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IMPACT AID

Divider Title: _____

Department of Education
IMPACT AID
Fiscal Year 2001 Budget Request

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IMPACT AID

[For carrying out programs of financial assistance to federally affected schools authorized by title VIII of the Elementary and Secondary Education Act of 1965, \$910,500,000, of which \$737,200,000 shall be for basic support payments under section 8003(b),¹ \$50,000,000 shall be for payments for children with disabilities under section 8003(d), \$76,000,000, to remain available until expended, shall be for payments under section 8003(f),² \$10,300,000 shall be for construction under section 8007, \$32,000,000 shall be for Federal property payments under section 8002 and \$5,000,000 to remain available until expended shall be for facilities maintenance under section 8008:³ *Provided*, That of the funds available for section 8007 and notwithstanding any other provision of law, \$500,000 shall be awarded to the Fort Sam Houston Independent School District, Texas, \$800,000 shall be awarded to the Hays Lodgepole School District, Montana, and \$2,000,000 shall be awarded to the North Chicago Community Unit SD 187: *Provided further*, That these funds shall remain available until expended:⁴ *Provided further*, That the Secretary of Education shall treat as timely filed, and shall process for payment, an application for a fiscal year 1999 payment from the local educational agency for Brookeland, Texas under section 8002 of the Elementary and Secondary Education Act of 1965 if the Secretary has received that application not later than 30 days after the enactment of this Act:⁵ *Provided further*, That section 8002(f) of the Elementary and Secondary Education Act of 1965 is amended by adding a new paragraph "(3)" at the end to read as follows:

"(3) For each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Central Union, California; Island, California; Hill City, South Dakota; and Wall, South Dakota local educational agencies as meeting the eligibility requirements of subsection (a)(1)(C) of this section.":⁶

Provided further, That the Secretary of Education shall consider all payments received by the educational agency for Hatboro-Horsham and Delaware Valley, Pennsylvania for fiscal year

1995 under section 8002(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7702(a)), and all payments under section 8002(h)(2)(A) for subsequent years through fiscal year 1999, to be correct:⁷ *Provided further*, That section 8002(f) of the Elementary and Secondary Education Act of 1965 is amended by adding at the end thereof a new paragraph (4) to read as follows:

"(4) For the purposes of payments under this section for each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Hot Springs, South Dakota local educational agency as if it had filed a timely application under section 8002 of the Elementary and Secondary Education Act of 1965 for fiscal year 1994 if the Secretary has received the fiscal year 1994 application, as well as Exhibits A and B not later than December 1, 1999.".⁸

Provided further, That section 8002(f) of the Elementary and Secondary Education Act of 1965 is amended by adding at the end thereof a new paragraph (5) to read as follows:

"(5) For purposes of payments under this section for each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Hueneme, California local educational agency as if it had filed a timely application under section 8002 of the Elementary and Secondary Education Act of 1965 if the Secretary has received the fiscal year 1995 application not later than December 1, 1999.".⁹

Provided further, That the Secretary of Education shall treat as timely filed, and shall process for payment, an application for a fiscal year 1998 payment from the local educational agency for Hydaburg, Alaska, under section 8003 of the Elementary and Secondary Education Act of 1965 if the Secretary has received that application not later than 30 days after the enactment of this Act:¹⁰ *Provided further*, That the Secretary of Education shall treat as timely, and process for payment, an application for fiscal years 1996 and 1997 payment from the local education agency for Fallbrook Unified High School District, California, under section 8002 of

the Elementary and Secondary Education Act of 1965, if the Secretary has received that application not later than 30 days after the enactment of this Act:¹¹ *Provided further*, That for the purpose of computing the amount of a payment for a local educational agency for children identified under section 8003 of the Elementary and Secondary Education Act of 1965, children residing in housing initially acquired or constructed under section 801 of the Military Construction Authorization Act of 1984 (Public Law 98-115) ("Build to Lease" program) shall be considered as children described under section 8003(a)(1)(B) if the property described is within the fenced security perimeter of the military facility upon which such housing is situated:¹² *Provided further*, That if such property is not owned by the Federal Government, is subject to taxation by a State or political subdivision of a State, and thereby generates revenues for a local educational agency which received a payment from the Secretary under section 8003, the Secretary shall: (1) require such local educational agency to provide certification from an appropriate official of the Department of Defense that such property is being used to provide military housing; and (2) reduce the amount of such payment by an amount equal to the amount of revenue from such taxation received in the second preceding fiscal year by such local educational agency, unless the amount of such revenue was taken into account by the State for such second preceding fiscal year and already resulted in a reduction in the amount of State aid paid to such local educational agency.]¹³

GENERAL PROVISIONS

[SEC. 305. (a) From the funds appropriated for payments to local educational agencies under section 8003(f) of the Elementary and Secondary Education Act of 1965 ("ESEA") for fiscal year 2000, the Secretary of Education shall distribute supplemental payments for certain local educational agencies, as follows:¹⁴

(1) First, from the amount of \$74,000,000, the Secretary shall make supplemental payments to the following agencies under section 8003(f) of ESEA:

(A) Local educational agencies that received assistance under section 8003(f) for fiscal year 1999--

(i) in fiscal year 1997 had at least 40 percent federally connected children described in section 8003(a)(1) in average daily attendance; and in fiscal year 1997 had a tax rate for general fund purposes which was at least 95 percent of the State average tax rate for general fund purposes; or

(ii) whose boundary is coterminous with the boundary of a Federal military installation.

(B) Local educational agencies that received assistance under section 8003(f) for fiscal year 1999; and in fiscal year 1997 had at least 30 percent federally connected children described in section 8003(a)(1) in average daily attendance; and in fiscal year 1997 had a tax rate for general fund purposes which was at least 125 percent of the State average tax rate for general fund purposes.

(C) Any eligible local educational agency that in fiscal year 1997, which had at least 25,000 children in average daily attendance, at least 50 percent federally connected children described in section 8003(a)(1) in average daily attendance, and at least 6,000 children described in subparagraphs (A) and (B) of section 8003(a)(1) in average daily attendance.¹⁵

(2) From the remaining \$2,000,000 and any amounts available after making payments under paragraph (1), the Secretary shall then make supplemental payments to local educational agencies that are not described in paragraph (1) of this subsection, but that meet the requirements of paragraphs (2) and (4) of section 8003(f) of ESEA for fiscal year 2000.¹⁶

(3) After making payments to all eligible local educational agencies described in paragraph (2) of subsection (a), the Secretary shall use any remaining funds from paragraph (2) for making payments to the eligible local educational agencies described in paragraph (1) of subsection (a) if the amount available under paragraph (1) is insufficient to fully fund all eligible local educational agencies.¹⁷

(4) After making payments to all eligible local educational agencies as described in paragraphs 1 through 3, the Secretary shall use any remaining funds to increase basic support payments under section 8003(b) for fiscal year 2000 for all eligible applicants.¹⁸

(b) In calculating the amounts of supplemental payments for agencies described in subparagraphs (1)(A) and (B) and paragraph (2) of subsection (a), the Secretary shall use the formula contained in section 8003(b)(1)(C) of ESEA, except that--

(1) eligible local educational agencies may count all children described in section 8003(a)(1) in computing the amount of those payments;

(2) maximum payments for any of those agencies that use local contribution rates identified in section 8003(b)(1)(C) (i) or (ii) shall be computed by using four-fifths instead of one-half of those rates;

(3) the learning opportunity threshold percentage of all such agencies under section 8003(b)(2)(B) shall be deemed to be 100;

(4) for an eligible local educational agency with 35 percent or more of its children in average daily attendance described in either subparagraph (D) or (E) of section 8003(a)(1) in fiscal year 1997, the weighted student unit figure from its regular basic support payment shall be recomputed by using a factor of 0.55 for such children;

(5) for an eligible local educational agency with fewer than 100 children in average daily attendance in fiscal year 1997, the weighted student unit figure from its regular basic support payment shall be recomputed by multiplying the total number of children described in section

8003(a)(1) by a factor of 1.75; and

(6) for an eligible local educational agency whose total number of children in average daily attendance in fiscal year 1997 was at least 100, but fewer than 750, the weighted student unit figure from its regular basic support payment shall be recomputed by multiplying the total number of children described in section 8003(a)(1) by a factor of 1.25.¹⁹

(c) For a local educational agency described in subsection (a)(1)(C) above, the Secretary shall use the formula contained in section 8003(b)(1)(C) of ESEA, except that the weighted student unit total from its regular basic support payment shall be recomputed by using a factor of 1.35 for children described in subparagraphs (A) and (B) of section 8003(a)(1) and its learning opportunity threshold percentage shall be deemed to be 100.²⁰

(d) For each eligible local educational agency, the calculated supplemental section 8003(f) payment shall be reduced by subtracting the agency's fiscal year 2000 section 8003(b) basic support payment.²¹

(e) If the sums described in subsections (a)(1) and (2) above are insufficient to pay in full the calculated supplemental payments for the local educational agencies identified in those subsections, the Secretary shall ratably reduce the supplemental section 8003(f) payment to each local educational agency.]²²

[SEC. 313. HOLD HARMLESS.

(a) LOCAL CONTRIBUTION RATE.--For purposes of calculating a payment under section 8003(b) of the Elementary and Secondary Education Act of 1965 for fiscal year 1999 or 2000 with respect to any local educational agency described in subsection (b), the Secretary of Education shall not use a local contribution rate for the fiscal year that is less than the local contribution rate used for the local educational agency for fiscal year 1998.

(b) LOCAL EDUCATIONAL AGENCIES.--A local educational agency referred to in subsection (a) is any local educational agency that--

(1) is eligible to receive a payment under section 8003(b) of the Elementary and Secondary Education Act of 1965 for fiscal year 1999 or 2000, as the case may be; and

(2) received a payment under such section for fiscal year 1998 that was calculated on the basis of a local contribution rate based on generally comparable school districts using the special additional factors method.

(c) EFFECTIVE DATE.--This section shall be effective for fiscal years 1999 and 2000.]²³

(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P.L. 106-113.)

Note--No FY 2001 appropriation language is provided because the requested resources are proposed for later transmittal upon enactment of proposed legislation to revise and reauthorize programs currently authorized under the Elementary and Secondary Education Act.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriations language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
IMPACT AID ¹...[\$910,500,000, of which \$737,200,000 shall be for basic support payments under section 8003(b),]...	This language provides a specific amount of funds for basic support payments under section 8003(b). The authorizing statute specifies that, of the amount provided for sections 8003(b) and 8003(f), 6 percent shall be for payments to heavily impacted districts under section 8003(f), with the remainder available for section 8003(b). If a specific earmark were not provided, the set-aside in the statute would control the amounts available for each section.
²...[\$76,000,000, to remain available until expended, shall be for payments under section 8003(f),]...	The language earmarks a specific amount for payments to heavily impacted districts, and makes the funds available until expended in order to allow the Department time to gather the necessary data to determine eligibility and payment amounts. If an earmark were not provided, the authorizing statute specifies that, of the amount appropriated for sections 8003(b) and 8003(f), 6 percent shall be for section 8003(f).
³...[\$5,000,000 to remain available until expended shall be for facilities maintenance under section 8008:]...	This language provides no-year funds for the maintenance and repair of federally owned school facilities because construction projects may require several years to initiate and complete.
⁴<i>[Provided, That of the funds available for section 8007 and notwithstanding any other provision of law, \$500,000 shall be awarded to the Fort Sam Houston Independent School District, Texas, \$800,000 shall be awarded to the Hays Lodgepole School District, Montana, and \$2,000,000 shall be awarded to the North Chicago Community Unit SD 187: Provided further, That these funds shall remain available until expended]</i>	This proviso earmarks \$3.3 million in construction funds, on a no-year basis, to three LEAs. Fort Sam Houston Independent School District, Texas; North Chicago Community Unit School District 187, Illinois; and Hays Lodgepole, Montana will receive larger grants than they would have received without the earmarks. The last of these three LEAs also received an earmark for \$1.5 million in construction funds in 1998.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
⁵[<i>Provided further, That the Secretary of Education shall treat as timely filed, and shall process for payment, an application for a fiscal year 1999 payment from the local educational agency for Brookeland, Texas under section 8002 of the Elementary and Secondary Education Act of 1965 if the Secretary has received that application not later than 30 days after the enactment of this Act:</i>]	This language extends the application deadline for Brookeland, Texas for fiscal year 1999.
⁶[<i>Provided further, That section 8002(f) of the Elementary and Secondary Education Act of 1965 is amended by adding a new paragraph "(3)" at the end to read as follows:</i> <i>"(3) For each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Central Union, California; Island, California; Hill City, South Dakota; and Wall, South Dakota local educational agencies as meeting the eligibility requirements of subsection (a)(1)(C) of this section."</i>]	This language deems the Central Union, California; Island, California; Hill City, South Dakota; and Wall, South Dakota LEAs as meeting the requirement that the Federal Government shall have acquired at least 10 percent of the real property in the LEA, based on the assessed value of the property at the time of acquisition, in order for the LEAs to receive Section 8002 payments. These LEAs will not have to demonstrate that they meet this eligibility criterion.
⁷[<i>Provided further, That the Secretary of Education shall consider all payments received by the educational agency for Hatboro-Horsham and Delaware Valley, Pennsylvania for fiscal year 1995 under section 8002(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7702(a)), and all payments under section 8002(h)(2)(A) for subsequent years through fiscal year 1999, to be correct:</i>]	This proviso forgives certain overpayments of funds to Hatboro-Horsham, Pennsylvania and Delaware Valley, Pennsylvania for fiscal years 1995 through 1999.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
⁸[<i>Provided further</i>, That section 8002(f) of the Elementary and Secondary Education Act of 1965 is amended by adding at the end thereof a new paragraph (4) to read as follows: "(4) For the purposes of payments under this section for each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Hot Springs, South Dakota local educational agency as if it had filed a timely application under section 8002 of the Elementary and Secondary Education Act of 1965 for fiscal year 1994 if the Secretary has received the fiscal year 1994 application, as well as Exhibits A and B not later than December 1, 1999.":]	This language requires the Secretary to treat Hot Springs, South Dakota as if it had filed a timely application for and received a payment for fiscal year 1994. If Hot Springs meets the eligibility criteria for Section 8002, it will receive a larger payment for fiscal year 2000 than it otherwise would receive because the current law includes a hold-harmless provision based in part on 1994 payment amounts.
⁹[<i>Provided further</i>, That section 8002(f) of the Elementary and Secondary Education Act of 1965 is amended by adding at the end thereof a new paragraph (5) to read as follows: "(5) For purposes of payments under this section for each fiscal year beginning with fiscal year 2000, the Secretary shall treat the Hueneme, California local educational agency as if it had filed a timely application under section 8002 of the Elementary and Secondary Education Act of 1965 if the Secretary has received the fiscal year 1995 application not later than December 1, 1999.":]	This proviso requires the Secretary to treat Hueneme, California as if it filed a timely application for and received a greater payment than it actually did in FY 1995. This language will enable Hueneme to receive a larger payment for fiscal year 2000 because the current law includes a hold-harmless provision based in part on 1995 payment awards.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹⁰ <i>[Provided further, That the Secretary of Education shall treat as timely filed, and shall process for payments, an application from the local educational agency for Hydaburg, Alaska, under section 8003 of the Elementary and Secondary Education Act of 1965 if the Secretary has received that application not later than 30 days after the enactment of this Act:]</i>	This proviso requires the Secretary to accept an application from and provide an FY 1998 Section 8003 payment to Hydaburg, Alaska.
¹¹ <i>[Provided further, That the Secretary of Education shall treat as timely, and process for payment, an application for fiscal years 1996 and 1997 payment from the local education agency for Fallbrook Unified High School District, California, under section 8002 of the Elementary and Secondary Education Act of 1965, if the Secretary has received that application not later than 30 days after the enactment of this Act:]</i>	This proviso requires the Secretary to accept an application from and provide FY 1996 and 1997 Section 8002 payments to Fallbrook Unified High School District, California.
¹² <i>[Provided further, That for the purpose of computing the amount of a payment for a local educational agency for children identified under section 8003 of the Elementary and Secondary Education Act of 1965, children residing in housing initially acquired or constructed under section 801 of the Military Construction Authorization Act of 1984 (Public Law 98-115) ("Build to Lease" program) shall be considered as children described under section 8003(a)(1)(B) if the property described is within the fenced security perimeter of the military facility upon which such housing is situated:]</i>	This language expands the number of students who qualify as military "a" students to include military dependents living in housing initially acquired or authorized under section 801 of the Military Construction Authorization Act of 1984 if they live within the security fence of a military installation, even if the land is not owned by the Federal Government. The Department anticipates that Travis Unified School District in California will benefit from this proviso, as it did under a similar proviso for FY 1999, since it will be able to claim as "a" students children who previously qualified as "b" students under section 8003. (Impact Aid "a" students are generally those students who reside with their parents who both live <u>and</u> work on Federal land. Impact Aid "b" students are generally those students who reside with their parents who work <u>or</u> live on Federal land.)

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹³<i>[Provided further, That if such property is not owned by the Federal Government, is subject to taxation by a State or political subdivision of a State, and thereby generates revenues for a local educational agency which received a payment from the Secretary under section 8003, the Secretary shall: (1) require such local educational agency to provide certification from an appropriate official of the Department of Defense that such property is being used to provide military housing; and (2) reduce the amount of such payment by an amount equal to the amount of revenue from such taxation received in the second preceding fiscal year by such local educational agency, unless the amount of such revenue was taken into account by the State for such second preceding fiscal year and already resulted in a reduction in the amount of State aid paid to such local educational agency.]</i>	This language describes the application procedures and the method of calculating payments for any school district that has housing described in the preceding proviso that is not on federally owned land. Such a school district must provide certification from the Department of Defense that the property is used for military housing. The payment formula reduces the maximum payment for the school district by tax revenues generated by the housing received by the LEA in the second preceding fiscal year, unless the State reduced State aid to the school district because of these taxes.
GENERAL PROVISIONS ¹⁴<i>[SEC. 305. (a) From the funds appropriated for payments to local educational agencies under section 8003(f) of the Elementary and Secondary Education Act of 1965 ("ESEA") for fiscal year 2000, the Secretary of Education shall distribute supplemental payments for certain local educational agencies, as follows:]...</i>	In general, the language in this section, which is described in detail below, overrides both the eligibility criteria and the formula provided for Payments for Heavily Impacted Districts under section 8003(f) of the authorizing statute. This language creates a four-step procedure for making additional payments to certain LEAs.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹⁵ ...[(1) First, from the amount of \$74,000,000, the Secretary shall make supplemental payments to the following agencies under section 8003(f) of ESEA: (A) Local educational agencies that received assistance under section 8003(f) for fiscal year 1999-- (i) in fiscal year 1997 had at least 40 percent federally connected children described in section 8003(a)(1) in average daily attendance; and in fiscal year 1997 had a tax rate for general fund purposes which was at least 95 percent of the State average tax rate for general fund purposes; or (ii) whose boundary is coterminous with the boundary of a Federal military installation. (B) Local educational agencies that received assistance under section 8003(f) for fiscal year 1999; and in fiscal year 1997 had at least 30 percent federally connected children described in section 8003(a)(1) in average daily attendance; and in fiscal year 1997 had a tax rate for general fund purposes which was at least 125 percent of the State average tax rate for general fund purposes. (C) Any eligible local educational agency that in fiscal year 1997, which had at least 25,000 children in average daily attendance, at least 50 percent federally connected children described in section 8003(a)(1) in average daily attendance, and at least 6,000 children described in subparagraphs (A) and (B) of section 8003(a)(1) in average daily attendance.]...	This language provides that, first, from the \$76 million provided for these payments, \$74 million is to be paid to LEAs that received payments under section 8003(f) for FY 1999 and either (1) had at least 40 percent federally connected students in average daily attendance and a tax rate of at least 95 percent of the State average; (2) had boundaries coterminous with those of a military installation; (3) had at least 30 percent federally connected students in average daily attendance and a tax rate of at least 125 percent of the State average; or (4) had unusual characteristics that appear to apply only to the Killeen, Texas LEA.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹⁶...[(2) From the remaining \$2,000,000 and any amounts available after making payments under paragraph (1), the Secretary shall then make supplemental payments to local educational agencies that are not described in paragraph (1) of this subsection, but that meet the requirements of paragraphs (2) and (4) of section 8003(f) of ESEA for fiscal year 2000.]...	This language describes the second step of the funding process. Any funds remaining from the \$74 million after payments are made to the first group of LEAs are combined with the remaining \$2 million to provide payments to any other LEAs that meet the section 8003(f) eligibility criteria for FY 2000. This second group of LEAs may count all federally connected children described in section 8003(a)(1) of the authorizing statute for the purpose of establishing eligibility, regardless of whether these children are counted for Basic Support Payments.
¹⁷...[(3) After making payments to all eligible local educational agencies described in paragraph (2) of subsection (a), the Secretary shall use any remaining funds from paragraph (2) for making payments to the eligible local educational agencies described in paragraph (1) of subsection (a) if the amount available under paragraph (1) is insufficient to fully fund all eligible local educational agencies.]...	This language provides for the third step of the funding hierarchy. If any funds remain after the second group of LEAs has been paid, they are to be used to make additional payments to the LEAs in the first group if they were not fully funded under the first step.
¹⁸...[(4) After making payments to all eligible local educational agencies as described in paragraphs 1 through 3, the Secretary shall use any remaining funds to increase basic support payments under section 8003(b) for fiscal year 2000 for all eligible applicants.]...	This language provides for the fourth step of distributing funds. If any funds remain after all of the payments described above are made, these funds are to be used to increase Basic Support Payments to all eligible LEAs.
¹⁹...[(b) In calculating the amounts of supplemental payments for agencies described in subparagraphs (1)(A) and (B) and paragraph (2) of subsection (a), the Secretary shall use the formula contained in section 8003(b)(1)(C) of ESEA, except that--	This language specifies that, with one exception, payment amounts under this special language are to be calculated using the maximum Basic Support Payment formula described in section 8003(b)(1)(C), with several modifications that increase the maximum payment. The

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Analysis of Language Provisions and Changes

Language Provision	Explanation
(1) eligible local educational agencies may count all children described in section 8003(a)(1) in computing the amount of those payments; (2) maximum payments for any of those agencies that use local contribution rates identified in section 8003(b)(1)(C) (i) or (ii) shall be computed by using four-fifths instead of one-half of those rates; (3) the learning opportunity threshold percentage of all such agencies under section 8003(b)(2)(B) shall be deemed to be 100; (4) for an eligible local educational agency with 35 percent or more of its children in average daily attendance described in either subparagraph (D) or (E) of section 8003(a)(1) in fiscal year 1997, the weighted student unit figure from its regular basic support payment shall be recomputed by using a factor of 0.55 for such children; (5) for an eligible local educational agency with fewer than 100 children in average daily attendance in fiscal year 1997, the weighted student unit figure from its regular basic support payment shall be recomputed by multiplying the total number of children described in section 8003(a)(1) by a factor of 1.75; and (6) for an eligible local educational agency whose total number of children in average daily attendance in fiscal year 1997 was at least 100, but fewer than 750, the weighted student unit figure from its regular basic support payment shall be recomputed by multiplying the total number of children described in section 8003(a)(1) by a factor of 1.25.]...	following are the modifications: (1) the LEAs may count all federally connected children described in section 8003(a)(1), including "civilian b's" who would otherwise not be eligible for inclusion; (2) local contribution rates based on 50 percent of the national or the State average per pupil expenditure are paid at 80 percent rather than 50 percent; (3) the Learning Opportunity Threshold (LOT) percentage for these LEAs is 100 percent; (4) any LEA with at least 35 percent military and low-rent housing "b's" receives a payment based on an increased weight of 0.55 for those two categories of "b" students; (5) small LEAs with total average daily attendance (ADA) of less than 100 have a weight of 1.75 assigned to all eligible federally connected children; (6) LEAs with between 100 and 750 students in ADA have a weight of 1.25 assigned to all eligible federally connected children.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
²⁰...[(c) For a local educational agency described in subsection (a)(1)(C) above, the Secretary shall use the formula contained in section 8003(b)(1)(C) of ESEA, except that the weighted student unit total from its regular basic support payment shall be recomputed by using a factor of 1.35 for children described in subparagraphs (A) and (B) of section 8003(a)(1) and its learning opportunity threshold percentage shall be deemed to be 100.]...	This language provides for an exception to the preceding payment rules for an LEA with unique characteristics (which appears to be Killeen, Texas) that receives a payment calculated using the regular Basic Support Payment formula under section 8003(b)(1)(C) but with a weighted student unit total that is multiplied by 1.35 rather than 1.00.
²¹...[(d) For each eligible local educational agency, the calculated supplemental basic support payment shall be reduced by subtracting the agency's regular fiscal year 2000 section 8003(b) basic support payment.]...	This language provides that, for each of the LEAs paid under these provisions, the amount of its regular Basic Support Payment under section 8003(b) is subtracted from the payment calculated under these provisions.
²²...[(e) If the sums described in subsections (a)(1) and (2) above are insufficient to pay in full the calculated supplemental payments for the local educational agencies identified in those subsections, the Secretary shall ratably reduce the supplemental section 8003(f) payment to each local educational agency.]	This language requires the Secretary to ratably reduce payments if funds are not sufficient to provide maximum payments to either the first or the second group of LEAs.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
²³[SEC. 313. HOLD HARMLESS. (a) LOCAL CONTRIBUTION RATE.-- For purposes of calculating a payment under section 8003(b) of the Elementary and Secondary Education Act of 1965 for fiscal year 1999 or 2000 with respect to any local educational agency described in subsection (b), the Secretary of Education shall not use a local contribution rate for the fiscal year that is less than the local contribution rate used for the local educational agency for fiscal year 1998. (b) LOCAL EDUCATIONAL AGENCIES.--A local educational agency referred to in subsection (a) is any local educational agency that-- (1) is eligible to receive a payment under section 8003(b) of the Elementary and Secondary Education Act of 1965 for fiscal year 1999 or 2000, as the case may be; and (2) received a payment under such section for fiscal year 1998 that was calculated on the basis of a local contribution rate based on generally comparable school districts using the special additional factors method. (c) EFFECTIVE DATE.--This section shall be effective for fiscal years 1999 and 2000.]	This language enables those LEAs that had a local contribution rate based on comparable school districts using the special additional factors method in FY 1998 to use a local contribution rate for FY 1999 and FY 2000 that is at least as high as the rate for FY 1998. This language benefits 17 LEAs in South Dakota.

