



Budget Response

Fiscal Year
2011



COMMITTEE FOR EDUCATION FUNDING

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About the Committee for Education Funding

The Committee for Education Funding (CEF) comprises more than 80 organizations dedicated to the goal of achieving increased federal financial support for our nation's schools and students at all levels. CEF is a voluntary, nonprofit, and non-partisan coalition. CEF members include educational associations, institutions, agencies, and organizations whose interests range from preschool to postgraduate education in both public and private systems.

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

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

As the largest coalition of education associations in existence, 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](#)

Acknowledgements

We appreciate the following individuals who contributed to the production of this publication:

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Funding details by program may be viewed in [PDF](#) and [EXCEL](#) through the Department of Education's website: www.ed.gov. Additional copies of this document may be downloaded at the CEF website: www.cef.org.

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The Committee for Education Funding (CEF), the nation's largest and oldest nonpartisan education coalition of over 80 organizations and institutions reflecting the broad spectrum of the education community, applauds President Obama's FY 2011 budget for recognizing the importance of a strong investment in education to our nation's economic growth and competitiveness.

This year's budget is more complicated than past budgets due to the many program restructurings and consolidations and shifting of some programs to the mandatory side of the budget. Many of the budget proposals are dependent on enactment of legislation beyond the FY 2011 Labor-HHS-Education Appropriations bill. The proposed consolidation of 38 Elementary and Secondary Education Act (ESEA) programs into nine new funding streams would have to occur in the ESEA reauthorization. The new mandatory programs for higher education and the Early Challenge Learning Fund are dependent on enactment of some version of the Student Aid and Fiscal Responsibility Act. Thus, the outcome of this year's education funding levels is unusually intertwined with the outcome of authorizing legislation.

CEF applauds the overall 7.5 percent increase in discretionary funding for the Department of Education (see press statement below), which would be the largest dollar increase since FY 2002 and the largest percentage increase since FY 2003, not counting ARRA. However, we are deeply concerned with the proposed freeze for several significant programs, including Title I, Impact Aid, 21st Century Community Learning Centers, career and technical education, SEOG, College Work-Study, TRIO and GEAR-UP.

In addition to the proposed program consolidations in the K-12 area (see ESEA Overview section for additional details), the budget proposes \$1.35 billion in new funding for Race to the Top, \$500 million for Investing in Innovation, and increases for the following programs:

- School Turnaround Grants = +\$354.4 million (+65%).
- Assessing Achievement = +\$39.2 million (+9.6%).
- Promise Neighborhoods = +\$200 million (+2,000%).
- Magnet Schools = +\$10 million (+10%).
- ELL Grants = +\$50 million (+6.7%).

Unfortunately, several programs would be frozen, resulting in reduced services to students, factoring in inflation and enrollment growth. These programs include Title I, Migrant Education, Neglected/Delinquent, Education for Homeless Children, Impact Aid, Rural Education, Indian Education, and 21st Century Community Learning Centers.

The budget includes a proposal for one new mandatory K -12 program, the Graduation Promise Grants designed to strengthen high schools. The program would be funded at \$1.2 billion over five years.

For special education, the federal share of funding would remain static at only 17 percent, while the amount per student would be \$1,750 compared to the FY 2009 level with ARRA of \$3,395. In addition, the budget makes no commitment for putting IDEA on a path to the promised full funding federal share of 40 percent. All other special education programs but one are frozen, with the exception being a cut of 6.3 percent for technology.

For higher education, the budget proposes an increase of \$68.6 billion over ten years for Pell grants to increase the maximum award to \$5,710 (+2.9%), pay off the current funding shortfall (\$6.5 billion in FY 2011), shift the entire program to mandatory spending, and provide future award increases (FY 2011 increase = \$7.9 billion). The budget includes other higher education mandatory proposals:

- \$2.5 billion over 10 years for investments in Historically Black Colleges and Universities and other minority-serving institutions.
- Expansion of income-based repayment options for Federal student loans (\$7.5 billion over 10 years).
- \$3.4 billion over five years for a College Access and Completion Fund.
- \$8.9 billion over 10 years for the American Graduation initiative, to strengthen and support community colleges.
- A shift of all student loans from the Federal Family Education Loans Program to the Federal Direct Student Loans Program with a projected savings of \$43.3 billion over 10 years.

Other higher education proposals include 5 percent increases for aid to HBCUs, HSIs, and other minority-serving institutions; a freeze for TRIO, GEAR-UP and campus-based aid; and the elimination of Byrd honors scholarships (-\$42 million) and Leveraging Education Assistance Partnerships (LEAP) (-\$63 million).

On the tax side, the American Opportunity Tax Credit created in ARRA would be made permanent (\$75.5 billion over 10 years).

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

- Research, development, and dissemination are increased by \$60.5 million (+30.2%).
- The Statistics program is increased by \$8.5 million (+7.8%).
- National Assessment of Educational Progress (NAEP) is increased by \$5 million (+3.8%).
- Statewide data systems grants are increased by \$6.75 million (+11.6%).

Programs for early childhood education in the Department of Health and Human Services and Child Nutrition funded in the Department of Agriculture are slated for increases, as well.

- Head Start is increased by \$989 million (+13.7%).
- The Child Care and Development Block Grant is increased from \$5 billion to \$6.6 billion (+32%).
- The Child Nutrition proposal increases funding by \$9.9 billion over 10 years.

CEF urges Congress to build on the President's budget and provide the necessary additional investments for such critical programs as Title I, IDEA State Grants, TRIO, and Gear-UP required for the success of America's students.

CEF also urges Congress to assist students, states, schools, and colleges facing a significant funding cliff from the termination of the \$100 billion in education aid provided by ARRA. Even though the Department of Education has a \$3.5 billion, or 7.5 percent, discretionary increase, that figure is \$76.8 billion below the FY 09 ARRA level, or minus 61 percent. This funding cliff is especially worrisome as states face a cumulative budget shortfall in FY 2010 and FY 2011 of \$267 billion. As part of any new "jobs bill," Congress must provide immediate additional aid to schools and colleges, similar to the House-passed bill, to prevent layoffs of teachers and other education employees and cuts in programs for students, as well as funding for school repairs and renovations in both K-12 and higher education.



Joel Packer
Executive Director

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

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



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The Committee for Education Funding Applauds Education Increases in the President's Budget Expresses Concerns about Program Freezes

The Committee for Education Funding (CEF), a coalition of over 80 national education associations and institutions from preschool to postgraduate education, applauds President Obama's Fiscal Year 2011 budget for recognizing the importance of investing in education to our nation's economic growth and competitiveness.

The budget proposes a \$3.5 billion, 7.5 percent increase in discretionary spending for programs in the Department of Education, increases the Pell grant maximum award to \$5,710 and ensures future award increases to improve college affordability by shifting funding to the mandatory side of the budget, invests in early childhood education programs through a \$989 million increase for Head Start and a \$9 billion 10-year Early Challenge Learning Fund, and provides significant additional resources for increasing high school graduation and college completion and strengthening community colleges.

According to CEF President Jon Fansmith, "The President's budget represents a solid step forward for education at all levels. We urge Congress to build on these increases through the budget and appropriations process and to quickly pass the Student Aid and Fiscal Responsibility Act to provide the mandatory funds for both early childhood and higher education."

While CEF is pleased with the proposed education increases it has several concerns with specific proposals in the budget. "While we recognize the overall fiscal constraints facing our country, we are disappointed that several key education programs, including Title I, Career and Technical Education, campus-based student aid, GEAR-UP and TRIO were frozen and the federal share of funding special education would remain at only 17%," said CEF Executive Director Joel Packer.

“At a time when schools, colleges, and students face the likelihood of additional cuts due to large state budget gaps and have to deal with the looming funding cliff resulting from the termination of American Recovery and Reinvestment Act funds, it is critical that increases for these vital education programs be provided,” said Packer.

Under the Administration’s budget almost all increased funding at the K-12 level would be through competitive grant programs, including the consolidation of 38 programs into 11 new flexible funding streams. While such consolidations will be the subject of the ESEA reauthorization, from a budgetary perspective CEF has several concerns. Without increases in such programs as Title I and IDEA, states and schools will have difficulty developing their education budgets since under competitive grants no state or school district knows whether it will receive funds, how much it will receive, and when it will receive them.

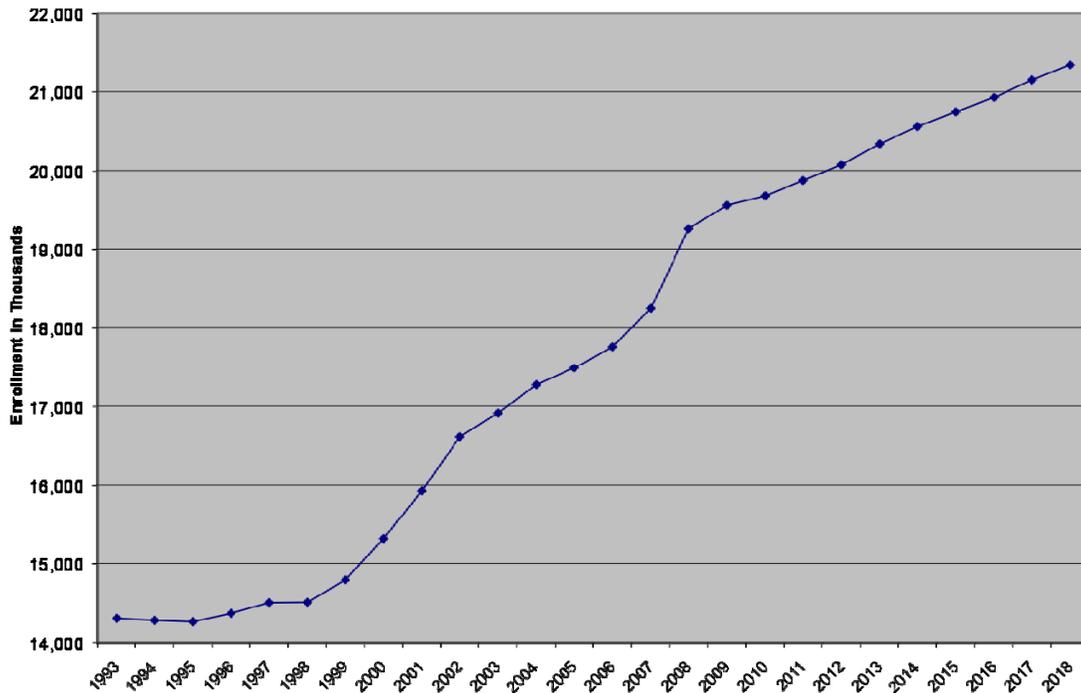
CEF also believes that any program consolidations should not result in the elimination of essential education functions such as improving teacher preparation at institutions of higher education or providing K-12 students with sufficient specialized instructional support personnel nor be used as an excuse to reduce federal funding.

“CEF will work with Congress to restore funds for programs proposed for elimination, such as State Grants for Education Technology and Leveraging Educational Assistance Partnerships,” Fansmith stated.

“CEF calls on Congress to provide immediate additional assistance through a new jobs bill to states to save jobs for teachers, faculty, other instructional personnel, administrators, and support staff at schools and colleges,” said Packer. “Achieving needed reforms at the elementary and secondary level and increasing college access and completion will be very difficult if education institutions are forced to lay off tens of thousands of educators and reduce programs for students.”

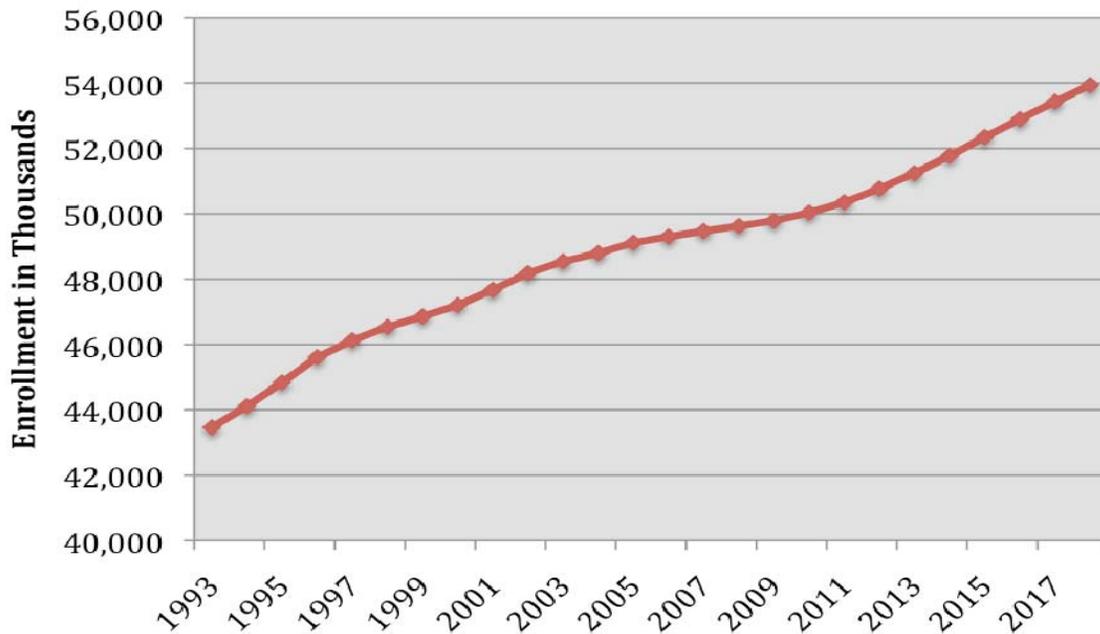
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Rising Higher Education Enrollments



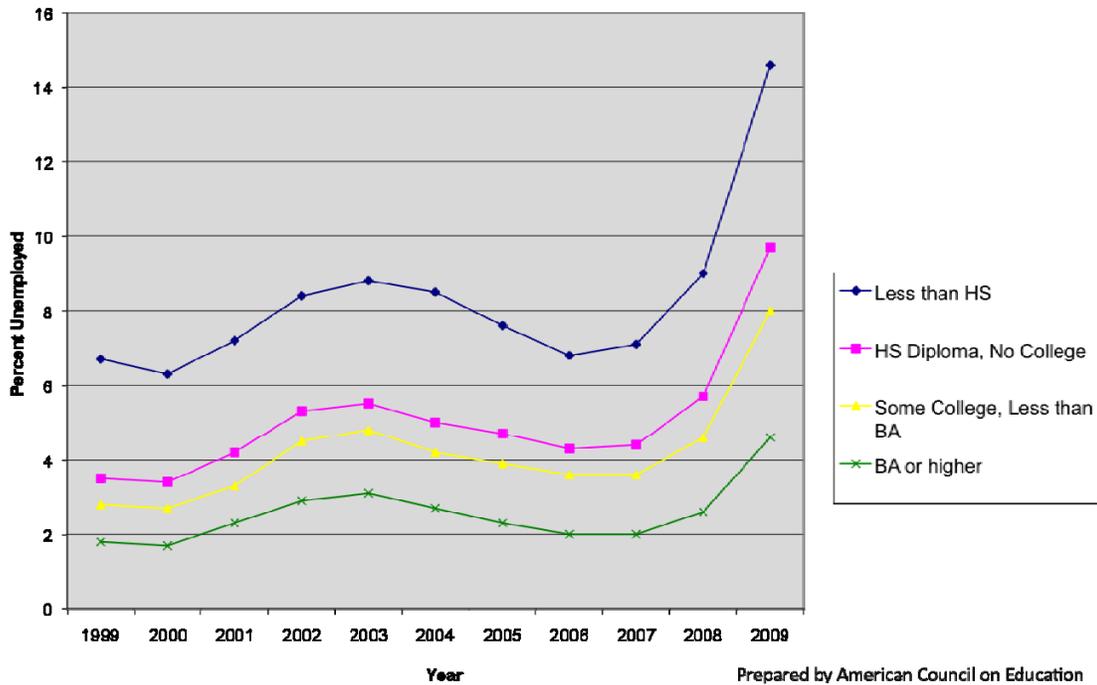
Prepared by American Council on Education

Rising K12 Education Enrollments

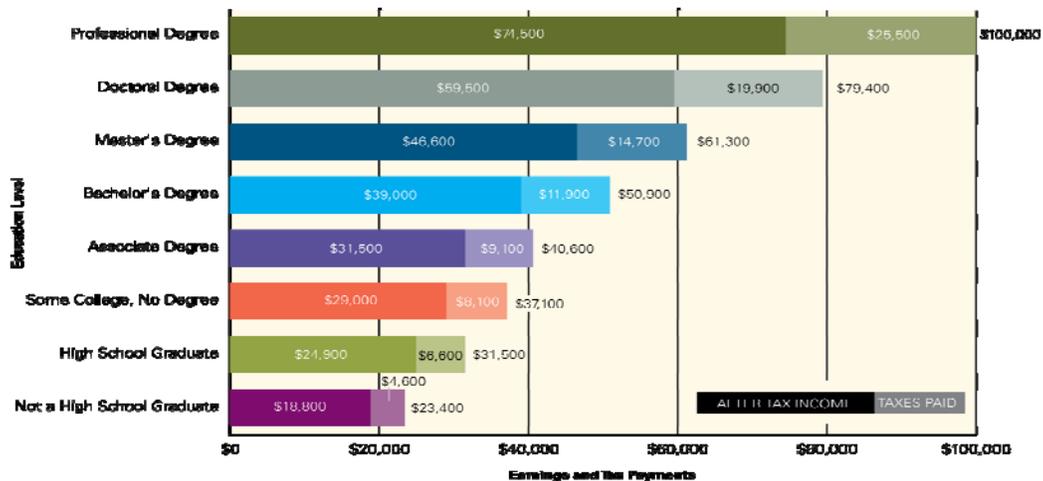


Source: CEF based on NCES data

Unemployment by Degree Attainment

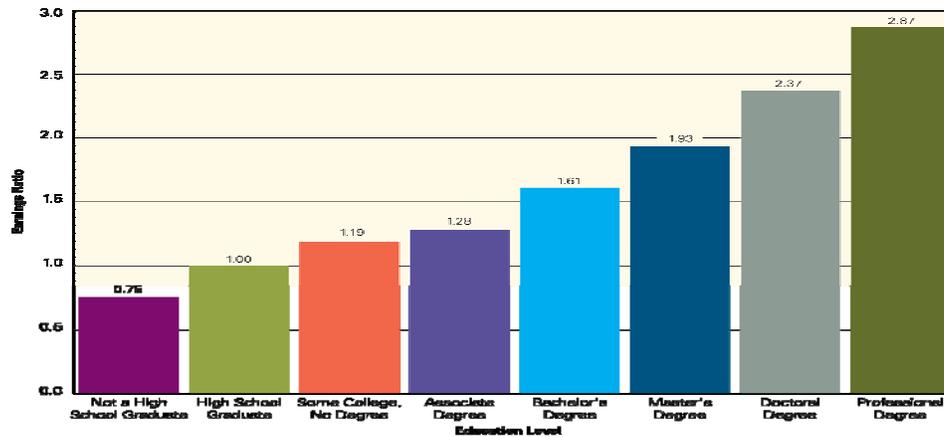


Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2005



Notes: Taxes paid include federal income, Social Security, and Medicare taxes, and state and local income, sales, and property taxes.
Sources: U.S. Census Bureau, 2006, PINC-03; Internal Revenue Service, 2006; McIntyre et al., 2003; calculations by the authors.

