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PRESS RELEASE

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President Trump's 2020 Budget Hurts Students and Disinvests in Learning by Cutting Needed Federal Support for Education, Says Committee for Education Funding (CEF) Analysis

Budget cuts would impact learning and access to education across the continuum, according to practitioners

WASHINGTON, DC – The Committee for Education Funding (CEF), the nation's oldest and largest education coalition, today released its annual analysis of the president's education budget. CEF shared the findings at a Capitol Hill briefing where education practitioners described how some of the major cuts in the President's proposed budget would affect learning and teaching across the education continuum – from early childhood education to K-12 education to higher education, including career technical education and library programs.

The President's fiscal year (FY) 2020 budget cuts discretionary resources for the Department of Education by \$8.8 billion (12.5 percent) below the 2019 level, and cuts mandatory spending for student loan programs by \$207 billion over ten years. The budget also cuts funding for other education-related programs such as libraries, museums, and workforce development. These cuts all reduce resources that help students learn and achieve, train teachers and school leaders, or provide access to higher education.

"Investments in education remain a top priority for an overwhelming majority of Americans, yet the President's fiscal year 2020 budget slashes federal resources for education, once again requesting deep funding cuts, many that Congress has rejected from the previous two budgets. Americans are increasingly aware and vocal about the resource challenges facing our schools and the mounting levels of student debt, but instead of addressing these educational needs, the President's budget makes them worse. In fact, the budget underinvests along the entire education continuum – from early childhood education, to elementary and secondary education, to higher education and workforce training, as well as out-of-school educational programs.," said CEF Executive Director Sheryl Cohen.

"The President's budget deeply cuts support for education even though investments in education are among the most important and profitable the nation can make. Simply put, education pays – for students, families, communities, and the economy," noted CEF President Stephanie Giesecke, Director of Budget and Appropriations for the National Association of Independent Colleges and Universities.

Investments in education account for less than two percent of the federal budget, and funding for Department of Education programs is \$7 billion below the 2011 level in inflation-adjusted terms. The President's budget cuts that share even further. It eliminates more than 30 programs that Congress

funded this year at more than \$7 billion, including the main federal program for teacher and principal hiring and training, the federal afterschool program, one of the largest sources of grant aid to help low-income students go to college, and the flexible block grant designed to support a range of elementary and secondary education services, among other key programs.

Each year CEF publishes a detailed, program-by-program analysis of the President's budget request for education programs, complete with charts and tables showing the funding history and illustrating the reach and impact of federal education investments. The book is a resource for Members of Congress and their staffs, as well as for others interested in understanding the importance and scope of federal education programs and services.

To illustrate the importance of federal education funding and highlight the local impact of the President's proposed cuts, CEF hosted a panel today on Capitol Hill of education practitioners with experience implementing early childhood education, elementary and secondary education, career technical, postsecondary education, and library programs.

Educators shared today the impact the budget would have locally:

"Federal funding for elementary and secondary education is vital, helping to hire teachers, train principals, support counselors, and purchase necessary technology and curricular materials, to list just a few items. Without the federal support, schools in Alabama and across the country would be without educational services that we need. The President's elimination of flexible funding that districts can use to meet key needs and of the Title II-A state grant program would make it that much harder to ensure all students get access to a high-quality education." – **Dr. Rick Carter, Principal, Athens High School, Athens, AL**

"Wiley College in Marshall, Texas, is a historically black college and university (HBCU) founded in 1873. Like most HBCUs, Wiley is an institution that is under-resourced and in need of additional support. Title III of the Higher Education Act (HEA) allows my institution to keep tuition and fee costs low, preserve its physical structures, improve the quality of its academic program offerings, strengthen its academic support services, and modernize its technology infrastructure. This is vitally important not only for the sustainability of my institution, but for the students that we serve. 90% of the undergraduate students on my campus use some form of grant or scholarship aid while 74% of the undergraduate students use Federal student loans. Without continued and increased support for HBCUs like Wiley College, and for Pell grants, subsidized student loans, and other student aid, many students would not have access to the education that is producing the next generation of scientists, engineers, and doctors. Education is the surest vehicle to upward mobility, but the President's budget cuts TRIO, Work Study, SEOG, and other student aid that provides access to college to so many students." – **Dr. Herman Felton Jr., President, Wiley College, Marshall, TX**

"An important role of federal funding is providing equitable access for all learners. As an essential part of a learning community that prepares students for college, career, and life, school libraries provide equity for all learners by extending internet access, digital and print resources, rich learning experiences,

literary endeavors, and technology access. School librarians teach collaboratively with classroom teachers and give learners voice and choice. Rather than supporting this important resource and providing guidance to states that would operationalize the need for school librarians, the proposed budget does not identify school librarians as critical to successful schools and eliminates the Institute for Museum and Library Services, title funding that supports professional learning for school librarians and teachers, and various literacy programs within the Department of Education.” – **Kathryn Roots Lewis, Director of Libraries and Instructional Technology, Norman Public Schools, Norman, OK, and President, American Association of School Libraries**

“Kentucky’s New Skills for Youth initiative is aimed at connecting students to high-skill, high-demand careers by blending their K-12 education with postsecondary education, training, and industry certification opportunities. Despite the growing need, federal support for Career and Technical Education (CTE) has fallen short of what is necessary to prepare a 21st century workforce. With greater support for CTE, apprenticeships, and other workforce development programs, students across the country would have greater access to accelerated career pathways and work-based learning that is coordinated to the needs of their regional communities.” – **Leslie Slaughter, State Coordinator, New Skills for Youth Initiative, Frankfort, KY**

“We know that reaching children early with educational resources makes a difference in their ability to enter school ready to learn, and that providing needed services and interventions early is much more effective – and less costly - than providing it later in their schooling. Students in Vermont benefit from federal education funding in many ways – where it helps fill gaps in education funding from the state and localities, addressing specific needs for students and teachers in rural schools as well as in cities like South Burlington. The cuts in the President’s budget would take away necessary resources that help students, teachers, and Vermont communities.” – **David Young, Superintendent, South Burlington School District, Burlington, VT**

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The [Committee for Education Funding \(CEF\)](#) is the nation’s oldest and largest education coalition, providing a strong and unified voice in support of increasing federal investments in education. CEF’s 110 members include educational associations, institutions, agencies, organizations, and businesses representing the continuum of education – including early childhood education, elementary and secondary education, higher education, adult and career technical education, and educational enhancements such as libraries and museums – including students, teachers and faculty, parents, administrators, counselors and other school employees, and school board members. In addition to publishing its budget book, CEF also posts evidence-based [fact sheets](#), [charts](#), and funding tables on its [website](#). For a full copy of the Budget Book, please e-mail Sarah Abernathy at abernathy@cef.org.