans for college on empty promises. The FY 2008 budget should finally deliver the hoped-for \$5,100 Pell Grant maximum award.

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CAMPUS-BASED AID PROGRAMS: The Supplemental Educational Opportunity Grant, Federal Work Study and Perkins Loans are the campus-based aid programs (see below). They are unique in that colleges provide at least 25 percent of the funding and the federal government provides 75 percent of the funding (3:1 match), and that the programs are run on campus.

Federal Supplemental Educational Opportunity Grant Program (SEOG)

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

Description SEOG provides additional grant aid 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 them pay for college.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$770.93	\$770.93	\$0.00

Impact of President's Budget	The president's budget proposes to eliminate funding for SEOG. While the president's budget also proposes to increase the Pell grant to \$4,600, this increase is Pell does not make up for the average SEOG grant loss of \$760. More than any other program, SOEG grants provide access and affordability to low-income students. The elimination of SEOG will mean a net loss of grant aid for 1 million students' financial aid packages and force them to work more or borrow more to pay for college.
Program Need	SEOG should be increased by \$230 million, to \$1 billion. At a time when more low-income students than ever are academically prepared for college, the federal government should be substantially increasing the grant program that helps the neediest Pell Grant recipients. Because the federal dollars are matched by institutional dollars, investing in SEOG provides the biggest bang for the federal buck in terms of providing substantial grant aid. The federal investment of \$1 billion becomes \$1.3 billion in aid available to students.
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Federal Work Study Program

Title IV, Part C of the Higher Education Act

Description	Federal Work Study (FWS) leverages resources from colleges and the private sector to provide opportunities for students to earn money to pay for college. In addition to providing self-help assistance for students, FWS encourages students receiving federal financial aid to participate in community service, building a lifelong sense of social responsibility and a commitment to the community.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$980.35	\$980.35	\$980.49

Impact of President's Budget	In 2001, the FWS budget sat at \$1.011 billion. Since that time, the FWS program has been reduced or level-funded. Those lost FWS jobs mean students have had to borrow more to meet their postsecondary expenses or needed to extend the time to degree completion.
Program Need	FWS should be increased to \$1.25 billion. First, this increase is necessary to replace job opportunities lost by the reductions from the program's funding high water mark of \$1.011 billion. Second, since the FWS authorizing law requires FWS jobs pay wages that are at least at the Federal minimum wage level and that minimum wage rate is going to be increased by this Congress, then in order to prevent a further reduction of FWS work opportunities due to that wage increase funding should be increased in FY 2008 to \$1.25 billion.
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Federal Perkins Loan Program

Title IV, Part E of the Higher Education Act

Description	The Perkins Loan Program provides the lowest-interest loans to the neediest college students. Colleges originate, service, and collect the loans, creating a revolving fund to provide loans to future students. The federal government is authorized to add a capital contribution every year and colleges match a third or more of that, stretching federal dollars. Federal funds also 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.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
Federal Capital Contributions	\$ 0.00	\$ 0.00	\$0.00
Cancellations	\$65.47	\$65.47	\$0.00

Impact of President's Budget	For the third year in a row, the president's budget proposes to eliminate the Perkins Loan program, continuing to claim, based on a misleading and misapplied 2003 analysis, that the program doesn't work.
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The Department of Education also proposes to seize \$3.2 billion from campuses in FY 2008-12 that the Department of Education inaccurately claims is in the schools' revolving funds. Rather than expanding the nation's investment in education, the president's budget eliminates an important way to help needy students finance their higher education. Eliminating Perkins Loans, our country's first student loan program, would make financing a college education more difficult for hundreds of thousands of low- and middle-income students, and as a result, many will be forced to finance their educations with higher-rate private loans and credit cards. In addition, failing to fund loan cancellations and the Federal Capital Contribution drains money from campus revolving funds, reducing the number of students who receive loans.

Program Need The Federal Capital Contribution, which is authorized for \$250 million per year, needs to be restored at least to its former level of \$100 million for FY2008. With the school matches, this would make \$133 million available for new loans, helping another 67,000 students. Also, the law requires that Perkins loan funds be reimbursed for loans cancelled for borrowers in public service jobs, and \$120 million is needed to fully fund expected cancellations and cover past shortfalls.