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



Notes: Based on the sum of median 2005 earnings from ages 25 to 64 for each education level. Future earnings are discounted using a 3 percent annual rate to account for the reality that, because of foregone interest, dollars received in the future are not worth as much as those received today.
Sources: U.S. Census Bureau, 2006, PINC-03; calculations by the authors.

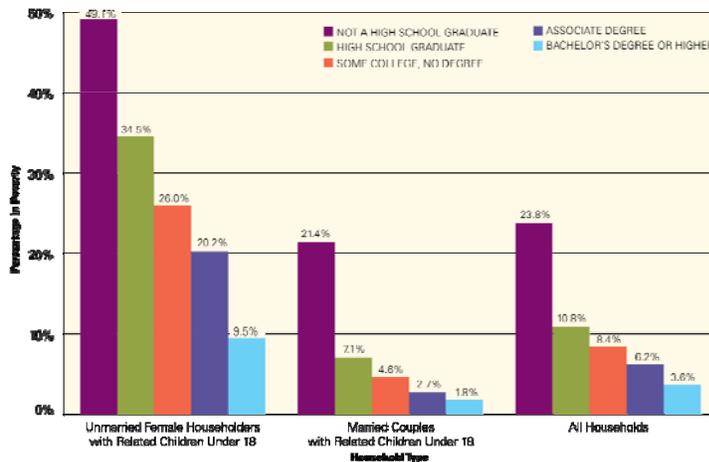
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Education Pays 2007



www.collegeboard.com

Percentage of Individuals Ages 25 and Older Living in Households in Poverty, by Household Type and Education Level, 2005



Sources: U.S. Census Bureau, Current Population Survey, 2006 Annual Social and Economic Supplement; calculations by the authors.

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Education Pays 2007



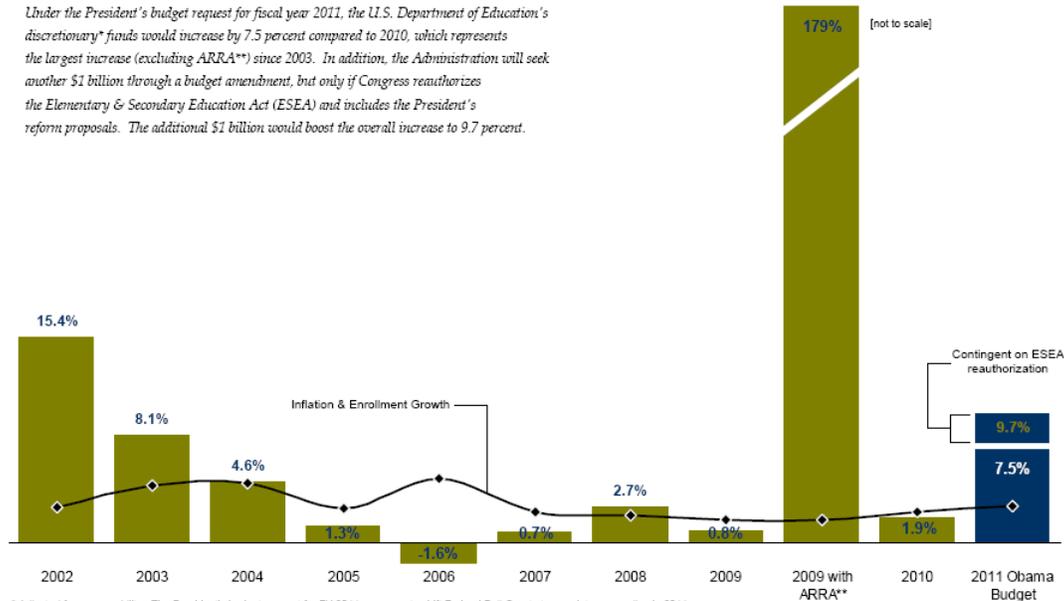
www.collegeboard.com

Federal Education Funding

Annual Percentage Change in Discretionary* Funds, FY 2002-11



Under the President's budget request for fiscal year 2011, the U.S. Department of Education's discretionary* funds would increase by 7.5 percent compared to 2010, which represents the largest increase (excluding ARRA**) since 2003. In addition, the Administration will seek another \$1 billion through a budget amendment, but only if Congress reauthorizes the Elementary & Secondary Education Act (ESEA) and includes the President's reform proposals. The additional \$1 billion would boost the overall increase to 9.7 percent.



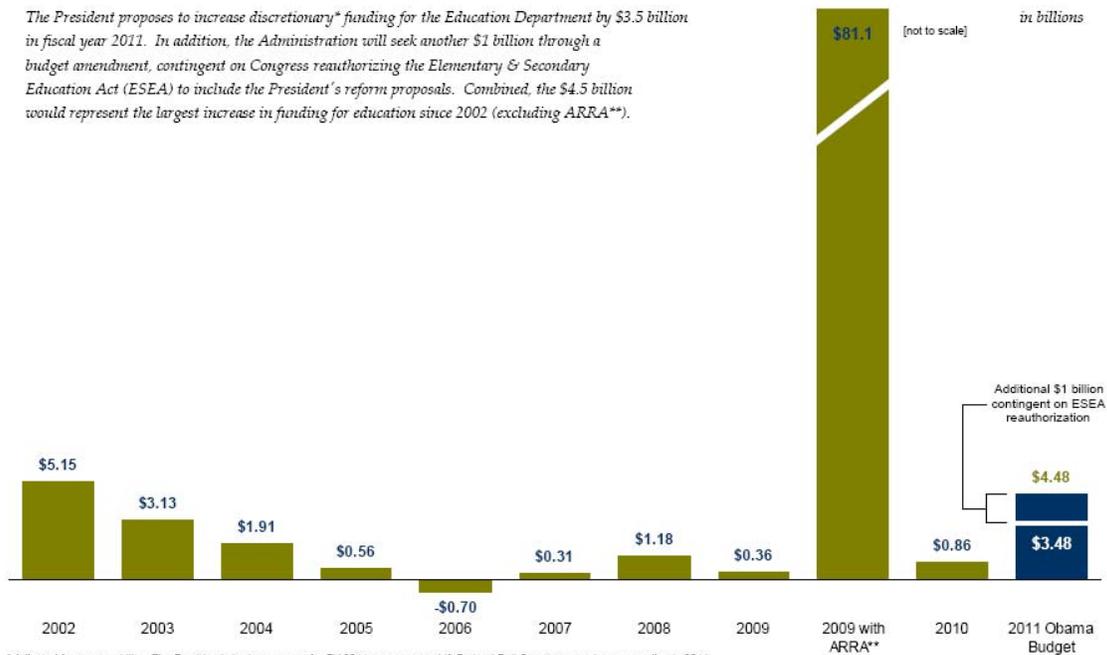
* Adjusted for comparability. The President's budget request for FY 2011 proposes to shift Federal Pell Grants to mandatory spending in 2011.
 ** American Recovery & Reinvestment Act of 2009
 Source: U.S. Department of Education. Inflation is based on the percentage change (fourth quarter over fourth quarter) in the Consumer Price Index for all urban consumers. Budget of the United States Government, Office of Management & Budget. Enrollment growth is calculated from Projections of Education Statistics to 2018, National Center for Education Statistics. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. Updated February 1, 2010.

Federal Education Funding

Annual Change in Discretionary* Funds, FY 2002-11



The President proposes to increase discretionary* funding for the Education Department by \$3.5 billion in fiscal year 2011. In addition, the Administration will seek another \$1 billion through a budget amendment, contingent on Congress reauthorizing the Elementary & Secondary Education Act (ESEA) to include the President's reform proposals. Combined, the \$4.5 billion would represent the largest increase in funding for education since 2002 (excluding ARRA**).



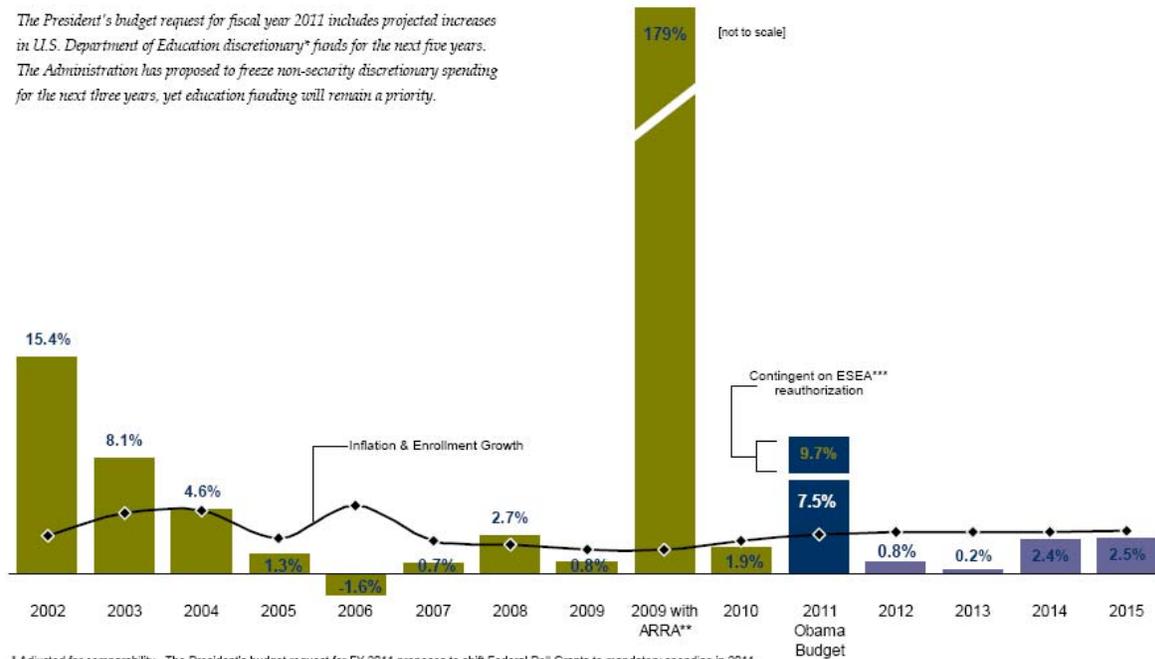
* Adjusted for comparability. The President's budget request for FY 2011 proposes to shift Federal Pell Grants to mandatory spending in 2011.
 ** American Recovery & Reinvestment Act of 2009
 Source: U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. Updated February 1, 2010.

Federal Education Funding

Annual Percentage Change in Discretionary* Funds, FY 2002-15



The President's budget request for fiscal year 2011 includes projected increases in U.S. Department of Education discretionary* funds for the next five years. The Administration has proposed to freeze non-security discretionary spending for the next three years, yet education funding will remain a priority.

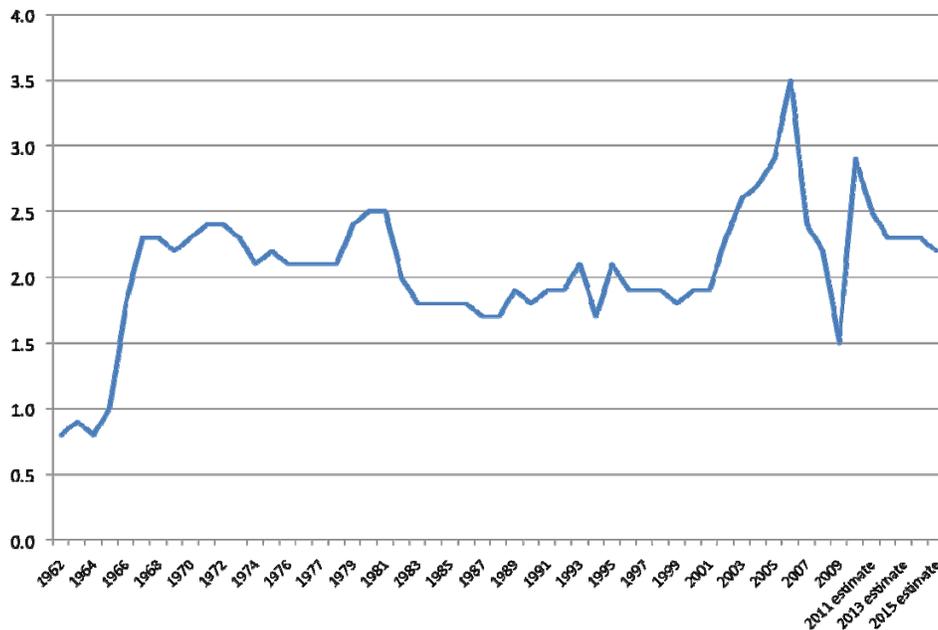


* Adjusted for comparability. The President's budget request for FY 2011 proposes to shift Federal Pell Grants to mandatory spending in 2011.
 ** American Recovery & Reinvestment Act of 2009 ***Elementary & Secondary Education Act

Source: U.S. Department of Education. Inflation is based on the percentage change (fourth quarter over fourth quarter) in the Consumer Price Index for all urban consumers. Budget of the United States Government, Office of Management & Budget. Enrollment growth is calculated from Projections of Education Statistics to 2018, National Center for Education Statistics. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. Updated February 1, 2010.