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Amounts Available for Obligation (\$000s)

	1999	2000	2001
<u>Discretionary authority:</u>			
Annual appropriation	\$864,000	\$910,500	\$770,000
Enacted rescission	<u> </u>	<u>-4,048</u>	<u> </u>
Subtotal, appropriation	864,000	906,452	770,000
Unobligated balance, start of year	72,676	24,377	19,495
Unobligated balance, end of year	<u>-24,377</u>	<u>-19,499</u>	<u>-16,900</u>
Total obligations	912,299	911,330	772,595

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Objects by Object Classification (\$000s)

	1999	2000	2001
Travel and transportation of persons	\$8	\$10	\$10
Purchases of goods and services from other government agencies	652	495	495
Land and structures	10,407	7,052	5,480
Grants, subsidies, and contributions	<u>901,232</u>	<u>903,773</u>	<u>766,610</u>
Total	912,299	911,330	772,595

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Summary of Changes (\$000s)

2000	\$906,452
2001	<u>770,000</u>
Net change	-136,452

	<u>2000 base</u>	<u>Change from base</u>
<u>Decreases:</u>		
<u>Program:</u>		
Decrease in Basic Support Payments to provide payments only for (1) children of Federal employees who both live and work on Federal property, (2) children of foreign military officers living on Federal property, (3) children living on Indian lands, and (4) children of members of the uniformed services living on Federal property.	\$737,200	-\$17,200
Decrease in Payments for Children with Disabilities to provide payments only for (1) children living on Indian lands, (2) children of members of the uniformed services living on Federal property, and (3) children of foreign military officers living on Federal property.	50,000	-10,000
Elimination of Payments for Heavily Impacted Districts because the eligibility criteria and payment formulas fail to target funds in an equitable manner to districts with large proportions of federally connected children and limited fiscal capacity.	72,200	-72,200
Decrease in Construction to provide payments only to LEAs with at least 50 percent of their students in average daily attendance residing on Indian lands.	10,052	-5,052

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Summary of Changes -- continued (\$000s)

	<u>2000 base</u>	<u>Change from base</u>
<u>Decreases:</u>		
<u>Program:</u>		
Elimination of Payments for Federal Property, which are made without regard to the presence of federally connected children.	\$32,000	<u>-\$32,000</u>
Subtotal, decreases		-136,452
Net change		-136,452

IMPACT AID

Authorizing Legislation (\$000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Payments for federally connected children:				
Basic support payments (<i>ESEA-VIII-8003(b) and (e)</i>)	Indefinite ¹	\$737,200	To be determined ²	\$720,000
Payments for children with disabilities (<i>ESEA-VIII-8003(d)</i>)	Indefinite	50,000	To be determined ²	40,000
Payments for heavily impacted districts (<i>ESEA-VIII-8003(f)</i>)	Indefinite ¹	72,200	To be determined ²	0
Facilities maintenance (<i>ESEA-VIII-8008</i>)	Indefinite	5,000	To be determined ²	5,000
Construction (<i>ESEA-VIII-8007</i>)	Indefinite	10,052	To be determined ²	5,000
Payments for Federal property (<i>ESEA-VIII-8002</i>)	Indefinite	32,000	To be determined ²	0
<u>Unfunded Authorizations</u>				
Payments for increases in military dependents (<i>ESEA-VIII-8006</i>)	<u>Indefinite</u>	<u>0</u>	<u>0</u> ³	<u>0</u>
Total definite authorization	---		---	
Total appropriation		906,452		770,000

¹ Of the total amount appropriated for sections 8003(b) and 8003(f), the statute specifies that 6 percent shall be for section 8003(f).

² The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

³ The GEPA extension expires September 30, 2000; no new authorizing legislation is proposed.

IMPACT AID

Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	\$620,130	\$764,756	\$771,708	\$771,698
1992 Supplemental	0	0	0	62,500
1993	532,130	763,981	759,556	770,154 ¹
1993 Supplemental	0	0	0	70,000
1994	688,800	813,074	748,368	798,208
1994 Supplemental	0	0	0	165,000 ²
1994 Supplemental	0	0	0	-50,000 ²
1995	750,000	728,000	666,880	728,000
1996	619,000	645,000	677,959	693,000
1997	617,000	728,000	703,000 ³	730,000
1998	658,000	796,000	794,500	808,000
1999	696,000	848,000	810,000	864,000
2000	736,000	907,200	892,000	910,500
2000 Recission	0	0	0	-4,048
2001	770,000			

¹ Includes \$20 million provided in the FY 1992 Dire Emergency Supplemental Appropriations, which became available on March 31, 1993, pursuant to the President's request of that date.

² An amount of \$165 million was provided in a 1994 supplemental appropriation to assist victims of the Northridge, California earthquake; a subsequent 1994 supplemental transferred \$50 million of that amount to the Department of Housing and Urban Development for loans to repair and reconstruct residential buildings damaged by the Northridge earthquake.

³ Reflects Senate Committee action.

DEPARTMENT OF EDUCATION FISCAL YEAR 2001 BUDGET REQUEST

(in thousands of dollars)		1999	2000	2001	President's Request Compared to FY 2000 Appropriation	
Office, Account, Program and Activity	M	Appropriation	Appropriation	President's Request	Amount	Percent
<u>Impact Aid (ESEA VIII)</u>						
1. Payments for federally connected children (section 8003):						
(a) Basic support payments (section 8003(b)).....	D	704,000	737,200	720,000	(17,200)	-2.3%
(b) Payments for children with disabilities (section 8003(d)).....	D	50,000	50,000	40,000	(10,000)	-20.0%
(c) Payments for heavily impacted districts (section 8003(f)).....	D	70,000	72,200	0	(72,200)	-100.0%
Subtotal.....		824,000	859,400	760,000	(99,400)	-11.6%
2. Facilities maintenance (section 8008).....	D	5,000	5,000	5,000	0	0.0%
3. Construction (section 8007).....	D	7,000	10,052	5,000	(5,052)	-50.3%
4. Payments for Federal property (section 8002).....	D	28,000	32,000	0	(32,000)	-100.0%
Total.....		864,000	906,452	770,000	(136,452)	-15.1%
Outlays.....		1,081,063	1,034,358	790,625	(243,733)	-23.6%

NOTE: All activities in this account for which funds are proposed in fiscal year 2001 are requested under proposed legislation.

IMPACT AID

Summary of Request

The Impact Aid program provides financial assistance to school districts affected by Federal activities. The presence of certain children living on Federal property across the country places a financial burden on the local educational agencies (LEAs) that educate them. The property on which the children live is exempt from local property taxes, denying LEAs access to the primary source of revenue used by most communities to finance education. These communities must therefore provide for the education of their federally connected children from other revenue sources. Impact Aid helps to replace the lost local revenue that would otherwise be available to LEAs to pay for the education of these children. The Administration's policy for Impact Aid would target the limited available resources to assist those LEAs most genuinely burdened by the presence of federally connected children.

The Administration's reauthorization proposal for Impact Aid would make the Impact Aid payment authorities more equitable and rational. Under this proposal, the Department would make payments only on behalf of "a" children, generally those children whose parents both live and work on Federal property. The Basic Support Payments formula would base the size of payments on the local cost of educating students. In addition, Construction payments would be targeted entirely to LEAs with 50 percent or more children living on Indian lands.

For Basic Support Payments, in 2001, the Administration requests \$720 million to maintain its commitment to making payments on behalf of (1) children of members of the uniformed services living on Federal property; (2) children living on Indian lands; (3) children of Federal employees who both live and work on Federal property; and (4) children of foreign military officers living on Federal property. These four categories of children represent the most significant uncompensated burden to LEAs. The average per-child payment in these four categories would increase 7 percent over the 2000 level under the proposed budget and formula. Our proposed funding formula would: (1) simplify the payment calculation to approximate more closely the actual cost of educating these federally connected children, and (2) target funds to LEAs with relatively high proportions of federally connected students.

For Payments for Children with Disabilities, the Administration requests \$40 million. These payments would be made only on behalf of the following types of children with disabilities: (1) children living on Indian lands; (2) children of members of the uniformed services living on Federal property who have disabilities; and (3) children of foreign military officers living on Federal property. These payments provide much-needed additional funds to LEAs for the extra cost of educating federally connected children with disabilities as mandated under the Individuals with Disabilities Education Act. The average per-child payment in the three categories would increase 4 percent over the 2000 level under the proposed budget and formula.

No funds are requested for Payments for Heavily Impacted Districts. This payment authority was originally designed to assist LEAs with large proportions of federally connected students that have limited fiscal capacity compared to similar LEAs. The eligibility criteria and payment formulas adopted by Congress fail to target funds effectively to such LEAs.

The Administration requests \$5 million for Facilities Maintenance. The Department of Education owns and maintains 50 school facilities that originally were built to enable LEAs and the Department of Defense to educate federally connected students. A 1994 survey identified construction, repair, and rehabilitation needs of more than \$100 million in these schools. These

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Summary of Request

needs have not been met due to the very limited appropriations for this activity in recent years. The \$5 million proposed would enable the Department of Education both to continue to transfer these schools to local school districts and to make emergency repairs to the school buildings we continue to own.

For Construction payments to LEAs, the Administration requests \$5 million. These funds would be provided to LEAs with 50 percent or more of their students residing on Indian lands. These LEAs often have both (1) schools in disrepair and (2) limited ability to raise funds to repair schools.

No funds are requested for Payments for Federal Property. This authority provides payments to LEAs without regard to the presence of federally connected children, and the program is not well targeted. The Department estimates that, because of legislative exemptions, approximately one-third of the currently participating LEAs do not meet the basic eligibility criteria in the statute. They receive funds under exemptions to these criteria.

IMPACT AID

Basic support payments

(Elementary and Secondary Education Act, Title VIII, Section 8003(b) and (e))

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$737,200	\$720,000	-\$17,200

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

This portion of the Impact Aid program is the primary vehicle for compensating local educational agencies (LEAs) for the burden of educating federally connected children. In many communities across the country, the presence of Federal activities both increases the number of students in local schools and decreases the local property tax base, which is the major source of revenue for education in most LEAs. Basic Support Payments go into the general funds of these LEAs, which use them for various expenses, such as teacher salaries, computers, curriculum materials, regular and special instruction programs, and utilities.

Under current law, Section 8003 of the statute authorizes Basic Support Payments to LEAs on behalf of the following categories of federally connected students:

- (A) students who live on Federal property with a parent employed on Federal property situated in whole or in part within the boundaries of the LEA, or with a parent who is a foreign military officer accredited by a foreign government;
- (B) students who live on Federal property and who have a parent on active duty in the uniformed services of the United States;
- (C) students who live on certain Indian lands;
- (D) students who do not live on Federal property but who have a parent on active duty in the uniformed services of the United States, or a parent who is a foreign military officer accredited by a foreign government;
- (E) students who reside in a low-rent housing project assisted under the United States Housing Act of 1937;
- (F) students who live on Federal property but otherwise do not fit into any of the categories described above; and

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Basic support payments

(G) students who do not reside on Federal property but who have a parent employed on Federal property situated in whole or in part in the same State as the LEA.

A school district that claims students living on Indian lands under category C is required to consult with the parents and tribes of these children concerning their education, and to ensure that these children receive equal educational opportunities. The school district must develop and file with the Department a set of Indian Policies and Procedures (IPPs) describing how it meets this requirement. Children living on Indian lands receive a weight of 1.25 in the Basic Support Payment formula, higher than the weights assigned to other categories of federally connected children. The statute provides this higher weight because these children often are very disadvantaged and live in isolated rural areas, factors that present increased costs to the school districts that serve them.

In order to receive payments on behalf of students in categories F and/or G (formerly referred to as "civilian b's"), an LEA must have at least 1,000 such students in average daily attendance or the number of such students must equal or exceed 10 percent of the total average daily attendance in that LEA.

An LEA is eligible for Basic Support Payments only if the total number of eligible federally connected students described above is at least either 400 in average daily attendance or 3 percent of total average daily attendance. To determine the maximum payment an LEA may receive, the statute specifies weights for each category of federally connected students. The formula multiplies this weighted student count by the greatest of four local contribution rates (LCRs), which are intended to represent the local share of the cost of educating these students, to determine the LEA's maximum payment. The four LCR options are:

- (1) one-half of the U.S. average per-pupil expenditure for education;
- (2) one-half of the State per-pupil expenditure (SPPE);
- (3) the LCR of comparable LEAs in the State; and
- (4) the product of the SPPE and the local contribution percentage (the percentage of education expenditures that comes from the local level) in the State.

If appropriations are insufficient to make maximum payments in full, the formula reduces maximum payments by multiplying them by a percentage, called the "Learning Opportunity Threshold" (LOT) percentage, which is the sum of:

- (1) the percentage of the LEA's students in average daily attendance who are federally connected; and
- (2) its maximum payment under the Basic Support Payments formula as a percentage of total current expenditures.

The sum of these two percentages may not exceed 100 percent. A LOT percentage, when multiplied by a maximum payment, results in a LOT payment. If the appropriation is insufficient

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Basic support payments

to provide LOT payments in full, the formula ratably reduces these payments. If the level of funding exceeds the level needed to fund LOT payments fully, but is insufficient to provide maximum payments to all LEAs, the formula ratably increases these payments. These ratably increased LOT payments, however, may not exceed the maximum payment.

The statute provides for a "hold-harmless" payment of 85 percent of the LEA's prior-year payment. An LEA may not receive a hold-harmless payment for more than two consecutive years. The Secretary must reduce payments to other LEAs, if necessary, in order to pay these hold-harmless amounts. LEAs have rarely received hold-harmless payments over the past few years, since most eligible LEAs exhausted their eligibility under the provision during the first few years after the current payment authority was authorized (and the hold-harmless provisions were established) in 1994.

An FY 2000 appropriations amendment enables an LEA to claim military "b" students as military "a" students, provided that the housing for these students lies within the security perimeter of a military installation. Funds generated by this change will be offset, however, by taxes generated by the housing, unless the State has reduced State aid to the school districts because of these taxes. This amendment is similar to an FY 1999 amendment that benefited a single LEA.

In addition, an FY 2000 amendment enables those LEAs that had a local contribution rate based on comparable LEAs using the "special additional factors" method in FY 1998 to use a local contribution rate for FY 1999 and FY 2000 that is at least as high as the rate for FY 1998. The Department determined in early 1999 that the LCRs using the special additional factors method for 17 LEAs did not comply with the program regulations for their use. This amendment permits these LEAs to receive funds based on a local cost rate that is higher than allowed under the program regulations. The FY 2000 amendment appears as Section 313 under the general provisions for the appropriations act.

The Administration's proposed payment formula includes changes from current law in the weighted student count and in how the maximum payment and LOT are calculated. The formula would make payments more equitable and more closely reflect the actual local cost of educating the students. Only "a" students, generally those students who reside with their parents who both live and work on Federal property, would be included in the weighted student count. In addition, the proposed formula would use the greatest of three LCRs, which would be multiplied by the weighted student count, to calculate the maximum payment. The three factors are:

- the LCR of comparable LEAs in the State (from current law);
- the product of the SPPE and the State's local contribution percentage (from current law); and
- the product of the average per pupil expenditure in the U.S. and the State's local contribution percentage (new).

These three LCR alternatives closely approximate the local cost of educating these students, because all three include a measure of the amount and the proportion of funds provided at the

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local level. The proposal would exclude two LCR options that are available under current law: (1) one-half of the SPPE and (2) one-half of the average per-pupil expenditure in the U.S. Both of these LCR options arbitrarily assume that one-half of revenue for education is derived at the local level, an assumption that has no factual basis. (According to NCES, the proportion of education funds for elementary and secondary education derived from the local level, which reflects the local cost of educating students, varied from 14 to 89 percent among States in the 1996-97 school year.) The two excluded LCR options inequitably shift funds away from LEAs with a relatively high local cost of educating a student to LEAs with a relatively low local cost.

The Administration's proposal would amend the LOT percentage to make it the sum of:

- (1) 50 percent and
- (2) one-half of the percentage of federally connected students.

The proposed LOT would consistently favor LEAs with high concentrations of federally connected students, which face a disproportionately high federally imposed burden. The LOT formula in current statute does not. Rather, the current statute allows an LEA to reach a LOT of 100 percent when its percentage of federally connected students is considerably less than 100 percent.

The proposed LOT would also eliminate a pernicious effect of current law -- the potential reward for LEAs that reduce local tax effort. One of the components of the current LOT is the maximum payment as a percentage of total current expenditures. As an LEA decreases the amount of local funds it expends, the maximum payment as a percentage of total current expenditures increases. The current LOT, as a result, is higher for LEAs with a relatively low tax effort (and a corresponding relatively low local cost of educating students), all other factors being equal.

In addition to making payment formula changes, the Administration's reauthorization proposal would enhance the Indian Policies and Procedures by increasing the participation of Indian tribes and the parents of children residing on Indian lands. In addition, the proposal would clarify that Impact Aid funds may be spent for specific purposes to benefit Indian lands children.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996.....	\$581,707
1997.....	615,500
1998.....	662,000
1999.....	704,000
2000.....	737,200

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Basic support payments

FY 2001 BUDGET REQUEST

The Administration proposes \$720 million for Basic Support Payments, a \$17.2 million decrease from the 2000 appropriation level. The limited Federal discretionary budget precludes requesting increases or even level funding for all programs while providing increases for the highest education priorities. The small reduction for Basic Support Payments would adequately fund a better targeted Impact Aid program.

The Administration is committed to payments on behalf of approximately 292,000 students who are: (1) children of members of the uniformed services living on Federal property; (2) children living on Indian lands; (3) children of Federal employees who both live and work on Federal property; or (4) children of foreign military officers living on Federal property. The 2001 request would use all Basic Support funds to make payments on behalf of these children, because they present the greatest financial burden to LEAs. The average per-child payments for these four categories of eligible children would increase 7 percent over the 2000 level under the Administration's request and proposed formula.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance indicators and strategies for this program are included in the Department's Annual Program Performance Plan and Annual Program Performance Report.

Performance goal: To provide appropriate financial assistance for federally connected children who present a genuine burden to their school districts.

Objective: Timeliness of payments.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least 90 percent of eligible applicants will receive initial Basic Support and Children with Disabilities Payments within 60 days after the enactment of an appropriation. <i>Baseline data established in FY 1997.</i>	≥90%	≥90%	≥90%	≥90%

In 1997, 75 percent of all payments were made within this time period. This percentage improved to 87 percent in 1998. The percentage dropped to 13 percent in 1999, during which the Department implemented a redeveloped Year-2000-compliant payment system. Some of the 1999 payments were delayed due to unforeseen problems with this new computer system, which the Department had to correct before completing payments. In 2000 the Department has

IMPACT AID

Basic support payments

already exceeded the performance goal. As of just 38 days after the appropriation, 96 percent of the initial payments that the Department anticipates for 2000 had been paid.

Objective: Improve consultation between LEAs and the Indian community to support the education of Indian children.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least 75 percent of Title IX (Indian Education) coordinators in LEAs that receive Impact Aid will report that the LEA solicits input from the Indian community on strategies for increasing the achievement of Indian children. <i>Baseline data to be established in FY 2000.</i>		≥75%	≥75%	≥75%

A report for the National Indian Policy Center, *Tribal Perspective of the Impact Aid Program*, summarizes the results of a 1993 survey of Indian tribes and discussions with members of the tribes. Two-thirds of the surveyed tribes reported that their input into LEA planning was inadequate. The Department intends to monitor the level of coordination between Impact Aid and Title IX (Indian Education) services by including an item on this issue in the Title IX performance report.

Objective: Make accurate payments.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The number of overpayment forgiveness requests received will not exceed 10 in a given fiscal year, beginning with FY 1998. <i>Baseline data established in FY 1998.</i>	≤ 10	≤ 10	≤ 10	≤ 10

In FY 1998, the Department received four requests to forgive overpayments for FY 1998 or preceding fiscal years. The Department received five requests to forgive overpayments in FY 1999. This performance indicator applies to Payments for Children with Disabilities and Payments for Heavily Impacted Districts as well as Basic Support Payments.

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Basic support payments

PROGRAM OUTPUT MEASURES ^{1, 2}

	<u>1999</u>	<u>2000</u>	<u>2001</u>
School districts			
Number of LEAs receiving payments	1,402	1,402	955
Range of payments	\$97-	\$103-	\$535-
	30,320,407	32,084,875	30,522,274
Percentage of LEAs by size of payment ³			
\$1-4,999	20.0%	19.0%	3.5%
\$5,000-49,999	37.0%	37.2%	24.1%
\$50,000-499,999	26.8%	27.1%	44.3%
\$500,000 or more	16.1%	16.7%	28.2%
Total dollar amount of payments by size of payment ³			
\$1-4,999	\$668,279	\$632,136	\$91,901
\$5,000-49,999	\$10,034,964	\$10,078,479	\$5,524,814
\$50,000-499,999	\$68,685,215	\$68,943,338	\$81,700,104
\$500,000 or more	\$624,611,543	\$657,546,047	\$632,683,182
Number of federally connected students			
All "a" students ⁴	292,299	292,299	292,299
All "b" students ⁵	945,859	945,859	0
Total payments for "a" students ⁴	\$645,252,258	\$674,980,284	\$720,000,000
Total payments for "b" students ⁵	\$58,747,742	\$62,219,716	0
Average payment per "a" student ⁴	\$2,208	\$2,309	\$2,463
Average payment per "b" student ⁵	\$62	\$66	0
Average payment per child by percentage of federally connected children			
0-19 percent	\$110	\$116	\$1,972
20-39 percent	\$401	\$425	\$2,590
40-59 percent	\$1,429	\$1,510	\$2,421
60-79 percent	\$2,644	\$2,746	\$2,608
80 percent or more	\$3,765	\$3,909	\$3,456

IMPACT AID

Basic support payments

PROGRAM OUTPUT MEASURES^{1, 2}

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Cost of fully funding maximum payments	\$1,328,274,948	\$1,383,232,171	\$862,746,409
Cost of fully funding LOT payments	\$672,391,210	\$697,860,605	\$599,861,714

¹ All figures are estimates based on student count and payment data from 1999.

² Both 1999 and 2000 estimates reflect payments made under the formula in current law. 2001 estimates reflect the Administration's proposal to: (1) limit payments to those on behalf of children living on Indian lands, children of members of the uniformed services living on Federal property, children of Federal employees who both live and work on Federal property, and children of foreign military officers living on Federal property; (2) change the method of calculating maximum payments; and (3) change the method of calculating the LOT.

³ Detail may not add to total due to rounding.

⁴ "a" students are generally those students who live on Indian lands or whose parents both live and work on Federal property. These students are defined in subsections 8003(a)(1)(A)-(C).

⁵ "b" students are generally those students who either reside on Federal land with their parents or whose parents work on Federal land. These students are defined in subsections 8003(a)(1)(D)-(G).

IMPACT AID

Payments for children with disabilities

(Elementary and Secondary Education Act, Title VIII, Section 8003(d))

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$50,000	\$40,000	-\$10,000

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Individuals with Disabilities Education Act (IDEA) mandates that local educational agencies (LEAs) provide a free appropriate public education to students with disabilities, whose educational costs are generally higher than those of other students. Payments for Children with Disabilities provides supplemental assistance to LEAs that are deprived of local revenue due to a Federal presence, providing a portion of the cost of educating federally connected students with disabilities that, in other LEAs, is met with local funds.

Under current law, Section 8003(d) authorizes payments for the following categories of federally connected students who are eligible for services under the IDEA:

(A) students who live on Federal property with a parent who is a foreign military officer accredited by a foreign government;

(B) students who live on Federal property and who have a parent on active duty in the uniformed services of the United States;

(C) students who live on Indian lands; and

(D) students who do not live on Federal property but who have a parent on active duty in the uniformed services of the United States, or a parent who is a foreign military officer accredited by a foreign government.

Available funds are paid to LEAs based on the number of eligible students with disabilities enrolled in each LEA, except that a student in category D, which consists of military "b" students, receives one-half of the weight provided for students in categories A, B, and C. Funds are ratably distributed based on the weighted student count.

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Payments for children with disabilities

LEAs that receive payments under this authority must use the funds to provide the students who are counted with a free appropriate public education in accordance with the IDEA. These payments are intended to help pay the "excess costs" of educating these students; that is, those costs that are greater than what is spent on educating a student without a disability.

The Administration's bill would limit the types of students who are eligible for funds to exclude military dependents who do not live on Federal property. This policy would be consistent with their proposed exclusion from the Basic Support Payments formula. The use of funds would be clarified to include, explicitly, early intervention services in addition to a free appropriate public education for eligible federally connected children. Early intervention services are services designed to enhance the development of infants and toddlers with disabilities ages birth through 2 years. By enhancing the development of these children, these services can reduce the need for special education services when the children reach school age.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996.....	\$40,000
1997.....	40,000
1998.....	50,000
1999.....	50,000
2000.....	50,000

FY 2001 BUDGET REQUEST

The Administration requests \$40 million for Payments for Children with Disabilities. The budget request would restrict payments to students who are (1) children with disabilities who live on Indian lands; (2) children of members of the uniformed services of the United States who live on Federal property; or (3) children of foreign military officers living on Federal property. Because of these payment restrictions, the average payment for a child in these categories would increase 4 percent over the FY 2000 level.