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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. LEAP dollars provide the foundation for each state's grant program by encouraging sustained state funding of need-based student aid programs.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$64.99	\$64.99	\$0.00

Impact of President's Budget By eliminating funding for the LEAP program, the federal government is missing the opportunity to get a two-to-one state-funded match for need-based grants. Special LEAP requires new state matching money, totaling about \$130 million. The LEAP program serves nearly 1 million students each year, almost two-thirds of whom have family incomes of less than \$20,000.

Program Need For \$100 million in federal funding, the state matching means that needy students will receive a total of \$270 million in grant aid.

Contact Information Bart Astor • National Association of State Student Grant and Aid Programs • 703/444-1824 • bartastor@cox.net

Federal TRIO Programs

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

Description The TRIO programs provide a pipeline of educational outreach and student support services to nearly 900,000 TRIO students from middle school through college. The 2,700 TRIO programs are designed to encourage individuals from disadvantaged backgrounds to enter and complete college and to motivate and prepare participants for doctoral studies. By law, at least two-thirds of the students served by TRIO programs must come from families with incomes below 150 percent of the poverty level and in which neither parent graduated from college.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$828.18	\$828.18	\$828.19

Impact of President's Budget The president's FY 2008 budget request level funds TRIO at the FY 2007 appropriation of \$828.2 million. This is the first time since his FY 2005 budget proposal that President Bush has included funding for two of TRIO's five programs, Talent Search and Upward Bound. TRIO programs have a demonstrated record of success, but funding levels seriously limit the participation of eligible students and improvements in the quality of services. More disadvantaged students will need the academic

instruction and supportive services provided by TRIO to help them meet the higher academic standards required by the passage of the No Child Left Behind Act.

Program Need Currently, TRIO only serves 7 percent of the eligible population. After four years without an increase in funding, it is time for a substantial increase for the TRIO programs. The TRIO programs currently serve over 870,000 students in all 50 states. An increase of \$171 million for a total of \$1 billion would allow for an additional 272,000 students to be served in 2008.

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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

Description GEAR UP provides students from low-income schools with the necessary academic skills and aspirations to successfully prepare for and succeed in college. The program stresses cooperation among all levels of education and is designed to create fundamental changes in how families plan for college. The program leverages private matching resources beyond the federal investment.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$303.42	\$303.42	\$303.42

Impact of President's Budget The success of the GEAR UP program is well documented, but the program is only reaching a fraction of the eligible students. The program must grow if we are to ensure disadvantaged children have the awareness as well as the academic preparation to enter and succeed in college.

Program Need Since 1998, GEAR UP has served millions of low-income students in 48 states, four territories, and the District of Columbia. An appropriation of \$350 million in FY 2008 would serve (approximately) an additional 175,000 students.

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Federal Family Education Loan Program and William D. Ford Federal Direct Loan Program

Title IV, Parts B and D of the Higher Education Act

Description The Department of Education administers two major student loan programs: the Federal Family Education Loan Program (FFEL) and the William D. Ford Federal Direct Loan Program (DL). Both programs help make low-interest loans available to students and their families to pay the costs of obtaining a postsecondary education. FFEL makes loan funds available through private lenders and the DL program uses funds from the U.S. Treasury to make loans directly to students. Both programs have similar loan terms and maximum borrowing limits.

President's Budget Proposal The president's budget proposes a number of specific changes to the loan programs, including an increase in the annual borrowing limit by \$2,000 for juniors and seniors, and an increase in the aggregate loan limits for all students. These changes are beneficial to students and would cost about \$1 billion over the next five years. Other proposed changes, including reductions in lender subsidies and cuts in the guaranteed insurance and collection fees, would primarily impact lenders and guaranty agencies in the FFEL program and generate more than \$18 billion in federal revenue over the next five years.

Impact of President's Budget The president proposes that a portion of this net savings be directed to the Pell Grant and the Academic Competitiveness and National Science and Mathematics Access to Retain Talent (SMART) Grant programs. In general, while it is beneficial if money saved from the federal student loan programs is returned to students in the form of increased Pell awards or other grant aid, these changes cannot be realized through the appropriations process.