Department of Education Outlays as % of Total Federal Outlays

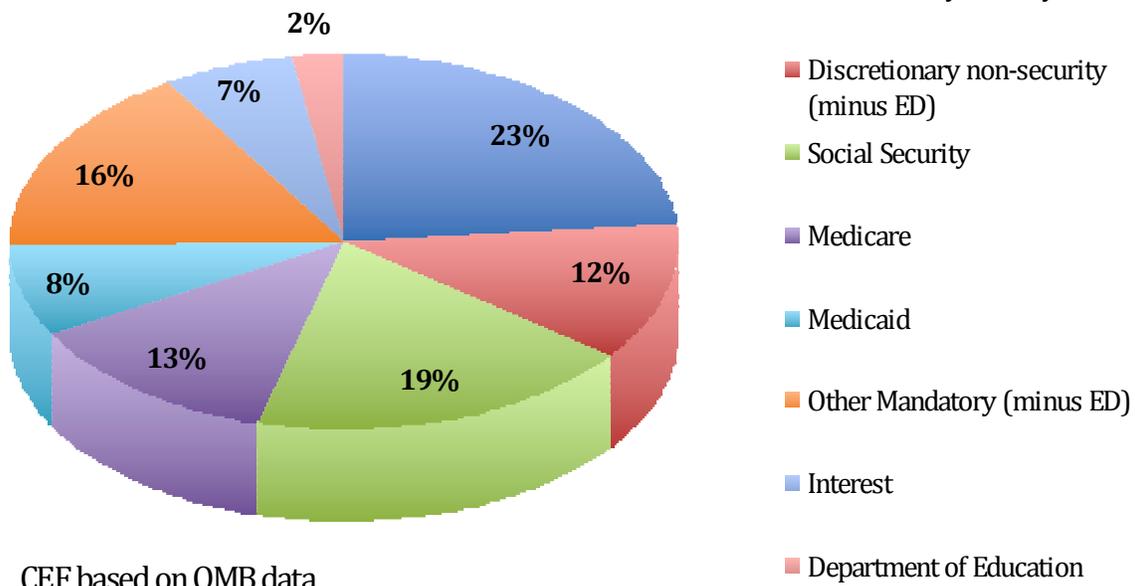


Source: CEF Based on OMB data

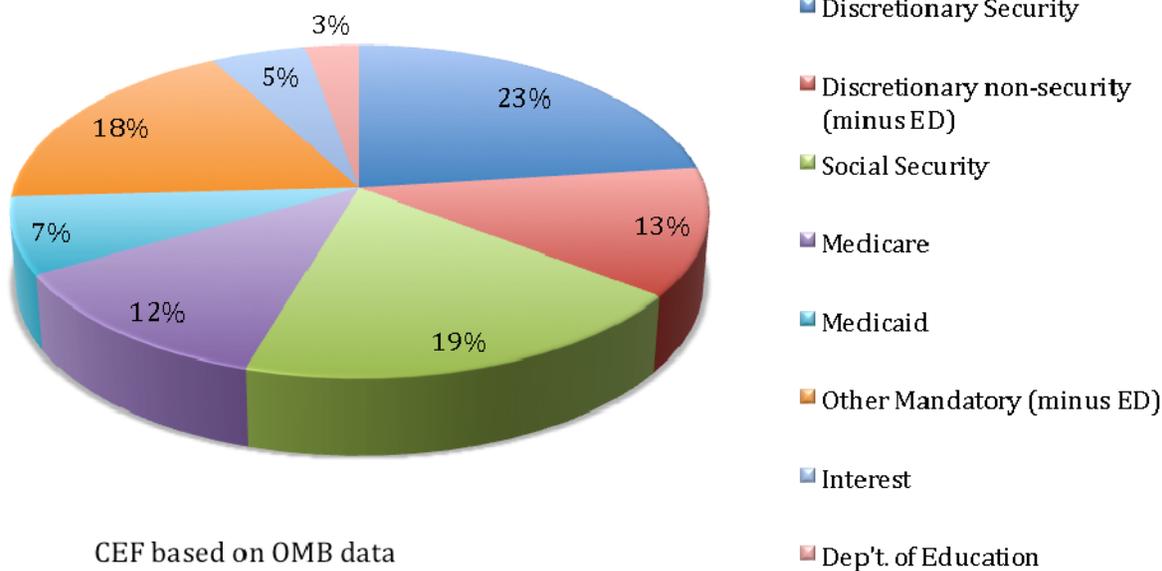




Fiscal Year 2011 Total Outlays

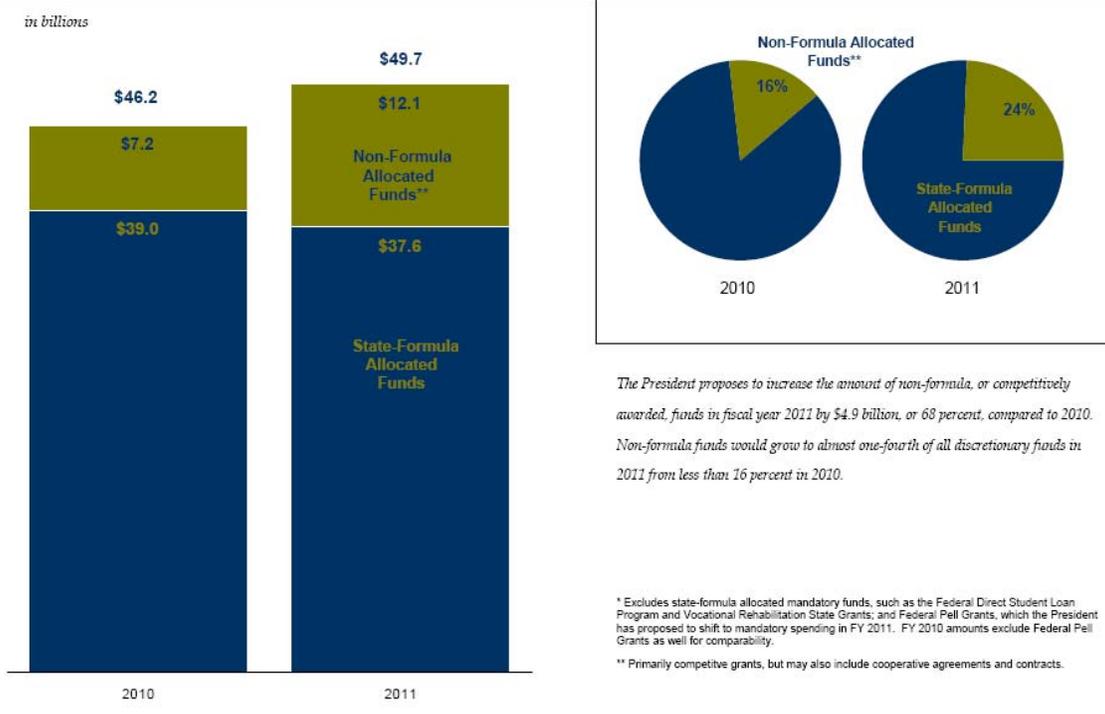


Fiscal Year 2010 Total Outlays



Federal Education Discretionary* Funds

Formula vs Non-Formula Comparison, Fiscal Years 2010-11



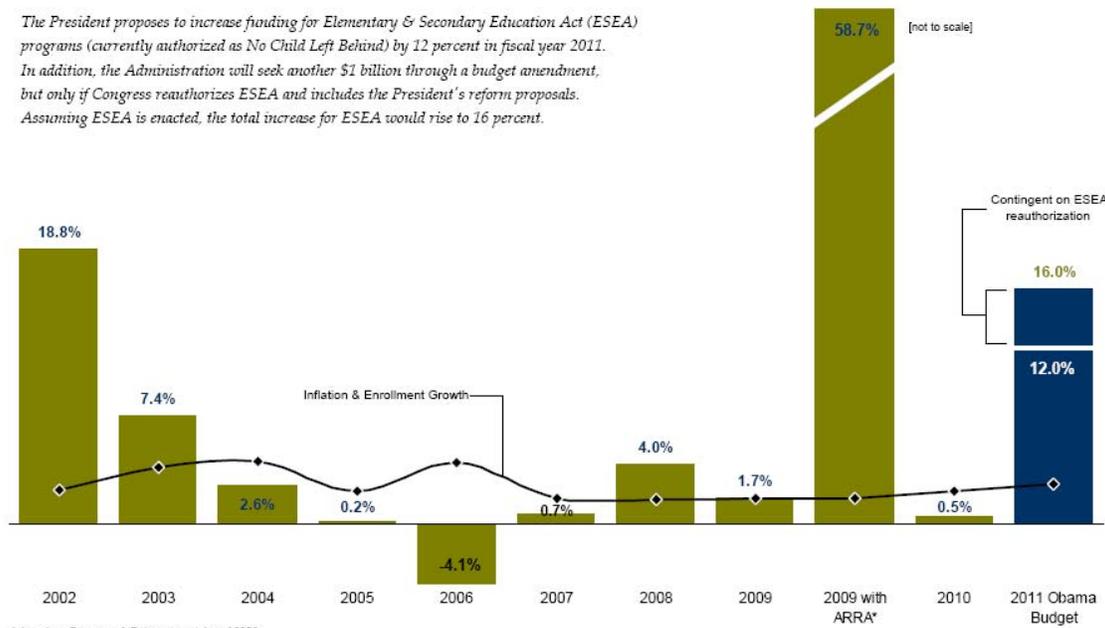
Source: U.S. Department of Education. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. Updated February 4, 2010.

NCLB Funding

Annual Percentage Change in Appropriations Since Enactment, FY 2002-11



The President proposes to increase funding for Elementary & Secondary Education Act (ESEA) programs (currently authorized as No Child Left Behind) by 12 percent in fiscal year 2011. In addition, the Administration will seek another \$1 billion through a budget amendment, but only if Congress reauthorizes ESEA and includes the President's reform proposals. Assuming ESEA is enacted, the total increase for ESEA would rise to 16 percent.



* American Recovery & Reinvestment Act of 2009

Source: U.S. Department of Education. Includes all federal education programs authorized or otherwise amended by the No Child Left Behind Act of 2001 (P.L. 107-110). Inflation is based on the percentage change (fourth quarter over fourth quarter) in the Consumer Price Index for all urban consumers, Budget of the United States Government, Office of Management & Budget. Enrollment growth for preK-12 is based on Projections of Education Statistics to 2018, National Center for Education Statistics. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. Updated February 1, 2010.

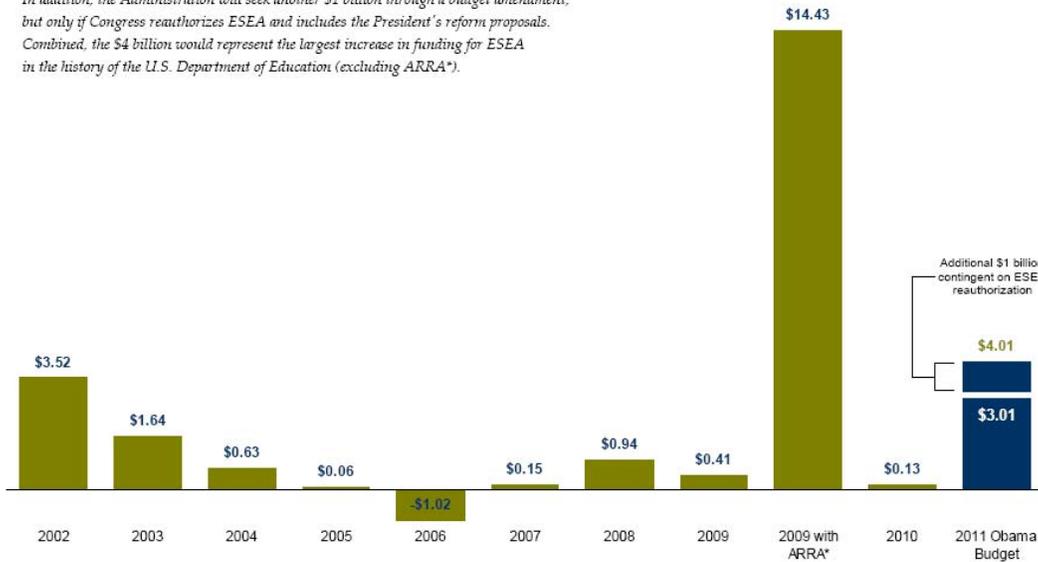
NCLB Funding

Annual Change in Appropriations Since Enactment, FY 2002-11



The President proposes to increase funding for Elementary & Secondary Education Act (ESEA) programs (currently authorized as No Child Left Behind) by \$3 billion in fiscal year 2011. In addition, the Administration will seek another \$1 billion through a budget amendment, but only if Congress reauthorizes ESEA and includes the President's reform proposals. Combined, the \$4 billion would represent the largest increase in funding for ESEA in the history of the U.S. Department of Education (excluding ARRA*).

in billions



* American Recovery & Reinvestment Act of 2009

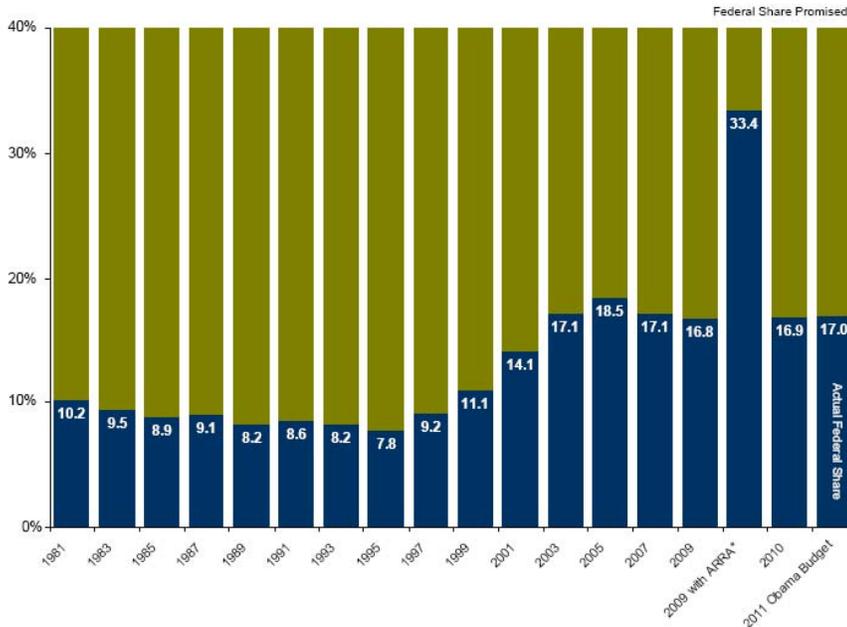
Source: U.S. Department of Education. Includes all federal education programs authorized or otherwise amended by the No Child Left Behind Act of 2001 (P.L. 107-110). For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. Updated February 1, 2010.

IDEA Full Funding

Federal Share Promised in the Law vs. Actual Share, Selected Fiscal Years 1981-2011



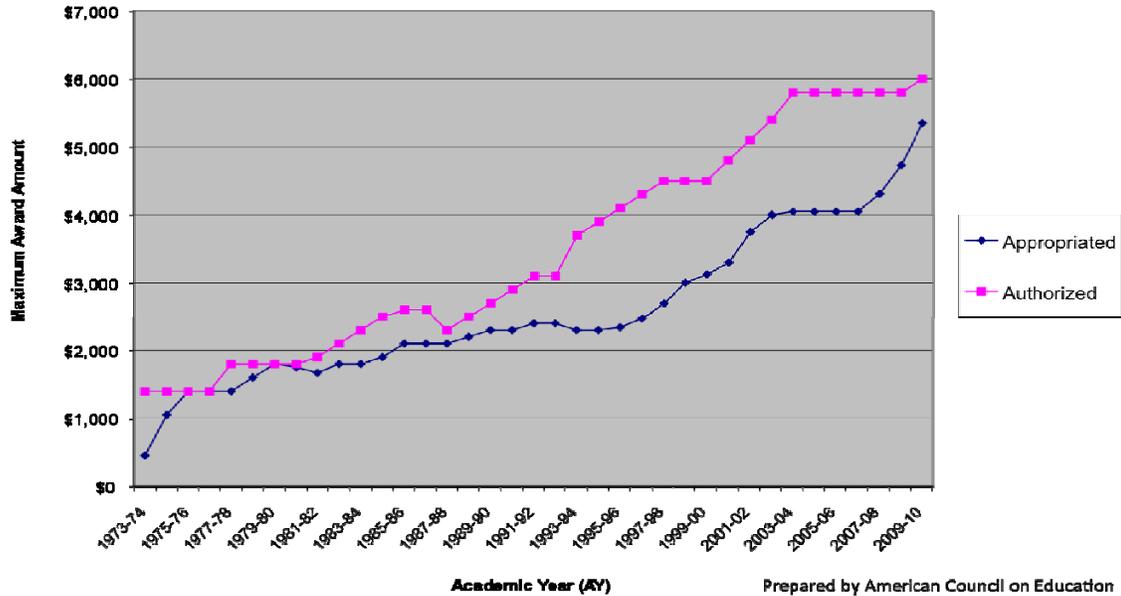
The assumption underlying the Individuals with Disabilities Education Act (IDEA) and its predecessor legislation is that, on average, the cost of educating children with disabilities is twice the average cost (measured as the national average per pupil expenditure or APPE) of educating other children.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



* American Recovery & Reinvestment Act of 2009

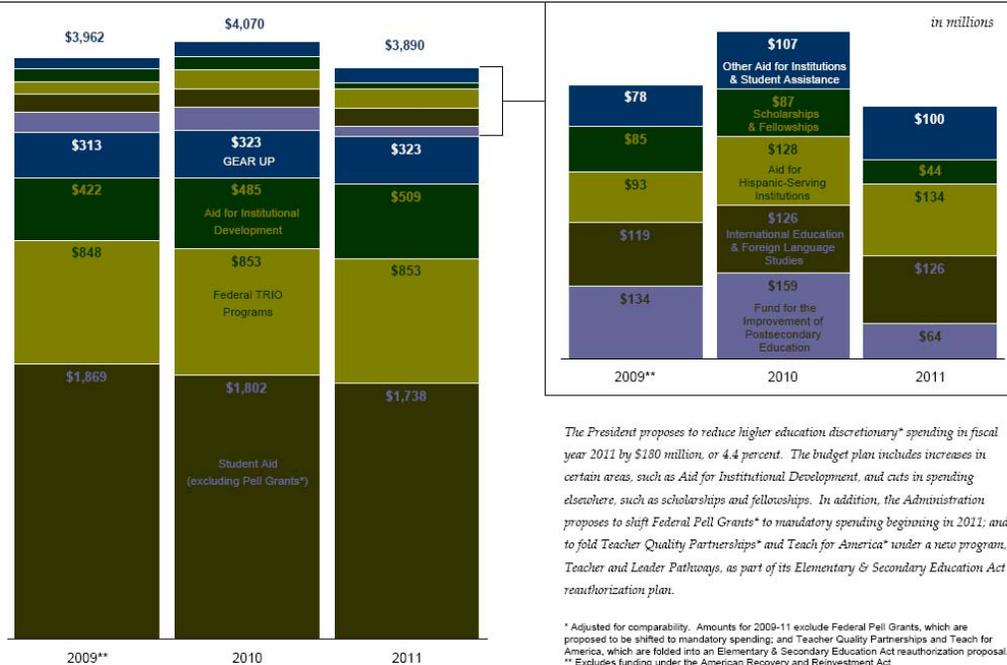
Source: U.S. Department of Education and Congressional Research Service. The federal share is calculated from appropriations for Special Education Grants to States (IDEA Part B-611), excluding amounts available for studies and evaluations or technical assistance as applicable. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. Updated February 1, 2010.

Gap Between Maximum Pell Award Authorized vs. Appropriated



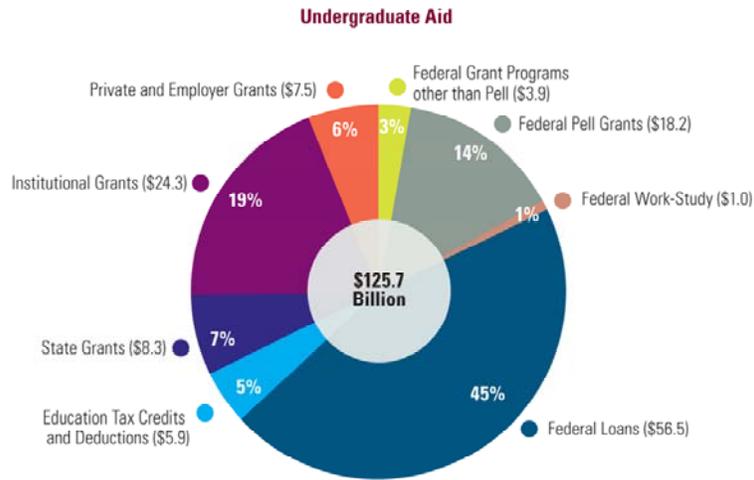
Higher Education Funding

Discretionary* Funding, Fiscal Years 2009-11



Sources: U.S. Department of Education. Includes programs authorized under the Higher Education Opportunity Act of 2008 (P.L. 110-315) and related programs. Excludes student aid administration. For more information, contact Tom Zembar at 202.822.7109 or TZembar@nea.org. Updated February 1, 2010.

Undergraduate Student Aid by Source (in Billions), 2008-09

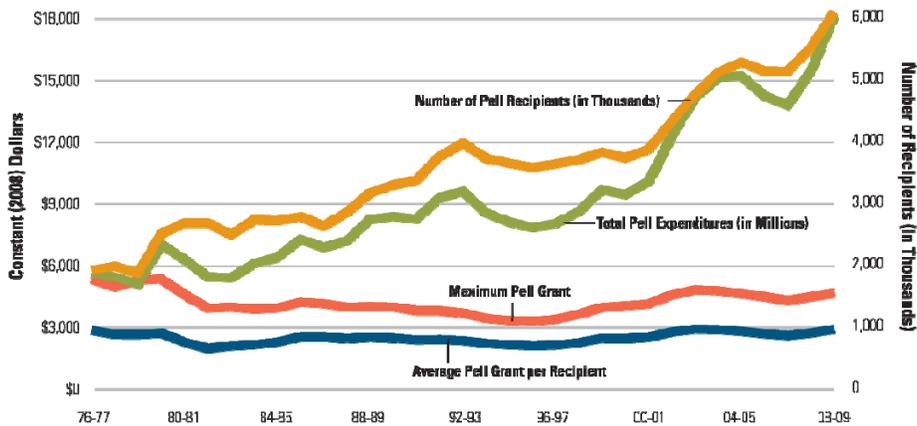


Source: The College Board, *Trends in Student Aid 2009*



TRENDS IN HIGHER EDUCATION SERIES

Total Pell Expenditures (in Millions), Maximum Pell Grant and Average Pell Grant in Constant (2008) Dollars, and Number of Recipients (in Thousands), 1976-77 to 2008-09



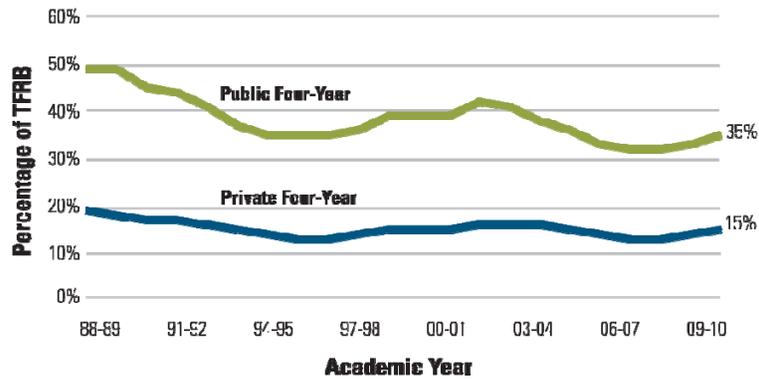
Source: The College Board, *Trends in Student Aid 2009*; *The Federal Pell Grant Program End-of-Year Report, 2007-08*; and projections from U.S. Department of Education, Office of Postsecondary Education.



