

MEMORANDUM

TO: Kendra Brooks
Assistant Director for Education Policy
Domestic Policy Council

FROM: Laura Efurd
Deputy Assistant to the President
Deputy Director of Public Liaison
OEOB 122, x62617

DATE: December 9, 1999

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- For your approval
 - As you requested
 - Please sign the attached
 - Please call me regarding the attached
 - Need more information
 - For your information
 - For your action
 - Missing form
 - Other
-

Comments:

**BRIEF DESCRIPTION OF BUDGET AND POLICY
PRIORITIES FOR YEAR 2000 (FY2001)**

INFORMATION COLLECTED FROM THE EDUCATION MEETING ON DECEMBER 6, 1999

American Association of Community Colleges
American Association of Museums
American Association of School Administrators
Association for Career and Technical Education (ACTE)
American Library Association
Association of Jesuit Colleges and Universities
College Board
Committee for Education Funding
Council for Exceptional Children
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Independent Colleges and Universities
National Council of La Raza
National Education Association
National School Board Association
National Parent Teacher Association
Student Aid Alliance
South Kitsap School District No. 402
United States Student Association

AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

AACC Fiscal Year (FY) 2000 Appropriations For the Labor-HHS-Education Appropriations Subcommittee

1) Increase the Pell Grant maximum by \$400, to \$3,525. Increases in the Pell Grant maximum function to lower tuition and increase access to community college for low-income individuals. The Pell Grant maximum has lost over 8 percent to inflation in the last ten years, and more than 25 percent over the last twenty; one unfortunate by-product is skyrocketing student indebtedness. In the last four budget cycles, Congress and the President have grasped the Pell Grant program's importance and substantially increased the maximum grant, but much more needs to be done, and can be done. The Administration's proposed \$125 increase in the maximum for FY 2000 is inadequate and, given current large program surpluses, is actually a \$241 million cut in new funding from last year's level.

2) Provide \$80 million for the Strengthening Institutions Program (Title III-A of the HEA). For years, the Strengthening Institutions program has been one of the most underfunded in the entire Department of Education budget. This program is built upon the principle that federal funds are best spent when addressing goals identified at the local level. But all Title III-A grants must first withstand a brutal competition, which ensures that funds are spent efficiently. Unaccountably, President Clinton has chosen to provide only a tiny increase for Title III-A, while substantially expanding other institutional aid programs. Title III-A should be returned to its FY 1995 funding level of \$80 million.

3) Increase funding for the Carl D. Perkins Vocational and Technical Education Act by at least \$125 million. Substantial new federal resources should follow enactment of last year's Carl D. Perkins Act reauthorization. The new law provides a new level of state and local flexibility, coupled with strict new performance standards. Appropriations for the Perkins Act stagnated in the 1990's; new funds could help institutions enhance technological capabilities, provide professional development opportunities to faculty, and develop accountability systems. The Clinton Administration has frozen Basic State Grants and given the Tech-Prep program only a modest increase; both merit increases of more than 10 percent. AACC also supports funding for the new component of Tech-Prep, to support locating high schools in community colleges.

4) Fund the Child Care Access Program at \$45 million. The child care program created by the 1998 Higher Education Act reauthorization gives Congress a great opportunity to assist low-income students in getting to college and staying enrolled. The program requires a concentration on needy students. It received just \$5 million in FY 1999, and the Clinton Administration wants to freeze the program in FY 2000. Congress should help respond to the widespread need for this program by funding it at its initial authorized level. The Department of Education received well over two hundred applications in the first competition for funds.



Education Policy and Budget Priorities for FY 2001

Education is integral to the public mission of museums, and theorists and practitioners alike recognize the unique ability of museums to lift lessons off the page. As well as direct services to students, museums provide teacher training and curriculum development, and of course they provide education services to the general public. They participate in numerous U.S. Department of Education programs and initiatives, such as 21st Century Community Learning Centers, Goals 2000, Title I, Star Schools, Technology Innovation Challenge Grants, Partnership for Family Involvement in Education, and the Mars Millennium Project.

A recent Institute of Museum and Library Services' (IMLS) survey shows that museums in the U.S. spend \$193 million annually on K-12 programs and provide nearly 4 million hours on educational programs such as guided field trips, staff visits to schools, and traveling exhibits in schools. 88% of America's museums provide K-12 educational programming. Seventy percent of museums have at least one full-time paid staff who offers K-12 educational programming. More schools everywhere recognize the value of museum resources and are taking advantage of them, especially because museums overwhelmingly use school curriculum standards to shape their education programs. And museums' commitment to education programs for schools is increasing: Over 70% of museums surveyed report an increase in numbers of students, teachers and schools served in the last five years.

ESEA Reauthorization: Retain and expand opportunities for partnership that were written into the various titles of ESEA in 1994. Working with teachers, museums help to extend learning that begins in school beyond school boundaries, beyond the school day to after-school and weekend hours, and beyond the school years to the rest of the students' lives. Support the ability of museums to take the lead in applying for 21st Century Community Learning Center grants. Increase opportunities for museums' unique ability to engage the whole family in learning activities, which is key to overall education improvement.

Technology/E-rate: Increase opportunities for museums to help provide quality content via new communications technologies in the wake of the success of the E-rate. With over 700 million objects and associated documentation in their care, museums possess vast portions of America's intellectual database.

Budget: Retain a high priority for 21st Century Community Learning Centers program, and other programs that foster partnership opportunities for museums.

Increase the long-stagnant budgets of the museum side of IMLS, the National Endowment for the Humanities (NEH), and the National Endowment for the Arts (NEA). These agencies help museums fulfill their education mission and have not seen significant increases, relative to other areas of the federal budget, in several years. Continue support of the National Science Foundation's Informal Science Education program.

For more information, please contact Barry Szczesny, AAM Government Affairs Counsel.



American Association of School Administrators

AASA FUNDING PRIORITIES

A. AASA used the following process to determine its funding priorities:

Each member of the Federal Policy Committee filled out a funding priority matrix (attached), indicating his/her preferences for FY2000 appropriations. After all of the members' answers were compiled, it became clear that the programs can be divided into three tiers, each tier representing a varying degree of support.

B. AASA's three tiers regarding funding priorities:

1. Tier 1- Our member's top concerns for 2000:

a. Title I Basic	94
b. IDEA	87
c. Technology for ED	81

2. Tier 2- Second level priorities:

a. Title VI	73
b. Reading Excellence	71
c. Eisenhower	70
d. Vocational Education	69
e. Title I Concentration	65

1. Tier 3- Programs supported by AASA but increased appropriations not actively pursued in 2000:

a. Goals 2000	52
b. Safe & Drug Free	51
c. 100,000 New Teachers	50
d. Even Start	48
e. School to work	40
f. Impact Aid	32
g. Bilingual	27
h. Migrant	19
i. Immigrant	17

Note: Participants were asked: "If only a few programs are going to receive additional funds next year, which programs should receive the increases?" This data does not reflect how supportive AASA members are of these education programs. Rather, it reflects which programs have the greatest need for more money.

December 6, 1999

The President
The White House
Washington, DC 20500

Dear Mr. President:

As your Administration prepares its budget request for FY 2001, the undersigned organizations representing parents, teachers, state and local school officials, administrators, and other advocates of education urge you to make Title I of the Elementary and Secondary Education Act a top funding priority.

Specifically, we urge that your FY 2001 budget request to Congress include a \$1.9 billion increase in the Title I appropriation. This increase would be consistent with actions taken earlier this fall in the House of Representatives. As you know, a bipartisan majority in the House voted in favor of an amendment to increase the Title I authorization level to \$9.85 billion from \$8.35 billion during consideration of H.R. 2, the Student Results Act of 1999.

As you know, Title I of the Elementary and Secondary Education Act (ESEA) is the largest source of federal financial assistance to the nation's schools. Title I, Part A, currently provides nearly \$8 billion (basic and concentration grants) annually to educate children in the country's poorest schools. These funds support instructional activities that help students in high-poverty schools meet high standards in core subjects. The program currently reaches some 11 million poor students nationwide, about two-thirds of whom are in grades 1-6, providing additional instructional time and support in reading, math, and science.

Unfortunately, Title I does not currently serve all children identified as eligible for compensatory services under federal law. While 95 percent of schools with poverty levels of 75 percent and above receive Title I funding, 20 percent of schools with poverty levels of 50 to 74 percent do not receive any Title I funds. In addition, only 64 percent of schools with poverty levels between 35 and 49 percent receive Title I funding. The gap between the number of Title I eligible children and those students actually served is mainly a function of inadequate funding levels for the program. In fact, the Congressional Research Service (CRS) estimates that providing comprehensive services to all eligible children would require \$24 billion, almost three times the current funding level.

The FY 2000 Consolidated Appropriations Act (P.L. 106-113) provides much-needed increases for special education, class size reduction, after school programs, education technology, and teacher quality. However, Title I received only a modest increase of 2.7% in FY 2000, and has received an average annual increase of less than

3% over the last three years (FY 1997-2000). This year's appropriation was a particularly disappointing outcome of this year's budget negotiations since it fails to recognize a growing level of need amongst disadvantaged students at a time when all students are being required to achieve at higher levels. In addition, while the Administration has requested more for Title I over the last three years than Congress actually appropriated, the annual average increase for the program in your budget requests was only 4%. We firmly believe that Title I funding should be significantly increased to ensure that all low-income students have an opportunity to excel academically.

Increasing federal funding for Title I is a sound investment that is already producing solid and meaningful results. Please consider the following data demonstrating the effectiveness of the Title I program.

- ◆ A recent analysis by the Council of the Great City Schools clearly demonstrates that Title I has proven successful in improving student achievement in the nation's largest urban schools. The Council's report found that Title I fourth and eighth-graders in urban schools have boosted their performance in reading and math over the last three years. In fact, 87.5 percent of the responding urban school districts revealed increased Title I reading gains, while 83 percent showed increased Title I math achievement. Moreover, the survey shows the percentage of Title I students below the 25th percentile to be declining over a three-year period, while the percentage of Title I students between the 25th and 50th percentiles is increasing. In addition, data from the National Assessment of Educational Progress (NAEP) indicates that African American, Hispanic, central city, and poor students have all made gains in reading and math since 1994, which is consistent with results from the Council of the Great City School's study.
- ◆ Scores collected by the ACT, Inc. and the Council of the Great City Schools show slight test score gains for graduates of urban schools between the spring 1997 and the spring 1998, despite national scores that were constant over that same period. Increases are posted across all racial groups, except for Mexican Americans.
- ◆ The Final Report of the National Assessment of Title I, *Promising Results, Continuing Challenges*, indicates that ten of thirteen major urban school systems examined demonstrated increased Title I achievement scores since 1994-1995.

Given the strength of the economy and repeated projections of a growing budget surplus, we urge you to work with Congress to produce a budget that increases investment in Title I by \$1.9 billion in FY 2001. This increase is essential to meet the needs of America's disadvantaged students, and accelerate current efforts focused on closing the achievement gap and raising standards for all children.

Thank you for considering our request to secure additional funding for Title I in the upcoming fiscal year.

Sincerely,

American Association of School Administrators
American Association of Educational Service Agencies
American Federation of School Administrators
American Federation of Teachers
California State Superintendent of Public Instruction
Council for Exceptional Children
Council of Chief State School Officers
Council of the Great City Schools
National Association for Bilingual Education
National Alliance of Black School Educators
National Association of Elementary School Principals
National Association of School Psychologists
National Association of State Boards of Education
National Education Association
National Parent Teacher Association
National Rural Education Association
National School Boards Association
New York City Board of Education
New York State Education Department
School Social Workers Association of America

cc: John Podesta, Chief of Staff
Jacob Lew, Director of the Office of Management and Budget



FY 2001 FUNDING REQUEST VOCATIONAL, CAREER AND TECHNICAL EDUCATION

Today, students need a combination of sound academic and technical skills to compete in the workforce. Vocational, career and technical education is working to meet this need for our nation's secondary and postsecondary students. To support these efforts in FY 2001, Members of the Association for Career and Technical Education (formerly the American Vocational Association) and the National Association for State Directors of Vocational-Technical Education Corporation strongly urge Congress and the Administration to provide:

AT LEAST \$250 MILLION INCREASE FOR THE PERKINS ACT

AT LEAST A \$400 INCREASE IN THE PELL GRANT MAXIMUM

JUSTIFICATION:

CAREER AND TECHNICAL EDUCATION: A CORNERSTONE OF AMERICAN EDUCATION

Vocational, career and technical education is an integral part of American education that helps students achieve their career and education goals by:

- providing students with the balance of academic and technical skills needed to succeed in today's dynamic workplace and to pursue postsecondary education by presenting academic concepts in a contextual manner;
- helping students prepare to pursue postsecondary education and high skill, high wage careers in areas such as computer technology, automotive services and health care;
- helping approximately 61 percent of vocational, career and technical education graduates continue their education at the postsecondary level;
- working with business and industry leaders to develop new curricula, provide teacher externships and create internship opportunities for students.

NEW PERKINS ACT: A CHALLENGE FROM THE CONGRESS

Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, challenging vocational, career and technical education to meet higher accountability measures and further improve programs. To meet this challenge, programs must provide students with access to the high quality vocational, career and technical education that will prepare them for postsecondary education and the highly competitive and technological workplace of the 21st century.

FUNDING PRIORITY: INCREASE FUNDING FOR PERKINS ACT

In recent years, funding for the Perkins Act has barely kept pace with inflation. With America's commitment to vocational, career and technical education renewed through the new Perkins Act, NOW is the time to make the financial commitment that our nation's career and technical education students deserve.

TAKE ACTION NOW!

Vocational, career and technical education stands ready to meet the challenges of the future, but your help is critical to ensure that students have access to these vital programs. To continue preparing America's students for the high-skill careers of the future, Congress must provide **at least \$250 million increase for Fiscal Year 2001 for the Perkins Act and at least a \$400 increase in the Pell Grant maximum award.**

For additional information, please contact Nancy O'Brien, ACTE's Asst. Exec. Dir. for Government Relations, at 703/683-3111, ext. 311.

