

**Impact of House FY 1996 Labor, HHS, Education Appropriations Bill  
on Selected Education Programs**

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Source: Department of Education  
July 27, 1995

## **GOALS 2000 - TITLE III STATE FORMULA GRANTS**

**1995 Appropriation: \$361,870,000**

**1996 Request: \$693,500,000**

**1996 House Appropriations Committee Proposal: \$0**

### **Program Purpose**

Goals 2000 grants help States and communities implement school improvement plans to raise student academic achievement, involve parents in schools, bring technology into the classroom, upgrade teacher professional development, and create partnerships with business and community groups to improve schools. While the majority of State and local education funds support day-to-day school operations, Goals 2000 provides important "venture capital" for schools to focus on academic excellence and school improvement.

Ninety percent of the 1996 funds would go to local districts and schools to support local school reform initiatives. At least 50 percent of the funds provided by districts to individual schools would be made available to schools with a high number of students from low-income families.

### **Overall Impact of Proposed House Cuts**

Elimination of Goals 2000 funding to the States would severely undermine State and local efforts to improve elementary and secondary education and achieve the National Education Goals. It would terminate funding just at a time when communities and States have completed their planning and begun to implement reforms based on high academic achievement. More than an estimated 16,000 schools that would have participated under the President's budget proposal would be cut off from funding that is designed to help them better use their resources to improve teaching and learning for an estimated 8.8 million students enrolled in those schools. Without this funding, much-needed improvements in professional development, curriculum, parent involvement, and various other aspects of school improvement will not be implemented.

### **Specific Examples**

#### **KENTUCKY**

- ♦ Kentucky has been a leader in statewide education reform since the passage of the Kentucky Education Reform Act of 1990. Goals 2000 funds are

supporting the State's efforts to increase parental and family involvement in schools and in the State's school reform process. For example, **Harrison County** is using Goals 2000 funds to install homework hotlines so parents can track student work; **Harden County** is using funds for cable television and video programs to reach parents who otherwise could not get to their child's school; and **Franklin County** is using Goals 2000 money to train teachers to recruit parents as classroom instructional volunteers.

## UTAH

- ◆ Utah is using Goals 2000 funds to implement the recommendations of the Utah State Education Strategic Plan, which emphasizes high student performance standards and a comprehensive accountability system. During the first year Utah participated in Goals 2000, 30 of the State's 40 school districts applied for funding through collaboratives that include institutions of higher education. For example, nine school districts, the **University of Utah**, and **Brigham Young University** formed a partnership to design and implement a preservice education program to provide teachers with the skills necessary to improve student achievement in inner-city schools.

## OREGON

- ◆ Under the Oregon Education Act for the 21st Century, local districts are completing comprehensive plans to improve student achievement. Goals 2000 funds are being used to implement those plans. Special attention is being paid to providing teachers with training to teach to high standards and to identify assessments that measure student performance. Oregon's plan also calls for giving local districts unprecedented flexibility in how they reach State and local education goals. In **Portland** this involves creating a magnet program that focuses on science and math, particularly biotechnology. Oregon is also the first State in the country to participate in the "EDFLEX" partnership, which allows the U.S. Secretary of Education to delegate decisions about Federal program waivers to State officials.

## KANSAS

- ◆ The **Lawrence** School District is using Goals 2000 funds to develop a variety of assessment tools to help its schools more accurately describe student performance in relation to its high academic standards. In addition, Goals 2000 funds are assisting local districts and individual schools in efforts to incorporate the new standards in classroom teaching.

## LOUISIANA

- ◆ During the first year of Goals 2000 participation, 48 of the Louisiana's parishes benefited from Goals 2000 support. Goals 2000 funds have helped to forge new partnerships to promote school improvement. In one case 12 school systems, two universities, and a regional service center teamed up to develop new training opportunities for teachers.

## MASSACHUSETTS

- ◆ In Massachusetts, Goals 2000 funds are supporting the start-up costs of 14 charter schools--schools formed by teachers who have come together, free of typical State and local regulations, with a shared vision of a good school, a plan to implement the vision, and a willingness to be held accountable for student learning.

## MICHIGAN

- ◆ The **Ann Arbor** Public School district, working with the **University of Michigan**, is integrating technology into all aspects of the school experience. The State is using technology to reform the math and science curriculum, support mentoring in jobs connected to students' studies, and train teachers.

## **GOALS 2000 - TITLE IV PARENTAL ASSISTANCE**

**1995 Appropriation: \$10,000,000**

**1996 Request: \$10,000,000**

**1996 House Appropriations Committee Proposal: \$0**

### **Program Purpose**

Title IV authorizes the funding of resource centers to provide training, information, and support to parents of children from birth through the age at which they complete secondary school. The centers will serve to increase parents' knowledge and confidence in child-rearing activities and help parents enhance their children's developmental progress. The centers also provide activities for individuals who work with parents to strengthen partnerships between parents and professionals in meeting the educational needs of children and improving the relationship between home and school. Grants are made to non-profit organizations and consortia (comprised of non-profit organizations and local educational agencies) through a competitive process.

Funding is provided to applicants serving urban and rural areas as well as areas with high concentrations of low-income families. Grantees address the needs of parents of preschool children by funding a project component based on the Parents as Teachers program or Home Instruction for Preschool Youngsters program. Parents of minority and limited-English proficient children must be a particular focus of center activities.

### **Overall Impact of Proposed House Cuts**

The first competition under this program is being held this summer. More than 300 organizations have submitted applications for four-year grants, beginning with the 1995 appropriation. The Department expects to make approximately 40 grants in September. Funding from the 1996 appropriation would provide the second year of funding for these grants.

The Parental Assistance program will initiate local systems of providing information, training, and support to improve the connection between parents and schools through an estimated 40 centers that will serve virtually every State in the country. If this program is eliminated, hundreds of schools would be affected and thousands of parents will not be able to access more information about ways in which they can support their children's learning. These resource centers will help provide the crucial link between home and school. Connecting families and schools is an integral part of the Goals 2000 education reform strategy to help all children achieve to higher standards.

## **TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES (LEAs)**

**1995 Appropriation: \$6,698.4 million**

**1996 Request: \$7,000.0 million**

**1996 House Appropriations Committee Proposal: \$5,555.0 million**

### **Program Purpose**

Title I Grants to LEAs provide supplemental financial assistance to almost all school districts in the country, and to about 53,000 schools, especially in high-poverty areas. Funds help improve the teaching and learning of at-risk children to enable them to master challenging curriculum and learn to high academic standards expected of all children. Federal formula funds are allocated to States, which suballocate funds to school districts. Within districts, funds go to schools with the highest proportions of children from low-income families.

### **Evaluation Findings**

- Title I has improved basic reading and mathematics skills of the lowest-achieving school-children in the Nation and has helped close the learning gap between those children and their peers. With the help of Title I, for example, the achievement gap between black and white 9-year olds narrowed over the past two decades by 18 percent in math and 25 percent in reading. The reauthorized Title I restructures the program to help disadvantaged children make even more progress which is necessary to meet internationally competitive standards.
- The educational needs of disadvantaged children, especially in high-poverty schools, are growing. Evaluations show that children in high-poverty schools are held to lower expectations than children in other schools, and they are more likely to fall behind in the early school grades and never catch up. For example: first graders in poor schools start school scoring 27 and 32 percentile points lower in reading and math, respectively, than other school children, and the initial gap widens by grades 4 and 8. In addition, eighth-graders in poor schools are 57 percent more likely to leave school by grade 10 than are students in other schools.
- Administrative costs for Title I are comparatively modest: States retain not more than 1 percent of the funds for State administration; school districts use only 4-10 percent of local Title I funds for district administration. According to a recent GAO study, districts devote a greater percentage of Title I funds to classroom instruction (73 percent) than they do with other district funds (62 percent).

### Improvements Resulting from the Reauthorization

- Shifts the program focus from providing remedial instruction to bring low-achieving students up to minimal levels of competency to a new emphasis on helping Title I children achieve to the same challenging academic standards that other children are expected to meet.
- Integrates Title I with wider State and local education reforms that stress challenging curriculum and instruction linked to high standards, and eliminates unnecessary testing of Title I children by requiring that States use their own assessment systems instead of a separate Title I assessment system.
- Gives teachers, principals, and parents more control over decisions about how program resources are used, so that each school's program operates in a way that reflects local needs and conditions and helps children make the most progress.
- Promotes "schoolwide" programs that allow high-poverty schools to combine Title I and other Federal education funds with State and local resources in order to upgrade the school's instructional program and serve all students.

### Overall Impact of Proposed House Cuts

- Decreases LEA allocations on average by 17 percent, which will deprive an estimated 1.1 million at-risk children of special services designed to help them to achieve to high levels in core academic subjects such as reading and mathematics.
- Eliminates about 29,000 teacher and aide jobs.
- Serves approximately 9,700 fewer schools.

### Specific Examples

- In the **Milwaukee Public Schools**, which currently operate 119 Title I schoolwide programs serving 52,627 public school students and 3,617 non-public school students, a 17 percent reduction (\$7.9 million) would result in: (1) laying off teachers, which will reduce the number of disadvantaged children receiving supplemental instruction in reading, writing and mathematics; (2) cutbacks in staff development so that teachers would no longer be able to participate in training programs that provide cross-curricula strategies for teaching higher-level thinking skills; (3) reductions in parent training designed to assist parents to better help their children to achieve; and (4) fewer high-poverty schools adding technology to the classroom and training teachers in its use.