TRENDS IN HIGHER EDUCATION SERIES

2009 TRENDS IN STUDENT AID

Maximum Pell Grant as a Percentage of Tuition and Fees and Room and Board (TFRB), 1988-89 to 2009-10



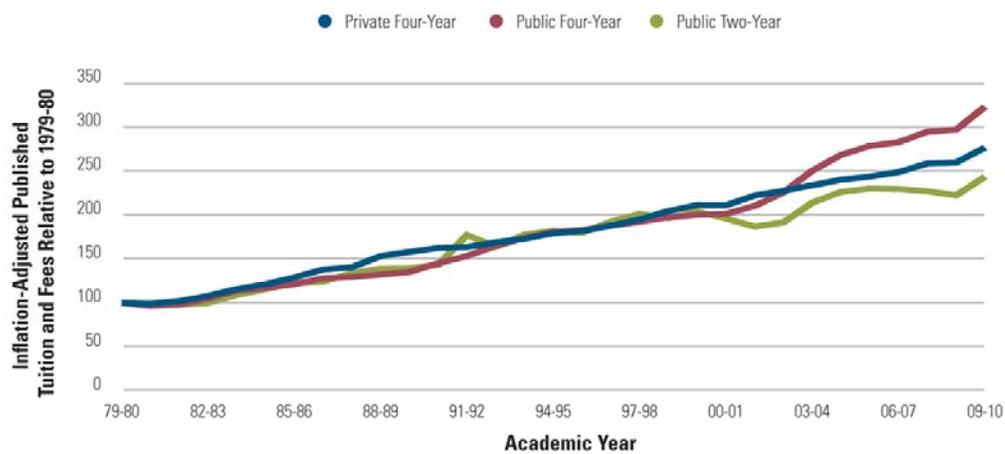
Sources: The College Board, *Trends in Student Aid 2009*; *Trends in College Pricing*, The College Board, New York, NY; *The Federal Pell Grant Program End-of-Year Report*, 2007-08; and projections from U.S. Department of Education, Office of Postsecondary Education.



TRENDS IN HIGHER EDUCATION SERIES

2009 TRENDS IN COLLEGE PRICING

Inflation-Adjusted Published Tuition and Fees, 1979-80 to 2009-10 (1979-80=100)

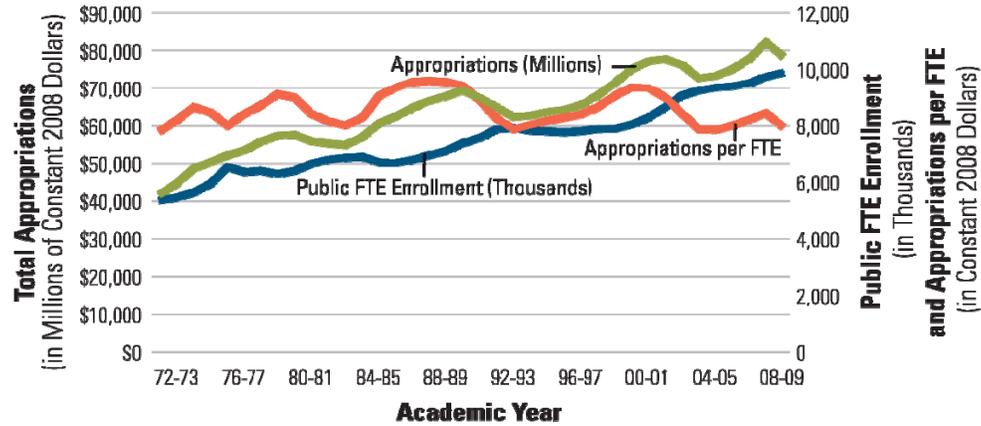


Source: The College Board, *Trends in College Pricing 2009*; *Annual Survey of Colleges*.



TRENDS IN HIGHER EDUCATION SERIES

State Tax Appropriations for Higher Education: Total Appropriations in Constant 2008 Dollars (in Millions), Appropriations per Public FTE Student in Constant 2008 Dollars, and Public FTE Enrollment (in Thousands), 1971-72 to 2008-09



Sources: The College Board, *Trends in College Pricing 2009*; Illinois State University, *Grapevine* reports; NCES, *Digest of Education Statistics 2008*, Table 219.



TRENDS IN HIGHER EDUCATION SERIES

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

Elementary and Secondary Education Act Overview

The Budget proposes a significant increase of \$3 billion (+12%) for programs in the Elementary and Secondary Education Act (ESEA) and proposes an additional \$1 billion if ESEA is reauthorized along the lines of the Administration’s policies. This \$3 billion increase would be the largest increase in both dollar and percentage terms since FY 2002. However, as part of its ESEA reauthorization plan, the Administration proposes to consolidate 38 existing programs into nine new funding streams as shown in the table below. All but one (Effective Teachers and Leaders) would be competitive grants. The Education Technology State Grants program is effectively eliminated, but the Administration intends to “encourage the infusion of technology across programs.”

New Authority	Consolidated Programs
<p>Effective Teachers and Leaders</p> <p>(-\$458.5 million (-15.5%) below consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> •Ready to Teach •Teacher Quality State Grants
<p>Teacher and Leader Innovation Fund</p> <p>(+\$539.4 million (+131.3%) over consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> •Advanced Credentialing •Teacher Incentive Fund
<p>Teacher and Leader Pathways</p> <p>(+\$268.9 million (+197.6%) over consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> •School Leadership •Teach for America •Teacher Quality Partnership •Teachers for a Competitive Tomorrow •Transition to Teaching
<p>Effective Teaching and Learning: Literacy</p> <p>(+\$36.7 million (+8.9%) over consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> •Even Start •Literacy through School Libraries •National Writing Project •Reading is Fundamental •Ready-to-Learn Television •Striving Readers

New Authority	Consolidated Programs
<p>Effective Teaching and Learning: Science, Technology, Engineering, and Mathematics</p> <p>(+\$119.5 million (+66.2%) over predecessor program)</p>	<p>Mathematics and Science Partnerships</p>
<p>Effective Teaching and Learning for a Well-Rounded Education</p> <p>(+\$38.9 million (+17.2%) over consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> •Teaching American History •Academies for American History and Civics •Civic Education •Close-Up Fellowships •Excellence in Economic Education •Foreign Language Assistance •Arts in Education
<p>College Pathways and Accelerated Learning</p> <p>(-\$3.3 million (-3.2%) below consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> •Advanced Placement •High School Graduation Initiative •Javits Gifted and Talented Education
<p>Successful, Safe, and Healthy Students</p> <p>(+\$45 million (+12.3%) over consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> •Alcohol Abuse Reduction •Elementary and Secondary School Counseling •Foundations for Learning •Mental Health Integration in Schools •Physical Education •Safe and Drug-Free Schools and Communities National Activities
<p>Expanding Educational Options</p> <p>(+\$80.9 million (+19.8%) over consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> •Charter Schools Grants •Credit Enhancement for Charter School Facilities •Parental Information and Resource Centers •Smaller Learning Communities •Voluntary Public School Choice

If the ESEA is not reauthorized, the budget proposes that increases be provided for these programs:

Program	2010 Enacted	Request	Increase
Race to the Top	0	\$1.35 billion	\$1.35 billion
Investing in Innovation (i3)	0	\$500.0 million	\$500.0 million
School Improvement Grants	\$545.6 million	\$900.0 million	\$354.4 million
Teacher Incentive Fund	\$400.0 million	\$800.0 million	\$400.0 million
Teacher Recruitment	0	\$50.0 million	\$50.0 million
School Leadership	\$29.2 million	\$79.2 million	\$50.0 million
Charter Schools	\$256.0 million	\$310.0 million	\$54.0 million
Promise Neighborhoods	\$10.0 million	\$210.0 million	\$200.0 million

The president's budget also includes new funding for revised versions of both Race to the Top (\$1.35 billion) and Investing in Innovation (\$500 million). These programs were authorized in the American Recovery and Reinvestment Act (ARRA) and funded in FY 2009, though no awards have yet been issued. The Administration proposes to incorporate these authorities into ESEA. If the reauthorization is not finalized, funding for these programs could still be provided through the FY 2011 appropriations bill.

In addition, the budget proposes increases for the following current ESEA programs, most of which are also competitive grants:

- School Turnaround Grants (currently called School Improvement Grants) = +\$354.4 million (+65%)
- Assessing Achievement (currently called Grants for State Assessments and Grants for Enhanced Assessment Instruments) = +\$39.2 million (+9.6%)
- Promise Neighborhoods = +\$200 million (+2,000%)
- Magnet Schools Assistance = +\$10 million (+10%)
- English Language Acquisition State Grants = +\$50 million (+6.7%) for competitive grants.

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

- College- and Career-Ready Students (formerly Title I Grants to Local Educational Agencies (LEAs))
- Migrant Student Education
- Neglected and Delinquent Children and Youth Education
- Homeless Children and Youth Education
- Impact Aid
- Rural Education
- Indian Student Education
- 21st Century Community Learning Centers

This ESEA proposal raises some critical questions and concerns:

- Virtually all of the increases in ESEA are for competitive grants. Therefore, states and school districts will face a new level of uncertainty in preparing their budgets, since they will not know in advance whether they will receive any funds, how much they will receive, or when.
- By the nature of competitive grants many states and districts will not be awarded funds, thus contributing

to fiscal stress in states and districts that have significant unmet needs.

- Competitive grants might unfairly favor those states and districts with more capacity to write grant applications.
- A freeze in Title I, which currently falls far short of fully serving all eligible students, will make it more difficult for states and districts to close achievement gaps and improve overall student learning.
- States and districts face a significant funding cliff from the termination of ARRA funds through the State Fiscal Stabilization Fund, Title I and IDEA. Continuing large state budget gaps in most states exacerbates this funding cliff.

Title I – Grants to School Districts

Elementary & Secondary Education Act (NCLB)

McFerran Elementary is one of 90 Jefferson County Public School with a K-5 student population of 723, 89 percent of whom qualify for free or reduced lunch. The student population is 19.7 percent white, 64.8 percent African-American, and 15.5 percent classified as other minority. The school’s Title I regular allocation for FY 2010 is \$271,168 plus \$119,168 in ARRA funding. On the 2009 state assessment, the school’s reading academic index was 89.94 with 5.6 percent Novice and 67.1 percent Proficient. The academic index for math was 80.53 with 17.4 percent Novice and 55.6 percent Proficient. The school made AYP in both reading and math and met 15 out of 15 target goals.

The school used both Title I allocations to hire three additional teachers and two part-time teacher who serve as interventionists and provide additional instruction for Tier II and Tier III students in reading and math. Two instructional assistants were hired to provide in-class support during a portion of the reading block for grades 1-2 and 3-4. In addition, funds were used to provide professional development time for teachers to meet during the school day in grade groups and to purchase supplemental materials for reading. Strategies in the school’s Comprehensive Improvement Plan include a) monthly concept-specific reading, and math open response questions and multiple choice lessons; b) use of SuccessMaker to support interventions in reading and math; c) a focus on transition points that occur during vertical and horizontal team meetings; and, d) analysis and use of running records to monitor student reading progress.

Description

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

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
Grants to School Districts			
Basic Grants*	\$ 6,597.95	\$ 6,597.95	\$ 6,597.95
Concentration Grants*	\$ 1,365.03	\$ 1,365.03	\$ 1,365.03
Targeted Grants*	\$ 3,264.71	\$ 3,264.71	\$ 3,264.71
Education Finance Incentive Grants*	\$ 3,264.71	\$ 3,264.71	\$ 3,264.71
Grants to School Districts Subtotal	\$14,492.40	\$14,492.40	\$14,492.40
Even Start	\$ 66.45	\$ 66.45	\$ 0.00
Migrants	\$ 394.77	\$ 394.77	\$ 394.77
Neglected/Delinquent/At Risk	\$ 50.43	\$ 50.43	\$ 50.43
Evaluation	\$ 9.17	\$ 9.17	\$ 9.17
High School Graduation Initiative	\$ ---	\$ 50.00	\$ 0.00
School Improvement Grants	\$ 545.63	\$ 545.63	\$ 900.00
Totals	\$15,558.85	\$15,604.85	\$15,846.77

* Reflects program levels rather than budget authority, since a portion of the appropriation becomes available October 1. Table does not include \$13 billion in Title I Recovery Act funds.

Impact of President's Budget

Funding for the traditional ESEA Title I program of Grants to School Districts is frozen in the President's FY 2011 budget at \$14.5 billion. The base funding level for this primary Title I program remains unchanged from FY 2009 and FY 2010, absent consideration of the additional Recovery Act (ARRA) funds. Under the proposed budget, no additional Title I formula grants are requested for school districts facing the expiration of \$10 billion in Title I Recovery Act funds, the so-called "funding cliff." Thousands of Title I teachers and support staff, as well as new and previously existing Title I schools that benefited from the Recovery Act in FY 2009 and FY 2010, will have to severely reduce current services due to the end of this one-time infusion of federal funding. The president's proposal would increase the discretionary State School Improvement Grants by \$355 million to \$900 million. Operating under new rules, priorities, and guidelines, the School Improvement Grants are requested under a separate line item, in addition to \$580 million from the 4 percent school improvement set-aside for FY 2011. The Administration also proposes to reserve a \$1 billion contingency fund to underwrite the implementation of the ESEA reauthorization, if enacted. An unspecified portion of this reserve fund is requested for a new program under Title I to recognize and reward schools and school districts making significant progress and closing achievement gaps. Concurrently, the Title I Migrant program and the Neglected and Delinquent program would be frozen, and the Even Start program and the High School Initiative would be consolidated with other programs into separate, more flexible competitive funding initiatives.

Program Need

As a result of an additional \$13 billion in ARRA funding for Title I for school years 2009-10 and 2010-11, the regular Title I formula grant allocations for school year 2010-11 remained frozen in the FY 2010 appropriations bill. School districts are using Title I ARRA funds primarily to retain teachers and maintain reasonable class sizes in high poverty schools, where staff would have otherwise been laid off due to the economic crisis. With these funds, school districts also have expanded Title I services, including serving new Title I schools, adding new instructional interventions, initiating Response to Intervention (RTI) programs, broadening extended time initiatives, instituting early dropout warning systems, and starting credit recovery projects. Unfortunately, the two-year Title I stimulus funding runs out following this school year, creating a

funding cliff which will result in a massive reduction in available Title I funds for the program year beginning in July 2011. The president’s budget request and congressional FY 2011 Title I appropriations must address the resulting massive reduction in Title I services. Additionally, the Education Department has indicated to date that the 20 percent expenditure requirement for student transfers and after-school Supplemental Education Services (SES) would be maintained for “regular” Title I funds, thus preventing the realignment of Title I funds to retain services during the regular school day. The annual requirements for improving Title I student performance continue to increase across the nation. Nearly 13,500 Title I schools now are subject to statutory improvement mandates, of which some 4,950 are required to restructure their governance or staffing. In addition, the economic recession already has added tens of thousands of low-income students to the unmet funding needs of the Title I LEA Grants, which at the generally accepted full funding level would require an appropriation of approximately \$35 billion.

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School Improvement Grants

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

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

Funding History (in millions)	FY 2009 \$545.63	FY 2010 \$545.63	FY 2011 President’s Request \$900.00
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Impact of President’s Budget The president’s proposal would rename the program School Turnaround Grants and increase discretionary funding by \$355 million to a new \$900 million funding level. Operating under new rules, priorities, and guidelines, the School Turnaround Grants are requested as a separate line item at \$900 million in addition to \$580 million from the 4 percent school improvement set-aside from Title I for states for FY 2011.

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

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Even Start

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

The Even Start program in Campbell County, Wyoming, has put many students on an early track for academic success. Gillette Even Start Director Helen Mathes reports that the 121 Even Start students in the Campbell County School District have a grade point average of 3.076 and a 97 percent attendance rate.

Description The purpose of the Even Start Family Literacy program is to help break the cycle of poverty and illiteracy by improving the educational opportunities for low-income families. This is accomplished by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$66.45	\$66.45	\$0*

**Program subsumed under proposed "Effective Teaching and Learning: Literacy" consolidated program.*

Impact of President's Budget	The president's budget includes the Even Start program under the proposed Effective Teaching and Learning: Literacy consolidated grant. The proposed consolidated program would provide competitive State literacy grants to state education agencies or to state education agencies in partnership with outside entities such as nonprofit organizations and institutions of higher education, in order to support comprehensive state and local efforts to improve literacy instruction, especially in high-need schools. State-level Even Start outcomes report that participants, including English language learners, are outperforming non-participants in state reading assessments. Ninety-one percent of Even Start families live at or below the federal poverty level. Retaining Even Start, with its unique focus on increasing literacy levels among both the nation's youngest children and their parents, can assist in improving parental involvement and ensuring children enter school ready to learn.
Program Need	Provision of funding at the FY 2005 level of \$225 million would restore services to 20,000 children and families and is the minimum level at which high-quality and effective services will be sustained.
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Improving Literacy Through School Libraries

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

Description	The Improving Literacy Through School Libraries program works to improve student literacy skills and academic achievement by providing schools with up-to-date library materials, including well-equipped, technologically advanced school library media centers. The program also is directed toward ensuring school library media centers are staffed by professionally certified school media specialists.
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Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$19.15	\$19.15	\$0*

**Program subsumed under proposed "Effective Teaching and Learning: Literacy" consolidated program.*

Impact of President's Budget	Without dedicated funding for this program, the most severely distressed communities may not have funds 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	It is unclear whether funding under new consolidated program would allow \$100 million to go to Improving Literacy Through School Libraries services/programs. If that amount was designated for the program, it would trigger a change in funding distribution from competitive to formula, helping to ensure that program benefits are available to all states.
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Striving Readers

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

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$35.37	\$250.00	\$0*

*Program subsumed under "Effective Teaching and Learning: Literacy" consolidated grant.

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

Program Need In order to develop a statewide plan that meets the literacy needs of America's struggling readers and to expand effective literacy instruction comprehensively from birth to Grade 12, Striving Readers should be funded at \$2.5 billion. Those funds would cover national activities conducted by the U.S. Department of Education, state leadership activities, and early childhood, K-Grade 5, and Grades 6-12 literacy grant programs.

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High School Graduation Initiative

Title I, Part H, Elementary & Secondary Education Act

The Arizona Department of Education (ADE) received an award in FY 2006. Funding allowed the ADE to collaborate with reservation-based public schools to create a culturally significant dropout prevention program. Key strategies included: a) Native American community involvement in program development; b) establishment of a Native American Dropout Prevention Workgroup; c) Native American youth leadership development with a Popular Opinion Leader model; d) establishment of teams to encourage school attendance; e) intensive tutoring to increase AIMS test scores; f) mentoring of re-entered students by Tribal employees; g) culturally competent training for teachers in engaging Native American youth; h) social marketing promoting education through tribal media and tribal sporting events; and i) behavioral health, substance abuse prevention, teen parent support groups, and other supports for staying in school.

Description The High School Graduation Initiative was new in FY 2010, and a competition is currently underway. It is unclear at this point how many school districts will benefit from grant funds. The High School Graduation Initiative was designed to replace the School Dropout Prevention Program which last received funding in FY 2006. Awards are given to local school districts to

reduce the number of students dropping out before completing secondary school and to assist youth to reenter school, based on proven strategies, after they have dropped. Activities include early identification of students at risk of dropping out of school, programs to encourage youth to reenter school, interventions to increase school completion, and transition services for students moving from middle school to high school.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$0	\$50.00	\$0*

**Program subsumed under proposed "College Pathways and Accelerated Learning" consolidated program.*

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

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

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Improving Teacher Quality

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

Description The Improving Teacher Quality program focuses on improving student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in schools.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$2,947.75	\$2,947.75	\$0*

**Program subsumed under proposed "Excellent Instructional Teams" consolidated program.*

Impact of President's Budget All children need highly skilled teachers and dedicating specific funding to this purpose is essential. While the president's budget provides increased funds in other areas that may be used for teacher quality purposes, the competitive nature of these new grants supposes the ability of school districts to complete winning grant applications, resulting possibly in a reduction in critical resources to many school districts for professional development.

