



# Budget Response

**FISCAL YEAR  
2009**



COMMITTEE FOR EDUCATION FUNDING

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## About the Committee for Education Funding

The Committee for Education Funding (CEF) comprises 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.

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

[CEF Member Organizations](#)

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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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## **Congress Must Make a Substantial Increased Education Investment, Ensure the Success of America's Students in the Global Economy**

### **EXECUTIVE COMMITTEE**

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Executive Director

The Committee for Education Funding (CEF), a nonpartisan coalition of 100 education organizations reflecting the broad spectrum of the education community, strongly opposes the president's inadequate and harmful \$59.2 billion FY 2009 education budget. The budget would cut total Education Department discretionary funding by \$2.07 billion in real terms. Instead Congress must substantially increase its investment in education to ensure the success of America's students in the global economy.

The president's budget completely eliminates 47 programs and sharply reduces funding for 11 others for a total cut of \$4 billion. The program eliminations include vital programs such as Even Start, Education Technology State Grants, Smaller Learning Communities, Parental Information and Resource Centers, Javits Gifted and Talented as well as Supplemental Educational Opportunity Grants, Perkins Loan Cancellations, Leveraging Educational Assistance Partnership, and Teacher Quality Enhancement Grants. The budget entirely eliminates funding for career and technical education programs even though Congress reauthorized these programs and the president signed this bill in 2006. The budget also level funds some 80 programs despite the mounting costs of inflation and enrollment growth.

Although the president's budget purportedly increases funding for Title I grants to local school districts, proposed policy recommendations will effectively eliminate those increases and leave behind 3 million students less than fully served. The request under-funds the current No Child Left Behind law by \$14.7 billion, a cumulative shortfall of \$85.6 billion.

The federal government has made a commitment to pay 40 percent of the average per student cost for every special education student but the president's FY 2009 budget will only provide 17.1 percent, creating a shortfall of \$10.9 billion for states and local school districts.

The budget also includes only a \$69 increase for the Pell Grant maximum award which would raise it to \$4,800 when combined with mandatory funding enacted last year. This is less than the \$5,100 that the president had promised during the 2004 presidential campaign. Unfortunately, the president also offsets budget increases by calling for the elimination of other critical student aid programs.



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**Edward Kealy**  
Executive Director

Education is an investment that more than pays for itself. A well educated workforce produces increased earnings and tax revenues and generates the knowledge and innovation that sparks economic growth. Now more than ever, the federal government must renew its commitment to adequately invest in education.

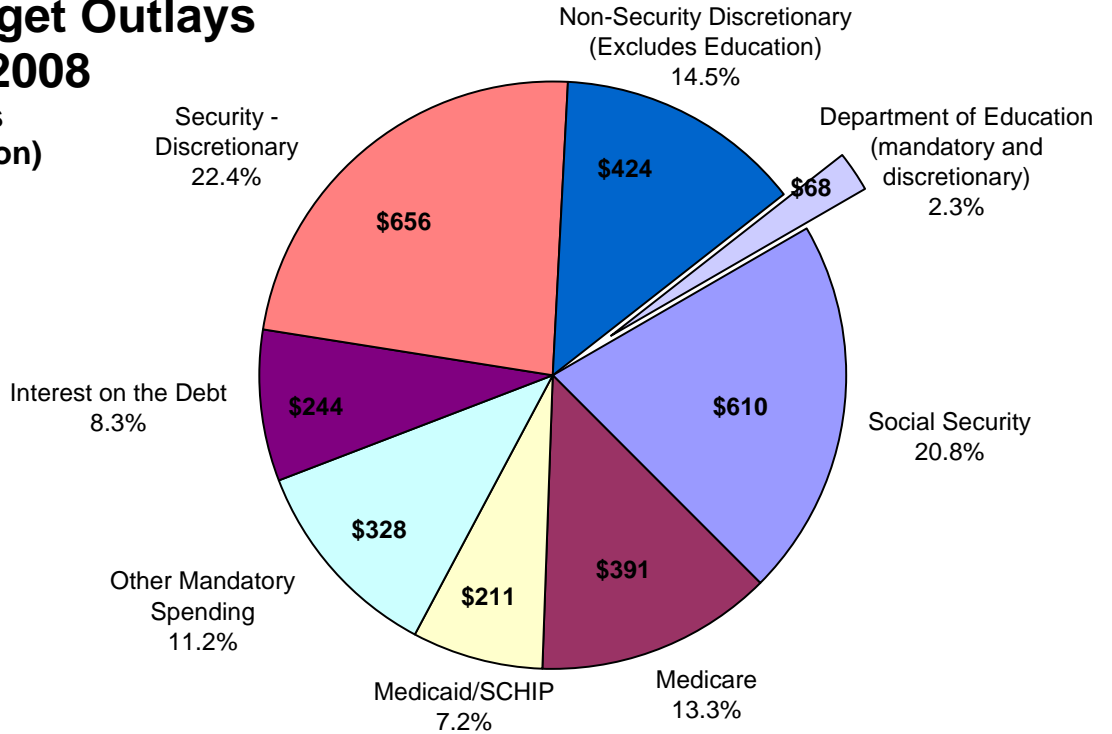
**When Our Students Succeed,  
Our Nation Succeeds**

*For additional information or comments, please contact Edward R. Kealy, Ph.D., Executive Director, Committee for Education Funding, (202) 383-0083, [ekealy@cef.org](mailto:ekealy@cef.org).*

## Federal Budget Outlays Fiscal Year 2008

(Outlays in billions  
Total = \$2,931 billion)

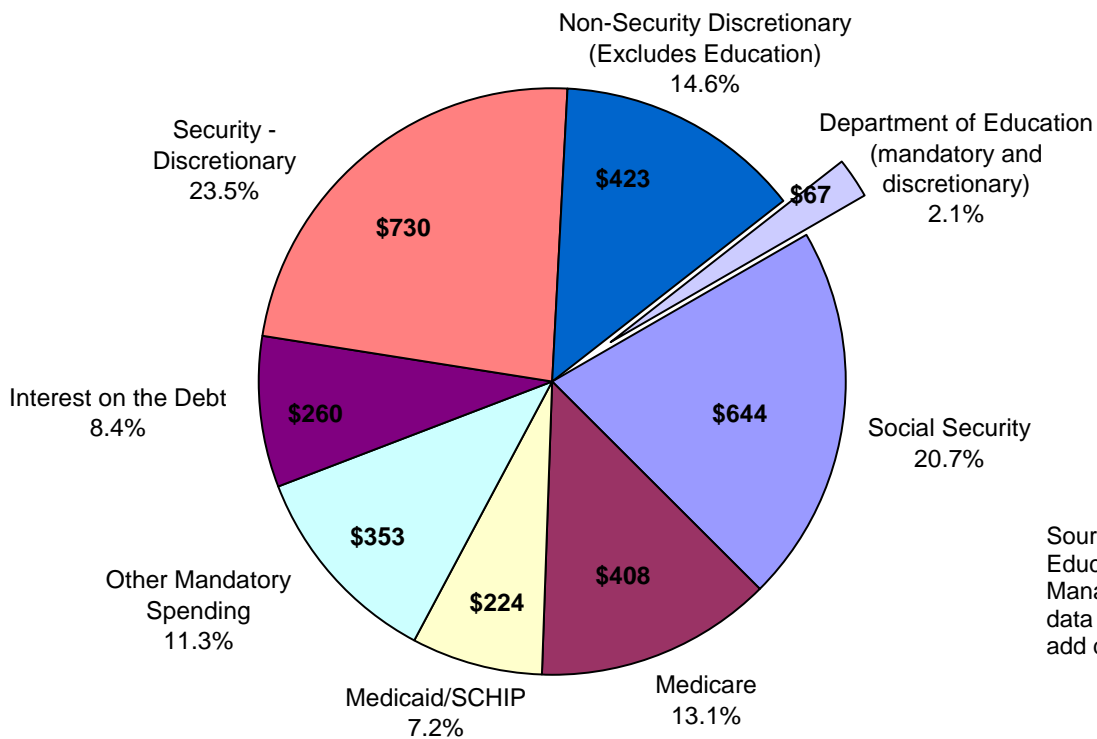
Source: Department of Education and Office of Management and Budget data (numbers may not add due to rounding)



## Proposed Federal Budget Outlays Fiscal Year 2009

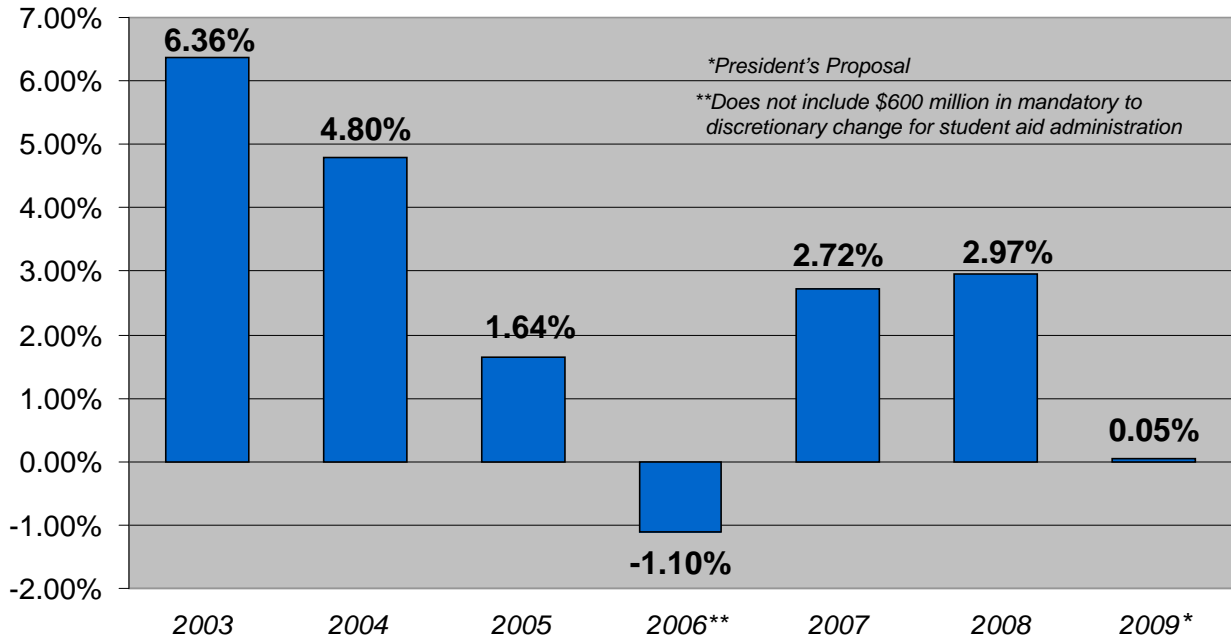
(Outlays in billions Total = \$3,107 billion)