American Library Association Budget Recommendation FY2001

- Public, academic and school libraries are the incubators for new ideas, creativity, literacy and learning for all ages, from the smallest child to the oldest individual. Libraries provide training in new technology, resources for small business entrepreneurs, local information for new residents, resources about student aid and access to college web sites—in many ways libraries contribute to the intellectual and real national growth. They are lifelines of information in large urban and small rural communities. Because of the increased reliance on libraries, their central role and the possibilities provided to Americans, the federal role of support should be **doubled to \$333.6 million**, both in recognition of past achievement and future promise.

Under the Institute for Museum and Library Services, library grants under the Library Services and Technology Act totaled \$166.8 million for FY2000, a small increase from FY99's level of \$166.1.

- School library media centers sometimes receive funding for instructional materials from ESEA Title VI. The Department of Education estimates approximately 40 percent of the block grant funds go to school libraries. In FY2000 the Administration's budget did not fund ESEA Title VI. Two pieces of legislation, S. 1262 and H.R. 3008 would authorize direct funds specifically for school library media resources. If included in the ESEA reauthorization, these bills would authorize a total of \$275 million for acquiring school library media resources, advanced technology for information literacy, library resource sharing, professional development for school library media specialists and after school and summer access to school libraries.
- Academic libraries, while stretched to provide access to a wide variety of resources for students, also must provide the most up-to-date computer access to databases and periodicals often at a greatly increased cost. The Administration has made great progress in opening the doors of opportunity to students to attend college and the statistics show a greatly increased student body projected for the next five or six years, however, there is currently **no specific support** for Higher Education Academic libraries. In the past HEA Title II provided support for academic libraries.

According to the *Bowker American Library Directory 1998-99*, there are 16,250 public libraries including branches; 4,700 academic libraries and 98,169 school libraries. Not every public school has a school library media center with a certified school library media specialist, although research from the Office of Educational Research, U.S. Department of Education in 1994, demonstrates that the highest achieving students come from schools with good school libraries.

- **By investing \$608.6 million in libraries and librarians, community support will be leveraged to raise children's learning abilities; to extend access to the internet to more members of the community, helping to erase the digital divide; and to provide literacy and information skills training to help families that need help the most.**

AJCU

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

MEMORANDUM TO: OMB, NEC, DEPARTMENT OF EDUCATION
FROM: CYNDY LITTLEFIELD, DIRECTOR OF FEDERAL RELATIONS, AJCU
RE: BUDGET REQUESTS FOR FY 2001
DATE: December 6, 1999

BOSTON COLLEGE, MA
CANISIUS COLLEGE, NY
COLLEGE OF THE HOLY CROSS, MA
CREEGHTON UNIVERSITY, NE
FAIRFIELD UNIVERSITY, CT
FORDHAM UNIVERSITY, NY
GEORGETOWN UNIVERSITY, DC
GONZAGA UNIVERSITY, WA
JOHN CARROLL UNIVERSITY, OH
LE MOYNE COLLEGE, NY
LOYOLA COLLEGE, MD
LOYOLA MARYMOUNT U, CA
LOYOLA U CHICAGO, IL
LOYOLA U NEW ORLEANS, LA
MARQUETTE UNIVERSITY, WI
REGIS UNIVERSITY, CO
ROCKHURST UNIVERSITY, MO
ST. JOSEPH'S UNIVERSITY, PA
ST. LOUIS UNIVERSITY, MO
ST. PETER'S COLLEGE, NJ
SANTA CLARA UNIVERSITY, CA
SEATTLE UNIVERSITY, WA
SPRING HILL COLLEGE, AL
UNIVERSITY OF DETROIT MERCY, MI
UNIVERSITY OF SAN FRANCISCO, CA
UNIVERSITY OF SCRANTON, PA
WHEELING JESUIT UNIVERSITY, WV
XAVIER UNIVERSITY, OH

The Association of Jesuit Colleges and Universities represents twenty-eight Jesuit colleges and universities across the United States. All of our institutions feel the grant funding from the Department of Education to enhance teacher quality delivery teaching techniques and to expand quality Jesuit traditional education to more students through the distance education consortium known as JNET. It is a high priority for institutions to prepare burden for limited federal student aid for students of need. The policy rationale for increasing student aid for FY2001 is multifold:

- AJCU institutions make up for the limited amount of federal student aid for needy students with a total of \$538 million in institutional aid, which is 39% of total tuition aid per institution.
- Value of real student aid dollars continues to diminish from the 1980's, Pell Grants are down 7.6%, SEOG down 16.5%, FWS down 16.8%, Perkins down 83.7%, LEAP down 74.6%.
- According to the recent "Echo Baby Boom Report for Institutions of Higher Education," there will be an increase of 16-20% enrollment over the next ten years in higher education and thus the need will be even greater for more federal student aid.

AJCU requests the following increases in Federal Student Aid for FY2001:

Pell Grants.....Increase of \$400 maximum per student to a total of \$3700
SEOG..... Increase of \$100 million to \$731 million total
FWS.....Increase by 2.5% CPI to \$957 million
Perkins Loan Program.....Increase of \$40 mil for FCC; \$30 mil/ Loan Cancellations
TRIO.....Increase of \$150 million
LEAP.....Increase \$60 million to \$100 million
GRADUATE.....Increase of \$15 million to \$66 million*

- 1/3 of students at AJCU institutions are graduate/professional students

AJCU institutions are extremely interested in institutional teachers to enhance their teacher preparation programs given the tremendous teacher shortage in the next ten years. And, as a result, increasing funding opportunities are critical. It is equally important for non-profit institutions of higher education who want to expand the opportunities for life-long learning students through quality distance education programs to also receive federal grant assistance. We encourage the following increases for FY2001:

Teacher Quality Enhancement GrantsIncrease by \$52 million, total \$150 million
Teacher Technology Grants..... Increase by \$75 million, total \$150 million
LAAP.....Increase by \$26.1 million, total \$50 million
Child Care Access.....Increase by \$15 million, total \$20 million
GEAR UP.....Increase by \$25-50 million



The College Board
1233 20th Street, N.W., Suite 600
Washington, D.C. 20036-2304
Tel (202) 822-5900 Fax (202) 822-5920

**THE COLLEGE BOARD'S
FEDERAL EDUCATION FUNDING PRIORITIES
FOR FY2001**

Priorities supported by the Student Aid Alliance:

- *Pell Grants* – \$3,700 maximum grant (+ \$400)
- *Supplemental Educational Opportunity Grants (SEOG)* – \$731 million (+ \$100 million)
- *Perkins Loans* – \$200 million (+ \$70 million): \$140 million for federal capital contributions (+ \$40 million); \$60 million for loan cancellations (+ \$30 million)
- *Leveraging Educational Assistance Partnerships (LEAP)* – \$100 million (+ \$60 million)
- *Federal Work-Study (FWS)* – \$952 million (+ \$18 million; reflects inflationary increase)
- *TRIO* – \$795 million (+ \$150 million)
- *Graduate Education* – \$66 million (+ \$15 million): \$41 million total for GAANN; \$15 million total for Javits Fellowships

Additional College Board funding priorities:

- *GEAR-UP* – \$400 million (+ \$200 million)
- *Advanced Placement Incentive Program* – \$30 million (+ \$15 million)

21st Century Education Investment

Committee for Education Funding

President Clinton's FY2001 budget request should address the unfulfilled education needs of the nation's students and the challenges of the future at levels that reflect the urgent, overwhelming public concern for improving education. The President's budget request should:

- Begin reversing the decline in federal investment in education to keep pace with needs—the federal share of elementary and secondary education has declined from 11.9 percent to 7.6 percent between 1980 and 1998 and of higher education from 18 percent to 14.6 percent over the same period.
- Lead the way in achieving higher national standards for education by committing resources for overcoming barriers to academic achievement and productive employment.
- Meet the challenges of rising enrollments at all levels, more students with special needs, increasing teacher shortages, unsafe and outdated school facilities, rapidly advancing technology, and increasing access to postsecondary education for low income families.
 - In constant dollars, federal on-budget funds for elementary and secondary education programs increased 15.5 percent while enrollment grew by 19.2 percent FY1980-1998. At the higher education level the disparity is much greater, as on-budget federal funds decreased by 27.7 percent while enrollments grew by 17.4 percent between 1982 and 1998.
- Make substantial increased investments in programs such as Title I, Pell grants, campus based student aid and support services, IDEA, vocational education, impact aid, bilingual and immigrant education, teacher quality, and technology assistance as well as programs for school improvement, research and development and many other vital Education Department programs that address these challenges.
- **Education and Social Security:** Investing in education is critical to the future solvency of Social Security. As the number of current workers per Social Security recipient continues to decline, it is vital that those workers be the best-trained, most well educated and productive work force possible.

December 6, 1999



THE COUNCIL FOR EXCEPTIONAL CHILDREN

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December 6, 1999

Bruce Reed, Director
Domestic Policy Council

Gene Sperling, Director
National Economic Council

Mary Beth Cahill, Director
Office of Public Liaison

The White House
Washington, D.C. 20500

Thank you for the opportunity to provide input on behalf of the Council for Exceptional Children's (CEC) education priorities for FY 2001. CEC is the largest professional organization of teachers, administrators, parents, and others concerned with the education of children with disabilities, giftedness, or both. CEC has been actively involved in the development and reauthorization of The Individuals with Disabilities Education Act (IDEA) Amendments of 1997. IDEA '97 is a powerful civil rights law with a long and successful history. Today, approximately 6.1 million children with disabilities are receiving special education and related services.

When IDEA was originally passed, up to 40% of the excess cost of special education was promised by the Federal government, with the remaining balance to be met by the local communities and states. Over the years, while the law itself continues to work and children are being educated, the intended cost-sharing partnership has not been realized. School districts across the country have struggled with the cost of educating students with disabilities as mandated by federal law. Presently, the Federal government is contributing only approximately 12% of the excess cost of special education, thus, the Federal government's participation in helping to bear the cost of educating children who have special needs has not been met. We applaud Vice President Gore's recent remarks in Pembroke, New Hampshire, where he promised, if elected, to provide the largest increase ever in federal funding for special education.

CEC has congratulated Congressional efforts to increase special education and urges the Administration to continue to work toward the 40% goal. It should be noted that we do not recommend taking funds from existing federal education programs that currently serve students. Because one of the main precepts of IDEA '97 is increased involvement in the general education curriculum, any cuts to the current funding level for K-12 programs could only impact negatively on students, including those with disabilities. Therefore, CEC recommends both a 15% increase in general education programs, as well as an appropriation by the Administration to live up to the Congressional promise to fund IDEA because it is needed, it is appropriate and it is the right thing to do.

Specifically, we recommend increased funding for programs under IDEA to include:

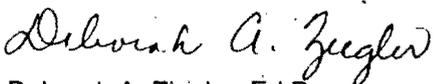
- State and Local Grant Program (Part B). Funding is needed for rising student enrollments and for extensive improvement in collaboration between special and general education. IDEA '97 mandates, among other priorities, comprehensive teacher training; materials and resources for teachers and students, such as those that employ universal design; and effective alternative programs and services for students with disabilities who exhibit dangerous or violent behavior. These reforms simply cannot be made without a substantial increase in federal funding.
- Part B Section 619 Preschool Grants Program. This program is intended to assist all states in ensuring that all preschool-aged children with disabilities receive special education and related services. This program has seen very modest increases for several years. This is particularly problematic since the number of children served by the program continues to increase each year.
- Part C Early Intervention Program. The importance of the early years has been emphasized in recent initiatives from the White House, the National Governor's Association, and organizations such as the Carnegie Corporation. The importance of services for families and their young children has achieved universal and bipartisan support. This program is an important part of states' and communities' efforts to have all young children enter school "ready to learn." This program has had very modest increases also.
- Part D Support Programs. The research and development program under IDEA provides the support to ensure effective and efficient practices within IDEA, Parts B and C. The Part D support programs provide a way to study solutions to many of the issues that have been identified, to ensure their validity before making them widespread practice, and to proactively address emerging issues. The Part D programs have provided the critical infrastructure in such areas as: research, professional preparation, technical assistance, technology and support, and dissemination of information that make an effective early intervention and special education program a reality for each child. The support programs have seen virtually no increase in recent years.

We also urge the Administration to consider funding for the proposed revision to the Jacob K. Javits Gifted and Talented grants through the ESEA reauthorization process, which creates a Part A and a modified Part B of the Act (H.R. 637 and S. 505). The Javits program is the current vehicle through which the Federal government builds the nation's capacity to meet the education needs of gifted and talented students in elementary and secondary schools.

Enclosed in CEC's FY 2000 appropriations chart for a comparison on where special education is presently. We will be updating the chart in the near future with our recommendations for appropriations for FY 2001. We will be happy to share this with your staff.

CEC believes that by investing in the education of our nation's children, we are enabling individual growth and productivity that will ultimately lead to financial independence and an adult life of dignity and self-fulfillment. The dollars spent on our children now are well worth the rewards both they and America will receive in the long run. We look forward to working with the Administration to ensure that the federal commitment to education programs for children with special needs continues.

Sincerely,



Deborah A. Ziegler, Ed.D.
Assistant Executive Director, Public Policy

Enclosure

**FY 2000 Appropriations for
Federal Programs for the Education of Exceptional Children
(in thousands of dollars)**

Programs	FY 1999 Appropriation	FY 2000 President's Request	FY 2000 CEC Recommends	FY 2000 House Cmte Request	FY 2000 Senate Cmte Request	FY 2000 Approved (before .38% cut)*
Individuals w/Disabilities Education Act						
• State and Local Grant Program	\$4,310,700	\$4,314,000	\$6,310,700	\$4,810,700	\$4,989,685	\$4,989,685
• Preschool Grants	373,985	402,435	516,000	373,985	390,000	390,000
• Early Intervention Program (Part C)	370,000	390,000	405,000	370,000	375,000	375,000
• State Program Improvement Grants	35,200	45,200	45,200	35,200	35,200	35,200
• Studies and Evaluations	6,700	--	-- ¹	--	--	--
• Research and Innovation	64,508	64,508	83,300	64,508	64,508	64,508
• Personnel Preparation	82,139	82,139	109,000	82,139	82,139	82,139
• Coordinated Technical Assistance, Support, and Dissemination of Information	44,556	44,556	57,700	44,556	44,556	45,556
• Parent Training	18,535	22,535	27,500	18,535	18,535	18,535
• Technology Development, Demonstration and Utilization, and Media Services	34,523	34,523	44,900	33,523	36,023	36,023
• Primary Education Intervention Program	--	50,000 ²	50,000	--	--	--
IDEA TOTAL	\$5,340,846	\$5,449,896	\$7,649,300	\$5,833,146	\$6,035,646	\$6,036,646
Gifted and Talented Grants						
• Title X Part B (P.L. 103-382)	\$6,500	\$6,500	\$10,000	\$6,500	\$6,500	\$6,500
• <i>Proposed State Block Grant Amendment to Jacob K. Javits Gifted and Talented Grants Under ESEA</i>			\$54,600 ³			

¹ CEC recommends that this amount be indexed as provided by statute.