The costs incurred by school districts in providing appropriate educational services to children with disabilities have been steadily increasing in recent years due to increases in the per-pupil cost of educating these children and increases in the number of students identified as having disabilities. Impact Aid payments for children with disabilities generally cover only a portion of the additional costs of educating these children, but provide important financial assistance to recipient LEAs.

Payments for Children with Disabilities enable federally affected LEAs to provide the special education services required by the IDEA. In 2001, the combination of IDEA funds and Payments for Children with Disabilities would provide an average of 28 percent of the excess cost of educating a student with a disability. This level of funding exceeds the average Federal share of the excess costs paid under the IDEA Part B program. The additional funding is justified because federally affected LEAs are unable to tax Federal property even though they educate children with disabilities who reside with their parents on Federal lands.

IMPACT AID

Payments for children with disabilities

On average, local revenues accounted for 45 percent of all public elementary and secondary education costs in 1996-97. The Administration's requested funding under this authority would cover approximately 36 percent of the local share of the excess cost per student of educating federally connected disabled children.

SELECTED PROGRAM PERFORMANCE INFORMATION

The performance measure regarding the accuracy of payments, which applies to this payment authority, Basic Support Payments, and Payments for Heavily Impacted Districts, is discussed under Basic Support Payments.

PROGRAM OUTPUT MEASURES¹

	<u>1999</u>	<u>2000</u>	<u>2001</u> ²
School districts			
Number of LEAs receiving payments	831	831	723
Range of payments	\$526- 1,837,517	\$526- 1,837,517	\$1,047- 1,066,208
Percentage of payments by size of payment ³			
\$1 - 4,999	17.2%	17.2%	17.2%
\$5,000 - 19,999	32.0%	32.0%	31.4%
\$20,000 - 99,999	34.8%	34.8%	36.2%
\$100,000 or more	16.0%	16.0%	15.2%
Total dollar amount of payments by size of payment ³			
\$1 - 4,999	\$365,814	\$365,814	\$326,103
\$5,000 - 19,999	\$2,978,374	\$2,978,374	\$2,555,453
\$20,000 - 99,999	\$13,228,582	\$13,228,582	\$11,876,387
\$100,000 or more	\$33,427,229	\$33,427,229	\$25,242,057
Number of "a" students eligible ⁴	32,851	32,851	32,851
Number of "b" students eligible ⁵	<u>19,798</u>	<u>19,798</u>	<u>0</u>
Total eligible students	52,649	52,649	32,851
Total funding for "a" students	\$38,421,162	\$38,421,162	\$40,000,000
Total funding for "b" students	\$11,578,838	\$11,578,838	0
Average payment per "a" student	\$1,170	\$1,170	\$1,218
Average payment per "b" student	\$585	\$585	0

IMPACT AID

Payments for children with disabilities

PROGRAM OUTPUT MEASURES¹

	<u>1999</u>	<u>2000</u>	<u>2001</u> ²
Average payment ⁶ per student	\$950	\$950	\$1,218
Average IDEA Grants to States funding per student	<u>\$701</u>	<u>\$795</u>	<u>\$860</u>
Total average Federal funding per student	\$1,651	\$1,745	\$2,078
Average excess cost of educating a student with a disability	\$7,179	\$7,363	\$7,534
Average payment ⁶ as a percentage of excess cost	13.2%	12.9%	16.2%
Average IDEA funding as a percentage of excess cost	<u>9.8%</u>	<u>10.8%</u>	<u>11.4%</u>
Total Federal payments as a percentage of excess cost ^{3, 7}	23.0%	23.7%	27.6%

¹ All figures are estimates based on student count and payment data from 1999.

² The estimates for 2001 reflect the Administration's proposal to limit payments to those on behalf of students living on Indian lands and children with a parent in the uniformed services of the United States, or with a parent who is a foreign military officer accredited by a foreign government, who live on Federal property.

³ Detail may not add to total due to rounding.

⁴ "a" students are generally those students who live on Indian lands or whose parents both live and work on Federal property. These students are defined in subsections 8003(a)(1)(A)-(C).

⁵ "b" students are generally those students who either reside on Federal land with their parents or whose parents work on Federal land. These students are defined in subsections 8003(a)(1)(D)-(G).

⁶ Payment for Children with Disabilities under Impact Aid.

⁷ Includes both Payments for Children with Disabilities under Impact Aid and IDEA funds.

IMPACT AID

Payments for heavily impacted districts

(Elementary and Secondary Education Act, Title VIII, Section 8003(f))

FY 2001 Authorization (\$000s): To be determined¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$72,200	0	-\$72,200

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

These payments provide additional assistance to certain local educational agencies (LEAs) that enroll relatively large proportions of federally connected students. In order to be eligible for "heavily impacted" payments under the authorizing statute, an LEA must:

- (1) have an enrollment of at least 50 percent federally connected students, or at least 40 percent if the LEA is not eligible to receive a payment for "civilian b's," and have a tax rate of at least 95 percent of the tax rate of comparable LEAs in the same State;
- (2) have an enrollment of at least 25 percent federally connected students and a tax rate of at least 125 percent of comparable LEAs in the same State;
- (3) have boundaries that are the same as a Federal military installation; or
- (4) have unusual geographic characteristics that necessitate increased per-pupil expenditures.

Payments are calculated using complex formulas that are dependent on the eligibility criterion that an LEA meets. The payment formulas are based on such factors as average per-pupil expenditures in comparable LEAs, the number of students in average daily attendance, funds available for current expenditures, the tax rates of the eligible LEA and of comparable LEAs, unusual geographic factors that necessitate increased per-pupil expenditures, and the total amount of Basic Support Payments and Payments for Children with Disabilities received by the eligible LEA. If available funds are insufficient to make full payments under the formula, payments are ratably reduced. However, as detailed below, the eligibility criteria and payment formulas have been dramatically altered for the last two years.

Public Law 106-113, the fiscal year 2000 appropriations act, substantially alters the eligibility criteria and the payment formula under this payment authority for fiscal year 2000. The proviso distributes funds based on a four-step procedure. These funds are distributed using formulas

IMPACT AID

Payments for heavily impacted districts

that alter the formula for Basic Support Payments in ways that cause 8003(f) maximum payments to be substantially greater than they are under the Basic Support Payments formula.

- (1) From the \$76 million provided for these payments, \$74 million are to be paid to LEAs that received payments under section 8003(f) for FY 1999 and had (1) at least 40 percent federally connected students in average daily attendance and a tax rate of at least 95 percent of the State average; (2) boundaries coterminous with those of a military installation; (3) at least 30 percent federally connected students in average daily attendance and a tax rate of at least 125 percent of the State average or (4) certain unusual characteristics.
- (2) Any funds remaining from the \$74 million after payments are made to the first group of LEAs are combined with the remaining \$2 million to provide payments to any other LEAs that meet the section 8003(f) eligibility criteria for FY 2000. This second group of LEAs may count all federally connected children described in section 8003(a)(1) of the authorizing statute for the purpose of establishing eligibility, regardless of whether they are counted for Basic Support Payments.
- (3) If any funds remain after the second group of LEAs has been paid, they are to be used to make additional payments to the LEAs in the first group if they were not fully funded under the first step.
- (4) If any funds remain after the payments in (1) through (3) are made, these funds are to be used to increase Basic Support Payments to all LEAs.

Appropriation acts from other recent years contain similar revisions to the program criteria. For example: (1) the eligibility criteria have been lowered to maintain eligibility for certain LEAs, (2) a proviso granted eligibility to LEAs that failed to meet even the reduced eligibility criteria, and (3) the formula was altered to provide payments based on all students in some LEAs rather than just federally connected students. Furthermore, one amendment was made effective retroactively to provide eligibility to LEAs that had failed to meet the eligibility criteria for the two years preceding the year of appropriation.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996	\$50,000
1997	52,000
1998	62,000
1999	70,000
2000	72,200

FY 2001 BUDGET REQUEST

The Administration requests no funds for Payments for Heavily Impacted Districts. The Administration believes that limited available resources should be used for other Impact Aid authorities, such as Basic Support Payments, because:

IMPACT AID

Payments for heavily impacted districts

- (1) Payments for Heavily Impacted Districts are not allocated based on objective, rational criteria. In recent years, payments for Heavily Impacted Districts have generally gone to a group of approximately two dozen LEAs. The eligibility criteria and payment formulas are routinely revised to continue the eligibility of and maintain the level of payments for this select group of LEAs. For instance, the FY 2000 appropriations act restricts \$74 million of the \$76 million appropriated to LEAs that received funds in FY 1999 regardless of their current characteristics or need. The \$74 million in reserved funds represents a hold-harmless payment of nearly 106 percent for the group of LEAs that received funds in FY 1999. Because of these frequent revisions, the authority behaves more as a set of funding earmarks than as part of a rational program meeting a legitimate need.
- (2) Other Impact Aid authorities, such as Construction and Basic Support Payments, target funds to LEAs with large proportions of federally connected students. Differences in the following three different types of school districts eligible for Impact Aid Construction funds suggests that funds under the Administration's Impact Aid Construction proposal would better target funds than Payments for Heavily Impacted Districts: (1) LEAs in which the number of children residing on Indian lands was at least 50 percent of average daily attendance in FY 1999; (2) LEAs in which the number of children with a parent in the uniformed services was at least 50 percent of average daily attendance in FY 1999; and (3) LEAs that did not fit the criteria under the first two categories but received assistance under the Payments for Heavily Impacted Districts authority in FY 1999.

The paper notes that LEAs with at least 50 percent of their students on Indian lands had higher rates of child poverty in 1990 than did LEAs that received Payments for Heavily Impacted Districts (45 percent compared to 24 percent). School districts with large proportions of children in poverty tend to have less fiscal capacity to educate children than districts with relatively small proportions of children in poverty. In addition, the paper finds that LEAs with at least 50 percent of their students on Indian lands had higher percentages of federally connected students in FY 1999 than did "heavily impacted" LEAs. The Administration's proposal to target all of the construction funds to just those LEAs with at least 50 percent of their students residing on Indian lands would better target funds than Payments for Heavily Impacted Districts.

The Learning Opportunity Threshold (LOT) under Basic Support Payments targets funds to LEAs with large proportions of federally connected children when funds are insufficient to fund that payment authority fully. Under both the current and proposed versions of LOT, LEAs with relatively high percentages of federally connected children tend to receive higher average payments per child than LEAs with relatively small percentages of federally connected children. Although LOT is not designed to raise per-pupil expenditures to the level of comparable LEAs (the rationale for Heavily Impacted Payments), it reduces the need for Heavily Impacted Payments. LEAs with large proportions of federally connected children have relatively high per-child Basic Support Payments because of LOT.

SELECTED PROGRAM PERFORMANCE INFORMATION

The performance measure regarding the accuracy of payments, which applies to this payment authority, Basic Support Payments, and Payments for Children with Disabilities, is discussed under Basic Support Payments.

IMPACT AID

Payments for heavily impacted districts

PROGRAM OUTPUT MEASURES ¹

(\$ 000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Total number of payments	27	27	--
Average payment per LEA	\$2,593	\$2,674	--

¹ All figures are estimates.

IMPACT AID

Facilities maintenance

(Elementary and Secondary Education Act, Title VIII, Section 8008)

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$5,000	\$5,000	0

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Section 8008 authorizes funding for both emergency repairs and comprehensive capital improvements to schools that are owned by the Department of Education (ED) but that local educational agencies (LEAs) use to serve federally connected military students. In addition, the law mandates that the Secretary transfer these facilities to the appropriate LEAs or other entities as soon as practicable. ED cannot charge LEAs for the schools, and ED must gain an LEA's consent to accept them. Except for these restrictions, ED may make the transfers on such terms as the Secretary deems appropriate.

There are 118 schools that are on military bases and serve a large number of students whose parents are in the armed forces. Either the Department of Defense (DoD) or LEAs operate these ED-owned schools. Since 1983, DoD has assumed responsibility for maintenance and renovation of 68 of these school facilities, which DoD operates as Domestic Dependents Elementary and Secondary Schools (DDESSs, formerly "Section 6" schools). ED continues to be solely responsible for the 50 other school facilities, which LEAs operate and use to educate military dependent students. The Administration's reauthorization bill would retain this authority with no substantive changes.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996	0
1997	0
1998	\$3,000
1999	5,000
2000	5,000

Facilities maintenance

FY 2001 BUDGET REQUEST

The Administration requests \$5 million for Facilities Maintenance for FY 2001. ED would use these funds to upgrade and transfer school facilities to LEAs, which can manage school buildings in their communities more effectively than can the Federal Government. In addition, funds would be used to provide emergency repairs, such as correcting health and safety hazards, in school facilities owned by ED that have not yet been transferred.

ED collaborated on a 1994 survey conducted by DoD to assess the extent of the maintenance backlog at schools owned by DoD and ED. (At least 10 of the surveyed schools were DDESSs owned by DoD; the remaining schools were ED-owned.) The survey covered 118 schools, including 43 of the 50 schools for which ED continues to be responsible. The survey found that these 43 schools had construction, repair, or rehabilitation needs that were projected to cost approximately \$100 million. These costs have increased since 1994 as work has been deferred, construction costs have increased, and the facilities have continued to deteriorate. Moreover, the \$100 million figure does not include the unknown costs of environmental remediation in the schools that are to be transferred. Notwithstanding these findings, however, the Congress provided only \$17.6 million in total for maintaining and upgrading these facilities for fiscal years 1994 through 2000.

ED is working on plans to transfer title to the 68 facilities that DoD operates as DDESSs to DoD through a transfer agreement, at no cost to ED.

Of the 50 schools for which ED continues to be responsible:

- Two of the school facilities that ED operates are located on military bases that have been closed. ED plans to transfer these schools to DoD, so that DoD can offer the school buildings as part of the larger Federal property available to the local communities for redevelopment. In some previous transfers related to base closure, however, the military branch owning the underlying land identified environmental problems at the sites and refused to accept the properties until these environmental problems were corrected.
- LEAs operate 46 of the remaining school facilities. In many instances, these facilities are deteriorated, overcrowded, or otherwise do not meet current standards. Most LEAs are unwilling to accept the schools unless ED provides sufficient funds to the LEA to correct the problems.
- The remaining two schools are ED-owned schools in Adak, Alaska. DoD no longer educates military dependents at these schools, and there is no LEA to accept title to them. The Navy has agreed to accept transfer of one of these schools, but the ultimate disposition of the other has not yet been determined. ED will continue to work with DoD to resolve this issue.

IMPACT AID

Facilities maintenance

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance indicators and strategies for this program are included in the Department's Annual Program Performance Plan and Annual Program Performance Report.

Performance goal: To provide appropriate financial assistance for federally connected children who present a genuine burden to their school districts.

Objective: Continue to maintain, repair, and transfer ED-owned facilities.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least two schools a year will be removed from the inventory of facilities owned by the Department. <i>FY 1996 baseline: five schools were removed from the inventory.</i>	2	2	2	2

In 1996, ED relinquished ownership, through base closures and transfers to LEAs, of five schools that were both ED-owned and LEA-operated. ED transferred ownership of two additional schools to LEAs in 1997. ED transferred ownership of two schools and one school was demolished in 1998. ED transferred two schools in 1999. Because some transfers result from prior years' funding, or can be completed without ED funding due to base closures or DoD funding, numbers of transfers completed in a year do not necessarily correspond to the availability of funding in that year.

The estimated total cost for repairs and renovations to all 50 schools is approximately \$100 million, at a per-school cost of approximately \$2 million.

PROGRAM OUTPUT MEASURES

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Number of properties repaired	15	8-12	8-12

IMPACT AID

Construction

(Elementary and Secondary Education Act, Title VIII, Section 8007)

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$10,052	\$5,000	-\$5,052

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

This activity provides payments to eligible LEAs that may be used for construction and renovation of school facilities or for debt service related to the construction of school facilities. Under current law, four categories of LEAs are eligible for assistance:

- (A) those in which the number of students living on Indian lands is at least 50 percent of average daily attendance (119 LEAs);
- (B) those in which the number of students with a parent in the uniformed services is at least 50 percent of average daily attendance (16 LEAs);
- (C) those that receive assistance under the Payments for Heavily Impacted Districts authority (27 LEAs, 1 of which also qualifies under (A) above and 8 of which also qualify under (B) above); and
- (D) those that receive assistance under the Payments for Increases in Military Dependents authority (which has not been funded in recent years).

Payments are determined by ratably distributing the available appropriation among eligible LEAs according to the relative weighted count of federally connected students in average daily attendance, as used in the Basic Support Payments formula. Public Law 106-113, the fiscal year 2000 appropriation act, included funding earmarks for three LEAs in excess of the amount of funds for which they qualified for under the formula. These earmarks are available until expended, but the other amounts under this authority are current funded.

The Administration's reauthorization proposal would restrict eligibility to LEAs in which the number of students living on Indian lands is at least 50 percent of average daily attendance. In addition to construction, funds would be available to purchase minimal initial equipment in connection with a new building or the renovation of an existing building. LEAs would be required to provide, from non-Federal sources, at least one-half of the funds used for

IMPACT AID

Construction

construction projects. In addition, LEAs would have to provide a written plan, based on an assessment of construction needs, for use of the funds.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996	\$5,000
1997	5,000
1998	7,000
1999	7,000
2000	10,052

FY 2001 BUDGET REQUEST

The Administration requests \$5 million for Construction. The Administration is committed to making Construction payments on behalf of students residing on Indian lands who attend schools in predominantly Indian LEAs. The average per-child payments, excluding funds earmarked for specific LEAs, would increase 8 percent over the 2000 level under the Administration's request and proposed formula.

The Administration's budget request under this authority would provide support in addition to its School Renovation and School Modernization Bond proposals. The School Renovation Proposal would provide \$50 million in grants to LEAs that enroll high concentration of students living on Indian lands. The School Modernization Bond proposal would assist high-poverty, low-wealth LEAs with their school construction costs and provide States with an incentive to create or expand school construction programs.

Like the School Modernization Bond proposal, the Impact Aid Construction reauthorization proposal would require a 50:50 match of funds. The purpose of this match is in part to encourage States to develop school construction programs, particularly for LEAs that lack the wherewithal to finance construction on their own. A 1995 General Accounting Office report, *School Facilities: States' Financial and Technical Support Varies*, indicates that States provide a small share of these funds. The report indicated that 10 States, including 3 States that include relatively large proportions of Indian lands students (South Dakota, Oklahoma, and Nebraska), had no ongoing school construction program. Furthermore, it indicated that the median dollar amount of State aid per pupil among the States that had such a program in State fiscal year 1994 was \$104. Since the National Center for Education Statistics indicates that capital and interest expenses for public elementary and secondary schools totaled \$853 per pupil in the 1995-96 school year -- far more than \$104 -- it is appropriate for the Federal Government to compensate high-need LEAs for the loss of local construction funds attributable to the presence of federally connected children and to encourage States to make a greater effort in support of these LEAs.

The condition of school facilities in predominantly Indian LEAs is poor. The National Indian Impacted Schools Association (NIISA) conducted a survey of its members in 1996. Indian students comprised 28 percent of the enrollment among the responding LEAs. The respondents' estimated cost of bringing their schools into good overall condition was

IMPACT AID

Construction

\$6.9 million on average; the median estimate was \$1.0 million. Even though these estimates are large, many of the survey respondents indicated they did not factor in the cost of building additional classroom space to meet anticipated enrollment growth over the next 5 to 10 years. The needs of LEAs with at least 50 percent Indian lands students are likely to be even greater on average, since these districts tend to have a smaller than average tax base, which likely leads to deferred maintenance and overcrowding.

While Basic Support Payments may be used for construction costs, the Basic Support Payments formula is designed to compensate only for current expenditures. It does not reflect capital and interest expenditures, which amounted to 13 percent of current expenditures for public elementary and secondary schools in 1995-96.

The following charts show that the Administration's proposal to target all Construction funds on LEAs with 50 percent or more Indian lands students would more effectively target Construction funds than current law.

Figure 1 indicates that LEAs with at least 50 percent of their students residing on Indian lands in 1999 had a child poverty rate of 45 percent in 1990. The child poverty rates were considerably smaller in LEAs in which 50 percent or more of the students had at least one parent in the uniformed services (10 percent) and in heavily impacted districts (24 percent). (Categories of LEAs receiving Impact Aid Construction funds are not mutually exclusive. For the purpose of this analysis, LEAs are categorized as either having (1) more than 50 percent of their students residing on Indian lands or (2) more than 50 percent of their students with at least one parent in the uniformed services when they both receive funds under Payments for Heavily Impacted Districts and meet either of these two other criterion.)

Figure 2 illustrates that LEAs with 50 percent or more Indian lands students have higher percentages of federally connected students (85 percent) than did heavily impacted districts (57 percent).

Construction

**Figure 1 -- Percentage of
children ages 5 to 17 in poverty
in 1990 by Impact Aid school
district type in 1999**

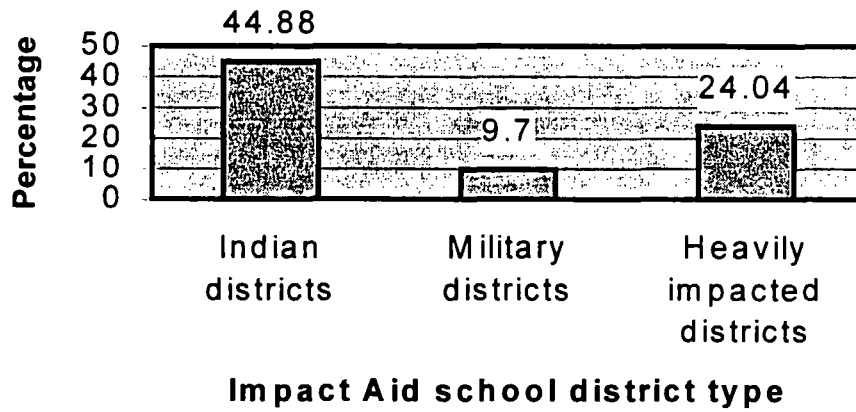
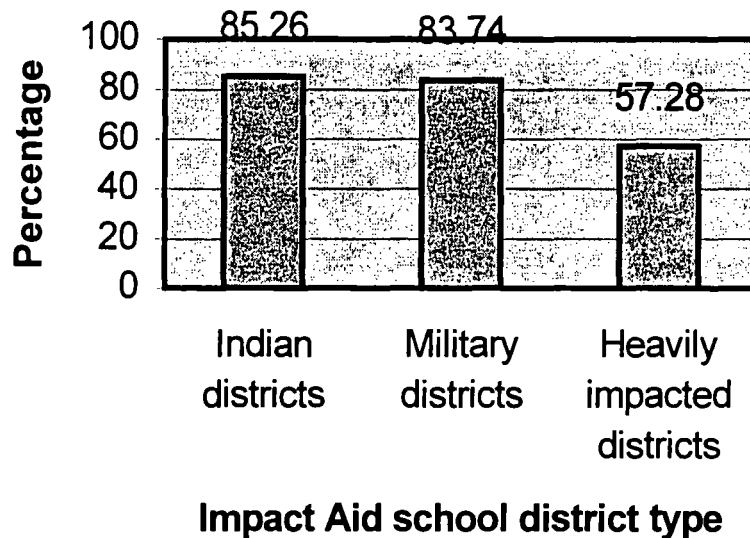


Figure 2 -- Percentage of federally connected students by Impact Aid school district type, 1999



SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance indicators and strategies for this program are included in the Department's Annual Program Performance Plan and Annual Program Performance Report.

Performance goal: To provide appropriate financial assistance for federally connected children who present a genuine burden to their school districts.

Objective: Help LEAs improve the condition of school buildings.

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Construction

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2004, at least 70% of the LEAs that receive these payments will report that the overall condition of their school buildings is adequate. <i>Baseline to be established in FY 2001.</i>			70%	70%

The General Accounting Office issued a report, *School Facilities: Condition of America's Schools*, in 1995. The report defined a school as being at least adequate if none of the school's buildings (including original school buildings, temporary school buildings (portables), and permanent additions) required extensive repair or replacement. GAO reported that two-thirds of all schools met this standard. However, 26 percent of all schools reported that they had an original school building that was in inadequate condition, 28 percent an inadequate temporary building, and 18 percent an inadequate permanent addition to one of their original school buildings. The Department intends to collect these data from eligible LEAs on the application for funds for this payment authority beginning in FY 2001.

PROGRAM OUTPUT MEASURES ¹

	<u>1999</u>	<u>2000</u>	<u>2001</u> ²
Number of LEAs receiving payments ³	153	150	119
Average payment per student ³	\$63	\$65	\$70
Average payment ³	\$45,752	\$46,667	\$42,017
Special payment to North Chicago, Illinois	0	\$1,849,697	0
Special Payment to Hays Lodgepole, Montana	0	\$739,879	0
Special payment to Fort Sam Houston, Texas	0	\$462,424	0

¹ All numbers are estimates.

² Figures for 2001 reflect the Administration's reauthorization proposal to limit funding to school districts with 50 percent or more Indian lands students.

³ Excludes special payments.