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



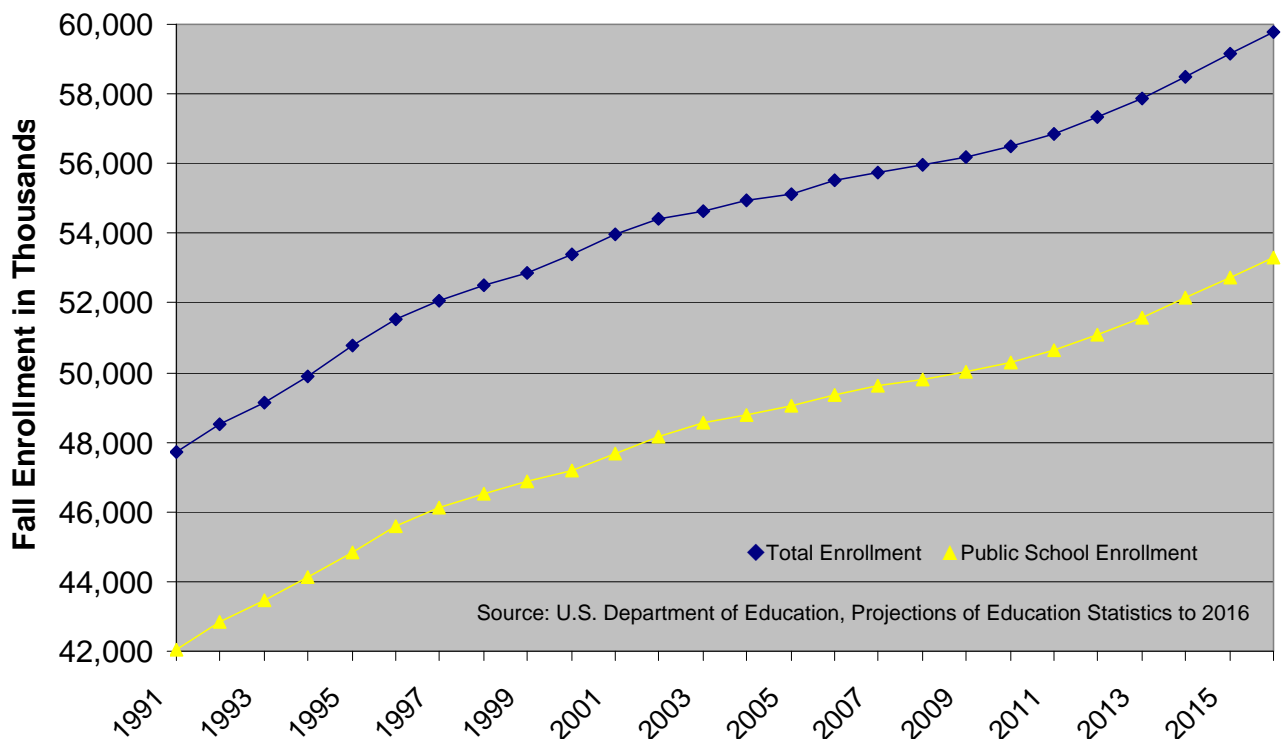
## Federal Government's Declining Commitment to Education Investment

Percent Change in Discretionary Budget Authority from Previous Fiscal Year



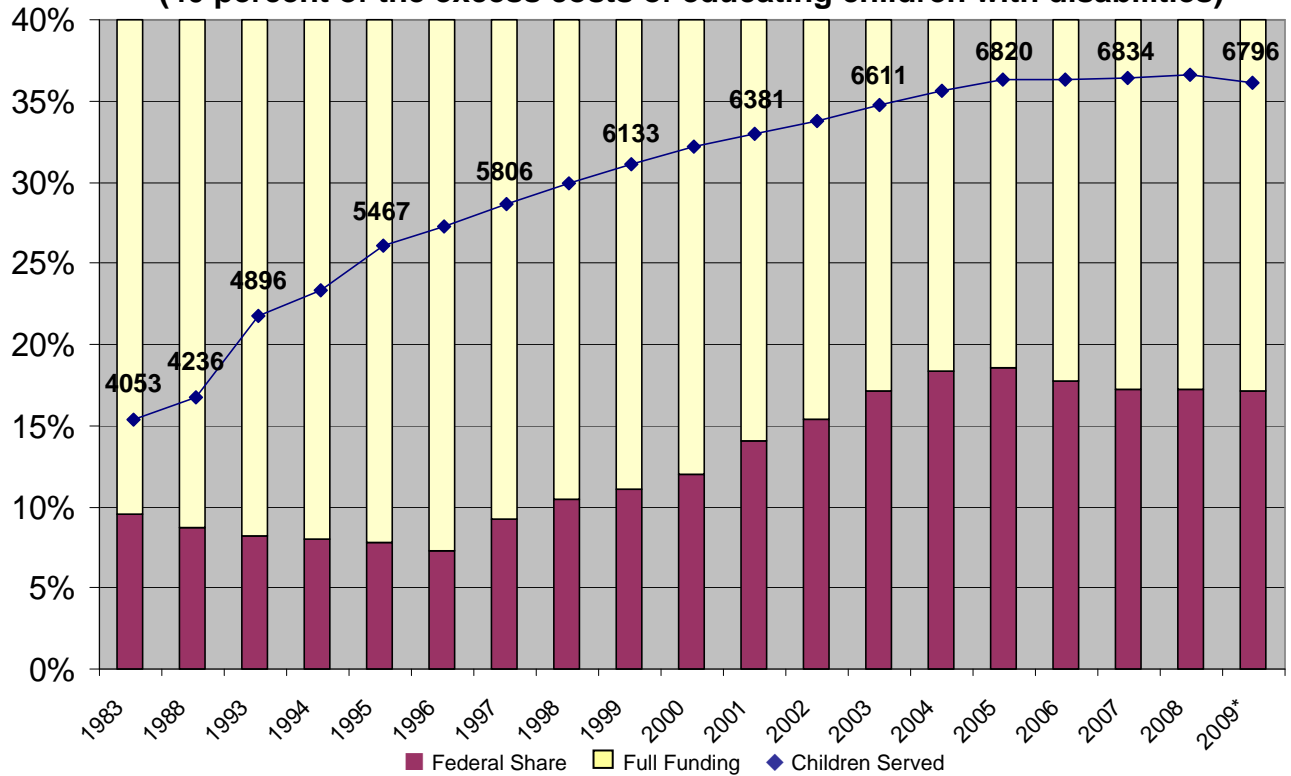
Source: U.S. Department of Education and Office of Management and Budget  
 Rounded to the nearest hundredth of a percent

## K-12 Enrollment at Record Levels



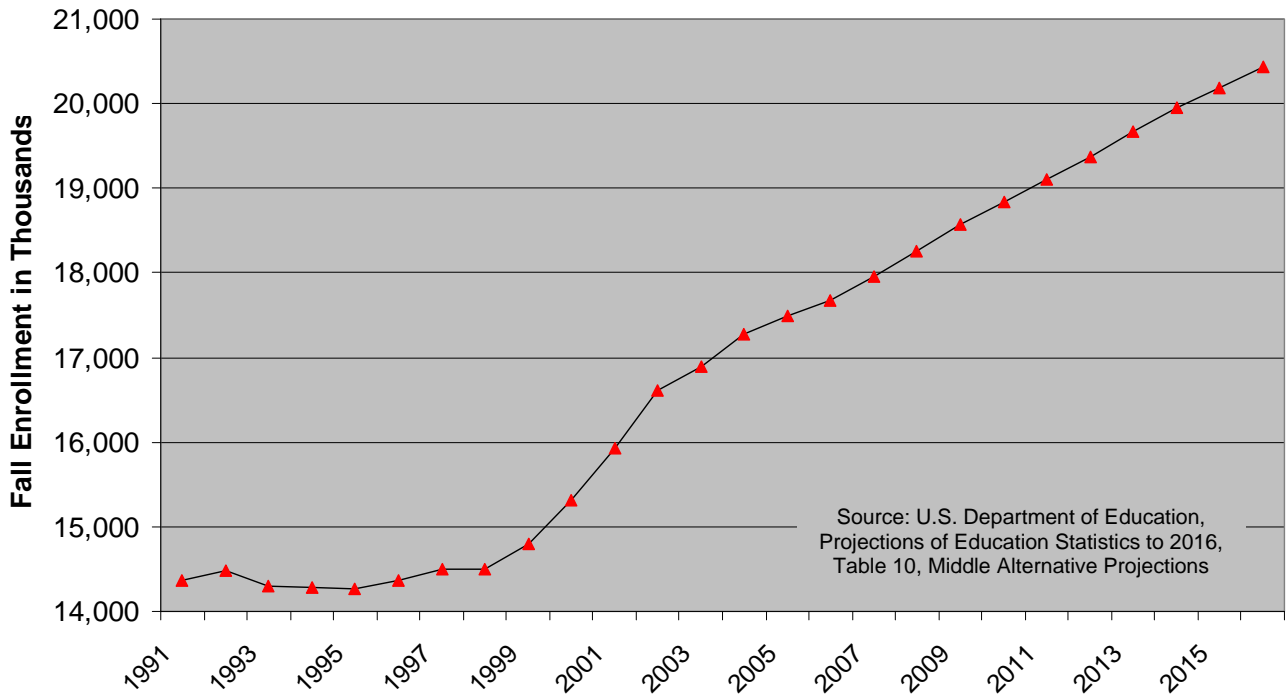
## More Students With Disabilities – Federal Share of Funding Decreasing

**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 2016

## Higher Education Enrollments are Rising



Source: U.S. Department of Education, Projections of Education Statistics to 2016, 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 emphasized greater accountability for the academic performance of the whole school and specific subgroups of students. Title I funding is allocated primarily by formula grants to the states, and in turn to school districts, based on the number of low-income children and a few other categories of disadvantaged children residing in these jurisdictions. Children participating in Title I receive primarily reading, language arts, and mathematics instruction through school wide approaches or targeted assistance strategies.

