



Budget Response

Fiscal Year
2010



COMMITTEE FOR EDUCATION FUNDING

Celebrating 40 Years
1969 - 2009

WASHINGTON
OPINION

122 C Street, NW ♦ Suite 280 ♦ Washington, DC 20001
(202) 383-0083 ♦ www.cef.org

About the Committee for Education Funding

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

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

The Committee for Education Funding maintains a 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:

Managing Editor

Myrna Mandlawitz, School Social Work Association of America

Section Editors

Part I: Elementary and Secondary Education –

Mark Ames, National Association of Secondary School Principals

Nicholas Spina, American Federation of School Administrators

Part II: Education, Careers, and Lifelong Learning –

Jamie Baxter, Association for Career and Technical Education

Part III: Higher Education –

Jon Fansmith, American Council on Education

Part IV: Educational Research and Statistics –

Gerald Sroufe, American Educational Research Association

Part V: Education Related Programs –

Myrna Mandlawitz, School Social Work Association of America

Charts and Graphs –

John Laughner, Committee for Education Funding

Committee for Education Funding Staff –

Edward Kealy, Executive Director

John Laughner, Legislative/Communications Manager

Sarah Van Auken, Membership and Events Manager

Funding details by program may be viewed through the Department of Education at:

<http://www.ed.gov/about/overview/budget/tables.html?src=rt>. Additional copies of this document may be downloaded at www.cef.org.

Position Statement of the Committee for Education Funding on the President's FY2010 Budget Request

Charts and Graphs.....

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

Title I – Grants to School Districts.....	
School Improvement Grants.....	
Reading First and Early Reading First.....	
Even Start.....	
Improving Literacy Through School Libraries.....	
Striving Readers.....	
Dropout Prevention.....	
Improving Teacher Quality.....	
School Leadership.....	
Mathematics and Science Partnerships.....	
Troops-to-Teachers.....	
Enhancing Education Through Technology.....	
Ready to Learn.....	
Safe and Drug-Free Schools and Communities.....	
21st Century Community Learning Centers.....	
State Grants for Innovative Programs.....	
Charter Schools.....	
Magnet Schools Assistance Programs.....	
Elementary and Secondary School Counseling Programs...	
Smaller Learning Communities.....	
Gifted and Talented Grants.....	
Ready to Teach.....	
Arts in Education.....	
Parental Information and Resource Centers.....	
Grants for State Assessment and Enhanced	
Assessment Instruments.....	
Rural Education Achievement Program.....	
Impact Aid.....	
IDEA State Grants.....	
IDEA Preschool Programs.....	
IDEA Infants and Toddlers.....	
IDEA National Programs.....	
Comprehensive Centers.....	
High School Equivalency and College Assistance	
Migrant Program.....	
School Renovation and Modernization.....	
Advanced Placement.....	
Transition to Teaching.....	
Language Acquisition Grants.....	

PART II: Education, Careers, and Lifelong Learning

Career and Technical Education Act (Perkins Act).....	
Tech Prep Education.....	
Adult Education and Family Literacy.....	
The National Institute for Literacy.....	
Library Services and Technology Act.....	

PART III: The Gateway to Opportunity – Higher Education

Federal Pell Grant Program.....	27
i. Federal Supplemental Educational Opportunity Grant	
Program.....	27
Federal Work-Study Program.....	28
Federal Perkins Loan Program.....	28
1 Leveraging Educational Assistance Partnerships.....	29
2 Federal TRIO Programs.....	29
3 Gaining Early Awareness and Readiness for	
Undergraduate Programs (GEAR UP).....	30
4 Federal Family Education Loan Program (FFEL).....	30
4 William D. Ford Federal Direct Loan Program.....	30
5 Student Aid Program Management.....	31
5 Child Care Access Means Parents in School.....	31
6 Teacher Quality Partnership Grants.....	32
7 Preparing Teachers for Digital Age Learners.....	32
7 Title III and Title V: Institutional Aid.....	33
8 Teacher Education Assistance for College and Higher	
Education Grant Program (TEACH).....	33
9 International Education Programs.....	34
9 Graduate Education.....	35
10 Quality Higher Education for Students with	
Disabilities.....	35
10 Academic Competitiveness/SMART Grants.....	35
11 Teachers for a Competitive Tomorrow: Baccalaureate	
and Master's STEM and Foreign Language	
Teacher Training.....	36

PART IV: Forging Success – Educational Research, Statistics, and Improvement

Institute of Education Sciences.....	37
15 Regional Education Labs.....	37
15 Education Research, Development, and	
Dissemination.....	38
17 National Center for Education Statistics.....	38
18 National Assessment of Education Progress.....	39
18 Research in Special Education/Special Education	
Studies and Evaluation.....	39
20 Statewide Data Systems.....	40

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

21 Head Start.....	41
22 Child Nutrition Programs.....	41
23 Medicaid: Early and Periodic Screening, Diagnosis	
Treatment Programs.....	42
Children's Health Insurance Program (CHIP).....	42
Child Care and Development Fund.....	43
Corporation for Public Broadcasting.....	44

Program Terminations.....	45
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EXECUTIVE COMMITTEE

Deborah Rigsby, President
National School Boards Association

Jon Fansmith,
Vice-President
American Council on Education

Abigail Evans,
Treasurer
National Association of Elementary
School Principals

Hilary Goldmann,
Past President
International Society for Technology
in Education

Mark Ames
National Association of Secondary
School Principals

Jamie Baxter
Association for Career and Technical
Education

Stephanie Giesecke
National Association of Independent
Colleges and Universities

Earl Hadley
American Federation of Teachers

Kimberly Jones
Council for Opportunity in Education

Mary Kusler
American Association of School
Administrators

Cyndy Littlefield
Association of Jesuit Colleges and
Universities

Myrna Mandlawitz
School Social Work Association of
America

Marc Egan
National Education Association

John Forkenbrock
National Association of Federally
Impacted Schools

Neil Snyder
American Speech-Language-Hearing
Association

Gerald Sroufe
American Educational Research
Association

Edward Kealy,
Executive Director
Committee for Education Funding



COMMITTEE FOR EDUCATION FUNDING

Celebrating 40 Years
1969 – 2009

The Committee for Education Funding (CEF), the nation's largest nonpartisan education coalition of 80 organizations reflecting the broad spectrum of the education community, recognizes the strong and unprecedented commitment to education made by President Obama and Congress in the American Recovery and Reinvestment Act. However, CEF is greatly concerned about the president's FY 2010 budget request which level funds and cuts education funding for millions of students in nearly 100 vital federal programs when the costs of inflation and enrollment growth are taken into account.

While it proposes important initiatives in several areas such as early childhood and middle and secondary school education, as well as higher education, the president's first full budget must do more to prevent students and schools from falling down the steep "funding cliffs" resulting from the withdrawal of nearly \$100 billion in federal education funding over the next several years.

The budget freeze on funding means the costs of inflation and enrollment growth will harm most education programs like the Perkins Career and Technical Education Act, TRIO, and GEAR UP, among others. The budget also erodes the resources for the education of the disadvantaged under Title I and continues the unfortunate trend of failing to provide the promised funds for the Individuals with Disabilities Education Act or even propose a timeline for full funding.

The president's budget does propose additional investments in school improvement grants (\$970 million), early childhood grants (\$500 million), an early learning challenge fund (\$300 million), an expanded Striving Readers middle and high school program (\$335 million), the Teacher Incentive Fund (\$420 million) and a college access and completion fund (\$500 million). Of special note in the president's budget is his proposal to make the Pell grant program an appropriated entitlement rather than a discretionary program subject to the annual congressional appropriation process. The budget would increase the maximum grant award by \$200 to \$5,550.

The Obama budget also would increase funding for a number of smaller initiatives including adult education and literacy (\$74 million), Early Reading First (\$50 million), a new high school graduation initiative (\$50 million), charter school grants (\$52 million), educational research (\$57 million), and school leadership (\$10 million).

The president's budget offsets his new spending with twelve program eliminations (\$551 million) and other cuts including Safe and Drug Free Schools state grants (\$295 million), Educational Technology state grants (\$170 million), the Fund for the Improvement of Education (\$49 million), the Fund for the Improvement of Postsecondary Education (\$86 million), Even Start (\$66 million), and gifted and talented education (\$7.5 million).

CEF urges Congress not to make cuts to education as proposed in the president's budget and provide the necessary additional investments required for the success of America's students. When our students succeed, our nation succeeds!

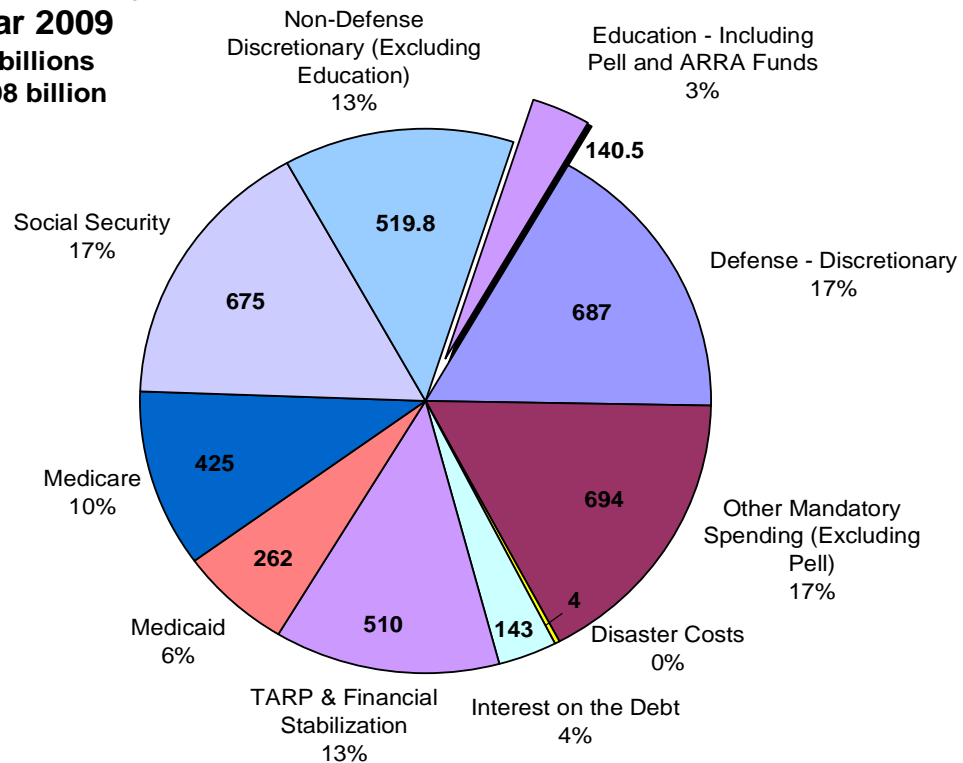
***For additional information or comments, please contact Edward R. Kealy, Ph.D.
Executive Director, Committee for Education Funding, (202) 383-0083,
ekealy@cef.org***

Federal Budget Outlays

Fiscal Year 2009

(Outlays in billions
Total = \$3,998 billion)