- In the **School District of Philadelphia**, which currently operates Title I programs in 168 schools, all of which will be schoolwide programs beginning in 1996, a 17 percent reduction (\$13.4 million) would: (1) eliminate services to at least 62 public schools and to 45,050 public school students and 2,755 nonpublic school students; (2) eliminate about 80 public school teaching positions and 203 public school paraprofessional positions; (3) reduce funds for staff development by \$1.06 million, which will restrict the access of teachers and other staff to training designed to increase their ability to improve student achievement such as strategies for teaching reading across curricula; (4) reduce funds to increase parental involvement and for reading and math books and other instructional materials by about \$1.8 million.
- A 17 percent reduction also will dilute momentum for implementing reforms in the reauthorized program that:

Enrich and accelerate learning opportunities for disadvantaged children so that they are able to meet internationally competitive standards: Example: All students in grades 6-8 at the Accelerated Learning Laboratory (ALL) School, in a high-poverty area of **Worcester, Massachusetts**, attend five-week intensive seminars and laboratories that find creative ways of teaching complex skills in mathematics, social sciences, and other curriculum areas. Title I funds support a Higher Order Thinking Skills (HOTS) laboratory, and the school's reform agenda calls for a technology magnet school, multi-grade "clusters," and an alternative grading system that evaluates student portfolios and awards certificates to students for mastering standards that are defined by leading professional organizations and the State.

Narrow the gap between the lowest-achieving children and other children, and between the high- and low-poverty schools. Example: After its first year as a Title I schoolwide project, the test scores of fourth and fifth graders at Ronald E. McNair Elementary School, in a poor, crime-ridden urban area of **North Charleston, South Carolina**, rose from the 1st percentile to the 25th percentile. Since then, the school's ranking has moved from the lowest to the middle range of comparable schools in the district. Title I funds also support summer programs to give extra help to students who score poorly on district tests.

Focus on early intervention strategies that may help prevent school failure. Example: **Ganado Primary School in Arizona** enrolls approximately 450 children in grades K-2, almost all of whom are from poor Navajo families. About 58 percent of the students entering school for the first time have limited English proficiency; and 23 percent speak neither English nor Navajo fluently. Ganado's literacy intervention program targets the lowest 20 percent of first-grade readers. After one year in the program, most students advance to the level of top-achieving readers. Ganado also uses Title I funds to provide counseling programs for students and families that address topics such as drug prevention, addiction, parenting, marriage, and other family issues.

## COMPREHENSIVE REGIONAL ASSISTANCE CENTERS

**1995 Revised Appropriation: \$29.6 million**

**1996 Request: \$55 million**

**1996 House Appropriations Committee Proposal: \$0**

### **Program Purpose**

The Comprehensive Regional Assistance Centers (CCs) program will be a new network of 15 regional centers to help schools, school districts, State educational agencies, community organizations, Indian tribes, and other recipients of funds under the ESEA improve teaching and learning in the schools. Assistance will be provided in areas such as curriculum development, professional development, instructional strategies, assessments, program evaluation, and improvement of the school climate for learning.

These centers will offer one-stop service delivery to the education community through a regional structure based on the Department's own organizational structure for the staff offices that administer ESEA programs, and will be central to coordinating technical assistance efforts for elementary and secondary schools throughout the Department.

This comprehensive regional assistance approach offers numerous advantages over the Department's former system of 48 categorical, program-specific technical assistance centers. These advantages include:

- One-stop service delivery for customers.
- Improved coordination among key program staff and service providers.
- Reduced overhead as a result of fewer program grantees.
- New networks that allow districts and schools to take full advantage of improvements in technology for communication and delivery of instructional strategies.
- New frameworks for modeling effective program assistance of all types at the Federal, State and local levels.
- Incorporation of programs previously on the fringe of educational innovation into the mainstream of emerging theory and practice.

- Concentration of activities within smaller, more homogeneous, geographic regions.

### **Overall Impact of Proposed House Cuts**

If the Comprehensive Regional Assistance centers are not funded in 1996:

- Billions of other Federal education funds will be distributed to State and local educational agencies without the benefit of expert technical assistance on how the funds can best be used to improve teaching and learning for all students.
- Education Department (ED) staff will be unable to provide follow-up support to districts based on recommendations for program improvement developed on site by ED monitoring teams.
- Schools across the country will be unable to implement evaluation-based recommendations to improve program effectiveness.
- A much greater burden for supporting teaching and learning will fall on many State and local governments that have limited financial and personnel resources to offer teachers and children at the local level.
- Emerging efforts to bring schools and communities together to implement comprehensive education improvement plans will be slowed.
- Assistance will be eliminated for teachers of children of limited English proficiency to develop classroom strategies for teaching.
- Professional development opportunities for teachers in urban and rural areas serving children from low-income families will be eliminated.
- Indian Education projects will no longer receive Federal assistance on how to evaluate programs.

## SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

**1995 Revised Appropriation: \$466 million**

**1996 Request: \$500 million**

**1996 House Appropriations Committee Proposal: \$200 million**

### **Program Purpose**

In FY 1995, the Safe and Drug-Free Schools and Communities Act (SDFSCA) replaced the previously authorized Drug-Free Schools and Communities Act (DFSCA). The Safe and Drug-Free Schools program is the Federal Government's primary vehicle for providing school-aged youth with a wide range of drug and alcohol prevention programming and violence prevention programming. SDFSC **State Grants** provide Governors, State educational agencies (SEAs), and local educational agencies (LEAs) considerable flexibility in developing programs and activities based upon their assessment of the problem and the resources available.

The SDFSCA also gives the Secretary broad discretionary authority to carry out **National Programs** to prevent drug use and violence. Such programs may include training, demonstrations, direct services to school districts with severe drug and violence problems, program evaluation, and information development and dissemination. National Programs also support model drug prevention and campus safety programs for students attending institutions of higher education.

### **The 1994 Reauthorization**

The program was reauthorized by the Improving America's Schools Act, which made the following improvements:

- Adds violence prevention as a key element of the program. LEAs will have the flexibility to design their own violence prevention programs, which could include comprehensive school safety strategies, coordination with community agencies, conflict resolution and peer mediation, and (subject to a 20 percent cap) the installation of metal detectors and hiring of security guards.
- Targets resources to where they are most needed. States will determine criteria for selecting high-need LEAs and target 30 percent of their LEA funding to those districts.
- Increases accountability. States and LEAs will be required to assess needs, establish goals and objectives, measure program outcomes, and use this information to formulate policies and program initiatives.

- Broadens the range of authorized prevention activities. LEAs will be authorized to implement a broader range of prevention activities, including mentoring, community service and service learning projects, conflict resolution, peer mediation, character education, acquisition of metal detectors, and hiring of security personnel.

### **Evaluation Findings**

In a study examining the implementation of the DFSCA, States reported the following positive changes:

- Increases in the number of school districts with formal prevention programs;
- Increases in school-community collaboration on drug prevention issues;
- Increases in parent involvement in drug education efforts;
- Increases in the degree of community involvement in prevention programs for youth; and
- Increases in the number of high-risk youth served in drug education programs.

### **Overall Impact of Proposed House Cuts**

The House Committee proposal would have the following effects on the SDFSCA State Grants Program:

- Drug and violence prevention programs serving approximately 39,000,000 students in 97 percent of the Nation's LEAs would be reduced or eliminated, at a time when national data for the past 2 years show sustained increases in youth drug use for middle and high school-aged youth. LEAs with small enrollments are likely to be disproportionately affected, because such a significant reduction in the appropriation level for the program may decrease allocations to small LEAs below the level required to make operation of any program feasible.
- Many LEAs would not be able to maintain the comprehensive prevention programs they have developed in recent years, yet comprehensive programs are more likely to be effective in preventing drug use and violence than are narrow programs with only a few components or interventions.
- Governors in every State would be forced to reduce or eliminate federally funded drug and violence prevention programs for youth not served by LEAs or for children and youth who need special services or additional resources. The

impact of the proposed cut would be particularly harsh on States that receive the "minimum State allocation" amount -- those States would receive less than \$195,000 per State for the SDFSCA Governor's Program.

The House Committee proposal does not include funding for **SDFSCA National Programs**. Consequently, the Department of Education would no longer be able to:

- Develop and disseminate publications on school violence and drug and alcohol prevention. Such activities have been the cornerstone of the Department's efforts to provide schools with information on models and effective practices that have the potential to improve the quality and effectiveness of programs implemented with State grant funds.
- Support the development of models for alternative education for students expelled from their regular education program. With expulsion rates increasing dramatically in some communities -- due in part to the Federal Gun-Free Schools Act, which requires a one-year expulsion of a student who brings a firearm to school -- it is essential that we provide leadership in this area.
- Support drug and violence prevention programming on college campuses.

### **Specific Examples**

#### **Virginia**

In **Prince William County**, Virginia, significant drug and violence prevention activities would be severely curtailed or eliminated. This school system, with an enrollment of approximately 88,000 students, received a SDFSCA allocation of nearly \$111,000 in FY 1995; the House Committee proposal would result in an FY 1996 allocation of approximately \$50,000.

The reduction comes at a time when demand for services, even with existing personnel resources, can barely be accommodated. For example, in school year 1994-1995, staff responded to 1,942 referrals for assessment of a student for substance-related problems -- an increase of 649 referrals from the 1993-1994 school year. Despite this significant increase in need, the proposed reduction would cause a significant reduction in staffing. Not only would the number of staff be significantly reduced; a loss of expertise, developed over time and through an investment of resources, would also occur.

Specifically, the following prevention activities being implemented in Prince William County Schools would be significantly curtailed or eliminated by the proposed cuts:

- Contacts with parents concerning substance abuse issues (about 1,000 made in school year 1994-1995);

- Instruction to students on prevention topics by prevention specialists;
- Individual "problem-solving" sessions with students on substance abuse and violence issues (about 4,500 sessions conducted in the 1994-1995 school year); and
- Staff consultations regarding student, staff, and family substance abuse issues (more than 4,700 were held in the 1994-1995 school year).