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 2007	FY 2008	FY 2009 President's Request
Grants to School Districts			
Basic Grants*	\$ 6,808.41	\$ 6,597.95	\$ 6,597.95
Concentration Grants*	\$ 1,365.03	\$ 1,365.03	\$ 1,365.03
Targeted Grants*	\$ 2,332.34	\$ 2,967.95	\$ 3,373.98
Education Finance Incentive Grants*	\$ 2,332.34	\$ 2,967.95	\$ 2,267.95
Grants to School Districts Subtotal	\$12,838.13	\$13,898.88	\$14,304.90
Even Start	\$ 82.28	\$ 66.45	\$ 0.00
Migrants	\$ 386.52	\$ 379.77	\$ 399.77
Neglected/Delinquent/At Risk	\$ 49.80	\$ 48.93	\$ 51.93
Evaluation	\$ 9.33	\$ 9.17	\$ 9.17
State School Improvement	\$ 125.00	\$ 491.27	\$ 491.27
<b>Totals</b>	<b>\$13,491.06</b>	<b>\$14,894.47</b>	<b>\$15,257.04</b>

\* 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 2009 budget. The Targeted Grants to school districts would be increased by approximately 14 percent to \$3.374 billion, thereby raising the Title I LEA Grants program to \$14.3 billion. \$491 million is requested to continue State School Improvement Grants under section 1002(i) at the FY 2008 level, an amount in addition to the 4 percent state set-aside for school improvement under the LEA Grant program. Some of the Administration's reauthorization proposals would change the current allotment of funds between the state and local levels, as well as at the school level. These proposals, however, are not reflected in the budget language proposed for the appropriations process. Although school district allocations generally will increase in school year 2008-2009 as a result of the FY 2008 appropriations, the President's proposed \$406 million increase for FY 2009 may return the majority of school districts to frozen or reduced allocations once again in school year 2009-2010. The President proposes a small increase in the Title I Migrant program and the Neglected and Delinquent Children program. The Literacy through Libraries program, the Even Start program and the Comprehensive School

Reform program are proposed for termination. The prior year’s Math Now program and the newly proposed Pell Grants for Kids (voucher) programs are requested at \$95 million and \$300 million respectively. A \$607 million restoration of the Reading First program to the \$1 billion level is also proposed under Title I.

**Program Need** After three consecutive years in which the majority of the nation’s 15,000-plus school districts had their Title I grant allocations frozen or cut, reduced school-level allocations have resulted in reductions in the level of Title I instructional and support services. Expenditure requirements for student transfers and after-school Supplemental Education Services (SES) have further eroded Title I services during the school day. The requirements for Title I student performance and the qualifications for teachers and paraprofessionals have increased in every state and school district in the nation. Over 10,000 schools are now subject to statutory improvement mandates, of which some 2,500 must take specified corrective actions and another 2,300 must restructure their governance or staffing.

**Contact Information** Jeff Simering • Council of the Great City Schools • 202/393-2427 • [jsimering@cgcs.org](mailto: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 2007	FY 2008	FY 2009 President’s Request
	\$125.00	\$491.27	\$491.27

**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 continue the upward trend of investment in this account by allocating \$500 million for School Improvement Grants since these resources are needed to serve the growing number of schools and districts that need help raising student achievement and closing achievement gaps. The increase in funding for the School Improvement Grants has increased capacity for school improvement at both the state and local level.

**Contact Information** Carrie Heath • Council of Chief State School Officers • 202/312-6433 • [carrieh@cssso.org](mailto:carrieh@cssso.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 2007	FY 2008	FY 2009 President’s Request
Reading First State Grants	\$1,029.23	\$ 393.01	\$1,000.00
Early Reading First	\$ 117.67	\$ 112.55	\$ 112.55
<b>Total</b>	<b>\$1,146.90</b>	<b>\$ 505.61</b>	<b>\$1,112.55</b>

**Impact of President’s Budget** The president’s budget calls for restoring a dramatic cut in funding to Reading First in FY 2008. Reading First is a corner stone of NCLB. Current funding provides assistance to approximately 5,200 schools nationwide. States are struggling to meet their original commitments to instruction, professional development and materials. The

president's budget would freeze funding for Early Reading First.

**Program Need** Approximately 15 million school-age children have difficulties learning to read. The cut in FY 2008 caused states to raid other federal funds to support their Reading First activities, including Title I. Clearly there is unmet need for effective literacy instruction for vulnerable students and professional development for teachers. A substantial funding increase is needed in all funding streams that support literacy education including Reading First, Title I, and special education.

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**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. It is one of the only programs in the Department of Education that serves children from birth to three years of age.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$82.28	\$66.45	\$0.00

**Impact of President's Budget** For the fifth year in a row, the president proposes to eliminate Even Start, citing a methodologically-flawed evaluation based on inadequate sample size and representation and invalid assessment data that calls into question Even Start's effectiveness. State-level outcomes, however, report that participants, including English language learners who make up a substantial proportion of Even Start children, are outperforming non-participants in state reading assessments. Eliminating this program will leave over 30,000 families without vital literacy or parenting services, including some of the nation's neediest children and families. Over 80 percent of Even Start children and families live below federal poverty income levels. In addition, the elimination of Even Start, which uniquely focuses on increasing literacy levels among both the nation's youngest children and their parents, would undermine the president's overall goal to improve reading instruction under the No Child Left Behind Act.

**Program Need** Restoring funding to \$225 million (FY 2005 level) would recover 20,000 children and families who lost access to Even Start services and would be the minimum level at which high-quality and effective services could be sustained. At a minimum, \$100 million would put this program back on a path to restoration.

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**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 2007	FY 2008	FY 2009 President's Request
	\$19.49	\$19.15	\$19.15

**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](mailto:manderson@alawash.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. Although Striving Readers has never been authorized by Congress, the program has been funded every year since FY 2005.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$31.87	\$35.37	\$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 (approximately 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 \$64.6 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.

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## 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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$2.35	\$1.61	\$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 even though the program received an "adequate" PART rating.

**Program Need** The president's FY 2009 budget proposal neglected the lowest performing "priority" schools that were previously served by Comprehensive School Reform. It must be noted that a unique strength of Comprehensive School Reform is that it addresses high school education, while Title I continues primarily to address elementary schools. Therefore, it is critical that this program continue to exist because it meets the needs of local districts in a way no other federal program does.

**Contact Information** Jim Kohlmoos or Kate Bannan • Knowledge Alliance • 202/518-0847 • [jim@knowledgeall.net](mailto:jim@knowledgeall.net) or [bannan@knowledgeall.net](mailto:bannan@knowledgeall.net)

## Advanced Placement

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

**Description** Funds support competitive grants to SEAs, LEAs and nonprofit organizations to support teacher professional development and other programs that make Pre-Advanced Placement and Advanced



Placement (AP) courses more widely available to low-income students, as well as paying for Advanced Placement and International Baccalaureate (IB) tests for those students. AP and IB programs increase the rigor of high school curricula and offer a proven avenue to postsecondary success.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$37.03	\$43.50	\$70.00

**Impact of President's Budget** The increase of \$26.5 million over the FY 2008 appropriation also includes appropriations language providing that FY 2009 funds will first be used to pay continuation costs under the ESEA Advanced Placement Incentive (API) Grant program and to meet State needs for AP test fees under the ESEA program, with all remaining funds allocated under the AP/IB section of the America COMPETES Act. The inclusion of this language would ensure that State needs for test fees subsidies continue to be met and that grants made in prior years are not cut off. Of the requested amount, roughly \$12 million would be required to fund State applications for the Test Fees program and approximately \$11 million would fund API continuation grants under the ESEA program, leaving an estimated \$47 million for new grants under the COMPETES Act authority. Funds available for new awards will support projects expanding AP offerings and participation in mathematics, science, and critical foreign languages.

**Program Need** An increase in funding for the Advanced Placement Incentive Grant program will help cover the growing State needs for AP test fees under the ESEA program, as well as greatly expanding AP offerings and participation in mathematics, science, and critical foreign languages. Authorization of AP/IB funds to be used under the America COMPETES Act would not expand these offerings or participation. The America COMPETES Act broadens the definition of AP courses so that nearly any school-wide reform initiative could be eligible for the use of funds--as opposed to the definition of AP in ESEA, which limits the use of funds to supporting AP and IB Programs that offer college-level credit in high school.

**Contact Information** Tom Rudin • The College Board • 202/741-4710 • [trudin@collegeboard.org](mailto:trudin@collegeboard.org)

## 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 2008	FY 2009 President's Request
	\$0.00	\$0.00	\$0.00

**Impact of President's Budget** For the third year in a row, the president's budget has proposed eliminating funding for 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 \$406.0 million increase for Title I 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 specifically targeted toward reducing 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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## 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 2007	FY 2008	FY 2009 President's Request
	\$2,887.44	\$2,935.25	\$2,835.25

Placement (AP) courses more widely available to low-income students, as well as paying for Advanced Placement and International Baccalaureate (IB) tests for those students. AP and IB programs increase the rigor of high school curricula and offer a proven avenue to postsecondary success.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$37.03	\$43.50	\$70.00

**Impact of President's Budget** The increase of \$26.5 million over the FY 2008 appropriation also includes appropriations language providing that FY 2009 funds will first be used to pay continuation costs under the ESEA Advanced Placement Incentive (API) Grant program and to meet State needs for AP test fees under the ESEA program, with all remaining funds allocated under the AP/IB section of the America COMPETES Act. The inclusion of this language would ensure that State needs for test fees subsidies continue to be met and that grants made in prior years are not cut off. Of the requested amount, roughly \$12 million would be required to fund State applications for the Test Fees program and approximately \$11 million would fund API continuation grants under the ESEA program, leaving an estimated \$47 million for new grants under the COMPETES Act authority. Funds available for new awards will support projects expanding AP offerings and participation in mathematics, science, and critical foreign languages.

**Program Need** An increase in funding for the Advanced Placement Incentive Grant program will help cover the growing State needs for AP test fees under the ESEA program, as well as greatly expanding AP offerings and participation in mathematics, science, and critical foreign languages. Authorization of AP/IB funds to be used under the America COMPETES Act would not expand these offerings or participation. The America COMPETES Act broadens the definition of AP courses so that nearly any school-wide reform initiative could be eligible for the use of funds--as opposed to the definition of AP in ESEA, which limits the use of funds to supporting AP and IB Programs that offer college-level credit in high school.

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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 2007	FY 2008	FY 2009 President's Request
	\$0.00	\$0.00	\$0.00

**Impact of President's Budget** For the third year in a row, the president's budget has proposed eliminating funding for 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 \$406.0 million increase for Title I 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 specifically targeted toward reducing 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.

**Contact Information** Mark Ames • National Assoc. of Secondary School Principals • 703/860-7338 • [amesm@principals.org](mailto:amesm@principals.org)  
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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 2007	FY 2008	FY 2009 President's Request
	\$2,887.44	\$2,935.25	\$2,835.25

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$182.16	\$178.98	\$178.98

**Impact of President's Budget** The growing shortage of highly qualified STEM educators presents a national crisis that the Administration and many policymakers have appeared anxious to address. The intense focus of Congress, the Administration and the business community on keeping America competitive in the global marketplace dominated education debate in Congress and heightened public awareness about shortages in all the STEM fields—particularly education. Last year's cut in funding was a disappointing culmination to that debate. To sustain that cut with a freeze will intensify national concerns and aggravate fears about the consequences of stagnant or declining student achievement in these areas. Partnerships funded by this program provide important professional development and curriculum reforms to help schools improve the quality of STEM education.

**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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## Troops-to-Teachers

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

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

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$14.65	\$14.39	\$14.39

**Impact of President's Budget** Continued funding at the FY 2008 level will lead to significant erosion in the purchasing power of this program. Now, with less than half the amount available 5 years ago, the federal government is backing away from its commitment to attract more qualified teachers to the profession. While the Administration acknowledges teacher quality as one of the most critical factors in K-12 student success, the vast majority of funds targeted toward teacher quality issues focus on professional development and classroom size reduction efforts. Programs such as Troop to Teachers, that support the preparation and recruitment of teachers, are severely underfunded.