² This program is authorized under Part D of IDEA to target children aged 5-9 years "with developmental delays who are experiencing significant problems in learning to read and who are exhibiting behavior problems." The proposal would fund "model demonstration projects that would apply research-based knowledge to local practice. Funds would also be used to support technical assistance and evaluation activities."

³ See language in H.R.637 and S.505

* The U.S. Department of Education is responsible to apply the .38% cut to programs the Department deems appropriate. No program can receive more than a 15% cut.

Council of Chief State School Officers

Position on Federal Education Funding for FY2001
November, 1999

In FY2000, as in each of the previous several years, the Council has joined the education community in advocating for a 15% increase in federal education investment, translating to roughly \$5 billion this year. However, the final FY2000 budget fell well short of this goal, providing only a \$2.07 (6.18%) increase for education. This funding level fails to address the growing needs of America's schoolchildren and barely keeps pace with inflationary increases in education costs. **In response to both this inadequate FY2000 funding level and the continued increase in education needs, the Council will again join the education community in advocating a 15% increases in FY2001.**

Following more than two decades of rising national debt, the Administration and Congress in 1997 reached a historic Balanced Budget Agreement to eliminate the federal budget deficit. With help from a robust economy, a balanced budget has been reached, and continued budget surpluses are projected into the foreseeable future. However, the 1997 agreement included tight spending caps which are keeping discretionary spending, including education, at unrealistically low levels. As Congress and the Administration assess the dramatically changed budget climate, debate on what should be done with any surplus have so far centered not on educational investment but on cutting taxes and ensuring the solvency of the Social Security and Medicare trust funds. However, failing to increase educational investment is neither sound policy nor effective strategy. **Federal ledgers must continue to be balanced, but we can not continue the current prosperity, eliminate the federal debt, nor secure Social Security by increasing the education deficit.**

The major contribution which education can make toward a continued budget surplus is to equip the population with the skills and knowledge to grow our economy and produce sufficient tax revenues. The need for international competitiveness in an era of open trade and the need to close the skills training gap under welfare reform make poignant the importance of increased federal education resources. Without education investment, our economy will not grow; and without economic growth, the budget will not remain balanced nor the national debt reduced. **Despite the overwhelming evidence of the link between education and economic productivity, federal support for elementary and secondary education has declined in the past 15 years, from 10% of total expenditures in 1980 to only 7% today.**

Federal education budget cutters argue that the proportion of federal funding is so "small" as to not make a difference. However, such reasoning misses the point that federal education programs have a profound impact by: (1) targeting critical resources to both advance access to quality education for disadvantaged and special populations of students most in need; and (2) leveraging support for state and local efforts to improve the quality of teaching and learning through research-based strategies. The impact of this federal investment is most significant in the many states and localities which have greater needs and fewer resources. These needs are growing throughout the nation, including record student enrollments, growing proportions of students in poverty and with special needs, dilapidated school infrastructure, hundreds of thousands of new teachers who require training to high standards, and the growing gap in access to technology among students.

As states and localities continue to reform the educational system and raise expectations for all students, we urge the following federal investments to address these needs in FY2001:

Expand by at least 15% federal support of programs which advance access to quality education for students most in need, such as Title I of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities in Education Act (IDEA). These programs together serve the students who need the most assistance to succeed. Constituting nearly 40% of their age cohort, the knowledge and skill levels these students attain will either spur or drag our future economy. Yet, these programs are severely under funded.

- **Title I basic and concentration grants must be increased by at least \$750 million (10%), including at least a \$200 million increase for program improvement, to serve the growing number of eligible students and schools in high quality programs.** Title I provides critical resources to provide disadvantaged students with access to quality education, but now serves only one-half of the eligible poor children. These funds are the "engine" of school change since they are tied to setting uniformly high state and local standards for all students.
- **Title I funding for Comprehensive School Reform should be increased to \$250 million to demonstrate well-tested, effective strategies which can be implemented in all Title I schools.** Any new funds proposed for school reform in urban and rural areas should be allocated through states as part of this initiative for comprehensive reform.
- **Fulfill the initial promise of IDEA.** The federal government provides only one-sixth of its initial 40% commitment to cover the excess costs of students under the Individuals with Disabilities Education Act. Congressional commitments to fully fund the federal share should be realized through at least a \$1 billion increase.

Expand by \$1 billion over two years key investments in educational reform and school improvement, including Goals 2000, Eisenhower Professional Development, Title VI ESEA Innovative Strategies, and Title III ESEA Technology. Strategic programs such as these leverage and provide irreplaceable resources to support state and local efforts to increase student achievement as they maintain current operations. In this way, federal programs are the principal source of support for R&D and innovation in education.

- **The functions of Goals 2000 must continue to be funded at no less than current levels to reach the objective of helping all local districts and schools develop and implement high standards for student achievement and aligned assessments to measure progress of students, schools and systems through comprehensive reform strategies.**
- **Title VI Innovative Strategies must be increased by 15% to enable this flexible source of funding for improved teaching and learning to support state and local reform efforts.** Title VI funds fill the gaps and provide critical added resources for professional development, development of new assessments, and design of new curricula tied to high standards and expanded use of learning technologies in the classroom.
- **Expand by 15% resources for teacher education and training—including ESEA Title II Eisenhower Professional Development and Reading Excellence Act, Class-Size**



NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Serving All Elementary and Middle School Principals

SCHOOL OFFICIALS SPEAK OUT ABOUT THE IMPORTANCE OF FEDERAL EDUCATION PROGRAMS

The attached letters and e-mails document the importance of federal education programs to the nation's schools. Principals and other school officials from throughout the nation have taken the time to contact the National Association of Elementary School Principals (NAESP) to tell of the many ways in which programs such as Title I, Title VI, Safe and Drug-Free Schools, and other programs authorized by the Elementary and Secondary Education Act (ESEA) benefit students.

Please take a moment to review these materials. As you do so, you will immediately become aware of the very strong support that principals give to federal education programs, particularly Title I. One principal refers to the program as a "miracle," and many other letters attest eloquently to the benefits the program provides to students.

NAESP believes you will find this information to be of great use to you as you formulate the education budget request for Fiscal Year 2001.

For additional information, please contact Sally McConnell, Director of Government Relations, at (703) 518-6263 or smcconnell@naesp.org.



NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Serving All Elementary and Middle School Principals

Priorities for the Fiscal Year 2001 Budget

1. Title I, Helping Disadvantaged Children Meet High Standards

Title I provides important assistance to schools seeking to help disadvantaged children gain basic and advanced skills in the core academic subjects. The 1994 Elementary and Secondary Act reauthorization improved the program structure by putting an emphasis on high performance standards for Title I participants and by increasing the availability of the option for high-poverty schools to use Title I funds for the benefit of all students.

Despite the strong support Title I enjoys among educators, the federal education budgets of the last several years have consistently underfunded Title I. NAESP is hopeful that the Administration will seek to remedy that situation by requesting a substantial increase in Title I funding and making that increase a priority in communications with Congress.

NAESP requests that the Administration seek an increase of \$1.9 billion for Title I. We are joining with many of our K-12 colleagues in seeking this amount, which reflects recent authorization action in the House of Representatives and would allow schools to serve more eligible students.

2. Individuals With Disabilities Education Act (IDEA)

Special education costs continue to spiral, and schools are struggling to provide services to students with disabilities. The federal investment in special education has never come close to the promised 40 percent level, leaving states and local districts to bear the burden virtually alone. Unfortunately, the Administration's budget requests of the last several years have sought to freeze IDEA funding or provide only a negligible increase.

To assist schools in providing needed services to students with disabilities, NAESP urges the Administration to seek an increase of \$1 billion for IDEA.

3. Professional Development

Principals are both consumers and providers of professional development services. As instructional leaders, they want and need to have access to high-quality, sustained professional development that helps them lead reform efforts in their schools. The rapidly changing world of education technology also necessitates training for educators. Principals need to be included in technology training in order to be able to make wise choices about the technology that is used in their schools.

Whether the pending ESEA reauthorization consolidates professional development programs or keeps them in their current configuration, it is essential that principals be included in all professional development opportunities. A substantial increase is needed to allow for the inclusion of principals and to continue professional development for teachers.

4. Safe and Drug-Free Schools and Communities

Principals welcome the assistance that Safe and Drug-Free Schools and Communities provides to their efforts to keep schools safe and conducive to learning. Although the vast majority of schools are safe, recent events have heightened public awareness of problems that can arise.

Among the attached letters are comments attesting to the benefits that the Safe and Drug-Free Schools and Communities program provides in helping reduce behavior problems and increase awareness of the harm that drugs and alcohol can do. NAESP strongly supports a substantial increase for the Safe and Drug-Free Schools and Communities program so that these efforts can be increased.

5. Programs to Enhance Children's Readiness to Learn

NAESP strongly supports Head Start and the child nutrition programs. They provide children with vital components of a positive educational experience. There is a wealth of evidence attesting to the benefits provided by these programs.

In order for schools to be able to serve more eligible children, NAESP supports a substantial increase for Head Start and the child nutrition programs.

6. Fund for the Improvement of Education (FIE)

As a partner in the U.S. Department of Education's Blue Ribbon Schools program, NAESP strongly favors providing adequate funding for FIE, in order to assure the continuation of this program. It helps schools showcase their accomplishments and provides useful examples for other schools.

FIE also funds the Elementary School Counseling Demonstration project, which NAESP also supports. NAESP believes there should be a full-time counselor in every school, and FIE funds can help the nation's schools come closer to that goal.

In order to continue these and other fine programs, NAESP supports a substantial increase in FIE funds.



FY 2001 Draft Budget Request

In the last 20 years, a college education has become more important in the lives of working Americans. Access to college has grown and the booming economy has illustrated the impact a college education has. By 2008, more than 16 million students will be enrolled in the nation's colleges and universities -- an increase of 12 percent from today. Many of these students will be first generation college students, and increasingly minority. One in five of these students will be from families with incomes below the poverty level. As more students understand the importance of a college education, the federal government needs to increase the investment in the student aid programs that help them reach their goals. However, after adjusting for inflation, federal student aid programs currently lag behind their funding levels in 1980-81, particularly the campus-based programs which are down by 33 percent. The National Association of Independent Colleges and Universities asks you to make a substantial investment in the programs to help these needy students go to college.

Below are the draft funding recommendations of The Student Aid Alliance for the core student aid programs for FY 2001:

- **The maximum Pell Grant should be increased by \$400, to \$3,700.**
- **Supplemental Grant funding should be increased by \$100 million, to \$731 million.**
- **The federal capital contributions for Perkins Loans should be increased by \$40 million, to \$140 million.**
- **Perkins Loans cancellations should be increased by \$30 million, to \$60 million.**
- **Leveraging Educational Assistance Partnerships should be increased by \$60 million, to \$100 million.**
- **Federal Work-Study should be increased by \$23 million, to \$957 million.**
- **TRIO should be increased by \$150 million, to \$795 million.**
- **Graduate programs should be increased by \$15 million, to \$66 million.**

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

November 24, 1999

National Office
1111 19th Street, N.W., Suite 1000
Washington, DC 20036
Phone: (202) 785-1670
Fax: (202) 776-1792

The Honorable Richard Riley
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Riley:

On behalf of the Hispanic Education Coalition (HEC), an *ad hoc* coalition of national organizations dedicated to improving educational opportunities for Hispanics, we want to thank the Department of Education for your continued efforts to improve and expand educational opportunities for Hispanic children. As the Administration develops its Fiscal Year (FY) 2001 funding priorities, we encourage increased funding levels in several programs that provide the pillar of support for Hispanic students.

Today, Latino children are the largest group of minority children in the United States, second only to non-Hispanic White children. Despite the significant increases in the number of Hispanic children attending our nation's schools, they remain among the most educationally disadvantaged of all public school students. For example, 39% of Hispanic children live in families with an income below the poverty line, a rate more than twice as high as for White children.

The Hispanic dropout rate remains one of the most significant challenges faced by the Hispanic community, and the country as a whole. Hispanic students drop out at nearly three times the rate of African American or White Students. The dropout rate of Hispanics is at about 30% nationally. To reduce the dropout rate, and ensure Hispanics contribute to our nation's economic prosperity, funding for programs serving Hispanic children and young people must be increased.

BILINGUAL EDUCATION

Funds for Bilingual Education are critical to meeting the needs of school districts that must provide high-quality instruction to the more than 3.5 million limited English proficient (LEP) students. As the 1990 Census showed, LEP students are no longer concentrated in a limited number of regions of the United States. These students are in virtually every large urban area as well as many smaller and rural communities. Unprepared for this rapid growth in LEP students, school districts have floundered trying to devise local responses to this national trend.



Program Offices: Phoenix, Arizona • San Antonio, Texas • Los Angeles, California • Chicago, Illinois

LA RAZA: The Hispanic People of the New World

Letter to Secretary Riley

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Federal bilingual education funding both leverages other funds for program improvement and provides much needed leadership for states and localities.