IMPACT AID

Payments for Federal property

(Elementary and Secondary Education Act, Title VIII, Section 8002)

FY 2001 Authorization (\$000s): To be determined ¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$32,000	0	-\$32,000

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The purpose of this activity is to partially compensate certain local educational agencies (LEAs) for revenue lost due to the removal of Federal property from local tax rolls. The Department makes Payments for Federal property under section 8002(b) to LEAs that have had a loss of tax base of at least 10 percent of assessed value due to the acquisition, since 1938, of real property by the United States Government. The payment authority's formula calculates payments by multiplying the current, levied local real property tax rate of the LEA (or, in dependent school districts, an imputed real property tax rate) by the current aggregate assessed value of the Federal property as determined by the local tax assessor, based on the highest and best use of adjacent property.

Payments are reduced by the amount of revenue, if any, that the LEA received during the previous fiscal year from activities conducted on eligible Federal property. A payment received by an LEA under this section, when added to a Basic Support Payment received under section 8003, may not exceed the maximum Basic Support Payment for which the LEA is eligible under section 8003(b)(1)(C). Fiscal year 1995 payments were based on a "hold-harmless" amount that is no less than 85 percent of the fiscal year 1994 payment, and fiscal year 1996 payments were held harmless at 85 percent of fiscal year 1995 payments. Through fiscal year 2000, LEAs receive a "hold-harmless" amount that is 85 percent of the LEA's fiscal year 1996 payment. If appropriations are insufficient to provide payments in full, the formula ratably reduces payments to eligible LEAs.

Public Law 106-113, the fiscal year 2000 appropriations act, includes 6 provisos related to Payments for Federal Property. These provisos: (1) cause a few LEAs to become eligible for the program without having to demonstrate that they meet the eligibility criteria; (2) forgives overpayments to some LEAs without their being subject to the overpayment forgiveness process established in the authorizing statute and implementing regulations; (3) increase payment levels for some LEAs for fiscal years 1994 and 1995, which will increase

IMPACT AID

Payments for Federal property

their payments amounts in subsequent years; and (4) extend application deadlines for some LEAs that failed to meet the statutory deadlines.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996.....	\$16,293
1997.....	17,500
1998.....	24,000
1999.....	28,000
2000.....	32,000

FY 2001 BUDGET REQUEST

The Administration requests no funds for Payments for Federal Property in 2001. The limited Federal discretionary budget makes it impossible to fund all programs while providing increases for the highest education priorities. The Administration believes that the limited funds available for Impact Aid would be much more effectively spent on increases in payments on behalf of (1) "a" children under Basic Support Payments and Payments for Children for Disabilities and (2) children residing on Indian lands under the Impact Aid Construction authority. This authority, as well as Payments for Heavily Impacted Districts, has been subject to numerous amendments that grant exceptions to the basic eligibility criteria established in the authorizing statute. The Department estimates that over one-third of the currently participating LEAs do not meet the basic eligibility criteria in the authorizing statute. That is, one-third of the participating LEAs have not had a loss of tax base of at least 10 percent of assessed value due to the acquisition, since 1938, of real property by the United States Government.

PROGRAM OUTPUT MEASURES ¹

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Number of LEAs receiving payments	241	245	0
Average payment	\$117,647	\$132,231	0
Range of payments	\$43-	\$46-	0
	4,185,177	4,476,319	0

IMPACT AID

Payments for Federal property

PROGRAM OUTPUT MEASURES ¹

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Special payment to Centennial, Pennsylvania	\$500,000 ²	0	0
Special payment to Hatboro-Horsham, Pennsylvania	\$500,000 ²	0	0
Special payment to San Diego, California	\$500,000 ²	0	0
Special payment to Highland Falls, New York	\$1,139,206 ³	\$1,139, 206 ³	0

¹ Numbers are estimates except for earmarked amounts.

² In addition to these earmarked special payments provided to these LEAs in 1999, Centennial Pennsylvania; Hatboro-Horsham, Pennsylvania; and San Diego, California received their regular Section 8002 payment.

³ Special payment provided for Highland Falls, New York, which is one-half of that LEA's maximum payment under 8002(b).

IMPACT AID

Basic Support Payments

State or Outlying Area	1999 ¹	2000 Estimate	2001 Estimate
Alabama	\$2,083,756	\$2,402,996	\$1,604,941
Alaska	84,471,001	89,244,831	48,335,184
Arizona	110,691,595	116,713,456	126,935,210
Arkansas	356,063	410,047	1,216,213
California	45,904,329	51,765,815	56,623,012
Colorado	6,959,244	7,288,103	9,831,708
Connecticut	6,569,626	7,645,006	10,531,293
Delaware	28,263	15,638	2,631
District of Columbia	156,051	162,103	343,365
Florida	6,830,482	7,871,804	14,640,855
Georgia	8,771,347	6,758,496	5,826,957
Hawaii	26,854,636	32,084,875	30,522,274
Idaho	4,399,807	4,994,998	3,761,345
Illinois	8,417,283	10,005,902	12,059,073
Indiana	111,139	141,455	36,501
Iowa	102,816	118,449	229,974
Kansas	10,242,324	11,301,493	9,582,223
Kentucky	240,917	277,521	43,038
Louisiana	3,503,103	5,035,761	5,504,795
Maine	1,606,488	1,815,638	3,170,773
Maryland	4,634,438	5,345,257	15,718,022
Massachusetts	1,027,636	1,179,578	1,844,509
Michigan	1,570,815	1,835,539	2,455,058
Minnesota	7,153,028	7,744,322	9,121,328
Mississippi	2,614,803	3,010,940	3,394,180
Missouri	7,442,684	8,253,082	8,661,339
Montana	31,566,633	33,662,140	35,404,695
Nebraska	10,285,478	11,431,707	13,464,898
Nevada	2,851,125	3,325,325	8,745,515
New Hampshire	9,120	10,577	6,994
New Jersey	12,267,705	13,199,316	18,297,569
New Mexico	63,547,073	67,629,600	23,099,725
New York	9,798,045	11,576,985	16,577,375
North Carolina	6,911,840	7,964,422	5,668,206
North Dakota	16,934,339	17,834,121	18,267,542
Ohio	2,520,020	2,937,088	3,990,137
Oklahoma	20,120,565	27,252,801	28,633,672
Oregon	1,885,488	2,131,712	3,494,581
Pennsylvania	1,335,158	1,551,510	1,948,031
Rhode Island	2,498,808	2,901,491	4,003,660
South Carolina	2,092,052	2,410,171	5,677,310
South Dakota	20,952,584	22,233,930	26,359,042
Tennessee	1,023,201	1,182,322	641,102
Texas	32,325,129	41,827,694	41,035,844
Utah	5,758,924	6,762,747	6,630,007
Vermont	1,884	5,055	0
Virginia	24,070,655	27,942,934	30,726,160
Washington	27,342,760	30,274,269	23,372,553
West Virginia	7,637	8,675	50,332
Wisconsin	9,157,535	9,575,515	13,127,715
Wyoming	7,005,170	7,413,230	8,719,055
Puerto Rico	332,132	382,274	0
Virgin Islands	187,666	349,284	62,479
Undistributed	<u>38,467,600</u>	<u>0</u>	<u>0</u>
TOTAL	704,000,000	737,200,000	720,000,000

¹ Payments for fiscal year 1999 have not yet been completed. The distribution is as of January 10, 2000.

IMPACT AID

Payments for Children with Disabilities ¹

State or Outlying Area	1999	2000 Estimate	2001 Estimate
Alabama	\$140,484	\$142,873	\$67,140
Alaska	3,116,476	3,169,480	3,088,624
Arizona	4,887,039	4,978,928	5,037,910
Arkansas	61,939	62,992	37,503
California	4,744,405	4,820,522	4,279,942
Colorado	782,610	795,920	461,843
Connecticut	290,111	295,044	284,424
Delaware	5,888	5,988	0
District of Columbia	0	0	0
Florida	1,865,253	1,896,977	974,984
Georgia	827,000	843,790	254,519
Hawaii	1,247,002	1,268,211	1,246,842
Idaho	313,456	318,787	292,472
Illinois	470,534	478,537	393,352
Indiana	0	0	0
Iowa	25,507	25,941	27,007
Kansas	508,415	517,062	477,124
Kentucky	83,099	84,512	0
Louisiana	276,380	281,080	226,879
Maine	140,887	143,283	121,153
Maryland	869,952	884,747	489,872
Massachusetts	88,734	90,243	75,444
Michigan	207,897	211,433	207,239
Minnesota	771,397	784,516	815,561
Mississippi	240,856	244,952	130,809
Missouri	476,250	507,951	415,220
Montana	1,543,644	1,569,898	1,608,560
Nebraska	786,750	800,130	684,168
Nevada	450,455	458,116	338,583
New Hampshire	1,610	1,637	0
New Jersey	393,887	400,585	391,294
New Mexico	3,122,583	3,175,690	3,171,398
New York	223,687	269,642	138,967
North Carolina	1,172,977	1,192,926	478,074
North Dakota	1,067,212	1,085,362	1,087,151
Ohio	219,984	223,725	159,764
Oklahoma	2,635,397	2,998,023	2,777,973
Oregon	158,689	161,387	168,019
Pennsylvania	14,410	14,655	14,684
Rhode Island	150,639	153,200	124,916
South Carolina	384,997	391,545	227,025
South Dakota	1,207,121	1,227,650	1,255,219
Tennessee	241,075	245,175	44,431
Texas	3,391,510	3,449,191	2,142,327
Utah	652,970	664,075	635,707
Vermont	0	0	0
Virginia	4,569,225	4,646,924	1,550,528
Washington	2,787,749	2,835,161	2,411,921
West Virginia	3,726	3,789	0
Wisconsin	765,555	778,575	803,689
Wyoming	392,495	399,170	379,739
Puerto Rico	0	0	0
Virgin Islands	0	0	0
Undistributed	<u>1,220,082</u>	<u>0</u>	<u>0</u>
TOTAL	50,000,000	50,000,000	40,000,000

¹ Payments for fiscal year 1999 have not yet been completed. The distribution is as of January 10, 2000.

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SCHOOL IMPROVEMENT PROGRAMS

Divider Title: _____

Department of Education
SCHOOL IMPROVEMENT PROGRAMS

Fiscal Year 2001 Budget Request

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SCHOOL IMPROVEMENT PROGRAMS

For carrying out school improvement activities authorized by [titles II, IV, V-A and B, VI, IX,] title X-C [and XIII] of the Elementary and Secondary Education Act of 1965 ("ESEA"); [the Stewart B. McKinney Homeless Assistance Act; and] the Civil Rights Act of 1964 and part B of title VIII of the Higher Education Act of 1965 [;\$3,026,884,000, of which \$975,300,000 shall become available on July 1, 2000, and remain available through September 30, 2001,¹ and of which \$1,515,000,000 shall become available on October 1, 2000 and shall remain available through September 30, 2001 for academic year 2000-2001:² *Provided*, That of the amount appropriated, \$335,000,000 shall be for Eisenhower professional development State grants under title II-B³ and \$1,680,000,000 shall be for title VI⁴ and up to \$750,000 shall be for an evaluation of comprehensive regional assistance centers under title XIII of ESEA⁵: *Provided further*, That of the amount available for title VI \$1,300,000,000 shall be available, notwithstanding any other provisions of law, to carry out title VI of Elementary and Secondary Education Act of 1965 in accordance with section 310 of this Act, in order to reduce class size, particularly in the early grades, using highly qualified teachers to improve educational achievement for regular and special needs children]⁶ . \$202,334,000.

GENERAL PROVISIONS

[SEC. 310. (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education-- (1) shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and (2) shall allocate the remainder by providing each State the same percentage of that remainder as it

received of the funds allocated to States under section 307(a)(2) of the Department of Education Appropriations Act, 1999.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which--

(A) 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and

(B) 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies.

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new fully qualified teacher in that agency who is certified within the State (which may include certification through State or local alternative routes), has a baccalaureate degree, and demonstrates the general knowledge, teaching skills, and subject matter knowledge required to teach in his or her content areas, that agency may use funds under this section to (A) help pay the salary of a full- or part-time teacher hired to reduce class size, which may be in combination with other Federal, State, or local funds; or (B) pay for activities described in subsection (c)(2)(A)(iii) which may be related to teaching in smaller classes.

(c)(1) The basic purpose and intent of this section is to reduce class size with fully qualified teachers. Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with fully qualified teachers who are certified within the State, including teachers certified through State or local alternative routes, and who demonstrate competency in the areas in which they teach, to improve educational achievement for both regular and special needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is most effective.

(2)(A) Each such local educational agency may use funds under this section for

(i) recruiting (including through the use of signing bonuses, and other financial incentives), hiring, and training fully qualified regular and special education teachers (which may include hiring special education teachers to team-teach with regular teachers in classrooms that contain both children with disabilities and non-disabled children) and teachers of special-needs children, who are certified within the State, including teachers certified through State or local alternative routes, have a baccalaureate degree and demonstrate the general knowledge, teaching skills, and subject matter knowledge required to teach in their content areas;

(ii) testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

(iii) providing professional development (which may include such activities as promoting retention and mentoring) to teachers, including special education teachers and teachers of special-needs children, in order to meet the goal of ensuring that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively in the content area or areas in which they provide instruction, consistent with title II of the Higher Education Act of 1965.

(B)(i) Except as provided under clause (ii) a local educational agency may use not more than a total of 25 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).

(ii) A local educational agency in an Ed-Flex Partnership State under Public Law 106-25, the Education Flexibility Partnership Act, and in which 10 percent or more of teachers in elementary schools as defined by section 14101(14) of the Elementary and Secondary Education Act of 1965 have not met applicable State and local certification requirements (including certification through State or local alternative routes), or if such requirements have been waived, may apply to the State educational agency for a waiver that would permit it to use more than 25 percent of the funds it receives under this section for activities described in subparagraph (A)(iii) for the purpose of helping teachers who have not met the certification requirements become certified.

(iii) If the State educational agency approves the local educational agency's application for a waiver under clause (ii), the local educational agency may use the funds subject to the waiver for activities described in subparagraph (A)(iii) that are needed to ensure that at least 90 percent of the teachers in elementary schools are certified within the State.

(C) A local educational agency that has already reduced class size in the early grades to 18 or less children (or has already reduced class size to a State or local class size reduction goal that was in effect on the day before the enactment of the Department of Education Appropriations Act, 2000, if that State or local educational agency goal is 20 or fewer children) may use funds received under this section--

- (i) to make further class size reductions in grades kindergarten through 3;
- (ii) to reduce class size in other grades; or
- (iii) to carry out activities to improve teacher quality, including professional development.

(D) If a local educational agency has already reduced class size in the early grades to 18 or fewer children and intends to use funds provided under this section to carry out professional

development activities, including activities to improve teacher quality, then the State shall make the award under subsection (b) to the local educational agency.

(3) Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.

(4) No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are not hired under this section. Funds under this section may be used to pay the salary of teachers hired under section 307 of the Department of Education Appropriations Act, 1999.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each State and local educational agency receiving funds under this section shall publicly report to parents on its progress in reducing class size, increasing the percentage of classes in core academic areas taught by fully qualified teachers who are certified within the State and demonstrate competency in the content areas in which they teach, and on the impact that hiring additional highly qualified teachers and reducing class size, has had, if any, on increasing student academic achievement.

(3) Each school receiving funds under this section shall provide to parents upon request, the professional qualifications of their child's teacher.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) ADMINISTRATIVE EXPENSES.--A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g) REQUEST FOR FUNDS.--Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's program to reduce class size by hiring additional highly qualified teachers.

(h) No funds under this section may be used to pay the salary of any teacher hired with funds under section 307 of the Department of Education Appropriations Act, 1999, unless, by the start of the 2000-2001 school year, the teacher is certified within the State (which may include certification through State or local alternative routes) and demonstrates competency in the subject areas in which he or she teaches.

(i) Titles III and IV of the Goals 2000: Educate America Act are repealed on September 30, 2000.]⁷ (*Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P.L. 106-113).*)

NOTES

All bracketed language except that related to Innovative education program strategies State grants and Ellender fellowships is deleted because 2001 amounts are requested under proposed legislation to revise and reauthorize programs currently authorized under the Elementary and Secondary Education Act, Stewart B. McKinney Homeless Assistance Act, and Goals 2000 Educate America Act. Language related to Innovative education program strategies State grants and Ellender fellowships is deleted because no funds are requested for those programs in 2001.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

SCHOOL IMPROVEMENT PROGRAMS

Analysis of Language Provisions and Changes

Language Provision	Explanation
SCHOOL IMPROVEMENT PROGRAMS ¹[...\$3,026,884,000, of which \$975,300,000 shall become available on July 1, 2000, and remain available through September 30, 2001, ...]	This language provides for funds to be appropriated on a forward-funded basis for Eisenhower Professional Development State Grants, Innovative Education Program Strategies State Grants, Class Size Reduction Grants, Safe and Drug-Free Schools and Communities State Grants, Education for Homeless Children and Youth State Grants, and Ellender Fellowships.
²[...and of which \$1,515,000,000 shall become available on October 1, 2000 and shall remain available through September 30, 2001 for academic year 2000-2001:....]	This language provides for funds to be appropriated on an advance-funded basis for Innovative Education Program Strategies State Grants, Class Size Reduction State Grants, and Safe and Drug-Free Schools and Communities State Grants.
³[...<i>Provided</i>, That of the amount appropriated, \$335,000,000 shall be for Eisenhower professional development State grants under title II-B...]	This language earmarks funding for Eisenhower Professional Development State Grants at a level that is less than the 94 percent (of the total for Eisenhower State grants, National programs, and demonstration projects) required by the authorizing statute.
⁴[...and \$1,680,000,000 shall be for title VI of ESEA:]	This language earmarks the appropriation for Innovative Education Program Strategies State Grants.
⁵[...and up to \$750,000 shall be for an evaluation of comprehensive regional assistance centers under title XIII of ESEA...]	This language authorizes the use of funds for an evaluation of the Comprehensive Regional Assistance Centers program at a level that is more than the 0.5 of 1 percent authorized under section 14701 of the Elementary and Secondary Education Act of 1965.

SCHOOL IMPROVEMENT PROGRAMS

Analysis of Language Provisions and Changes

Language Provision	Explanation
⁶[...<i>Provided further</i>, That of the amount available for title VI \$1,300,000,000 shall be available, notwithstanding any other provisions of law, to carry out title VI of Elementary and Secondary Education Act of 1965 in accordance with section 310 of this Act, in order to reduce class size, particularly in the early grades, using highly qualified teachers to improve educational achievement for regular and special needs children...]	This language specifies that \$1,300,000,000 of the appropriation for Innovative Education Program Strategies is to be used for Class-Size Reduction State Grants, as authorized under section 310 of the 2000 Department of Education Appropriations Act.
GENERAL PROVISIONS ⁷[SEC. 310. (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education... Titles III and IV of the Goals 2000: Educate America Act are repealed on September 30, 2000.]	This language authorizes the Class Size Reduction Grants program for fiscal year 2000, and repeals title III (State and Local Education Systemic Improvement) and title IV (Parental Assistance) of the Goals 2000 Educate America Act.

SCHOOL IMPROVEMENT PROGRAMS

Amounts Available for Obligation
(\$000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	\$2,811,134	\$3,026,884	\$3,917,034
Enacted rescission	<u>0</u>	<u>-20,000</u>	<u>0</u>
Subtotal, appropriation	2,811,134	3,006,884	3,917,034
Advance for succeeding fiscal year	0	-1,515,000	-1,515,000
Advance from succeeding fiscal year	<u>0</u>	<u>0</u>	<u>1,515,000</u>
Subtotal, budget authority	2,811,134	1,491,884	3,917,034
Comparable transfer from <u>Education Research, Statistics, and Improvement</u> for Eisenhower professional development Federal activities	23,300	23,300	0
Comparable transfer from <u>Education Research, Statistics, and Improvement</u> for Eisenhower regional mathematics and science education consortia	15,000	15,000	0
Comparable transfer from <u>Education Reform</u> for Parental information resource centers	<u>30,000</u>	<u>33,000</u>	<u>0</u>
Subtotal, net comparable budget authority	2,879,434	1,563,184	3,917,034
Spending authority from offsetting collections from Federal sources:	<u>36,046</u>	<u>0</u>	<u>0</u>
Subtotal, gross budget authority	2,915,480	1,563,184	3,917,034
Unobligated balance, start of year	5,306	3,804	0
Unobligated balance expiring	-361	0	0
Unobligated balance, end of year	<u>-3,804</u>	<u>0</u>	<u>0</u>
Subtotal, obligations	2,916,621	1,566,988	3,917,034
Reimbursable obligations	<u>-36,046</u>	<u>0</u>	<u>0</u>
Total, direct obligations	2,880,575	1,566,988	3,917,034

SCHOOL IMPROVEMENT PROGRAMS

Obligations by Object Classification (\$000s)

	1999	2000	2001
Contractual services and supplies:			
Travel and transportation of persons	\$1	\$1	\$1
Communications, utilities, and miscellaneous charges	8	15	14
Printing and reproduction	560	471	100
Advisory and assistance services	3,800	1,453	1,088
Peer review	750	1,090	778
Other services	34,510	15,460	8,509
Purchases of goods and services from government accounts	<u>797</u>	<u>305</u>	<u>228</u>
Subtotal	40,426	18,795	10,718
Research and development contracts	284	109	81
Grants, subsidies, and contributions	<u>2,839,865</u>	<u>1,548,084</u>	<u>3,906,235</u>
Total, direct obligations	2,880,575	1,566,988	3,917,034

SCHOOL IMPROVEMENT PROGRAMS

Summary of Changes (\$000s)

2000.....	\$3,078,184
2001.....	<u>3,917,034</u>
Net change	+838,850

	<u>2000 base</u>	<u>Change from base</u>
<u>Increases:</u>		
<u>Program:</u>		
Increase to initiate the Teaching to High Standards program to support standards-based instruction in the Nation's classrooms.	0	+\$690,000
An increase to begin a new School Leadership initiative to establish centers to recruit, prepare, and train school- and district-level administrators.	0	+40,000
Increase in national activities for the improvement of teaching and school leadership to implement recommendations of the National Commission on Mathematics and Science Teaching to improve the quality of teaching in math and science.	\$23,300	+1,700
Increase to initiate the Hometown Teacher Initiative to encourage high school students to become teachers and to support them in their undergraduate teacher training programs and their first years in the classroom.	0	+75,000
Increase to initiate the Higher Standards, Higher Pay program to establish teacher peer review programs in school districts.	0	+50,000
Increase to initiate the Teacher Quality Incentives program to encourage the use of fully certified and licensed teachers and to discourage out-of-field teaching.	0	+50,000
Increase to initiate the Transition to Teaching program to support the Troops to Teachers program and to recruit, prepare, and support career-changing professionals as teachers.	0	+25,000

SCHOOL IMPROVEMENT PROGRAMS

Summary of Changes (\$000s)

	<u>2000 base</u>	<u>Change from base</u>
<u>Increases:</u>		
<u>Program</u> (continued):		
Increase to initiate the Early Childhood Educator Professional Development program to develop high-quality professional development opportunities for early childhood educators and caregivers.	0	+\$30,000
Increase for Class Size Reduction program to further reduce class sizes through the hiring of highly qualified teachers.	\$1,300,000	+450,000
Increase for Safe and Drug-Free Schools and Communities National Programs to fund 40 additional projects under the Safe Schools/Healthy Students Initiative to help school districts and communities to develop and implement comprehensive, community-wide strategies for creating safe and drug-free schools and for promoting healthy childhood development.	160,750	+40,000
Increase in Safe and Drug-Free Schools and Communities to initiate Project SERV, to expand the Federal Government's capacity to provide resources and services to schools following a violent incident or other traumatic crisis affecting the learning environment, and to assist school districts in preparing to respond to such emergencies.	0	+\$10,000
Increase in the Arts in Education program to expand programs to support arts education for at-risk youth.	11,500	+11,500
Increase in the Education for Homeless Children and Youth program to improve the quality of education provided to homeless children.	28,800	+2,900
Increase to support the establishment of approximately 700 additional Charter Schools.	145,000	+30,000

SCHOOL IMPROVEMENT PROGRAMS

Summary of Changes (\$000s)

	<u>2000 base</u>	<u>Change from base</u>
<u>Increases:</u>		
<u>Program</u> (continued):		
Increase to initiate the Opportunities to Improve our Nation's Schools (OPTIONS) program to identify and support innovative approaches to high-quality school choice.	0	+\$20,000
Increase for Advanced Placement Incentives program to increase the number of low-income students who take advanced placement tests and to increase the number of advanced placement courses in low-income schools.	+\$15,000	+5,000
Increase for Strengthening Technical Assistance Capacity Grants to enhance support for high-quality technical assistance to improve teaching and learning.	28,000	<u>+10,000</u>
Subtotal, increases		+1,541,100
<u>Decreases:</u>		
<u>Program:</u>		
Elimination of funds for Eisenhower Professional Development State grants because the Administration's reauthorization proposal consolidates this into the proposed Teaching to High Standards program.	335,000	-335,000
Elimination of funds for Innovative Education Program Strategies because of the very limited impact the program has on educational improvement and reform.	365,750	-365,750
Elimination of Federal support for the Ellender Fellowships program, which would be sustained through private-sector efforts.	1,500	<u>-1,500</u>
Subtotal, decreases		<u>-702,250</u>
Net change		+838,850