**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.

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## Transition to Teaching

### Title II, Part C, Subpart 1, Chapter B 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 2007	FY 2008	FY 2009 President's Request
	\$44.48	\$43.71	\$43.71

**Impact of President's Budget** The downward trend in funding for this program over the past several years means there are fewer grants at a time when the need for recruiting and training qualified teachers is still very severe. While the Administration acknowledges teacher quality as one of the most critical factors in K-12 student success, the

vast majority of funds targeted toward teacher quality issues focus on professional development and classroom size reduction efforts. Programs such as Transition to Teaching, that support the preparation and recruitment of teachers, are severely underfunded.

**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.

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## 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, teacher and administrator professional development, and communication between parents and schools.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$272.25	\$267.49	\$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 2009. 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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## Ready to Learn

### Title II, Part D, Subpart 3 of the Elementary & Secondary Education Act (NCLB)

**Description** Authorized under No Child Left Behind, Ready To Learn funds critical research by public television entities to improve reading achievement for children aged 2 through 8 from low-income families. Working in partnership with the best talent in children's programming and leading reading researchers, program grantees develop high-quality, scientifically-based content that can be used at home and in the classroom. Such children's classics as *Sesame Street* and *Clifford the Big Red Dog* have benefited from this program.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$24.26	\$23.83	\$23.83

**Impact of President's Budget** While a step in the right direction, the president's budget request for Ready To Learn falls short of the level desperately needed to expand this program to better address the literacy needs of more children. With an increase in funding to \$32 million for FY 2009, Ready To Learn grantees would be able to expand partnerships with local public television stations, thereby reaching more low-income children in more parts of the country. Grantees would also be able to create more award-winning programming, such as *Sesame Street*, *SUPER WHY* and *Between The Lions*, all of which have benefited from Ready To Learn's scientifically-based research.

**Program Need** Congress should approve an increase in Ready To Learn funding so that grantees can continue their work, putting research into action by working in twenty target markets with an array of programming and resources for high-poverty children, their parents and guardians, child care providers and kindergarten classroom teachers.



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## Language Acquisition Grants

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

**Description** Language Acquisition Grants ensure that children with limited English proficiency (LEP) learn academic English, develop high levels of academic achievement, and meet the same challenging state academic standards as all children. The program assists states, school districts, and higher education institutions in building capacity, including upgrading curricula and providing teacher training opportunities, to more effectively teach LEP students.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$669.01	\$700.40	\$730.00

**Impact of President's Budget** The president's FY 2009 request represents a \$29.6 million increase for the Language Acquisition Program. The 4.2 percent increase represents the first time the president has requested additional dollars for the program since it was restructured as part of the No Child Left Behind Act. The modest increase, however, still fails to adequately meet the need of the rapidly growing English language learner (ELL) population. Over 5.1 million English language learners are attending U.S. public schools, representing 10 percent of student enrollment. In one year alone (2004-2005), the ELL student population grew by 10.5 percent on average nationwide. In some states, however, the rate of growth exceeded 20 percent in the same year. Therefore, while the president's request moves the nation closer to meeting the needs of these children and the schools serving them, a more significant investment is essential.

**Program Need** The gaps between ELLs and their English-fluent peers remain wide, where only 30 percent of eighth-grade ELLs scored at or above the basic achievement level in reading compared to 76 percent of non-ELLs in 2007. To help schools better meet the academic and language-proficiency needs of ELLs, a total of \$775 million is needed.

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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 in grades K-12 and in institutions of higher education. Activities may be carried out by state and local educational agencies and by other public and private non-profit organizations.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$577.43	\$513.39	\$281.96

**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 66 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. Additionally, the president's budget proposes to eliminate the Alcohol Abuse Reduction and Mentoring programs (funded at \$32.42 million and \$48.54 million, respectively in FY 2008). 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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## 21<sup>st</sup> Century Community Learning Centers

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

**Description** The 21st Century Community Learning Centers program provide 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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$981.17	\$1,081.17	\$800.00

**Impact of President's Budget** The president has proposed a significant reduction and restructuring of this successful program. Under the president's proposal, the program would be renamed "21<sup>st</sup> Century Learning Opportunities." Funds would be allocated by formula to states as in current law. Funds then would be distributed to public or private nonprofit organizations by competition, and those organizations would administer scholarships for low-income students attending schools identified for school improvement, corrective action, restructuring, or schools with a graduation rate of less than 60 percent. The scholarships would be used to pay for after-school programs that will help students meet State standards. Unfortunately, at the funding level proposed by the president for FY 2009, approximately 300,000 students would lose after-school programs.

**Program Need** This program received an increase in FY 2008, the first increase since FY 2002. However, the increase was less than half of the annual incremental increase set forth by the No Child Left Behind Act. Fully funding this program would cost \$2.5 billion annually.

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## State Grants for Innovative Programs

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

**Description** This program provides a unique source of flexible funding to states and local districts to address local priorities within the framework of NCLB. It supports innovative education reform efforts and provides an additional source of funding for education improvement.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$99.00	\$0.00	\$0.00

**Impact of President's Budget** The proposed elimination of the Title V program again in FY 2009 would remove an important element of flexibility in No Child Left Behind. States, districts, and schools have used 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.

**Program Need** With the loss of Title V funding in FY 2008, states, districts, and schools will struggle to fund programs that improve academic achievement, provide high quality professional development, reduce class-size, implement dropout prevention strategies, and meet other special needs. With states and local governments projecting lower revenues, Title V funds are critical to continue highly effective programs. 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, Part B, Subpart 1 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 additional educational options to 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 2007	FY 2008	FY 2009 President's Request
	\$214.78	\$211.03	\$236.03

**Impact of President's Budget** President Bush's proposed increase in funding for charter schools unwisely diverts limited federal education funds away from research proven interventions for public school students.

**Program Need** Charter schools enroll fewer than 3 percent of the nation's students and have not demonstrated superior performance to traditional public schools. To greatly expand funding for a program that has an uneven track record and limited reach would be irresponsible.

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## Magnet Schools Assistance Program

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

**Description** The Magnet Schools Assistance program (MSAP) provides assistance to eligible local school districts to establish new or significantly revised magnet schools. Grant recipients are expected to (1) improve diversity by reducing minority group isolation; (2) plan and implement systemic reforms in academic and career-related coursework, as well as participate in mathematics and science to increase student achievement; and (3) plan and implement theme-based, high-quality public school programs.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$106.69	\$104.83	\$104.83

**Impact of President's Budget** The President's FY 2009 budget for MSAP is level funded at \$104.829 million (FY 2008). These funds will continue to support the current 41 MSAP grantees for FY 2009, recognizing the importance of federal support for new and expanding magnet programs and a commitment to diversity, public school choice, and academic excellence. The President's request, however, is a cut from FY 2007, which represented a freeze in funding from FY 2006. With continued annual level funding and the impact of rescissions, funding for MSAP has steadily decreased. This reduction in funds significantly impacts the number of available grant, and, in turn, the number of students these programs impact. Given the popularity and growth of magnet programs in our nation, level funding impedes the academic progress and diversity benefits that may be achieved via MSAP for a significant number of districts.

**Program Need** Program funding has not met the continued demand for participation in the Magnet Schools Assistance program. The current grant cycle (2007-2010) provides funds to only 41 school districts in 17 states, a reduction in the number of grants of almost 20 percent below the previous funding cycle (2004-2007), which continues a significant downward spiral of over 33 percent in the number of grants awarded over the last three cycles. An additional \$50 million would provide funds for approximately 20 more school districts. These funds would also support Justice Kennedy's opinion in the Louisville and Seattle cases that "diversity" is a compelling educational goal school districts may pursue in avoiding racial isolation.

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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 2007	FY 2008	FY 2009 President's Request
	\$34.65	\$48.62	\$0.00

**Impact of President's Budget** As part of the No Child Left Behind Act, Congress expanded the Elementary School Counseling Program to include secondary school activities. For the first time in FY 2008, funding finally exceeded the program's statutory funding trigger of \$40 million, which will allow secondary schools to benefit from the program. Eliminating the program just as school districts may have received grants for middle and high schools will be a crushing blow to provision of critical supports to students.

**Program Need** For the first time, funding for the ESSCP FY 2008 met and exceeded the statutory funding trigger. This program is critical to middle and high school reform efforts. Therefore, Congress must continue to increase funding, so that more secondary students may benefit from counseling services that will support them to graduate and become productive citizens. Providing \$80 million will allow funding for secondary schools at a similar level as for elementary schools.

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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 2007	FY 2008	FY 2009 President's Request
	\$93.53	\$80.10	\$0.00

**Impact of President's Budget** For the eighth 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 2007	FY 2008	FY 2009 President's Request
	\$7.60	\$7.46	\$0.00

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 as well as efforts to develop interventions to increase the number of disadvantaged students performing at advanced levels and efforts to close the achievement gap among students at the highest levels of academic attainment.
Program Need	The Javits program requires at least \$20 million to carry out the 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, which will make a difference for these learners.
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## Ready to Teach

### Title V, Part D, Subpart 8 of the Elementary & Secondary Education Act (NCLB)

Description	Authorized under No Child Left Behind (NCLB), Ready To Teach funds the development of digital educational services by Public Television stations so that teachers can raise student achievement through two distinct efforts: PBS TeacherLine, an online professional development resource for teachers nationwide that has served over 45,000 educators since 2001; and grants for station-based initiatives to provide professional development opportunities to local educators, including standards-based, digitized content for classroom use. The program helps teachers meet the "highly-qualified teacher" requirement under NCLB.
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Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$10.89	\$10.70	\$0.00

Impact of President's Budget	The president's budget request for Ready To Teach would severely undermine the professional development needs of thousands of teachers around the country. It would also deprive many more teachers of the innovative digital learning tools that are so desperately needed in today's 21 <sup>st</sup> century classroom. Teacher professional development is a need that continues to grow. Studies show that high-quality teachers can achieve an entire year's worth of additional learning out of their students as compared to teachers near the bottom of the quality scale, within a single academic year. In addition, research shows that online professional development can improve the quality and depth of teacher interactions, when compared to traditional face-to-face professional development approaches. The online professional development and digital learning resources funded by Ready To Teach have made a positive impact on student achievement, and should be funded at a level of \$17 million in FY 2009.
Program Need	Congress should approve an increase in Ready to Teach Funding to expand Public Television's ability to serve America's teachers through innovative, online professional development and cutting-edge digital learning tools for the classroom. Current grantees are providing a wide array of resources, including a math intervention program targeting limited English proficient students.
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## Arts in Education

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

Description	The Arts in Education program authorizes noncompetitive awards to strengthen arts programs and integrate them into core elementary and middle school curricula and the implementation of high quality professional development model programs for music, dance, drama, and visual arts educators. The program also
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authorizes noncompetitive awards to VSAarts, 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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$35.28	\$37.53	\$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 2009, the Arts in Education program will support expanded competitive grants that improve arts learning, and findings from model projects may be more widely disseminated. Arts in Education funds provide unique federal support for professional development for arts educators, evaluation and national dissemination, and ongoing 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 2007	FY 2008	FY 2009 President's Request
	\$39.60	\$38.91	\$0.00

**Impact of President's Budget** For the eighth 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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## Grants for State Assessment and Enhanced Assessment Instruments

### Title VI, Part A 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 2007	FY 2008	FY 2009 President's Request
	\$407.56	\$408.73	\$408.73

**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 2007	FY 2008	FY 2009 President's Request
	\$168.92	\$171.85	\$171.85

**Impact of President's Budget** The president proposes to level fund REAP at \$171.85 million, short of the \$300 million authorized level. Level funding fails to keep pace with the increasing demand in this program. As the ESEA title programs are cut or eliminated, districts are eligible for more REAP dollars. This puts greater strain on funding that is not growing. 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. Without additional funding 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 \$79 million for a total of \$250 million will help rural school districts counter the massive federal funding cuts and eliminations in ESEA formula programs, including Education Technology, Safe and Drug Free Schools and the Education Innovative Block Grant, over the past four years. Additional funding will also help offset the increasing costs of operating districts in geographically isolated areas.