## **Illinois**

The **Chicago Public Schools** will receive approximately \$4.2 million in Safe and Drug-Free Schools funding in FY 1995. The school district divides its funding between support for district-wide training and technical assistance activities, and a per-student allocation to each school building to meet locally identified needs. The per-student allocation has been as high as \$8 per student, and was set at \$4 per student in FY 1994. The proposed cut for FY 1996 would reduce the school district's allocation to about \$2.1 million.

The district prevention office is staffed by 15 people: a program manager, 3 city-wide coordinators, and 11 field coordinators, each of whom is responsible for overseeing programming in 50 schools.

School district officials think that loss of Federal funding from the Safe and Drug-Free schools program would result in the elimination or significant curtailment of the following:

- The district's prevention office;
- A prevention-based television show offered over a local cable channel;
- A peer leadership/intervention program that was offered for the first time last summer and involved 150 people from 15 Chicago high schools. Students discussed issues related to violence and developed action plans based on their knowledge of the needs of specific schools. Generally, the participants in the program agreed that metal detectors are not effective deterrents to school-related violence and they urged instead that school officials secure doors, put more people in the hallways, and provide alternative activities for students. They also identified potential trouble spots in the schools, such as bathrooms that are not checked regularly and other isolated spots where students congregate without supervision. Finally, they urged that students and faculty work to change the school climate by emphasizing positive actions of students through the school newspaper and other means.

- Extensive collaboration with other public and private agencies in the city, including the Police Department, that help to leverage support for prevention programs, balance services among schools, and engage students in community-based activities.
- A "Book Buddies" program that trains older students to read to children and talk with them about issues such as drug prevention and personal responsibility based on themes in the books;
- A student assistance program that provides counseling for students re-entering schools after drug treatment;
- A summer program for 400 "extremely high-risk" students who are over-age underachievers. The program is designed to smooth the transition to high school for these students, many of whom are involved in drug use, have discipline problems, and have a high potential for dropping out of school.
- Training for 3,000-4,000 teachers, parents, and administrators annually; and
- Training for an additional 2,000 people annually through non-district sources, which are publicized by the district prevention office.

## **Michigan**

In **Wayne County (Detroit)** Michigan, numerous programs are operated with DFSCA funding. Detroit Public Schools' FY 1995 allocation of SDFSCA funds will be \$934,798. The proposed reduction would result in an estimated FY 1996 allocation of \$467,399, a 50 percent cut. Activities implemented with SDFSCA funds that would be curtailed or eliminated by the proposed reduction include:

- A youth forum on drug-free schools;
- After-school education and conflict resolution training;
- "Street Peace" violence reduction lessons;
- Youth leadership training;
- A youth forum with the mayor;
- Saturday parent conferences; and
- A safe and drug-free schools advisory council.

At the school building level, Van Steuben Middle School would not be able to expand its model program of conflict resolution and drug abuse prevention. Its Violence Reduction/Conflict Resolution Program advocates peaceful resolution of problems through peer mediation training, classroom guidance, student non-violence advocate clubs, community forums, student summits, and thematic assemblies. Its drug curriculum is designed to provide age- and grade-level appropriate drug prevention education.

MacKenzie High School would also be forced to curtail or eliminate its exemplary programs in conflict resolution and drug abuse prevention. In its violence prevention program, the main focus is helping students learn and understand the need for cooperation and structure in order to be positive contributors to society. The school has seen a remarkable decline in the number of student infractions and violent incidents since this program was instituted. MacKenzie's drug abuse prevention program teaches students about substance abuse while providing the opportunity to develop and strengthen character. This program motivates students to complete their education and avoid involvement with drugs and crime.

## **INDIVIDUALS WITH DISABILITIES EDUCATION ACT** **SPECIAL PURPOSE FUNDS**

**1995 Appropriation:** \$254 million

**1996 Request:** \$254 million (based on proposed legislation)

**1996 House Appropriations Committee Proposal:** \$92 million

### **Program Purpose**

The purpose of the Special Purpose Funds programs is to support State and local efforts to provide and improve special education and early intervention services to over 5.6 million infants, toddlers, children, and youth with disabilities. Special Purpose Funds programs support research, demonstration, professional development, technical assistance, dissemination, and other activities that establish new knowledge and move it into practice, and help ensure that State and local administrators, teachers, and parents have the information they need to improve results for children with disabilities.

### **Program Effectiveness**

Research, demonstration, and outreach activities have been effective in improving services to children with disabilities. For example, a model developed for preschoolers with hearing impairments by the Ski-Hi Institute in Utah almost 15 years ago has been duplicated both nationally and internationally, and has reached 50 sites in the State of Texas alone.

Personnel preparation activities have been successful in preparing personnel to serve children with disabilities. In 1993 personnel preparation programs trained 22,737 students, of whom 2,685 received degrees and 2,284 received State or professional certifications.

Efforts have been successful in addressing the needs of children with disabilities in the initial design of educational technology, media, and materials. For example, program efforts have been successful in influencing major publishers of K-12 mathematics and reading programs, such as, McGraw Hill, Simon & Schuster, EDMARK (IBM), Curriculum Associates, Optical Data, and others.

### **Overall Impact of Proposed House Cuts**

Three clearinghouses that respond to over 80,000 requests for information from parents, teachers, administrators, individuals with disabilities, and others would be terminated. These clearinghouses provide a wide range of information on special

education and early intervention, postsecondary education opportunities for individuals with disabilities, and career opportunities in special education and early intervention.

Over 600 continuation projects to prepare new special education teachers, related services, and early intervention personnel such as teachers to work with children with mental retardation, educational interpreters for deaf children, and physical therapists for infants would be terminated. With these terminations, scholarships and stipends for an estimated 13,000 college students preparing to work with children with disabilities would be cut off. New training projects would not be started. The lack of Federal support for training programs may result in the discontinuation of such programs at some institutions of higher education.

Work in progress on over 200 research and demonstration projects in which the Federal Government has already invested over \$100,000,000 would be discontinued without producing findings or products. These projects are aimed at developing improved interventions for children with disabilities that will result in better results for these children. For example, two 4-year studies on how to increase the participation of youth with disabilities in GED programs would be terminated in their last year.

Support for six regional resource centers that respond to State requests for technical assistance would be terminated. Assistance provided by the centers has included help in implementing more inclusive approaches to education, prevention of serious emotional disturbance, collaborative personnel development, improving accountability for results, improving individual student planning, and improving discipline practices. Regional Resource Centers are located at Trinity College of Vermont, the University of Kentucky Research Foundation, Florida Atlantic University, the Ohio State University Research Foundation, Utah State University, and the University of Oregon.

### **Specific Examples**

**Support would be discontinued to 31 early childhood demonstration projects developing model programs for serving young children with disabilities including infants, toddlers, and preschoolers. These projects are located in 26 States. For example:**

- **Lowell, MA**

Funding would be eliminated for an early childhood demonstration project serving 100 young children with disabilities and providing training for 115 teachers. The project focuses on helping children with disabilities make a successful transition from home and preschool settings to kindergarten programs.

- **Los Angeles Unified School District, CA**

An early childhood demonstration project helping more than 110 preschool children prenatally exposed to drugs or alcohol would be terminated. The project is conducted through 5 publicly-funded child care centers and helps these children function in integrated, mainstreamed educational environments. Training is provided to 70 professionals and paraprofessionals.

**Palo Alto, CA**

The Center for Special Education Finance would be terminated. This center provides policy-makers and administrators at Federal, State, and local levels with data, analysis, and expertise regarding complex education finance issues. Nearly all States are currently examining the formulas they use to fund local school districts. The center has worked with many of these States to assist them in implementing funding formula changes that do not have unanticipated consequences such as providing incentives to incorrectly identify students as disabled.

**San Diego, CA**

No funding would be provided for thirteen continuation awards for personnel development to San Diego State University. These awards total \$1,311,309 and include \$440,618 for financial assistance to 200 students preparing for careers in special education and early intervention. Areas of study include school psychology, audiology, speech and language therapy, bilingual special education, general special education, and the education of children with severe disabilities.

**Washington, DC**

Continuation support would not be provided for the National Information Center for Children and Youth with Disabilities (NICHCY). NICHCY responds to about 50,000 requests for information per year from a wide range of individuals and organizations including parents, disabled individuals, professionals, students, State educational agencies, and libraries. Most inquiries are made by telephone. An information specialist discusses the topic asked about, offers suggestions and referrals, and sends written materials that address the caller's needs. Depending on the callers' particular needs, the materials provided may be provided in Spanish or alternative formats (e.g. braille), or written to different literacy levels.

## **THE DEPARTMENT OF EDUCATION'S TECHNOLOGY LEARNING CHALLENGE**

**1995 Revised Appropriation: \$55.6 million**

**1996 Request: \$122.3 million**

**1996 House Appropriations Committee Proposal: \$25 million**

### **Challenge Grants:**

1995 Revised Appropriation: \$9.5 million

1996 Request: \$70 million

1996 House Appropriations Committee Proposal: \$25 million

### **Regional Technology Consortia and National Leadership:**

1995 Appropriation: \$13 million

1996 Request: \$13 million

1996 House Appropriations Committee Proposal: \$0

### **Star Schools:**

1995 Revised Appropriation: \$25 million

1996 Request: \$30 million

1996 House Appropriations Committee Proposal: \$0

### **Ready-to-Learn Television:**

1995 Revised Appropriation: \$7 million

1996 Request: \$7 million

1996 House Appropriations Committee Proposal: \$0

### **Telecommunications Demonstration Project for Mathematics**

1995 Revised Appropriation: \$1.1 million

1996 Request: \$2.2 million

1996 House Appropriations Committee Proposal: \$0

### **Program Purpose**

The Department of Education's Technology Learning Challenge initiative focuses on connecting classrooms to the information highway and exploiting the use of computers and advanced technology to help teachers teach better, help students learn more, and extend learning opportunities in the community. This initiative will allow educators and

parents everywhere to benefit from the vision and experience of cutting-edge schools by providing them with examples of what is possible through the use of technology and how to implement programs that use it. Most schools will also need additional assistance in planning for technology and helping teachers acquire the skills they need to use technology effectively in the classroom. The Technology Learning Challenge will expand schools' access to computers and distance learning, put technology in the hands of teachers, and stimulate a new generation of interactive learning tools.