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

properly meet the Administration’s goals.

Contact
Information

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School Leadership

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

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

Description

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$19.22	\$29.22	\$0*

**Program subsumed under proposed "Teacher and Leader Pathways" consolidated grant.*

Impact of
President’s Budget

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

Program Need

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

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Information

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Mathematics and Science Partnerships

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

Description

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$178.98	\$180.48	\$0*

**Program subsumed under proposed "Effective Teaching and Learning: STEM" consolidated program.*

Impact of President's Budget	The president's budget does not request individual funding for the Math Science Partnership program but instead proposes \$300 million for a new block grant titled "Science, Technology, Engineering and Mathematics" (STEM). The STEM grants would be competitive to state departments of education and state departments in partnership with other entities such as non-profits and higher education institutions. The intense focus on keeping America competitive in the global marketplace has dominated the education debate in Congress and heightened public awareness about shortages in all the STEM fields—particularly education. This new consolidated grant is designed to address these concerns. While additional resources for STEM are critically important, elimination of a funding formula that would make funds available to all states is a concern to cash strapped school districts. Partnerships currently funded by this program provide important professional development and curriculum reforms to help schools improve the quality of STEM education. Historically, block granting of federal funds has led to diminished congressional support because it is difficult to assess the impact of the wide variety of programs that result, adding to uncertainty about this new proposal.
Program Need	Though recent NAEP scores show improvement in math and science achievement 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 2009	FY 2010	FY 2011 President's Request
	\$14.39	\$14.39	\$0*

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

Impact of President's Budget	Transferring funds directly to the Department of Defense may be a reasonable move since the program has always operated by the Secretary of Education transferring these funds to the Department of Defense. However, continued funding at the FY 2001 level will lead to significant erosion in the purchasing power of this program. With less than half the amount available seven years ago, the federal government is backing away from its commitment to attract more qualified teachers to the profession from the military. Programs such as Troops-to-Teachers, which support the preparation and recruitment of teachers into high need communities, are severely underfunded.
Program Need	Troops-to-Teachers allows eligible military personnel to start a teaching career in areas of the country with the greatest need. The program offers retiring military personnel an alternative avenue to earn their teaching credentials, while filling the gap that currently exists as more schools continue to struggle to fill classrooms with dedicated and prepared teachers.
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Enhancing Education Through Technology

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

In North Carolina, several high poverty elementary and middle schools implemented the IMPACT systemic reform program, which utilizes technology, technology coaches and school

library media specialists for on-going professional development. Teacher retention increased by 65 percent, and students were 33 percent more likely to improve one full grade level each year than in control/comparison schools. In the program's fourth year, the odds of IMPACT students passing the math end-of-grade tests were 24 percent higher than those of comparison students.

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$269.87	\$100.00	\$0*

* Program eliminated.

Impact of President's Budget The president's FY 2011 budget proposal consolidates the EETT program into the proposed Effective Teaching and Learning grant, essentially eliminating all directed funding for educational technology. At a time when many states are reducing or eliminating their budgets for educational technology because of the economy, this proposal if enacted could have dire consequences. President Obama has stated he "strongly believes that technology, when used creatively and effectively, can transform education and training in the same way that it has transformed the private sector."

Program Need For FY 2011, this program must be restored to its FY 2002 funding level of \$700 million. In order to create a competitive workforce, our schools must have technology-proficient educators, well-equipped classrooms, sufficiently supported administrative structures, and a curriculum that recognizes the role technology plays in all disciplines.

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Ready to Learn

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

Ready To Learn-funded children's programming is producing proven results in early literacy. In a recent evaluation, preschool children who watched the program SUPER WHY! performed significantly better on most of the standardized measures of early reading achievement when compared with those preschool children who watched an alternate program. Pre-test to post-test gains averaged 28.7 percent for SUPER WHY! viewers compared with an average gain of 13.2 percent for alternate program viewers.

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

Funding History (in millions)	FY 2009	FY 2010	FY 2010 President's Request
	\$25.42	\$27.30	\$0*

* Program subsumed under "Effective Teaching and Learning: Literacy" consolidated program.

Impact of President's Budget The president's proposal to consolidate Ready To Learn without dedicated funding jeopardizes the ability of local public television stations to meet the local and national literacy needs of educators and learners. The consolidation would deprive numerous low-income and underserved communities of the high-quality programming, materials, and proven on-the-

ground outreach they so desperately need. Furthermore, the president’s proposal ignores the years of trust, reach, and proven results public television stations have built, in addition to Congress’s significant investment in the program. Without funding for this program, grantees would not be able to create more award-winning programming, such as *Sesame Street*, *SUPER WHY!* and *Between The Lions*, all of which have benefited from Ready To Learn’s scientifically-based research.

Program Need

Congress should provide dedicated funding for Ready To Learn. With continued dedicated funds, grantees will be able to continue their work, putting research into action currently in 20 target markets with an array of programming and resources for high-poverty children, their parents and guardians, childcare providers, and kindergarten classroom teachers.

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Safe and Drug-Free Schools and Communities

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

Description

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

Funding History (in millions)

FY 2009	FY 2010	FY 2011 President’s Request
\$514.99	224.05	\$0*

*Program subsumed under proposed "Successful, Safe and Healthy Students" consolidated grant.

Impact of President’s Budget

The president's budget proposes to eliminate funding for specific programs under Title IV, Part A. These programs would be combined into a new funding stream called Successful, Safe and Healthy Students. This overall stream would include \$410 million to cover the programs of Title IV, Part A as well as the Physical Education and Foundations for Learning programs. The overall impact of this budget would be significant. Schools would have an increasingly difficult time maintaining current safety and prevention programs, and remaining funds would only be available through a discretionary grant program. If the president's proposal is adopted, one of the few federal funding sources that provide dedicated funds for mental health services and prevention activities that improve school climate would be eliminated. Transferring these funds to a discretionary grant program would make it increasingly difficult for states and local districts to develop long-term plans for addressing drug, violence, and hate crime prevention and providing school-based mental health services.

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

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21st Century Community Learning Centers

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

"Last year our center was involved in a project called the Downtown Afterschool Academy, one of several nonprofits that partnered with the school district to provide students with a collaborative model of homework assistance plus unique learning experiences. Girls, Inc. provided programming in math/science, Mattatuck Museum provided arts, and the YMCA



provided athletics. Funding from 21st Century Community Learning Centers enables us to provide students in high-poverty areas a unique environment that fosters learning and development outside of the traditional school day."

~Girls, Inc. of Southwestern CT

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$1,131.17	\$1,166.17	\$1,166.17

Impact of President's Budget The president's budget freezes spending for this program and proposes several changes for its reauthorization. Unfortunately, the proposal merges the \$10 million Full-Service Community Schools program into 21st CCLC, whereas for the past two years the Full-Service Community Schools program has had its own appropriation. Further, the president's request proposes that 21st CCLC have an increased emphasis on extended-day initiatives and community schools. Finally, the budget request proposes that 21st CCLC be transitioned to a competitive grant program from a formula-based grant to states.

Program Need More than 15 million young people are on their own after school. Full funding for the program would allow an additional 1.5 million children and youth to have a safe place where they can continue learning when the school day is over.

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Charter Schools

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

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$216.03	\$256.03	\$0*

*Program subsumed under "Expanding Educational Options" consolidated program.

Impact of President's Budget The budget supports a significant increase in funding for charter schools and proposes some additional accountability measures.

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

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Magnet Schools Assistance Program

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

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$104.83	\$100.0	\$110.00

Impact of President's Budget The president's FY 2011 budget for MSAP increases funding by 10 percent to \$110 million. These funds will support approximately 42 MSAP grantees. School districts operate magnet schools as part of court-ordered/court approved or voluntary desegregation plans to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools while strengthening students' knowledge of academic subjects. Magnet schools address desegregation goals by providing a special curriculum that attracts a diverse student population and fosters education reform.

Program Need Magnet school programs have increased student achievement and reduced racial isolation. The proposed increase in funding will allow continued growth of these popular programs, increase academic progress, and improve diversity for a significant number of school districts. The current grant cycle (2007-2010) provided funds to only 41 school districts in 17 states, a reduction in the number of grants of almost 20 percent below the previous funding cycle. An additional \$100 million is requested as program funding in the past has not met the continued demand for participation in the MSAP. This increase would provide funds for approximately 40 more school districts in the new grant cycle (2010-2013).

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Elementary and Secondary School Counseling Programs

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

The Muskegon Public Schools are in West Michigan, an area with a proud industrial tradition particularly hard hit by job losses, with unemployment rising from 8.8% in 2008 to 15.5% in 2009. The recession plus problems common to struggling urban school districts have created a serious need for school mental health services. Before receiving an Elementary and Secondary School Counseling grant, school social work services were provided only to students with disabilities. "For the first time in my career, I can do prevention activities and provide weekly counseling to students in need. I am full-time in only one building, rather than covering three," said school social worker Susan O'Neill. Each day students arrive at school having experienced crises at home, sometimes as serious as the incarceration or suicide of a parent. ESSCP funding has made it possible for all students in the Muskegon Public Schools to have access to quality mental health services in their building.

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

Funding History	FY 2009	FY 2010	FY 2011 President's Request
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(in millions) \$52.0 \$55.0 \$0*

**Program subsumed under proposed "Successful, Safe, & Healthy Students" consolidated grant.*

Impact of President's Budget The FY 2011 budget request shifts the ESSCP to a consolidated competitive grant, along with six other programs. This program has been growing steadily over the last several years in response to school districts' needs to hire trained school-employed mental health professionals. Serious consideration must be given to whether program integrity can be maintained if this program is subsumed under a larger grant. It is unclear if the proposed consolidated program will prioritize the current ESSCP functions, which would enable school districts to continue to enhance and expand critically needed counseling services, including the hiring of school-employed mental health professionals.

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

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Smaller Learning Communities

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

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

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

Funding History (in millions) FY 2009 \$88.00 FY 2010 \$88.00 FY 2011 President's Request \$0*

**Program subsumed under "Expanding Educational Options" consolidated grant.*

Impact of President's Budget The president's budget has proposed to consolidate funding for 5 programs, including the Smaller Learning Communities program, into a new Expanding Educational Options program. The proposed program would support efforts to start or expand effective charter and other autonomous schools and to develop and implement public school choice programs.

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

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Gifted and Talented Grants

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

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

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

Description

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$7.46	\$7.46	\$0*

**Program subsumed under proposed “College Pathways and Accelerated Learning” consolidated grant.*

Impact of President’s Budget

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

Program Need

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

Contact Information

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Ready to Teach

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

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



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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$10.70	\$10.70	\$0*

**Program subsumed under "Excellent Instructional Teams" consolidated grant.*

Impact of President’s Budget The president’s proposal to consolidate Ready To Teach without dedicated funding would undermine the professional development needs of thousands of teachers across the country. It would also deprive many more teachers of the innovative digital learning tools that are so desperately needed in today’s 21st century classroom. Teacher professional development is a need that continues to grow. Studies show that high-quality teachers can achieve an entire academic year’s worth of additional learning with their students when compared to teachers near the bottom of the quality scale. In addition, research shows that online professional development can improve the quality and depth of teacher interactions when compared to traditional face-to-face professional development approaches. The online professional development and digital learning resources funded by Ready To Teach have made a positive impact on student achievement and should be funded at a level of \$17 million in FY 2011.

Program Need Congress should approve dedicated funding for Ready to Teach to expand public television’s ability to serve America’s teachers through innovative, online professional development, and cutting-edge digital learning tools for the classroom. 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 competitive and noncompetitive awards to strengthen arts programs and integrate them into core elementary and middle school curricula. Competitive awards are used to implement high quality professional development model programs for music, dance, drama, and visual arts educators; to develop and implement effective model programs in K-12 schools; and, to support evaluations and dissemination of information regarding effective practices. The program also authorizes noncompetitive awards to VSAarts, whose programs encourage the involvement in and foster greater awareness of the need for arts programs for persons with disabilities and to the John F. Kennedy Center for the Performing Arts for arts education programs serving children and youth.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$38.17	\$40.00	\$0*

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

Impact of President’s Budget The president’s budget proposal would create a new competitive grant program titled “Effective Teaching for a Well Rounded Education” that would collapse funding for 8 authorized programs into a single block grant, including the \$40 million previously appropriated for Arts in Education. \$265 million is provided for this new purpose which is \$41 million more than the combined appropriations for the underlying authorizations. While this proposal gives flexibility to states to determine how funds would be dedicated for the core academic subjects, as a

competitive program funding will not be assured either for all states or for all targeted subjects. Furthermore, although several of the authorizations consolidated in this proposal are national in scope, this new grant provides no funding to sustain these activities. Historically, block granting of federal funds has led to funding decreases and program eliminations, as it is difficult to evaluate the array of programs and activities states develop and fund and to determine what, if any, impact these funds have on overall school or student performance.

Program Need

Through an appropriation of \$53 million for FY 2011, the Arts in Education program will support expanded competitive grants that improve arts learning, and findings from model projects may be more widely disseminated. Arts in Education funds provide unique federal support for professional development for arts educators, evaluation and national dissemination, and ongoing national arts education initiatives. It will also allow the programs developed by VSAarts to serve more individuals with disabilities in schools and other community settings.

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Parental Information and Resource Centers

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

Description

The Parental Information and Resource Center (PIRC) program funds federal competitive grants to nonprofits and consortia of nonprofits and school districts to run school-linked or school-based PIRCs. Statewide centers provide parents, organizations, schools, school districts, and state education agencies with comprehensive training, information, and support for effective parental engagement to improve student academic achievement and to strengthen partnerships for meeting the educational needs of children. There are 52 PIRCs in all 50 states and all U.S. territories and outlying areas.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$39.25	\$39.25	\$0*

*Program subsumed under proposed "Expanding Educational Options" consolidated grant.

Impact of President's Budget

PIRC funding is the only source of federal funding intended exclusively to help schools, districts, and states implement proven programs and strategies for family engagement that drive student achievement. Annually PIRCs provide services to over 16 million parents in all 50 states and the outlying territories. Almost three quarters of these parents are low-income, and over half are parents with children who are limited English proficient. PIRCs have been at the forefront of research-based and innovative approaches that engage parents to increase student achievement and drive school reform, such as parent leadership academies, professional development for educators on meaningfully partnering with parents, and placing family engagement coordinators in school districts. Consolidation and proposed elimination would direct dollars away from proven, researched-based strategies that engage parents and raise student achievement. Moreover, the consolidation of PIRCs with charter school and public school choice programming prevents grantees from focusing on engaging *all* public school parents. One out of 5 states lacks charter school legislation, which means that without PIRCs, public schools and districts will not have statewide support and capacity to engage families.

Program Need

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

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Grants for State Assessment and Enhanced Assessment Instruments

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

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

Funding History (in millions)	FY 2009 \$410.73	FY 2010 \$410.73	FY 2011 President's Request \$450.00
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Impact of President's Budget The president proposes to change the name of this program to Assessing Achievement. The program would provide formula and competitive funds to develop and implement assessments currently required under ESEA, as well as for new instruments aligned to college- and career-ready standards. This level of funding is inadequate to cover the costs of developing and administering high-quality assessment systems that capture a fuller picture of what students know and are able to do. Major changes needed to the system will require more funding in the short term, as well as for the long term goal of creating a system that serves all students in an equitable way. This goal requires an investment in robust assessment systems, including tests for English language learners and students with disabilities that reflect each student's level of mastery.

Program Need A significant increase in funding is necessary so states can implement the additional costly assessments required under current law and the transition to new college- and career-ready standards. In past years, appropriation levels for this program have reached only a fraction of what is needed. A significant portion of the proposed \$1 billion reserve fund should be used for developing high-quality assessment systems, including new formative assessments. The \$350 million Race to the Top set-aside for assessments should help inform the Administration and Congress on appropriate funding for the next generation of academic assessments.

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Rural Education Achievement Program

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

The Rural Education Achievement Program (REAP) has allowed Hamilton Community Schools (Hamilton, IN), with 543 students, to provide two distinct opportunities to students that would otherwise be unavailable. HCS uses REAP funds to run an after-school homework program for students needing re-teaching or remediation. They also use the funds for an educational coach who tracks low-performers, analyzes data relative to their performance, and works with the students and their teachers to improve performance and achievement. HCS suffered a 5.6 percent reduction in state funding, and therefore, really appreciates the opportunities REAP funding has afforded its students.

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 2009 \$173.38	FY 2010 \$174.88	FY 2011 President's Request \$174.88
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Impact of President's Budget The president proposes to freeze funding for REAP at \$174.88 million, considerably short of the \$300 million authorized level. Even more alarming, the Administration's proposal introduces a competitive component into REAP, a program that has historically provided America's small rural schools with a reprieve from disadvantages they face in competitive funding. REAP funding has always represented a dedicated stream of formula funding to rural

schools. As other federal education programs are cut or eliminated and more dollars are distributed through competitive grants, funding for REAP becomes even more important to help fill the funding shortfall in many districts.

Program Need

The program needs to remain a formula-driven program. Funding REAP at an increase of \$75 million for a total of \$250 million would help rural districts overcome the additional costs associated with their geographic isolation, smaller number of students, higher transportation and employee benefit costs, and increased poverty. An increase in REAP funding would help offset not only the impact of formula cuts for small rural districts, but also the impacts of the increased emphasis on competitive grants for federal education funding.

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Impact Aid

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

*"Dear Mrs. Phillips,
My dad is stuck in Afghanistan for 5 more months. I'm mad and sad at the army. I need to talk to you soon.
Yours sadly,
Holly'*

Mrs. Phillips teaches at Indian River Central School District which enrolls military dependent children. The District's business manager notes: "The 10th Mountain Division has had units deployed to Afghanistan and Iraq since October 2001. Some have deployed as many as five times. Holly's dad was extended, but Holly was lucky. She attended Indian River, a school which has been trained and staffed to understand the needs of the military child during war and deployment. Impact Aid is the reason Indian River can have counselors in the right place for these children. Holly and all of the other "Hollies" in the district are why we cannot ever reduce funding for Impact Aid. It is simply inconceivable that we would abandon these children when their parents are fighting this nation's wars on two fronts"

Description

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
Basic Support, Federal Property	\$1,194.77	\$1,205.21	\$1,205.21
Facilities, Construction	\$ 22.37	\$ 22.37	\$ 22.37
Disability Payments	\$ 48.60	\$ 48.60	\$ 48.60
Total	\$1,265.67	\$1,276.18	\$1,276.18

Impact of President's Budget

The net effect of the president's budget request is to continue the downward slide of Impact Aid payments to our nation's federally connected schools. When compared to FY 2002, the Basic Support Program in FY 2011 will have lost one-third of its buying power. Notwithstanding their foundation payment, Federal Property districts will realize a continued reduction in payments, as well, as new applicants enter the program.