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## 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 2007	FY 2008	FY 2009 President's Request
Basic Support and Federal Property	\$1,156.22	\$1,169.74	\$1,169.74
Facilities and Construction	\$ 22.77	\$ 22.37	\$ 22.37
Disability Payments	\$ 49.47	\$ 48.60	\$ 48.60
Total	\$1,228.45	\$1,228.45	\$1,228.45

**President's Budget Proposal** The proposed freeze in funding represents the fourth consecutive year of level funding and directs Section 8007 (Construction) funding be allocated only under Section 8007(b), the discretionary competitive program, rather than under Section 8007(a), the formula program, as was the case in FY 2006-FY 2008. Impact Aid payments 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 significantly surface in 2008, the proposed freeze will be a drop in Impact Aid payments to all federally-connected school districts for FY 2009. In addition, per-pupil spending, that drives the cost of the program along with the number of federally-connected children, is expected to increase at least 5.3 percent compared to 4.7 percent for 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 \$1.8 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. There is little ability of districts to make up these funds at the local level.

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## IDEA State Grants

### Education for All Handicapped Children Act

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

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$10,782.96	\$10,947.51	\$11,284.51

**Impact of President's Budget** The Administration's budget request for IDEA Part B grants to states, while an increase of 3.1 percent falls far short of providing meaningful assistance to states in providing special education and related services for students with disabilities. Furthermore, the Administration's request ignores the incremental funding "glide path" included in IDEA 2004 as a means to attaining full funding of IDEA which Congress passed and President Bush signed into law just a few years ago. Additionally, the Administration's Part B budget request neglects to provide appropriate funding to address programmatic increases due to inflation.

**Program Need** Recognizing that it costs approximately twice as much to educate a student with disabilities as compared to students who are not receiving special education supports and services, the federal government pledged to pay 40 percent of the National Average per Pupil Expenditure for every child in special education. Unfortunately, over the last three decades, the federal government has never fulfilled its fiscal commitment leaving states and localities to bear the burden of paying the shortfall. To fulfill the funding commitment outlined in IDEA 2004, an additional \$10.2 billion is needed for FY 2009 to achieve the funding amount authorized on the path to meeting the Congressional commitment.

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## IDEA Pre-School Programs

### Education for All Handicapped Children Act

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

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$380.75	\$374.10	\$374.10

**Impact of President's Budget** The Administration's request to level fund the IDEA Preschool Grants program is consistent with a pattern of cuts and subsequent level funding requests dating back to the year 2000, equating to a total of nearly \$20 million cut from this program since the beginning of the President's administration. The Administration's 2009 request would provide an estimated \$503 per child, a 60 percent cut from the all-time high of \$803 per child in 1992.

**Program Need** The amount available per child has continued to decrease every year since 1992 as the number of eligible children increases. Congress should provide funding to live up to the original promise to fully fund the Preschool Program by providing an allocation of \$1,500 per child.

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## IDEA – Infants and Toddlers

### Education for All Handicapped Children Act

**Description** IDEA Part C, the Infants and Toddlers with Disabilities Program, 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 2007	FY 2008	FY 2009 President's Request
	\$436.40	\$435.65	\$435.65

**Impact of President's Budget** The Administration's request to level fund the Infants and Toddlers with Disabilities program reflects an actual cut of nearly \$9 million since fiscal year 2004. This proposed funding level is not sufficient to address the needs of approximately 330,000 infants and toddlers with disabilities throughout the country.

**Program Need** Congress enacted this program after determining that there was an urgent and substantial need to provide the earliest intervention for infants who are developmentally delayed or at risk of becoming so. Congress must provide enough funds to ensure that all eligible infants and toddlers and their families receive the services they need. Significant increases are required 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 2007	FY 2008	FY 2009 President's Request
State Personnel Development*	\$ 0.00	\$ 22.60	\$ 48.00
Technical Assistance and Dissemination	\$ 48.90	\$ 48.05	\$ 48.05
Personnel Preparation	\$ 89.72	\$ 88.15	\$ 88.15
Parent Information Centers	\$ 25.70	\$ 26.53	\$ 26.53
Technology and Media Services	\$ 38.43	\$ 39.30	\$ 30.95
<b>Total</b>	<b>\$274.59</b>	<b>\$224.63</b>	<b>\$241.68</b>
Special Olympics Education Program*	\$ 0.00	\$ 11.80	\$ 0.00

\* This program was a new line item in Part D in FY 2008

**Impact of President's Budget** The Administration's FY 2009 budget provides a basic level of commitment to Part D programs which provide the infrastructure for practice improvements for special education services and supports to children and families. The budget provides level funding for most programs. The proposal does address one critical state need through the restoration of funding for the State Personnel Development Grants to near its maximum funding level of \$50 million in FY 2005. The Administration had proposed elimination of this program for FY 2007 and FY 2008, but Congress restored minimal funding in the FY 2008 appropriations. The budget proposal cuts Technology & Media Services by 21 percent, as technology becomes even more important for access to the general education curriculum by students with disabilities.

**Program Need** Part D programs form a critical foundation for IDEA direct services. While these programs represent less than 1 percent of the national expenditure for educating students with disabilities, they provide an infrastructure of practice improvements that support the implementation of IDEA. In order to better serve students with disabilities, it is imperative that Congress provide more funding for Part D of IDEA.

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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 fourth 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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$56.26	\$57.11	\$57.11

**Impact of President's Budget** The near level funding in FY 2008 and across the board cuts in previous years have constrained the Comprehensive Centers' scope of work. With states desperate to find ways to help 10,000 schools in need of improvement, another year of level funding will seriously limit the centers' ability to help states build their capacity to assist schools to improve. The number of schools needing assistance continues to increase each year, yet the funding is slowly eroding.

**Program Need** 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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## 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 farm worker 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 farm worker migrant students with educational opportunities and support that will help them become productive members of society.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President’s Request
HEP	\$18.55	\$18.23	\$18.23
CAMP	\$15.38	\$15.11	\$15.11

**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 2009 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.

**Program Need** To assist migrant students to complete the GED program, pursue a college education and become more productive members of society, HEP must be funded at a minimum of \$30 million and CAMP at \$20 million for FY 2009. 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.

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## Math Now

### Title VI, Part III, Subpart B of the America COMPETES Act

**Description** Language Acquisition Grants ensure that children with limited English proficiency (LEP) learn academic English, develop high levels of academic achievement, and meet the same challenging state academic standards as all children. The Math Now program assists states, school districts, and higher education institutions in building capacity, including upgrading curricula and providing teacher training opportunities, to more effectively teach LEP students.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President’s Request
	N/A	\$0.00	\$95.00

**Impact of President’s Budget** For the third year in a row, the president’s budget has proposed funding for the new Math Now for elementary and middle schools program. The Administration has long advocated for this program under its American Competitive Initiative (ACI) as a way to increase the United States’ global competitiveness. This program was finally authorized in 2007 when the America COMPETES Act was signed into law.

**Program Need** In a global knowledge-based economy, a solid understanding of mathematics is critical. The most recent Trends in International Mathematics and Science study shows that only 7 percent of U.S. fourth and eighth graders achieved an advanced level, in stark contrast to 38 percent of fourth and 44 percent of eighth graders in Singapore. American 15 year-olds performed below the international average for mathematics

literacy and problem solving on the most recent Programme for International Student Assessment. Funding for the Math Now program is critical to turning around these lackluster statistics.

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## 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 2007	FY 2008	FY 2009 President's Request
	\$400.00	\$0.00	\$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 (in the Tax Relief and Health Care Act of 2006, P.L. 109-432) expired at the end of 2007. Last year, the president's budget proposal included \$400 million in the U.S. Treasury Department budget to extend the QZAB program for 2008, but the extension was not passed by Congress. The President's FY 2009 budget also includes \$400 million for the program. QZABs have operated successfully since it began in 1998 and extension of the program will help communities to update older and deteriorating education facilities. Amendment of the program – to expand the investor base, separate the principal portion of the bond from the tax credit, and allow "new construction" and "site acquisition" as eligible activities – will help the bonds remain attractive to the buyer market, and can be used to help 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.

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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 2007	FY 2008	FY 2009 President's Request
Basic State Grants	\$1,181.55	\$1,160.91	\$0.00
National Programs	\$ 10.00	\$ 7.86	\$0.00

**Impact of President's Budget** The president's FY 2009 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. Eliminating 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. The last substantial increase in funding for Perkins occurred in FY 2002.

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.
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## 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 2007	FY 2008	FY 2009 President's Request
	\$104.75	\$102.92	\$0.00

**Impact of President's Budget** The president's FY 2009 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 with completing their secondary school education, becoming literate, gaining proficiency in English, securing citizenship, and obtaining 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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
State Grants	\$563.98	\$554.12	\$554.12
National Leadership Activities	\$ 9.01	\$ 6.89	\$ 14.00

**Impact of President's Budget** The president proposes reducing funds for adult education and literacy state grants. The National Assessment of Adult Literacy (NAAL) ten-year assessment of adult literacy was released in December, 2005 revealing that 93 million adults have reading, math and/or English skills that negatively impact their

fulfillment of their work, family, and community responsibilities. At current funding levels, only 3 percent of the 93 million adults can access educational classes. The president's proposed reduction in federal support further hinders the states' ability to respond to the workforce, welfare, public health, English language, and senior adult needs in the states. Five million dollars of the proposed increase in the National Leadership Activities proposes to provide competitive grants to encourage non-traditional adult students to enroll in postsecondary programs.