Although the number of LEP students has grown dramatically, funding for federal bilingual education has not significantly increased to ensure LEP students are afforded equal educational opportunities. For example, in 1980, bilingual education received \$166 million in appropriations; for FY 1998, it was funded at \$199 million. During the same period, the number of LEP students in the United States doubled. Clearly, appropriation levels have not kept pace with the increasing need for services. According to the Congressional Research Service, funding for the Bilingual Education Act since FY 1980, after adjusting for inflation, has declined an estimated 39% from FY 1980 to FY 1998.¹ The FY 1980 appropriation for bilingual education, in estimated FY 1993 dollars, should have been \$345,504,000.²

To help LEP students meet the same academic standards required of all children in the United States, it is essential that funding for bilingual education be increased to \$336 million. This would increase funding for instructional services, which provides direct assistance to school districts, to \$215 million, and increase Support Services, which funds grants to State educational agencies, the National Clearinghouse for Bilingual Education, Academic Excellence dissemination grants and grants for research, to \$21 million. These funds would assist school districts in meeting their obligation to LEP students under the Civil Rights Act of 1964 and the Supreme Court ruling in Lau v. Nichols of 1974, as well as support important research and dissemination of information to the public. Last, we urge an increase for professional development to \$100 million to address the critical shortage of qualified and certified bilingual education teachers. A 1993 study found that only 18% - or fewer than one in five - of teachers serving LEP students were certified in either English as a second language or bilingual education.³

HEP/CAMP

The High School Equivalency Program (HEP) provides an excellent model for bringing dropouts back into the educational world, so that they can receive their GED and pursue

¹Congressional Research Service. *Bilingual Education: An Overview*. CRS Report for Congress No. 98-501 EPW, by Steven R. Aleman, Education and Public Welfare Division.

²For a discussion of estimating changes over time in funding levels, see: U.S. Library of Congress. Congressional Research Service. *U.S. Department of Education: Major Program Trends, Fiscal Years 1980-1991*. CRS Report for Congress No. 91-10 EPW, by the Education and Public Welfare Division.

³Descriptive Study of Services to Limited English Proficient Students. Summary of Findings and Conclusions, vol. 1, Development Associates, 1993.

Letter to Secretary Riley

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postsecondary education opportunities. The College Assistance Migrant Program (CAMP) provides significant services to migrant students during their first year of college. Both programs show excellent success rates with 69% of HEP students receiving GEDs and 96% of CAMP students completing their first year of college. More than 73% of CAMP students go on to receive their baccalaureate degrees.

Despite the phenomenal success of HEP/CAMP, both programs are seriously underfunded. HEP can serve only one out of ten eligible students and CAMP is limited to serving only 2% of its eligible population. To be able to meet the need of all eligible migrant students, more than \$70 million would be required for the HEP program, and \$100 million would be needed for CAMP. The FY 1999 funding level of \$13 million for HEP/CAMP did not come close to meeting this need, and barely exceeds the \$10.5 million the programs received in FY 1993. For FY 2001, we urge the Administration to recommend that the programs receive \$20 million and \$10 million, respectively.

MIGRANT EDUCATION PROGRAM

The Migrant Education Program (MEP), Title I, Part C of the Elementary and Secondary Education Act (ESEA), has been especially underfunded at a time when costs have increased steadily and changes in the ESEA expanded the program's purposes. Although the MEP program received its first increase in five years in FY 1999, it has been level funded for FY 2000. The program needs additional funding if it is to serve migrant students adequately. Migrant children have a dropout rate in excess of 50%. Many of the very specialized services provided under the MEP are crucial to encouraging students to stay in school. Expansion of services to migrant children at an early age is a necessary first step in ensuring that they can fully participate in the school environment. For FY 2001, we recommend that the Administration propose increasing funding for the MEP to \$430 million.

COMPREHENSIVE REGIONAL ASSISTANCE CENTERS AND EQUITY ASSISTANCE CENTERS

Comprehensive Regional Assistance Centers (CRACs) support critical elementary and secondary education programs, such as the Migrant Education Program and Bilingual and Emergency Immigrant Education. These 15 centers provide an essential technical support network to schools, local education agencies, state education agencies, and other grant recipients delivering vital educational services to our nation's poorest and most disadvantaged students through the programs authorized under the Improving America's Schools Act. For FY 2001, we recommend that funding for the CRACs be increased to \$42 million.

Equity in schools has still not been reached. But for students – who by virtue of their race, ethnic background, sex or national origin may be deprived of their civil rights and an equal opportunity to a quality education – equity is a promise they are depending on for their future. The Equity Assistance Centers (EACs) build bridges among administrators, teachers, parents,

Letter to Secretary Riley

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students and community members so that all stakeholders can find that common higher ground where all students will benefit from the public education system regardless of race, sex or national origin. All students and their communities benefit from the services provided by the centers. School systems serving Hispanics especially need assistance from the EACs. For example, recent studies conducted by the Harvard University Project on School Desegregation found that Hispanic students attend the most segregated public schools.* For FY 2001, we recommend \$8.3 million for the EACs.

HISPANIC SERVING INSTITUTIONS

Hispanic Serving Institutions (HSIs) serve more than one million students, of which about 70% are minorities. Latino students at HSIs earn 56% of all associate degrees and 65% of all bachelor's degrees awarded in 1995-96. By contrast, at non-HSIs, Latino students earned 4% of the associate degrees and 3% of the bachelor's degrees. These figures reflect the commitment of HSIs to serving a diverse student body and improving access to postsecondary education for low income and educationally disadvantaged groups. Given the key role HSIs play in providing access to higher education for Hispanics, we must help strengthen and develop these institutions.

Grants to HSIs improve the ability of the institutions to provide a quality education to their students. However, limited funding for the program denies grants to many eligible institutions that need additional resources to provide recruitment and other services for Hispanic and other disadvantaged young people. In FY 1999, the Department could only award grants to 38% of eligible institutions. Clearly, the need far exceeds the funding. We urge the Administration to include \$62.5 million in its budget for HSIs.

HISPANIC DROPOUT INITIATIVE

We appreciate your leadership in raising national awareness about the dropout crisis through the Administration's Hispanic Education Action Plan (HEAP). We urge you to fully support changes and additions to current dropout prevention legislation that would complement funding increases for programs included in the HEAP. Senator Jeff Bingaman (D-NM) and Representative Ruben Hinojosa (D-TX) have introduced legislation to reduce the Hispanic dropout rate. Among other things, their legislation would allow middle schools and high schools with the highest dropout rates in each state to compete for grants that would enable them to implement proven and widely replicated models of comprehensive reform. We strongly urge your support for this legislation.

*Orfield, Gary, "Deepening Segregation in American Public Schools," Harvard Project on School Desegregation, Harvard Graduate School of Education, Harvard University, 1997.

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TITLE I, GEAR UP, AND TRIO PROGRAMS

Not exclusively directed at Hispanic children, Title I, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and TRIO programs provide essential services to all disadvantaged children and college students. Because the Improving America's Schools Act of 1994 lifted a prior restriction in Title I on serving LEP children, an estimated 1.5 million LEP students participated in Title I in the 1994-95 school year. Title I services may now be provided to LEP students to address their special language needs or other academic deficiencies unrelated to their LEP status. We urge you to propose significant increases for Title I for FY 2001.

We fully support the GEAR UP program authorized in the 1998 Higher Education Amendments Act. However, we would like to see community-based organizations that have a track record of working with youth get a preference in funding. We recommend that the Administration request \$300 million for GEAR UP for FY 2001.

TRIO programs provide excellent services that help reduce the dropout rate and increase college participation rates. However, the TRIO programs are significantly underfunded for the needs they are addressing. In addition, Hispanic students are particularly underrepresented because of the manner in which the grants are awarded and the inadequate funding for the programs. For FY 2001, we urge you to increase funding for TRIO to \$690 million.

SCHOOL CONSTRUCTION

Although Congress has not authorized the President's School Construction initiative, we support School Construction and urge you to include it as part of the President's education package. Given the large and growing number of Hispanic students in the elementary and secondary schools, the need for this program is greater than ever. Hispanic students in particular are more likely to attend overcrowded schools or attend schools in desperate need of repair. Therefore, federal investment in school construction and repair would greatly help improve the learning environment for Hispanic students.

TEACHER RECRUITMENT AND CLASS SIZE REDUCTION

To better serve Hispanic students, class sizes in schools serving Hispanics must be reduced, in part, by increasing the number of qualified teachers, particularly minority teachers. In 1993-94, only 4.25% of the entire teaching force was Hispanic, 7.35% African American and 1.07% Asian. In contrast, the student population attending our nation's schools is becoming increasingly diverse. Given the acute need for qualified teachers and minority teachers, we would support increased funding for Teacher Recruitment and Minority Teacher Recruitment.

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ADULT EDUCATION AND ESL

Although adult education received an increase for FY 2000, the programs under the Adult Education Act remain severely underfunded. There is an urgent national need for adult English as a Second Language (ESL) services. Adults hoping to learn English have to wait up to more than a year to access these programs, which are vital not only for these adults to learn English, but to help them become more rounded members of society. We recommend that the Department request \$585 million for adult education for FY 2001, including \$70 million for Adult ESL and Civics.

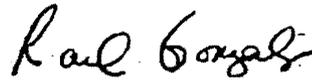
CONCLUSION

The Hispanic Education Coalition respectfully requests that you give priority to the programs outlined above as you develop your FY 2001 budget recommendations. We appreciate your consideration of our request for significant increases in programs serving Hispanic children. We greatly appreciate the Administration's support for our programs in the past and look forward to working with you to increase the educational achievement and attainment of Hispanic children across the country.

Sincerely,



PATRICIA E. LOERA
HEC Co-Chair
National Association for Bilingual Education



RAUL GONZALEZ
HEC Co-Chair
National Council of La Raza

On behalf of:

- ASPIRA Association, Inc.
- Intercultural Development Research Association
- League of United Latin American Citizens
- Mexican American Legal Defense and Educational Fund
- Migrant Legal Action Program
- Multicultural Education Training and Advocacy, Inc
- National Association for Bilingual Education
- National Association for College Admission Counseling
- National Association for Migrant Education
- National Council of La Raza
- National HEP-CAMP Association
- National Latino Children's Institute
- Puerto Rican Legal Defense and Education Fund

NEA PRIORITIES FOR FY 2001 EDUCATION FUNDING

- **School Modernization:** enact legislation (S. 1454, HR 1660, HR 1760) which provides tax credits to subsidize interest cost on \$25 billion of zero-interest school modernization bonds.
- **Title I:** Provide \$9.85 billion for Title I, Part A, Grants to LEAs. This level, which represents an increase of \$1.91 billion over FY 2000, would fund the authorization level passed on a bipartisan basis in HR 2. This would be a 24 percent increase in grants to LEAs. Over the last three years, Title I funding has increased at an average rate of less than 3 percent per year, which essentially is a freeze after factoring in inflation and student population growth. The Congressional Research Service has estimated that it would cost \$24 billion to fully serve all eligible children under Title I. A funding level of \$9.9 billion would increase Title I from being only one-third funded to 40 percent of the full funding need.
- **Individuals with Disabilities Education Act (IDEA):** provide \$7.0 billion for State grants, an increase of \$2 billion over FY 2000. Assuming an increase of 2 percent in the number of children with disabilities (to a total of 6,373,000 students), and an increase of 2 percent in the average excess cost of educating a child with disabilities to \$7,328, a funding level of \$7.0 billion would provide almost \$1,100 per child, or 15 percent of the excess costs. While still far short of the 40 percent full funding level, this would represent further progress toward that goal, from the 9 percent federal share in FY 98.
- **Class Size Reduction/100,000 Teachers:** Provide \$1.95 billion, an increase of \$650 million. This level should be sufficient to hire 45,000 teachers, and keep on a reasonable path to reach the goal of 100,000 teachers over seven years since the inception of the program. This assumes that LEAs will spend up to 15 percent on professional development, and use remaining 85 percent for hiring teachers. Assumes average costs of teachers hired will be \$37,132 (an increase of 6 percent from the 1999 projection).
- **Teacher Quality:** Provide increases in a range of programs that improve teacher preparation and provide high-quality professional development. Among these would be an increase in HEA Title II, Teacher Quality program to \$300 million (+\$202 million), an increase in Eisenhower Professional Development to \$500 million (+\$165 million), and additional increases for technology teacher training, bilingual professional development, and support for the National Board for Professional Teaching Standards.

In addition to these five priorities, NEA also supports increased funding for education technology, Safe and Drug-Free Schools, 21st Century Community Learning Centers, vocational education, Pell grants, and education research.



NSBA Priorities for Year 2000 (FY 2001) Federal Education Funding

- ◆ **Increase Special Education Local Grants by \$2.1 Billion for Year 2000 (FY 2001)**

Currently the federal government provides just under \$5 billion in local grants for IDEA. This is roughly 12-13 percent of the promised 40 percent commitment by the federal government. To realistically provide greater funding, \$2.1 billion is needed annually for the next ten years to meet the federal government's obligation. In turn, this would cover approximately 40 cents per dollar that school districts average on special education costs. A \$2.1 billion dollar increase would enable local districts to spend money on improving student achievement for all children, rather than using already scarce resources to meet an unfunded mandate.
- ◆ **Increase Title I (Local Grants) Funding by \$1.9 Billion for Year 2000 (FY 2001)**

Title I received only a modest increase in FY 2000, and has received similar increases over the last three years (FY 1997-2000). This barely covers inflationary costs and does not factor in enrollment increases. The Congressional Research Service estimates that providing comprehensive services to all eligible children would require \$24 billion, almost three times the current funding level. NSBA firmly believes that Title I funding should be significantly increased to ensure that all low-income students have an opportunity to excel academically. To ensure that systemic improvement can occur as quickly as possible for disadvantaged students, many school systems will need to improve their planning, standard setting, evaluations, and support services across their system and to individual schools. To help school districts meet these needs in the most strategic and effective ways possible, and to ensure that Title I dollars are used as efficiently as possible, local school districts should have increased authority and encouragement to allocate a portion of their Title I funds to build their capacity to enhance system-wide service and accountability in serving Title I students.
- ◆ **Increase Early Childhood Development by \$1 Billion**

NSBA is concerned about the disparity between the *academic* performance of more affluent students and students in poverty. Much of the research suggests that lack of appropriate early childhood development adversely impact student achievement. NSBA believes that at least \$1 billion in federal funding should now be made available to expand early childhood programs for disadvantaged students. Funding should be made available to school districts to contract for early childhood development programs and provide training for service providers to ensure that children acquire the necessary prerequisite *academic* skills to successfully perform at grade levels. Additionally, the federal government can play an instrumental role in research, development, and dissemination of best practices as it relates to educational programming of preschoolers from economically disadvantaged families.
- ◆ **Class-size Reduction**

Continue support for this program and expand opportunities for flexible waivers tied to teacher quality and professional development.

National PTA's legislative agenda for the year 2000 focuses on four priority areas:

Strengthening Public Education – To promote effective schools National PTA supports measures that would reduce class size, improve instruction and support services, expand school technology, enhance school safety, and expand school-based before- and after-school programs.