Data Source: Office
of Management and
Budget (OMB) and
Department of
Education

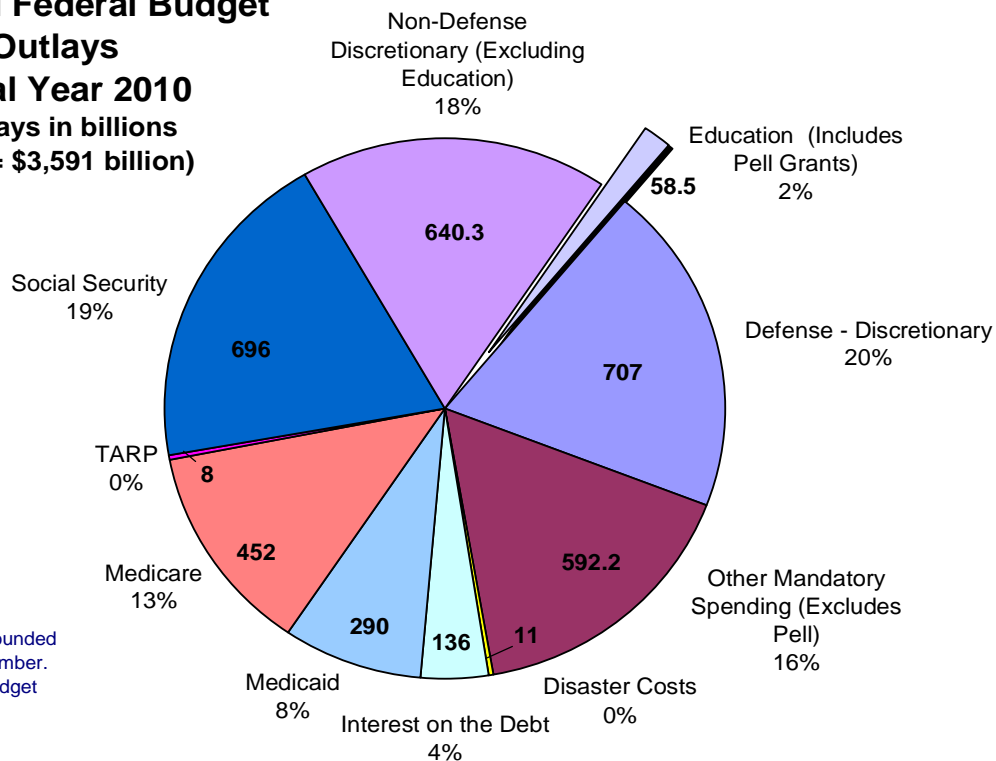


Proposed Federal Budget Outlays

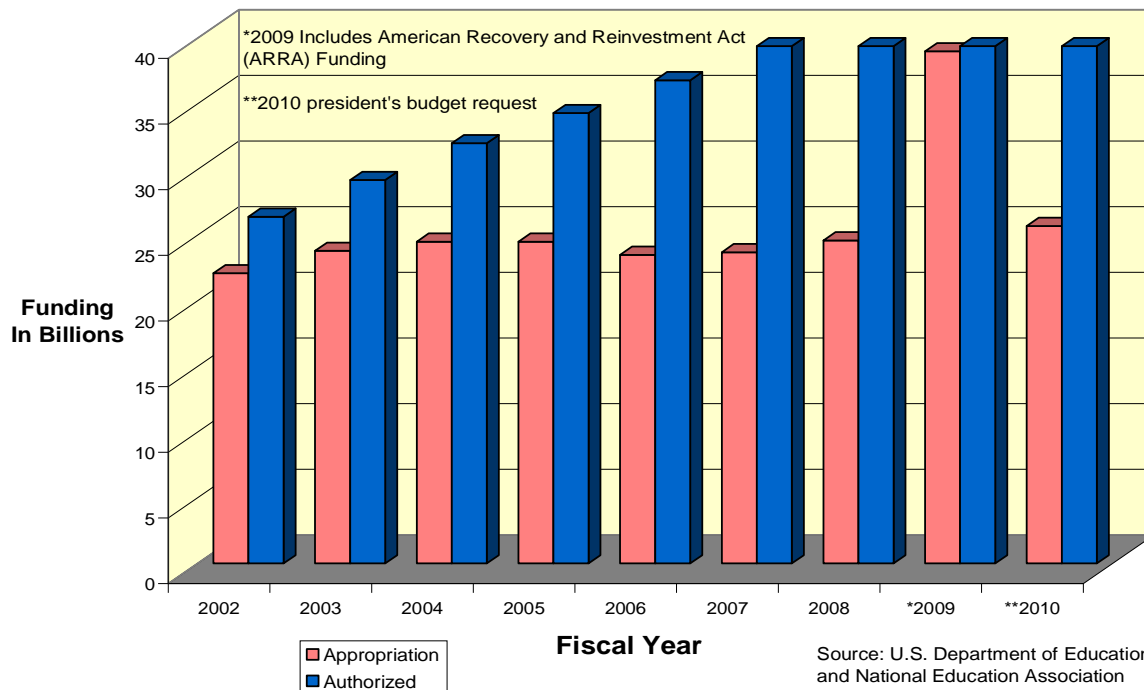
Fiscal Year 2010

(Outlays in billions
Total = \$3,591 billion)

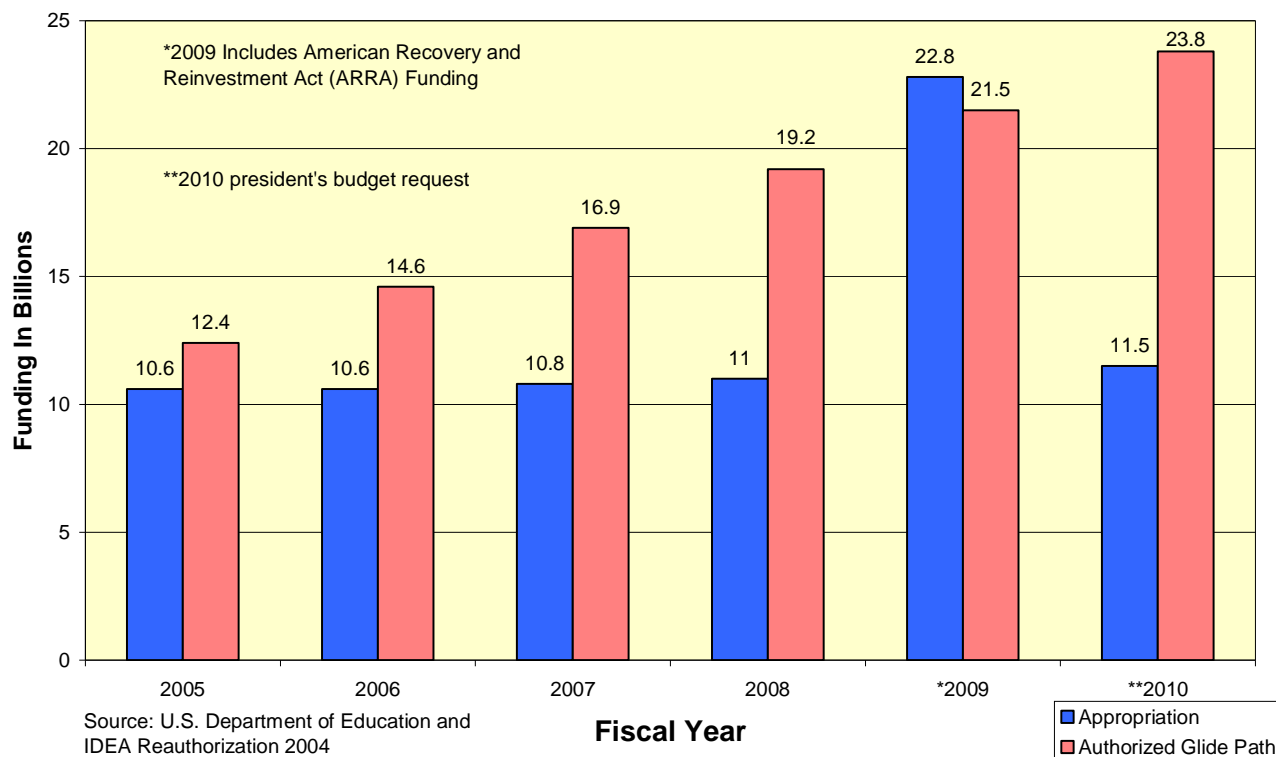
Note: Percentage rounded to nearest whole number. President's 2010 budget makes Pell grants mandatory



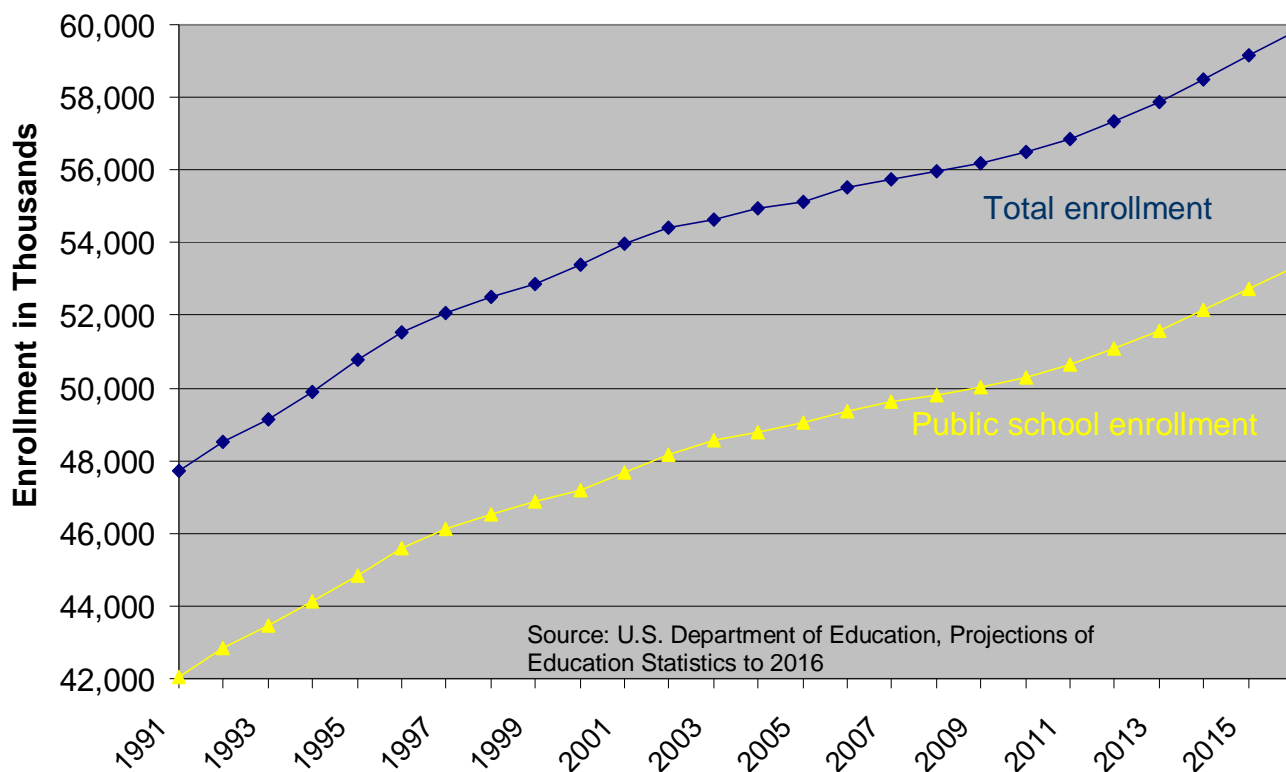
No Child Left Behind (NCLB) Funding Gap and History (Cumulative Shortfall \$99 billion)



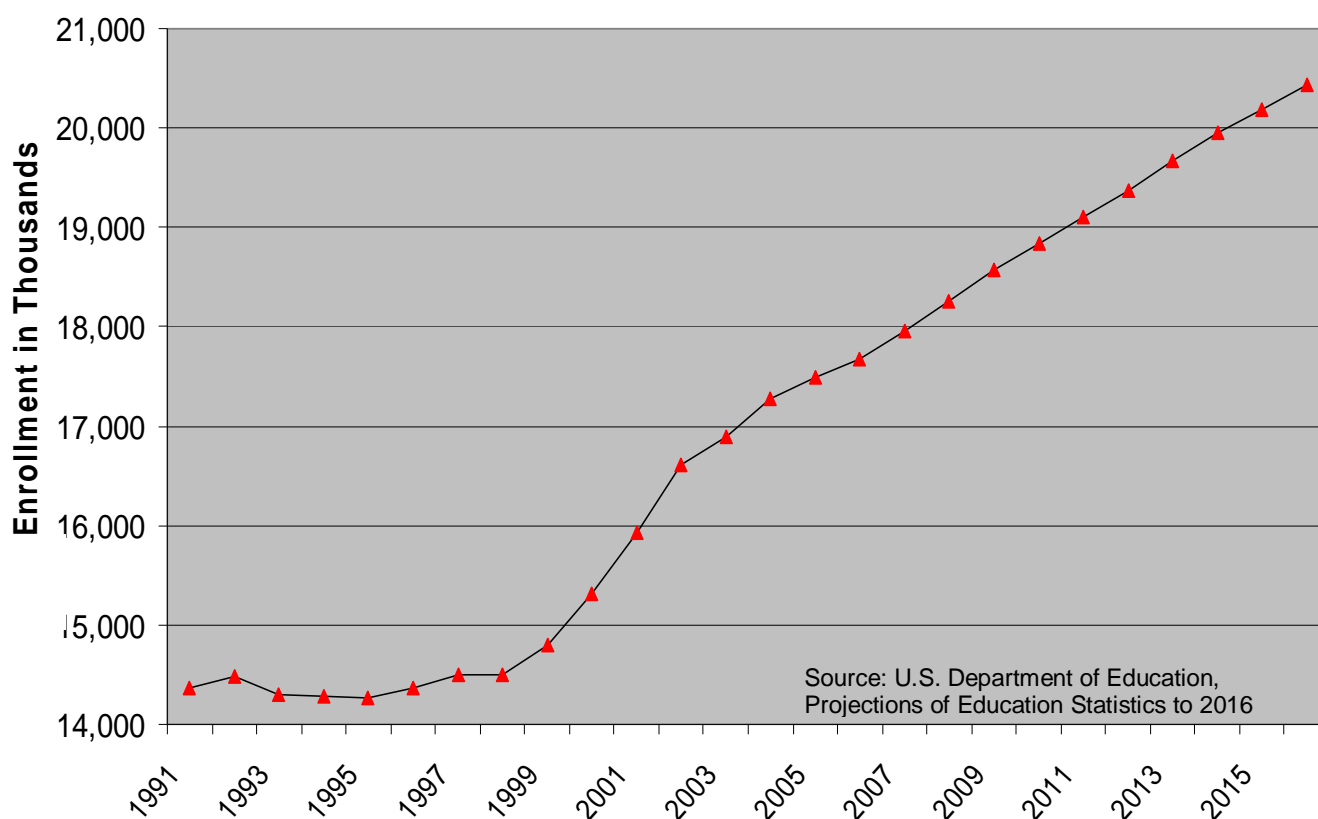
Federal Government's Commitment to Special Education and "Glide Path" to Full Funding of IDEA



K-12 Enrollment at Record Levels



Higher Education Enrollments are Rising



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

Title I – Grants to School Districts

Elementary & Secondary Education Act (NCLB)

The Hillsborough County Public Schools (Florida) operate Title I programs in 127 schools with an average poverty level of 82 percent. Funds are used primarily to hire additional highly qualified teachers to provide intensive instructional support to students who are struggling academically. Content coaches provide on-site mentoring and professional development to teachers to ensure a high level of instruction in all classrooms. Early childhood diagnosticians and intervention specialists work with teachers and students to provide effective interventions and strategies for students lacking readiness skills. Teacher recruitment and performance incentives are also provided in the highest poverty schools. Student services personnel and Parent Resource Centers assist in meeting the social, emotional, and family needs of students. Enrichment activities are offered both after school and during the summer. The school district is a national pilot site for supplemental educational services (SES), serving 7,355 students through the district's program and through private SES providers. 18,000 students exercise the choice to attend other public schools in Hillsborough County with 803 of those students using the NCLB choice option. Over the past three years, nearly half of the Title I schools in "improvement" status have made adequate yearly 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 subgroups of students. Title I funding is allocated primarily by formula grants to the states, and, in turn, to school districts based on the number of low-income children and 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.