SCHOOL IMPROVEMENT PROGRAMS

Authorizing Legislation
(\$000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Teaching to high standards State grants (<i>proposed legislation</i>)	---	---	To be determined	\$690,000
Eisenhower professional development State grants (<i>ESEA-II-B</i>)	Indefinite ^{1, 2}	\$335,000	0 ³	0
School leadership initiative (<i>proposed legislation</i>)	---	---	To be determined	40,000
National activities for the improvement of teaching and school leadership (<i>proposed legislation</i>)	---	---	To be determined	25,000
Eisenhower professional development Federal activities (<i>ESEA II-A</i>)	Indefinite ²	23,300 ⁴	0 ³	0
Eisenhower regional mathematics and science education consortia (<i>ESEA XIII-C</i>)	Indefinite ²	15,000 ⁴	To be determined ⁵	15,000
Hometown teachers (<i>proposed legislation</i>)	---	---	To be determined	75,000
Higher standards, higher pay (<i>proposed legislation</i>)	---	---	To be determined	50,000
Teacher quality incentives (<i>proposed legislation</i>)	---	---	To be determined	50,000
Transition to teaching: Troops to teachers (<i>proposed legislation</i>)	---	---	To be determined	25,000
Early childhood educator professional development (<i>proposed legislation</i>)	---	---	To be determined	30,000
Innovative education program strategies State grants (<i>ESEA-VI-A</i>)	Indefinite ²	365,750	0 ³	0
Class size reduction (<i>Department of Education Appropriations Act, 2000, section 310</i>)	\$1,300,000 ⁶	1,300,000	To be determined ⁶	1,750,000
Safe and Drug-free schools and communities: State grants (<i>ESEA-IV-A-1</i>)	Indefinite ²	439,250	To be determined ⁵	439,250
National programs (<i>ESEA-IV-A-2</i>)	Indefinite ²	160,750 ⁷	To be determined ⁵	200,750 ⁷
Project SERV (<i>ESEA-IV-A-2</i>)	Indefinite ²	---	To be determined ⁵	10,000

SCHOOL IMPROVEMENT PROGRAMS

Authorizing Legislation (\$000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Inexpensive book distribution (<i>ESEA-X-E</i>)	Indefinite ²	\$20,000	To be determined ⁵	\$20,000
Arts in education (<i>ESEA-X-D-1</i>)	Indefinite ^{2, 8}	11,500	To be determined ⁵	23,000
Magnet schools assistance (<i>ESEA-V-A</i>)	Indefinite ²	110,000	To be determined ⁵	110,000
Education for homeless children and youth (<i>McKinney Act, Title VII-B</i>)	Indefinite ²	28,800	To be determined ⁵	31,700
Women's educational equity (<i>ESEA-V-B</i>)	Indefinite ²	3,000	To be determined ⁵	3,000
Training and advisory services (<i>CRA-IV</i>)	Indefinite	7,334	Indefinite	7,334
Ellender fellowships (<i>ESEA-X-G</i>)	Indefinite ²	1,500	0 ³	0
Education for Native Hawaiians (<i>ESEA-IX-B</i>)	Indefinite ²	23,000	To be determined ⁵	23,000
Alaska Native education equity (<i>ESEA-IX-C</i>)	Indefinite ²	13,000	To be determined ⁵	13,000
Charter schools (<i>ESEA-X-C</i>)	Indefinite	145,000	Indefinite	175,000
Opportunities to improve our Nation's schools (<i>OPTIONS</i>) (<i>Proposed legislation</i>)	---	---	To be determined	20,000
Advanced placement initiatives (<i>HEA-VIII-B</i>)	Indefinite	15,000	Indefinite	20,000
Strengthening technical assistance capacity grants (<i>Proposed legislation</i>)	---	---	To be determined	38,000
Comprehensive regional assistance centers (<i>ESEA-XIII-A</i>)	Indefinite ²	28,000	0 ³	0
Parent information resource centers (<i>Goals 2000 EEA-IV</i>)	0 ⁹	33,000 ¹⁰	To be determined ¹¹	33,000
<u>Unfunded authorizations:</u>				
Dropout prevention demonstrations (<i>ESEA-V-C</i>)	Indefinite ²	0	0 ³	0

SCHOOL IMPROVEMENT PROGRAMS

Authorizing Legislation (\$000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Cultural partnerships for at-risk children and youth (<i>ESEA X-D-2</i>)	Indefinite ²	0	0 ³	0
Instruction in civics, government, and the law (<i>ESEA, section 10602</i>)	Indefinite ^{2, 12}	0	0 ³	0
Urban and rural education assistance				
Demonstration grants (<i>ESEA X-J-1 and 2</i>)	Indefinite ^{2, 13}	0	0 ³	0
Higher education grants (<i>ESEA, section 10975</i>)	<u>Indefinite</u>	<u>0</u>	<u>0 ³</u>	<u>0</u>
Total definite authorization	\$1,300,000		0	
Total appropriation		\$3,078,184		\$3,917,034

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¹ Of the total appropriated for Title II, 5 percent is to be reserved for Federal Activities under Part A and 1 percent is to be reserved for a Professional Development Demonstration project under Part C. The remainder is to be available for State grants.

² The GEPA extension applies through September 30, 2000.

³ The GEPA extension expires September 30, 2000; no new authorizing legislation is proposed.

⁴ Adjusted for comparability. Funds were appropriated in the Education Research, Statistics, and Improvement account.

⁵ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

⁶ In fiscal year 2000, the program was authorized through appropriations language; new authorizing legislation is proposed.

⁷ Adjusted for comparability. Includes \$50,000 thousand for the Coordinator Initiative.

⁸ If the appropriation for any fiscal year is \$9,000 thousand or less, funds for this program may be used only for model projects and programs in the performing arts for children and youth through arrangements made with the John F. Kennedy Center for the Performing Arts, and for model projects and programs by Very Special Arts that ensure the participation in mainstream settings in arts and education programs of individuals with disabilities.

⁹ The authorizing statute was repealed effective September 30, 1999. In fiscal year 2000, the program was authorized through appropriations language.

¹⁰ Adjusted for comparability. Funds were appropriated in the Education Reform account.

¹¹ The authorizing legislation was repealed effective September 30, 1999; new authorizing legislation is proposed.

¹² Of the total appropriated for Part F of Title X, 40 percent is to be reserved for instruction on the history and principles of democracy in the United States under section 10601 and 60 percent is to be reserved for instruction in civics, government, and the law under section 10602, provided that each of these programs is funded at not less than the amount funded in 1994 under prior legislation.

¹³ Of the total appropriated for Part J of Title X (other than section 10975), 50 percent is to be reserved for Urban Education Demonstration Grants under subpart 1 and 50 percent is to be reserved for Rural Education Demonstration Grants under Subpart 2.

SCHOOL IMPROVEMENT PROGRAMS

Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	\$1,500,528	\$1,577,618	\$1,586,595	\$1,578,195
1993	1,620,447	1,557,855	1,553,611	1,531,041
1994	1,572,890	1,339,178	1,393,893	1,376,659
1995	1,709,619	1,424,513	1,570,201	1,564,877
1995 Rescission	-103,084	-747,021	-122,417	-247,940
1996	1,554,331	946,227	948,987	1,223,616
Delayed obligations to FY 1997	0	0	208,000	0
1997	1,404,000	1,237,383	1,318,631 ¹	1,425,618
1998	1,299,222	1,507,388	1,542,293	1,538,188
1999	1,475,800	1,542,334	1,655,188	2,811,134
2000	2,722,534	1,477,188	1,721,884	1,511,884
2000 Recission	0	0	0	-20,000
2000 Advance for 2001	0	1,638,000	1,239,750	1,515,000
2001	2,402,034			
2001 Advance for 2002	1,515,000			

¹ Reflects Senate Committee action.

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School Improvement Programs

¹ Adjusted for comparability. Funds were provided under the Education Research, Statistics, and Improvement account.

DEPARTMENT OF ED. , FISCAL YEAR 2001 BUDGET REQUEST

(in thousands of dollars)

(in thousands of dollars)				2001	President's Request Compared	
Office, Account, Program and Activity	Category	1999	2000	President's	to FY 2000 Appropriation	
	Code	Appropriation	Appropriation	Request	Amount	Percent
<u>School Improvement Programs (continued)</u>						
3. Class size reduction (Department of Education Appropriations Act, 2000, section 310):						
Annual appropriation.....	D	1,200,000	400,000	850,000	450,000	112.5%
Advance for succeeding fiscal year.....	D	0	900,000	900,000	0	0.0%
Subtotal.....		1,200,000	1,300,000	1,750,000	450,000	34.6%
4. Safe and drug-free schools and communities:						
(a) State grants (ESEA IV-A, Subpart 1):						
Annual appropriation.....	D	441,000	109,250	109,250	0	0.0%
Advance for succeeding fiscal year.....	D	0	330,000	330,000	0	0.0%
Subtotal, State grants.....		441,000	439,250	439,250	0	0.0%
(b) National programs (ESEA IV-A, Subpart 2).....	D	125,000 ¹	160,750 ¹	200,750 ¹	40,000	24.9%
(c) Project SERV (ESEA IV-A, Subpart 2).....	D	0	0	10,000	10,000	---
Subtotal.....		566,000	600,000	650,000	50,000	8.3%
5. Inexpensive book distribution (ESEA X-E).....	D	18,000	20,000	20,000	0	0.0%
6. Arts in education (ESEA X-D-1).....	D	10,500	11,500	23,000	11,500	100.0%
7. Magnet schools assistance (ESEA V-A).....	D	104,000	110,000	110,000	0	0.0%
8. Education for homeless children and youth (SBMHAA Title VII-B).....						
	D	28,800	28,800	31,700	2,900	10.1%
9. Women's educational equity (ESEA V-B).....	D	3,000	3,000	3,000	0	0.0%
10. Training and advisory services (CRA IV).....	D	7,334	7,334	7,334	0	0.0%
11. Ellender fellowships (ESEA X-G).....	D	1,500	1,500	0	(1,500)	-100.0%
12. Education for Native Hawaiians (ESEA IX-B).....	D	20,000	23,000	23,000	0	0.0%
13. Alaska Native education equity (ESEA IX-C).....	D	10,000	13,000	13,000	0	0.0%
14. Charter schools (ESEA X-C).....	D	100,000	145,000	175,000	30,000	20.7%
15. Opportunities to improve our Nation's schools (OPTIONS) (proposed legislation).....						
	D	0	0	20,000	20,000	---
16. Advanced placement incentives (HEA VIII-B).....	D	4,000	15,000	20,000	5,000	33.3%
17. Strengthening technical assistance capacity:						
(a) Strengthening technical assistance capacity grants (proposed legislation).....						
	D	0	0	38,000	38,000	---
(b) Comprehensive regional assistance centers (ESEA XIII-A).....						
	D	28,000	28,000	0	(28,000)	-100.0%
18. Parental information resource centers (Goals 2000 EAA-IV).....						
	D	30,000 ²	33,000 ²	33,000	0	0.0%
Total, Appropriation.....		2,879,434	3,078,184	3,917,034	838,850	27.3%
Total, Budget authority.....		2,879,434	1,563,184	3,917,034	2,353,850	150.6%
Current.....		2,879,434	1,563,184	2,402,034	838,850	53.7%
Prior year's advance.....		0	0	1,515,000	1,515,000	---
Outlays, Total.....		1,325,600	2,527,388	2,813,177	285,789	11.3%
Outlays, current.....		1,325,600	2,527,388	1,797,677	(729,711)	-28.9%
Outlays, advance.....		0	0	1,015,500	1,015,500	---

¹ Adjusted for comparability. Includes funds for the Coordinator Initiative: \$35,000 thousand in 1999 and \$50,000 thousand in 2000 and 2001.

² Adjusted for comparability. Funds were provided under the Education Reform account.

NOTE: All activities in this account authorized under the Elementary and Secondary Education Act, except Charter Schools, and for which funds are proposed in fiscal year 2001, are requested under proposed legislation.

SCHOOL IMPROVEMENT PROGRAMS

Summary of Request

In 1994, Congress amended the Elementary and Secondary Education Act (ESEA) to reinvent Federal education programs based on principles of effective and equitable education for all students. The amended Act reflects systemic reform based on five principles: (1) setting challenging State content and performance standards for all children; (2) focusing on improving teaching and learning by making sustained and intensive professional development an integral part of the education system; (3) targeting resources where needs are greatest; (4) giving flexibility to schools, school districts, and States to implement reforms in return for accountability and improvements in student performance; and, (5) creating a strong partnership among schools, parents, and other community members.

The Administration's ESEA reauthorization proposal, the Educational Excellence for All Children Act, would continue this approach by building on the progress that has been made, encouraging continued progress at the State and local levels, and structuring the Federal education programs efficiently to meet the goal of providing a high quality education to all children.

The fiscal year 2001 budget request of \$3.9 billion for School Improvement Programs is designed to assist in the implementation of the Administration's reauthorization proposal and implement several significant components of the Department's Strategic Plan to help students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment, and to build a solid foundation for learning. Specifically, the resources proposed for this account would support the following objectives in the Department's Strategic Plan:

- **A talented and dedicated teacher is in every classroom in America, and every eighth grader masters challenging mathematics, including the foundations of algebra and geometry.** The request includes \$1 billion for the following array of programs to improve the skills and knowledge of teachers, administrators, and early childhood educators, encourage diverse approaches (especially in high-poverty communities) to recruiting and retaining teachers, and provide incentives to raise teacher performance at the school and district levels:
 - Teaching to High Standards State Grants, which would support standards-based reform and sustained and intensive high-quality professional development for educators in the core academic subjects;
 - A new School Leadership Initiative, which would fund centers that provide professional development to principals and other school- and district- level administrators;
 - National Activities for the Improvement of Teaching and School Leadership, which will continue to support programs from Eisenhower Professional Development Federal Activities, including the National Clearinghouse for Mathematics and Science Education and the National Board for Professional Teaching Standards;
 - Eisenhower Regional Mathematics and Science Education Consortia, which would continue to support regional consortia to disseminate exemplary mathematics and science instructional materials and provide technical assistance to help teachers and administrators implement new teaching methods and assessment tools;

SCHOOL IMPROVEMENT PROGRAMS

Summary of Request

- Three initiatives to foster local responses to the demand for higher quality teachers -- the Hometown Teachers Initiative, which would encourage high school students to become teachers and support them in their undergraduate teacher training programs and their first years in the classroom; Higher Standards, Higher Pay, which would establish teacher peer review programs in school districts to raise the quality of the teaching force; and Teacher Quality Incentives, a new program that would encourage the use of fully certified and licensed teachers and discourage out-of-field teaching;
- Transition to Teaching: Troops to Teachers, which would fund the Troops to Teachers program, which encourages and supports former members of the military to become teachers, and expand it to encourage other mid-career professionals to become teachers; and
- Early Childhood Educator Professional Development, which would create high-quality professional development for early childhood educators and caregivers working in communities with high concentrations of young children living in poverty.
- **Schools are strong, safe, disciplined, and drug-free.** The request includes \$650 million for Safe and Drug-Free Schools and Communities (SDFSC), \$50 million more than the 2000 appropriation, including a \$40 million increase for National Programs to fund new projects under the Safe Schools/Healthy Students Initiative, a joint effort of the Departments of Education, Justice, Health and Human Services, and Labor, to help school districts and communities to develop and implement comprehensive, community-wide strategies for creating safe and drug free schools and for promoting healthy childhood development; level funding for State Grants, which, under the Administration's ESEA reauthorization proposal, would be awarded competitively by State educational agencies (SEAs) to local educational agencies (LEAs) based on objective measures of need and on the quality of the LEA's proposed programming, and in sufficient amounts to support effective programming; \$50 million for the Coordinator Initiative to help improve drug and violence prevention programming in middle schools; and \$10 million for a new Federal response to violent deaths and other crises affecting schools, called Project SERV (School Emergency Response to Violence).
- **Every child reads independently by the end of the third grade.** The budget requests \$1.75 billion for the Class Size Reduction program to allow local school districts to continue their efforts to reduce class sizes by recruiting and hiring qualified teachers, and to provide teachers with instruction in teaching reading and other subjects effectively in small classes; and level funding of \$20 million for the Inexpensive Book Distribution program, to help motivate and assist children to read well by their 8th birthday.
- **Public school students and parents have more choice of schools.** The request includes \$175 million for Charter Schools, community-initiated public schools that are freed from significant statutory or regulatory requirements in exchange for accountability for results; \$110 million for Magnet Schools Assistance, which enables schools to pursue their desegregation goals and provide high-quality instruction while giving families considerable choice over the schools their children attend; and \$20 million for a new OPTIONS (Opportunities to Improve our Nation's Schools) program, proposed in the Administration's

SCHOOL IMPROVEMENT PROGRAMS

Summary of Request

ESEA reauthorization bill, to identify and support other innovative approaches to high-quality public school choice.

- **Special populations receive appropriate services and assessments consistent with high standards.** The budget would: double funding for the Arts in Education program which, among other things, encourages the involvement of disabled individuals and at-risk students in the arts; increase funding by 33 percent for the Advanced Placement Incentives program, to increase the ability of States to subsidize the cost of test fees of low-income students and expand the scope of other activities designed to increase the number of low-income students in advanced placement classes; provide a 10 percent increase for the Education for Homeless Children and Youth program, to help ensure that homeless children and youth have an opportunity to meet the same challenging standards to which all children are held; and level fund the Women's Educational Equity program, which helps enhance the educational opportunities of women and girls; the Training and Advisory Services program, which aids in the promotion of equity in education and thereby helps ensure that systemic reform and educational restructuring plans consider the needs of *all* students; and two programs designed exclusively to address the special educational needs of Native Hawaiians and Alaska Native children.

The request also provides cross-cutting support for the above objectives through two technical assistance programs included in the Administration's ESEA reauthorization proposal. Specifically, the budget includes \$38 million for Strengthening Technical Assistance Capacity Grants, a demand-based system in which States and large school districts would receive direct formula grants to purchase technical assistance that best fits their needs and to strengthen their capacity to acquire and use technical assistance; and \$33 million for State and regional Parent Information Resource Centers, to provide training, information, and support to SEAs, LEAs, and schools to assist them in increasing the participation of parents in the education of their children, and improving parents' capacity to develop their children's early language and literacy skills.

Funding at the requested level for programs in this account will help support the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Teaching to high standards: Teaching to high standards State grants (Proposed legislation)

FY 2001 Authorization (\$000s): To be determined

Budget Authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Teaching to high standards State grants:			
Annual Appropriation	0	\$405,000	+\$405,000
Advance for succeeding fiscal year	<u>0</u>	<u>285,000</u>	<u>+285,000</u>
Subtotal	0	690,000	+690,000
Eisenhower professional development State grants	<u>\$335,000</u>	<u>0</u>	<u>-335,000</u>
Total	335,000	690,000	+355,000

PROGRAM DESCRIPTION

Teaching to high standards State grants (proposed legislation)

The Administration's proposal for reauthorization of the Elementary and Secondary Education Act includes a new program to help ensure that all students receive the instruction they need to achieve to challenging State standards in the core academic subjects. Teaching to High Standards State Grants would take the place of the Eisenhower Professional Development State Grants program (ESEA II-B) which is described at the end of this section. The program would help educators improve learning in American classrooms by supporting State and local efforts to align curricula and assessments with challenging State and local content standards and to provide teachers with sustained and intensive, high-quality professional development in the core academic subjects.

This program would provide funds to State educational agencies (SEAs), local educational agencies (LEAs), State agencies for higher education (SAHEs), institutions of higher education (IHEs), and qualified non-profit organizations (NPOs) to support standards reform and sustained and intensive high-quality professional development for educators in the core academic subjects, including mathematics, science, reading and English, social studies, foreign languages, and the fine arts.

Funds would be distributed by formula to SEAs. Of the total appropriation, 1 percent would be reserved for the Outlying Areas and the Bureau of Indian Affairs. The Department would then allocate the remaining amount to States, half on the basis of State shares of ESEA Title I

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Teaching to high standards: Teaching to high standards State grants

funding for the previous fiscal year and half based on school-aged population, with no State receiving less than 0.5 of 1 percent of the total.

After reserving up to 10 percent of its allocation for State-level activities, including up to a third of its reservation for administrative activities, the SEA would make an award to the SAHE in an amount that is the State's relative share of \$60 million. The SEA would distribute the remaining amount to LEAs, half by formula based on school-aged poverty and half on a competitive basis. The SEA would award the competitive subgrants to LEAs based on the quality of an LEA's proposal and the LEA's demonstrated need, as established by the SEA. These competitive subgrants should enhance and expand the activities that the LEA conducts with the formula grant funds it receives.

The SAHE could reserve up to 3.33 percent for administration and would use the remaining funds to award competitive subgrants to IHEs or NPOs. To qualify for these subgrants, IHEs and NPOs would be required to have a written agreement with an LEA to provide professional development in the core academic subjects to the elementary and secondary school teachers in that LEA. In awarding subgrants, the SAHE would give priority to those projects that focus on induction programs for new teachers.

LEAs would use their formula and competitive funds for such activities as: (1) professional development in the core academic subjects that provides educators with content and pedagogical skills to prepare all students to achieve to challenging State and local content and student performance standards; (2) school-based collaborative efforts among teachers to improve instruction in the core academic subject areas; (3) teacher participation in working groups, task forces, or committees charged with adapting and implementing high standards for all students; (4) induction programs to assist new teachers during their first three years in the classroom; and (5) the development and acquisition of curricular materials and other instructional aids (as long as they would not normally be provided by the school district or State as part of the regular instructional program) that would advance local reform efforts to raise student achievement against State and local content and student performance standards.

With the funds the SEA reserves for State-level activities, the SEA would carry out activities that promote high-quality classroom instruction, based on an approved application. These activities could include, among others: (1) supporting the continued improvement of State content and student performance standards and of assessments aligned with those standards; (2) providing technical assistance to LEAs and schools to implement State and local assessments and to develop curricula consistent with State and local content and performance standards; (3) redesigning and strengthening professional licensure systems for educators; (4) developing and implementing professional development for teachers, principals, and other educators based on State content and student performance standards; (5) supporting the development and implementation, at the LEA and school-building levels, of improved systems for recruiting, selecting, hiring, mentoring, supporting, evaluating, and rewarding teachers and principals; and (6) establishing, expanding, or improving rigorous alternative routes to State certification or licensure.

In any year in which the appropriation for this program is \$300 million or less, all funds would be used for professional development in mathematics and science. If the appropriation is greater

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Teaching to high standards: Teaching to high standards State grants

than \$300 million, the total amount of funds that the State spends on professional development in mathematics and science would be at least as much as the State would have received if the appropriation had been \$300 million.

The Administration is proposing that the Teaching to High Standards State Grants be a forward-funded program that includes advance appropriations. A portion of the funds would become available for obligation on July 1 of the fiscal year in which they are appropriated and would remain available for 15 months through September 30 of the following year. The remaining funds would become available on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion.

Eisenhower professional development State grants (ESEA II-B)

Eisenhower Professional Development State Grants support professional development for educators in the core academic subjects. Program funds are distributed by formula to States, half on the basis of State shares of ESEA Title I funding for the previous fiscal year and half on school-aged population, with no State receiving less than 0.5 of 1 percent of the total.

Of a State's total allocation, the SEA receives 84 percent and the SAHE 16 percent. The SEA distributes, by a formula similar to the initial Federal allocation, at least 90 percent of the funds that it receives to the LEAs within the State. The SAHE distributes at least 95 percent of its allocation in the form of competitive subgrants to IHEs and NPOs.

Funds received by LEAs, IHEs, and NPOs are used to implement a wide range of activities in both preservice and inservice training for educators. Examples of LEA allowable activities include: (1) peer training and mentoring programs for teachers and administrators; (2) support and time for educators to participate in professional development activities offered through professional associations, universities, or community-based organizations; (3) professional development activities designed to increase the representation of members of underrepresented groups in the teaching force; and (4) training on how to involve parents more effectively in education in the core academic subjects. IHEs and NPOs carry out such programs as professional development for educators from local schools or school districts and improving the IHEs' own teacher education programs.

While the Eisenhower program addresses professional development needs in all core academic subjects, it has a particular focus on the disciplines of mathematics and science. If the appropriation for all of Title II is below \$250 million, all expenditures under the State Grants program must be used for professional development activities in mathematics and science. When the appropriation for Title II equals or exceeds \$250 million, the first \$250 million of appropriated funds must be expended on professional development activities in mathematics and science. The Department may waive the mathematics and science priority for States and LEAs if they demonstrate why this provision needs to be waived in order to improve teaching and learning.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Teaching to high standards: Teaching to high standards State grants

Funding levels for the Eisenhower State Grants program for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$275,000
1997	310,000
1998	335,000
1999	335,000
2000	335,000

FY 2001 BUDGET REQUEST

The Administration's request of \$690 million will help States and school districts continue their efforts to develop and implement high-quality professional development that is linked to standards-based reforms. School districts are just beginning the challenging process of reforming curricula and professional development for teachers in order to bring standards-based reform to the classroom. This program would support those efforts, and also help States improve the standards and assessments that help shape those reforms. This level of funding would provide \$355 million more than the fiscal year 2000 appropriation for the Eisenhower Professional Development State Grants program.

High-quality professional development is a central and indispensable element of the larger effort to help all students achieve to challenging standards. Research indicates that high-quality professional development, especially when it is focused on academic content, can contribute to improvements in teachers' skills and practice and thereby raise student achievement. The most recent evaluation report of the Eisenhower Professional Development State Grants program (1999) indicates that teachers believe professional development contributes the most to improving their knowledge and skills if it: (1) is sustained over an extended period of time; (2) is connected to State and district standards and assessments; (3) emphasizes academic content and the way students learn that content; (4) encourages teachers from the same grade levels, departments, and schools to work in teams; and (5) offers opportunities to observe and practice the teaching techniques being introduced. The Teaching to High Standards program would encourage school districts to implement professional development with these characteristics, so that all students can be better prepared to meet the challenges of the 21st century.