Parent Involvement – National PTA will work for the enactment of the PARENT Act (S. 1556/H.R. 2801), which will strengthen the involvement of parents in the education of their children by amending provision within the Elementary and Secondary Education Act.

Funding – An increased federal investment in education programs is needed to help communities maintain public schools and offer programs that help all children achieve high academic standards. Federal assistance should also be targeted to help public schools build and modernize their facilities. National PTA opposes vouchers, tax subsidies and other means to divert public funds to private and religious schools. National PTA also opposes proposals to consolidate programs that eliminate their intended purposes, weaken the focus on poverty, or cut funds.

Elementary and Secondary Education Act – Reauthorization of the Act must require accountability for how federal dollars are spent, retain the targeted focus of programs based on educational and economic needs, assure equitable educational opportunity for all students, and help states and districts build their own capacity to offer a quality education to all students.

Student Aid Alliance



December 6, 1999

Below are the draft funding recommendations of the higher education community for core student aid programs in FY 2001.

- The maximum Pell Grant should be increased by \$400, to \$3,700.
- Supplemental Grant funding should be increased by \$100 million, to \$731 million.
- The federal capital contributions for Perkins Loans should be increased by \$40 million, to \$140 million.
- Perkins Loans cancellations should be increased by \$30 million, to \$60 million.
- Leveraging Educational Assistance Partnerships should be increased by \$60 million, to \$100 million.
- Federal Work-Study should be increased by \$23 million, to \$957 million. (*)
- TRIO should be increased by \$150 million, to \$795 million.
- Graduate programs should be increased by \$15 million, to \$66 million.

(*) Based on an inflationary increase of 2.5 percent.

Student Aid Alliance

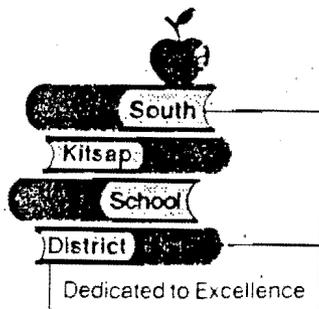
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South Kitsap School District No. 402



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Sunnyslope Community School

January 11, 1999

Ms. Sally McConnell
Director of Government Relations
National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314

Dear Sally,

I am in my twenty-first year as the principal of a K-6 Title I school. I've had the opportunity to observe several thousand students over this period of time and I believe I have a clear understanding of children and their needs.

To understand the effectiveness of the Title I program, one first must understand our students. At Sunnyslope Elementary, we have found that most of our lower performing students have not been exposed to literary experiences from an early age. Due to a variety of circumstances, their parents did not expose them to nursery rhymes, poems, songs, or literature. Reading, memorizing poems, learning songs, and the use of numbers were not primary activities in their early lives.

When our students enter kindergarten, those students without this exposure are quickly revealed. They do not have the speaking vocabulary, the life experiences or the connections between spoken and written language. Their experiences in life generally center around the television set. They've seldom taken vacations, haven't visited museums, and know little about the world around them.

Typical Title I students find learning a slow, arduous task. To prevent embarrassment, they tend to avoid answering questions, seldom ask questions, and choose to sit as far away from the center of discussion as possible. They avoid showing their low levels of knowledge and academic skill, instead choosing inappropriate behavior to camouflage their deficiencies.

These children enter school without typical experiences or skills and begin to lose confidence in themselves when they cannot learn at the speed and level of other students.

Classroom teachers make every effort to assist these students. However, in classes of twenty to twenty-five, the process of remediation is very difficult. If the kindergarten day were divided equally among all students in a typical class, each child would receive approximately 6 minutes of individual teacher time. In a full day class, only 12 minutes would be available to each student.

Our Title I program provides each qualifying child small group assistance by a certificated teacher thirty minutes each day. Through effective diagnosis, the teachers prescribe instruction and practice to meet the individual needs of their students. The Title I teachers do not allow them to avoid learning. They provide individualized assistance to fill in their learning gaps. They encourage, motivate, and increase the confidence level of each student. Along with the regular classroom teacher, they provide the parents with strategies they can use to help their children.

Without the Title I program, the success of many of our children would be diminished. Although many of these students do not reach the level of other students, they all make steady growth and become stronger students. We have seen substantial improvement in our Title I students and many are exited from the program because they reach the performance level of their peers.

I would like to add my support for the Title I program, along with other principals across the nation. Furthermore, I strongly support expanding this program in order to serve students currently on waiting lists. The more students we can serve, the more student success we will see.

Sincerely,



John R. Richardson
Principal

c. Rainer Houser, AWSP

Lowell Elementary School
1807 27th Street
Sioux City, Iowa 51104
(712) 279-6838 FAX (712) 279-6062
e-mail: hessk@wms.sioux-city.k12.ia.us

March 3, 1999

To Whom it May concern:

As you go through the process of the reauthorization of ESEA, I urge you to build on the existing strengths to make positive changes for the youth of our nation and the educators that serve them. The distribution of federal funds through the ESEA ensures that the students with the greatest need are receiving the assistance required for their future academic success.

There are several programs through the ESEA that have had a great impact on the achievement of the students at Lowell Elementary: Title I, Title VI and Safe and Drug-Free Schools.

TITLE I:

Over 49% of the student population at Lowell Elementary qualify for free or reduced lunches. Therefore, we are a Title I school. There are approximately 30 students that receive assistance with reading through Title I Reading and Reading Recovery instruction. The students would not be able to succeed in reading without this small group and one-on-one instruction.

TITLE VI:

Through Title VI funds, Lowell Elementary is able to provide the individualized reading incentive program entitled "Electronic Bookshelf" to enable students to increase their reading comprehension by reading books at their appropriate level and checking their comprehension.

Safe and Drug-Free Schools:

With the Safe and Drug-Free Schools funding, Lowell Elementary was able to form a TAT team (Teachers Assisting Teachers) that meets weekly to assist staff with strategies to meet the varied needs of the students in their classrooms. The funding provides the time needed for staff to dialogue with each other.

Without this funding, we would not be able to provide these programs that are crucial to the success of our students. I urge you to keep the funding for these programs through the ESEA and not through a Block Grant. In this way, the funds will be distributed to the programs that serve those students with the most needs.

Sincerely,



Karen Hess
Elementary Principal

River Valley Schools

Superintendent Ron Fright
(712) 372-4420 - Corningville, IA 51010

High School Principal
Robert Thompson
(712) 372-4050

Middle School Principal
Julie C. DeStigter
(712) 445-2231

Elementary Principal
Cheryl M. Spear
(712) 384-2568
e-mail: rvelcush@netins.net

January 26, 1999

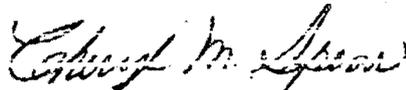
To Whom it May Concern:

Title I is of great importance to our rural community school. The district currently has 42% of the elementary students who qualify for free or reduced lunches.

Title I funds are used to serve the 35% of our enrollment in grades one through five who qualify for Remedial Math and/or Remedial Reading. Title I partially funds our Reading Recovery program at the present time. Reading Recovery has been available to a small number of first grade students for the past six years. Of the students who completed the program, very few have needed additional remedial reading. Our school sees a need to increase the number of teachers who are trained in Reading Recovery, however, current funding does not allow for that to happen.

Our school is working to increase the level of achievement of our students. If Title I funds were to be cut I do not know how our district, on its already limited budget, would be able to serve the needs of the at-risk students in our elementary school.

Sincerely,



Cheryl M. Spear
Elementary Principal / Curriculum Director



BOYERTOWN AREA SCHOOL DISTRICT
PINE FORGE ELEMENTARY SCHOOL

"to enable all students to succeed in a changing world"

February 8, 1999

Representative William Goodling
2263 Rayburn House Office Building
Washington, DC 20515-3819

Dear Representative Goodling:

I am currently an elementary school principal in the Boyertown Area School District, Boyertown, Pennsylvania. On behalf of the students in our community, I am requesting that you continue to support what the public wants - strong public schools - as you consider the Reauthorization of the Elementary and Secondary Education Act (ESEA).

During my 23 years as an on-line principal, I have seen first hand how federal funds, including Title I, have helped our neediest students. With the support of our professional staff, Title I funds have been utilized to deliver reading remediation for our primary students to insure that all of our students are able to read by third grade. Federal funds have enabled us at the local level to implement some innovative practices, such as a reading recovery program, to address the academic needs of our primary at-risk students.

As chairman of the House Committee on Education, you are in a unique position to be an advocate for children and influence your colleagues in Congress to fully fund the current K-12 programs including Title I, so that our most disadvantaged students continue to receive needed services. I also urge you to continue the momentum to reduce class size, provide funds to help school districts to modernize their schools, upgrade educational technology, and continue for safe and drug-free schools.

As you consider the Reauthorization of ESEA, I would like to recommend the following improvements:

1. Expanding funding for professional development to include money for leadership training and educational opportunities for principals, especially critical because of the growing state-wide shortage of applicants for principal in Pennsylvania;
2. Allowing school discipline policies to apply to all children - special and regular education students alike. (School principals have continually asked for federal funds NOT be contingent on a dual system of discipline.);

3. Simplifying federal provisions to help schools target funds to their areas of greatest need; and
4. Making it possible for all jurisdictions - state, federal, and local to coordinate the kinds of services (health, nutritional, social, etc.) that will help children succeed in school.

I want to thank you for your time and kind consideration in continuing to support public education and principals across our fine state of Pennsylvania!

Sincerely,



George J. Giovanis, Ed.D.
Principal
Pine Forge Elementary School

ROY R. RIGGS
ELEMENTARY PRINCIPAL
(316) 584-2081
EE FAX 584-6244
EW FAX 584-3523

KLITH E. PAULY
MIDDLE SCHOOL PRINCIPAL
(316) 584-2036
FAX 584-2199



STEVEN L. MEEKEE
HIGH SCHOOL PRINCIPAL

ROBERT G. MELLE
ASSISTANT HIGH SCHOOL PRINCIPAL

(316) 584-2361
FAX 584-2083

CLEARWATER

UNIFIED SCHOOL DISTRICT NO. 264

P.O. Box 248 • Clearwater, KS 67026-0248 • (316) 584-2091 • Fax No. (316) 584-6705

SUPERINTENDENT
THOMAS E. OSTRANDER

January 11, 1999

Sally McConnell
Director of Government Relations
NAESP
1615 Duke Street
Alexandria VA 22314

Ref: The Elementary and Secondary Education Act (ESEA) funds

Ms. McConnell:

Clearwater Elementary School has an enrollment of approximately 520 K-5 students. We employ a Title I Reading teacher and a Title I Math teacher. Students that participate in either of these programs benefit greatly. To have these funds cut or placed in a "block grant" would be a big disservice to our students. Teachers at our school count on the expertise that the Title I teachers have to assist our students who have difficulty in reading and math. They are also used as a resource to help teachers teach reading and math in more effective ways. It is the belief of the teachers who work for this school, that both of these programs are effective. Losing them would mean depriving some of our students who struggle in reading and math of their last best hope of succeeding in reading or math. Losing this money would be especially devastating to our lower socioeconomic students.

Other ESEA money that our school benefits from include Safe and Drug-Free Schools. This money has allowed us to buy portable, two-way radios. This allows playground supervisors and those teachers that supervise students at the end of the day instant access to the office in the event of an emergency. On a few occasions the radios have been used to relay messages to our city police regarding suspicious people who seem to be loitering around the school.

Eisenhower money allows our school district to send teachers to inservice meetings that help them do a better job of teaching math and science. If our nation truly wants to become first in the world in math and science, it does not make sense to cut, or put these funds in a block grant, which would make it easier to cut from the budget.

Federal money that is received by local school districts across the country is put to good use. It is my belief that the money truly makes a difference to thousands of students, makes schools safer, and assists teachers in becoming more effective.

I hear a lot of talk from politicians at both the state and federal level that says our country values children above all else. Yet when it comes time to finance programs, such as educational and health programs, politicians are willing to buy votes at the expense of children.

Cutting money from the ESEA budget or for that matter not increasing ESEA funding at an appropriate level, will hurt children. Putting the money currently used for ESEA into "block grants" will make cutting money for education easier in the future. I urge the national legislators to continue funding ESEA in the way it is currently being funded.

Sincerely,


Roy Riggs

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Deputy Superintendent
Beth Shields

Principal
Cathy Valdes

Assistant Principal
Phyllis Rodriguez

Sally McConnell, Director of Government Relations
NAESP
1615 Duke Street
Alexandria, VA 22314-3483

Dear Sally,

Enclosed are some letters from various principals in Hillsborough County, Florida who receive Title One funds. I hope these are what you need and are helpful.

Sincerely,


Cathy Valdes



HILLSBOROUGH COUNTY PUBLIC SCHOOLS

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Assistant Principals
Leslie Morris
Peter Russo

DOVER ELEMENTARY

October 5, 1998

To Whom it May Concern:

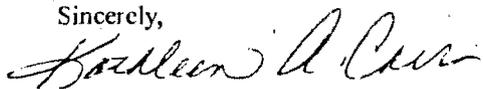
At the beginning of this decade, Dover Elementary was a poor school in every sense of the word. Dover is surrounded by the orange groves and strawberry fields of rural Hillsborough County, fifteen miles east of Tampa. The majority of Dover's students are children of the Hispanic migrant laborers who work in these fields. These children face a life of continual struggle as they confront and overcome language and cultural differences and academic frustration. While Dover's middle class population understood that migrant farm workers are essential to their community's economy, they resented the fact that their school was predominantly Hispanic. They suspected this should, and would, severely limit their children's opportunities and growth. Their pride in, and expectations of, their school were very low. By every objective measure of performance, Dover students ranked among the lowest in Florida.

In 1992 a miracle happened to the people of Dover that profoundly changed attitudes, efforts, and lives. That miracle was **Title I funding**. The preponderance of low socio-economic students that had long been viewed as a liability began generating tremendous educational advantages for all of Dover's students; advantages of which Dover's more affluent neighbors could only dream. The most breathtaking advantage was more teachers with more time, more tools, and more training, creating the lowest pupil/teacher ratio in the county. In addition to dedicated, well-trained teachers, extended day enrichment/tutoring opportunities, a full time social worker and health aide, and a truck load of state-of-the-art computers with a technology specialist to keep them user-friendly and working quickly began to work wonders.