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 2008	FY 2009	FY 2010 President's Request
Grants to School Districts			
Basic Grants*	\$ 6,597.95	\$ 6,597.95	\$ 5,097.95
Concentration Grants*	\$ 1,365.03	\$ 1,365.03	\$ 1,365.03
Targeted Grants*	\$ 2,967.95	\$ 3,264.71	\$ 3,264.71
Education Finance Incentive Grants*	\$ 2,967.95	\$ 3,264.71	\$ 3,264.71
Grants to School Districts Subtotal	\$13,898.88	\$14,492.40	\$12,992.40
Early Childhood Grants	\$ ---	\$ ---	\$ 500.00
Even Start	\$ 66.45	\$ 66.45	\$ 0.00
Migrants	\$ 379.77	\$ 394.77	\$ 394.77
Neglected/Delinquent/A t Risk	\$ 48.93	\$ 50.43	\$ 50.43

Evaluation	\$ 9.17	\$ 9.17	\$ 9.17
High School Graduation Initiative	\$ ---	\$ ---	\$ 50.00
State School Improvement	\$ 491.27	\$ 545.63	\$ 1,545.63
Totals	\$14,894.47	\$15,558.85	\$15,542.40

* Reflects program levels rather than budget authority, since a portion of the appropriation becomes available October 1. Table does not include FY09 stimulus funds.

Impact of President's Budget

Funding for the ESEA Title I program is basically frozen in the president's FY 2010 budget with some programs being significantly cut, in order to fund the president's new priorities. An unprecedented 10.4 percent cut in Title I Grants to School Districts is proposed through reduction in the universal Basic Grant allocation. The \$1.5 billion cut in Title I LEA Grants for school year 2010-11 would require school districts to reduce Title I services below the FY 2009 level by some 10 percent plus inflation. Such a major reduction in Title I formula grant funding is tantamount to eliminating over 5,000 schools from the Title I program. The Department of Education states, as justification for the \$1.5 billion cut in LEA formula grant allocations, that half of the \$10 billion Title I "stimulus" funds will be available for school year 2010-11. Under this rationale, 30 percent of local Title I stimulus funds already designated by school districts for additional education reform and job creation would have to be tabled [30 percent of half of \$10 billion equals a \$1.5 billion reduction], in order simply to maintain the regular Title I service levels from school year 2009-10. The president's proposal redirects this \$1.5 billion into a \$1 billion increase in discretionary State School Improvement Grants, and a new \$500 million Title I Early Childhood Grant program of State matching grants for local "Title I stimulus funds" spent on early childhood programs. Therefore, School Improvement funds are requested separately at \$1.545 billion and at \$520 million from the 4 percent Title I set-aside for FY 2010, in addition to the \$3.4 billion already provided through the stimulus package. Concurrently, the Title I Migrant program and the Neglected and Delinquent program would be frozen, and the Even Start Program would be terminated. A new \$50 million High School Graduation Program is proposed.

Program Need

After two years of appropriations increases which assisted the nation's 15,000-plus school districts to catch up for previous freezes or cuts to their Title I formula grant allocations, the president's FY 2010 budget would reduce the Title I baseline for school district grants by \$1.5 billion below the prior year services level. The 20 percent expenditure requirements for student transfers and after-school Supplemental Education Services (SES) would be maintained, thus requiring cut backs in the number of participating Title I schools or in instructional and support services for students during the regular school day. The requirements for Title I student performance and the qualifications for teachers and paraprofessionals have increased in every state and school district in the nation. Over 12,737 Title I schools are now subject to statutory improvement mandates, of which 5,018 are required to restructure their governance or staffing. In addition, the economic recession is expected to add hundreds 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 \$34 billion.

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

School Improvement Grants

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

Description School Improvement Grants provide funds for states and districts to 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 that demonstrate the greatest need for the funds and the strongest commitment to ensuring the money is used to meet NCLB's goals.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$491.27	\$545.63	\$1,515.63

Impact of President's Budget

The president's proposal is a significant change in funding from FY 2009 and is a step in the right direction since it fulfills a promise of the No Child Left Behind Act to support schools and districts in their efforts to improve education for all children. The funds recommended by the president will help

support critical school improvement activities, such as teacher training, tutoring programs, and curriculum upgrades.

Program Need Congress should continue the upward trend of investment in this account by allocating at least \$600 million for School Improvement Grants. These resources are necessary to serve the growing number of schools and districts that need help raising student achievement and closing achievement gaps. Additional funds for the School Improvement Grants have increased capacity for school improvement at both the state and local level.

Contact Information Abigail Rogers • Council of Chief State School Officers • 202/336-7073 • abigailr@ccsso.org

Reading First and Early Reading First

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

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
Reading First State Grants	\$393.01	\$ 0.00	\$0.00
Early Reading First	\$112.55	\$112.55	\$162.55
Total	\$112.55	\$ 112.55	\$162.55

Impact of President's Budget The president's budget essentially ends the Reading First program as it existed under the previous Administration. The program had been plagued by scandals regarding conflicts of interest impacting the selection of approved reading curricula. The president's budget provides a \$50 million increase for the Early Reading First program, which would fund an additional 52 grants for early literacy programs. The president would also increase funds for the Striving Readers program.

Program Need Funding for the Reading First program was zeroed out in the current fiscal year. Federal assistance to increase literacy will now be targeted to proven programs such as Striving Readers.

Contact Information Carrie Lewis • National Education Association • clewis@nea.org

Even Start

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

Description The purpose of the Even Start Family Literacy program is to help break the cycle of poverty and illiteracy by improving the educational opportunities for 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 2008	FY 2009	FY 2010 President's Request
	\$66.45	\$66.50	\$0.00

Impact of President's Budget President Obama has proposed eliminating Even Start, citing a flawed evaluation that calls into question the program's effectiveness. State-level outcomes, however, report that participants, including English language learners, are outperforming non-participants in state reading assessments. Eliminating this program will leave 58,844 participants (24,711 parents & 34,133 children), including some of the nation's neediest children and families, without vital literacy or parenting services. 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 Restoring funding to \$225 million (FY 2005 level) would restore services to 20,000 children and families and would be the minimum level at which high-quality and effective services could be sustained.

Contact Information Lynn Selmser • National Coalition for Literacy • lcselmser@cox.net

Improving Literacy Through School Libraries

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

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.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$19.15	\$19.15	\$19.15

Impact of President's Budget When inflation is taken into account, the freeze in funding will leave less money for our most severely distressed communities to upgrade substandard library collections, to contribute to improved student achievement, and for professional development. School library media centers spend an average of \$8.50 per child for books – less than half the average cost of one hardcover school library book. In addition, the average national ratio of library media teachers to students is now only 1:856 students, leaving less ability for direct connections between media teachers and students.

Program Need When funding is less than \$100 million in a fiscal year, competitive grants are awarded to eligible school districts. Under the current distribution, nine states have never received a grant. When funds are equal to or more than \$100 million, the program will be distributed as formula grants to all states.

Contact Information Melanie Anderson • American Library Association • 202/628-8410 • manderson@alawash.org

Striving Readers

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

In 2007, Chicago Public Schools (CPS), District #299 was awarded a Striving Readers grant to continue a project aimed at transforming teaching and learning through after-school intensive reading interventions in 32 middle schools serving grades 6-8. CPS works with National Louis University to provide comprehensive professional development to enhance reading instruction and literacy across content areas. This grant enables CPS to impact 248 classrooms and 3,500 students, including 1,700 who are reading below grade level.

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$35.37	\$35.37	\$370.37

Impact of President's Budget The current funding level for the Striving Readers program supports grants in only eight school districts. This amount (approximately 13 cents per child) is not nearly enough to address the more than 8 million children in grades 4-12 who are unable to read and write at grade level. This year's budget includes a \$35 million increase for Adolescent Literacy Grants, which would fund up to 87 competitive awards. The president's request also includes \$300 million for a new Early Literacy Grants demonstration program that would allow up to 70 new grants for districts to test a variety of strategies designed to improve student's reading comprehension in the elementary grades through the use of programs that are grounded in scientifically based reading research.

Program Need In order to meet the literacy needs of America's struggling readers and expand literacy instruction across the curriculum and throughout the elementary, middle level, and high school years, \$850 million is needed for Adolescent Literacy Grants, and \$1 billion is needed for the new Early Literacy Grants programs.

Contact Information Mark Ames • National Association of Secondary School Principals • 703/860-7338 • amesm@principals.org

Dropout Prevention

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

The Texas Educational Agency received a grant for its Dropout Prevention and Reentry Program. This program's major objectives include: 1) expanding personal graduation plans by replicating comprehensive models; 2) increasing partnerships between high schools and other organizations to leverage dropout prevention and reentry resources; 3) developing statewide capacity for implementing specific intervention strategies; and 4) evaluating the effectiveness of the dropout prevention program and informing state policy. Offering a comprehensive set of support services through partnerships with government and community will allow schools to more effectively address both the academic and social pressures shown to influence dropping out.

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$0.00	\$0.00	\$0.00

Impact of President's Budget The president's budget has proposed eliminating funding for the Dropout Prevention program. However, the Administration has allocated \$50 million to the proposed High School Graduation Initiative* in the FY 2010 budget request. While the previous Administration claimed that school districts could use their Title I funds to support dropout prevention and reentry, the reality is that any proposed increases for Title I would be targeted for expanding NCLB assessments into two additional high school grades. By targeting specific funds to dropout prevention and retention, schools would be better able to provide critical services and interventions to help students remain in school and assist students to reenter school after they have dropped out before completing their secondary education, without having to further stretch their Title I funds.

** The High School Graduation Initiative awards \$50.00 million in grants to LEAs to reduce the number of students who drop out before completing secondary school and assist youth to reenter school after they have dropped out based upon proven strategies.*

Program Need The Dropout Prevention Program is the only federal program specifically targeted toward reducing the nation's dropout rate. According to the most recent reports, less than 70 percent of students graduate from high school, and this rate dips to below 50 percent for disadvantaged and minority students.

Contact Information Mark Ames • National Association of Secondary School Principals • 703/860-7338 • amesm@principals.org
Nick Spina • American Federation of School Administrators • 202/986-4209 • nspina@AFSAAdmin.org

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 2008	FY 2009	FY 2010 President's Request
	\$2,935.25	\$2,947.75	\$2,947.75

Impact of President's Budget For the FY10 budget year, the Administration has requested flat funding for Teacher Quality grants to states, the largest federal investment made toward strengthening teacher quality. Given current economic realities, this constitutes a cut that will limit valuable training opportunities for educators.