**Program Need** The state grants need a \$250 million increase annually for the next five years for business to have the workforce it needs to remain competitive, for employees to qualify for jobs that provide a family sustaining income, and for children to be successful in school.

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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 2007	FY 2008	FY 2009 President's Request
	\$6.58	\$6.47	\$6.47

**Impact of President's Budget** The president's FY 2009 proposed budget decrease limits the services to the literacy communities. Such a reduction falls short of funds needed to serve the adult education community as well as 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. Reduced funding stymies NIFL's ability to accomplish its mission and respond to the national adult literacy support needs.

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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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$203.52	\$199.96	\$214.43

**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.

**Program Need** If LSTA is increased to \$214.43 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 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 2007	FY 2008	FY 2009 President's Request
	\$884.58	\$828.68	\$829.70

**Impact of President's Budget** The president's FY 2009 budget request represents an increase of \$1.02 million from FY 2008. However, the proposed increase would not restore funding to previous levels (FY 2006 – 2007). Compared to the FY 2006 funding level of almost \$910 million, the funding proposed for FY 2009 represents a reduction of \$80.26 million.

**Program Need** Federal funding in earlier 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 1 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 2007	FY 2008	FY 2009 President's Request
	\$13,360.71	\$14,215.00 (Includes \$525 M in unspent funds rescinded from the ACG and SMART Grant programs)	\$16,851.06

<b>Maximum Grant (in thousands)</b>	\$4,310	\$4,241 (\$4,731)*	\$4,310 (\$4,800)*
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\* On September 27, 2007, President Bush signed into law the College Cost Reduction and Access Act (P.L.110-84) (CCRAA), a budget reconciliation bill. CCRAA reduces payments to lenders and guaranty agencies participating in the Federal Family Education Loan (FFEL) Program, and directs the mandatory funds saved through this process to be used in combination with appropriated funds to increase the Pell Grant maximum award. For FY 2008, \$2.04 billion in mandatory funds are allocated to boost the Pell Grant maximum award by \$490. For FY 2009, \$2.09 billion in mandatory funds is provided to add \$490 to increase the maximum grant to \$4,800.

**Impact of President's Budget** The President's budget requests sufficient discretionary funding to provide a \$69 increase in the maximum Pell Grant award, taking the award back to its FY 2007 appropriated maximum grant level of \$4,310. Because of the available mandatory reserve funds from CCRAA, \$490 will be added to the maximum grant resulting in a combined discretionary/mandatory award of \$4,800. This is \$69 above last year's combined maximum of \$4,731. While the \$4,800 award is acclaimed in the budget as the highest maximum award in history, the highest value in inflation-adjusted dollars ever reached in the program was \$5,100 in 1975-76. Overall, the President's budget engages in wholesale swapping out of grants for loans. The number of students receiving loans would grow by 947,600, while 1,633,000 grants and low-interest Perkins loans would be eliminated. Because Pell Grant recipients have great need (the median income of Pell Grant recipients was \$18,914 in 2005-06) these students are already four times more likely

to borrow and to graduate with debt than other students who complete a bachelor's degree. The president's budget will do little to alleviate this trend.

**Program Need** During his quest for the presidency in 2000, candidate George W. Bush campaigned 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." As he completes his second term as president, that goal still has not been achieved. This past year, the Congress could have reached or come close to reaching a \$5,100 maximum award by making use of the \$2 billion in mandatory funds made available in the CCRAA for the Pell Grant program. CCRAA's stated goal is to augment the discretionary appropriation for Pell in order to reach a maximum grant of \$5,400 in five years when the mandatory funds expire. Instead of making sizable headway toward this goal, Congress cut the maximum award below the current year to \$4,241. With the \$490 from the CCRAA, this puts the maximum award at \$4,731 for FY 2008. This temporary, five-year infusion of mandatory funds to the Pell Grant program should not be used to camouflage a lack of growth in the discretionary maximum award. On behalf of the eighty-seven percent of Pell Grant students whose families earn \$40,000 or less, eight years is a long time to wait. The FY 2009 budget should make good on the promise of a \$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** The Supplemental Educational Opportunity Grant (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 2007	FY 2008	FY 2009 President's Request
	\$770.93	\$757.47	\$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 \$4,800, this increase in Pell does not make up for the average SEOG grant loss of \$760. More than any other program, SEOG 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 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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$980.35	\$980.49	\$980.49

**Impact of President’s Budget** In 2001, FWS had a robust budget of \$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 extend their time to degree completion.

**Program Need** FWS should be increased to \$1.25 billion. This increase is necessary to replace job opportunities lost by the reductions from the program’s funding high water mark of \$1.011 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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President’s Request
Federal Capital Contributions	\$ 0.00	\$ 0.00	\$0.00
Cancellations	\$65.47	\$64.33	\$0.00

**Impact of President’s Budget** For the fourth year in a row, the president’s budget proposes to eliminate the Perkins Loan program, as well as “recall” all federal funds held in the revolving funds of participating institutions, which it claims will save \$1.12 billion in FY 2009. The Administration continues to claim, based on a misleading and misapplied 2003 analysis, that the program doesn’t work and “is duplicative of the larger and more broadly available Federal Family Education Loan and Direct Loan programs.” In FY 2008, 504,000 students received \$1.103 billion in Perkins Loans. 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** Congress is poised to reauthorize the Perkins Loan Federal Capital Contribution, with the House raising the authorized contribution to \$350 million. In FY 2009, funding should be restored to at least \$100 million. Perkins loan funds are also used to reimburse loans cancelled for borrowers in public service jobs. The pending HEA reauthorization would add three new jobs. Cancellations should be funded at \$120 million fully cover expected cancellations and 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 2007	FY 2008	FY 2009 President’s Request
	\$64.99	\$63.85	\$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.
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## Federal TRIO Programs

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

**Description** TRIO programs provide educational outreach and student support services to nearly 900,000 students from middle school through college. The 2,700 TRIO programs are designed to motivate and prepare individuals from disadvantaged backgrounds to enter and complete college and to pursue 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 2007	FY 2008	FY 2009 President's Request
	\$828.18	\$828.18	\$828.18 (discretionary)
		\$ 57 (mandatory)	\$57 (mandatory)

**Impact of President's Budget** In his FY 2009 budget, the president requested \$885.18 million for TRIO. This includes \$57 million in mandatory funding provided in CCRAA to support an additional 187 new and continuing Upward Bound programs. Thus, the president's FY 2009 allocation for TRIO represents the third year of level funding at \$828.18 million.

**Program Need** With no increase in funding since 2004, TRIO can only serve 7 percent of the eligible population. The TRIO programs currently serve over 870,000 students in all 50 states and many U.S. territories. An increase of \$120 million would allow TRIO to serve an additional 126,815 students. TRIO programs have a demonstrated record of success in that nearly one-third (32 percent) of all low-income high school graduates who enroll in college have been served by pre-college TRIO programs. However, stagnant funding levels seriously limit the participation of eligible students and hinder improvements in the quality of services. By investing in the academic instruction and supportive services provided by TRIO, our government will help more disadvantaged students succeed and ultimately boost our nation's international competitiveness in multiple areas, including math and science.

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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 significantly increases the number of low-income students who are prepared to enter and succeed in post-secondary education. GEAR UP provides critical early college awareness activities, tutoring, mentoring, academic preparation and college scholarships to improve access to higher education for low-income students and families. GEAR UP requires cooperation among K-12 schools, institutions of higher education, State Higher Education entities, businesses and community-based organizations, and leverages private matching resources to supplement the federal investment.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$303.42	\$303.42	\$303.42

**Impact of President's Budget** Recognizing the powerful impact that GEAR UP can have on preparing low-income students for higher education, an increasing number of communities have developed comprehensive proposals to receive federal support through the program. However, without an appropriations increase, GEAR UP will remain out of reach for many communities committed to supporting students along the complex pathway



to higher education. If funded at the President’s request, the U.S. Department of Education will be unable to make new GEAR UP awards in FY 2009, thus depriving schools and communities of essential resources and research-based programs that make higher education more accessible for underserved students and families.

**Program Need** Despite GEAR UP’s demonstrated success in improving high school graduation rates, college enrollment rates and college readiness for low incomes students, only a mere fraction of eligible students and communities benefit from the program. After years of level funding, an appropriation of \$350 million would allow GEAR UP to serve an additional 175,000 students in FY 2009.

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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. The FFEL program 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, while highlighting the significant changes made to the student loan programs by the College Cost Reduction and Access Act (CCRAA), proposes only minor revisions to the FFEL and DL programs. The first is to the loan forgiveness for public service employees that was included in the College Cost Reduction Act (CCRAA). Currently, Direct Loan borrowers, regardless of when they took out their loans, who work in public service positions, may have the balance of their loans forgiven after having made 120 monthly payments after October 1, 2007. FFELP borrowers must consolidate their loans into Direct Loans to qualify for this program. The budget requests to limit eligibility for this benefit to new borrowers after October 1, 2009 for a savings of \$1.464 billion. The other proposed change is to the interest subsidy under the income-based repayment plan, which was also included in the CCRAA, and allows FFEL and DL borrowers who meet eligibility criteria based on "partial economic hardship" to have their payments limited to a percentage of their income. For up to three years, the government pays any interest on Subsidized Stafford Loans that accrues and is unpaid under the income-based repayment plan. The budget requests an elimination of the three-year Stafford Loan interest subsidy, since comparable benefits are already available under economic hardship and unemployment deferments. Five-year savings from this proposal are \$457 million.

**Impact of President’s Budget** The loan programs, which were subject to major cuts under the CCRAA, would experience a modest impact from the president’s budget proposals. The two proposed changes to the loan programs will negatively impact borrowers who lose their eligibility for the benefits involved. The savings would likely be applied to deficit reduction. The budget does state that the Administration will closely monitor the effects of the CCRAA’s provisions to ensure they do not cause unintended consequences, increase taxpayer costs, or upset the vital competitive balance between the FFEL and DL programs.

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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 2007	FY 2008	FY 2009 President’s Request
	\$718.80	\$695.84	\$714.00

**Impact of President’s Budget** Congress moved this funding from the entitlement to the discretionary side of the budget in FY 2006. These funds support systems that process student aid applications, service the direct loan program, and verify applicant information with the IRS to reduce fraud.

**Program Need** The federal government has a responsibility to administer the federal student aid programs. The funding should be maintained at least at \$718 million, and should not compete with providing more funding for the academic aspirations of low-income students.

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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 CCAMPIS program supports the participation of low-income parents in postsecondary education through campus-based child care services. Grants ranging from \$10,000 - \$350,000 are awarded through a competitive process to institutions of higher education that enroll large numbers of Pell Grant recipients. In addition to campus-based child care for infants and toddlers, the program also funds before- and after-school care for older children and parenting classes.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$15.81	\$15.53	\$15.53

**Impact of President's Budget** The president's proposal is \$15.5 million. This funding level will support 55 of the 170 existing projects, as well as 113 new projects. However, without an increased investment for new grants, thousands of low-income students across the country will not have access to quality child care, and will be unable to continue their coursework.