Recent research indicates the need for an increase in funding for professional development. Two landmark reports from the National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* (1996) and *Doing What Matters Most: Investing in Quality Teaching* (1997), concluded that more needs to be done to give teachers the preparation and support they need to teach to high standards. The Commission's reports described many barriers to effective teaching practice in American schools. For example, while the demand for new teachers is increasing -- approximately 2 million teachers will need to be hired in the next decade -- the Commission reported that 23 percent of secondary teachers do not have a major or minor in their primary teaching field. Few teachers have ample opportunities to collaborate with other teachers, observe their colleagues' teaching practices, or develop and improve curricula with each other. The Commission concluded that most American

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Teaching to high standards: Teaching to high standards State grants

teachers enter the teaching profession inadequately prepared and have few opportunities during the course of their careers to enhance their skills.

In addition, results from the Third International Math and Science Study (TIMSS) indicate the need for continued attention to professional development in mathematics and science. This study is the largest, most comprehensive, and most rigorous study of mathematics and science instruction ever conducted. Students from 41 nations were tested at three grade levels to compare achievement in mathematics and science. While American students in fourth grade performed at acceptable levels, eighth- and twelfth-grade students only performed at or below the international average.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets will be identified after a baseline has been established. Achievement of targets will be based on the cumulative effect of the resources provided in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Performance goal: To support high-quality professional development and comprehensive State and local education reform tied to high standards.

Objective: To support comprehensive State and local education reform tied to high standards for all students.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing numbers of schools will have curricula, instruction, and professional development aligned with State or local standards. <i>Baseline to be established in 2002.</i>				

Data for this indicator would come from an evaluation of the program.

Objective: To promote excellent teaching that will enable all students to reach challenging State and local standards.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Teaching to high standards: Teaching to high standards State grants

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of teachers who participate in program-supported professional development will participate in activities that embody the characteristics of high-quality professional development. (High-quality professional development: (1) is sustained over an extended period of time; (2) is aligned with State and district standards and assessments; (3) strongly emphasizes the deepening of teachers' knowledge of academic content and understanding of ways that students learn that content; (4) encourages teachers from the same grade levels, departments, and schools to work in teams; (5) offers opportunities to observe and practice the skills and techniques being introduced; and (6) is regularly evaluated for its effects on teachers' instructional practices and contributions to student achievement.) <i>Baseline to be established in 2002.</i>				

Data about this indicator would come from an evaluation of the program.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
<u>Teaching to high standards State grants</u>			
State grants	0	0	\$680,130
State-level activities	0	0	\$68,013
Grants to IHEs	0	0	\$60,000
Grants to LEAs	0	0	\$552,117
Grants to Outlying Areas and the BIA	0	0	\$6,870
Evaluation	0	0	\$3,000
<u>Eisenhower professional development State grants</u>			
Range of awards	\$1,653 - 38,012	\$1,653 - 39,537	0
Average SEA grant	\$5,325	\$5,325	0
Average SAHE grant	\$1,014	\$1,014	0
Evaluation	\$1,000	\$1,000	0

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: National programs: School leadership initiative (Proposed legislation)

FY 2001 Authorization (\$000s): To be determined

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
0	\$40,000	+\$40,000

PROGRAM DESCRIPTION

The School Leadership program would be a new initiative carried out under the authority of the Title II (Teaching to High Standards) National Programs, included in the Administration's Elementary and Secondary Education Act of 1965 (ESEA) reauthorization proposal. It would provide superintendents, principals, and prospective principals -- particularly individuals who serve in high-poverty, low-performing districts and schools -- with professional development opportunities to improve their ability to function as leaders. The capacity of a school or district to improve teaching and learning is dependent to a great extent upon the quality of the leadership exercised by its principal and superintendent, but too often individuals who become educational leaders do not possess the skills or experience necessary to meet the challenge of creating an environment conducive to preparing all children to achieve to challenging standards.

Under the proposal, the Department would award grants to consortia that would include (1) at least one local educational agency (LEA) and (2) a State educational agency (SEA), institution of higher education (IHE), business, or other organizations with the expertise to provide professional development to school administrators. Each consortium would be required to include at least one LEA serving a concentration of children living in poverty and at least one organization that is outside the educational sphere. Grantees would use their funds to establish a leadership development center that would serve a State or region. Grantees serving regions would have to ensure that participants were provided training that is aligned with the State standards where they are employed. Each grant would be for a period of up to 5 years. The Federal share of funding would not exceed 50 percent of the cost of the project.

The types of professional development activities offered by each center would vary according to the needs of the areas served by each grant, but would be geared to helping sitting and prospective superintendent and principals meet the new and changing demands of the job, in such areas as instructional leadership, mentoring and supporting teachers, budgeting, data-driven decision-making, site-based management, meeting the needs of a diverse student population, maintaining a safe and orderly school environment, and making effective use of technology in instruction and administration. Grantees would be encouraged to use effective leadership practices from fields other than education when developing their activities. In addition, grantees would be encouraged to develop networks of school leaders across districts, States, and regions.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: National programs: School leadership initiative

FY 2001 BUDGET REQUEST

For fiscal year 2001, the Administration is requesting \$40 million for the School Leadership Initiative. Program funds would assist consortia to provide current and prospective superintendents and principals, particularly individuals who serve in high-poverty, low-performing districts and schools, with sustained and intensive training to improve their capacity to serve as effective leaders and successfully implement standards-based reforms in their schools and classrooms.

Standards-based reform and school leaders

Standards-based reform has raised the demands and pressures on superintendents and principals to produce improved student achievement. Effective leadership can improve teaching and learning. Studies have found that effective superintendents: set goals and establish expectations; establish an instructional and curricular focus to ensure consistency in curriculum and instruction; and monitor curriculum and instruction. In addition, successful superintendents are able to improve morale districtwide by cutting through bureaucratic obstacles to secure quick solutions to pressing problems and promoting closer relationships between district and site administrators.

Research has shown that what principals do on a daily basis makes a difference in how much and how well students learn. Principals influence teaching and classroom practice through such activities as formulating school goals, setting and communicating high achievement expectations, organizing resources for instruction, supervising and evaluating teachers' performance, monitoring student progress, and promoting a positive, orderly environment for learning. An effective principal can create an environment that focuses on and facilitates student learning that leads to increased student achievement.

Recruiting talented individuals

In recent years, local educational agencies have experienced increasing difficulty finding well-qualified candidates to fill superintendent and principal vacancies. A 1991 survey found that almost half of superintendents surveyed had been on the job for less than 5 years. Many districts are finding that the number of well-prepared candidates to fill superintendent positions is dwindling. A 1998 report by the Educational Research Service (ERS), *Is There A Shortage Of Qualified Candidates For Openings In The Principalship?*, found that half of districts surveyed reported a shortage of candidates at all levels -- elementary, middle, and high school. In addition, ERS found that only about one-fourth of surveyed districts reported the existence of an aspiring principals program to recruit and prepare candidates.

Once on the job, new principals frequently find that their previous experiences have not prepared them adequately for the demands of the job. Principals are increasingly being held accountable for student achievement in their schools, but frequently lack training in such areas as: using achievement data to inform instruction and curriculum choices; determining the alignment of comprehensive school reform designs with State or local content and performance standards and assessment structures; and designing strategies for engaging parents and families in their children's education. Few districts have formal programs for providing principals

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High standards in the classroom: National programs: School leadership initiative

with such training. The ERS report found that fewer than half of the surveyed districts had a formal induction or mentoring program for new principals.

The amount requested would support approximately 20 centers that would provide professional development opportunities for approximately 10,000 current or prospective school administrators. Centers would use their funds to provide training in such areas as: (1) defining the mission of the district or school; (2) managing the instructional program; (3) promoting a positive climate; (4) using educational technology to improve teaching and learning; (5) developing managerial skills; and (6) using data for decision making.

In addition, centers could develop programs to recruit prospective principals and superintendents (particularly individuals who would serve in high-need schools and districts), including candidates with managerial and leadership experience in fields other than education, and to develop alternative pathways to administrative positions.

In 2001, the Department would reserve \$1 million dollars to evaluate program activities and support development of effective professional development programs for school administrators.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets will be identified after a baseline has been established. Achievement of targets will be based on the cumulative effect of the resources provided FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Plan.

Performance goal: To improve the quality of school building leadership, particularly in high-poverty, low-performing schools.

Objective: Provide principals with the skills necessary to create school environments conducive to preparing all students to achieve to challenging standards.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of teachers whose principals participate in program activities will report that their principal creates a school in which organization, staffing arrangements, and the use of time all support continuous improvement of instructional practices and student achievement. <i>Baseline to be established.</i>				

Research has shown that a teacher's perception of the principal as a strong instructional leader is linked indirectly to student achievement. To be a strong instructional leader, a principal must possess knowledge of curriculum and instructional matters and be able to communicate that

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High standards in the classroom: National programs: School leadership initiative

knowledge to teachers in order to improve instruction. But data in the 1993-94 Schools and Staffing Survey found that fewer than half of teachers surveyed talked to their principal about instructional practices. Program funds would enable districts, particularly high-poverty districts, to provide current and prospective principals with training in curriculum and instruction and in skills necessary to communicate with teachers to improve instruction. Data for this indicator will be collected through a planned evaluation of the Department's professional development programs.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The percentage of individuals who participate in high-quality professional development activities. <i>Baseline to be established.</i>				

Research has shown that principals can benefit from high-quality professional development. To be effective, the professional development must provide participants with opportunities to develop and practice new knowledge and skills. The training must be sustained and focus on specific outcomes, and provide participants with an opportunity for reflective practice and honest feedback. Program funds would allow districts to provide current and prospective principals with the type of research-based professional development that has been proven effective. Data for this indicator would be collected through an evaluation of the Department's professional development programs.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>2001</u>
Number of centers	20
Estimated number of participants	10,000
Average award	\$1,985
Peer review of new award applications	\$100
Evaluation	\$200

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: National programs: Improvement of teaching and school leadership: National activities for the improvement of teaching and school leadership

(Proposed legislation)

FY 2001 Authorization (\$000s): To be determined

Budget Authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
National activities for the improvement of teaching and school leadership	0	\$25,000	+\$25,000
Eisenhower professional development			
Federal activities	<u>\$23,300</u>	<u>0</u>	<u>-23,300</u>
Total	23,300	25,000	+1,700

PROGRAM DESCRIPTION

National activities for the improvement of teaching and school leadership (proposed legislation)

Like the State grant component of the proposed Teaching to High Standards legislation, the National Activities program supports improvement in classroom instruction so that all students are prepared to achieve to challenging State content and student performance standards in the core academic subjects. The program seeks to provide Federal leadership by supporting, through grant, contract, or cooperative agreement, the innovative professional development efforts of State and local educational agencies, educational service agencies, State agencies for higher education, institutions of higher education, and other public and private nonprofit agencies and organizations.

The Secretary may support the following activities:

- Activities of national significance that will contribute to the improvement of teaching and school leadership. These activities may include efforts to improve State standards and assessments, providing incentives to bring highly talented people into the teaching profession, rewarding experienced teachers who acquire new knowledge and skills that are necessary for effective instruction in their schools and districts, and the development of performance-based systems for assessing knowledge and skills prior to teacher licensure.
- Activities of national significance that contribute to the recruitment and retention of highly qualified teachers and principals in high-poverty school districts. This may include the development of a national teacher recruitment clearinghouse and job bank, the development, implementation, or expansion of programs that recruit talented individuals to become principals or that prepare principals to serve as instructional leaders, efforts to increase the portability of teacher pensions and reciprocity of teacher credentials across

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State lines, and other activities to recruit talented individuals to become teachers and retain those individuals.

- A national evaluation of the program, the National Board for Professional Teaching Standards, and the Eisenhower National Clearinghouse for Mathematics and Science Education.

Eisenhower professional development Federal activities (ESEA II-A)

This program supports activities of national significance contributing to the development and implementation of high-quality professional development in the core subject areas, with particular focus on mathematics and science. Examples of authorized activities include: providing seed money to agencies and organizations to develop their capacity to provide professional development; supporting models of professional development with strong academic and pedagogical content for teams of teachers and other educators from individual schools; encouraging the development of professional networks to allow for interaction among teachers of the core academic subjects; encouraging development of models for recruiting and retaining new, highly qualified teachers; promoting the transferability of certification; and disseminating information about emerging academic standards and related professional development.

Support for the National Board for Professional Teaching Standards (NBPTS), which has implemented a voluntary system of challenging professional certification for teachers, is specifically authorized. Funding is also authorized for the National Clearinghouse for Mathematics and Science Education and evaluation of activities carried out under both the Federal and State Eisenhower programs.

Funding levels for the Eisenhower professional development Federal activities program for the past 5 fiscal years were:

	(\$000s)
1996	\$17,984
1997	13,342
1998	23,300
1999	23,300
2000	23,300

FY 2001 BUDGET REQUEST

The Administration requests \$25 million for the National Activities program, an increase of \$1.7 million over the 2000 appropriation for the antecedent program. At the request level, the program will support implementation of the Glenn Commission recommendations to raise the quality of mathematics and science teaching in the Nation's classrooms; and continue support for the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Board for Professional Teaching Standards (NBPTS).

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The Third International Mathematics and Science Study (TIMSS) results show that students graduating from our schools perform poorly in mathematics. A primary reason for our poor performance in 12th grade is that we fail to build a strong foundation in the middle grades. U.S. students performed relatively well at 4th grade – above the international average – but declined by 8th grade to below the international average and by 12th grade were among the lowest performers tested. The results show that our students have mastered the basic skills of arithmetic, but do less well with more complex mathematics.

The Department of Education and the National Science Foundation (NSF) have created an action strategy for improving the use of Federal resources to help students meet challenging mathematics standards in the 8th grade. The three major priority areas are: (1) improving the mathematics teaching of elementary and middle school teachers by improving teacher preparation and on-going professional development; (2) assisting communities in selecting and implementing appropriate instructional materials and technology; and (3) promoting public understanding and engagement.

The Office of Educational Research and Improvement has been working closely with experts within the Department and in the field, and in collaboration with the National Science Foundation (NSF), in the areas of mathematics and science education and teacher quality. The National Activities program will continue in the tradition of the Eisenhower Professional Development program by emphasizing improvements in math and science instruction and helping to support all Departmental initiatives in these areas. This program directly supports two of the Department's seven strategic priorities – to ensure that all students master the fundamentals of algebra and geometry by the end of the 8th grade and to have a talented, dedicated, and well-prepared teacher in every classroom.

NEW ACTIVITIES

Implementation of the Glenn Commission Recommendations

The year-long National Commission on Mathematics and Science Teaching for the 21st Century, chaired by former Senator and astronaut John Glenn, will develop an action strategy to improve the quality of teaching in mathematics and science at all grades nationwide. Far too many U.S. students finish high school without mastering the challenging mathematics and science necessary for success in higher education and in the competitive knowledge-based economy of the 21st century. Increasing the number of highly qualified teachers across the Nation is critical to improving student achievement in mathematics and science. Unfortunately, many of those who provide mathematics and science instruction lack the appropriate credentials and licensure for the subjects they teach, and many of those who are appropriately certified are under-prepared in their disciplines. Future teacher shortages – especially in mathematics and science – and student population growth are likely to exacerbate these problems.

Joining Senator Glenn on the Commission is a diverse and talented group of 32 individuals chosen for their broad expertise and ability to help implement recommendations that emerge from the deliberations. These stakeholders in math and science teaching include business and education leaders; public officials at the Federal, national, State, and local levels, including

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Senator Kennedy, Senator Jeffords, Representative Morella, and Representative Holt; and teachers of mathematics and science. The Commission meets periodically to review what is known about high quality mathematics and science teaching as well as the current state of teacher recruitment, preparation, retention, and career-long professional growth. In the fall of 2000, the Commission will submit its report to the Secretary.

The philosophy guiding the Glenn Commission as it works toward its recommendations is a need to focus on the generation, accumulation, and sharing of a knowledge base for K-12 mathematics and science teaching. Our unsatisfactory performance on international comparisons is evidence of the need to focus for the first time on the development of such a knowledge base.

This budget request will fund several projects that develop and implement teaching methods that are shown to increase student achievement in mathematics and science. These projects will work with teachers over their professional careers – in recruitment and preparation programs, support programs for new teachers, and professional enhancement programs – to ensure that both the creation and use of this knowledge base are an integral part of a teacher's professional life. A number of conferences will also be held to bring together key stakeholders working in the field of math and science education to investigate ways in which they can support implementation of the Commission's recommendations and assist with the dissemination of the Commission's work.

The urgency of these issues demands that the Department be poised to move forward immediately in response to the Commission's findings and recommendations. Therefore, the Administration is requesting funds for the 2001 fiscal year, so that no time is lost in implementing activities that will address those recommendations.

CONTINUING ACTIVITIES

Eisenhower National Clearinghouse for Mathematics and Science Education (ENC)

The Administration proposes funding for the ENC of \$4.8 million to support the continued development and delivery of professional development materials for mathematics in conjunction with the Education/NSF Action Strategy mentioned above. This amount will enable the ENC to continue its work developing web-based access to curricular materials and professional development programs. This level of funding will also support continued enhancement of all ENC services, in response to the increased demand for math and science materials.

The ENC has become a vital resource for educators in mathematics and science education. The ENC works in conjunction with the Eisenhower Regional Mathematics and Science Education Consortia to provide assistance across the country to upgrade teaching and learning in mathematics and science consistent with challenging academic standards. The National Network of the Eisenhower Regional Consortia and Clearinghouse was established in the fall of 1992, and has collaborated on joint publications, workshops, and presentations, particularly around identifying promising and exemplary practices. The ENC also worked with the Eisenhower regional consortia to produce a CD-ROM of resources related to educational equity

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and to replicate the TIMSS Resource Kit on CD-ROM to provide greater accessibility to these resources.

Additionally, the ENC has established a growing network of Access Centers at science museums, universities, professional development centers, and school districts to provide services directly to teachers, parents, and students. The main goal of the Centers is to promote awareness of the ENC's resources and to make those resources more accessible.

The ENC has also established effective working relationships with other Federal agencies, commercial and nonprofit curriculum developers and publishers, and professional organizations such as the National Science Teachers Association, the National Council of Teachers of Mathematics, and the American Association for the Advancement of Science. A 3-volume series on systemic reform was published by these entities, in cooperation with the ENC, and is one of the most sought-after publications that the ENC has produced.

The ENC provides technical assistance in a variety of ways, including helping parents or students in conducting research, gathering information on resources for teachers, presenting exhibits at conferences and national meetings, and providing materials via the Internet. Up to 70 percent of customers responding to surveys indicated that they have used ENC's print catalog, newsletter, Guidebook of Federal Resources, and ENC Online multiple times, and over two-thirds had also used other resources identified through ENC. Respondents rated the quality of ENC products high (3.82 on a 5-point scale).

National Board for Professional Teaching Standards (NBPTS)

The Administration is requesting level funding at \$18.5 million in fiscal year 2001 for the NBPTS, to further the 5-year plan, initiated in 1998, to complete assessment development, and to encourage higher numbers of participants. The NBPTS provides an opportunity for teachers to undergo a rigorous assessment process to be certified as teachers meeting standards of national excellence. The National Commission on Teaching and America's Future has set a goal of certifying 105,000 teachers by the year 2006, one for every school in the country.

Due in part to the President's support for Board certification, as well as increased recruitment efforts and State support, the Board received a large number of applications for the 1997-98 cycle. This resulted in as many certification awards as the previous years combined. The first 81 National Board Certified Teachers were named in 1995. As of November 1999, the total had reached 4,799. As more teachers become certified, the program gains visibility and the number of applicants will surely continue to multiply. Thus, the goal of reaching 105,000 teachers by 2006 is realistic, but remains a significant challenge.

Currently, the NBPTS offers certification in 12 fields by content and age-group, such as Early Childhood Generalist, Middle Childhood Generalist, Early Adolescence English Language Arts, and Early Adolescence through Young Adulthood Art. For the 1999-2000 school year, four more assessment areas are available, making National Board certificates available for 80 percent of the nation's teachers. Funds in 2001 will continue the development of nine additional assessments (to be available 2002). With these certificates, Board Certification will be available to 95 percent of the teaching population. Ultimately, the NBPTS plans to offer

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certification in up to 25 fields of specialization. The goal of the Commission cannot be realized until the potential of certification is available to all teachers, regardless of their specialty.

Also included in the request is continued funding to provide financial support to teachers who are applying for certification. These funds, which are allocated to States, enable more teachers to undertake the assessments, thereby increasing the number of certified teachers. These funds are used to subsidize the \$2,000 candidate fees for teachers, and, in some States, reapplication fees to encourage teachers who did not attain certification in previous assessments to reapply.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance Goal: To improve the teaching and learning of all students through the provision of high-quality instructional materials and information about effective programs, and the expansion of a cadre of highly accomplished teachers.

Objective: Provide access to high-quality instructional materials and information about exemplary programs in mathematics and science education for elementary and secondary schools.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least 80% of customers who use ENC products will report that the products meet their needs in terms of accessibility, relevance, and quality. <i>Baseline 1998: 64% of respondents reported that ENC data was easy to access; 73% said it was up-to-date; 74% said it added value to work.</i>	No target set	72%	76%	80%

The 1998 baseline data was supplied by the Eisenhower National Clearinghouse and the Eisenhower Cross-Consortia Evaluation Team. In 1999, the customer rating for ENC products being "easy to access" increased to 89 percent and the rating for "up-to-date" increased to 96 percent. The rating for ENC products adding "value to work" increased to 91 percent. Based on the above data, it is likely that the 2000 target will be exceeded.

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There will be a national evaluation in 2000 that will provide independent data on this performance indicator.

Objective: Contribute to the improvement of the teaching and learning of all students by expanding the cadre of highly accomplished teachers.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The number of standards and assessments developed, approved, and offered by the NBPTS will increase annually. <i>Baseline: As of 1998, standards and assessments were offered for 7 teaching fields.</i>	12	16	19	25

By 1999, the National Board for Professional Teaching Standards developed standards and assessments for 12 teaching fields, either age or subject areas, meeting the target set for 1999. By increasing the number of areas for certification, more and more teachers have the possibility of becoming nationally certified. With the 16 cumulative certifications by 2000, approximately 80 percent of the eligible teaching population would be covered. The ultimate goal of 25 teaching fields would cover over 95 percent of the eligible population.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The number of teachers who will be awarded NBPTS certification will increase annually and will reach a cumulative total of 22,000 by 2002. <i>Baseline: Through November 1998, 1,835 teachers had been awarded certification.</i>	3,600	7,900	15,000	22,000

As of November 1999, 4,799 teachers had been awarded certification, which exceeds the target set for 1999. Data for these indicators are collected annually by the NBPTS and become available in early winter of each year. The number of teachers certified is expected to increase dramatically because assessments will be offered that reach greater numbers of teachers, and funding will be used to recruit and subsidize teachers for certification application costs. In addition, 37 States and 146 school districts offer some kind of incentive for teachers to apply for National Board Certification. Incentives include salary supplements, fee support, and license portability. These incentives have helped to increase the number of applicants for National Board Certification.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Implementation of Glenn Commission Recommendations	0	0	\$1,700
Eisenhower National Clearinghouse for Mathematics and Science Education (ENC)	\$4,800	\$4,800	4,800
NBPTS			
Assessment development	16,000	16,000	16,000
Teacher subsidies	<u>2,500</u>	<u>2,500</u>	<u>2,500</u>
Subtotal	18,500	18,500	18,500
Total	23,300	23,300	25,000

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High standards in the classroom: National programs: Eisenhower regional mathematics and science education consortia

(Elementary and Secondary Education Act of 1965, Title XIII, part C)

FY 2001 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$15,000	\$15,000	0

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Regional mathematics and science education consortia (at least one in each of the 10 regions served by the regional educational laboratories) are awarded grants for up to 5 years under this authority. The regional consortia disseminate exemplary mathematics and science education instructional materials and provide technical assistance in the use of improved teaching methods and assessment tools for use by elementary and secondary school students, teachers, and administrators. Matching is required, with the Federal share set at 80 percent and at least 10 percent of the 20 percent non-Federal share required to come from sources other than State or local government.

The consortia must work cooperatively with each other, the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) established under the Eisenhower Professional Development Federal Activities program, other federally funded technical assistance providers, and the business community in their regions.

Eligible recipients -- State and local educational agencies, elementary and secondary schools, institutions of higher education, nonprofit organizations, regional educational laboratories, or combinations of these entities -- must demonstrate their expertise in mathematics and science education. Each recipient must establish a regional board, representative of participating organizations, to oversee administration of the project and establish program priorities.

The Administration's proposal for the reauthorization of the Elementary and Secondary Education Act (ESEA) would reauthorize and streamline the authority for the Eisenhower Regional Mathematics and Science Education Consortia, deleting unnecessary provisions. In addition, the proposed legislation would eliminate some of the current authorized uses of funds to focus the consortia more closely on the program's core purposes of disseminating exemplary mathematics and science education instructional materials and providing technical assistance for the implementation of teaching methods and assessment tools.

The proposed legislation significantly restructures the way in which the Department delivers technical assistance (TA) to State and local educational agencies. The consortia have a history

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of coordination with other Departmental TA providers, and as such will be integrated into the restructured system. The key change in the ESEA is the move toward a more market-driven approach to TA provision. TA will respond directly to the demands of teachers, schools, districts, and States. This concept dovetails with the way in which the consortia already deliver their services and products.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$15,000
1997	15,000
1998	15,000
1999	15,000
2000	15,000

FY 2001 BUDGET REQUEST

The Administration requests level funding of \$15 million for the Eisenhower Consortia. The consortia give priority to intensive, ongoing assistance to States and high-need local educational agencies. They serve as a vital link in enabling educators and policymakers to learn from national and international assessments, such as the Third International Math and Science Survey (TIMSS) and the National Assessment of Educational Progress (NAEP), in their efforts to improve mathematics and science teaching and learning. Through these efforts, the regional consortia provide support for key strategies outlined in the Education/National Science Foundation (NSF) Action Strategy, including the emphasis on high-quality, standards-based mathematics in grades 5-8 and the strategic use of all resources to improve teaching and learning. The current Consortia grantees first received their awards in fiscal year 1995. In 2000, the current cycle of grants will end and a new competition will be held.