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 NCLB places increased emphasis on the preparation and performance of teachers. Without a significant funding increase for this program, educators will not have the tools to properly meet NCLB's goals.
Contact Information	Earl Hadley • American Federation of Teachers • 202/879-4452 • ehadley@aft.org Tina Dove • ASCD • 703/575-5641 • tdove@ascd.org

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.
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$14.47	\$19.22	\$29.22

Impact of President's Budget	The Department of Education last awarded 22 grants under the FY 2008 competition. The grants, which help to attract, instruct, mentor, and retain school leaders, provide much-needed assistance in 16 states. Nonetheless, there have been many more grant applications than could be funded, which attests to the strong interest in the program and the need for additional funds. The president's request includes an additional \$10 million to support and expand this program and to address the high demand. 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.
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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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Contact Information	Mark Ames • National Association of Secondary School Principals • 703/860-7241 • amesm@principals.org Abbie Evans • National Association of Elementary School Principals • 703/684-3345 • aevans@naesp.org Nick Spina • American Federation of School Administrators AFL-CIO • 202/986-4209 • nspina@AFSAadmin.org
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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 education agencies 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 2008 \$178.98	FY 2009 \$178.98	FY 2010 President's Request \$178.98
Impact of President's Budget	The growing shortage of highly qualified STEM educators presents a national crisis that the Administration and many policy makers have appeared anxious to address. The intense focus of Congress, the Administration and the business community 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. The lack of any new investment in this program is in sharp contrast to rhetoric from the past and current Administrations that improving STEM education is a top priority. This lack of new funding will intensify national concerns and aggravate fears about the consequences of stagnant or declining student achievement in these areas. Partnerships funded by this program provide important professional development and curriculum reforms to help schools improve the quality of STEM education.		
Program Need	Though recent NAEP scores show improvement in math and science achievement among 4th graders, those gains have not yet reached middle and high school students. The Math and Science Partnership program provides vital resources to states to fund partnerships that offer teachers the professional development opportunities they need to improve student achievement in these critical disciplines.		
Contact Information	Ellin Nolan • Washington Partners, LLC • 202/289-3900 • enolan@wpllc.net		

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 2008 \$14.39	FY 2009 \$14.39	FY 2010 President's Request \$14.39
Impact of President's Budget	Continued funding at the FY 2009 level will lead to significant erosion in the purchasing power of this program. With less than half the amount available six years ago, the federal government is backing away from its commitment to attract more qualified teachers to the profession. While the Administration acknowledges teacher quality as one of the most critical factors in K-12 student success, the vast majority of funds targeted toward teacher quality issues focus on professional development and classroom size reduction efforts. Programs such as Troops-to-Teachers, which support the preparation and recruitment of teachers, are severely underfunded.		
Program Need	Troops-to-Teachers allows eligible military personnel to start a teaching career in areas of the country where there is the most 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.		
Contact Information	Mary Harrill-McClellan • American Association of Colleges for Teacher Education • 202/293-2450x513 • mharrill@aacte.org		

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$267.49	\$269.00	\$100.00

Impact of President's Budget The president's FY 2010 request drastically cuts funding for the EETT program, falling far short of the targeted investments needed to ensure all students have modernized classrooms and technology-rich instruction to achieve educational innovation and improvement and to truly enable our nation's children to compete in the global economy. This cut stalls momentum, ignores demonstrated results and undermines the progress being made in our nation's classrooms through effective uses of technology to engage students, improve teacher quality and individualize instruction for all students.

Program Need This program must be restored to its FY 2002 funding level of \$700 million for FY 2010. 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.

Contact Information Hilary Goldmann • International Society for Technology in Education • 202/478-6131 • hgoldmann@iste.org

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 2 through 8 from low income families. Working in partnership with the best talent in children's programming and leading reading researchers, program grantees develop high-quality, scientifically-based content that can be used at home and in the classroom. Such children's classics as *Sesame Street* and *Clifford the Big Red Dog* have benefited from this program.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$23.83	\$25.52	\$25.00

Impact of President's Budget The president's request for Ready To Learn will help sustain the program's community engagement and partnership-driven work. However, with an increase in funding to \$32 million for FY 2010, Ready To Learn grantees would be able to expand partnerships with local public television stations, thereby reaching more low-income children in more parts of the country. Grantees would also be able to create more award-winning programming, such as *Sesame Street*, *SUPER WHY!* and *Between The Lions*, all of which have benefited from Ready To Learn's scientifically-based research.

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

Contact Information Rishi Hingoraney • Association of Public Television Stations • 202/654-4206 • rhingoraney@apts.org

Safe and Drug-Free Schools and Communities

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

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$513.39	\$514.99	\$283.60

Impact of President's Budget The president's budget proposed to continue to fund SDFSCA. However, the budget request would substantially alter the program by eliminating all funding for the state formula grant program, while increasing national programs funding. The overall impact 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. Additionally, the president's budget proposes to eliminate the Mentoring program (funded at \$47.26 in FY 2009). If the president's proposal is adopted, one of the few federal funding sources for mental health services and prevention activities that improve school climate would be eliminated.

Program Need While schools annually pay billions of dollars to address the results of substance abuse, school violence and unaddressed mental health needs through local and state funding, the SDFSCA represent 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 SDFSCA must be increased to no less than \$716 million.

Contact Information Eric Matsen • Gay, Lesbian, and Straight Education Network • 202/347-7780 • ematsen@glsen.org

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 in the downtown district 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 for 21st Century Community Learning Centers enables us to provide students in high-poverty areas with 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 program provides grants to local communities for after school programs that serve students attending high-poverty, low-performing schools. Services include academic enrichment activities that can help students meet state and local achievement standards. 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 2008	FY 2009	FY 2010 President's Request
	\$1,081.17	\$1,131.17	\$1,131.17

Impact of President's Budget Unfortunately, the president has proposed a freeze in funding for this program. The president's proposed funding level is less than half the \$2.5 billion authorized by the No Child Left Behind Act, which itself is just a fraction of what is needed to make after school programs available to all children who need them.

Program Need More than 14 million young people are on their own after school hours. 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.

Contact Information Phillip Lovell • First Focus • 703/533-3862 • phillipl@firstfocus.net

State Grants for Innovative Programs

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

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$0.00	\$0.00	\$0.00

Impact of President's Budget The proposed elimination of the Title V program again in FY 2010 would remove an important element of flexibility in No Child Left Behind. States, districts, and schools have used Title V money to address the leadership, infrastructure, school improvement, and instructional needs of a school or district that cannot be met through other titles in NCLB. The flexibility provided by Title V is particularly important in rural areas.

Program Need With the loss of Title V funding beginning in FY 2008, states, districts, and schools have struggled to fund programs that improve academic achievement, provide high quality professional development, reduce class-size, implement dropout prevention strategies, and meet other special needs. With lower revenues in states and local governments, Title V funds are critical to continue highly effective programs. Title V funds should be restored to the FY 2004 level of \$296 million since this program serves the unique purpose of offering flexible funding for public and private school systems to address local priorities within the framework of NCLB.

Charter Schools

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

Description Charter schools are publicly funded, nonsectarian public schools that operate free of many of the regulations and accountability measures placed on traditional public schools. Charter schools provide additional educational options to parents and allow for greater innovation in educational programs. Charter schools can be a part of the local school district or treated as a separate district.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$211.03	\$216.03	\$268.03

Impact of President's Budget The president's budget proposal calls for a \$52 million increase in funding.

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.

Contact Information Earl Hadley • American Federation of Teachers • 202/879-4452 • ehadley@aft.org

Magnet Schools Assistance Program

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

Over the past several years, the U.S. Department of Education has featured exemplary programs in its publications. These programs focus on themes such as leadership, fine arts, math and science, engineering, language immersion, technology, architecture, advanced academics, and global understanding. These schools truly reflect "Innovations in Education." Magnet Schools provide families with viable choices and more freedom to make decisions about high academic and high quality theme-based programs for their children.

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 systemic reforms in academic and career-related to increase student achievement; and (3) implement theme-based, high-quality programs.		
Funding History (in millions)	FY 2008 \$104.83	FY 2009 \$104.83	FY 2010 President's Request \$104.83
Impact of President's Budget	The president's FY 2010 budget for MSAP freezes funding at \$104.83 million. These funds will support approximately 40 MSAP grantees. The awards go to local school districts to operate magnet schools as part of a court-ordered/court approved or voluntary desegregation plan to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools. The programs provide a distinct educational, theme-based program that attracts a diverse student population. The president's request, however, continues the cut from FY 2007 (\$106.69 million), which represented a freeze in funding from FY 2006. With continued annual funding freezes and the impact of rescissions, funding for the MSAP has steadily decreased. This reduction in funds significantly impacts the number of available grants, and, in turn, the number of students these programs impact. Given the popularity and growth of magnet programs in our nation, level funding impedes the academic progress and diversity benefits that may be achieved via MSAP for a significant number of districts.		
Program Need	An increase of \$75 million is requested as program funding has not met the continued demand for participation in the MSAP. The current grant cycle (2007-2010) provides funds to only 41 school districts in 17 states; a reduction in the number of grants of almost 20 percent below the previous funding cycle. An additional \$75 million would provide funds for approximately 30 more school districts.		
Contact Information	Dr. Robert Brooks • Magnet Schools of America • 202/824-0672 • executive.director@magnet.edu . Tim Brown • Magnet Schools of America • communications@magnet.edu • 202/824-0672 Julie Wright Halbert, Esq. • Magnet Schools of America • 717/671-1840 • jbhalbert@comcast.net Jeff Simmering • Council of Great City Schools • 202/393-2427 • jsimmering@cgcgs.org		

Elementary and Secondary School Counseling Program

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

The Long Beach, California school district received an ESSCP grant – "Community Connections" or C-squared. They hired one school social worker, one school counselor, and one school psychologist. The staff worked with over 150 students annually doing individual and, group work utilizing Brief, Solution-Focused Counseling techniques. Staff also did home visits, referred families to community resources, and presented six annual parent workshops and teacher training at each grant site. Teachers also co-trained alongside the counseling professionals on solution-focused counseling.

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 (in millions)	FY 2008 \$34.65	FY 2009 \$52.00	FY 2010 President's Request \$52.00
Impact of President's Budget	As part of the No Child Left Behind Act, Congress expanded the Elementary School Counseling Program to include secondary school activities. For the first time in FY 2008, funding finally exceeded the program's statutory funding trigger of \$40 million, now allowing secondary schools to benefit from the program. With one in five students experiencing some mental health or emotional challenge, freezing this program just as the program has begun to grow will decrease the chances that students have the opportunity to benefit from the services of trained school-employed mental health professionals.		

Program Need	For the first time, funding for the ESSCP FY 2008 met and exceeded the statutory funding trigger. This program is critical to middle and high school reform efforts. Therefore, Congress must continue to increase funding, so that more secondary students may benefit from counseling services that will support them to graduate and become productive citizens. Providing \$100 million will allow funding for secondary schools at a similar level as for elementary schools.
Contact Information	Myrna Mandlawitz • School Social Work Association of America • 202/686-1637 • mandlawitz@verizon.net

Smaller Learning Communities

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

In 2008, the Hawaii Department of Education received a grant to provide an advisor or advocate to every student in Campbell, Kaimuki, Kauai, Roosevelt, Waiakea, and Waipahu High Schools through the implementation of smaller learning community advisories and career academy mentors. Teachers receive comprehensive professional development to support instructional strategies in pre-Advanced Placement (AP) and AP courses. Students receive help to graduate ready for enrollment in postsecondary education through the CRASH (College Readiness and Academic Success Hawaii) program, which supports students and parents.

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.”
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Funding History (in millions)	FY 2008 \$80.10	FY 2009 \$88.00	FY 2010 President's Request \$88.00
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Impact of President's Budget	While the president's budget has proposed a funding freeze for the Smaller Learning Communities program, this request would support 55 continuation and 7 new awards that would support a total of 174 high schools.
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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, the National Association of Secondary School Principals 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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Contact Information	Mark Ames • National Assoc. of Secondary School Principals • 703/860-7338 • amesm@principals.org
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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
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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 need in our nation's education system.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$7.46	\$7.46	\$0.00

Impact of President's Budget The Javits program is the only federal initiative targeted specifically to gifted and talented students. Funds are prioritized to projects that enhance understanding of the most effective ways to educate gifted students who are economically disadvantaged, have limited English proficiency, or who have disabilities. 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 new goal that Congress added in 2002. This goal – to help states expand their capacity to provide services that gifted students, especially those from disadvantaged backgrounds, need to realize their full potential – has not yet been accomplished because of the Act's limited funding. While a significant increase in funding will be necessary to fully realize this goal, \$20 million would allow between 10 and 15 states to implement innovative approaches each year, based on their specific needs, which will make a difference for these learners.

Contact Information Kim Hymes • The Council for Exceptional Children • 703/264-9441 • kimh@cec.sped.org

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, an online professional development resource for teachers nationwide, 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 100,000 teachers nationwide. The program helps teachers meet the "highly qualified teacher" requirement under NCLB.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$10.70	\$10.70	\$0.00

Impact of President's Budget The president's proposal to eliminate funding for Ready To Teach 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 year's worth of additional learning with their students in a single academic year 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 2010.