Today, Dover Elementary is surely the richest school on the face of the earth. Our students' attendance is the best in the county and, we suspect, in the world. Over thirty percent of our students literally never miss a day. Our Stanford Achievement Test scores exceed both county and national averages. Our student poets, artists, writers, mathematicians, and scientists are published and nationally recognized champions. In the past five years, no Dover student has been suspended from school.

At our school's entrance, a magnificent granite marker bearing the carefully chiseled greeting, "Welcome to Dover, World's Best School," clearly reflects the depth and breath of our Title I miracle. Dover Elementary has become a vivid source of pride to our community, our county, and we trust, to everyone who contributed to our progress. Oh, what a difference our miracle has made!

Sincerely,



Kathleen A. Carr
Principal

kc/slr

OCT. 08 1998



Title One Report
for
Lee Elementary School of Technology
1997-1998

Title One funds have helped Lee Elementary School of Technology in terms of student achievement, staff development and parent involvement.

Student Achievement

- Title One funds enabled Lee Elementary to purchase a Title One Resource Teacher unit. This teacher fused into the fourth grade classrooms and worked with whole and small groups to help prepare them for the Florida Writes! exam. Our scores increased by .3 in expository and .9 in narrative. After the test, this teacher focused on the third grade classrooms in anticipation of the 1998-99 Florida Writes! needs.
- A second .5 teaching unit was purchased to work in second and fifth grade classrooms during the spring semester. This allowed the classroom teachers time to work with students who needed assistance to pass the District Benchmarks.
- \$10,000 was spent on books for the Accelerated Reader Program and enabled schoolwide participation. Our fourth grade students outscored the district average mean scaled score by 9 points in Reading Comprehension and 4 points in Vocabulary on the Stanford Achievement Test. On the FCAT the students outscored the district in Reading by 1 point.
- Lee was able to purchase two additional teaching units for the summer session to reduce class size. They also funded the Media Specialist who was able to continue the AR Program through the summer.
- An additional Palm Pilot was purchased to assist teachers in assessing student achievement.

Staff Development

- Three teachers and one administrator were able to attend the Tel Ed Conference in Austin, Texas. Many ideas regarding video conferencing and telecommunications were brought back to the school site and shared.
- Four teachers were able to attend and make a presentation at the Magnet Convention in New Jersey. This conference focused on global studies, multiculturalism and new ways to teach math, Reading and writing.
- A Lap Top computer with Windows 95 that was purchased will help prepare faculty to utilize state of the art technology.

Parent Involvement

- Parent communication was greatly enhanced through the purchase of Agenda Books (a \$2,000 expenditure.) All students, grades 1 through 5, were given these planners which provide students with a system for organization as well as a daily means for parents and teachers to communicate.
- Monthly Parent Newsletters are printed and sent home as an additional source of information to the parents.

MEMORANDUM

DATE: September 16, 1998

TO: Cathy Valdes, Principal's Council President

FROM:  JoAnn Redden, Principal
Terri Faerber, Lead Teacher

SUBJECT: SWP Purchases

The following is a list of the personnel and materials Clair-Mel purchased with SWP funds for the 97-98 school year. Please let us know if additional information is needed.

Personnel

- *extended year classroom aides
- *CIA teacher
- *extra music and PE teacher
- *teacher training
- *after school tutoring program
- *funding for substitutes

Technology

- *VCRs
- *computers
- *printers
- *AR tests
- *STAR program

Curriculum Materials

- *Test Best
- *tradebooks
- *Phonemic Awareness kits
- *Puddle books
- *AR books

Additional Materials

- *cart
- *Badge A Minit (including supplies)

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**LEE ELEMENTARY
SCHOOL OF TECHNOLOGY**

Superintendent of Schools
Earl J. Lennard, Ph.D.

Deputy Superintendent
Beth Shields

Principal
Joan M. Courtney

Assistant Principal
Mamie A. Buzzetti

To Whom It May Concern:

We are deeply concerned about the reauthorization of the ESEA and the effect it will have on our Title One funding. Our school has greatly benefited from the program as it stands.

In the past year, Lee Elementary was able to enhance student achievement, increase staff development, and promote parent involvement, in large part due to Title One funds received. The School Improvement Team targeted specific areas for improvement and the Title One funds provided to Lee helped us to accomplish our objectives.

Please review the attached report which outlines the accomplishments Lee achieved as a result of Title One funding.

Sincerely,


Joan M. Courtney

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

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Earl J. Lennard, Ph.D.

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Beth Shields

Principal
Cathy Valdes

Assistant Principal
Phyllis Rodriguez

CLEVELAND ELEMENTARY

September 28, 1998

To Whom It May Concern:

Cleveland Elementary has been a Title One Schoolwide Project school for the past six years. Over that time period, our students have made tremendous academic gains, as evidenced by standardized tests as well as state wide assessment tests. These gains have been made in spite of the fact that 97% of our students receive free or reduced lunch and approximately 65% of our families are welfare recipients. Our success is directly related to the additional services that we have been able to provide to our students through the use of the Title One funds, which averages \$350,000 per year.

The additional personnel that we have hired to provide direct services to students have proven invaluable. These personnel include:

- Three additional teacher units - reduction of teacher/pupil ratio; goal is 1:20
- Lead Teacher - direct classroom support and parent support
- Social Worker- parent involvement and attendance and family services
- Psychologist - development of interventions both social and academic for individual students; academic and behavioral assessment
- Health Aide - health intervention to insure maximum time in class for each student
- Technology Teacher - network manager; works with teachers and students

A computer network has been established, with both hardware and software purchased, for use by students and teachers. Staff development has been provided to our teachers to make better use of the computers as well as instruction dealing with best practices for each curricular area. Additional instructional materials have been purchased as need has been demonstrated with careful monitoring of appropriate usage.

It is essential that Title One funding be continued, at least at present levels, with maximum flexibility of programming. The present model (funding directly to the school at a "per poor child" dollar amount with oversight by school districts) is one that has proven successful in the opinion of those of us at the school level. We are indeed those closest to the student and should be the best able to identify the needs of students at our schools.



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HILLSBOROUGH COUNTY PUBLIC SCHOOLS
ALEXANDER ELEMENTARY SCHOOL

To Whom It May Concern,

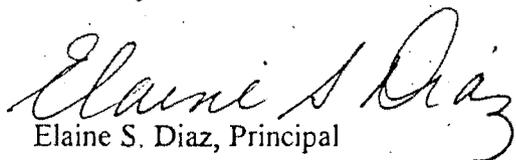
Over the years we have remained on target in regards to the vision that Title 1 shares for our young people. With Title 1 assistance our students are taught in smaller class size ratios and reap the benefits of having more individualized teacher contact, as evident by our higher test scores.

We have come to rely on the extra personnel that funding makes possible. Due to these support services students and families no longer have to wait for special placement or assistance. Helpful avenues are always available.

Parents are also involved at the school and are determined to take an active role in the educational process. Many come for workshops, parent classes, or even to volunteer. Students perform at higher levels when parents take an interest in school. Funding at this level allows for a multitude of possibilities, tapping the very core of our school community.

Let Title 1 SchoolWide Projects continue to deliver the exemplary level of education our students are entitled to receive. Being a Title 1 school has empowered our students to succeed and be the best - it's working!

Sincerely,


Elaine S. Diaz, Principal

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BRYAN ELEMENTARY PLANT CITY

Superintendent of Schools
Earl J. Lennard, Ph.D.

Deputy Superintendent
Beth Shields

Principal
Dr. Eileen Myers

Assistant Principal
Beatrice Green

Guidance Counselor
Richard Downs

To Whom It May Concern,

Bryan Elementary in Plant City has been a School Wide Project school for the past 3 years. The federal dollars that the school has received for the 79% of the students on free/reduced lunch have enabled us to do many things that have directly and/or indirectly contributed to greater student achievement. Much of the success can be attributed to the following:

1. Additional personnel: psychologist, social worker, nurse, health aide, technology specialist, behavioral disorders specialist, LEAD teacher, parent liaison, and additional classroom teachers.
2. Technology: a 24 student station lab, a 12 student station lab, computers in every room in the building, in-school e-mail, fully networked system.
3. Staff development: Florida Writes training, Primary and Intermediate Writing Teams, Accelerated Reader and Reading Renaissance, Windows on Science, ELIC, Reading Strategies, Math Compacting, FCAT strategies, Developmental Reading Assessment training, Cooperate Learning Continuous Progress, Harry Wong Teacher Effectiveness, and more.
4. Instructional resources: library books, computer software, classroom equipment, Waterford Reading Program, math manipulatives, books to support reading, writing and mathematics.

Our success can be seen in:

1. average daily attendance of 95%
2. 55% above median in reading (gain of 12% over previous year) 79% with 3 or higher on Florida Writes (gain of 27% over previous year) and 70% above median in math (gain of 15% OVER PREVIOUS YEAR).
3. increased library circulation - out of 110 elementary schools Bryan ranked 8th - over a 3 month span, we estimated 22.92 books check out/read per student
4. a .4% out of school suspension rate in a population that is comprised of 54% minority students with a 64% mobility rate



Deer Lodge Elementary Schools

SCHOOL DISTRICT NO. ONE
444 MONTANA AVENUE

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**TO: Members of Congress
U.S. Department of Education**

FROM: Rick Ashworth, Elementary Principal, Deer Lodge, Montana

RE: ESEA

You are now looking at funding for federal programs and the role they play in public education. I assure you each program is very important to our district and I oppose federal programs lumped into block grants. If this happens, each program will lose its identity and the funding will decrease.

Let me give you some facts regarding our district.

Title I - Each year 98% of the students in this program show significant gains in pre- and post-testing. Our student retentions are almost non-existent because of the extra help. Teachers report less classroom problems and more student success because of the Title program. When students have a higher academic success, this correlates with lower student misbehavior.

Title IV - Our Safe and Drug-Free Schools monies are spent on programs to help not only students, but parents and staff as well. Our D.A.R.E. program is designed to benefit all K-6 students. School counselors are working with and bring in speakers to work with junior high students on teen issues, with great success and participation. The Teens in Partnership group is a constant force in the junior high. Parenting classes are held for parents who desire help.

I could go on and on about other programs and their successes, but I realize time and space is limited. I have always felt that one thing we can give our students is the best possible education, ways to deal and cope with the pressures. In many cases the school is the only safe haven some kids have. What they learn about dealing with the pressures of peers and society has to be taught in the school, rather than being learned from home.

I urge you to continue funding for each individual program. Our students are the future. We must help them now.

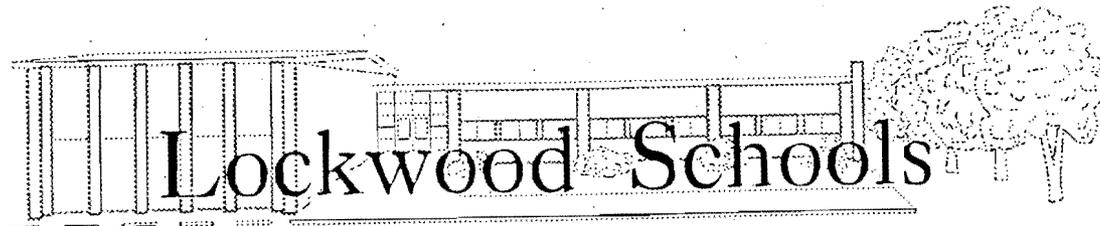
Thank you for all you do to help our kids. Your generosity will be appreciated.

For the Children,



Rick Ashworth
Principal

A COMMITMENT TO EXCELLENCE IN EDUCATION



School District #26 — Yellowstone County 1532 U.S. Hwy. 87 Route 2 Billings, MT 59101

EILEEN JOHNSON
Superintendent
406-252-6022

MIKE SULLIVAN
Junior High Principal
406-255-0154

DAVE DeBOER
Intermediate Principal
406-248-3239

MICHAEL BOWMAN
Primary School Principal
406-252-2776

SYLVIA PETERSON
Business Mgr. - Clerk
FAX# 406-259-2502

January 26, 1999

Dear Senator Burns,

This letter is an appeal to Congress for continued (or increased) Federal ESEA funds, and an explanation of how current ESEA funds are being used to serve the disadvantaged students in the Lockwood School District.

In addition to Title I, II, IV, and VI funds, Lockwood School receives \$ 175,000.00 for pre-school special education, IDEA, and a special education day treatment center. We currently receive \$ 205,758.00 in the four ESEA Title funds. The following is a breakdown of how those funds are used in each area:

ESEA Title I (\$ 175,000.00): 220 students are directly served by 17 Title 1 tutors in reading and math in grades K-8. 580 students are indirectly served in reading and math in grades K-8. (Indirectly means the tutor is working collaboratively in the classroom with the regular education teacher and gives assistance to more than just the Title students.) Lockwood Schools also runs a summer school program for identified Title 1 students.

ESEA Title II (\$ 9,300.00): Lockwood School uses the Math/Science funds for Professional Development of staff. We want our teachers to use the latest proven methods of delivering Math and Science lessons.

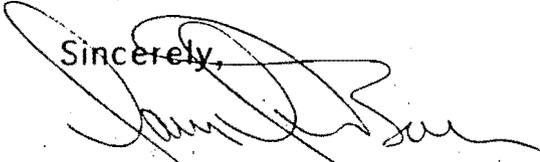
ESEA Title IV (\$10,723.00): Lockwood School uses the Drug Free School funds in a wide variety of methods (i.e. guest speakers, canine detection (drug dogs,) RAD (Race Against Drugs) Program, Family Resource Center, teacher and counselor workshops, etc.)

ESEA Title VI (\$ 10,735.00): Title VI funds are used to keep Lockwood School's two libraries updated with the most current materials and technology. Our libraries are the window to the world for our 1,200 students in grades K-8.

Needless to say, without continued Federal support in the areas listed above, Lockwood school (as well as school across America) would be unable to continue to deliver the outstanding services they currently provide to our disadvantaged population. Lockwood School qualifies for e-rate assistance at the 70% level (one of the highest in the state.)

I am requesting that you support legislation that will continue to allow Lockwood School (and other schools in Montana and America) to continue to meet the needs of today's students. Thank you for your continued support. I look forward to meeting with you during the National Federal Relations Conference on February 9, 1999.