The consortia focus on providing training and other assistance to classroom teachers, administrators, and other educators that lead to the use of high-level instructional materials, teaching methods, and assessments. Consortia efforts include creating and supporting networks among educators, conducting workshops and institutes, disseminating resource materials about promising practices, and helping teachers explore the uses of new forms of technology, including telecommunications networks, in the classroom. They are developing a leadership cadre that can provide in-depth staff development services focused on the TIMSS Resource Kit and other materials developed by the Department, NSF, the ENC, and the consortia themselves.

The consortia play a large role in promoting improved curriculum standards for mathematics and science, including those developed by the National Council of Teachers of Mathematics and the National Academy of Sciences. At the State level, the consortia work on systemic initiatives related to standards-based reform and assist States in developing their own standards and assessments. Consortia also work with administrators to develop curriculum plans and implement standards.

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High standards in the classroom: National programs: Eisenhower regional mathematics and science education consortia

Of the requested funds, \$250,000 will be used to continue the external evaluation of the Regional Consortia program. In addition to this external evaluation, the consortia carry out a continuous and rigorous internal evaluation. Evaluation staff representing each of the 10 consortia members and the ENC have worked collaboratively to develop the Cross-Consortia Descriptive Data System (CCDDS) and a participant survey to gather data on the operations and outcomes of the Network effort. Descriptive data have been collected since 1995 through the CCDDS and the participant survey has been in use since 1997.

Highlights of the most recent consortia evaluation, covering fiscal year 1998, include:

Training and Technical Assistance Activities

Quantitative and qualitative data suggest that there is large-scale participation in training and TA activities, and that these activities are reaching the intended audiences and providing effective professional development and support. Over 30,000 contacts were made with clients during the 1998 fiscal year, and approximately 70 percent of those contacts were with people working in local schools, 80 percent of whom were teachers. The overwhelming majority of survey respondents agreed that the content of activities was aligned with generally recognized standards of excellence.

Dissemination Activities

The CCDDS documented widespread dissemination of materials, and surveys confirmed that these materials were effective and of high quality. Over 15 million contacts were made with clients through large-scale dissemination efforts, and nearly 17,000 contacts were made through customized dissemination activities. Wide scale dissemination efforts include the consortia and clearinghouse World Wide Web sites, e-mail listservs, and printed materials. Most importantly, a majority of survey respondents reported that they were able to use the materials that they received and that the materials were valuable to their work.

Network-building activities

The consortia and the ENC have successfully leveraged resources through extensive collaborative efforts. These efforts have also helped to build the capacity of the collaborators. In 1998, over 80 percent of consortia activities involved collaborators, which included schools, school districts, State agencies, and institutions of higher education. More than 80 percent of survey respondents reported that these collaborative efforts had a positive impact on the relationships among entities, coordinated service provision, access to resources, and the leveraging of outside resources that maximized impact on teaching and learning.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: National programs: Eisenhower regional mathematics and science education consortia

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance Goal: To improve mathematics and science education through technical assistance and dissemination.

Objective: Provide high-quality technical assistance, including planning assistance, training, facilitation of collaboration and networking, and other technical assistance.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least 80 percent of participants in consortia technical assistance activities will report that information or assistance from the consortia added value to their work. <i>Baseline: As of 1996, 62% of participants reported incorporating some new behavior into their jobs as a result of consortia activities.</i>	75%	80%	80%	80%

The consortia members collect and compile their own data for the program's annual report. The results of the 1999 Annual Consortia reports provide evidence of high satisfaction and utility of consortia products and services. The report indicates that in 1998, 91 percent of consortia customers reported that the training or technical assistance they received was moderately or extensively useful in improving their instructional practice, which exceeds the 1999 target. In addition, 89 percent of teacher participants reported that consortia training/professional development was useful in improving student engagement and performance; 88 percent of participants reported that consortia collaboration activities strengthened their relationship with others and increased their access to resources; and 80 percent reported that the collaborations leveraged resources and efforts for greater impact.

Findings by SRI International and Policy Studies Associates' external evaluation of the consortia's 1996 activities were used as a baseline for the above indicator. Through a new contract, an external evaluator will continue to monitor and report on the consortia's effectiveness in meeting projected targets. This national evaluation will be conducted in the fall and winter of 1999/2000 with results available in the spring of 2000. Additionally, the consortia are conducting customer surveys in fall 1999, with their findings also to be presented in spring 2000.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: National programs: Eisenhower regional mathematics and science education consortia

Objective: Disseminate information about promising and exemplary practices in mathematics and science education.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The total number of consortia contacts with customers by print and/or by electronic media ("hits" on websites plus other electronic communications) will increase by 10 percent annually, and a majority of the recipients will report that the information contributed to improving their work. <i>Baseline: From October 1996 – September 1997, 306,557 contacts were made with customers by print and 1,354,167 "hits" on Internet sites were recorded.</i>	337,212 print products	306,167 print products	275,551 print products	247,996 print products
	1,489,583 electronic media	1,638,541 electronic media	1,802,395 electronic media	1,982,634 electronic media
	No target set	51% usefulness	51% usefulness	51% usefulness

From October 1997 to September 1998, 340,185 contacts with customers were made by print, an increase of 11 percent over the previous year, which exceeds the 1999 target. An additional 1,465,259 contacts were made by electronic media, which is an 8 percent increase over the previous year, but only 8 of the 10 consortia were able to report on this indicator. More than 70 percent of these customers reported that consortia dissemination activities contributed to improving their work.

The consortia are shifting their dissemination efforts toward their websites and listservs as electronic access has become more universal and print more expensive. Print targets have been adjusted accordingly.

Data for the above indicator are self-reported by the consortia; contacts by print are defined as the number of print products disseminated by the consortia. Dissemination initiated by the consortia focused on programs and curricula, standards and curriculum frameworks. Dissemination requested by recipients focused on technology, programs and curricula, equity, and professional development.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Consortia awards	\$14,750	\$14,650	\$14,750
Evaluation	250	250	250
Peer review of new award applications	0	100	0
Total	15,000	15,000	15,000

SCHOOL IMPROVEMENT PROGRAMS

High Standards in the Classroom: National Programs: Teacher Quality Initiatives (Proposed legislation)

FY 2001 Authorization (\$000s): To be determined

Budget authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Hometown Teachers	0	\$75,000	+\$75,000
Higher Standards, Higher Pay	0	50,000	+50,000
Teacher Quality Incentives	0	50,000	+50,000

PROGRAM DESCRIPTION

These three programs will support Federal leadership activities that contribute to the improvement of teaching in our Nation's schools. Hometown Teachers; Higher Standards, Higher Pay; and Teacher Quality Incentives will help to promote high standards in the classroom by encouraging young adults to become teachers and supporting them in their undergraduate teacher training and first years of teaching, by helping school districts to reform their teacher evaluation practices, and by rewarding school districts for hiring fully certified teachers and reducing out-of-field teaching.

These teacher quality initiatives will encourage school districts to focus on the quality of teaching and learning in our classrooms because they reinforce high-quality, standards-based reform efforts. Recent research has found that teachers' expertise can have a greater impact on students' achievement than any other in-school factor. In total, these initiatives will support school districts' efforts at recruiting, training, supporting, evaluating, and hiring fully qualified teachers who have a solid academic background in the subject matter they are teaching in order to help ensure that all students can learn to challenging State standards.

Hometown Teachers

Many school districts experience difficulty recruiting and hiring enough fully qualified teachers, and students who attend schools with large numbers of poor children are less likely than children in wealthier districts to be taught by teachers who are fully licensed or certified and who have a solid background in the subject matter they teach. This program would provide competitive grants to high-poverty school districts to develop a comprehensive approach to teacher recruitment and retention, including both long- and short-term strategies to expand and maintain their teaching staffs.

School districts receiving grants would address their teacher shortage by implementing programs that begin to develop and support potential teachers as early as middle school. At the high school level, the program could provide incentives and opportunities for student participants to become acquainted with the teaching profession, and the most promising students could receive college scholarships at the end of high school. In college, participants could be encouraged to major in a high-need subject area, maintain a certain grade point average, and earn a teaching certificate.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: National programs: Teacher quality initiatives

After participants successfully complete college, they could receive priority for obtaining a job in their own or another participating high-poverty school district and could be required to work in one of these districts for a specific number of years in exchange for their college scholarships. Participants would be required to pay back their scholarships if they do not meet this service requirement.

Short-term strategies that school districts could use to address their teacher shortages include scholarships to undergraduates who agree to teach in the school district for a certain number of years, signing bonuses, and streamlined hiring practices. In addition, because part of the teacher shortage problem is caused by high teacher turnover rates, many districts also need to develop effective strategies for retaining their teachers. These strategies could include mentoring programs, increasing teacher salaries, and creating more desirable working conditions.

Higher Standards, Higher Pay

This program would award competitive grants to high-poverty school districts to help them attract and retain high-quality teachers and principals through better pay. In order to be eligible for funding, partnerships involving school districts, local businesses, and teachers' unions would be required to develop and implement reforms to raise teacher performance, including (1) regular, rigorous peer evaluations of every teacher that include student performance as one measure; (2) professional development and intensive support to help all teachers and principals succeed; and (3) streamlined, but fair, systems to improve or remove teachers identified as low-performing through their peer evaluation. Participating partnerships would have to agree on steps to recruit talented new teachers, evaluate new teachers, reward good teaching, provide mentors for new teachers and principals, and adopt better ways to identify and to improve or remove low-performing teachers.

All teachers in participating school districts would receive a salary increase when their district implemented the program, and new teachers recruited to the district would also be eligible for the higher pay level in order to encourage talented teachers to teach in these high-poverty districts. Teachers who get advanced certification through the National Board for Professional Teaching Standards Certification could receive an additional salary increase.

Teacher Quality Incentives

This competitive grant program would provide reward money to high-poverty school districts that demonstrate significant progress in improving teacher quality against two criteria -- increasing the percentage of certified teachers and decreasing the percentage of secondary teachers who are teaching out-of-field. Districts would compete against other districts of similar size, and those districts in each of three categories that had made the most progress over a specified time period would receive grants. To be eligible for these funds, districts must also provide assurance from the State that the State has not made any policy changes that have lowered standards for teacher certification or licensure.

These programs would be forward-funded programs. Funds would become available for obligation from July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: National programs: Teacher quality initiatives

FY 2001 BUDGET REQUEST

For fiscal year 2001, the Administration proposes to fund Hometown Teachers at \$75 million; Higher Standards, Higher Pay at \$50 million; and Teacher Quality Incentives at \$50 million.

The Hometown Teachers initiative would provide competitive grants to approximately 100 high-poverty school districts to develop a comprehensive approach to teacher recruitment and retention.

Approximately \$2 million of Higher Standards, Higher Pay funds would be used for national activities, including a national evaluation of the program. The remaining \$48 million would be used to make competitive awards to 10 to 12 local educational agencies.

The Teacher Quality Incentives initiative would provide competitive grants to schools districts in three categories, based on their size. Approximately \$15 million would be awarded to 5 to 7 large-size school districts, \$30 million to 15 to 60 medium-size school districts, and \$5 million to 10 to 200 small-size school districts.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets will be identified after a baseline has been established. Achievement of targets will be based on the cumulative effect of the resources provided in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Performance Goal: To help States and school districts raise the performance of educators in our Nation's schools.

Objective: The Hometown Teachers initiative will recruit and train highly motivated and talented students to become teachers in high-poverty school districts.

Indicator	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
District administrators will report that program participants they hire as teachers are better prepared, on average, than other newly certified teachers hired by the school district. <i>Baseline to be established in 2002.</i>				

Data for this indicator will come from surveys of the program.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: National programs: Teacher quality initiatives

PROGRAM OUTPUT MEASURES

(\$000s)

2001

Hometown Teachers

School districts	100
Peer review costs for new applications	\$30

Higher Standards, Higher Pay

Grants	\$47,970
National Activities	\$2,000
Peer review costs for new applications	\$30
Partnerships	10-12
Teachers per site	800

Teacher Quality Incentives

Total amount available, by category:	
Large-Size School Districts	\$14,990
Medium-Size School Districts	\$29,990
Small-Size School Districts	\$4,990
Range of awards, by category:	
Large-Size School Districts	\$2,000-\$3,000
Medium-Size School Districts	\$500-\$2,000
Small-Size School Districts	\$25-\$500
Number of awards, by category:	
Large-Size School Districts	5-7
Medium-Size School Districts	15-60
Small-Size School Districts	10-200
Peer review costs for new applications	\$30

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Transition to teaching: Troops to teachers (Proposed legislation)

FY 2001 Authorization (\$000s): To be determined

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
0 ¹	\$25,000	+\$25,000

¹ For fiscal year 2000, the Department of Defense Authorization Act authorized the Department of Defense to reserve up to \$3 million in Operation and Maintenance funds.

PROGRAM DESCRIPTION

The Transition to Teaching initiative would support and build upon the highly successful work of the Department of Defense's Troops to Teachers program. Troops to Teachers was established in 1994 to help improve public school education by injecting the talent, skills, and experience of military service members and Federal civilian personnel into high-poverty schools.

Transition to Teaching would support the Troops to Teachers program and provide additional funds to recruit, prepare, and support a wide range of talented career-changing professionals -- such as engineers and scientists, corporate professionals, and returning Peace Corps volunteers -- as teachers, particularly in high-poverty school districts and high-need subject areas. Former members of the military services would continue to be a key focus of the new program's recruitment efforts.

The Transition to Teaching program is included in the Administration's proposal to revise and reauthorize the Elementary and Secondary Education Act of 1965. Under the Administration's legislative proposal, the Secretary, before awarding any grants or contracts, would consult with the Secretaries of Defense and Transportation to determine how much funding is needed to continue the Troops to Teachers program. Once the Secretaries agree on an amount, the Secretary would transfer these funds to the Department of Defense.

With the remaining funds, the Secretary would award grants or contracts to institutions of higher education, public agencies, and nonprofit organizations to recruit, prepare, place, and support mid-career professionals for teaching positions in high-poverty school districts. Allowable activities would include post-placement induction programs to support new teachers once they begin teaching, through mentoring and other activities that build upon their teacher preparation training.

Grantees could use program funds to provide each program participant with up to \$5,000 in training stipends and other financial incentives, including moving expenses. Participants who complete training would teach in a high-poverty school district for at least three years; those

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Transition to teaching: Troops to teachers

participants who received a training stipend or other financial incentives but fail to meet their service obligation would be required to repay all or a portion of the stipend.

The Transition to Teaching program would be a forward-funded program. Funds would be available for obligation from July 1 of the fiscal year in which they are appropriated through September 30 of the following year.

FY 2001 BUDGET REQUEST

The Administration requests \$25 million for this program in fiscal year 2001. With these funds, the Department would support the highly effective Troops to Teachers program and expand it to other mid-career professionals in order to provide high quality teachers for more students in high-poverty school districts.

The Troops to Teachers program has been a particularly effective vehicle for recruiting former members of the military services and placing them as teachers in high-need subject areas and school districts. Since the program was established in 1994, more than 3,300 former military personnel have been hired as teachers in 48 States and the District of Columbia. More than 83 percent of the participants are still in the classroom today. Teachers recruited through Troops to Teachers are twice as likely as traditional public school teachers to teach in such high-need subject areas as mathematics, science, and special education. On surveys, they have also indicated a greater willingness to teach in inner cities and rural communities.

As a result of increasing enrollments, natural teacher turnover, and the retirement of many veteran teachers, our Nation faces the challenge of hiring more than 2 million teachers over the next 10 years. High attrition rates further complicate the challenge of providing all of America's students with high-quality teachers. Attrition rates are especially high for new teachers, many of whom do not receive the mentoring and other support they need in their first years in the classroom to improve their instructional practice and build their confidence. In addition, research shows that highly qualified teachers are not evenly distributed across academic disciplines or geographic areas.

Mid-career professionals who are interested in changing jobs are an important and largely untapped resource for addressing teacher shortages. Recent studies have found that a significant number of professionals with strong subject matter skills are interested in beginning a teaching career. The Transition to Teaching program will help to address teacher shortage problems by recruiting and training retired military personnel and career-changing professionals from diverse fields whose knowledge and experience can help them become successful teachers in our Nation's neediest schools.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets will be identified after a baseline has been established. Achievement of targets will be based on the cumulative effect of the resources provided in FY 2001 and future years, and the resources and efforts invested by those served by this program.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Transition to teaching: Troops to teachers

Performance goal: To recruit, prepare, place, and support talented career-changing professionals as teachers, particularly in high-poverty school districts and in high-need subject areas.

Objective: Encourage grantees to recruit professionals who have a solid background in the subject matter that they intend to teach.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least 80 percent of participants who plan to teach at the secondary school level will have at least a bachelor's degree that is closely related to the academic field in which they plan to teach. <i>Baseline to be established in 2002.</i>				

Data for this indicator will come from a program evaluation and program performance reports.

Objective: Ensure that grantees are actively helping program participants to find teaching positions in high-poverty schools.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least 70 percent of participants will complete teacher training and obtain a teaching position in a high-poverty school. <i>Baseline to be established in 2002.</i>				

Data about this indicator will come from a program evaluation and program performance reports.

PROGRAM OUTPUT MEASURES

(\$000)

	<u>2001</u>
Estimated share for Troops to Teachers	\$9,000
Other Transition to Teaching grants and contracts	\$16,000
Number of participants	4,000

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Early Childhood Educator Professional Development (Proposed Legislation)

FY 2001 Authorization (\$000s): To be determined

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
0	\$30,000	+\$30,000

PROGRAM DESCRIPTION

Early Childhood Educator Professional Development Grants, a new program proposed as part of the Administration's ESEA reauthorization bill, would create high-quality professional development opportunities to improve the knowledge and skills of early childhood educators and caregivers who work in communities with high concentrations of young children living in poverty. To promote school readiness and better learning outcomes for these children, aged birth through kindergarten, the program would focus on professional development to further children's language and literacy skills and help prevent them from encountering reading difficulties once they enter school.

Under the program, the Secretary would make competitive grants of up to four years to partnerships consisting of higher education institutions or other entities providing professional development for early childhood and family literacy caregivers and educators, and agencies such as State and local educational agencies (LEAs), agencies administering human services programs, Child Care programs, Even Start, and Head Start programs. Partnerships that include local educational agencies operating early childhood education programs or family literacy in "high-need" communities, defined as communities where at least 50 percent of children live in poverty or the 10 percent of communities with the greatest number of poor children in a State, would receive a priority for funding.

Grant funds would be used to plan and implement professional development activities to, among other things: familiarize early childhood educators and caregivers with research on language and literacy development and on early childhood pedagogy; train them to work with children who have limited English proficiency, disabilities, and other special needs, and with parents, so that those parents can prepare their children to succeed in school; support early childhood educators during their first three years in the field; develop and implement professional development programs that make use of distance learning and other technologies; and support data collection, evaluation, and reporting activities needed to meet accountability requirements.

As part of the program, the Secretary would be required to establish performance indicators that are designed to measure, for each project, the quality and impact of professional development on participating early childhood educators. Projects would be required to report annually to the Secretary on their progress against the indicators, and the Secretary would have the authority to terminate a grantee not making satisfactory progress.

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Early Childhood Educator Professional Development

The proposal would require that grant funds be equitably distributed among urban and rural areas and that projects match Federal funds by providing at least 50 percent of the overall project cost and not less than 20 percent of each year's project cost. The Secretaries of Education and Health and Human Services would be required to coordinate the activities under this program with other early childhood programs administered by each agency.

FY 2001 BUDGET REQUEST

The 2001 request includes \$30 million to initiate Early Childhood Educator Professional Development Grants as an integral part of the Department's effort to improve the school readiness of children, especially in high-poverty communities, and to prevent those children from encountering reading difficulties once they enter school. Other programs proposed under the Administration's Title II reauthorization proposal, and the Department's Even Start and Reading Excellence programs, recognize the central importance of professional development for improving literacy and other learning outcomes, but none of these initiatives focuses professional development exclusively on early language, literacy, and reading development. The Administration's Early Childhood Educator Professional Development initiative would fill this gap.

The National Research Council report, *Preventing Reading Difficulties in Young Children* (1998), concluded that the majority of reading problems faced by today's adolescents and adults could have been avoided or resolved in the early years of childhood. Reading problems more often occur in children from poor families with little education, and, as more of those children enter group care settings, ongoing high-quality professional development for their preschool teachers and caregivers is a key strategy in helping cultivate children's literacy and language skills as a foundation for reading.

The *Cost, Quality and Child Outcomes* report (June 1999), partially funded by the Department, concludes that children's cognitive and social competence in the second grade can be predicted by the experiences they had four years previously in child care, even after taking into account kindergarten and first grade classroom experiences. The report also found that children who have traditionally been at risk for not doing well in school are more affected by the quality of child care experiences than are other children. Most early childhood providers have little formal education beyond high school, and preschool and other group care settings for young children, in particular those available to families with limited economic resources, often provide relatively impoverished language and literacy environments.

The Department would concentrate on funding projects that provide professional development opportunities for early childhood educators and caregivers working in high-poverty communities, including staff working in Title I preschools, Head Start, Even Start, and public day care programs.

At the proposed funding level, the Department would have sufficient funds to award approximately 60 competitive grants, averaging \$500,000 each, to partnerships of higher education institutions, local educational agencies, Head Start programs, and other entities. With the funds, each grantee would provide training for approximately 250 early childhood educators and caregivers a year, for a total of about 15,000. The Department estimates that about 150,000 early childhood education providers currently work in areas with poverty rates of at

SCHOOL IMPROVEMENT PROGRAMS

High standards in the classroom: Early Childhood Educator Professional Development

least 50 percent. Thus, at the proposed funding level, the program could reach about 50 percent of the target population over a 5-year period.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets will be identified after a baseline has been established. Achievement of targets will be based on the cumulative effect of the resources provided in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Performance goal: To promote school readiness and better reading outcomes for young children, aged birth through kindergarten, living in high-poverty areas through high-quality professional development.

Objective: Improve the knowledge and skills of early childhood educators and caregivers working in high-poverty communities to enable them to further children's language and literacy skills.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of classrooms staffed by early childhood educators who participated in program-assisted professional development will show an improvement in the literacy environment. <i>Baseline to be established in 2001.</i>				

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of early childhood educators will report knowledge and understanding of effective, research-based approaches to language and literacy development and early childhood pedagogy. <i>Baseline to be established in 2001.</i>				

Data for this indicator will come from annual performance reports submitted by grantees.

PROGRAM OUTPUT MEASURES

(\$000s)

2001

Number of projects	60
Average award	\$500
Peer review of new award applications	\$45

SCHOOL IMPROVEMENT PROGRAMS

Innovative education program strategies State grants

(Elementary and Secondary Education Act of 1965, Title VI)

FY 2001 Authorization (\$000s): 0¹

Budget Authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Annual Appropriation	\$80,750	0	-\$80,750
Advance for succeeding fiscal year	<u>285,000</u>	<u>0</u>	<u>-285,000</u>
Total	365,750	0	-365,750

¹ The GEPA extension expires September 30, 2000; no new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Innovative Education Program Strategies State Grants program awards grants to State and local educational agencies for programs designed to support the reform of elementary and secondary education. Up to 1 percent of the total appropriation is reserved for the Outlying Areas. The remaining funds are awarded to States through a formula based on school-aged population and then to local districts under State-determined formulas that must be based on enrollment as well as other factors, such as low-income status or population sparsity, that give greater weight to children who are more expensive to educate. Up to 15 percent of each State's allocation may be retained by the State educational agency (SEA) for administration, technical assistance, and other State-level activities.

Local educational agencies (LEAs) must use program funds to carry out programs in the following broad areas: (1) technology, and training in that technology, related to the implementation of school-based reform; (2) the acquisition and use of educational materials; (3) educational reform activities such as "effective schools" and magnet schools; (4) the improvement of educational services for disadvantaged students; (5) programs to prevent and eliminate illiteracy among children and adults; (6) meeting the educational needs of gifted and talented children; (7) the implementation of school reform activities consistent with Goals 2000; and (8) the implementation of school improvement and parental involvement activities authorized under ESEA Title I.

This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year in which they are appropriated and remains available for 15 months through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion.

SCHOOL IMPROVEMENT PROGRAMS

Innovative education program strategies State grants

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$275,000
1997	310,000
1998	350,000
1999	375,000
2000	365,750

FY 2001 BUDGET REQUEST

The Administration is not proposing reauthorization of the Innovative Education Program Strategies State Grants program, and, therefore, no funding is requested. Like its predecessor, Chapter 2, the Title VI authority is not well designed to support the types of State and local efforts most likely to result in real improvements in teaching and learning. The most recent evaluation of the former Chapter 2 program found that program funds were used by fewer than half of the States to support such reform activities as revising/developing standards for student performance, developing alternative measures of student achievement, or public-private partnerships. Individual districts were even less likely than States to use Chapter 2 funds to support educational reform efforts. More than half of all districts reported some systemic reform efforts, but fewer than one-fourth of them used Chapter 2 funds to support these efforts.

The same evaluation also found that some activities supported with program funds had little direct impact, or no impact, on students, instruction, or school staff. Some States and districts funded the same activities year after year, with little thought as to the most appropriate use of Chapter 2 funds. Many of the programs and activities receiving funding had never been evaluated or had been evaluated only superficially. Further, the evaluation also determined that the majority of activities supported by Chapter 2 funds would have continued without Chapter 2 because these funds typically constituted a small percentage of any program's funding.