Program Need	Congress should approve an increase in Ready to Teach funding to expand Public Television's ability to serve America's teachers through innovative, online professional development and cutting-edge digital learning tools for the classroom. Current grantees are providing a wide array of resources, including a math intervention program targeting limited English proficient students.
Contact Information	Rishi Hingoraney • Association of Public Television Stations • 202/654-4206 • rhingoraney@apts.org

Arts in Education

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

Description	The Arts in Education program authorizes noncompetitive awards to strengthen arts programs and integrate them into core elementary and middle school curricula. Funds may also be used to implement high quality professional development model programs for music, dance, drama, and visual arts educators. The program also authorizes noncompetitive awards to VSAarts, whose programs encourage the involvement of, and foster greater awareness of, the need for arts programs for persons with disabilities. The John F. Kennedy Center for the Performing Arts also receives funds under the program for arts education for children and youth.		
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$37.53	\$38.16	\$38.16

Impact of President's Budget	The arts are designated as a "core academic subject" in the No Child Left Behind Act, requiring schools to enable all students to achieve in the arts and to reap the full benefits of a comprehensive arts education. In spite of this federal direction, access to arts education is eroding. A report from the Center for Education Policy concludes that, since the enactment of NCLB, instructional time for art and music has been reduced by 22 percent. At the same time parents, employers, and civic leaders are demanding educational enhancements to allow students to receive a comprehensive education. These demands cannot be met without comprehensive arts education in our nation's schools.
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Program Need	Through an appropriation of \$53 million for FY 2010, 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.
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Contact Information	Abbie Evans • National Association of Elementary School Principals • 703/518-6268 • aevans@naesp.org
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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. These statewide centers provide parents, organizations, schools, school districts, and state educational 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 57 PIRCs in all 50 states and many U.S. territories and outlying areas.		
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$38.97	\$39.25	\$39.25

Impact of President's Budget	PIRC funding is the only source of federal funding intended exclusively to help schools and communities meet the requirements of parent involvement mandated by the No Child Left Behind Act (NCLB). More than 35 years of research has proven that when parents are involved in their child's education, student achievement increases. Therefore, parent involvement was included as a key component of NCLB, with more than 650 citations to parents in the law.
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Program Need	The PIRC program has recently undergone a substantial reorganization at the Department of Education, expanding the role of PIRCs to act as state-wide centers for leadership, technical support, and financial support for parent involvement. A substantial increase in funding to \$86 million for FY 2010 is needed to effectively implement the expanded and critical role PIRCs play.
Contact Information	Joy Langley • National Council for Community and Education Partnerships • 202-530-1135 • joy_langley@edpartnerships.org

Grants for State Assessment and Enhanced Assessment Instruments

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

Description	School Improvement Grants provide funds for states and districts to assist low-performing districts and schools “identified for improvement” under the No Child Left Behind Act. 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.
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$408.73	\$410.73	\$410.73

Impact of President's Budget	This level of funding is inadequate to cover the costs of developing and administering high-quality assessments aligned with state standards. We must invest in robust assessment systems, including tests for English Language Learners and students with disabilities that reflect the true learning of every student.
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Program Need	A minimum of \$500 million is necessary so states can implement the additional, costly assessments required by NCLB. In past years, appropriation levels for this program have reached only a fraction of what is needed to meet the multiple and complicated new NCLB testing requirements.
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Contact Information	Abigail Rogers • Council of Chief State School Officers • 202/336-7073 • Abigailr@ccsso.org
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Rural Education Achievement Program

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

The Rural School Achievement Program (REAP) has given the Plainville Unified School District 270, with 343 students, in Plainville, KS, the opportunity to modernize technology and software systems. Recently, they were able to use the money to split a lower elementary grade into two classes. Classes in small rural school districts are impacted when you get two or three new students in a grade and the state revenue generated is not sufficient to hire an additional teacher. This grant has provided them with some of the tools necessary to meet their district's increasing demands.

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. It is designed to assist rural school districts in raising student achievement where circumstances such as location, poverty and small student enrollment might adversely affect the overall operation of a district.
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$171.85	\$173.38	\$173.38

Impact of President's Budget	The president proposes to freeze funding for REAP at \$173.4 million, short of the \$300 million authorized level. A freeze in funding fails to keep pace with the increasing demand in this program. As the Administration shifts away from formula grant programs to competitive grants, districts are eligible for more REAP dollars. This puts a greater strain on the limited REAP funds. Rural districts need additional funding to help overcome geographic issues impacting their ability to meet the requirements of the No Child Left Behind Act. Geographic isolation and small student populations often lead to higher costs for rural districts. Without additional funding, rural districts will not be able to expand course offerings through distance
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learning, offer expanded academic interventions to increase achievement, and provide incentives to recruit and retain high quality educators.

Program Need Funding REAP at an increase of \$77 million for a total of \$250 million will help rural school districts counter the proposed federal funding cuts and eliminations over the past five years in ESEA formula programs, including Education Technology and Safe and Drug Free Schools. Additional funding will also help offset the increasing costs of operating districts in geographically isolated areas and allow for the formula change to take place under the REAP Reauthorization Act.

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

Impact Aid

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

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
Basic Support and Federal Property	\$1,169.75	\$1,194.76	\$1,194.76
Facilities and Construction	\$ 22.37	\$ 22.37	\$ 22.37
Disability Payments	\$ 48.60	\$ 48.60	\$ 48.60
Total	\$1,265.71	\$1,265.73	\$1,265.73

Impact of President's Budget Like the previous Administration, the president's FY 2010 request would freeze all Impact Aid line items. Program needs for FY 2010 as proposed by NAFIS would cover cost increases of 5.9 percent as reflected in the Basic Support formulae use of national per pupil spending and certain regulatory changes governing the Federal Property Program, as well as new Federal Property applicants. The 5.9 percent increase continues an increase in the per pupil spending component used in the formula, i.e., FY 2008 – 4.7 percent; FY 2009 – 5.3 percent; and FY 2010 – 5.9 percent. While the Impact Aid community appreciates the \$100 million carve out for construction in the ARRA, needs continue. Many schools in Indian land districts are over 60 years old, and a number of military impacted districts face military dependent student growth, due to the Department of Defense force restructuring initiative. Despite a four-year near freeze in funding, Impact Aid payments to federally-connected school districts have remained fairly constant due to a drop in federally-connected students nationwide. This trend is set to change as force restructuring has the potential of adding up to 35,000-40,000 additional military dependent students to the program. Should this initiative begin in earnest in 2009-10, the proposed freeze for FY 2010 will result in a drop in Impact Aid payments to over 80 percent of federally-connected school districts. FY 2010 could be a year when funding levels per student begin to drop, should program funding levels not increase. NAFIS proposed funding targets account for the potential growth in program need as reflected in both per pupil expenditures, student growth, and the regulatory changes affecting the Federal Properties.

Program Need The cost to fully fund Section 8002 (Federal Properties) and Section 8003 (Basic Support) above current levels is estimated to be \$2.5 billion. As a program intended to compensate a school district for the loss of local property tax, Impact Aid becomes what otherwise would be the local contribution to a school district's budget. There is little ability for districts to make up these funds at the local level. To federally-connected districts in states with budget shortfalls and local revenue decreases due to the decline in home values, Impact Aid payments become even more important as a source of dollars to backfill revenue shortfalls from state and local sources.

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

IDEA State Grants

Individuals with Disabilities Education Act

Through an evaluation funded under the Individuals with Disabilities Education Act (IDEA), Natalie – a student in Minnesota – was able to avoid being placed in a separate school for children with mental retardation, and instead was determined to have a very high IQ, but with severe learning disabilities and attention deficit disorder. With accommodations made for Natalie’s disabilities, she graduated from high school, attended college, where she maintained a 3.9 grade point average, and now has a bright future as an engineer thanks to services provided through IDEA.

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 2008	FY 2009	FY 2010 President’s Request
	\$10,947.51	\$11,505.21	\$11,505.21

Impact of President’s Budget The Administration’s budget request for IDEA Part B grants falls far short of providing meaningful federal assistance to states in providing special education and related services for students with disabilities. While ARRA funds provide necessary and substantial assistance to states as they try to provide appropriate services to students with disabilities in a time of economic crisis, this money will only last two years. The president’s request for Part B fails to prevent students and schools from falling down steep “funding cliffs” after the withdrawal of more than \$11.3 billion dollars in federal funds. Furthermore, the Administration’s request ignores the incremental funding “glide path” included in IDEA 2004 as a means to attaining full federal funding of IDEA. Additionally, the Administration’s Part B budget request fails to provide appropriate funding to address programmatic increases due to inflation.

Program Need The cost of educating a student with disabilities is approximately twice that of a child without disabilities. Recognizing this fact, in 1975 Congress pledged to pay 40 percent of the national Average per Pupil Expenditure (APPE) for students in special education. Over the last three decades, the federal government has never fulfilled this commitment, leaving states and localities to bear the burden of paying the shortfall. To fulfill this promise, an additional \$5.2 billion is needed for FY 2010 to achieve the funding amount authorized on the path to meeting the congressional commitment.

Contact Information Deborah Ziegler • The Council for Exceptional Children • 703/264-9403 • debz@cec.sped.org
Nancy Reder • National Association of State Directors of Special Education • 703/519-3800, Ext. 334 • nancy.reder@nasdse.org
Amanda Lowe • National Association of State Directors of Special Education • 703/519-3800, Ext. 320 • amanda.lowe@nasdse.org

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 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 from the Infant and Toddler program (Part C) to school, and is an important part of state and community efforts for early intervention.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 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 level funding requests dating back to FY 2000, equating to a total of nearly \$20 million cut from this program. The Administration’s FY 2010 request would

provide an estimated \$503 per child, a 60 percent cut from the all-time high of \$803 per child in 1992.

Program Need	The amount available per child has decreased every year 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 of \$1,500 per child.
Contact Information	Deborah Ziegler • The Council for Exceptional Children • 703/264-9403 • debz@cec.sped.org Nancy Reder • National Association of State Directors of Special Education • 703/571-3800 • nancy.reder@nasdse.org

IDEA – Infants and Toddlers

Individuals with Disabilities Education Act

Description	IDEA Part C, the Infants and Toddlers with Disabilities Program, provides grants to states to develop and implement a statewide comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities, ages birth through 2 years, and their families.
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$435.70	\$439.43	\$439.43

Impact of President's Budget	The Administration's request to freeze funding for the Infants and Toddlers with Disabilities program reflects an actual cut of nearly \$9 million since FY 2004. This proposed funding level is not sufficient to address the needs of approximately 330,000 infants and toddlers with disabilities throughout the country.
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Program Need	Congress enacted this program after determining that there was an urgent and substantial need to provide the earliest intervention for infants who are developmentally delayed or at risk of becoming so. Congress must provide enough funds to ensure that all eligible infants and toddlers and their families receive the services they need. Significant increases are required to reach the full funding level of \$860 million by FY 2011.
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Contact Information	Deborah Ziegler • The Council for Exceptional Children • 703/264-9403 • debz@cec.sped.org Nancy Reder • National Association of State Directors of Special Education • 703/519-3800, Ext. 334 • nancy.reder@nasdse.org
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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 made by their nondisabled peers in reading over a five-year period. Students with disabilities who were taught math by teachers trained with the SPDG funding increased by 27 percent as compared with three percent for other students. In addition, of schools implementing positive behavior supports using SPDG funds, office discipline referrals decreased significantly.

Description	IDEA Part D national programs focus on improving professional development and supporting personnel preparation, parent information centers, technical assistance, demonstrations, dissemination of information and technology development and media services. Part D programs continue to support and improve the ability of states and schools to meet the needs of children with disabilities.
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
State Personnel Development	\$22.60	\$48.00	\$48.00
Technical Assistance and Dissemination	\$48.05	\$48.55	\$48.55

Personnel Preparation	\$88.15	90.65	\$90.65
Parent Information Centers	\$26.53	\$27.03	\$27.03
Technology and Media Centers	\$39.30	\$38.62	\$38.62
Special Olympics Education Programs	\$11.79	\$ 8.10	\$ 8.10

Impact of President's Budget The Administration's FY 2010 budget provides a basic level of commitment to Part D programs which provide the infrastructure for practice improvements for special education services and supports to children and families. The budget recommends a freeze in funding for all programs. Although funding for the State Personnel Development Grants (SPDG) has been restored and maintained, none of the other Part D programs has received an increase in funding. Over the past five years these programs 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 need they serve as the backbone of IDEA.

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.

Contact Information Nancy Reder • National Association of State Directors of Special Education • 703/519-3800, Ext. 334 • nancy.reder@nasdse.org
Amanda Lowe • National Association of State Directors of Special Education • 703/519-3800, Ext. 320 • amanda.lowe@nasdse.org
Deborah A. Ziegler • Council for Exceptional Children • 703/264/9406 • debz@cec.sped.org

Comprehensive Centers

Title II of the Education Sciences Reform Act

Description The twenty-one Comprehensive Centers (CCs) – sixteen regional and five topical – are designed to help states build capacity to implement the No Child Left Behind Act (NCLB). In their fourth fiscal year of operation, these centers are part of a national technical assistance and dissemination system for states, districts, tribes, and schools. The centers provide scientifically valid training, technical assistance, and professional development to support the administration and implementation of NCLB programs.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$57.11	\$57.11	\$57.11

Impact of President's Budget The funding freezes in FY 2008 and FY 2009 and across the board cuts in previous years 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 for school improvement. 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 Augustus Mays • Knowledge Alliance • 202/518-0847 • mays@knowledgeall.net

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

Section 418A of the Higher Education Act

When I heard about the High School Equivalency Program in Presidio, Texas, I realized this would be my last opportunity to get my GED. I come from a low-income farm-working family and was never able to finish high school. Matter of fact, my English was not that great before I enrolled at the University of Texas at El Paso HEP. I knew that the HEP program would open doors for me, not only for obtaining a GED but to go to college. I thank the HEP teachers and the staff for their unselfish caring and for helping me to successfully finish my high school education. I am now attending El Paso Community College and plan to transfer to UTEP and major in Computer Science.
 -- Juan Carlos Muñoz, University of Texas El Paso 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 that targets 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 2008	FY 2009	FY 2010 President's Request
HEP	\$18.23	\$18.68	\$19.94
CAMP	\$15.11	\$15.48	\$16.53

Impact of President's Budget The president's FY 2010 budget proposes \$36.68 million for HEP/CAMP which is an increase of \$2.5 million. The FY 2010 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. If the president's proposal is adopted, it would bring the number of programs closer to the pre-FY 2004 levels of 59 HEP and 43 CAMP programs. This increase is a step in the right direction but 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 2010. We hope that in subsequent years, funding will move closer to the authorized level.