Sincerely,



Dave DeBoer, Principal
Federal Relations Committee Chairman
MAEMSP (MT. Assoc. of Elem. and Middle School Principals)

Hillsboro Elementary School

Patrick Call, Principal

812 East A Street
Hillsboro, Kansas 67063
Phone 316/947-3981

January 11, 1999

To Whom it May Concern,

I am letting you know how the Elementary and Secondary Education Act (ESEA) is improving the education of students at my school. Our building has 320 students Kindergarten through Fifth Grade. I would hate to think what we would do without the funding of Title I and Drug-Free Schools. These are two important programs in our school.

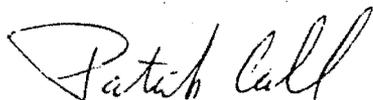
Title I helps support students in Reading and Math. The funding we receive allows us to hire a full time teacher, one full time paraprofessional and a half time paraprofessional. They work with 40 to 50 students daily. Their work includes helping Kindergarten students that do not know their alphabet or numbers when they come to school, to supporting students in the classroom during a reading lesson or a math lesson, helping students that need to memorize multiplication facts and do prereading activities with students to get them ready for a reading lesson. These three individuals work from the time they get to school. Yes, at 8:00 we have students receiving help before school and until they leave at 4:00. They are an integral part of the learning in our school. If we did not have these individuals we would not be as successful as we have been. Our state test scores are above the state average. The last two years we have made gains on the Iowa Test of Basic Skills. We have students that work for a short time with Title I instructors to students that need the help most of the year. The majority of students just need a little boost to keep up with other students in the classroom.

The best thing that happened when ESEA was reauthorized in 1994 was instructors and paraprofessionals were able to go into classrooms and work with more than identified students. If the instructor is helping a Title I student and another student asks a question the Title I instructor can answer. Before 1994 the instructor had to have the student go ask the regular classroom teacher. That did not make sense, if a quick answer was all that student needed to continue on their lesson. The more funding we receive, the more we can support student learning.

The other program that is helpful in our school but is harder to tell if it makes a difference is funding of the Drug-Free Schools. We work hard at helping students resist involvement with drugs. At the elementary level I am sure that we have very little of illegal drug use. The drugs that I worry most about are the gate way drugs, tobacco and alcohol. If we can delay or stop students from using tobacco and alcohol, we can stop or at least slow the starting of the use of illegal drugs. That is what we focus on when we work with students. We visit with students, watch videos, provide printed materials and bring in guest speakers. We have provided these items with funding from Drug-Free Schools section of ESEA.

As you can tell, I am very much in favor of keeping funding of ESEA. It would be harder for us to do this if funding came as a block grant to the states. The funding priorities at state level could change. Then the funding for these programs could be lost. As you consider the reauthorizations of ESEA remember this money helps support student learning.

Sincerely,



Patrick Call
Elementary Principal

Subject: ESEA reauthorization

Date: Tue, 02 Feb 1999 14:53:56 -0700

From: Lynn Thompson <lthompso@crane.apsc.k12.az.us>

To: federal@naesp.org

Dear Sirs:

I would like to take this opportunity to report on the successes Crane Elementary School District, No. 13, Yuma, Arizona has experienced after the reauthorization of IASA in 1994. We are located in a high poverty area adjacent to the state of California and the country of Mexico. Reauthorization allowed us to move five of our six elementary schools to schoolwide models, thus enabling us to braid our resources to meet the needs of our students. We have a large population of limited English speaking students as well as those coming from disadvantaged situations. Gang violence and drugs have a major impact on our children. Because our schoolwide programs have more local control by the principal, teaching staff and parents, they have been able to focus on the most important aspects of reform which are needed site by site. As the Director of Academic Support including Federal Programs, English Language Acquisition and Grants, I have seen schools address the myriad challenges they face in many different ways. All have added staff development and training for both teachers and instructional assistants, improved their parent - community relationships, better identified student needs and worked to improve student access to technology. Academic achievement continues to improve because of our focus on meeting students' learning needs, our Governing Board's Goals, our caring staff and the ability to channel our resources to meet our needs.

One of our most dramatic success is through the Family Literacy Programs. Two Arizona grants, Even Start, Adult Education and Title 1 funds have been braided to provide a continuum of services for families. Adults with educational needs and who have preschool students, work together with their children to build academic and learning success, strengthen family ties and learn better interaction skills. We make a difference child by child and adult by adult. Though the program is labor intensive we see families learning, solving problems and staying connected with schools.

Arizona children are being held to high state academic standards and I believe that the continuation of funding is essential for our students to be able to be competitive educationally with students from around the nation. Our children here, as are children everywhere, among the poorest in America. They are facing challenges every day which many of us in our generation never even knew existed. If we want our children to grow into adults who are capable citizens of a democratic society, then we MUST continue to support education. I urge the support of reauthorization of funding for the education of disadvantaged youth and families!

Subject: ESEA reauthorization

Date: Tue, 2 Feb 1999 15:05:53 -0600

From: JOHN.ASHMEAD@spps.stpaul.k12.mn.us

To: federal@naesp.org

As principal of a small urban school in St. Paul, Minnesota I'm writing to express how grateful I am to have access to Title I funds. This year in an effort to improve reading performance we implemented Success For All. This is not a cheap program. Besides the initial start up costs of the program, extra staff needs to be hired to make the program work. Tutors, a facilitator and Family Support Team members all needed to be hired. Without Title I funds we would not have been able to implement SFA as it was designed to operate.

Even before SFA, Title I was a valuable asset to our program. It provided extras like Reading Recovery teachers, field trips, trade books, etc. that our regular budget did not cover. In short, we would be hurting without Title I. It is my hope that in the future Title I funding continues at or exceeds its current level.

John Ashmead, Principal
Prosperity Heights Elementary

Subject: ESEA programs

Date: Tue, 23 Feb 1999 14:26:16 -0600

From: Janet Wilson <jwilson@mail.plt.esu3.k12.ne.us>

To: federal@naesp.org

Members of Congress,

I am a principal of Plattsmouth Elementary School (605 students) in Plattsmouth, Nebraska. Plattsmouth is about twenty minutes south of Omaha and is a small town that is growing because of the easy commuting distance to a large city. Rental housing (old homes and trailers) is relatively inexpensive which does attract families with lower incomes. Due to this factor and others our school has a free/reduced population that is approximately 50% most of the time.

Title I has been a valuable program because our student population arrives at our school doors with many needs that the staff has to meet. Many of our students have not had experiences with picture books, going to the library, seeing the world outside of Plattsmouth, drawing and writing with a parent, or seeing any kind of print material in the home for children or adults. The whole staff knows that each professional has to work very hard to help our students catch up to more typical elementary school students.

In the past we have been two Title I teachers even though more teachers were needed based on test scores and assessments. Beginning in the 1996-97 school year Title I funded training for one teacher to become a Reading Recovery teacher. Last year the second teacher was trained in Reading Recovery. Even though Reading Recovery targets the lowest first grade students and a teacher may only work with four students during a given period, we were able to use the rest of the teachers' time to work with small groups of students (first and second grades) using some of the same strategies that had been learned in the training. Therefore the instruction in the small groups has vastly improved as well as the individualized instruction. A side benefit to the Reading Recovery training has been the instructional knowledge that the two teachers have been able to share with classroom teachers; therefore, actual classroom instructional strategies have been significantly changed affecting the progress of all of our students. We have been collecting data to prove our progress.

I am worried that Representatives and Senators will not recognize the need for Title I money that schools like Plattsmouth have. The district hopes to maybe fund one more Title I teacher for next year and have that teacher trained in Reading Recovery. If there isn't enough money, we may not be able to add that third teacher. Since we are a relatively large school with a high at-risk population we need to keep our Title I money and even receive more if possible. Our Special Education population is also large by Nebraska standards-near 20%.

Please consider the extensive amount of research that tells us that is better to fund programs to help students at the beginning of their educational road rather than funding programs after students have had years of difficulty or possibly drop out and cannot be contributing members of society.

Janet Wilson
Plattsmouth Elementary School Principal

IOWA CITY COMMUNITY SCHOOL DISTRICT

509 S. DUBUQUE STREET

IOWA CITY, IA 52240

319 339-6800

Safe and Drug Free Schools

Goals for 1998-99 and 1999-2000

Goal 1: Institute a systematic staff training program, with ALL staff having had training opportunities by July 2000.

- have trainings scheduled for administrators
- doing a teacher survey for training needs spring of 1999
- implement building level inservices for 1999-2000

Goal 2: Strengthen broad-based prevention programming, including parent involvement activities, with all schools having a parent involvement component in place by July of 2000.

- 8 families are participating in FAST program at Coralville Central
- 79 parents are received counseling and support through North Liberty Family Resource Center during the first quarter
- 40 junior high students have been trained to lead tobacco prevention programs with elementary students

Goal 3: Strengthen intervention activities at the secondary schools by increasing the number of students receiving on-site counseling by fifty percent.

- MECCA (Mid Eastern Council on Chemical Abuse) has substance abuse counselors on-site at all 4 secondary schools as well as the Alternative Center. Last quarter 71 students who have exhibited problems with substances received individual counseling and/or assessment. Additionally, presentations were made to classrooms on substance abuse, small educational groups were held, and counselors consulted with parents and teachers as concerns with students arose.

Goal 4: Continue with community collaborations

- The district is collaborating with UAY and the U of I Stepping Up Program to offer social activities on Friday or Saturday nights as an substance abuse-free option. Participating youth plan dances, parties, poetry readings, movie nights.

Goal 5: Evaluate and up-date the K-12 Curriculum

- A teacher study group was held in the summer of 1998 to explore best practices on substance abuse prevention at the elementary level and make recommendations for curriculum changes
 - A teacher from each of our 17 elementaries has been designated as the school "Health Mentor." It is there responsibility to communicate health and substance abuse prevention information between teachers and district-level coordinators. The health mentors have surveyed teachers on curricular and training issues.
 - Drug Free School funds will support curriculum acquisition
- ISSUE! For 1999-2000 Congress has cut the Safe and Drug Free Schools Allocation. Iowa will receive \$524,500 less in FY2000. \$3.48 / student instead of \$4.36 for the basic grant allocation. For ICCSD, this means that we will would receive an allocation of \$75,400 for FY2000, this is a cut of \$18,561, for FY99 we received an allocation of \$93,961. Congress has made funds available for new initiatives like the 21st Century Schools program, but these are highly competitive grants and its a long shot that we'll be able to secure one.

Broadwater School

415 Broadwater
Billings, Montana 59101



MEMORANDUM

TO: Sally McConnell, Director of Govt. Relations
FROM: Cindy Holtz, President, MT Assn. of Elem. & Middle School Principals
DATE: 10/21/98
RE: ESEA Reauthorization

I apologize for the lateness of this memo which is in response to your request for stories from the trenches about how federal programs are working in the schools. I have two specific examples from my own school, Broadwater Elementary. Broadwater is a 90 year old school in Billings, MT, which is literally home away from home for 380 students. Nearly 70% of these students are from low income families. A women's shelter in our neighborhood supplies us with a steady stream of boys and girls whose mothers are trying to escape from abusive partners. Most of those youngsters are Native Americans. As you might expect our population presents us with many challenges.

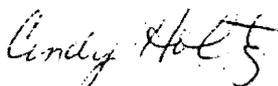
Because so many our children come from such disadvantaged backgrounds we experience both behavior and achievement problems at Broadwater School. As a principal who is starting her third year here I have found the Title I and Drug Free Schools monies absolutely crucial to our survival. Here are just two ways in which federal dollars have helped us address the issues we face:

1. Within the past two years we have used our Drug Free Schools monies to buy the time and materials necessary to plan, construct and implement a school wide conduct program which has resulted in an amazing decrease in discipline referrals in our building. The plan holds students accountable for behavior and work habits and involves parents by sharing with them a weekly conduct folder which details the students performance in these areas each week. Each child is given a weekly conduct grade which, if high enough, allows the child to earn special privileges in our school. A unique feature of the plan is that **all adults** in this building are given the same respect by children as their teachers. Custodians, crosswalk guards, aides, secretaries, etc. are all trained to deal with behavioral issues and are given the authority to address incidents with students by discussing them with students and writing "behavior tickets" which go directly to the student's teacher and result in detention and lost points on the conduct grade. A summary sheet detailing our gains in conduct is attached.

2. Broadwater School receives just over \$100,000 in Title I funding. With that money we are able to hire a teacher who facilitates both a Reading Recovery Program and a KinderPlus program (offering extra instruction to kindergarten students who come to school lacking basic readiness). We also use the money to employ a Title I teacher who runs a community tutoring program which utilizes more than 50 community volunteers who tutor students having trouble developing adequate reading skills. Finally, we employ a half-time teacher who assists regular teachers by teaching groups of students who are below grade level in reading. She is instructing these children at their individual achievement levels. The results of our efforts to intervene early with those children who are experiencing reading difficulties are promising. According to our standardized tests this past spring our national percentile averages for 4th graders rose 9 percentage points and for 6th graders they rose 13 percentage points. (see attached data sheet). While Broadwater still lags behind our district averages, we have noted significant growth as the result of our ability to serve children's individual needs. Without Title I funding these interventions would not be possible.

I will conclude this report by saying that education is the one and only hope the "have nots" in our society have of becoming literate and productive members of this nation. The numbers of people who fit into this category are increasing. Our government must provide us with the financial ability to educate these youngsters properly so that when they leave our educational system they are competing on a level playing field. This is not an easy task and it is certainly not an inexpensive one!

Sincerely,



Cindy Holtz

SUMMARY OF DISCIPLINE DATA JUNE 1998

During the 97-98 school year there were a total of 256 discipline incidents, which is an average of 64 incidents per quarter. Much effort was focused on the handling of disciplinary incidents, with the result that a great deal of learning time was being lost.