Instead, since expenditure in the federal student loan programs are from the mandatory side of the budget, reconciliation legislation or a separate bill to reauthorize the Higher Education Act would have to be enacted to implement these proposals. Further, while higher education advocates generally support changes that reduce the cost of borrowing to students and parents, they are usually concerned about

changes that could negatively impact the long-term stability and sustainability of the student loan programs.

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Child Care Access Means Parents in Schools

Title IV of the Higher Education Act of 1965

Description Created by the Higher Education Amendments of 1998, the CCAMPS program provides support for low-income parents in postsecondary education through campus-based childcare services. Funds are awarded in competitive grants to institutions of higher education that enroll large numbers of Pell Grant recipients.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$15.81	\$15.81	\$15.81

Impact of President's Budget Level funding will support 175 existing projects, but without an increased investment for new grants, thousands of low-income students across the country will not have access to quality childcare, and will be unable to continue their coursework.

Program Need While there are more than 1,200 campus childcare centers, these centers are only able to meet 10 to 25 percent of the demand for services. Expanding access to on-campus childcare will help increase access to higher education for low-income students and increase retention. More than \$25 million is needed for this essential program.

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Teacher Quality Enhancement Grants

Title II of the Higher Education Act

Description This program awards competitive grants to partnerships of local schools, postsecondary institutions, community organizations, and businesses to improve and expand teacher recruitment and professional development opportunities.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$60.87	\$60.87	\$0.00

Impact of President's Budget The president's budget would eliminate funding for this program, arguing that it duplicates other existing teacher quality efforts.

Program Need This federal support draws attention to an issue of the national need for highly qualified teachers, helps foster innovation, and leverages resources from academic, government, and business partnerships to attract and prepare qualified professionals. Eliminating this important funding—the only higher education grant program for training future quality teachers—would be a major setback to meeting the teacher quality goals of No Child Left Behind.

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Troops to Teachers

Title II of the Higher Education Act

Description This program helps retiring military personnel earn teaching credentials.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$14.65	\$14.65	\$14.65

Impact of President's Budget The president proposes to freeze funding for Troops to Teachers at the FY 2007 level.

Program Need Level funding of this program has led to significant erosion in its purchasing power. Now, with less than half the amount available six years ago, the federal government has backed away from its commitment to encourage eligible military personnel to start a teaching career in areas of the country where there is the most need. This 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.

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Transition to Teaching

Title II of the Elementary and Secondary Education Act (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 (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$44.48	\$44.48	\$44.48

Impact of President's Budget The president proposes to freeze the Transition to Teaching program at the FY 2007 level.

Program Need The under funding 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.

Contact Information Brittny McCarthy • American Association of State Colleges and Universities • 202/478-4653 • mccarthyb@aascu.org

Preparing Tomorrow's Teachers to Use Technology

Title II of the Higher Education Act

Description "PT3" as this program is known, helps teachers who lack proficiency in truly integrating technology into student learning, to gain the pedagogical skills they need to use technology in the classroom. Competitive grants are awarded to consortia of educational entities, businesses, and community groups, which match at least 50 percent of the federal funds.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$0.00	\$0.00	\$0.00

Impact of President's Budget The president proposes to eliminate funding for PT3 for the sixth year in a row.

Program Need While technology in the classroom is increasingly commonplace, many schools, particularly those that serve economically disadvantaged students, lack the resources to appropriately equip and wire their classes. Funding for the PT3 program must be restored to its FY 2003 funding level of \$62 million to ensure a new grant competition. This funding is needed to assure that incoming teachers, who are expected to prepare 21st Century learners, are able to enter the classroom armed with the knowledge and skills to infuse modern digital tools and resources into the learning environment.

Contact Information Hilary Goldmann • International Society for Technology in Education • 800/336-5191 • hgoldmann@iste.org

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 community colleges, four-year public and private colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, and Hispanic-Serving Institutions.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
Title III	\$419.63	\$419.63	\$402.80
Title V	\$ 94.91	\$ 94.91	\$ 94.91

Impact of President's Budget	Failure to provide adequate funding for Title III and V programs ignores the fact that the institutions eligible for these awards serve the majority of disadvantaged and minority students, who are precisely the students who will make up the majority of tomorrow's workforce.
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 opportunity. Despite significant enrollment growth in these sectors, funding for these programs has not kept pace and should be increased by at least \$160 million.
Contact Information	Laurie Quarles • American Association of Community Colleges • 202/728-0200 • lquarles@aacc.nche.edu