Program Need

Federally connected districts face the same funding challenges as any other school district in the country; however, for many federally connected school districts, their challenges can be unique. There are Hollies in every federally connected school district, whether military

impacted districts or Indian Land districts, each with their own distinctive stories. Whatever the story, each underlines the special need for Impact Aid funding.

Contact
Information

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IDEA State Grants

Individuals with Disabilities Education Act

Before Sarah entered the first grade in Minnesota, her parents were told she should be placed in a separate school for children with intellectual disabilities. School personnel did not believe Sarah had intellectual disabilities. In fact, through an evaluation funded under the Individuals with Disabilities Education Act (IDEA), Sarah was determined to have a very high IQ – but with severe learning disabilities and attention deficit hyperactivity disorder. With appropriate accommodations made for Sarah’s disabilities, she graduated from high school. Subsequently, Sarah attended Rochester Community College, where she maintained a 3.9 grade point average. She earned a scholarship to the South Dakota School of Mines and Technology. With the collaboration of Sarah’s family and school – and the services provided through IDEA – Sarah has a bright future as an engineer.

Description

The IDEA State Grant program (Part B) 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 2009
\$11,505.21

FY 2010
\$11,505.21

FY 2011 President’s Request
\$11,755.21

Impact of
President’s Budget

The Administration’s budget request for IDEA Part B would provide only a nominal increase, essentially freezing the program and maintaining the federal contribution at only 17 percent of the national average per pupil expenditure (APPE). Congress has never met the promised amount of 40 percent. Indeed, funding has remained at the 17 percent level for many years, despite increasing costs and inflation. This funding level fails to provide meaningful federal assistance to states. While ARRA funds have provided some necessary assistance as states struggle to meet their obligations to students with disabilities in a time of extreme economic crisis, those funds will expire in September 2010. The president’s request for Part B fails to account for the steep funding cliffs schools and districts face after the withdrawal of more than \$11.3 billion dollars in ARRA funds. Finally, the Administration’s request also ignores the incremental glide path Congress passed in IDEA 2004 as a means to attaining full federal funding of IDEA. Limiting funding for the IDEA places schools and districts in an almost untenable position, and if enacted they will still face serious struggles to meet their obligations.

Program Need

Congress acknowledged 1975 when the IDEA was enacted that the cost of educating a student with disabilities is approximately twice that of educating students who do not receive special education supports and services. When the law was passed, Congress pledged to pay 40 percent of the national average per pupil expenditure for students receiving IDEA services. Unfortunately over the last three decades, the federal government has not fulfilled its fiscal pledge, leaving states and localities to bear the burden of paying the shortfall. The shortfall between what IDEA 2004 promised and what the president’s budget proposes would continue to widen this gap.

Contact
Information

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IDEA Preschool Programs

Individuals with Disabilities Education Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$374.10	\$374.10	\$374.10

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

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

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IDEA – Infants and Toddlers

Individuals with Disabilities Education Act

Description IDEA Part C, the Infants and Toddlers with Disabilities Program, serves children ages birth through 2 years and their families. The program provides formula grants to states to develop and implement a statewide comprehensive, multidisciplinary, interagency system that provides early intervention services. This essential program helps state and local agencies identify and serve children with disabilities early in life when interventions can be most effective in improving educational outcomes.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$439.43	\$439.43	\$439.43

Impact of President's Budget Despite the Administration's public commitment to funding early intervention programs, it has proposed a freeze for this critical program. This program received \$500 million under the American Recovery and Reinvestment Act, and as a result programs across the nation have been able to save jobs and implement needed supports to provide high quality services. Unfortunately, the Administration's budget fails to recognize the funding cliff created by this money and the great fiscal pressure on states and local school districts to provide these services. Because of mounting fiscal pressure, over the last two decades states have narrowed the eligibility requirements for this program. This proposed funding level is not sufficient to address the needs of approximately 330,000 infants and toddlers with disabilities throughout the country who currently need these services or the many more who deserve them.

Program Need Congress enacted this program after determining that there was an urgent and substantial need to provide the earliest intervention for infants who are developmentally delayed or at risk of

becoming so. Over the years since it has been enacted, study after study has demonstrated that these services are among the most effective in helping students with disabilities attain favorable educational outcomes. Congress must provide enough funds to ensure that all eligible infants and toddlers and their families receive the services they need. Significant increases are required to reach the full funding level of \$860 million by FY 2011.

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IDEA – National Programs

Individuals with Disabilities Education Act

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

Description

These competitive grant programs focus on key areas to help the field improve its research base and practice. Areas of focus include improving professional development and supporting personnel preparation, parent information centers, technical assistance, demonstration programs, dissemination of information, and technology development and media services. These critical programs help improve the field’s understanding of special education pedagogy, implementation, and use of evidence based strategies. These funds help to train leaders in the field and connect families to important information and resources to assist their children.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
State Personnel Development	\$48.00	\$48.00	\$48.00
Technical Assistance and Dissemination	\$48.55	\$49.55	\$49.55
Personnel Preparation	\$90.65	\$90.65	\$90.65
Parent Information Centers	\$27.03	\$28.03	\$28.03
Technology and Media Centers	\$38.62	\$44.00	\$41.22
Special Olympics Education Programs	\$ 8.10	\$ 8.10	\$10.00
Mentoring for Individuals with Intellectual Disabilities	--	--	\$10.00

Impact of President’s Budget

The Administration’s FY 2011 budget provides a basic level of commitment to Part D programs. These programs provide the infrastructure for practice improvements for special education services and supports to children and families. The budget recommends a freeze in funding for all of the main research and professional development programs. It would cut \$2.75 million from Technology and Media Centers, and proposes an increase of \$1.9 million for Special Olympics. In addition, if Congress passes the Best Buddies Empowerment Act of 2009, the budget proposes \$10 million to create a program for mentoring opportunities for

students with intellectual disabilities. None of these programs received any funding under ARRA and over the past five years have seen only slight gains or have been subject to across-the-board funding cuts. Thus, funding has not even kept pace with inflation despite the critical needs these programs serve as the foundation for the IDEA. Unfortunately, this budget also fails to invest in the infrastructure needed to maintain and provide high quality research and evidence based practices.

Program Need

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

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Comprehensive Centers

Title II of the Education Sciences Reform Act

Description

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$57.11	\$56.31	\$56.31

Impact of President's Budget

The funding freeze in FY 2009 and the subsequent cut in FY 2010 have constrained the Comprehensive Centers' scope of work. With states desperate to find ways to help over 10,000 schools in need of improvement, another year without an increase in funding will seriously limit the centers' ability to help states build their capacity to assist schools to improve. The number of schools needing assistance continues to increase each year, yet the funding is slowly eroding.

Program Need

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

Contact Information

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



Section 418A of the Higher Education Act

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

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

Description Farmworker migrant and seasonal worker students are among the most disadvantaged and at risk of all students. Their dropout rate is one of the highest, and they encounter tremendous obstacles in completing high school and pursuing higher education. For over three decades, the High School Equivalency (HEP) /College Assistance Migrant Program (CAMP) programs have been successful in helping to close the access and completion gaps for many low-income farmworker migrant and seasonal worker students. The HEP/CAMP program is the only federal program targeting these students to provide them with educational opportunities and support to get their GED and to pursue and succeed in higher education. The HEP helps students who have dropped out of high school earn a GED. The CAMP assists these students in their first year of college with academic and personal counseling, stipends, and other support services.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
HEP/ CAMP	\$34.17	\$36.67	\$36.67

Impact of President’s Budget The president’s FY 2011 budget proposes \$36.67 million for HEP/CAMP, a freeze in funding for these important programs. The FY 2011 request would support approximately 44 HEP projects and 40 CAMP projects, as well as outreach, technical assistance and professional development activities. Currently, there are 44 HEP and 38 CAMP Programs. Much more is required to meet the needs of farmworker migrant students across the country to ensure they have access to higher education opportunities.

Program Need The Higher Education Opportunity Act of 2008 recognizes the importance of the HEP/CAMP program by increasing the authorization levels to \$75 million, an increase of \$55 million. We recommend an increase of \$30 million for HEP and \$20 million for CAMP for a total of \$50 million for FY 2011. Funding must meet the authorized level to ensure these students have equal opportunity to receive a quality education.

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School Renovation and Modernization

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

West Virginia was the first state in the nation to issue ARRA school construction bonds, creating the possibility for repairs, replacements and additions to 38 schools in 30 counties. In Eastern Montana, Hardin High School will take advantage of the state’s QSCB allocation to expand their half-century old building, creating additional space for more classrooms, a study hall, and common areas, while saving approximately \$4.5 million in interest payments.

Description The Qualified School Construction Bond (QSCB) and Qualified Zone Academy Bond (QZAB) programs help states and school districts address the challenges they face in modernizing aging schools. Entities issuing federal school construction bonds receive interest-free bonding authority that can be used for specific infrastructure and instructional improvements, including enhancing building safety, expanding facilities to allow for smaller class size, and increasing access to learning technologies. QSCBs offer additional benefits and can be used for new construction and land acquisition. Bondholders receive a federal tax credit in lieu of interest payments.



Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
Qualified Zone Academy Bonds	\$1,400.00	\$1,400.00	\$0
Qualified School Construction Bonds	\$11,000.00	\$11,000.00	\$0

Impact of President's Budget

The QSCB and QZAB programs operate according to calendar years, rather than federal fiscal years. The American Recovery and Reinvestment Act (ARRA) authorized QSCBs for the first time, while extending and expanding QZAB authorization, both for 2009 and 2010. Additional bonding authority beyond the amount approved in ARRA was not included in the president's budget request. QSCBs have been used successfully in over 35 states during the program's first year, despite an economic crisis that halted many capital projects, and QZABs have been popular since the program first began in 1998. Continuous investment in interest-free bonding authority is necessary for states and school districts to address a recognized and established need. Students deserve to receive a high-quality education in safe and well-equipped buildings.

Program Need

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

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Advanced Placement

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

Two years ago the Wisconsin Department of Public Instruction received a \$716,000 Advanced Placement Incentive Program (APIP) grant. This grant supports a comprehensive initiative to improve student access to and success in Advanced Placement (AP) courses in 46 high-poverty schools across the state, including 19 high schools and 27 middle schools. New AP courses are being delivered through traditional face-to-face instruction, interactive television, the Wisconsin Virtual School, or combinations of these approaches. In Milwaukee, grant funds used at Riverside High school have significantly increased teachers' ability to offer AP tutoring sessions. Tutoring sessions are designed to help students master course content, not just prepare for the exam. More students are successful in AP courses as a result of this extra support.

Description

These competitive grants to state and local education agencies and nonprofit organizations support teacher professional development and other programs that make Pre-Advanced Placement and Advanced Placement courses more widely available to low-income students. Funds are also used to pay for Advanced Placement and International Baccalaureate (IB) exams for students. AP and IB programs increase the rigor of high school curricula and offer a proven avenue to postsecondary success. Since the program's inception 10 years ago, the number of low-income who have taken an AP course has increased almost 500 percent, from 82,000 students in 1999 to 399,000 students in 2009.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$43.54	45.84	\$0*

*Program subsumed under proposed "College Pathways and Accelerated Learning" consolidated grant.

Impact of President's Budget The president's budget consolidates the APIP Program and two other programs—High School Graduation Initiative and Javits Gifted and Talented into a new category called "College Pathways and Accelerated Learning," with a total request of \$100 million. Specific details are unclear regarding the impact of this proposed change on the APIP Program. Serious concerns arise about the potential for diluting the impact of a program that represents high academic standards and a strong commitment to equity and access. This is particularly troublesome, especially given the Administration's strong commitment to college access and completion and stated support for increasing AP participation by 50 percent over the next eight years.

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

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Transition to Teaching

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

California, like many other states in the nation, has teacher shortages in the math, science and special education fields. California State University-Dominguez Hills has run a Transition to Teaching program since 2001. To date, over 250 math, science, and special education teachers have been prepared through this program, and the average teacher retention rate is 93 percent. This program is proving to be an effective way to recruit teachers for high-need fields who stay in the profession.

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 2009	FY 2010	FY 2011 President's Request
	\$43.71	\$43.71	\$0*

* Program subsumed under proposed "Teacher and Leader Pathways" consolidated grant.

Impact of President's Budget Consolidating Transition to Teaching with other programs means, in the best case, that its purpose will become an "allowable use of funds" rather than a required use of funds. It will be hard to determine what amount of funds is spent on recruiting and preparing mid-career professionals. The downward trend in funding for this program over the past several years means there are fewer grants at a time when the need for recruiting and training qualified teachers is still very severe. 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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Language Acquisition Grants

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

The Dallas Independent School district strategically uses Title III funding for district-wide efforts such as providing technical assistance to teachers and administrators in implementing quality programs for English language learners. Other districts have used Title III funds to support supplemental educational opportunities for ELLs through summer Language Academies for developing proficiency in academic English. These Academies also have served as excellent models of professional development for teachers to learn how to effectively use instructional strategies for ELLs.

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

Funding History (in millions)	FY 2009 \$730.00	FY 2010 \$750.00	FY 2011 President's Request \$800.00
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Impact of President's Budget The president's FY 2011 budget request increases funding by \$50 million, a 6.6 percent increase. The request would shift an unspecified amount of funds to competitive grants to support specific ELL programs. There has been no official update to the 2005-06 ELL estimate of 5.1 million. However, given the 60 percent increase over a 10 year period (1995-2005), ELL enrollment will likely show an increase. FY 2010 funding provided an estimated \$140 per ELL based on the 2005-06 ELL estimate. If ELL enrollment increases by as little as 10 percent, the FY 2011 president's budget would provide \$142 per ELL, virtually freezing funds to support schools in meeting the academic needs of ELL students. This is inadequate since the FY 2011 \$20 million increase represented a 2.7 percent increase without adjusting for inflation, and the economic recovery package did not provide an increase for Title III.

Program Need The gaps between ELLs and their English-fluent peers remain wide. The 2007 NAEP Reading results indicate that 30 percent of fourth-grade ELLs scored at or above the basic achievement level in reading compared to 69 percent of the non-ELL students (2009 NAEP Reading results to be issued in Spring of 2010). The 2009 NAEP Mathematics results indicate that 57 percent of fourth-grade ELLs scored at or above the basic achievement level compared to 84 percent of the non-ELL students. The achievement gap is not closing, and ELL enrollment shows few signs of slowing. Based on state reported data, since 2005-06 ELLs have accounted for 10 percent of the total student population. State reported data show that since 2001, increases in ELL enrollment have exceeded 30 percent annually.

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Part II: Education, Careers, and Lifelong Learning

Career and Technical Education Act (Perkins Act)

The Carl D. Perkins Career and Technical Education Act

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

Description

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
Basic State Grants	\$1,160.91	\$1,160.91	\$ 1,264.00
National Programs	\$ 7.86	\$ 7.86	\$ 7.86
Tech Prep	\$ 102.92	\$ 102.92	\$ 0

Impact of President's Budget

The president proposes a freeze in funding for the Perkins programs, as well as a consolidation of the Tech Prep program with Basic State Grants. The career and technical education community believes that a much stronger investment is necessary to meet the growing needs of students, the economy, and the workforce. In order to build a pipeline of skilled workers and address critical education challenges such as reducing the dropout rate, funding for the Perkins Act needs to be at least \$1.4 billion for FY 2011 to support secondary and postsecondary career and technical education (CTE) programs. The Perkins program has been frozen for numerous years, and funding for the program has actually decreased by \$42 million since FY 2002. An increase in the Perkins program would ramp up support for programs that provide career pathways for students from high school to community colleges, the workforce and careers. This is a fundamental goal of the Perkins Act. An increase would also strengthen programs that provide a seamless educational transition for students as they move from high school to community college and would produce more skilled workers to fill the jobs that are crucial to America's economy. Even more valuable in our changing economy, the Perkins Act does more than train people for specific jobs. It provides them with transferrable skills that will lead to lasting career development. Nationally, about 60 percent of Perkins CTE Act funds are being used at the secondary level, and 40 percent of these funds are used at the postsecondary level, mainly at community and technical colleges.

Program Need

Perkins funding should increase to an appropriation level of at least \$1.4 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 Career and Technical Education Act

Description	Tech Prep is an education reform program designed to enhance and expand career and technical education by creating links between secondary and postsecondary education. The program funds partnerships offering seamless pathways from high schools to postsecondary experiences that provide articulated postsecondary credit, integrate academic and technical skills, and lead students to industry-recognized credentials, certificates, or degrees in high wage, high skill, or high demand career fields.
Impact of President's Budget	The president's FY 2011 budget proposal would consolidate funding for the Tech Prep program with funding for the Perkins Basic State Grants. Currently about half of states already consolidate the Tech Prep funding with Basic State Grants funding. However, the impact for the states that do not consolidate is unknown at this time. Changing the process at this point might be burdensome for states due to administrative and formula issues.
Program Need	The Association for Career and Technical Education (ACTE) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) are currently evaluating the impact on states. For more information please contact either organization.
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Adult Education and Family Literacy

The Adult Education and Family Literacy Act

Description	Adult Education and Family Literacy programs assist adults in the completion of their secondary school education to become literate and proficient in speaking English, secure citizenship, and obtain the knowledge and skills necessary for employment and self-sufficiency. To help adults qualify for jobs with family sustaining incomes, adult education partners with community colleges, technical institutes, and area vocational schools to provide integrated adult education with occupational skill training accelerating attainment of industry-based certifications. In addition, adult education helps parents obtain the educational skills necessary to become full partners in the educational development of their children.
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Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
State Grants	\$554.12	\$628.22	\$612.32
National Leadership Activities	\$ 6.88	\$ 11.35	\$ 41.35

Impact of President's Budget	The National Assessment of Adult Literacy (NAAL) ten-year assessment of adult literacy was released in December 2005 revealing that 93 million adults have limited skills impacting their work, family, and community responsibilities. Forty-one of 43 states have waiting lists for services. The FY 2010 increase of \$67 million in state grants included \$45.9 million to fund states that were underpaid during the FY 2003-2008 period and held harmless those states overpaid during that same period. The FY 2011 proposed budget reduces the proposed amount to \$612 million. Of that amount, \$75 million is designated for the English Literacy/Civics funding. This level of funding will support only 3 percent of the target population who need to access adult education services. The \$30 million increase in National Leadership resulted from the president's innovation grant initiative.
Program Need	Adult education should be funded at a level of at least \$1 billion. This funding level would remove the waiting lists and provide for a modest expansion of access for a greater number of undereducated adults enabling them to qualify for jobs with family sustaining income.

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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 2009	FY 2010	FY 2011 President's Request
	\$6.47	\$0	\$0

Impact of President's Budget The FY 2010 appropriation's bill eliminated the National Institute for Literacy.

Program Need NIFL has provided valuable support services since its inception in 1991.

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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 2009	FY 2010	FY 2011 President's Request
	\$212.17	\$214.00	\$214.00

Impact of President's Budget As Americans deal with the weakened economy, they are using their libraries more than ever before, visiting them over 119 million times each month. Freezing federal funding for libraries at this time of increased demand will hinder libraries from serving job-seekers, who are flocking to the library for help with online job searching and applications, resume writing, computer classes and much more.