The Department of Education's Technology Learning Challenge initiative includes several programs:

- ◆ The **Challenge Grants** are five-year awards to support the development of a new generation of interactive learning tools. Grants are awarded to partnerships that include school districts, private companies, universities, and other organizations. They will leverage millions of dollars in private-sector and in-kind support for the neediest schools.
- ◆ Six **Regional Technology Consortia** will provide independent consulting help to States and school districts within their regions beginning in the fall of 1995. The Consortia will also help teachers to make better use of technology in their classrooms by providing them with information and professional development.
- ◆ The **Star Schools** program provides instruction through the use of distance learning technologies, including satellite, cable, fiber, and wireless transmission, reaching out to underserved populations of learners of all ages.
- ◆ The **Ready-to-Learn Television** program supports the development of programming that prepares young children for school.
- ◆ The **Telecommunications Demonstration Project for Mathematics** uses the existing telecommunications infrastructure to train elementary and secondary teachers in schools in 15 States to improve the teaching of mathematics.

#### **Overall Impact of Proposed House Cuts**

- ◆ Challenge Grants encourage and support partnerships between school districts and other organizations committed to making use of cutting edge technology to improve student performance. In its first competition, the program generated over 500 applications involving approximately one-sixth of the Nation's school districts. Several hundred companies, including almost every major computer hardware and software firm, have committed financial and in-kind resources to these partnerships. Hundreds of universities, public libraries, and nonprofit organizations are also involved. Unfortunately, the funds available can support only a small fraction of these proposals.

The House Appropriations Committee proposal would provide continuation funding for existing projects and sufficient funds for an additional K-12 competition, although at a level much lower than would be possible at the level requested by the Administration. A competition targeted at adult learning, including workplace applications and adult literacy, would not occur. The \$70 million requested for FY 1996 would leverage hundreds of millions in private sector support for education.

- ◆ Approximately 200,000 teachers and every State and school district in the Nation would cease to receive information from the regional technology consortia. States and school districts would no longer have access to this independent source of advice and assistance on complex technology purchases. (About \$2.5 billion is spent annually on technology for K-12 education.)
- ◆ Star Schools distance education programs provide students with access to specialized course work, such as foreign language instruction, that their schools could not otherwise offer.
- ◆ The costs of acquiring, developing, and delivering distance learning services would increase. The large regional partnerships supported through the Star Schools program leverage resources across State lines, building cooperative networks at the State and local level, including private industry. Cost-sharing and economies of scale substantially reduce the costs of participating in distance learning programs.

### Specific Examples

Currently operating **Star Schools** Projects:

- ◆ Teachers in 25 rural schools in **Pennsylvania, New York, and Michigan** are using multimedia and easy navigational software to connect to other teachers around the country and to access resource databases around the world via the Internet. Teachers receive ongoing training through the Star Schools program.
- ◆ In **Alaska, Colorado, Idaho, Indiana, Montana, Oregon, Washington, Hawaii**, and other States, more than thirty full courses are offered through Star Schools to provide students with high quality instruction in mathematics, science, foreign language, and other subjects.
- ◆ Teachers in more than 5,000 schools in **Florida, Illinois, New Mexico, North Carolina, and Texas** have access to staff development programming designed to help them become familiar with and use telecommunications to teach migrant students effectively.

- ◆ A 17,000 square-mile “electronic campus” provides educational opportunities for 3,900 rural and Native American students in the **Southwest**. In the **Pacific Northwest**, courses are delivered to 12,000 students in diverse areas, including **Alaska, Hawaii, and the Pacific territories**.
- ◆ The award-winning TEAMS project provides engaging programs for more than 100,000 students, teachers, and parents in **North Carolina, Michigan, California, Missouri, New Mexico, Utah, Arizona, Georgia, Massachusetts** and the **District of Columbia**.

The following projects are similar to ones that will be funded through the **Challenge Grant** program:

#### **New Jersey**

- ◆ The Christopher Columbus Middle School in **Union City, NJ** has used technology to support a challenging curriculum, leading to improved test scores and higher attendance in a poor urban immigrant community. The program is a partnership with the school district, **Bell Atlantic**, and the **Educational Development Center in New York City**. The district plans to expand the concept to other schools in the district this year.

#### **Pennsylvania**

- ◆ In the **Pittsburgh** Public Schools, high school students are using the Internet to learn science, mathematics, and foreign languages with help from Carnegie Mellon University professors.

#### **Iowa**

- ◆ Students at North High School in **Des Moines, IA** are using the Internet to access some of the best libraries in the world to support research projects, with help from **Drake University**.

#### **New Mexico**

- ◆ In **Albuquerque, NM**, parents of students at the Eugene Field School can use the school's computer center in the evening and on weekends to work with their children on school projects.

## **EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM**

**1995 Revised Appropriation: \$251 million**

**1996 Request: \$735 million**

**1996 House Appropriation Committee Proposal: \$0**

### **Program Purpose**

The Eisenhower Professional Development program provides financial assistance to State and local educational agencies and to institutions of higher education to support sustained and intensive high-quality professional development to ensure that all teachers are able to provide challenging learning experiences in the core academic subjects for their students in elementary and secondary schools.

The reauthorized Eisenhower Professional Development program improves its predecessor program by:

- Supporting a professional development program that encourages professional development activities in all of the core academic subjects, so long as the total funding level exceeds \$250 million. (Funds below that level are used for professional development in math and science);
- Supporting State and local agencies in providing professional development that builds on challenging State and local content standards and student performance standards, and is integrated into the systemic reform efforts of States, districts, and schools;
- Supporting the involvement of parents in professional development in order to ensure that they make a major contribution to the education of their children;
- Encouraging the integration of professional development activities into educators' careers from recruitment to retirement, and into the daily life of the school;
- Encouraging a variety of forms of learning that are embedded in the daily work of an educator;
- Encouraging States to develop and promote licensing and certification aligned with challenging State content standards; and
- Requiring the development of State and local performance indicators for professional development.

## Overall Impact of Proposed House Cuts

Termination of the program would result in:

- More than one-third of American teachers (some 900,000 teachers nationwide) not benefiting from professional development annually.
- More than 15,000 school districts across the Nation being deprived of funds in FY 1996 to train teachers and devise comprehensive reforms to boost academic standards. The Eisenhower Program is a major source of Federal support for professional development in mathematics, science, and other core academic subjects for most State and local educational agencies.
- Loss of professional development for women and minorities, who are underrepresented in the science, mathematics, and technology fields. Recent history suggests that gender equity and equity for minorities in science and mathematics education remains poor. White, non-Hispanic individuals make up 89 percent of all mathematics and science educators. Eisenhower makes mathematics and science programs for minorities a priority.

## Additional Reasons to Support the Program

Several findings on the former Eisenhower Mathematics and Science Education program are still relevant to the expanded Eisenhower Professional Development program. These include:

- **Outcomes for teachers.** As a result of their participation in Eisenhower-supported professional development, teachers acquire more knowledge in their subject areas, get ideas for curriculum and instructional approaches, or change the way they view the subjects they teach (e.g. by viewing science as a way of learning about the world rather than merely a collection of facts and principles).
- **Changes in classrooms.** Eisenhower-supported activities promote change in what teachers teach or how they teach. In some cases the local districts use the funds to improve the materials or equipment available to classrooms.
- **Outcomes for student learning and participation.** Evaluations indicate changes in classroom practices or content in such areas as:
  - what students learn;
  - how students view mathematics and science; and
  - how students participate in instruction related to these subjects and select higher level mathematics and science courses.

- **Outcomes for State and Local Officials.** Eisenhower funds have had a direct influence on attention that State and local authorities pay to mathematics and science education improvement, the leadership they exert for improvement, their relationships to one another as partners in improvement initiatives, and the resources they invest in long-term developments such as curricular reform and implementation.

### **Specific Examples**

#### **At the Local Level: DELAWARE**

In Delaware, several school districts have adopted a program for K-12 teachers entitled Mathematics Their Way. The workshop and follow-up activities help teachers implement a more interactive and creative approach to introducing mathematics to their students.

#### **At the Local Level: TEXAS**

The Minority Mathematics and Science Education Cooperative Statewide Coordination Project (MMSEC) at the University of Texas at San Antonio works in 16 predominantly minority and disadvantaged elementary schools from 11 school districts to foster rigorous teacher instruction in science and mathematics content and teaching methods.

#### **At the State Level: NEW JERSEY**

New Jersey has implemented an alternate route to licensure initiative. The alternate route candidates receive formal instruction at a State-approved Regional Training Center (RTC); RTCs are consortia (district-college) located at various sites throughout the State. The training for alternate route candidates emphasizes the synergy between theory and practice, clinical experience and mentoring/support, and core subject preparation and performance in the job. As of 1993, all new teachers have had mentoring experience, and the children and public have the additional assurance of actual performance standards informing the licensure decision for all entering teachers. New Jersey has been enormously effective in attracting, placing and retaining ethnic/racial minorities, women in core disciplines, men to teach in grades K-12, and older mid-career-change professionals across the board.

#### **At the IHE level: NORTH CAROLINA**

The North Carolina Central University offers a three-week intensive institute for mathematics teachers of grades 9-12 to: (1) strengthen their mathematical background in probability, statistics, and data analysis, (2) increase their understanding of and skills in teaching mathematics through modern technology, and (3) provide strategies for improving mathematics studies for minorities and females.