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

Description	Title VI supports international education, language training, and research, especially in the 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.
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Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$105.75	\$105.75	\$105.75

Impact of President's Budget	The president proposes to freeze funding for Title VI and Fulbright-Hays programs at last year's levels. Unfortunately four years of across-the-board cuts and inflation have set back the progress generated with increases in FY 2002-03, especially to critical need languages and world areas. Since FY 2003, overall funding is down 10 percent in constant dollars, and the total number of foreign language fellowships lost is over 340. The budget proposes to reduce funding for existing Title VI programs even further to create a new \$1 million E-learning clearinghouse.
Program Need	The Iraq Study Group found that only six out of 1,000 employees in the U.S. Embassy in Iraq are fluent in Arabic. Funding for international education, foreign language, and global understanding efforts should be increased this year by 25 percent. Intensified efforts are needed to address the severe shortage of U.S. citizens who can speak less commonly taught languages, and to strengthen our nation's economic, foreign policy, and national security roles in a global society. Creating an E-learning clearinghouse is a fine idea, but the additional funding should be provided. Now is not the time for retreat in foreign language and area training.
Contact Information	Miriam Kazanjian • Coalition for International Education • 202/939-9355 • makajanzian@earthlink.net

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 Programs support many of the brightest graduate students in the country. GAANN funds talented graduate students through their institutions in academic fields deemed as areas of national need, which are many of the same areas business leaders state are needed to keep America competitive. Javits awards are portable fellowships and support those pursuing degrees in the social sciences and the arts and the humanities.
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Javits is the only federal program that supports advanced academic pursuits in the humanities and the arts.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
GAANN	\$30.07	\$30.07	\$30.06
Javits	\$ 9.70	\$ 9.70	\$ 9.80

Impact of President's Budget The budget would again essentially freeze funding for GAANN and Javits, adding to the continued neglect of these vital programs and diminishing the preeminence of the United States in graduate education and research. A stronger commitment to graduate education is needed to assure that there is a continued pipeline of qualified professors who will mentor and train the teachers and students of tomorrow.

Program Need Graduate fellowships and traineeships have proven effective in supplying our nation with the talented and knowledgeable individuals needed in science, education, government, and business. Funding increases are critically needed in Javits and GAANN, and the investment would be cost-effective because the leaders emerging from these programs add to our nation's economic competitiveness, innovation, and national security.

Contact Information Sang Han • National Assoc. of State Univ. and Land-Grant Colleges • 202-478-6079 • shan@nasulgc.org
 Carolyn Henrich • University of California • 202/974-6308 • carolyn.henrich@ucdc.edu

Quality Higher Education for Students With Disabilities

Title VII of the Higher Education Act

Description This is a competitive grant program for higher education institutions to develop innovative methods to help faculty and school administrators serve the needs of post secondary students with disabilities.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$6.88	\$6.88	\$0.00

Impact of President's Budget The president's budget would eliminate funding for this program, claiming it has achieved its primary goal of funding model demonstration projects and can now apply for funding under the Fund to Improve Postsecondary Education (FIPSE).

Program Need Quality Higher Education for Students with Disabilities is meeting the critical need to expand access to higher education for students with disabilities. There are 23 current grantees that would lose their funding if the president's budget were approved, and the FIPSE program cannot cover the current demand. Without this program, college and university faculty will not have access to these unique opportunities to develop skills, nor will they receive technical assistance they need to ensure the success of students with disabilities in higher education.

Contact Information Neil Snyder • American Speech-Language-Hearing Association • 202/624-7750 • nsnyder@asha.org

Academic Competitiveness/SMART Grants

Title VIII of the Deficit Reduction Act of 2005

Description Created last year, this mandatory program provides need-based Academic Competitiveness Grants (ACG) grants to certain first and second year undergraduate who complete "rigorous" high school programs, and "SMART" (Science and Mathematics Access to Retain Talent) awards to third- and fourth-year undergraduates majoring in eligible math and science fields and critical foreign languages. Qualified first-year students will receive \$750; second-year students, \$1,300; and third- and fourth-year students, \$4,000.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$ 790.00	\$ 850.00	\$1,180.00

Impact of President's Budget Funding for this program is mandatory, so it is not subject to the annual appropriations process. The annual allocations, and the award levels, are set in the law, but if there are insufficient funds for all eligible



students, the awards would be ratably reduced and eligible students would receive smaller grants. For FY 2008, \$920 million in mandatory funds has been allocated for the program, but the president proposes an increase of \$260 million from savings proposed in the student loan programs.