Contact Information Irene Bueno • Nueva Vista Group, LLC • 202/778-0740 • ibueno@nvgllc.com

School Renovation and Modernization

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

Description	The Qualified Zone Academy Bond (QZAB) program helps states and school districts address the challenges they face in modernizing aging schools. Entities issuing QZABs receive interest-free bonding authority that can be used for specific infrastructure and instructional improvements, including enhancing building safety, expanding facilities to allow for smaller class size, and increasing access to learning technologies. Bondholders of the QZABs receive a federal tax credit in lieu of interest payments.		
Funding History (in millions)	FY 2008 \$400.00	FY 2009 \$1,400.00	FY 2010 President's Request \$0.00
Impact of President's Budget	The QZAB program operates according to calendar years. Prior to the passage of the ARRA, QZABs were authorized at \$400 million per year. The ARRA legislation extended the QZAB authorization for 2009 and 2010, and increased the annual bonding authority to \$1.4 billion per year. Additional bonding authority, beyond the amount approved in ARRA, was not included in the president's budget request. QZABs have operated successfully since the program began in 1998, and the extension of the program will help communities to update older and deteriorating education facilities. Technical changes made to the program in 2008 – to expand the investor base and strip the principal portion of the bond from the tax credit – will help ensure the bonds remain attractive to the buyer market and can be used to help all children attend modern, safe schools.		
Program Need	The federal QZAB program allows states and local school districts to make progress in addressing their facility challenges, but the \$1.4 billion that QZABs provide in annual bonding authority falls well short of existing needs. Research conducted by the 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. The increase in the available bonding authority provided by ARRA will provide additional resources for a recognized and established need and will help more students receive a high-quality education in safe and well-equipped buildings.		
Contact Information	Manish Naik • Council of the Great City Schools • 202/393-2427 • mnaik@cgcsc.org		

Advanced Placement

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

The Wisconsin Department of Public Instruction received a \$716,000 grant last year, which will support 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 will be delivered through traditional face-to-face instruction, interactive television, the Wisconsin Virtual School, or combinations of these approaches.

Description	Funds support competitive grants to state and local education agencies and nonprofit organizations to 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 those students. AP and IB programs increase the rigor of high school curricula and offer a proven avenue to postsecondary success.		
Funding History (in millions)	FY 2008 \$43.50	FY 2009 \$43.50	FY 2010 President's Request \$44.00
Impact of President's Budget	Two programs are authorized under the ESEA: the Advanced Placement Test Fee program and the Advanced Placement Incentive program. The purpose of both programs is to support State and local efforts to increase access to AP and IB classes and tests for low-income students. The statute requires priority funding for the Advanced Placement Test Fee program, with remaining		

funds used for Advanced Placement Incentive grants to help States, school districts, or non-profit organizations expand access to AP and IB courses through such activities as teacher training, course development, and the provision of course materials. Of the requested amount, an estimated \$15.4 million will be required to fully fund State applications for the Test Fee program. Remaining funds would support the continuation of Advanced Placement Incentive grants awarded in FY 2008 and FY 2009. Any remaining funds would be used for new grant awards for teacher professional development.

Program Need	The College Board supports the proposed funding for AP/IB Programs, particularly in light of President Obama's stated goal of increasing AP participation across the United States by 50 percent over the next eight years.
Contact Information	Tom Rudin • The College Board • 202/741-4710 • trudin@collegeboard.org

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.
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$43.71	\$43.71	\$43.71

Impact of President's Budget	The downward trend in funding for this program over the past several years means there are fewer grants at a time when the need for recruiting and training qualified teachers is still very severe. While the Administration acknowledges teacher quality as one of the most critical factors in K-12 student success, the vast majority of funds targeted toward teacher quality issues focus on professional development and classroom size reduction efforts. Programs such as Transition to Teaching, that support the preparation and recruitment of teachers, are severely underfunded.
Program Need	The under funding of this program means fewer grants at a time when our nation needs to be better committed to recruiting and retaining qualified teachers to teach in high-need schools.
Contact Information	Mary Harrill-McClellan • American Association of Colleges for Teacher Education • 202/293-2450x513 • mharrill@aacte.org

Language Acquisition Grants

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

Description	Language Acquisition Grants ensure that English language learners (ELL) learn academic English, develop high levels of academic achievement, and meet the same challenging state academic standards as all children. The program assists states, school districts, and higher education institutions in building capacity, including upgrading curricula and providing teacher training opportunities, to more effectively teach ELL students.
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 Request
	\$700.40	\$730.00	\$730.00

Impact of President's Budget	The president's FY 2010 budget request freezes funding for this important program. This will maintain the current funding per ELL student at approximately \$140 per year, an amount that is woefully inadequate and
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insufficient to support schools in meeting the academic needs of ELL students. Further, the funding history for this program suggests that investments have not kept pace with the growth of the ELL population in schools. In FY 2008 and FY 2009, the additional program funding amounted to a mere 1 percent increase after adjusting for inflation. Further, the economic recovery package did not provide an increase for this program. Today, ELL students account for 10 percent of the total student population. Moreover, between 1996 and 2006, the nation's ELL K-12 population rose by over 60 percent while the size of the overall student population remained essentially unchanged.

Program Need The gaps between ELLs and their English-fluent peers remain wide. Only 30 percent of eighth-grade ELLs scored at or above the basic achievement level in reading and mathematics compared to approximately 70 percent of their native-English-speaking peers. To help schools better meet the academic and language-proficiency needs of ELLs, an investment of \$120 million is needed this year.

Contact Information Miriam Calderon • First Focus • 202/657-0682 • miriamc@firstfocus.net

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 which they distribute 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 2008	FY 2009	FY 2010 President's Request
Basic State Grants	\$1,160.91	\$1,160.91	\$ 1,160.91
National Programs	\$ 7.87	\$ 7.87	\$ 7.87
Tech Prep	\$ 102.92	\$ 102.92	\$ 102.92

Impact of President's Budget The president proposes a freeze in funding for the Perkins programs. 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 2010 to support secondary and postsecondary career and technical education (CTE) programs. The Perkins program has not received an increase in funding since 2002, and funding has actually decreased by \$42 million since that time. Enrollment in CTE has increased by 6 million since 1999, with approximately 15.6 million students taking CTE courses during the 2006-07 school year. Additional funds would allow schools to utilize the money to enhance their programs of study, strengthen the integration of academics and CTE, and create a stronger accountability system. Students at schools with highly integrated rigorous academic and CTE programs have significantly higher achievement in reading, mathematics and science than do students at schools with less integrated programs, the Southern Regional Educational Board reports.

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.

Contact Information Jamie Baxter • Association for Career and Technical Education • 703/683-9337 • jbaxter@acteonline.org
Dave Buonora • National Association of State Directors of Career Technical Education Consortium • 301/588-9630 • dbuonora@careertech.org

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.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$102.92	\$102.92	\$102.92

Impact of President's Budget The president's FY 2010 budget proposal would freeze funding for the Tech Prep program. Without an increase in funding, Tech Prep will again fall below the hold harmless level established in Perkins IV which was set at the FY 1998 level. In turn, for the third year in a row, states would see a ratable reduction in their Tech Prep allotment. To further compound this situation, states that receive the minimum allocation will again be cut disproportionately. Schools depend on Tech Prep funds to enhance the relevance of academics and support the development of partnerships between secondary and postsecondary education. Promising programs in many schools will be negatively impacted without these dedicated resources.

Program Need Tech Prep programs are directly addressing the issue of American competitiveness by encouraging secondary and postsecondary institutions and businesses to work together to meet the economic needs of local communities. Elimination of this funding endangers continuation of some of the most successful models of career and technical education.

Contact Information Jamie Baxter • Association for Career and Technical Education • 703/683-9337 • jbaxter@acteonline.org
Dave Buonora • National Association of State Directors of Career Technical Education Consortium • 301/588-9630 • dbuonora@careertech.org

Adult Education and Family Literacy

The Adult Education and Family Literacy Act

Description Adult Education and Family Literacy programs assist adults in the completion of their secondary school education, to become literate, proficient in speaking English, secure citizenship, and to obtain the knowledge and skills necessary for employment and self-sufficiency. In addition, adult education helps parents obtain the educational skills necessary to become full partners in the educational development of their children.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
State Grants	\$554.12	\$554.12	\$628.22
National Leadership Activities	\$ 6.88	\$ 6.88	\$ 13.35

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. At current funding levels, only 3 percent of the 93 million adults can access educational services. Due to increasing costs, a freeze in funding actually reduces these services.

Program Need The president's budget proposes a slight increase in funds for FY 2009, but this limited funding serves only a portion of the adult population (46 percent) who are in jeopardy of not fully participating in family, work and community opportunities due to their educational deficiencies. The increase of \$67 million in state grants was provided to compensate for an error in the formula allocations since 2003. An additional \$7 million increase in state grants was designated for the English Literacy/Civics funding. The increase in National Leadership resulted from the president's recommendation that funding for the National Institute for Literacy (NIFL) would be eliminated and those funds transferred to National Leadership.

Contact Information Lynn Selmsler • National Coalition for Literacy • lcselmsler@cox.net

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 2008	FY 2009	FY 2010 President's Request
	\$6.58	\$6.58	\$0.00

Impact of President's Budget The president's FY 2009 budget proposes eliminating NIFL and transferring the assigned funds to the Department of Education's National Leadership account (see above).

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

Contact Information Lynn Selmsler • National Coalition for Literacy • lcselmsler@cox.net

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 2008	FY 2009	FY 2010 President's Request
	\$210.56	\$212.17	\$213.24

Impact of President's Budget At a time when libraries are being asked to provide a wide variety of increased services to their patrons, the president's request will help build capacity and expand core services of libraries nationwide. The ability of libraries to increase information and technology literacy and expand digital resources and technology training, as well as to offer programs for families, new readers, new English speakers, and people in need of special outreach services, cannot be expanded without this increased federal investment.

Program Need 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.

Contact Information Melanie Anderson • American Library Association • 202/628-8410 • manderson@ala.org

Part III: The Gateway to Opportunity – Higher Education

Federal Pell Grant Program

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

Description	The Pell Grant program provides grants to needy undergraduate students to help them finance a college education. This program serves as the foundation for securing the federal goal of equal access to postsecondary education for all citizens. The Pell Grant maximum is set in the annual education appropriations bill.		
Funding History (in millions)	FY 2008 \$16,256.00 (in addition to discretionary funding, this includes \$525 million in unspent funds rescinded from the ACG and SMART Grant programs and mandatory funding derived from changes to federal student loans under the College Cost Reduction and Access Act of 2007 (CCRAA).)	FY 2009 \$19,378.00 (in addition to discretionary funding, includes mandatory funding derived from changes to federal student loans under the College Cost Reduction and Access Act of 2007 (CCRAA), as well as funding made available through the American Recovery and Reinvestment Act of 2009 (ARRA).)	FY 2010 President's Request \$28,654.10 (in addition to discretionary funding, includes mandatory funding derived from changes to federal student loans under the College Cost Reduction and Access Act of 2007 (CCRAA), as well as funding made available through the American Recovery and Reinvestment Act of 2009 (ARRA).)
Maximum Grant (in thousands)	\$4,731 (including \$490 in mandatory funding from CCRAA)	\$5,350 (including \$490 in mandatory funding from CCRAA and \$500 from ARRA)	\$5,550 (including \$690 in mandatory funding from CCRAA and \$500 from ARRA)
Impact of President's Budget	In his first budget, President Obama has requested that the Pell Grant program be converted from a mix of appropriated and mandatory funding to an appropriated entitlement program. The budget request would provide sufficient funds to reach a maximum award of \$5,550, which, under the President's proposal, would increase at a rate of the Consumer Price Index (CPI) plus 1 percent annually. This proposal would ensure stability and predictability in the Pell Grant program and would avoid the loss of funding that would occur through the expiration of CCRAA and ARRA in coming years.		
Program Need	Eligibility for the Pell Grant has increased over the last few years as more students with higher need seek to attend college. Recent increases in Pell Grant funding have done much to restore the purchasing power of the Pell Grant program. Those increases are set to expire after FY2010 (ARRA) and FY2012 (CCRAA). Conversion of the Pell grant to an appropriated entitlement, as requested by the president, would stabilize funding and prevent a drastic reduction in available aid. In addition, 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.		

Contact Information Jon Fansmith • American Council on Education • 202/939-9355 • jon_fansmith@ace.nche.edu

Federal Supplemental Educational Opportunity Grant Program (SEOG)

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

Description	SEOG provides additional grant aid for exceptionally needy students, with first priority going to Pell Grant recipients. SEOG expands college choices for low-income students and is a critical component of the federal student aid package that helps them pay for college.		
Funding History (in millions)	FY 2008 \$757.47	FY 2009 \$757.47	FY 2010 President's Request \$757.47
Impact of President's Budget	The president's proposed budget preserves the SEOG program at current funding, a reversal from the previous call in FY09 for the elimination of this vital student aid program. A funding level of \$757 million, combined with the institutional match of \$201 million, would provide an average grant of \$762 for 1.258 million students. Because the SEOG awards go to the neediest Pell grant eligible students, a funding freeze equals a cut, especially given the growing number of neediest 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 continue to grow, SEOG should be increased to \$1 billion. Because the federal dollars are matched by institutional dollars, some institutions having provided matching funds for decades, the federal investment in SEOG becomes a critical investment for the neediest of students. With the institutional match, the available aid to students grows from \$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.