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

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Part III: The Gateway to Opportunity – Higher Education

Higher Education Overview

President Obama has significantly increased the federal investment in education, beginning with the American Recovery and Reinvestment Act (ARRA), which sent nearly \$100 billion to states, school districts, and students, at a time when the nation was suffering a severe economic crisis. Now, even as he plans to reduce the annual federal deficit, the President is requesting an historic boost in education spending. In brief, the Administration sees increased funding for education as an investment in our nation's future.

The President's higher education budget request builds on the increases that were enacted in ARRA and proposes a number of other program expansions and reforms, some that were introduced in his budget last year. The President's FY 2011 budget request is consistent with H.R. 3221, the Student Aid and Fiscal Responsibility Act (SAFRA), which has passed in the House. Legislation such as SAFRA, or a companion bill still to be introduced and approved in the Senate—once it is reconciled in a conference committee and enacted into law—is needed before many of the proposals outlined in the President's budget can be implemented.

U.S. Department of Education Secretary, Arne Duncan, has repeatedly expressed President Obama's view that the bank-based Federal Family Education Loan or "FFEL" program needlessly costs the federal government billions of dollars in subsidies to banks and other FFEL lenders. The President's FY 2011 budget request again proposes to eliminate these FFEL subsidies and require that all new loans be originated through the Direct Loan program administered by the U.S. Department of Education. This move would eliminate uncertainty among student borrowers about the availability of federal loans and, according to the budget, would generate savings of more than \$40 billion through FY 2020, which would be used toward the Pell Grant increase and other education initiatives.

Another essential element of the President's request is to fund the Pell Grant program with mandatory dollars, which would add stability to its funding, allow an increased maximum grant of \$5,710, and provide for annual inflationary increases equal to the CPI plus 1%. This would make Pell Grant funding more predictable and secure and assure annual growth in the maximum grant amount in future years.

The budget would help student borrowers by proposing to expand the Income Based Repayment Program (IBR), which was created to help low-income borrowers who take low-paying jobs (many in the public sector), after they graduate. Under the new proposal, monthly loan payments would not exceed 10 percent of a borrower's income adjusted to allow for basic living costs, and after 20 years of IBR repayments a borrower could qualify for loan forgiveness of the remaining balance. Current law caps the IBR payments at 15% of net income and forgives remaining balances after 25 years.

For the Perkins Loans program, which is currently a campus-based program where participating institutions make low-interest loans to students from revolving funds they created with federal appropriations and their own matching funds, the President proposes to create a direct loan program administered by the Department of Education. The Department would originate and service new loans—still likely at 5 percent interest rate—and expand volume to \$6 billion, up from approximately \$1 billion. While this would significantly increase the number of student borrowers, there would be tradeoffs and losses of student benefits, depending on how the legislation is finalized.

The President's budget request also outlines a new American Graduation Initiative, which would provide \$10.6 billion in community college funding to strengthen and modernize America's community colleges and

graduate five million more students by 2020; and a \$3.5 billion College Access and Completion Fund to increase the number of students entering and completing college.

Unfortunately, several higher education programs, which are essential to student success, have not been increased in several years, and are funded at the same level as last year in the President’s FY 2011 request. These include:

- the Supplemental Educational Opportunity Grant (SEOG) Program
- the Federal Work Study Program, which will also lose \$200 million it received through ARRA, which provided additional funds to increase student employment
- Federal TRIO and GEAR UP Programs, despite their strong records of success and direct links to achieving the Administration’s goal of having the highest proportion of college graduates by the year 2020.
- the Graduate Assistance in the Areas of National Need (GAANN) and the Jacob K. Javits Fellowship Programs, which provide support to the nation’s brightest graduate students
- the Leveraging Educational Assistance Partnerships (LEAP) program, which is eliminated, and could result in reduced aid to more than one million students, half of whom have family incomes below \$20,000

Finally, while it is not an appropriated program, it is worth mentioning that the President proposes to expand and extend the American Opportunity Tax Credit, or AOTC, which was created in the American Reinvestment and Recovery Act (ARRA). Currently, the AOTC offers up to a maximum credit of \$2,500 for eligible expenses in a student’s first two years of college, and 40% of the credit is refundable to help lower-income taxpayers. The President’s budget proposes to extend the credit to cover four years of college and to make it permanent, effective December 31, 2010. The AOTC would replace the Hope Scholarship and Lifetime Learning Credits, which are not refundable and provide no benefit to low-income families.

Federal Pell Grant Program

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

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$19,378.00	\$26,988.06	\$34,878.00
	(This total includes the FY 2009 discretionary funding and the mandatory funding allocated to Pell in the College Cost Reduction and Access Act of 2007 (CCRAA), as well as mandatory funds	(This total reflects the calculation of FY 2010 discretionary funding as mandatory, and includes the additional mandatory funding allocated to Pell in the CCRAA and the ARRA.)	(This total is requested on the mandatory side of the budget, and includes mandatory spending from CCRAA and ARRA.)

from the American Recovery and Reinvestment Act of 2009 (ARRA)).

Maximum Grant (in actual dollars)	\$5,350	\$5,550	\$5,710
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Impact of President’s Budget

In his budget, President Obama proposes that the Pell Grant program be converted from a mix of appropriated and mandatory funding to an entitlement program funded completely on the mandatory side of the budget. The president’s budget assumes legislation such as the Student Aid and Fiscal Responsibility Act (SAFRA), which passed the House last year and is pending in the Senate, will be enacted. Such legislation would convert the bank-based student loan program to direct loans, which would generate savings to increase Pell Grant funding. The president’s request would increase the maximum award by \$160 in FY 2011 and guarantee growth at a rate of the Consumer Price Index (CPI) plus 1 percent annually. Conversion of Pell Grants to a full entitlement would ensure stability and predictability in the program and ease the dramatic loss in funding that would otherwise occur after the expiration of the increases provided in the CCRAA and ARRA.

Program Need

Eligibility for the Pell Grant has grown significantly over the last few years, as college enrollment has surged and more students with higher need seek to attend college. Recent federal funding increases have improved the purchasing power of Pell Grants. However, the \$500 increase in the maximum grant provided in the ARRA will expire after FY 2010, and the large increases provided in CCRAA will expire in FY 2012. This proposal is central to the Administration’s efforts to make sure that America has the highest percentage of college graduates in the world by 2020.

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Federal Supplemental Educational Opportunity Grant Program (SEOG)

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

Susan was the product of a single parent family who worked through high school to help support her family. To realize her college dream, she took the initiative to get financial aid to attend a prep school. When it came time to apply for college, the family was in the midst of a bankruptcy filing and her mother was having serious health problems. Fortunately, a Georgetown University alumnus who had helped her study at a Christian Brothers Academy took her under his wing and helped her realize she could go to Georgetown. Thanks to a Federal Pell Grant, SEOG, Federal Work Study, and an ACG Grant, and extensive Georgetown institutional aid, Susan is a successful Georgetown freshman. In addition to academic success, she is involved in a mentoring program for high school students involved in the juvenile justice system and in a tutoring program in the DC Schools aimed at getting students as young as sixth grade to starting thinking about and planning for college

Description

SEOG provides additional grant aid for exceptionally needy students, with first priority going to Pell Grant recipients. SEOG expands college choices for low-income students and is a critical component of the federal student aid package that helps pay for college.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$757.47	\$757.47	\$757.47

Impact of President’s Budget

The president's proposed budget preserves the SEOG program at the FY 2010 level. Combined with the institutional match of \$201 million, this amount would provide an average grant of \$762 for 1.258 million students. Because the SEOG awards go to the neediest Pell grant eligible students, however, a funding freeze equals a cut, especially given



the growing number of qualifying students.

Program Need	Given the current economic crisis and the fact that overall enrollment and specifically the need-based student population at colleges across the country continues to grow, SEOG should be increased to \$1 billion. Because federal funds are matched by institutional dollars, with some institutions having provided matching funds for decades, the federal investment in SEOG is critical to assist the neediest students. With the institutional match, the available aid to students grows from of \$1 billion to \$1.3 billion. The SEOG program meets the burgeoning need to increase access to college, and a boost in funding from \$757 million to \$1 billion would help approximately 318,000 more students have the opportunity to participate in higher education.
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Federal Work Study Program

Title IV, Part C of the Higher Education Act

Description The Federal Work-Study (FWS) program provides funds to institutions, which are then awarded to needy students for part-time employment that assists in their financing of college costs. Students can receive FWS funds at approximately 3,400 participating postsecondary institutions. The work-study program is cost-efficient because institutions and employers contribute funds. The program provides students with much-needed funding and work opportunities, which can help integrate students into college life and continue to graduation.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$980.49	\$1,180.49*	\$980.49

*\$1,180.49 after ARRA funding increases

Impact of President's Budget	A \$200 million boost in FY 2009 funding, provided through the American Recovery and Reinvestment Act (ARRA) raised FWS funding above \$1 billion for the first time since FY 2001. The president's budget drops this investment in FY 2011, down to the FY 2008 level, which will dramatically impact student employment in the coming year.
Program Need	While ARRA funding is available to institutions through September 2011, according to the Department of Education, as of December 31, 2009, nearly 90 percent of the additional \$200 million was spent by qualifying schools to create jobs for needy college students. The FWS program needs additional funding to ensure availability of job opportunities and to help students complete their degree in a timely manner. The Jobs for Main Street Act (H.R. 2847), approved by the House of Representatives in December, would allocate an additional \$300 million for the FWS program. The outcome of this legislation is unknown, but new funds into this program will have a positive impact on creating jobs for disadvantaged students.
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Federal Perkins Loan Program

Title IV, Part E of the Higher Education Act

Description The Perkins Loan Program provides very low-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 2009	FY 2010	FY 2011 President's Request
Federal Capital Contributions	\$ 0	\$ 0	\$0
Cancellations	\$67.16	\$0*	\$0*

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

Impact of President's Budget The Administration proposes to restructure Perkins and make more loan money available with the goal of incorporating additional institutions into the program and expanding loan availability. More funds are needed for the program, but the proposal would also eliminate student benefits, for example, by charging interest during the in-school and grace periods and reducing cancellations for public service. In the president's proposal, the federal government would take over servicing the loans from institutions, which have done a good job managing the program since its founding in 1958. Congress has not yet acted on this proposal, so the earliest this change could occur is July 1, 2011. In the meantime, while deliberations continue on the future of Perkins Loans, Congress should fund new capital contributions and cancellations, allowing institutions to provide more loans to low-income students in these tough economic times.

Program Need The Federal Capital Contribution, which is authorized for \$300 million per year, needs to be fully funded for FY 2011. With institutions' matching funds, this would make \$400 million available for new loans, helping thousands of additional students. In addition, \$125 million is needed to fund expected cancellations and cover past shortfalls as required in the law. Perkins Loans fill a need for students who cannot borrow or cannot afford more expensive private student loans and is a key part of making higher education accessible and affordable. It also provides an important incentive for people who wish to go into public service by offering loan cancellations after five years of service in 16 public service professions.

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Leveraging Educational Assistance Partnerships (LEAP)

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

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$63.85	\$63.85	\$0

Impact of President's Budget The President's FY 2011 budget proposal would eliminate funding for LEAP. This proposal is unacceptable, especially given the tough economic times students and their families are facing. Current funding of less than \$64 million generates over \$1 billion in aid to college students, most of whom come from low-income families.

Program Need The LEAP program serves over 1 million students each year, more than half of whom have annual family incomes of less than \$20,000. The new requirements for GAP activities will supplement the need-based state grants and help meet the Administration's goal of raising college completion rates. An increased appropriation to LEAP would strengthen state need-based grant programs for the most at-risk populations and generate the required match of up to 50 percent. The program is successful and cost-effective, yet the funding has been reduced in inflation-adjusted dollars. Increasing its funding to ensure continued success is critical to the stability of the financial aid partnership between the federal and state governments.

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Federal TRIO Programs

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

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

Description

The TRIO programs provide a pipeline of educational outreach and student support services to nearly 840,000 TRIO students from as early as middle school through postgraduate study. With 2,848 projects across the country, TRIO programs motivate and prepare individuals who come from families with incomes below 150 percent of the poverty level and in which neither parent graduated from college. TRIO programs include students with disabilities, veterans, and working adults. Programs operate in every jurisdiction of the United States.

Funding History
(in millions)

FY 2009	FY 2010	FY 2011 President's Request
\$848.09	\$853.09	\$853.09

Impact of
President’s Budget

The Administration’s budget request poses many potential threats to TRIO, including the loss of nearly 200 Upward Bound projects serving 12,000 students in program year 2011-2012, the imposition of an unfunded mandate to require rigorous curriculum for Talent Search, and a continued strain on all TRIO programs that have not seen a significant increase in funding for the last several years. Statistics demonstrate that TRIO students enroll in and graduate from college at much higher rates than their low-income peers. As such, the services offered by the TRIO programs are all the more critical to ensuring that the nation achieves the Administration’s goal of having the highest proportion of college graduates by the year 2020.

Program Need

The proposed budget could result in the loss of services to thousands of students, particularly those in the Upward Bound and Talent Search programs. An increase of \$150 million will preserve the nearly 200 Upward Bound projects funded through the College Cost Reduction and Access Act of 2007 and allow at least 15 percent of Talent Search participants to receive services that support their success in rigorous secondary school curricula (as mandated by the Higher Education Opportunity Act of 2008). A \$150 million increase will also allow for the expansion of EOC to meet the needs of more adult learners and restore services lost as a result of stagnant funding and provide opportunity for nearly 43,000 students.

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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 2009	FY 2010	FY 2011 President’s Request
	\$313.21	\$323.21	\$323.21
Impact of President’s Budget	Recognizing the powerful impact that GEAR UP can have on preparing low-income students for higher education, an increasing number of communities have developed comprehensive proposals to receive 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 Department of Education will be unable to make new GEAR UP awards, 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 funding freezes, an appropriation of \$400 million would allow GEAR UP to serve more than 175,000 additional students in FY 2011.		
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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 make low-interest loans available to students and their families to pay the costs of postsecondary education and have become the largest federal student aid programs. FFEL makes loan funds available through private lenders, and the DL program lends directly to students using funds from the U.S. Treasury. Both programs have similar loan terms and maximum borrowing limits. These programs also provide benefits like loan forgiveness, income-based repayment, and borrower protections that help prevent students from defaulting on their loan obligations. These benefits and favorable loan terms make them a better option for students and families than private or “alternative” student loans. Students and parents utilized more than \$85 billion in FFEL and loan in FY 2009 to help cover college costs.
Proposed Budget	The president proposes that all new Stafford and PLUS Loans would be made through the Direct Loan program administered by the U.S. Department of Education, thus ending the bank-based Federal Family Education Loan (FFEL) Program. Legislation to effect this change, which CBO estimates would save more than \$80 billion in subsidies to lenders, is pending in Congress. In addition, the president has proposed to strengthen the Income-Based Repayment (IBR) program created in the Higher Education Opportunity Act in 2009. IBR helps borrowers who earn low incomes after they graduate by allowing them to pay less than the standard repayment. Currently, IBR caps monthly payments at 15 percent of a borrower’s discretionary income. The president’s budget proposes to lower that limit to 10 percent of discretionary income and would offer loan forgiveness after 20 years of repayment, down from the current 25.
Impact of President’s Budget	Opponents of the elimination of the FFEL program have raised concerns about possible negative impact on student borrowers, potential conversion costs to schools, or loss of

borrower services provide by FFEL lenders. On the other hand, the Administration and other supporters of the switch believe the federal subsidies to banks are no longer needed, especially since the Department of Education is supporting approximately 57 percent of overall new loans in academic years 2008-09 and 2009-10. The ECASLA legislation— Ensuring Continued Access to Student Loans—has allowed the Department to purchase FFEL loans and provide the capital for new loans. This law is set to expire on July 1, 2010.

Strengthening the IBR program will help thousands of borrowers who struggle to meet their student loan obligations. High levels of student loan debt have been shown to deter some borrowers from pursuing certain high-need, but low-paying jobs. The strengthened IBR program will help remedy this situation by making sure all borrowers have manageable student loan payments.

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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 2009	FY 2010	FY 2011 President's Request
	\$753.40*	\$870.40	\$1,170.23

* ARRA included an additional \$60 million for student aid administration due to increased applications for financial aid.

Impact of President's Budget To support the budget proposal to restructure student aid, the Department of Education will need additional funds to properly administer a larger direct loan program, expanded Perkins Loan program, and a Pell Grant entitlement. The FY 2011 budget includes \$673 million for these activities and \$497 million for loan servicing for a total cost of \$1.170 billion. The Department expects to provide over \$173 billion in new Federal Student Aid grants and loans to nearly 15 million students and parents in 2011. The budget notes that “in the FY 2011 budget, for the first time ever, student aid administration costs are being presented separately than non-servicing costs in an effort to promote greater transparency.”

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

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Child Care Access Means Parents in Schools

Title IV of the Higher Education Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$16.03	\$16.03	\$16.03

Impact of President's Budget While there are hundreds of campus child care centers in the U.S., they estimate they are only able to meet a small percentage of the demand for services. Expanding access to on-campus



childcare will help increase access to higher education for low-income students and increase retention, especially for single parents. More than \$25 million is needed for this essential program.

Program Need The president’s proposal freezes funding for the program at \$16 million. While this funding level will support 119 existing and 55 new projects, more is needed to meet the demand. Without an increased investment, thousands of low-income students across the country will not have access to quality childcare and will be unable to continue their coursework.

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Teacher Quality Partnership Grants

Title II of the Higher Education Act

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

Funding History* (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$50.00	\$43.00	\$0*

*Program subsumed under proposed "Teacher and Leader Pathways" consolidated grant.

Impact of President’s Budget The president's budget consolidates this program along with 4 others under an authority called "Teacher and Leader Pathways." The total funding for the new authority would be \$405 million; however, there is no requirement that any funding be directed to teacher preparation in higher education. If the president's proposal is accepted, it would eliminate funding for teacher preparation under the Higher Education Act. This proposal appears to eliminate the federal government's role in promoting teacher education reform in higher education. It ignores the need to invest in clinical preparation and strengthen teacher preparation capacity in higher education, particularly for hard to staff schools and in high need fields.

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

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Preparing Teachers for Digital Age Learners (PTDAL)

Title II of the Higher Education Act

Description The Preparing Teachers for Digital Age Learners Program (PTDAL) prepares pre-service teachers with the skills to integrate technology into classroom learning. Using technology more effectively raises student learning outcomes and helps students develop skills for the 21st century such as higher order thinking, learning and problem solving, and creativity and innovation. The PTDAL program updated an existing program under the Higher Education Act entitled the Preparing Tomorrow's Teachers to Use Technology program.

Funding History (in millions)	FY 2009 \$0.00	FY 2010 \$0.00	FY 2011 President’s Request \$0.00
Impact of President’s Budget	The president proposed no funding for the PTDAL program.		
Program Need	The PTDAL program should be funded at \$100 million for FY 2011. 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, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, Predominantly Black Institutions, Asian American and Native American Pacific Islander-Serving Institutions, Native American-Serving Nontribal Institutions, and Hispanic-Serving Institutions.