Program Need The first awards under ACG and SMART were made available in July, 2006. The U.S. Department of Education is currently overseeing a negotiated rulemaking process to finalize the regulations for the programs, which are complicated to administer and oversee. However, this is an important new source of grant funding and institutions are working diligently with agency officials to assure that all eligible students receive grants as intended.

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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 2006	FY 2007	FY 2008 President's Request
	\$718.80	\$718.48	\$708.22

Impact of President's Budget Congress moved this funding from the entitlement to the discretionary side of the budget and the president's budget supports this change.

Program Need The federal government has a responsibility to administer the federal student aid programs. The funding should be maintained and should not compete with providing more funding for the academic aspirations of low-income students.

Contact Information Stephanie Giesecke • National Association of Independent Colleges and Universities • 202/785-8866 • Stephanie@naicu.edu

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) sponsors federal education research and development, statistics, assessments and program evaluation. The IES Director oversees the operation of the Institute through four national centers, each led by a commissioner and housed within the Institute. The centers are the National Center for Research, the National Center for Education Statistics, the National Center for Evaluation and Regional Assistance, and the National Center for Special Education Research.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$517.47	\$517.49	\$594.28

Impact of President's Budget The president proposes \$594.28 million, an increase of \$76.81 million over the FY 2007 for all of IES, but the increases are targeted to statistics, assessments, and state data systems, while research and technical assistance are frozen.

Program Need School improvement requirements mandated in NCLB as well as state reform efforts have called attention to a serious education research deficit. The federal investment in education R&D is the smallest of any federal agency and should be substantially increased in order to give educators and policymakers access to evidence based programs and practices.

Contact Information Gerald Sroufe • American Educational Research Association • 202/223-9485 • jsroufe@aera.net

Regional Education Labs

Title I of the Education Science Reform Act

Description The Regional Education Labs are the nation's key institutions for applied education R&D responding to the concerns of practitioners and policy makers. The regional laboratory structure ensures a balance between local, state, and national R&D.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$65.47	\$65.47	\$65.47

Impact of President's Budget Level funding again this year coupled with the across the board cuts over the past several years has diminished the labs' ability to adequately provide the research and evidence needed to help schools improve and to help all students achieve

Program Need Proven research, even in biomedical fields, does not transfer automatically from the laboratory to the patient's bedside. Translation and diffusion of knowledge is required. In education, a primary agency for translation of quality research is the regional laboratories.

Contact Information Gerald Sroufe • American Educational Research Association • 202/223-9485 • jsroufe@aera.net

Education Research, Development, and Dissemination

Title I of the Education Science Reform Act

Description Education Research, Development, and Dissemination supports the department's discretionary and mandatory 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 at-risk students. Also supported: the What Works Clearinghouse, and the Education Research Information Clearinghouse.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$162.55	\$162.55	\$162.55



Impact of President's Budget	The president's budget would freeze this program at the FY 2007 level. Level funding coupled with the across the board cuts over the past several years is restricting our nation's ability to develop the knowledge needed to help schools improve and all students achieve. The federal investment in education R&D is the smallest of any federal agency.
Program Need	While the programs within IES provide a structure for research, development, and dissemination, all three components are withering for lack of adequate resources. Additional support to investigate Issues of scaling up and diffusion of knowledge are critical in achieving school reform and are not adequately funded.
Contact Information	Gerald Sroufe • American Educational Research Association • 202/223-9485 • jsroufe@aera.net

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 U.S. It 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.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$90.02	\$90.02	\$119.00

Impact of President's Budget	The president proposes a \$28.98 increase for NCES. The increased funding would support a new longitudinal study of high school students and provide funding to the states to improve the quality of their student data bases.
Program Need	NCES needs to move forward with strategies that will meet the data needs of the future: new technologies, advanced training in new techniques, data development and analysis, and methodological studies that will enable more efficient data collection of use to policy makers.
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National Assessment of Educational Progress