## **BILINGUAL EDUCATION**

**1995 Revised Appropriation: \$157 million**

**1996 Request: \$200 million**

**1996 House Appropriations Committee Proposal: \$53 million**

### **Program Purpose**

Title VII, the Bilingual Education Act, assists school districts in meeting their obligations under the Civil Rights Act of 1964 and the 1974 Supreme Court ruling in Lau v. Nichols. Both established that school districts have a responsibility to provide equal educational opportunity to limited English proficient (LEP) students.

Discretionary grants are provided to local educational agencies (LEAs), State educational agencies, community-based organizations, and institutions of higher education to implement and improve instructional programs and professional development designed to help LEP students master the English language and challenging curriculum geared to high standards.

### **Evaluation Findings**

- A recent review of relevant educational research concluded that a certain level of skills and literacy in the first language is critical to academic success in the second language. After 4-7 years in a quality bilingual program, students typically reach native speakers' norms in the second language across all subject areas and continue this level of achievement through the upper grades.
- In a study commissioned by the Department of Education, the National Academy of Sciences appointed a panel of statisticians and researchers to thoroughly examine two large evaluation studies funded by the Department of Education. The Academy panel noted the "convergence of the studies in suggesting, under certain circumstances, the importance of primary-language instruction in second-language achievement in language arts and mathematics."
- A study conducted by the Department of Education documented the success of the Family English Literacy program (one of the activities carried out under Title VII) in increasing parent participation, improving student achievement, reducing adult illiteracy, and reducing the dropout rate of LEP students.

### **Improvements Made Through Reauthorization**

The Improving America's Schools Act strengthens and reconfigures the Title VII program to provide LEAs and other grantees with greater flexibility in designing programs to improve

educational services for LEP students. Along with flexibility, new provisions hold funded programs accountable for the progress of enrolled students towards meeting the high standards expected of all children.

In addition, the Department estimates that programs under the new law will serve twice as many students as under the antecedent law because most new projects will serve all LEP students within the school or district. The Department's fiscal year 1996 request would serve an estimated 700,000 students.

### **Overall Impact of Proposed House Cuts**

The House Committee has proposed only \$53 million for bilingual education. The programmatic impact, compared to the Administration's request, would be as follows:

- Elimination of assistance to 580 school districts for services to 467,000 LEP students.
- Elimination of grants to 53 State educational agencies that currently receive support to provide LEAs with technical assistance and for data collection activities.
- Elimination of 140 professional development projects at colleges and universities to support educational programs for new and existing teachers.
- Elimination of fellowships for 370 graduate students to assist them in obtaining their advanced degrees in educating linguistically and culturally diverse children.

### **Specific Examples**

#### **Laguna, New Mexico**

Without Title VII funds, professionals, administrators, and para-professionals at To'hajilee Community School would no longer receive training in English as a second language, Navajo history, and Navajo culture to serve over 350 students in the 6th-12th grades. 99 percent of the students at this school are of Navajo descent. As a result of the current grant, student self-esteem and standardized test scores have increased.

#### **San Antonio, Texas**

Edgewood Independent School District in San Antonio serves a low-income community with 96 percent Hispanic enrollment and a high rate of illiteracy. Without Title VII funds, appropriate educational materials, professional development, and parent training in effective educational strategies to implement at home would no longer exist.

#### **Fairfax, Virginia**

Without Title VII funds, many of the 7,000 students served by the English as a Second Language program would no longer be served. Specifically, Title VII funds the "FAST Math" program which has been recognized for its success in helping meet the mathematics and literacy needs of LEP students who have limited previous schooling. LEP students at the upper elementary, middle and high school levels participate in an innovative math

curriculum that accelerates learning and covers the math needed by students to perform at grade level. The English language skills needed for mathematics are also addressed.

A 19 year-old female student from Somalia, who was starving when she arrived in this country about a year ago, entered the Fast Math program, which helped her develop both math and literacy skills. She is now taking regular high school courses.

San Juan Bautista, California

At least 50 Hispanic pre-school children would no longer receive educational services to prepare them for first grade. The coordinator emphasized that "elimination of Title VII funding would mean that these children from low-income families will remain at a severe educational disadvantage. Now is our best chance to give these children the foundation for the skills they need to succeed in school."

## SCHOOL-TO-WORK OPPORTUNITIES

**1995 Appropriation: \$122.5 million<sup>1</sup>**

**1996 Request: \$200.0 million<sup>1</sup>**

**1996 House Appropriations Subcommittee Proposal: \$95 million<sup>1</sup>**

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<sup>1</sup> Identical amounts included in the budget for the Department of Labor.

### **Program Purpose**

The School-to-Work initiative is providing venture capital to States and local partnerships to help them establish State and local School-to-Work systems that help students make a smooth transition from school to fulfilling high-wage, high-skill careers and further education and training. These systems are operating within a national framework that provides sufficient consistency, while encouraging locally established designs, to ensure portability of credentials for students seeking employment. For example, States will provide each school-to-work student with, not only a high school diploma (or certificate of postsecondary education, whichever is appropriate), but also with a skill certificate -- a portable, industry-recognized credential certifying that the student has mastered certain skills known to be of value in the career field the student seeks to enter.

### **Overall Impact of Proposed House Cuts**

Under the President's 1996 budget, with combined funds from the Departments of Education and Labor, 28 States would enter their second or third years of 5-year Federal funding commitments, and 15 additional States would begin their 5-year grants. The House subcommittee proposal would cut funds to these States by \$20.6 million, or 16 percent from the 1995 level, and by \$105 million or more than half from the President's 1996 budget. This action has the potential to affect all students in all States.

While School-to-Work Opportunities systems, once in place, become institutionalized by States and localities, the School-to-Work Opportunities Act has never been intended to be a permanent source of Federal support. Rather, the funds are seed money to build systems that link school systems, postsecondary education, and the private sector. Under the plan adopted by the President and the Congress in enacting this legislation, funding under the Act would start declining after 1997 and phase out entirely by fiscal year 2001, as States put their systems in place. The House subcommittee proposal would curtail this plan prematurely.

### **Specific Examples**

One year after the President signed the School-to-Work legislation every State has invested in planning and development work. Eight States are almost one year into actual implementation of plans, and there is already active involvement in 35 communities in those States by more than 116,000 students, 41,000 employers, and 2,700 schools. An additional 20 States are expected to win implementation grants in a competition being held in the summer of 1995.

#### **WISCONSIN**

- ◆ Wisconsin has established a collaborative partnership that includes the Governor's office; the State departments of industry, labor and human relations, public instruction, administration, and health and social services; and the technical college and university system. A commission, whose members are broadly representative of local constituents, business, labor, secondary and postsecondary education, parents, students, and others, is providing direction to State officials. The State's model is designed to improve employment opportunities for all youth, including those who are college bound, those who are considered to be "at-risk," and those who have special needs. Students will have opportunities to assess their career interests and aptitudes and to develop competencies for industry skill standards that are transportable to postsecondary education or work settings.

#### **KENTUCKY**

- ◆ In Kentucky, which was also one of the first States to submit a comprehensive reform plan under Goals 2000, reform efforts are grounded in the Kentucky Education Reform Act of 1990. Passage of the Act reflected agreement across diverse sectors of the State about the urgent need to reshape education and employment training for youth. Kentucky's reform legislation requires accountability standards for each school; learner goals and academic expectations; performance assessments for each student in the 4th, 8th, and 12th grades; and a curriculum framework and content guidelines based on academic standards. The Governor appointed a 17-member State Partnership Council, chaired by the Secretary for Workforce Development, to guide the initial design and implementation of the State's school-to-work system. Local partnership councils guide the development and implementation of local school-to-work systems in 22 labor market areas.

## **OREGON**

- ◆ Oregon, a State whose school-to-work plan is also integrated with its Goals 2000 plan, has designed a regional "rollout" strategy that builds on the capacity of 215 regional workforce quality committees. The State will use a set of criteria and a portfolio self-assessment process to identify the regions most ready to launch School-to-Work systems. The Governor and the Superintendent of Public Instruction have appointed a steering committee made up of business, education, labor, and State agency leaders to advise the State's school-to-work staff on policy issues. As with other States, Oregon's vision of a statewide school-to-work opportunities system has evolved over the past several years and is grounded in broadly supported State legislation that creates the framework for a comprehensive human resource investment system.

## **NEW JERSEY**

- ◆ New Jersey's approach to school-to-work builds on the State's Unified Plan for Workforce Development. This plan, developed by the State Employment and Training Commission, has the active support and participation of key public and private stakeholders. New Jersey's strategy focuses on the expansion of many promising pilot projects that have been developed in recent years and their integration into a statewide system to prepare youth for employment.

## **MICHIGAN**

- ◆ Michigan's educational reform legislation, with its significant local autonomy provisions, serves as a framework for the school-to-work opportunities system. Every school in the State must have a School Improvement plan that addresses school-to-work components. Michigan has a strong foundation for its system through the establishment of numerous partnerships that facilitate employer involvement through the recently appointed Governor's Council of Employers. Organized labor strongly supports State efforts. The State strategy includes a number of initiatives to ensure that all youth, including dropouts, students with disabilities, and adjudicated youth, benefit from the School-to-Work system. The Michigan Occupational Industry System offers students access to interest-driven information about jobs available throughout the State.

## **MAINE**

- ◆ Maine views school-to-work as economic reform. Its plan integrates school reform effort with job training and preparation. State-level organization and collaboration are in place. Performance standards are well developed and linked to Goals 2000 education reform. Maine's strategy creates six career "pathways." This strategy allows the system to build on existing programs and allows every student to select and pursue an appropriate set of opportunities.