Funding History (in millions)	FY 2009*	FY 2010*	FY 2011 President’s Request
Title III (discretionary)	\$ 422.4	\$ 484.8	\$ 508.5
(mandatory)	166.5*	11.5*	11.5*
Total	\$ 588.9	\$ 496.3	\$ 520.0
Title V (discretionary)	\$ 93.3	\$127.9	\$ 133.8
(mandatory)	111.5*	11.5*	11.5*
Total	\$ 204.8	\$139.4	\$ 145.3

* These mandatory totals include funds that were allocated through the College Cost Reduction and Access Act, P.L. 110-84 for FY 2008 and FY 2009 only, and the Higher Education Opportunity Act, P.L. 110-315 for FY 2009 and FY 2010.

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.
Impact of the President’s Budget	The Administration has proposed to increase discretionary funding for the Title III and Title V programs. This boost in discretionary funding would provide welcome and 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. However, given the current economic downturn, significantly more funding is needed to ensure that these institutions can maintain programs and expand their capacity to serve the growing number of minority and disadvantaged students.
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Teacher Education Assistance for College and Higher Education Grant Program (TEACH)

Title IV, Part A of the Higher Education Act

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

Funding History* (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	*	*	*

*This program now operates as a loan program.

Impact of President's Budget Funding for this program is mandatory, so it is not subject to the annual appropriations process. To date, almost 700 institutions have signed up to offer the TEACH Grant program, and grants have been made to almost 6,000 students. Because the program began in July 2008, grant recipients have not yet completed their preparation programs and begun their service obligation. Data should be available by May 2010 on some of the TEACH Grant recipients who will have completed their first year of teaching.

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 is a national crisis, a federal response is needed 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 the profession.

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International Education Programs and Foreign Language Studies

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

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

National Academy of Sciences,

2007

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$118.88	\$125.88	\$125.88

Impact of President’s Budget

The president once again proposes to freeze funding for Title VI and Fulbright-Hays programs at last year’s levels. Despite some growth over the last decade, Fulbright-Hays and several Title VI programs still remain below their funding high points in constant dollars. Center grants are down 35 percent from their peak funding levels, and roughly 21 percent or 494 fewer FLAS fellowships would be awarded in FY 2011 compared to the number awarded in FY 1967. While the budget does propose a needed increase in fellowship levels, 207 fewer graduate fellowships are planned for each of FY 2010 and FY 2011 compared to FY 2009 in order to fund the start-up of 150 undergraduate fellowships. At the same time, priority (critical) language programs have been among the first targets for budget reductions resulting from the nation’s financial crisis. Inadequate funding levels limit the ability of these programs to accomplish their broad mandate at a time of great need.

Program Need

A new infusion of funding for Title VI/FH would be a critical investment for the nation now, given the need to engage more broadly and effectively across professions with other nations. Additional funding would increase the number of FLAS undergraduate and graduate fellowships in foreign language and area training, broaden the availability of instruction in priority foreign languages and infuse an international dimension into professional education. More funding would also increase the training of American business personnel to compete globally, and increase strategic collaborations within and among educational institutions including K-12. Intensified efforts are needed to address the severe shortage of American citizens who can speak less commonly taught languages, and to strengthen our nation’s economic, foreign policy, and national security roles in a global society.

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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 areas of national need, many of which are the same areas business leaders indicate are necessary to keep America competitive. Javits awards are portable fellowships and support individuals pursuing degrees in the social sciences and the arts and humanities. Javits is the only federal program supporting advanced academic pursuits in the humanities and the arts.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
GAANN	\$31.03	\$31.03	\$31.03
Javits	\$ 9.69	\$ 9.69	\$ 9.69

Impact of President’s Budget

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

Program Need

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

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Quality Higher Education for Students with Disabilities

Title VII of the Higher Education Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$6.76	\$6.76	\$6.76

Impact of President’s Budget The president’s FY 2011 request would freeze funding for this program at \$6.8 million. According to the U.S. Department of Education this request would “support 23 non-competing continuation grants.”

Program Need While all current grantees would continue to receive funding, no new grants would be issued.

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Loan Forgiveness for Service in Areas of National Need

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

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$0	\$0	\$0

Impact of President’s Budget The president’s FY 2011 request does not contain funding for this program. The incentive for young people to complete their education and pursue careers in these high need and hard to staff positions would not get funded.

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

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Academic Competitiveness/SMART Grants

Title VIII of the Deficit Reduction Act of 2005

Description These need-based grant programs, funded with mandatory dollars, were created in 2005 and will be funded through the 2010-11 academic year. Academic Competitiveness Grants (ACG) are awarded to first and second-year undergraduates who complete “rigorous” high school programs. “SMART” (Science and Mathematics Access to Retain Talent) Grants are awarded to third- and fourth-year undergraduates majoring in eligible math and science fields and critical foreign languages, who maintain a cumulative GPA of 3.0 in courses in their major. Qualified first-year students receive \$750; second-year students, \$1,300; and third- and fourth-year students, \$4,000.

Funding History* (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
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\$ 960.00

\$,1010.00

\$0

*These totals represent the mandatory funding that was allocated to this program. More than \$1 billion dollars has been directed away from this program since FY 2009, and the program funds remaining in FY 2011 will be rescinded.

Impact of President’s Budget Funding for this program is mandatory, so it is not subject to the annual appropriations process. The maximum annual allocations and award levels are set in the statute. If sufficient funds are not available for all eligible students, the awards are ratably reduced. On the other hand, if program funding exceeds the amount needed, the money would be carried over for future years. No new funds are requested for FY 2011 because the authorization for the program expires at the end of the 2010-11 academic year. The president proposes to rescind \$597 million in unobligated funds.

Program Need The first awards under ACG and SMART were made available in July 2006 and represented an important new source of federal grant funding, particularly for low-income, high-achieving high school graduates and upper-level college STEM majors. However, the programs were extremely complicated to administer. Despite the diligent efforts of institutions to assure that all eligible students received grants as intended, the programs were underutilized. Unfortunately the program was only authorized for five years, because, after its rough start, it has proven to be an effective program in attracting and retaining academically talented students in STEM disciplines.

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

The America COMPETES Act

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

Funding History* (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$1,092.00	\$1,092.00	\$0*

*Program subsumed under proposed "Teacher and Leader Pathways" consolidated grant.

Impact of President’s Budget This program, which is the only funding stream focused on building STEM teacher preparation capacity, is one of five programs proposed for consolidation under the new "Teacher and Leader Pathways" authority. The authority for this consolidation is \$405 million; however, there is no requirement that any particular amount of funding be spent for STEM teacher preparation or capacity building for STEM teacher preparation. A specific focus is needed to address the shortage of math and science teachers in this country and to highlight STEM teacher preparation as a national priority.

Program Need This program invests in building the capacity of institutions of higher education to prepare significantly more teachers in the STEM and critical languages fields and to provide high-quality professional development for K-12 teachers in these disciplines. The shortage of teachers in these fields is a national crisis that impacts the ability of America to remain competitive in the global workforce and to remain a leader in innovation. This program 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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Foreign Language Assistance Program (FLAP)

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

Description FLAP provides 3-year grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. Projects must demonstrate sustainability beyond the project period and develop approaches that can be disseminated and duplicated. FLAP also provides grants to state education agencies to promote systemic approaches to improving foreign language learning. In recent years, Congress has set aside funding for 5-year grants to school districts that partner with institutions of higher education to establish or expand articulated programs of study in languages critical to United States national security.

Funding History* (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$ 26.33	\$26.93	\$0*

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

Impact of President's Budget The president proposes to eliminate FLAP and instead consolidate it into a new authority called "Effective Teaching and Learning for a Well-Rounded Education" along with six other programs in economics, history, civic education and the arts. This approach would be a step backward in federal support for a critical national need at a time of severe shortages of Americans with foreign language skills in government, healthcare, law enforcement, business and other key professions. K-12 foreign language education provides a skill set needed for national security and global economic competitiveness and needs a dedicated federal funding stream. Consolidating the program would leave foreign language education vulnerable to additional cuts at the state and local levels.

Program Need Additional funding is needed to encourage more effective K-12 foreign language programs, especially at the elementary school levels, as well as partnerships with institutions of higher education. In the last census, less than 18 percent of Americans reported speaking a language other than English, compared to 53 percent of Europeans. While many other nations, such as the European Union, China, and India, require their students to learn two or more languages, the U.S. has left its students behind. Educating a workforce for a globally competitive economy and diverse society requires foreign language and cultural education. Learning a foreign language proficiently, especially less commonly-taught languages, is best begun at an early age. However, a recent survey conducted by the Center for Applied Linguistics found that fewer elementary and middle schools are teaching a foreign language compared to a decade ago, while the number of high schools has not increased. Further, the intense focus in NCLB on mathematics and reading, along with the shortage of highly qualified language teachers, has negatively affected the quantity and quality of language instruction in public elementary and secondary schools.

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Part IV: Educational Research, Statistics, and Improvement

The Institute of Education Sciences

Title I of the Education Science Reform Act

Description The Institute of Education Sciences (IES) houses major programs of federal education research and development, statistics, assessments and program evaluation. The IES Director oversees the operation of the Institute through four national centers: the National Center for 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 2009	FY 2010	FY 2011 President's Request
	\$617.18	\$659.00	\$738.76

Impact of President's Budget The president proposes an increase of \$79.75 million over FY 2010 for IES. The percentage increases are greatest in three areas: research, statistics, and statewide data systems.

Program Need State and local school improvement requirements in the economic stimulus programs such as Race to the Top have called attention to the need for a more robust research platform to support education innovation. While the budget language recognizes the need for increased quality research in many areas, the federal investment in education R&D, even with the proposed 12 percent increase, continues to be among the puniest of the federal research agencies and is simply inadequate to support development and assessment of the evidence based programs demanded by educators and policymakers.

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Regional Education Labs

Title I of the Education Science Reform Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$67.57	\$70.65	\$69.65

Impact of President's Budget The president's budget notes the requested funds would be used to extend the current 5-year REL contracts for one additional year to enable IES to reflect changes from the upcoming reauthorization of the Elementary and Secondary Education Act in the competition for the next round of REL contracts. This extension would also enable the RELs to complete studies currently underway that otherwise could not be concluded within the time and funding constraints of the current contracts. The request includes a decrease of \$1 million, which reflects the completion of funding for the program evaluation in 2010.

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

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Education Research, Development, and Dissemination

Title I of the Education Science Reform Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$167.20	\$200.20	\$260.70

Impact of President's Budget The president's budget requests a 30 percent increase for research, development, and dissemination. The increased funding would be used to undertake additional research in early childhood and adult learning and on the relationship of postsecondary education and employment. New research competitions will be supported to better understand phenomena related to turn-around schools. Additionally, IES will undertake a research program to provide an integrated assessment of Recovery Act implementation and outcomes.

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

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National Center for Education Statistics

Title I of the Education Science Reform Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$98.52	\$108.52	\$117.02

Impact of President's Budget The president proposes an \$8.5 million increase for NCES. The increased funding would support development of procedures for comparing results on national and international assessments, provision of technical assistance to the states to improve the quality of student data bases, and U.S. participation in a new international assessment of adult competencies. The increase would be used also to support additional data collection of the popular Early Childhood Longitudinal Study.

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

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National Assessment of Educational Progress

Title I of the Education Science Reform Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$130.12	\$130.12	\$135.12

Impact of President's Budget NAEP received a \$30 million increase for FY 2009 but was level funded in 2010. President Obama proposes a \$5 million increase in FY 2011. The increased funding would be used for participation in an equating study that would permit policy makers to compare academic achievement of U.S. students with those of other countries, development of assessments in economics and in technological literacy in 2012, and an expanded assessment of urban districts.

Program Need National and state school reform efforts depend on objective and comprehensive measures of student achievement. NAEP provides the gold standard of student assessments, but it measures only a few subjects on a regular basis and needs to expand its portfolio of subjects to provide policy makers with more comprehensive information. Additionally, it must continue work already begun to resolve problems of participation at the 12th grade level.

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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 2009	FY 2010	FY 2011 President's Request
Research in Special Education	\$70.56	\$71.09	\$71.09
Studies and Evaluation	\$ 9.46	\$11.46	\$11.46

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

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

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Statewide Data Systems

Title I of the Education Science Reform Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$65.00	\$58.25	\$65.00

Impact of President’s Budget The president’s budget proposes an increase of \$6.75 million over the FY 2010 appropriation, which brings funding back to the FY 2009 level. The requested funds would be used for competitive grants to states to support the design, development, and implementation of P-20 statewide data systems. The requested amount would fund approximately \$42.5 million in continuation grants, \$11.9 million in new awards, and up to \$10 million in contracts to assist states with common implementation issues.

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

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

Head Start

Economic Opportunity Act of 1964

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President's Request
	\$7,113.00	\$7,235.00	\$8,224.00

Impact of President's Budget The budget provides a significant increase in funding and support for this vital early education program. While some students still will not be able to access the opportunities provided by Head Start, the budget proposes continued services for the 64,000 additional children and families supported through the American Recovery and Reinvestment Act.

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

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Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

Description The National School Lunch, School Breakfast, Special Milk, Summer Food Service, and Child and Adult Care Food Programs are entitlement accounts administered by the U.S. Department of Agriculture. The Special Supplemental Food Program for Women, Infants, and Children (WIC) is a discretionary initiative. All of these programs help ensure students are well fed and able to focus on academic success. For example, the National School Lunch Program operates in public and nonprofit private schools and residential child care institutions and provides nutritionally balanced, low-cost or free lunches to children each school day. Similarly, the Special Milk Program provides milk to children in schools and childcare institutions who do not participate in other federal meal service programs. All of the abovementioned programs were set to be reauthorized by September 30, 2009, and have now been extended at their current levels until September 30, 2010, or until Congress reauthorizes or extends the programs, whichever comes first.

Funding History (in millions)	FY 2009	FY 2010	FY2011 President's Request
Child Nutrition	\$15,186.00	\$17,034.00	18,392.00
WIC	\$ 7,366.00	\$ 7,257.00	7,603.00

Impact of the President's Budget The president's budget estimates the entitlement costs. These costs cover support payments for all eligible meals and higher subsidies for meals served to low-income children, and also provide a significant increase in support for the Child Nutrition Reauthorization. President Obama added \$1 billion more over previous years per year for the next ten years in his FY 2011 budget request. President Obama has committed to ending child hunger by 2015 and this additional funding will significantly help with this goal.

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

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Medicaid: Early and Periodic Screening, Diagnosis and Treatment Programs

Title XIX of the Social Security Act

Description Medicaid programs work through state and local health agencies and other service providers to detect and treat eligible low-income children and adults for a broad range of health deficiencies, such as speech, hearing, vision, and dental problems or physical impairments. Many schools participate in the Medicaid program, in order to address child health problems that often have a detrimental effect on academic performance. Most of the medical services reimbursed to schools under Medicaid are provided to children with disabilities. Regulations issued by the Department of Health and Human Service (HHS) under the previous administration sought to eliminate Medicaid reimbursements for many school-based services and administrative activities, as well as other types of services. Congress placed these regulations on hold under a statutory moratorium through June 2009. Following a notice and comment rulemaking process, the Obama Administration rescinded the previous school-based services and administrative activities regulations, as well as rescinded other related regulations limiting services to low-income children and adults.

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$250,924	\$275,368*	\$296,841

**Funding level estimated for FY 2010. Prior year increases from Recovery Act not included.*

Impact of President’s Budget The president’s FY 2011 budget estimates continuing increases in the number of low-income individuals, particularly children, being served by the program. The estimated funding in the FY 2011 budget reflects a request for a temporary six-month extension of the increased federal matching rate (Federal Matching Assistance Percentage, FMAP) at \$25 billion. With the rescission of previous restrictive regulations, including the school-based rules, schools should be able to provide services and receive reimbursements for eligible students based on the pre-regulatory policies of HHS, at least until the health care reform initiative now pending before Congress is resolved, and new regulations or guidance are issued.

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

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Children’s Health Insurance Program

Title XXI of the Social Security Act

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

Funding History (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$7,547	\$8,903	\$10,285

Impact of the President’s Budget The FY 2011 budget provides funding to expand CHIP, including new incentives for states to strengthen and expand their programs. The budget includes \$200 million for the Child Enrollment Contingency Fund. According to the Children’s Health Insurance Program Reauthorization Act (CHIPRA), beginning in 2009 a state may qualify for a contingency fund payment if it projects a CHIP funding shortfall and its enrollment exceeds its target for the fiscal year. The budget also includes a “high-performance goal” to increase enrollment in CHIP by 7 percent (more than 500,000 children) from 2008 to 2011.

Program Need The reauthorization of CHIP (P.L. 111-3) in early 2009 provided \$32.8 billion in funding over a 4-1/2 year period. There are 9 million uninsured children in the United States, and nearly two-thirds of that number is eligible but not enrolled in CHIP or Medicaid. Under the new law, states are expected by 2013 to cover 4.1 million children who would otherwise be uninsured.

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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.).

Funding History* (in millions)	FY 2009	FY 2010	FY 2011 President’s Request
	\$2,117.00	\$2,117.00	\$2,917.00

*These figures represent the discretionary portion of CCDF.

Impact of President’s Budget The president’s budget request includes an additional \$800 million for this program. The budget request also includes an additional \$800 million for the Child Care Entitlement to States, a mandatory funding stream. Together these figures represent the most significant increase in federal funding for child care in the past two decades and a critical investment in the current economy. While the American Recovery and Reinvestment Act provided \$2 billion in discretionary child care funding for FY 2009 and FY 2010, the majority of these supplemental funds address state budget shortfalls and increased demand for services among families that are deeply affected by the economic downturn. The requested funds will allow states to build on the ARRA investments in child care and service more eligible children in high quality settings.

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

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Corporation for Public Broadcasting
The Public Broadcasting Act of 1967

In St. Louis, a mortgage crisis initiative conceived of and led by local station KETC has brought dozens of independent community organizations together to help families save their homes from foreclosure. With a strong broadcasting and web infrastructure in place, the station links families in need with a network of community assistance organizations and also provides content about managing debt and financial literacy. Since this initiative began in July 2008, 8,200 families have been helped.

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 advanced 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 2011	FY 2012	FY 2013 President’s Request
	\$430.00	\$445.00	\$460.00

*CPB is advanced funded by 2 years.

Impact of President’s Budget The president’s request is a step in the right direction toward enabling stations to expand their digital offerings to better serve their communities. Federal funding provides support for a wide range of stations’ needs –from programming to the electricity bill. For the sixth consecutive year, a 2009 Roper poll rated public television the most trusted institution among nationally known organizations. The advent of digital technology has created enormous potential for stations, allowing them to bring content to Americans in new innovative ways while retaining their public service mission. Public television stations are now utilizing a wide array of digital tools to expand their current roles as educators, local conveners and vital sources of trusted information at a time when their communities need them most. Additional federal funding is needed to ensure stations can continue in these important roles.

Program Need Increasing CPB funding to \$604 million for FY 2013 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, while remaining one of the last locally owned and controlled media outlets in the country.

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COMMITTEE FOR EDUCATION FUNDING