Title I of the Education Science Reform Act

Description NAEP is a national survey of student achievement in important subjects. NAEP "report cards" report on the 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 objective information on student performance available to policymakers, educators, parents, and the public. This account also funds the National Assessment Governing Board (NAGB), an independent agency responsible for the governance of NAEP.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$93.13	\$93.15	\$116.60

Impact of President's Budget	The president proposes a \$23.47 million increase for NAEP. The increase for NAEP would provide the start up costs for implementing the State level assessment of 12th graders in 2009.
Program Need	National and state school reform efforts depend on objective measures of student achievement. While NAEP provides the gold stand of assessments, it measures only a few subjects on a regular basis and needs to expand its portfolio of subjects to provide policy makers with comprehensive information. Additionally, it must continue work already begun to resolve problems of participation at the 12 th grade level.
Contact Information	Gerald Sroufe • American Educational Research Association • 202/223-9485 • jsroufe@aera.net

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 2006	FY 2007	FY 2008 President's Request
Research in Special Education	\$71.84	\$71.84	\$71.84
Studies and Evaluation	\$ 9.90	\$ 9.90	\$ 9.60

Impact of President's Budget The president's proposal would freeze funding for Research in Special Education at the FY 2007 level and reduce Special Education Studies and Evaluation by \$300,000.

Program Need Research in special education tends to provide knowledge that is beneficial in understanding ways to improve the education for all children. However, these understandings are difficult to achieve and much more research and develop is required to meet the education needs of the nation's children with special education needs.

Contact Information Jim Kohlmoos • National Education Knowledge Industry Association • 202/518-0847 • Kohlmoos@nekia.org

Statewide Data Systems

Title I of the Education Science Reform Act

Description Statewide Data Systems provide 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 states, districts, schools, and teachers make data-driven decisions to improve student learning and facilitate research to increase student achievement and close achievement gaps.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$24.55	\$24.55	\$49.20

Impact of President's Budget The president's budget proposes doubling the funding for Statewide Data Systems. The requested funds would be used to support competitive grants to states to support the design, development, and implementation of statewide data systems to use individual student data to improve policy and practice. The request would support awards to enhance state capacity for accurate reporting of high school graduation rates and dropout data, and to increase the capacity of states to efficiently satisfy federal reporting requirements.

Program Need Every state needs a high-quality longitudinal data system that includes the data elements necessary to calculate accurate graduation rates, identify successful schools and best practices, and ensure accountability for the success of every child. Currently, however, most data systems at the school, district, and state levels lack this capacity.

Contact Information Lyndsay Pinkus • Alliance for Excellent Education • 202/828-0828 • lpinkus@all4ed.org



Part V: Education-Related Programs

Head Start

The Economic Opportunity Act of 1964

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, provide them with immunizations, health checkups, and nutritious meals. Head Start requires strong parent-involvement and the Early Head Start program provides similar services to families with infants and toddlers.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$6,785.77	\$6,888.57*	\$6,789.00

* Funding level specified in the Revised Continuing Appropriations Resolution, 2007

Impact of President's Budget The president's FY 2008 budget proposes a \$100 million cut to the program, which means there will not be sufficient funding to continue the program's current level of services. Under the FY 2008 budget request, an estimated 13,500 slots for Head Start children may be cut. Due to the lack of funding in the last several fiscal cycles, many eligible children will not have access to the full range of comprehensive education, health, and social services Head Start provides. Many Head Start centers have had to shorten hours, decrease classroom instruction and eliminate transportation services. Currently, the program serves less than one-half of the children eligible for the pre-school program.

Program Need A significant increase of \$910 million is needed to make up for the 11 percent inflation-adjusted cut to Head Start since FY 2002. This increase will protect the quality of the program and its goals that all eligible children can succeed in school and that the programs have qualified teachers, adequate parent education, and high-quality educational activities.

Contact Information Jennifer Luciano • American Federation of Teachers • 202/879-4728 • jluciano@aft.org

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. Discretionary programs include the Special Supplemental Food Program for Women, Infants, and Children (WIC) and the Nutrition Education and Training Program.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$18,600	\$18,845*	\$19,370

* Funding level specified in the Revised Continuing Appropriations Resolution, 2007

Impact of President's Budget The president's budget estimates the entitlement costs, which cover support payment for all eligible meals, with higher subsidies for meals served to low-income children. Amounts represent total funding for federal child nutrition programs, including meals provided at school and nutrition programs for pregnant women, nursing mothers, infants, and toddlers (WIC). Numerous studies document that hunger and inadequate nutrition have negative effects on school attendance, learning, behavior, and productivity, and the federal child nutrition programs play a critical role in addressing these conditions. School Lunch participation is estimated to reach 31.5 million children each day. The president's proposed budget provides a nominal increase in Child Nutrition Programs to accommodate this increase.