## **MASSACHUSETTS**

- ◆ The Massachusetts School-to-Work strategy is firmly grounded in the State's education reform, employment and training, and economic development strategies. It builds on a decade of innovation in model programs for youth and service delivery infrastructure in the State. The Massachusetts strategy has three key dimensions: innovative strategies for employer involvement, integration with the 1993 Massachusetts Education Reform Act, and links with the workforce development infrastructure. Steps to success include using key industry school-to-work transition plans in all schools, and using Regional Employment Boards to plan, market, and coordinate school-to-work activities.

## **NEW YORK**

- ◆ New York's system is rooted in a comprehensive approach to school reform set forth in the State's "New Compact for Learning." Systemic changes envisioned include development in curriculum work-based learning, skills assessment, career majors, and portfolio assessment. The State will fund a large research and development center administered by the State educational agency to develop these areas as well as to coordinate with the State's network of teacher centers to support professional development. Service delivery areas will assist with implementation and will support private industry councils in convening various organizations to form local partnerships as a part of the State's comprehensive system.

## **AUSTIN, TEXAS**

- ◆ The Austin Chamber of Commerce is creating the Austin Training Foundation to facilitate building the area's school-to-work system by developing partnerships, incorporating new components, and linking them with existing programs and networks. Key to the Foundation's work is the establishment of industry steering committees in different sectors -- initially health care, high-tech electronics, construction, financial services, and precision metalworking. Apprenticeships will be organized much like the German model, with youth working in different industry sectors. The area's school-to-work system will be implemented in the city of Austin and expanded to neighboring counties over the next 3 years.

## **SAN DIEGO, CALIFORNIA**

- ◆ San Diego's local partnership will serve youth in San Diego County. The partnership combines and enhances several existing projects -- New Beginnings, a comprehensive JTPA demonstration program for at-risk youth, and San Diego Career Centers, a countywide network of one-stop career centers. Strong linkages exist between secondary and postsecondary schools. Work-based

learning experiences include internships, mentoring, job shadowing, and workplace exploration field trips.

#### **DADE COUNTY, FLORIDA**

- ◆ The Dade County initiative builds on the strong links and initial work among schools, community-based organizations, and employer associations in the county. It focuses on marketing to different stakeholders, and identifying and addressing gaps in the integration of school-based and work-based learning. The initiative is supported by a broad partnership.

## VOCATIONAL AND ADULT EDUCATION

**1995 Revised Appropriation: \$1,382.5 million**

**1996 Request: \$1,668.6 million**

**1996 House Appropriations Committee Proposal: \$1,057.9 million**

| <u>Program</u>              | <u>1995<br/>Appropriation</u> | <u>1996 Request</u> | <u>1996 House<br/>Committee Proposal</u> |
|-----------------------------|-------------------------------|---------------------|------------------------------------------|
| <u>Vocational Education</u> | \$1,103.6 million             | \$1,178.1 million   | \$803.9 million                          |
| State Grants, etc.          | 984.5 million                 | 1,141.1 million     | 702.9 million                            |
| National Programs           | 11.1 million                  | 37.0 million        | 1.0 million                              |
| <u>Adult Education</u>      | 278.9 million                 | 490.5 million       | 254.0 million                            |
| State Grants                | 252.3 million                 | 479.5 million       | 250.0 million                            |
| National Programs, etc.     | 26.6 million                  | 11.0 million        | 4.0 million <sup>1/</sup>                |

<sup>1/</sup> The total \$4 million is for Literacy Programs for Prisoners only.

### **Program Purpose**

**VOCATIONAL EDUCATION:** States use funds to support a variety of vocational education programs, including academic and vocational integration and tech-prep, and to provide equal access in vocational education to special populations. National programs focus on research (including support for the National Center for Research in Vocational Education), demonstration grants, and the National Occupational Information Coordinating Committee. Programs supported with Perkins Act funds serve more than 11 million students -- two-thirds at the secondary level and one-third in post-secondary institutions.

**ADULT EDUCATION:** States use formula grant funds for adult literacy efforts including adult basic education, high school completion, and English as a second language. In addition, national programs funds support evaluation and technical assistance activities designed to evaluate the status and effectiveness of adult education programs and measure the extent of adult illiteracy in the Nation, and disseminate information on activities that show promise of contributing to the improvement and expansion of adult education.

### **Overall Impact of Proposed House Cuts**

**VOCATIONAL EDUCATION:** An overall cut of 28 percent would affect 3.1 million students nationally. 45,000 students would not be able to complete tech-prep programs. The integration of academic and vocational education would be seriously impaired. All research would be terminated, including NCRVE in Berkeley.

**ADULT EDUCATION:** The House would consolidate most Adult Education funding under the Basic State Grant -- as proposed by the Administration -- but would reduce overall funding by \$25 million or 9 percent. Such a cut would eliminate education and literacy services to approximately 125,000 adults who lack the literacy

skills necessary to benefit from job training, obtain good jobs, and be effective parents. The proposed cuts would further affect program quality since States and local entities use Federal funds for program infrastructure such as curriculum development, computers, and teacher training.

### Specific Examples

**VOCATIONAL EDUCATION:** Combined with the loss under basic grants and Tech-Prep, 323 school districts in **Illinois**, 162 in **New Jersey**, and 692 in **Texas** will be adversely affected. The cuts will impact 280,000 vocational students in **California**, 280,000 in **Florida**, 276,640 in **Texas**, 185,360 in **Illinois**, and 155,960 in **New York**. All States and local schools would be severely hampered in their ability to serve special populations.

Tech-prep:

- State Center Tech-Prep Consortium - **California**

This Tech-prep consortium in **Fresno** provides career training for high-skill jobs and serves 1,725 secondary students. The program emphasizes the integration of academic and occupational education and grants students college credit while in high school. While there are two other grants to this consortium beyond the Federal Tech-Prep funds, the program would have to be significantly scaled down.

The National Center for Research in Vocational Education:

- The last year of funding for NCRVE would be eliminated, impacting 6 Research and Development areas and 16 national research studies covering changing skill demands, new curricular models, methods for serving special populations of students, staff development, institutional collaboration, and performance measures and standards. Also affected would be the Center's Urban Schools Network, a network of 30 teams - of teachers, administrators, researchers, State and local officials - representing 26 cities, that promotes the creation of high-quality, career-related courses of study in urban high schools and colleges. Budget cuts would force the closing of the National Center located at the **University of California at Berkeley**; and six sites: **RAND - Santa Monica, CA**; the **University of Illinois Champaign/Urbana**; the **University of Minnesota**; **Teachers College, Columbia University**; **Virginia Polytechnic Institute and State University**; and the **University of Wisconsin-Madison**.

Comprehensive Competency-Based Guidance Program, Sabino High School, **Tucson, Arizona**:

- Sabino is one of ten high schools in the Tucson school district implementing a comprehensive, competency-based guidance program. The program is supported by community agencies, business, industry, labor organizations, government, and parents. A team composed of four counselors, the career

center coordinator, academic and vocational teachers, and parent volunteers presents the career domain competencies--self-knowledge, educational/occupational exploration, and career planning--to all students. The school has piloted and disseminated two programs to the other schools in the district: (1) a computer/English program in which staff worked with two freshman computer technology English classes to deliver career and educational information using a career information delivery system and (2) a life skills program, "Majoring in the Rest of Your Life."

**Chicago High School for Agricultural Services, Chicago, Illinois:**

- Chicago High School offers an applied science curriculum to prepare urban students for careers in agribusiness. The curriculum is skill-based, teaching students problem-solving skills across all subjects. The program boasts a 90 percent attendance rate and graduates 95 percent of its students. Consistently, the school's students have won awards in city and State science fairs and have won recognition nationally. The school has been "adopted" by **USDA**, and has received awards from the Chicago Board of Trade, and Kraft General Foods.

Cuts in vocational education and tech-prep would affect students seeking the academic and occupational skills they need for further education and careers. Stories from several former students indicate the impact that vocational education programs have had on their lives.

- Don Mauck, blind since birth, participated in the **Community College of Denver's** Computer Training Program for People with Disabilities (CTPD). Despite several health-related setbacks that forced him to leave the program on two occasions, Don graduated from the program in 1992 and was recognized as Student of the Year. Today he is a programmer/analyst for a Colorado high-tech corporation, developing on-line software for accounting and construction firms.
- Paul Slinko, married and the father of a small child, studied at a large State technical center in **Orlando, Florida**, and at **O-TEC/Mid-Florida Tech**. At O-TEC, Paul completed a program in major appliance and refrigeration repair. The training enabled him to leave a minimum wage job at a coffee shop and obtain employment with Circuit City Service where he went through a training program with a master technician. Based on Circuit City's quality rating system for its technicians, Paul has been recognized as one of the company's top five technicians in the Nation.
- Summer Downs, a low-achieving student from a severely dysfunctional family, enrolled in a certified nurses aide (CNA) tech-prep program at Quincy High School in **Quincy, California**, during her junior year. After less than one year in the program, Summer's self-esteem improved and her interest in school increased dramatically. During her senior year, she maintained an A-average in her coursework and found employment at Care West Convalescent and Geriatric Facility where she received high praise from the staff and patients.

By graduation she had an extremely marketable resume, a strong academic record, and outstanding references. She received several college scholarships from the Quincy community and is preparing to enroll in the registered nurse program at a two-year community college in **Portland, Oregon**.

Cuts in adult education programs would affect adults seeking to improve their literacy skills for such varied reasons as keeping up with changes in the workplace and reading to their children. Stories from some of these adult learners indicate the impact that the adult education program has had on their lives.

- From Laureen Angelo, Omaha Public Schools, **Omaha, Nebraska**

"I graduated in 1983 but I don't really understand why I did. Although my math skills were adequate, my grammar, spelling, and writing skills were terrible. I really felt bad not being able to fill out job applications properly. Because of my grammar and spelling mistakes, I am sure I lost many job opportunities. As my daughter progressed in grade school, it became more difficult to help her with her homework. I gradually came to the conclusion that I needed to get into some kind of special program to help build my language skills, especially if I wanted to get into a college program. It was 1992 when I enrolled in the O.P.S. Adult Basic Education classes. I was at a fifth grade level in language skills, and now I am at an eighth grade level. I am finally learning!"