Contact Information Cyndy Littlefield • Association of Jesuit Colleges and Universities • 202/862-9893 • cyndylit@aol.com

Federal Work Study Program

Title IV, Part C of the Higher Education Act

Description Federal Work Study (FWS) leverages resources from colleges and the private sector to provide opportunities for students to earn money to pay for college. In addition to providing self-help assistance for students, FWS encourages students receiving federal financial aid to participate in community service, building a lifelong sense of social responsibility and a commitment to the community.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$980.49	\$1,180.49*	\$980.49

Impact of President's Budget *Because of a \$200 million increase in FY 2009 funding provided through the American Recovery and Reinvestment Act, FWS funding is currently above \$1 billion for the first time since 2001. The president's budget does not continue this investment in FY 2010, instead dropping the program back down to FY 2008 funding.

Program Need FWS should be increased to \$1.25 billion to ensure availability of job opportunities paying at least federal minimum wage, and to allow students to complete their degree in a timely fashion.

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

Federal Perkins Loan Program

Title IV, Part E of the Higher Education Act

Description The Perkins Loan Program provides the lowest-interest loans to the neediest college students. Colleges originate, service, and collect the loans, creating a revolving fund to provide loans to future students. The federal government is authorized to add a capital contribution every year, and colleges match a third or more of that, stretching federal dollars. Federal funds also are required to reimburse schools that meet their obligation to cancel loans for borrowers who work in public service-oriented fields such as teaching, nursing, law enforcement, the Peace Corps, child care and the military.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
Federal Capital Contributions	\$ 0.00	\$ 0.00	\$0.00
Cancellations	\$64.33	\$67.16	\$0.00*

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

Impact of President's Budget After several proposals to eliminate the Perkins Loan Program, which Congress rejected in the reauthorization of the Higher Education Act in 2008, there is renewed interest in this campus-based, low-interest federal student loan program. In fact, the Administration proposes to restructure Perkins and make major investments in its success. While deliberations continue on the program's future, we request the authorized funding level for FY 2010, allowing institutions to provide more loans to low-income students in these tough economic times. The Higher Education Opportunities Act of 2008 increased the authorization for the Perkins Loan Program Federal Capital Contribution to \$300 million. In addition, the legislation contained strong statements of support for the program. Perkins continues to fulfill a need for students who can't get or can't afford more expensive private student loans and, as such, 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 for 12 public service professions.

Program Need The Federal Capital Contribution, which is authorized for \$300 million per year, needs to be fully funded for FY2010. With the school matches, this would make \$400 million available for new loans, helping thousands of additional students. Also, the law requires that Perkins loan funds be reimbursed for loans cancelled for borrowers in public service jobs, and \$125 million is needed to fully fund expected cancellations and cover past shortfalls.

Contact Information Harrison Wadsworth or Krista Heckler • Coalition of Higher Education Assistance Organizations • 202/289-3900 • hwadsworth@wpllc.net or kheckler@wpllc.net

Leveraging Educational Assistance Partnerships (LEAP)

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

Description LEAP makes incentive grants to states to encourage the retention and expansion of need-based state grant programs. States must match LEAP funding. LEAP dollars provide the foundation for each state's grant program by encouraging sustained state funding of need-based student aid programs. The new component of LEAP, Grants for Access and Persistence, will encourage states to develop and coordinate partnerships to provide programs that will assist low income students to pursue a college education and support them until graduation.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$63.85	\$63.85	\$63.85

Impact of President's Budget The LEAP program serves nearly 1 million students each year, almost two-thirds of whom have family incomes of less than \$20,000. The new requirements for GAP activities in addition to the need based grants can serve as a corner stone of the new administration's proposals to improve access and persistence rates through college.

Program Need A \$200 million appropriation to LEAP will result in significant increases in state need based grant programs for the most at risk populations. These funds are matched up to 50 percent by the states, making the federal contribution one of the most efficient and productive among all the Title IV programs. The LEAP has not realized its full potential, as its continuation has been threatened over the past several years. Full funding of LEAP will facilitate the further evolution of the state federal partnership in support of the neediest students and their families.

Contact Information Marie Bennett • National Association of State Student Grant and Aid Programs • 202/776-2599 • marie@nassgap.org

Federal TRIO Programs

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

Description The TRIO programs provide a pipeline of educational outreach and student support services to nearly 850,000 TRIO students from middle school through postgraduate study. With 2,848 projects through the country, TRIO programs motivate and prepare individuals from disadvantaged backgrounds for higher education from as early as middle school all the way through postgraduate study. The statute requires at least two-thirds of students served by TRIO programs to come from families with incomes below 150 percent of the poverty level and in which neither parent graduated from college.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$828.18	\$848.09	\$848.09*

* These figures don't include mandatory funding allocated in the College Cost Reduction and Access Act.

Impact of President's Budget TRIO is a vital component in achieving the Administration's goal of having each American complete at least one year of higher education. Recent 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 ensure that low-income students have the opportunity to become economically viable and independent members of our post-industrial, global society.

Program Need Currently TRIO is only able to serve about 10 percent of the eligible students, which include not only students from impoverished families in which neither parents has obtained a baccalaureate degree, but also

disabled students and returning veterans. After five years without a substantial increase in funding, it is time for a significant increase for the TRIO programs. An increase of \$120 million will allow nearly 120,000 additional students to receive the vital, life-changing services offered by the TRIO programs.

Contact Information Heather Valentine • Council for Opportunity in Education • 202/347-7430 • heather.valentine@coenet.us

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 2008	FY 2009	FY 2010 President's Request
	\$303.42	\$313.42	\$313.42

Impact of President's Budget Recognizing the powerful impact that GEAR UP can have on preparing low-income students for higher education, an increasing number of communities have developed comprehensive proposals to receive federal support through the program. However, without an appropriations increase, GEAR UP will remain out of reach for many communities committed to supporting students along the complex pathway to higher education. If funded at the president's request, the Department of Education will be unable to make new GEAR UP awards in FY 2009, thus depriving schools and communities of essential resources and research-based programs that make higher education more accessible for underserved students and families.

Program Need Despite GEAR UP's demonstrated success in improving high school graduation rates, college enrollment rates and college readiness for low incomes students, only a mere fraction of eligible students and communities benefit from the program. After years of funding freezes, an appropriation of \$400 million would allow GEAR UP to serve an additional 175,000 students in FY 2010.

Contact Information Joy Langley • National Council for Community and Education Partnerships • 202/530-1135 • Joy_Langley@edpartnerships.org

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 a postsecondary education. 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 for certain borrowers and borrower protections, such as Income-Based Repayment programs. These benefits and favorable loan terms make them a better option for students and families than private or "alternative" student loans.

President's Budget Proposal The president's budget proposes to eliminate the FFEL program and administer all federal student loans through the DL program. The Congressional Budget Office estimates this change would result in savings of roughly \$94 billion over the next 10 years. The president's budget would use these savings to expand the Pell Grant program and move it from the discretionary to the mandatory spending category. The Pell Grant would also be increased annually by the Consumer Price Index (CPI) plus 1 percent under the president's proposal.

Impact of President's Budget The president's proposal to expand the Pell Grant program and make it a mandatory spending program would help needy students and families pay for college by providing more grant aid. This would also result in students needing to borrow less and graduating with less loan debt. Elimination of the FFEL program has raised concerns about possible unintended consequences that could negatively affect student borrowers. The FFEL program provides roughly 70 percent of all federal student loans and has been doing so for more than 40 years. Worries have been expressed regarding the Department of Education's DL system ability to

handle the dramatic increase in loan volume, possibly causing a disruption in loan access. However, Department officials currently are preparing the DL to handle the increased volume and have assured Congress they would be ready to implement the president's proposal. The FFEL program provides many services to borrowers like financial education and default prevention, and there are concerns that losing these additional services could negatively affect students.

Contact Information Haley Chitty • National Association of Student Financial Aid Administrators • 202/785-0453 • chittyh@nasfaa.org

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 2008	FY 2009	FY 2010 President's Request
	\$695.84	\$813.4*	\$870.4

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

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

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

Child Care Access Means Parents in Schools

Title IV of the Higher Education Act of 1965

Description Created by the Higher Education Amendments of 1998, the CCAMPIS program supports the participation of low-income parents in postsecondary education through campus-based child care services. Grants ranging from \$10,000 - \$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 2008	FY 2009	FY 2010 President's Request
	\$15.3	\$16.0	\$16.0

Program Need While there are hundreds of campus child care centers in the U.S., these centers estimate that they are only able to meet a small percent of the demand for services. Expanding access to on-campus childcare will help increase access to higher education for low-income students and increase retention, especially for single parents. More than \$25 million is needed for this essential program.

Impact of the President's Budget The president's proposal freezes funding for the program at \$16.0 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.

Contact Information Laurie Quarles • American Association of Community Colleges • 202/728-0200 • lquarles@aacc.nche.edu

Teacher Quality Partnership Grants

Title II of the Higher Education Act

Description This program awards competitive grants to partnerships of high-need local education agencies, high-need schools, and institutions of higher education (specifically, the teacher preparation unit and at least one department within the school of arts and sciences) to improve and expand teacher recruitment and preparation opportunities.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$33.66	\$50.00	\$50.00

Impact of President's Budget The president's budget would maintain funding for the program at the FY 2009 level. While the Administration acknowledges teacher quality as one of the most critical factors in K-12 student success, the vast majority of federal funds targeted toward teacher quality focus on professional development and classroom size reduction efforts. This budget proposal ignores the need to build and strengthen teacher preparation program capacity.

Program Need Institutions of higher education prepare almost 90 percent of all new teachers. Preparation programs must ensure teachers have the content knowledge and pedagogical skills to be successful in the classroom. Funding must be maintained at \$150 million (appropriations plus ARRA funds) 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 rises, this program is ideal to help individuals who are seeking a stable, rewarding new career.

Contact Information Mary Harrill-McClellan • American Association of Colleges for Teacher Education • 202/478-4513 • mharrill@aacte.org

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 2008	FY 2009	FY 2010 President's Request
	\$0.00	\$0.00	\$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 2010. This funding is needed to assure that incoming teachers, who are expected to prepare 21st Century learners, are able to enter the classroom armed with the knowledge and skills to infuse modern digital tools and resources into the learning environment.

Contact Information Contact Information Hilary Goldmann • International Society for Technology in Education • 202/861-7777 • hgoldmann@iste.org

Title III and Title V: Institutional Aid**Titles III and V of the Higher Education Act**

Description Titles III and V of the Higher Education Act provide direct institutional grants to colleges serving a disproportionate number of minority, low-income, and first-generation college students, and have lower than average per student expenditures. These awards, which are highly competitive, help institutions improve their educational programs and related services for low-income and historically underrepresented populations. Eligible entities include community colleges, Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian-Serving Institutions, and Hispanic-Serving Institutions.

Funding History (in millions)	FY 2008*	FY 2009*	FY 2010 President's Request
Title III (discretionary)	\$ 416.5	\$ 422.5	\$ 454.0
(mandatory)	155.0	166.5*	11.5*
Total	\$ 571.5	\$ 589.0	\$ 465.5
Title V (discretionary)	\$ 93.3	\$ 93.3	\$ 97.9
(mandatory)	100.0	111.5*	11.5*
Total	\$ 193.3	\$ 204.8	\$ 109.4

* Mandatory funds made available under the College Cost Reduction and Access Act, P.L. 110-84, for FY 2008 and FY 2009 only, as well as limited mandatory funds made available under 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 numbers of minority and disadvantaged students.

Contact Information Laurie Quarles • American Association of Community Colleges • 202/728-0200 • lquarles@aacc.nche.edu

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 provides up to \$4,000 a year (for a maximum of \$16,000) in grant aid to undergraduate and post-baccalaureate students who plan to become teachers. In addition, current teachers or retirees from other high-need fields are eligible for \$4,000 per year (for a maximum of \$8,000) to pursue Master's degrees. 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 2008	FY 2009	FY 2010 President's Request
	\$7.00	*	*

*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 of 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
Contact Information	Mary Harrill-McClellan • American Association of Colleges for Teacher Education • 202/293-2450, Ext.513 • mharrill@aacte.org

International Education Programs and Foreign Language Studies

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

Description	Title VI supports international education, language training, and research, especially in the less commonly taught languages, while Fulbright-Hays supports complementary overseas opportunities for American students and teachers. The programs help undergraduate and graduate students learn foreign languages and understand other cultures, and conduct extensive outreach to educational institutions (including K-12), government, business and the media.		
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Funding History (in millions)	FY 2008 \$108.98	FY 2009 \$118.88	FY 2010 President's Request \$118.88
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Impact of President's Budget	The president proposes freezing funding for Title VI and Fulbright-Hays programs at last year's levels. Despite an increase last year, several years of across-the-board cuts and inflation since FY 2003 have set back the progress generated with increases in FY 2002-03, especially to critical need languages and world areas. Since FY 2003, overall funding is down an average of 6 percent. Center grants are down 38 percent from their historical highs.
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Program Need	The 2007 National Academy of Sciences study of these programs noted, "While many new programs and objectives have been added since Title VI/FH began, funding in real dollars has not increased proportionately. The ability of title VI/FH to accomplish its broad mandate is hampered by the limited availability of funds." We strongly urge Congress to provide \$58 million in new funding to restore these programs to their historic levels, encourage strategic collaborations within and among educational institutions, and make critical investments in the nation's future. Intensified efforts are needed to address the severe shortage of U.S. citizens who can speak less commonly taught languages, and to strengthen our nation's economic, foreign policy, and national security roles in a global society. At the 50 th anniversary of these vital programs, now is the time to renew investment in foreign language and area training, as well as increase support for infusing an international dimension into professional education.
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Contact Information	Miriam Kazanjian • Coalition for International Education • 202/939-9355 • makazanjian@earthlink.net
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Graduate Education

Title VII of the Higher Education Act

Description The Graduate Assistance in the Areas of National Need (GAANN) and the Jacob K. Javits Fellowship Programs support many of the brightest graduate students in the country. GAANN funds talented graduate students through their institutions in academic fields deemed as areas of national need, 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 that supports advanced academic pursuits in the humanities and the arts.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
GAANN	\$30.07	\$31.00	\$31.00
Javits	\$ 9.70	\$ 9.70	\$ 9.80

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 that there is a continued pipeline of qualified professors who will mentor and train the teachers and students of tomorrow.