**Program Need** While there are hundreds of campus child care centers, these centers estimate that they are only able to meet a small percent of the demand for services. Expanding access to on-campus child care 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 2007	FY 2008	FY 2009 President's Request
	\$59.89	\$33.66	\$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. While the Administration acknowledges teacher quality as one of the most critical factors in K-12 student success, the vast majority of funds targeted toward teacher quality issues focus on professional development and classroom size reduction efforts. This budget proposal ignores the need to build and strengthen teacher preparation program capacity.

**Program Need** This is the only federal program that is directly aimed at increasing the quality and capacity of teacher preparation programs in higher education institutions. As these institutions prepare almost 90 percent of all new teachers, it is critical that these preparation programs ensure that teachers have the content knowledge and pedagogical skills to be successful in the classroom. Funding for the program needs to be restored to at least the FY 2007 level to support a meaningful investment in developing preparation programs that include extensive clinical and induction components. Research shows that both factors are key in teacher quality and teacher retention.

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## Preparing Tomorrow's Teachers to Use Technology

### Title II of the Higher Education Act

**Description** "PT3," as this program is known, prepares pre-service teachers to integrate technology into student learning, and 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 2007	FY 2008	FY 2009 President's Request
	\$0.00	\$0.00	\$0.00

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

**Program Need** 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.

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## Title III and Title V: Institutional Aid

### Titles III and V of the Higher Education Act

**Description** Titles III and V of the Higher Education Act provide direct institutional grants to colleges serving a disproportionate number of minority, low-income, and first-generation college students, and have lower than average per student expenditures. These awards, which are highly competitive, help institutions improve their educational programs and related services for low-income and historically underrepresented populations. Eligible entities include 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 2007	FY 2008	FY 2009 President's Request
<b>Title III</b>			
(discretionary)	\$419.63	\$416.46	\$296.72
(mandatory)*		\$155.00	\$155.00
<b>Total</b>	\$419.63	\$571.46	\$451.72

<b>Title V</b>			
(discretionary)	\$ 94.91	\$ 93.24	\$ 74.44
(mandatory)*		\$100.00	\$100.00
<b>Total</b>	\$ 94.91	\$193.24	\$174.44

\*Mandatory funds made available under the College Cost Reduction and Access Act, P. L. 110-84, for FY 2008 and 2009 only.

**Impact of President's Budget** The Administration has proposed to reduce the discretionary funding for the Title III and Title V programs due to additional mandatory funds made available this year under the College Cost Reduction and Access Act (CCRAA). This decrease in discretionary funding undercuts the promise of CCRAA to provide much-needed resources to the institutions that 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.

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

### Title IV, Part A of the Higher Education Act

**Description** Created in the College Cost Reduction and Access Act (CCRAA), this new mandatory-spending program provides up to \$4,000 a year (for a maximum of \$16,000) in grant aid to undergraduate and post-baccalaureate students who plan to become teachers. In addition, current teachers or retirees from other high-need fields are eligible for \$4,000 per year (for a maximum of \$8,000) to pursue Master’s degrees. There is a merit requirement, and grant recipients, within eight years of finishing the program, must fulfill a four-year teaching obligation in schools that receive Title I funding and teach “high need” subjects (mathematics, science, special education, a foreign language, bilingual education and reading). If the service obligation is not fulfilled, the grants convert to unsubsidized loans to be repaid with interest.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President’s Request
	\$0.00	\$7.00	\$14.00

**Impact of President’s Budget** Funding for this program is mandatory, so it is not subject to the annual appropriations process. The numbers listed above are estimates for the cost of the program.

**Program Need** With the nation in the midst of severe teacher shortages in many fields and geographic areas, this program represents a significant investment in the recruitment of high quality teachers. Because this crisis is “national,” a federal response is called for to strengthen the teaching profession. The TEACH Grant program will not only attract more people to teaching, but it will help ensure that these teachers remain in an increasingly mobile and transient profession for at least four years. Congress estimates that the program will cost \$375 million over the next five years.

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## International Education Programs and Foreign Language Studies

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

**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.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President’s Request
	\$105.75	\$108.98	\$109.98

**Impact of President’s Budget** The president proposes a one million dollar increase for the development of new assessment tools to measure foreign language competency. In addition, the president proposes, as he did last year, a one million dollar e-Learning Clearinghouse, at the expense of existing programs. Congress rejected this idea and instead provided for the development of grantee web portals for information dissemination, which was a preferred approach. The president also freezes funding for Title VI and Fulbright-Hays programs at last year’s levels. Despite a small Congressional increase in FY 2008, several years of across-the-board cuts and inflation since FY 2003 have reversed the progress made with increases in FY 2002-03, especially to critical need languages and world areas. Since FY 2003, overall funding is down an average of 9 percent, and Title VI center grants are down an average of 17 percent.

**Program Need** The National Academy of Sciences study of these programs last year noted, “While many new programs and objectives have been added since Title VI/FH began, funding in real dollars has not increased proportionately. The ability of Title VI/FH to accomplish its broad mandate is hampered by the limited availability of funds.” 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. At the 50th anniversary of these vital programs, now is the time to renew investment in foreign language and area training.

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## Graduate Education

### Title VII of the Higher Education Act

Description The Graduate Assistance in the Areas of National Need (GAANN) and the Jacob K. Javits Fellowship 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. Javits is the only federal program that supports advanced academic pursuits in the humanities and the arts.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
GAANN	\$30.07	\$29.54	\$32.52
Javits	\$ 9.70	\$ 9.53	\$ 9.84

Impact of President's Budget The budget would provide small increases for the GAANN and Javits programs, which will fund new fellows. However, a far greater investment in these vital programs is critical to sustaining the preeminence of the United States in graduate education and research.

Program Need 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. In addition, GAANN funding is needed to address acute shortages in the field of psychometrics, which helps with the implementation of the No Child Left Behind Act. Graduate fellowships and traineeships have also proven effective in supplying our nation with the talented and knowledgeable individuals needed in science, education, government, and business. Investment in Javits and GAANN are cost-effective because the leaders emerging from these programs add to our nation's economic competitiveness, innovation, and national security.

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## Quality Higher Education for Students With Disabilities

### Title VII of the Higher Education Act

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

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$6.88	\$6.76	\$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 that this funding is available under other federal programs.

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 there is no corresponding growth in other program areas to accommodate the current grantees or a new grant competition. 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.

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## Academic Competitiveness/SMART Grants

### Title VIII of the Deficit Reduction Act of 2005

**Description** Two new student grant programs--the Academic Competitiveness Grants (ACG) and National Science and Mathematics Access to Retain Talent (National SMART) Grants—were created in the Higher Education Reconciliation Act of 2005. The ACG program provides need-based aid to certain first- and second-year undergraduates who complete “rigorous” high school programs, and SMART Grants are awarded 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 2007	FY 2008	FY 2009 President’s Request
	\$ 790.00	\$395.00	\$308.00

**Impact of President’s Budget** Mandatory funds have been allocated for this program, so it is not subject to the annual appropriations process. For the second year in a row, the president is proposing to rescind unobligated balances from the program, with assurances that “remaining balances are sufficient to meet the estimated demand in these programs though the 2010-2011 academic year.”

**Program Need** This is an important new source of grant funding for low-income students, who have completed academically rigorous high school programs and are pursuing degrees in eligible fields. The extra grant funding directly helps finance their college costs and reduces their need to borrow more or work extra hours. The first awards under ACG and SMART were made available in July, 2006, but from the beginning, there have been procedural obstacles hampering full participation in this program. Postsecondary institutions are working diligently to assure that all eligible students receive grants as intended.

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## Teachers for a Competitive Tomorrow: Baccalaureate and Master’s STEM and Foreign Language Teacher Training

### The America COMPETES Act

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

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President’s Request
	\$0.00	\$0.98	\$0.00

**Impact of President’s Budget** While there are other federal programs that support the recruitment of teachers in the STEM fields through scholarships and grants to teacher candidates, there are limited funds directed toward building and strengthening STEM teacher preparation program capacity. By eliminating funding for this program, the federal government is neglecting a critical portion of the STEM teacher development pipeline.

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

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## Part IV: Educational Research, Statistics, and Improvement

### The Institute of Education Sciences

#### Title I of the Education Science Reform Act

**Description** The Institute of Education Sciences (IES) 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 2007	FY 2008	FY 2009 President's Request
	\$517.49	\$546.11	\$658.25

**Impact of President's Budget** The president proposes a 20 percent increase, \$112.1 million, over the FY 2008 appropriation request for IES. However, almost half of this increase is targeted for funding additional statewide data systems.

**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.

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### 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 policymakers. The regional laboratory structure ensures a balance between local, state, and national R&D.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$65.47	\$65.57	\$67.57

**Impact of President's Budget** The proposed \$2 million dollar increase is targeted for an evaluation of the labs. Level funding again this year, coupled with a very modest increase last year and across the board cuts in several previous years have diminished the labs' ability to adequately provide the research and evidence needed to help school improve and help all students achieve.

**Program Need** Proven research does not transfer automatically from the laboratory to the field. Translation and diffusion of knowledge is required. In education, a primary agency for translation of quality research is the regional laboratories.

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### 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 2007	FY 2008	FY 2009 President's Request
	\$162.55	\$159.70	\$167.20

**Impact of President's Budget** The president's budget will continue current programs, but essentially provides level funding for the R and D, and D, activities of IES. The \$8 million increase is targeted largely to development and evaluation of interventions designed to improve low-performing schools.

**Program Need** While the programs within IES provide a structure for research, development, and dissemination, all three components are stagnating 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.

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## National Center for Education Statistics

### Title I of the Education Science Reform Act

**Description** NCES provides objective and scientifically based statistical reports on the condition of education in the U.S. It conducts an integrated set of longitudinal studies that are invaluable to policymakers 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 2007	FY 2008	FY 2009 President's Request
	\$90.02	\$88.45	\$104.59

**Impact of President's Budget** The \$16 million increase proposed for statistics is essential for maintaining NCES's current portfolio of surveys and longitudinal data bases, and for the addition of a high school study.

**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 policymakers. The proposed high school study will provide detailed information about the education experiences of this important group.

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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 2007	FY 2008	FY 2009 President's Request
	\$93.15	\$104.05	\$138.84

**Impact of President's Budget** The president proposes a \$34.8 million increase for NAEP. These additional funds would permit NAEP to prepare for 12<sup>th</sup> grade assessments in all states by 2011, as well as to design new assessments in geography, U.S. history, and writing. Additionally, NAEP would undertake a number of validity studies to support assessments of the preparation of 12<sup>th</sup> graders to enter college or the work force.