- Esther Steckly's experience with the **Lincoln, Nebraska** Literacy Council has taught her the importance of breaking the intergenerational cycle of illiteracy. Mrs. Steckly attended school until the 11th grade but still needed help with reading. Although two of her three children did not graduate from high school, one of them subsequently received his GED, and Mrs. Steckly's daughter is also enrolled in the Lincoln literacy program. Now a grandmother, Mrs. Steckly understands that it is never too late to make a difference in someone's life and now enjoys reading to her granddaughter.
- As a result of his participation in Project READ at **Belleville (Illinois) Area College**, Ralph Kuykendall is able to read and process orders more efficiently at the sign company where he works.
- An adult learner from the Literacy Volunteers of America program in **Eau Claire, Wisconsin** decided to sign up for tutoring after failing a telephone ability battery test. A passing score on the test would have enabled the learner to take a new job at a time when the student's company was laying off many workers in an effort to cut costs and become more competitive. The student is now studying for timed reading tests, reading books, and learning to scan materials in an effort to advance in the workplace.

## PELL GRANTS

**1995 Appropriation:** \$6,146.8 million

**1996 Request:** \$6,601.5 million<sup>1</sup>

**1996 House Appropriations Committee Proposal:** \$5,697.0 million<sup>1</sup>

### **Program Purpose**

The Pell Grant program promotes access to postsecondary education by providing need-based grants to undergraduate students from low-income families. Students may use Pell Grants at any one of approximately 6,900 participating postsecondary institutions, receiving the grant directly through the institution. Students attending less than full-time are eligible for Pell Grants, but the grants are prorated on the basis of enrollment status.

A student's Pell Grant varies from the statutory authorized minimum of \$400 up to a statutorily-authorized maximum of \$4,300 for academic year 1996-97. However, the actual annual maximum award levels are routinely set by appropriation acts. The maximum award for the 1995-96 school year was limited to \$2,340 by language specified in the 1995 appropriations act.

Pell Grants help remove barriers to postsecondary education for low-income students. For example, a recent Department study found that, compared to students who did not receive Pell Grants, Pell Grant recipients were more likely to:

- Persist during the academic year and return in a subsequent academic year; and
- Obtain a degree or certificate, including a bachelor's degree.

### **Overall Impact of Proposed House Cuts**

- Under the House Appropriations Committee's proposal, 374,000 fewer students would receive Pell Grants when compared to the President's fiscal year 1996 budget request and 221,000 fewer students would receive Pell Grants when compared to current law, a \$2,340 maximum award.

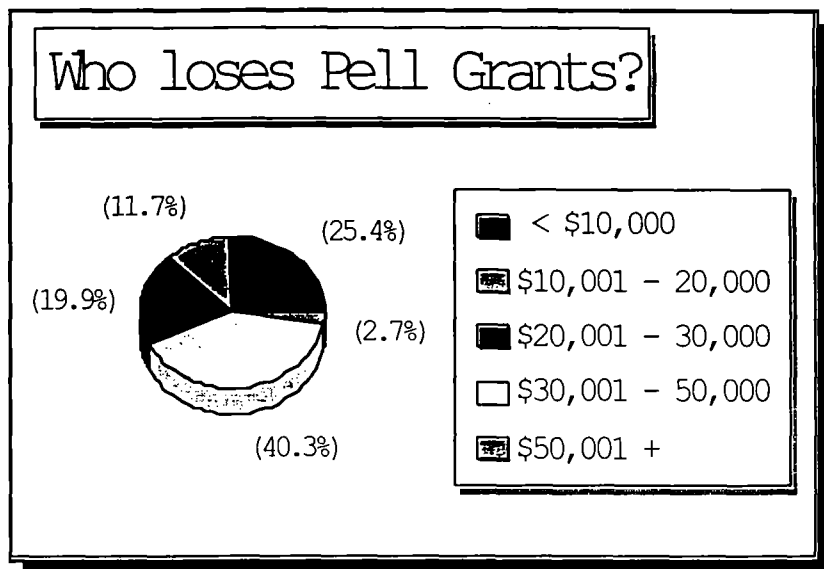
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<sup>1</sup> Excludes surplus budget authority from 1995 of \$59 million for President's Request, and \$315 million for House Appropriations Committee Proposal.

## Specific Examples

The chart to the right shows the income breakdown of the students who would lose Pell Grants under the House Appropriations Committee proposal.

The poorest families in America would be hit the hardest by this proposal. More than half of the students affected by the House proposal come from families with incomes under \$30,000.



These cuts also further squeeze the middle class, families trying to keep up with the rising costs of college, with over 97 percent of the students who would lose Pell Grants coming from families with incomes under \$50,000.

The chart below provides a description of how the House Committee's action compares to current law and the President's 1996 Budget for families at various income levels.

## PELL GRANT PROGRAM

### Income Distribution for 1996-97 School Year

| Income Category   | House Action     | Current Law      | House Reduction from Current Law |              | President's Request | House Reduction from President's Request |              |
|-------------------|------------------|------------------|----------------------------------|--------------|---------------------|------------------------------------------|--------------|
|                   |                  |                  | Recipients Dropped               | Percent Cut  |                     | Recipients Dropped                       | Percent Cut  |
| < \$10,000        | 1,893,837        | 1,949,893        | (56,056)                         | -2.9%        | 1,984,341           | (90,504)                                 | -4.6%        |
| \$10,001 - 20,000 | 909,232          | 935,156          | (25,924)                         | -2.8%        | 951,470             | (42,238)                                 | -4.4%        |
| \$20,001 - 30,000 | 610,820          | 654,895          | (44,075)                         | -6.7%        | 678,882             | (68,062)                                 | -10.0%       |
| \$30,001 - 50,000 | 274,143          | 363,251          | (89,108)                         | -24.5%       | 433,420             | (159,277)                                | -36.7%       |
| \$50,001 +        | 9,297            | 15,260           | (5,963)                          | -39.1%       | 22,763              | (13,376)                                 | -59.0%       |
| <b>TOTAL</b>      | <b>3,697,329</b> | <b>3,918,455</b> | <b>(221,126)</b>                 | <b>-5.6%</b> | <b>4,070,786</b>    | <b>(373,457)</b>                         | <b>-9.2%</b> |

**PERKINS LOAN PROGRAM**  
**FEDERAL CAPITAL CONTRIBUTIONS**

**1995 Appropriation: \$158 million**

**1996 Request: \$158 million**

**1996 House Appropriations Committee Proposal: \$0**

**Program Purpose**

The Perkins loan program provides long-term, low-interest loans to financially needy students to help meet higher education costs. Loans are made from institutional revolving funds composed of: (1) newly appropriated Federal capital contributions (FCC); (2) an institutional matching contribution equaling at least one-third of the FCC; (3) school-level collections on prior year student loans; and (4) Federal payments for loan cancellations granted in exchange for specified types of teaching, or military or public service.

Eligible borrowers are needy undergraduate, graduate, and professional students who are enrolled at eligible postsecondary institutions. Nearly 2,700 postsecondary institutions make loans under the Perkins loan program. The Perkins loan program is administered by institutional financial aid administrators who have substantial flexibility in determining student awards.

The maximum annual amount a student can borrow under the Perkins loan program is \$3,000 for undergraduates and \$5,000 for graduate and professional students. The aggregate borrowing limit for undergraduate study is \$15,000; the aggregate limit for the combination of undergraduate and graduate study is \$30,000.

The borrower makes no principal repayments during in-school, grace, and deferment periods, and interest is neither paid nor accrued during these periods. Interest is charged at a 5 percent annual rate.

The statute mandates that funds are distributed to institutions, first, on the basis of the institution's 1985 Perkins Loan allocation and, second, on the basis of the aggregate need of eligible students in attendance. Schools are responsible for making loans, servicing, and collections; including the establishment of repayment schedules and borrower counseling. Most servicing and collection activities are performed by private contractors employed by the schools.

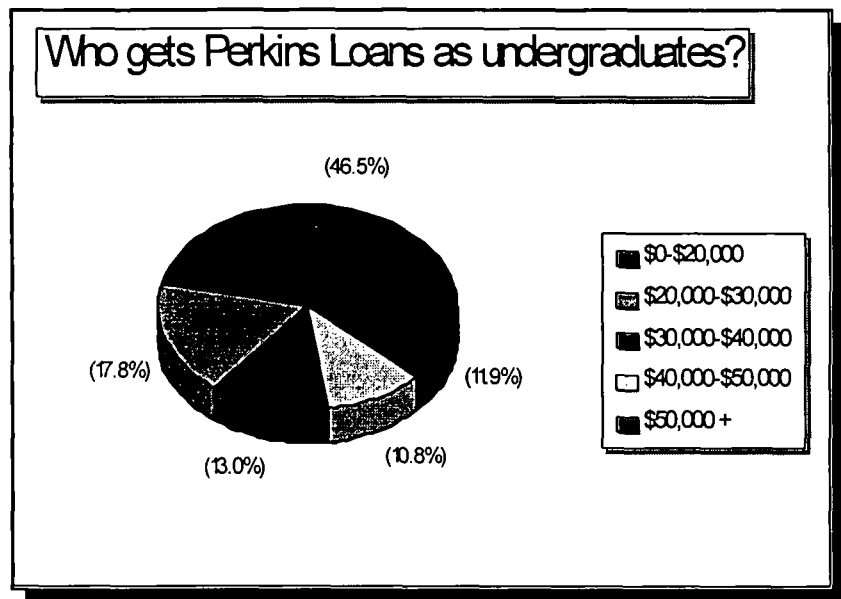
## Overall Impact of Proposed House Cuts

The Perkins loan program is one of the three campus-based programs which provide institutions with flexibility in developing financial aid packages that best meet the needs of their students. Loans made under the Perkins loan program, in conjunction with the Pell grant program and the other campus-based programs, reduce financial barriers to postsecondary education and lifelong learning for undergraduates. The Perkins loan program is also an important source of funding for graduate students.