At the end of the 97-98 school year a committee comprised of several teachers and the principal sat down to design a school wide conduct plan which would accomplish the following:

1. articulate clear expectations to children and parents
2. greatly reduce disciplinary incidents
3. increase learning time
4. offer a standardized approach to dealing with discipline matters
5. give weekly feedback to all parents regarding their children's conduct
6. allow minor incidents to be swiftly and successfully dealt with in the classroom, while only more serious incidents are referred to the office

The plan was implemented from the first day of the 97-98 school year. Children were taught the expected behaviors and given many opportunities to practice them. Parents received a weekly conduct folder with a conduct "grade" assigned to each child each week. The results exceeded our expectations. (see chart)

	<u>96-97</u>	<u>97-98</u>	<u>% reduction</u>
Incidents 1st qtr.	64	39	39%
Incidents 2nd qtr.	64	29	55%
Incidents 3rd qtr.	64	21	67%
Incidents 4th qtr.	<u>64</u>	<u>22</u>	<u>66%</u>
Total	256	111	57%

AVG. INCIDENTS PER DAY

95-96	96-97	97-98
.85	1.4	.58

**'97 ITBS/'98 TERRA NOVA COMPARISONS
IN READING
GRADES 4 AND 6 - BROADWATER SCHOOL
JUNE 1998**

	<u>Spring '97 Gr.3</u>		<u>Spring '98 Gr.4</u>	
	<u>Broadwater</u>	<u>District</u>	<u>Broadwater</u>	<u>District</u>
NCE	47	54	51	56
GE	3.6	4.1	5.0	5.9
NP	44	59	53	62

	<u>Spring '97 Gr. 5</u>		<u>Spring '98 Gr.6</u>	
	<u>Broadwater</u>	<u>District</u>	<u>Broadwater</u>	<u>District</u>
NCE	50	56	57	58
GE	5.8	6.3	8.4	8.6
NP	51	62	64	66

Explanation: This chart shows the growth made in reading by Broadwater 4th graders, from the end of their 3rd grade year to the end of their 4th grade year; and Broadwater 6th graders, from the end of their 5th grade year to the end of their 6th grade year. Because the ITBS was used in the spring of '97 and the Terra Nova in the spring of '98, the results may not be comparable. There is also a comparison to the same grade levels district wide. While Broadwater still lags behind the district average, the NCE point spread narrowed from 7 to 5 points in 4th grade, and from 6 to 1 point in 6th grade.



Growing Together,
Learning for Life

Curriculum and Instruction

Administrative Center Annex
500 North Central
Eureka, MO 63025-1203

(314) 938-2330
(314) 938-2346 Fax
coadn@rockwood.k12.mo.us

Peggy Browne
Drug-Free Schools Coordinator

October 2, 1998

Ms. Sally McConnell
Director of Government Relations
NAESP
1615 Duke St.
Alexandria, Virginia 22314-3483

Dear Ms. McConnell:

In response to your August 6 memorandum, I am providing a couple of examples of how our Safe and Drug Free Schools and Communities Program has produced tangible results.

The attached document is a copy of a "Best Practices Award" nomination, which was sponsored by the Missouri Council of School Administrators. The nomination describes our district's High-Risk Support Groups, which is a program created by our Safe and Drug-Free Schools and Communities (SDFSC) Advisory Council and supported by our SDFSC funds. You will see in the section pertaining to results that the program has been extremely successful, producing improved grades, reduced fighting, and a reduction in suspensions by participating students. As a result, our district was one of twelve chosen statewide to receive a "Best Practices Award" in 1997.

Another positive result of the SDFSC Program has been its impact on reducing reported alcohol use by our high school students. Alcohol is by far the most widely abused drug by students in our district, and it is still very much a concern; however, since we began participating in the SDFSC Program in 1989, there has been a 13% decrease in current alcohol use as reported by our 12th-grade students.

These are just a few examples of the significant contribution that the Safe and Drug-Free Schools Program has made in our district. I hope that this information will help our congressional leaders recognize some of the benefits of continued funding.

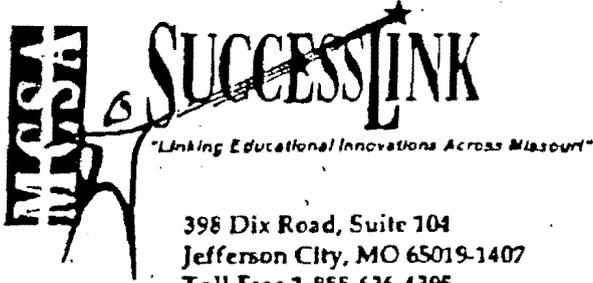
Please feel free to contact me if I can be of any further assistance.

Yours truly,

Peggy Browne, Coordinator

PB/mlw

c: Dr. Scatizzi
Ms. Lucero
Dr. Doerr



398 Dix Road, Suite 104
 Jefferson City, MO 65019-1407
 Toll Free 1-888-636-4395

"BEST PRACTICES" Nomination Form

(Please print all information)

Name: Peggy Browne		School Name: (involves 18 schools)	
School Address: 500 N. Central Ave.		City: Eureka, MO	Zip Code: 63025
e-mail address:		Work Phone: 314-938-6173	Home Phone (optional):
School District: Rockwood School District		Principal's Name:	
Project Name/title (if applicable): High-Risk Support Groups		Estimate of total costs associated with practice: Approx. \$15,000.00 per year	
Grade Level (s) targeted: K-12	Number of teachers/counselors using practice: Approx. 25	Number of students using practice: Approx. 2450 served	Implementation/Adoption Years:
Briefly describe the practice(s): (use other side of form if needed) See attachment.			
Please provide specific results that would suggest this is a best practice that should be adopted by other teachers: (use other side of form if needed) See attachment.			

PLEASE CHECK ANY CRITICAL NEEDS OR APPROACHES THIS PRACTICE ADDRESSES:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> professional teaming/mentoring system <input checked="" type="checkbox"/> at-risk/special education needs <input checked="" type="checkbox"/> parent or community involvement <input checked="" type="checkbox"/> site-based decision making <input checked="" type="checkbox"/> support Show-Me standards or curriculum frameworks <input checked="" type="checkbox"/> performance based assessment <input checked="" type="checkbox"/> professional or leadership development/training <input checked="" type="checkbox"/> safe and/or drug free schools <input checked="" type="checkbox"/> part of systemic district wide reform or resting on approved long-term reform plan <input type="checkbox"/> adoption of a validated curriculum <input type="checkbox"/> integrated content/interdisciplinary teaching <input checked="" type="checkbox"/> participatory learning and teaching <input checked="" type="checkbox"/> new organizational patterns/structures <input type="checkbox"/> technology infusion/electronic dissemination of information | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> initiated from results of needs assessment or MSIP review <input type="checkbox"/> implementation in collaboration or RPDC <input checked="" type="checkbox"/> includes evidence of continuous evaluation <input checked="" type="checkbox"/> embedded customer-centered orientation <input checked="" type="checkbox"/> strives to create higher order thinking problem solving skills <input checked="" type="checkbox"/> seeks to build individual self-esteem <input checked="" type="checkbox"/> is a collaborative venture <input checked="" type="checkbox"/> supports federal initiatives (GOALS 2000, Star Schools) <input type="checkbox"/> Other _____ |
|---|---|

Please FAX (573) 636-4593 or mail back as soon as possible. Thank you very much. (no later than Friday, 02/07/97)

Briefly describe the practice(s):

A primary component of Rockwood School District's comprehensive violence and substance abuse prevention programs is to provide support groups for students identified as having a high potential for violent behavior and/or substance abuse. This program was originally developed in 1991 by Rockwood's Safe and Drug-Free Schools and Communities Advisory Council, based on an assessment of community and school needs, and on the goals established by the district's five-year strategic plan.

This program uses a collaborative approach in which licensed counselors and social workers from the community work with school guidance counselors to co-facilitate the support groups. The primary objective is to improve the students' academic performance and overall behavior. The consultant-counselors are given some remuneration through Safe and Drug-Free Schools funds, and they also volunteer a great deal of time.

The students participating in this program are identified by using "high-risk" criteria established by the U.S. Department of Education and the Missouri Department of Mental Health. Both of these agencies use the same criteria:

- is a school dropout
- has become pregnant
- is economically disadvantaged
- is a child of drug or alcohol abuser
- has attempted suicide
- has experienced repeated failure in school
- has committed a violent or delinquent act
- has experienced mental health problems
- has experienced long-term physical pain due to an injury
- is a victim of physical, sexual, or psychological abuse

Based on these factors, the guidance counselors and teachers select students for the program. The goals of these groups are to: 1) increase academic and social success, 2) develop resiliency skills and enhance social competencies, and 3) provide a place to process life choices and personal management skills. Each participating school building decides the kind of group that would best suit the needs of its students.

Specific issues addressed by the groups have been:

- conflict resolution and/or mediation
- alcohol, peer influence
- parental alcohol/drug abuse
- pregnancy prevention
- abuse – both sexual and physical
- sensitivity training and handling differences
- managing feelings such as anger and loss
- depression
- stress reduction
- what motivates behavior
- consequences associated with tobacco, and other drug use
- failure risk from either attendance or academic concerns
- grief associated with the death of a parent or sibling
- relationship skills with friends, family members, and/or siblings
- responsible behavior
- gaining a sense of power through positive choices

Similar services are provided to the parents of these students, again using a co-facilitated approach, and addressing parenting concerns that correspond to the issues being dealt with in the student groups.

Please provide specific results that would suggest this is a best practice that should be adopted by other teachers:

The effectiveness of the program is evaluated annually. The process includes student questionnaires, written and oral surveys of the guidance counselors and consultant-counselors, and reports from parents. Included in the evaluation are data pertaining to the participating students' academic performance and behavior.

Each year since its inception, this program's evaluations have been overwhelmingly positive. In summary, the evaluations show:

- improved grades
- reduced incidence of fighting
- more focused approach to group work
- improved feelings of self-worth
- attitudinal changes regarding students' sense of personal efficacy
- forming positive bonds with teachers and other students
- reduction in number of referrals to principal's office for behavior problems
- marked reduction in suspensions from participating students (as much as 75% reduction at some schools)
- enhanced coping strategies responding to problem situations

Of the many prevention strategies provided in this district, this program has continuously shown the most tangible and observable positive results with students.

Subject: Safe and Drug Free Schools

Date: Mon, 05 Apr 1999 12:00:14

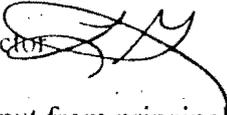
From: Laurie McWard <lmward@roe51.k12.il.us>

To: federal@naesp.org

Dear NAESP Government Relations,

The Safe and Drug Free Schools program has been essential for District#3A to be able to offer a safe and drug free program in our schools and community. The money has been dedicated to the education of children, parents and faculty members. The money has also enabled us to provide violence prevention education in our schools. In the past few years, I have seen a continual drop in discipline as a result of our teachers working with children on resolving conflict and tuning into the needs and feelings of others. Please continue yur lobbying efforts! This money is essential to keeping our schools safe and working towards a drug free community!

To: Sally McConnell, Federal Relations Coordinator

From: Linda Gruehn, Zone 4 Director 

As per your request, I asked for input from principals at our Southeastern Conference in Raleigh, North Carolina this week concerning use of funding for ESEA programs.

Florida - Jack Meeds, State Rep

Uses the Eisenhower Grant for teacher training, especially helpful in technology training. Safe and Drug-Free monies used for after school tutorial programs, DARE.

Tennessee - Vicki Wallace, President

Instructional materials, hired two teachers, five teacher assistants, purchased Accelerated Reader, paid for consultants for staff development, implemented Reading Recovery program.

Vicki also expressed concern that government live up to its obligation with Impact monies. They are needed in her area.

Georgia - Terry Tedder, President-elect

Hired a counselor, reading specialist, funded a pre-K program, parent training

Subject: ESEA

Date: Sun, 21 Feb 1999 15:55:07 -0500

From: Kim and Sharon Myers <ksmyers@postoffice.ptd.net>

To: federal@naesp.org

Title I dollars pay for reading only in 2 of our 4 elementary schools. Fortunately, the district has been given permission to run Title I-like programs in the other 2 schools with district money. Unfortunately, we are able to pay only one full-time reading specialist, who works with her 4 Reading Recovery students and supervises aides who go into the classrooms. There is no money to provide extra help or summer school for students who fall behind in math. We are very careful in the way we spend our precious Title I money. It makes me angry when I see teachers from city schools flying off to conferences while we take a bus. All schools need a share in these federal dollars.

Subject: re; Title I funding

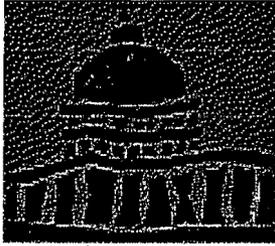
Date: Mon, 08 Feb 1999 11:56:02 -0800

From: "Cathy Stefanki" <cstefanki@sccs.santacruz.k12.ca.us>

To: federal@naesp.org

NAESP Government Relations,

i just finished reading the Federal Report and I am very concerned about the watering down of the of ESEA grants. The federal government has shown continuous support for the students of families whose economics are at the poverty or close to it category by developing programs such as Title I. There is no other equalizer for these families at the present level. This rift between those who have and have not is continuing to grow. In California, we need to have this balancer. The many non academic needs of students is growing at a tremendous rate. By including these parents in the process, we are able to better empower them with the necessary skills and beyond school hour support they need in after school problems etc. Putting the monies in single block grants doesn't guarantee this to happen. We do need the federal government's support of the programs that are working. This does work, in fact I suggest the following: expansion of Head Start programs that involve more students, more money toward after school programs that are both enriching and remedial for students and parent education for parents/families; a peewee academy for students before kindergarten. Over 60% of our entering kindergartners can not write their name, know their colors or letters. This is a significant number. Please consider our needs. Cathy Stefanki, Principal, Gault Elementary School, 1320 Seabright Ave. Santa Cruz, CA. 95062. thank you



United States Student Association

United States Student Association FY2001 Budget Request List

Pell Maximum Grant	\$3,700
Supplemental Educational Opportunity Grant	\$731 million
Leveraging Educational Assistance Partnership	\$100 million
Perkins Loans (total)	\$200 million
Federal Capital Contribution	\$140 million
Loan cancellations	\$60 million
TRIO	\$795 million
GEAR UP	\$350 million
Graduate Education	\$66 million
GAANN	\$41 million
Javitz	\$15 million
Child Care Access Means Parents in School	\$45 million
Federal Work Study	\$952 million (reflects inflationary increase)

Please contact Jamie Pueschel, Legislative Director, with any questions or comments at 202-347-8772.