**Program Need** National and state school reform efforts depend on objective measures of student achievement. While NAEP provides the gold standard of assessments, it measures only a few subjects on a regular basis and needs to expand its portfolio of subjects to provide policymakers with comprehensive information.

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## Research in Special Education/Special Education Studies and Evaluation

### Title I of the Education Science Reform Act

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

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
Research in Special Education	\$71.84	\$70.59	\$70.59
Studies and Evaluation	\$ 9.90	\$ 9.46	\$ 9.46

**Impact of President's Budget** The president's proposal would freeze funding for Research in Special Education at the FY 2008 level and maintains the Special Education Studies and Evaluation at more than \$300,000 less than in FY 2007 and FY 2008.

**Program Need** Research in special education provides 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.

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## 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 2007	FY 2008	FY 2009 President's Request
	\$24.55	\$48.29	\$100.00

**Impact of President's Budget** The president's budget proposes doubling the funding for Statewide Data Systems. The additional funds would support new awards to states that have yet to receive funding under this program, as well as additional awards to currently funded states that would allow them to expand their K-12 systems to include post-secondary and workforce information. This additional information would allow states to determine the extent to which students are leaving high school ready for college and employment.

**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. Twenty-seven states have received awards under this program, but data systems in every state need additional capacity, including the ability to link K-12 with postsecondary and workforce systems.

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## 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 2007	FY 2008	FY 2009 President's Request
	\$6,888	\$6,878	\$7,027

**Impact of President's Budget** The Improving Head Start Act of 2007 (P.L. 110-134) authorizes \$7.4 billion be appropriated for Head Start in FY 2008 and \$7.7 billion in FY 2009. The president's FY 2009 budget proposes a \$150 million increase to the program, which—in addition to falling far below Congressional authorized amounts—will not provide sufficient funding to maintain quality services or expand services to more children and families.

**Program Need** Research has shown that funding early childhood education is one of the most cost-effective methods to close the achievement gap and prepare children for success in school and later in life. Due to 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.

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### Child Nutrition Programs

#### National School Lunch Act and the Child Nutrition Act

**Description** The National School Lunch, School Breakfast, Special Milk, Summer Food Service, and Child and Adult Care Food Programs, are entitlement accounts administered by the U.S. Department of Agriculture, while the Special Supplemental Food Program for Women, Infants, and Children (WIC) is a discretionary initiative, all of which help to ensure that students are well fed and able to focus on academic success. The National School Lunch Program, for example, operates in public and nonprofit private schools and residential child care institutions and provides nutritionally balanced, low-cost or free lunches to children each school day. Similarly, the Special Milk Program provides milk to children in schools and child care institutions who do not participate in other Federal meal service programs.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$19,641	\$20,914	\$21,531

**Impact of President's Budget** The president's budget estimates the entitlement costs, which cover support payments for all eligible meals, with higher subsidies for meals served to low-income children.

**Program Need** 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. The president's budget, however, puts in jeopardy the health of children and their families by eliminating the Commodity Supplemental Food Program (CSFP).

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## 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 that are delivered in the school.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$190,624	\$203,753*	\$217,537

\*Funding level estimated in the president's FY 2009 budget request.

**Impact of President's Budget** The president's FY 2009 budget projects a 6.8 percent rate of growth in the Medicaid program in the upcoming year despite multiple administrative actions to reduce expenditures. The budget proposal reiterates plans from prior years to cut school-based Medicaid reimbursements by \$615 million in FY 2009 and by \$3.6 billion over five years. The budget underscores the intent to implement all the pending regulations that are subject to a congressionally-imposed moratorium for the initial six months of 2008. School-based Medicaid reimbursements, primarily affecting students with disabilities, would be cut by 33 percent to 75 percent, depending on the school district and the eligible services contained in its applicable state plan. Further regulatory limitations restricting Medicaid reimbursement for eligible low-income children's screenings and other services are outlined in the FY 2009 budget proposal through a proposed codification of the unwritten "free care rule" -- a policy that was previously rejected by a panel of Administrative Law Judges.

**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. In the later months of 2007, CMS issued a series of regulations designed to eliminate Medicaid administrative care planning, coordination, referral, and enrollment and outreach activities solely in schools, as well as certain transportation services. In addition, CMS regulations are slated to restrict Medicaid payments for certain rehabilitative services, as well as case management services in schools and in other provider settings. Because of these CMS actions, schools continue to absorb extensive medical assistance costs that Medicaid should rightfully provide. Congress has placed a six-month moratorium on many of these school-related CMS actions (through June 2008), but further legislative action will be needed to prevent reductions ranging from one-third to over half of all school-based Medicaid payments.

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## State Children's Health Insurance Program (SCHIP)

### Title XXI of the Social Security Act

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

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$5,780	\$6,640	\$7,300

**Impact of the President's Budget** The president calls for reauthorization of the SCHIP program and provides \$19.7 billion over five years in new funding. However, the five-year estimate for maintaining coverage for those already enrolled in SCHIP is \$24.3 billion. As a result, the president's fails to provide funding sufficient to maintain current programs. This level of funding is not only less than is needed simply to continue covering current SCHIP enrollees, it also fails to provide funds to expand coverage to the millions of children who remain uninsured.

**Program Need** Currently, the program, which was set to expire at the end of the 2007 fiscal year, has been extended until March 2009. There are 9 million uninsured children in the U.S. and nearly two-thirds of that number are eligible but unenrolled in SCHIP or Medicaid. The FY 2008 Congressional Budget Resolution included

\$50 billion for SCHIP to maintain coverage for children who are currently enrolled, and expand coverage for many of those who are eligible. Congress passed two SCHIP reauthorization bills including \$35 billion for SCHIP; however, both bills were vetoed by the president.

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## Child Care and Development Fund

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

**Description** The Child Care and Development Fund (CCDF) is the major source of Federal child care assistance to children ages 0 to 13 in low and moderate-income families. To qualify for child care assistance, families must be working or in school and must meet income eligibility guidelines set by states within broad parameters set by Federal law. Funds from CCDF are used to help low and moderate-income families cover the cost of child care services. Additionally, a modest portion (at least 4 percent) of CCDF funds may be used to increase the quality of care. CCDF is funded through both discretionary and mandatory appropriations; the figures below refer to the discretionary portion of CCDF.

Funding History (in millions)	FY 2007	FY 2008	FY 2009 President's Request
	\$2,062	\$2,062	\$2,062

**Impact of President's Budget** The president's budget projects that 200,000 children will lose child care between FY 2007 and FY 2009.

**Program Need** High quality child care is necessary to supporting the safety healthy development of children while their parents are at work. Unfortunately, discretionary funding for the Child Care and Development Block Grant has been frozen since FY 2002, resulting in thousands of children losing child care. Only a small portion of eligible children receive assistance, and many states have waiting lists for child care support. In an era where a majority of mothers with young children work, it is imperative that Congress expand funding for this critical program and reverse the negative trend of families losing child care assistance.

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## Corporation for Public Broadcasting

### The Public Broadcasting Act of 1967

**Description** The Corporation for Public Broadcasting (CPB) provides critical funding for public television--on average, 16 percent of stations' budgets (up to 50 percent for small stations), making it the second largest funding source for stations after voluntary contributions. CPB is advance funded by two years, which helps insulate programming decisions from political influence, allows stations to leverage the promise of federal funds to raise non-federal dollars, and provides the lead-in time to produce high-quality programming.

Funding History* (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$400	\$420	\$0

\*CPB is forward funded by 2 years.

**Impact of President's Budget** Any cut to federal funding for public television would be highly detrimental to stations across the country. Federal funding provides support for a wide-range of needs at stations—everything from programming to outreach to the electricity bill. As a 2007 GAO report found, many stations would be forced to reduce staff, programming, or services if faced with cuts in federal funding. The report also found that substantial growth of nonfederal funding sources is unlikely. In an era of growing media consolidation, local public television stations are some of the last locally owned and controlled media outlets in the country. They provide unique programming and local services that are important to their communities. Federal funding is the foundation that makes this possible.

**Program Need** Increasing CPB funding to \$483 million for FY 2011 would help meet the growing needs of stations and their communities, allowing stations to continue to provide high-quality educational and cultural programming and services, and remain one of the last locally owned and controlled media outlets in the country.

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## Program Terminations

### 47 Education Programs Proposed for Elimination in Fiscal Year 2009

#### Fiscal Year 2008 Budget Authority as per the Department of Education\*

\*Dollars in millions. Rounded to nearest hundredth. Totals may not add due to rounding.

<b><u>K-12</u></b>		<b><u>Postsecondary</u></b>	
Academies for American history and civics	1.95	B.J. Stupak Olympic Scholarships	0.95
Advanced Credentialing	9.65	Byrd Honors Scholarships	40.28
Alaska Native Education Equity	33.32	Demonstration Projects for Students with Disabilities	6.76
Arts in Education	37.53	Federal Perkins Loans Cancellations	64.33
Career and Technical Education National Programs	7.86	Leveraging Educational Assistance Partnership	63.85
Career and Technical Education State Grants	1,160.91	Strengthening AK Native and HI Serving Institutions	11.58
Civic Education	31.92	Strengthening Tribally Controlled Colleges and Universities	23.16
Close Up Fellowships	1.94	Supplemental Educational Opportunity Grants	757.47
Comprehensive School Reform	1.61	Teacher Quality Enhancement	33.66
Education for Native Hawaiians	33.31	Teachers for a competitive tomorrow/STEM programs	1.97
Educational Technology State Grants	267.49	Thurgood Marshall Legal Educational Opportunity Program	28.90
Elementary School Counseling	48.62	Tribally Controlled Postsecondary Career and Technical Institutions	7.55
Even Start	66.45	Underground Railroad Program	1.95
Excellence in Economic Education	1.45		
Exchanges with Historic Whaling and Trading Partners	8.75	<b><u>Total Postsecondary</u></b>	<b>1,016.39</b>
Foundations for Learning	0.97		
Javits Gifted and Talented	7.46	<b><u>All Other ED</u></b>	
Mental Health Integration in Schools	4.91	State Grants for Incarcerated Youth Offenders	22.37
Mentoring	48.54	VR Migrant and Seasonal Farmworkers	2.24
National Writing Project	23.58	VR Projects with Industry	19.20
Parental Information and Resource Centers	38.91	VR Recreational Programs	2.47
Physical Education Program	75.66	VR Supported Employment State Grants	29.18
Reading is Fundamental	24.61		
Ready to Teach	10.70	<b><u>Total All Other ED</u></b>	<b>75.46</b>
School Leadership	14.47		
SDFS Alcohol Abuse Reduction	32.42		
Smaller Learning Communities	80.11		
Special Olympics Education Programs	11.79		
Tech-Prep State Grants	102.92		
Women's Educational Equity	1.85		
<b><u>Total K-12</u></b>	<b>2,191.66</b>	<b>Total Education Eliminations</b>	<b>3,283.51</b>

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



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COMMITTEE FOR EDUCATION FUNDING

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