Program Need Even with an increase for some Child Nutrition Programs, the president's budget puts in jeopardy the health of children and their families by weakening the WIC program and eliminating the Commodity Supplemental Food Program (CSFP) and Community Food and Nutrition Program (CFNP).

Contact Information Jennifer Luciano • American Federation of Teachers • 202/879-4728 • jluciano@aft.org

Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX of the Social Security Act

Description Medicaid programs work with state and local health agencies to detect and treat eligible low-income children 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, because child health problems often have a detrimental effect on academic performance. Much of the school-based Medicaid funding supports medical services for children with disabilities delivered in the school.

Funding History (in millions)	FY 2006	FY 2007	FY 2008 President's Request
	\$180,625	\$191,841*	\$203,886

*Funding level estimated in the president's FY 2008 budget request.

Impact of President's Budget The president's FY 2008 budget proposes to slow the rate of growth in the Medicaid program over five years through legislative changes of \$13 billion and administrative changes of \$12.7 billion. The budget proposal again renews plans from last year's budget to cut school-based Medicaid reimbursements by \$615 million in FY 2008 and by \$3.6 billion over five years. This 20 percent reduction in school-based Medicaid reimbursements, primarily affecting students with disabilities, is proposed through administrative or regulatory action, rather than seeking an explicit Congressional authorization.

Program Need Restrictions imposed by the Centers for Medicare and Medicaid Services (CMS) constrain 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 Medicaid program should rightfully provide.

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Program Terminations

44 Education Programs Proposed for Elimination in Fiscal Year 2008

Fiscal Year 2007 Budget Authority as per the Department of Education Continuing Resolution Operating Plan
(in millions)

Academies for American History and Civics	\$1.98	Mental Health Integration in Schools	4.91
Advanced Credentialing	16.70	Mentoring	48.81
Alaska Native Education Equity	33.91	Migrant and Seasonal Farmworkers	2.28
Alcohol Abuse Reduction	32.41	National Writing Project	21.53
Arts in Education	35.28	Parental Information and Resource Centers	39.60
B.J. Stupak Olympic Scholarships	0.97	Physical Education Program	72.67
Byrd Honors Scholarships	40.59	Projects With Industry	19.54
Civic Education	29.11	Ready to Teach	10.89
Close Up Fellowships	1.45	Recreational Programs	2.52
Comprehensive School Reform	2.35	School Dropout Prevention	0.00
Demonstration Projects for Students with Disabilities	6.88	School Leadership	14.73
Education for Native Hawaiians	33.91	Smaller Learning Communities	93.53
Educational Technology State Grants	272.25	Star Schools	11.51
Elementary and Secondary School Counseling	34.65	State Grants for Incarcerated Youth Offenders	22.77
Even Start	82.28	State Grants for Innovative Programs	99.00
Excellence in Economic Education	1.47	Strengthening Alaska Native and Native Hawaiian-Serving Institutions	11.79
Exchanges with Historic Whaling and Trading Partners	8.91	Supported Employment State Grants	29.70
Federal Perkins Loans Cancellations	65.47	Teacher Quality Enhancement	59.90
Federal Supplemental Educational Opportunity Grants	770.93	Tech-Prep Education State Grants	104.75
Foundations for Learning	0.98	Thurgood Marshall Legal Educational Opportunity Program	2.95
Javits Gifted and Talented Education	9.70	Underground Railroad Program	1.98
Leveraging Educational Assistance Partnerships	64.99	Women's Educational Equity	1.88
		Total	\$2,224.41

For more information on specific programs, including more detailed program descriptions and funding histories, please visit the [CEF Education Budget Alert FY 2006](#).

Funding details by program may be viewed in [PDF](#) and [EXCEL](#) through the Department of Education.



COMMITTEE FOR EDUCATION FUNDING