- ◆ At the 1996 request level, the Perkins loan program would provide \$1.026 billion in aid to 764,000 students. Without the funds requested, an estimated \$210 million less will be available to students resulting in 157,000 fewer awards.

## Specific Examples

The poorest families in America would be hit the hardest by elimination of new Perkins loan capital. Nearly half of all undergraduate Perkins Loan borrowers come from families with incomes below \$20,000. These cuts further squeeze middle-class families trying to keep up with the rising cost of college with nearly all undergraduate Perkins Loan borrowers are from families with incomes below \$50,000.



## **ROBERT C. BYRD HONORS SCHOLARSHIP PROGRAM**

**1995 Appropriation: \$29 million**

**1996 Request: \$38 million**

**1996 House Appropriations Committee Proposal: \$0**

### **Program Purpose**

The Robert C. Byrd Honors Scholarship Program is a federally funded, State administered program. Under the Byrd program, renewable \$1,500 scholarships are awarded to students for up to the first four years of study at an institution of higher education.

Program funds are allocated to States, including the District of Columbia, the Commonwealth of Puerto Rico, and the insular areas, based on the ratio of the State's school-aged population to the total school-aged population in all participating States, except that no State may receive less than \$15,000.

Byrd Scholarship recipients are selected by the State education agency (SEA) on the basis of demonstrated outstanding academic achievement and promise of continued achievement at the postsecondary level. States develop specific scholarship selection criteria in consultation with school administrators, school boards, teachers, counselors, and parents. Each State's scholar selection criteria are reviewed and approved by the Secretary of Education.

The Higher Education Amendments of 1992 extended eligibility from the first year of postsecondary education to up to four years of postsecondary education.

### **Overall Impact of Proposed House Cuts**

- If funding is eliminated in fiscal year 1996, 19,411 students who currently receive scholarships by demonstrating outstanding academic achievement and promise in postsecondary education will not receive scholarships.
- Among those that would lose support are 12,863 continuing scholars, and 6,548 new scholars.

### **Specific Examples**

- The effect of zero funding on an individual scholar would be a decrease in scholarship aid of \$1,500 in 1996. The student would have to increase funding from other sources, for example, loans, or forego pursuing higher education.

# BYRD HONORS SCHOLARSHIPS

| State or Outlying Area | 1994         | 1995         | 1996 |
|------------------------|--------------|--------------|------|
| Alabama                | \$313,500    | \$472,500    | \$0  |
| Alaska                 | 51,000       | 78,000       | 0    |
| Arizona                | 292,500      | 442,500      | 0    |
| Arkansas               | 184,500      | 279,000      | 0    |
| California             | 2,284,500    | 3,439,500    | 0    |
| Colorado               | 261,000      | 393,000      | 0    |
| Connecticut            | 214,500      | 324,000      | 0    |
| Delaware               | 48,000       | 72,000       | 0    |
| Florida                | 873,000      | 1,314,000    | 0    |
| Georgia                | 513,000      | 772,500      | 0    |
| Hawaii                 | 81,000       | 123,000      | 0    |
| Idaho                  | 97,500       | 147,000      | 0    |
| Illinois               | 859,500      | 1,294,500    | 0    |
| Indiana                | 426,000      | 642,000      | 0    |
| Iowa                   | 219,000      | 328,500      | 0    |
| Kansas                 | 198,000      | 298,500      | 0    |
| Kentucky               | 285,000      | 429,000      | 0    |
| Louisiana              | 361,500      | 546,000      | 0    |
| Maine                  | 90,000       | 135,000      | 0    |
| Maryland               | 340,500      | 513,000      | 0    |
| Massachusetts          | 384,000      | 577,500      | 0    |
| Michigan               | 720,000      | 1,084,500    | 0    |
| Minnesota              | 351,000      | 529,500      | 0    |
| Mississippi            | 220,500      | 331,500      | 0    |
| Missouri               | 393,000      | 591,000      | 0    |
| Montana                | 67,500       | 102,000      | 0    |
| Nebraska               | 129,000      | 195,000      | 0    |
| Nevada                 | 93,000       | 141,000      | 0    |
| New Hampshire          | 79,500       | 120,000      | 0    |
| New Jersey             | 520,500      | 784,500      | 0    |
| New Mexico             | 135,000      | 204,000      | 0    |
| New York               | 1,233,000    | 1,857,000    | 0    |
| North Carolina         | 472,500      | 712,500      | 0    |
| North Dakota           | 51,000       | 78,000       | 0    |
| Ohio                   | 817,500      | 1,233,000    | 0    |
| Oklahoma               | 252,000      | 381,000      | 0    |
| Oregon                 | 223,500      | 337,500      | 0    |
| Pennsylvania           | 819,000      | 1,234,500    | 0    |
| Rhode Island           | 64,500       | 99,000       | 0    |
| South Carolina         | 271,500      | 408,000      | 0    |
| South Dakota           | 60,000       | 91,500       | 0    |
| Tennessee              | 360,000      | 543,000      | 0    |
| Texas                  | 1,444,500    | 2,176,500    | 0    |
| Utah                   | 192,000      | 291,000      | 0    |
| Vermont                | 42,000       | 63,000       | 0    |
| Virginia               | 441,000      | 664,500      | 0    |
| Washington             | 388,500      | 586,500      | 0    |
| West Virginia          | 133,500      | 201,000      | 0    |
| Wisconsin              | 391,500      | 589,500      | 0    |
| Wyoming                | 42,000       | 63,000       | 0    |
| District of Columbia   | 30,000       | 45,000       | 0    |
| Puerto Rico            | 343,500      | 517,500      | 0    |
| American Samoa         | 15,000       | 30,000       | 0    |
| Northern Marianas      | 30,000       | 45,000       | 0    |
| Guam                   | 30,000       | 45,000       | 0    |
| Virgin Islands         | 15,000       | 30,000       | 0    |
| Marshall Islands       | 15,000       | 30,000       | 0    |
| Micronesia             | 15,000       | 30,000       | 0    |
| Palau                  | 15,000       | 30,000       | 0    |
| Undistributed          | 574          | 500          | 0    |
| TOTAL                  | \$19,295,000 | \$29,117,000 | \$0  |

**LIBRARY SERVICES AND CONSTRUCTION ACT  
PUBLIC LIBRARY CONSTRUCTION AND TECHNOLOGY ENHANCEMENT  
TITLE II**

**1995 Appropriation: \$17,792,000**

**1996 Request: \$17,792,000**

**1996 House Appropriations Committee Proposal: \$0**

**Program Purpose**

The program provides formula grants to States, which must be matched with State and local funds, for public library construction and technology enhancement projects. The program provides an incentive to States and local jurisdictions to upgrade library facilities and acquire new technology. Funds may be used to promote access to the Nation's libraries through network connections to the information superhighway. Two percent of the funds are set aside for Indian Tribes and Native Hawaiians.

- The need for funds to support Internet access was cited in testimony last fall before the National Commission on Libraries and Information Science.
- According to a 1994 report prepared for the Commission on Public Libraries and the Internet: Study Results, Policy Issues, and Recommendations, public library access to the Internet is far from equitable, with only 20.9 percent of public libraries connected to the Internet. Public libraries serving larger communities are more likely to have access to the Internet than public libraries serving smaller communities.
- Internet Costs and Cost Models for Public Libraries, a 1995 study for the Commission, shows that a public library can establish a minimal level of single-workstation, text-based Internet connectivity for an initial equipment investment of \$1,475. However, public libraries serving all but the smallest population centers will require multiple workstations. The report found that the start-up cost for a typical multi-media Internet public library connectivity model involving multiple workstations at multiple locations is \$266,375. With this level of initial investment required, it is understandable that public libraries, especially those serving less than 5,000 patrons, ranked support for the purchase of necessary Internet access equipment at the top of their list for the role of the Federal Government in supporting Internet access.

## **Overall Impact of Proposed House Cuts**

Failure to continue Federal support would slow State efforts to support local jurisdictions in renovating and upgrading approximately 365 library facilities, including activities such as making them technology- and telecommunications-ready and acquiring equipment to provide citizens access to the Nation's emerging information superhighway.

- Because this is a matching program in which Federal funds may not exceed half of the total cost of a project, it leverages more than an equivalent level of State and local investment. Required non-Federal spending on supported projects ranges from 50 percent to 83 percent of the total cost of the projects.
- Elimination of grant funds ranging from \$100,000 to \$1,547,608 to the 50 States, DC, and Puerto Rico and a minimum of \$20,000 for the outlying areas. This would curtail major remodeling efforts aimed at building the National Information Infrastructure.

## **Specific Examples**

- Sailor, an exemplary project providing all Maryland residents with rapid, easy access to books, articles, information resources and government data through the Internet, is a specific example of a project that other States could replicate with these incentive funds. Launched using LSCA funds, the Sailor project makes Maryland the first State to offer all residents no-cost, library-sponsored access to the Internet. Loaded with city council agendas, State legislative, agency and archival data, Federal statistics, weather reports, and community information databases, plus jobs, voting, economic development, education, and other information, Sailor steers State residents to government resources through easy-to-use menus. Every day, Sailor offers more than 2,000 State residents information by and about their local, State, and Federal governments.
- The Seattle Public Library provides another example of how a local library used LSCA funds to enhance local access to all kinds and levels of government information. The Seattle Public Library was among the country's first outlets for the GPO Access system and served as a test site for the "Welcome to the White House" Internet information service in advance of broad public release.