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

Contact Information Carolyn Henrich • University of California • 202/974-6308 • carolyn.henrich@ucdc.edu

Quality Higher Education for Students with Disabilities

Title VII of the Higher Education Act

Description This 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 2008	FY 2009	FY 2010 President's Request
	\$6.7	\$6.80	\$6.80

Impact of President's Budget The president's FY 2010 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

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

Academic Competitiveness/SMART Grants

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 undergraduate who complete "rigorous" high school programs, and "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. Qualified first-year students will receive \$750; second-year students, \$1,300; and third- and fourth-year students, \$4,000.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$ 669.71	\$ 675.86	\$794.43

Impact of President's Budget	Funding for this program is mandatory, so it is not subject to the annual appropriations process, and the maximum annual allocations and award levels are set in the statute. If there are insufficient funds for all eligible students, the awards would be ratably reduced. On the other hand, if program funding exceeds the amount needed, the money can be carried over for future years. For FY 2010, the president proposes to cancel \$511 million in unobligated fund because the remaining balances are expected to be enough to meet estimated demand in this last year before the authorization expires.
Program Need	The first awards under ACG and SMART were made available in July, 2006. Even though they were created to last only for five years, they represented an important new source of federal grant funding. However, the programs were complicated to administer, and despite the diligent efforts of institutions to assure that all eligible students received grants as intended, the programs were underutilized.
Contact Information	Carolyn Henrich • University of California • 202/974-6308 • carolyn.henrich@ucdc.edu

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.		
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Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$983.00	\$1,092.00	\$1,092.00

Impact of President's Budget	While there are other federal programs that support the recruitment of teachers in the STEM fields through scholarships and grants to teacher candidates, there are limited funds directed toward building and strengthening STEM teacher preparation program capacity. By freezing funding for this program, the federal government is neglecting a critical portion of the STEM teacher development pipeline.
Program Need	This program invests in building the capacity of institutions of higher education to prepare significantly more teachers in the STEM fields and critical languages 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.
Contact Information	Mary Harrill-McClellan • American Association of Colleges for Teacher Education • 202/293-2450 • mharrill@aacte.org

Part IV: Educational Research, Statistics, and Improvement

The Institute of Education Sciences

Title I of the Education Science Reform Act

Description The Institute of Education Sciences (IES) sponsors federal education research and development, statistics, assessments and program evaluation. The IES Director oversees the operation of the Institute through four national centers: 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 2008	FY 2009	FY 2010 President's Request
	\$546.11	\$617.18	\$689.26

Impact of President's Budget The president proposes an increase of \$72.08 million over the FY 2009 for all of IES. Percentage increases are largest in research, statistics, and special education in FY 2010, and continue the large increase for statewide data systems introduced in FY 2009.

Program Need State and local school improvement requirements in the economic stimulus package have called attention to serious education research shortcomings. While the budget language recognized the need for increased quality research in many areas, the federal investment in education R&D continues to be the smallest of any federal agency and simply inadequate to support development and assessment of the evidence based programs demanded by educators and policymakers.

Contact Information Gerald Sroufe • American Educational Research Association • 202/238-3200 • jsroufe@aera.net
Jim Kohlmoos • Knowledge Alliance • 202/518-0847 • jim@knowledgeall.net

Regional Education Labs

Title I of the Education Science Reform Act

Description The Regional Education Labs are the nation's key institutions for applied education R&D responding to the concerns of practitioners and policy makers.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$65.57	\$65.57	\$70.65

Impact of President's Budget The president's budget notes that the funding will provide for the final year of a five year contract with the labs and also will provide for an evaluation of their work. A freeze in funding, coupled with the across the board cuts over the past several years, has diminished the labs' ability to adequately develop and transmit the research and evidence required by schools to help all students achieve.

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

Contact Information Jim Kohlmoos • Knowledge Alliance • 202/518-0847 • jim@knowledgeall.net
Gerald Sroufe • American Educational Research Association • 202/238-3200 • jsroufe@aera.net

Education Research, Development, and Dissemination

Title I of the Education Science Reform Act

Description This 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 and the Education Research Information Clearinghouse.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$159.79	\$167.20	\$224.20

Impact of President's Budget The president's budget requests a \$57 million increase for research, a welcome change from the funding freeze experienced in recent years. The increase would be used to fund a new reading initiative that will rapidly develop, test, and implement interventions to improve reading comprehension. Additional funding will also be used to study and scale up promising innovations to improve student learning.

Program Need While the programs within IES provide a structure for research, development, and dissemination, all three components are withering for lack of adequate resources. Additional support to investigate issues of scaling up and diffusion of knowledge are critical in achieving school reform and are not adequately funded.

Contact Information Gerald Sroufe • American Educational Research Association • 202/238-3200 • jsroufe@aera.net

National Center for Education Statistics

Title I of the Education Science Reform Act

Description NCES provides objective and scientifically based statistical reports on the condition of education in the 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 2008	FY 2009	FY 2010 President's Request
	\$88.45	\$98.52	\$108.52

Impact of President's Budget The president proposes a \$10 million increase for NCES. The increased funding would support a new longitudinal study of teachers, provide technical assistance to the states to improve the quality of their student data bases, and fund participation in a new international assessment of adult competencies.

Program Need NCES needs to move forward with strategies that will meet the data needs of the future: new technologies, advanced training in new techniques, data development and analysis, and methodological studies that will enable more efficient data collection of use to policy makers.

Contact Information Gerald Sroufe • American Educational Research Association • 202/238-3200 • jsroufe@aera.net

National Assessment of Educational Progress

Title I of the Education Science Reform Act

Description NAEP is a national survey of student achievement in important subjects. NAEP “report cards” report on the achievement of students at specific grade levels and can be augmented to provide information about special subpopulations. It provides an objective national standard for appraising state developed achievement standards and makes objective information on student performance available to policymakers, educators, parents, and the public. This account also funds the National Assessment Governing Board (NAGB), an independent agency responsible for the governance of NAEP.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President’s Request
	\$98.12	\$130.12	\$130.12

Impact of President’s Budget While NAEP received a \$30 million increase for FY 2009, the president proposes a freeze in funding for FY 2010. The Administration believes this level of funding is sufficient to support reporting and analysis of current assessments, new assessments in 2010, and preparation for assessments in additional subjects to be conducted in 2011 and 2012.

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

Contact Information Gerald Sroufe • American Educational Research Association • 202/238-3200 • jsroufe@aera.net

Research in Special Education/Special Education Studies and Evaluation

Title I of the Education Science Reform Act

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President’s Request
Research in Special Education	\$70.59	\$70.59	\$70.59
Studies and Evaluation	\$ 9.46	\$ 9.46	\$ 11.46

Impact of President’s Budget The president’s proposal would freeze funding for Research in Special Education at the FY 2007 level, but would increase funding for Special Education Studies and Evaluation by \$2 million.. The additional funding will be used in part to support a new study of transition and learning outcomes for students with disabilities.

Program Need Research in special education tends to provide 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.

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

Statewide Data Systems

Title I of the Education Science Reform Act

Description Statewide Data Systems provide grants to states to help them design, develop, and implement longitudinal data systems that can track individual students throughout their school career. The data systems developed with funds from these grants should help states, districts, schools, and teachers make data-driven decisions to improve student learning and facilitate research to increase student achievement and close achievement gaps.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$48.29	\$65.00	\$65.00

Impact of President's Budget The president's budget proposes a funding freeze for FY 2010, following a substantial increase in FY 2009. The requested funds would be used to support competitive grants to states to support the design, development, and implementation of statewide data systems to use individual student data to improve policy and practice. The request would support awards to enhance state capacity for accurate reporting of high school graduation rates and dropout data and to increase the capacity of states to efficiently satisfy federal reporting requirements.

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

Contact Information Jim Kohlmoos • Knowledge Alliance • 202/518-0847 • jim@knowledgeall.net

Part V: Education-Related Programs

Head Start

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$6,878.00	\$7,113.00	\$7,235.00

Impact of President's Budget The president's FY 2010 budget proposes a \$122 million increase to the program, which in concert with ARRA funding, brings a significant increase in federal funding.

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

Contact Information Earl Hadley • American Federation of Teachers • 202/879-4452 • ehadley@aft.org

Child Nutrition Programs

National School Lunch Act and the Child Nutrition Act

Description The National School Lunch, School Breakfast, Special Milk, Summer Food Service, and Child and Adult Care Food Programs are entitlement accounts administered by the U.S. Department of Agriculture. The Special Supplemental Food Program for Women, Infants, and Children (WIC) is a discretionary initiative. All of these programs help ensure that 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.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
Child Nutrition	\$13,928.00	\$15,073.00	\$16,906.00
WIC	\$ 6,170.00	\$ 6,860.00	\$ 7,770.00

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 WIC program.

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.

Contact Information Earl Hadley • American Federation of Teachers • 202/879-4452 • ehadley@aft.org

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 Bush 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. The Obama Administration also has placed all proposed Medicaid regulations on hold, and has issued a proposed rule rescinding all or part of the final regulations covered by the congressional moratorium.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$214,015	\$266,611*	\$293,225

*Funding level estimated in the President's FY 2010 budget request.

Impact of President's Budget The president's FY 2010 budget estimates a \$ 22.6 billion increase in available funds for the Medicaid program to \$293 billion. The projections incorporate the economic and demographic assumptions of the overall FY 2010 budget. The budget proposal assumes that the previous restrictive regulations, including the school-based rules, are rescinded. Schools should be able to provide services and receive reimbursements based on the pre-regulatory policies of HHS, at least until the health care reform initiative now pending before Congress is enacted.

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.

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

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 or cannot afford to purchase private insurance on their own. The program was created in 1997 and was reauthorized earlier this year.

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Request
	\$6,900	\$8,466	\$9,895

Impact of the President's Budget The FY 2010 budget provides funding to expand CHIP, including new policy tools and incentives for States to strengthen and expand their programs. The budget funds several new initiatives to increase innovation and enrollment in the program. The recent reauthorization of CHIP fulfills the president's commitment to expand coverage from 7.9 million children in FY 2008 to over 12 million in FY 2013.

Program Need The reauthorization of CHIP in early 2009 (P.L. 111-3) 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.

Contact Lisa Shapiro • First Focus • 703/535-3831 • lisas@firstfocus.net

Child Care and Development Fund

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

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

Funding History (in millions)	FY 2008	FY 2009	FY 2010 President's Budget
	\$2,062.00	\$2,127.00	\$2,127.00

Impact of President's Budget Unfortunately, the president's budget request includes no new funding for this program. 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 will address state budget shortfalls and increased demand for services among families that are deeply affected by the economic downturn. In going forward, additional funding is necessary to sustain efforts to serve more eligible children in a high-quality child care setting.

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 that Congress expand funding for this critical program in order to serve greater numbers of eligible children and assist states in their efforts to improve child care quality.

Contact Information Miriam Calderon • First Focus • 202/657-0682 • miriamc@firstfocus.net

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 2010	FY 2011	FY 2012 President’s Request
	\$420	\$430	\$440

*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 \$542 million for FY 2012 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.

Contact Information Rishi Hingoraney • Association of Public Television Stations • 202.654.4206 • rhingoraney@apts.org

Program Terminations

12 Education Programs Proposed for Elimination in Fiscal Year 2010

Safe and Drug-Free Schools and Communities State Grants	\$294.8
Even Start	\$66.5
College Access Challenge Grant Program	\$66.0
Mentoring Program	\$48.5
Civic Education	\$33.5
Character Education	\$11.9
Ready to Teach	\$10.7
Javits Gifted and Talented Education	\$7.5
National Institute for Literacy	\$6.5
Academies for American History and Civics	\$1.9
Close Up Fellowships	\$1.9
Foundations for Learning	\$1.0
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Total Education Eliminations	\$550.7 million

* The president's proposed budget would also eliminate the Federal Family Education Loan (FFEL) program and make all new loans through the direct lending program. According to the administration, this change will save an estimated \$21 billion over five years, which would be reinvested in the Pell Grant program.



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