The Administration believes that a more effective way to utilize scarce resources lies in targeting funds on comprehensive systemic reform and areas of high need. For example, the Teaching to High Standards State Grants program makes the critical link between expenditures and standards-based educational reform that Title VI does not. Teaching to High Standards State Grants will assist States in implementing challenging academic standards by aligning curricula, assessment, and professional development with those standards.

SCHOOL IMPROVEMENT PROGRAMS

Innovative education program strategies State grants

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Range of awards	\$1,862- 44,575	\$1,816- 43,422	0
Average State grant	7,161	6,984	0
Average award per district	21	21	0
Amount for Outlying Areas	2,625	2,560	0

SCHOOL IMPROVEMENT PROGRAMS

Class size reduction

(Department of Education Appropriations Act of 2000, Section 310)

FY 2001 Authorization (\$000s): To be determined ¹

Budget Authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Annual appropriation	\$400,000	\$850,000	+\$450,000
Advanced appropriation	<u>900,000</u>	<u>900,000</u>	<u>0</u>
Total	1,300,000	1,750,000	+450,000

¹ In fiscal year 2000, the program was authorized through appropriations language; authorizing legislation is proposed for 2001.

PROGRAM DESCRIPTION

The Class Size Reduction program assists local school districts to carry out effective approaches to reducing class sizes with highly qualified teachers. Under the program, school districts give particular consideration to reducing class sizes in the early elementary grades, the grades in which research has shown class-size reduction to be effective in improving student achievement.

Consistent with criteria specified in the 1999 appropriations act, in that year each State received a formula allocation based on the greater of the State's share of Elementary and Secondary Education Act of 1965 Title I or Title II (Eisenhower Professional Development State Grants) funds for the previous year. The 2000 appropriations act specifies that each State receive the same percentage of available funds in 2000 as it received in 1999. In fiscal years 1999 and 2000, \$6 million was reserved to be split among the Outlying Areas and the Bureau of Indian Affairs. States distribute their entire allocations to local educational agencies (LEAs), based on the number of poor children in each district (80 percent) and total enrollment (20 percent). In 2000, any LEA that, by formula, receives an amount less than the starting salary for a new teacher can use its funds to (a) help pay the salary of a full- or part-time teacher hired to reduce class size or (b) provide professional development to teachers.

School districts that choose to receive program funds must provide a description of their plan to reduce class sizes in their Title VI applications. An LEA may use up to 3 percent of its allocation for administrative expenses. In fiscal year 2000, an LEA must use at least 72 percent of its allocation to recruit, hire, and train certified regular and special education teachers and teachers of special-needs children. An LEA may use up to 25 percent of its award to test new teachers for academic content knowledge or help them to meet State certification requirements and to provide professional development activities for teachers. A school district that has reduced class sizes in the early grades to no more than 18 students per class may use its allocation to make further reductions in class sizes in grades 1 through 3; to reduce class sizes in other grades; or to carry out activities designed to improve the quality of teaching within the district.

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States will report on the activities undertaken to reduce class sizes within the State as a part of the consolidated reports they will submit to the Department on a biennial basis. Each district or school receiving program funds must develop an annual report to parents, the general public, and the State educational agency describing the effects of reduced class sizes on student achievement.

Reauthorization Proposal

The Administration's proposal for reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) would codify the provisions contained in the Department's fiscal year 1999 and 2000 appropriations act with a few changes that would not alter significantly the manner in which the program operates. Among the proposed changes are:

- A requirement that States submit an application that includes the State's goals for reducing class sizes in regular classrooms in grades 1 through 3 and how the State would use other funds, including other Federal funds, to reduce class size and improve teacher quality and reading achievement.
- A provision to allow SEAs to retain up to 1 percent of their allocations for program administration.
- A provision requiring that local districts provide a 35 percent match for any funds they receive in excess of their fiscal year 1999 allocation. High-poverty districts would be exempt from the matching requirement. The match would ensure that class size reduction is a joint Federal, State, and local initiative and provide for the hiring of additional teachers.

This is a forward-funded program that includes advance appropriations. A portion of the funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year. The remaining funds become available for obligation on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion.

Funding levels for the past 5 fiscal years are as follows:

	(\$000s)
1996	0 ¹
1997	0 ¹
1998	0 ¹
1999	\$1,200,000
2000	\$1,300,000

¹ Program was not yet authorized.

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Class size reduction

FY 2001 BUDGET REQUEST

The 2001 request of \$1.75 billion for the Class Size Reduction program would provide the third installment toward meeting the Administration's goal of hiring 100,000 teachers to reduce average class sizes nationally in grades 1 through 3 to 18 students per classroom. The amount requested is a \$450 million increase over the fiscal year 2000 appropriation. The additional funding will allow States and local school districts to continue their efforts to reduce class sizes, to recruit and hire qualified teachers, and to provide teachers with instruction in teaching reading and other subjects effectively in small classes. The additional funds requested and the resources provided by the local match would allow districts to hire up to 22,000 new teachers, bringing the total number of teachers supported with program funds to as many as 51,000.

From the funds requested, the Department plans to reserve \$2 million for an evaluation of the program. The evaluation will examine the distribution of program funds, issues around the early implementation of the program (such as the quality of teachers hired with program funds), and the effects of the program on class size nationally.

The Department's Strategic Plan calls for actions to help ensure that all students reach challenging academic standards. Rigorous research has shown that students in small classes in the early grades make more rapid educational progress than those in larger classes, and that these achievement gains persist through at least elementary school. Further, the benefits of smaller classes are greatest for lower-achieving, minority, poor, and inner-city children. In addition to the Federal effort, some 20 States have their own initiatives to reduce class size.

Impact of Class-Size Programs and Experiments

Small classes allow teachers to spend more time on instruction and less on classroom management. Small classes provide teachers with greater flexibility to use different instructional approaches and assignments. Students in small classes receive more individualized attention. By having more time to spend with each student, teachers are better able to identify students with learning problems, provide remediation within the class and, as a result, reduce the potential need to retain students or to refer students to special education. Studies have also found that students in small classes are less disruptive than are their peers in regular classes.

The evaluation of the early implementation of California's class size reduction effort provides some evidence supporting many of the benefits of smaller class size on instruction. Teachers in the State report that reduced class sizes allow them to spend less time on discipline and more time working one-on-one with problem readers and attending to individual students' personal concerns. In addition, parents of children in smaller classes report having more contact with their child's teacher and are more satisfied with their children's education.

Tennessee's *Project STAR* (Student-Teacher Achievement Ratio), a 4-year study begun in 1985, is the largest, longest-lasting, and most controlled study to date on class size. It compared classes of 13 to 17 students with classes of 22 to 26 students, both with and without an additional instructional aide in the larger classes. Students in small classes outperformed their colleagues in large classes on every achievement measure in every year of the study. This was true for white and minority students and for students from inner-city, urban, suburban,

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Class size reduction

and rural schools. In each grade, minorities and students attending inner-city schools enjoyed greater small-class benefits than whites on some or all measures. In addition, a smaller proportion of students in the smaller classes was retained, and there was more early identification of students' special educational needs. The *Project Star* experiment has been followed by the *Lasting Benefits Study*. This study is still underway, but to date the research findings show higher academic achievement levels for the students from the smaller classes persisting through at least the eighth grade.

Recent studies are demonstrating that the benefits of reduced class size continue into a student's high school career. For example, preliminary findings from the *Effects of Class-Size Reduction In The Early Grades (K-3) On High School Performance* study show that students who were in smaller classes in the early elementary grades were more likely to graduate from high school on schedule and with higher rankings than their counterparts who attended larger classes. Students who attended smaller classes were also more likely to have completed advanced courses (for example, mathematics or honors English courses) than those students who had attended larger classes or classes with classroom aides. In addition, *The Effect of Attending a Small Class in the Early Grades on College Attendance Plans* study found that students who attended smaller classes were more likely than their counterparts from larger classes to take a college entrance examination. This was particularly true for minority students and students eligible for free- or reduced-price lunches.

More recent studies support the findings of *Project STAR*. Wisconsin's Student Achievement Guarantee in Education (SAGE) program, begun during the 1996-97 school year, was designed as a 5-year kindergarten through third grade pilot project to improve achievement in schools with high concentrations of poor students. The program requires that participating schools implement 4 interventions: (1) reduce the pupil-teacher ratio within a classroom to 15 students per teacher; (2) establish extended school hours; (3) develop rigorous curricula; and (4) create a system of staff development and professional accountability. Of the four interventions, only a reduced pupil-teacher ratio within a classroom was uniformly and immediately implemented across all program schools. Evaluations of the SAGE program are finding results consistent with those reported by the STAR study. Students in SAGE first-grade classrooms during the 1997-98 school year scored significantly higher in all tested areas. As in Tennessee, the achievement benefits of smaller classes are stronger for African-American students.

As another example, Burke County, North Carolina reduced class sizes in all first and second grade classes to 15 students per class. An evaluation of the project found that, compared to a matched group of students in classes that had not been reduced, students in the smaller classes outperformed the comparison group in both grades and on both reading and mathematics achievement tests. The Burke County project also included professional development activities on instruction and assessment.

Implementation of the Federal Program

The first teachers hired with funds from the Federal program entered classrooms in the fall of 1999 and the flexibility provided to local districts is allowing them to use their funds in a variety of ways. For example, some districts are using the funds to improve low-performing schools. Jackson, Mississippi hired 20 additional teachers and placed them in 20 low-performing elementary schools. Many of these teachers had previously retired or had left the district but

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were enticed to return because of the opportunity to teach in smaller classes and to work closely with other teachers. These experienced teachers are also serving as mentors for less experienced teachers, providing them with regular support and supervision. Columbus, Ohio hired 58 fully certified teachers with its Class Size Reduction allocation and placed those teachers in 13 high-poverty, low-performing schools. In those schools, the program has reduced class size in grades 1 through 3 from 25 students per class to approximately 15. Other districts are using program funds to support the implementation of programs designed to improve reading achievement. For example, Tacoma, Washington targeted its Federal Class Size Reduction funds to support its "Great Start" program, which is designed to improve reading instruction and achievement in the early grades. Tacoma has reduced first grade class size to 15 or 16 students per class in one-third of its elementary schools. As a result, 850 students in 57 classrooms are being taught in smaller classes. Montgomery County, Maryland is combining Federal funds with State and local funds to support its Early Reading Initiative in every first and second grade class in the county. As a result, students are in classes of 15 students for a 90-minute period each day devoted to intensive reading and writing instruction.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents program performance information, including goals and objectives of the program; performance indicators and targets; strategies that are being used to measure the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this and other programs supporting the performance goals and objectives.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Reduce average class size nationally, particularly in the early grades, to improve student achievement.

Objective: To reduce average class size nationally in grades 1-3.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Local school districts will reduce the maximum or average number of students per class in grades one through three so that the national average class size will be 18 by 2005. <i>1993-94 baseline: 21.9 students per 1-3 classroom.</i>				

The most recent data available to the Department are from the 1993-94 school year. At that time, the national average class size in the targeted grades was 21.9 students per classroom. The data were collected before several States, including California, began efforts to reduce class sizes within their State. Until we have more recent data, the Department is not setting targets for class size reduction beyond the final goal of a national average of 18 students per classroom in the targeted grades. The Department has received preliminary data from approximately 46 percent of LEAs through the Early Implementation Reports. In schools that have hired teachers with Class Size Reduction funds, the average class size in the grades in

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which those teachers were placed has decreased by about five students per class. Data for this indicator will be collected in biennial State performance reports and through the national evaluation of the program. In addition, the Department's *Schools and Staffing Survey* collects data on class size. The next *Schools and Staffing Survey* will be conducted during the 1999-2000 school year.

Objective: To ensure that newly hired and existing teachers are highly qualified and certified.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of teachers in grades one through three will participate in high-quality professional development in content areas and effective teaching methods. <i>Baseline to be established.</i>				

Studies have shown that teachers do not automatically adjust their classroom practices to take advantage of the opportunities provided by smaller classes. To take full advantage of reduced class sizes, teachers will need to be provided with training in instructional practices geared to small classes. Under the Administration's ESEA reauthorization proposal, local school districts could spend up to 15 percent of their allocations to test new teachers for academic content knowledge or help them to meet State certification requirements and to provide professional development activities for teachers. This indicator is intended to measure the percentage of teachers nationally who receive training in effective teaching methods in small classes. The Department currently does not have access to this information, but will collect it through State performance reports and the national evaluation of the program.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Range of awards	\$5,623-129,178	\$6,094-139,997	\$8,087-206,504
Average State grant	\$22,962	\$24,885	\$33,317
Amount for BIA/Outlying Areas	\$6,000	\$6,000	\$8,500
Teachers hired	>29,000	>29,000	49,000
Evaluation	0	0	\$2,000

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Safe and drug-free schools and communities: State grants

(Elementary and Secondary Education Act of 1965, Title IV, Part A, Subpart 1)

FY 2001 Authorization (\$000s): To be determined ¹

Budget Authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Annual appropriation	\$109,250	\$109,250	0
Advance for succeeding fiscal year	<u>330,000</u>	<u>330,000</u>	<u>0</u>
Total	439,250	439,250	0

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION - Current Authorization

America's students cannot be expected to learn to high standards in schools where they are threatened by drugs and violence. The Safe and Drug-Free Schools and Communities (SDFSC) State Grants program is designed to help create and maintain drug-free, safe, and orderly environments for learning in and around schools by supporting effective, research-based approaches to drug and violence prevention. This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year in which they are appropriated and remains available for 15 months through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion.

From the total appropriation, 1 percent is reserved for the Outlying Areas, 1 percent is reserved for the Bureau of Indian Affairs for programs for Indian youth, 0.2 percent is reserved for programs for Native Hawaiians, and up to \$1 million may be reserved for a mandated national impact evaluation of the program. The Department allocates the remaining funds to States, half on the basis of school-aged population and half on the basis of State shares of ESEA Title I funding, provided that no State receives less than one-half of 1 percent of the total. Of each State's allocation, 80 percent is administered by the State educational agency (SEA) and 20 percent by the Governor.

To receive a grant, SEAs may apply for SDFSC funds either through a program-specific application or by including the SDFSC program in a consolidated State plan, while Governors must apply through a program-specific application. A program-specific application must include, among other things: (1) the results of the State's needs assessment for drug and violence prevention programs, including data on the prevalence of drug use and violence by youth in schools and communities; and (2) the State's measurable goals and objectives for drug and violence prevention, and a description of the procedures it will use for assessing and publicly reporting progress toward meeting those goals and objectives. States are required to report to the Secretary every 3 years on the implementation and effectiveness of their programs and on the State's progress toward attaining its goals for drug and violence prevention.

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Safe and drug-free schools and communities: State grants

State and Local Educational Agency Programs

SEAs are authorized to reserve up to 5 percent of their allocations for state-wide initiatives such as training and technical assistance; the development, identification, dissemination, and evaluation of curriculum materials; demonstration projects; supplemental financial assistance to local educational agencies (LEAs) with special needs; and evaluation. SEAs may also reserve up to an additional 4 percent for program administration, and must subgrant at least 91 percent to their LEAs. LEA allocations are based 70 percent on enrollment and 30 percent on "high need." Criteria for determining high-need LEAs are developed by each SEA and may include such factors as high rates of alcohol or other drug use among youth, high rates of victimization of youth by violence and crime, and high rates of arrests and convictions of youth for violent or drug- or alcohol-related crime. High-need funds may go to no more than 5 LEAs or 10 percent of the LEAs in each State, whichever is greater.

An LEA desiring to receive a grant must apply to its SEA for funds either by including the SDFSC program in a consolidated plan, or through a program-specific application. A program-specific application must include such items as: (1) an assessment of the current alcohol, tobacco, and other drug problems, and of the violence, safety, and discipline problems, among students who attend the schools of the applicant; (2) a detailed explanation of the LEA's comprehensive plan for drug and violence prevention, and how it is consistent with, and promotes the goals in, the State's funding application; and (3) a statement of the LEA's measurable goals for drug and violence prevention, and a description of how it will assess and publicly report progress toward attaining these goals.

Each LEA participating in the program must use its SDFSC funds to implement a comprehensive drug and violence prevention program for students and employees that includes activities to promote the involvement of parents and coordination with community groups and agencies. Within this context, LEAs are authorized to use their SDFSC funds for a wide range of related activities. However, an LEA may use not more than 20 percent of its SDFSC allocation to support "safe zones of passage" for students between home and school and to acquire and install metal detectors and hire security personnel, and may use SDFSC funds for these activities only if it does not receive funding for them from other Federal agencies.

Currently, 97 percent of the Nation's LEAs participate in this program and provide direct services to more than 40 million children.

Governors' Funds

Governors' funds flow to parent groups, community action and job training agencies, community-based organizations, and other public and private nonprofit organizations for community-based drug and violence prevention programs and activities. Such programs and activities may include, but are not limited to: (1) disseminating information; (2) training parents, law enforcement and judicial officials, social service and health care providers, and community leaders; (3) linking community resources with schools, and integrating services involving education, vocational and job skills training, law enforcement, health, and other appropriate agencies and organizations; (4) coordinating the efforts of State agencies with those of the SEA and LEAs in the State; (5) protecting students traveling to and from school; (6) coordinating and

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conducting community-wide violence and safety assessments and surveys; and (7) program evaluation.

In funding projects, Governors must give priority to programs and activities for children and youth who are not normally served by SEAs or LEAs, or for populations that need special services or additional resources (such as preschoolers, youth in juvenile detention facilities, runaway or homeless children or youth, and school dropouts).

Governors may use up to 5 percent of their funds for program administration, and are required to use at least 10 percent for "law enforcement education partnerships" through such projects as: Drug Abuse Resistance Education (DARE) and other programs that include classroom instruction by uniformed law enforcement officials who teach students to resist pressures that influence them to use alcohol and other drugs; Project Legal Lives and other programs in which district attorneys provide classroom instruction in the law and legal system that emphasizes interactive learning techniques, such as mock trial competitions; partnerships between law enforcement and child guidance professionals; and before- and after-school activities.

In 1996-97, the most recent year for which data are available, more than 5.4 million individuals received direct services under the Governors' program through more than 2,000 projects.

Proposed Legislation

Significant changes to the program included in the Administration's reauthorization proposal include the following:

- State and Local Educational Agency Programs. SEAs would be required to award at least 70 percent of their allocations competitively to LEAs based on objective measures of need and on the quality of the LEA's proposed programming. These awards must be in amounts sufficient to support effective programming. SEAs would be required to make such awards to 50 percent or fewer of the LEAs in the State, unless the State can demonstrate that the SEA can fund more than 50 percent of its LEAs and still make awards of sufficient size to support effective programming. In addition, SEAs would be permitted to use up to 10 percent of their allocations for non-competitive awards to LEAs with the greatest need for assistance that do not receive a competitive award.
- Governors' Funds. Governors would be required to award at least 80 percent of their allocations competitively to public entities and private nonprofit organizations to support community efforts that directly complement the efforts of LEAs to foster drug-free, safe, and orderly learning environments in and around schools.
- State-Level Coordination and Leadership. SEAs and Governors would each be required to use at least 10 percent (but not more than 20 percent) of their allocations for jointly administered State-level program activities that include planning, developing, and implementing capacity building, technical assistance, and accountability services to support the effective implementation, accountability, and improvement of local drug and violence prevention activities throughout the State. Within this 20 percent cap, the SEA and Governor could provide emergency intervention services to schools and communities following a traumatic crisis, such as a shooting, major accident, or drug-related incident

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that has disrupted the learning environment. Also within the 20 percent cap (but in addition to the 10 percent minimum) for State-level activities, SEAs and Governors could each use up to 5 percent of their total allocations for program administration.

- Principles of Effectiveness. LEAs, and Governors award recipients, would be required to use their SDFSC State Grant funds to support drug- and violence-prevention services and activities that are: (1) based on a thorough assessment of objective data about the drug and violence problems in the schools and communities to be served; (2) designed to meet measurable goals and objectives aimed at ensuring that all schools served have a drug-free, safe, and orderly learning environment; (3) based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive student behavior; and (4) evaluated periodically to assess progress toward achieving their stated goals and objectives, and refined, improved, and strengthened (or the goals and objectives refined), as appropriate.
- Additional Accountability Provisions. State and local recipients of Safe and Drug-Free Schools funds would be required to adopt outcome-based performance indicators and to report regularly on their progress. Continuation of local grants would be conditioned upon achievement of satisfactory progress toward meeting performance targets. School districts would also be required to develop a comprehensive "Safe Schools Plan" to ensure that essential program components are in place and that school efforts are coordinated with related community-based activities.
- National Evaluations. Funding for national evaluations and data collections would be increased from up to \$1 million to not more than \$2 million annually.

Funding History

Funding levels for the past 5 fiscal years are as follows:

	(\$000s)
1996	\$440,798
1997	530,978 ¹
1998	531,000
1999	441,000
2000	439,250

¹ Reflects a reprogramming of \$25,000 thousand from State Grants to National Programs.

FY 2001 BUDGET REQUEST

The Administration requests level funding of \$439.3 million for Safe and Drug-Free Schools and Communities State Grants in 2001. Of the total requested, \$2 million is planned for evaluation activities that will assess program performance and strengthen State performance measurement systems.

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Safe and drug-free schools and communities: State grants

Sustained funding for SDFSC State grants is essential for the attainment of Goal 1 of the National Drug Control Strategy, which calls on the Federal Government to help educate and enable America's youth to reject illegal drugs as well as alcohol and tobacco. It is also critical to achieving Objective 1.3 of the Department's Strategic Plan, which calls for actions to help ensure that all schools in America are strong, safe, disciplined, and drug-free.

School crime and violence, and alcohol, tobacco, and other drug use by youth, remain serious problems. There also continues to be an extremely high level of public concern about school safety caused, in part, by the tragic shootings at Columbine High School and other public schools across the Nation during the past two years. Funding at the requested level is needed to help regain the momentum toward a decline in youth drug use observed briefly in the late 1990's, and to help keep our students safe from violence and crime. (Recent data on student drug use and school violence are provided in the program performance information section.)

Comprehensive and effective prevention programs and strategies can be costly, and the level of funding provided to LEAs under the SDFSC formula program has often been insufficient to produce demonstrable results. Funding in the amount requested, coupled with the significant program revisions included in the reauthorization proposal designed to concentrate resources and improve program quality at the local level, should increase the likelihood that the SDFSC activities will have a demonstrable impact.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

While the data on trends in drug use, and the baseline data on school violence, provide a mixed picture, the forthcoming reauthorization of the program affords the opportunity to make changes to the statute that should increase the likelihood that the program will be successful in meeting these indicators.

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Safe and drug-free schools and communities: State grants

Performance goal: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.

Objective: Reduce the use and availability of alcohol and drugs in schools.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2001, rates of annual alcohol use in schools will decline for 8 th , 10 th , and 12 th graders. <i>FY 1996 baseline: annual rates of alcohol use in schools were 6% for 8th graders, 9% for 10th graders, and 8% for 12th graders.</i>	8 th : 5% 10 th : 8% 12 th : 8%	8 th : 5% 10 th : 8% 12 th : 8%	8 th : 4% 10 th : 7% 12 th : 7%	
By 2001, rates of annual marijuana [and other drug] use in schools will decline for 8 th , 10 th , and 12 th graders. <i>FY 1996 baseline: annual rates of marijuana [and other drug] use in schools were 6%, 11%, and 10% for 8th, 10th, and 12th graders.</i>	8 th : 5% 10 th : 11% 12 th : 10%	8 th : 4% 10 th : 11% 12 th : 8%	8 th : 3% 10 th : 10% 12 th : 7%	

According to the *Monitoring the Future* study conducted by the University of Michigan Survey Research Center under a series of grants from the National Institute on Drug Abuse (one of the most comprehensive and long-term annual surveys of drug-related behavior and attitudes of youth in the country), rates of alcohol and drug use by students in schools are unacceptably high, but considerably lower than rates of alcohol and drug use among school-aged youth overall. *Monitoring the Future*, which will be used to measure achievement toward this indicator, only reports annual rates of drug use by students in schools (that is, the rates at which students report having used drugs within the past year in school). However, for rates of drug use among school-aged youth overall, the survey also reports 30-day prevalence (that is, the rates at which students report having used drugs within the past 30 days). See related indicator on the following page. Note also, that the annual rates of drug use in schools reported by *Monitoring the Future* are for marijuana and other drugs (for 8th and 10th graders) and for marijuana only (for 12th graders).

While the Department awaits the analysis of 1999 data to measure this indicator, attainment of the targets appears likely, based on recent progress and overall trends. In 1998, the annual rate of alcohol use in schools for 8th graders was 6 percent, compared to the 1999 target of 5 percent. The comparable rate for 10th and 12th graders was 8 percent, the same as the 1999 target. For marijuana and other drugs, the 1999 annual rate of use in schools for 8th graders was 5 percent (the same as the 1999 target); for 10th graders, 9 percent (compared to the 1999 target of 11 percent); and, for 12th grade marijuana use only, 8 percent (compared to the 1999 target of 10 percent). While these data are encouraging, based on the fact that rates of alcohol use for all grade levels have remained relatively steady for many years, and that marijuana use rates, which increased in the mid-nineties, only recently appear to have declined slightly for 10th and 12th graders, targets for 2000 and 2001 call only for incremental decreases in student alcohol use and other drug use in schools.

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Safe and drug-free schools and communities: State grants

Objective: Reduce alcohol and drug use among school-aged youth.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2001, rates of 30-day prevalence of alcohol use will decline for 8 th , 10 th , and 12 th graders. <i>FY 1996 baseline: 30-day prevalence of alcohol use for 8th, 10th, and 12th graders was 26%, 40%, and 51%.</i>	8 th : 23% 10 th : 35% 12 th : 45%	8 th : 21% 10 th : 32% 12 th : 41%	8 th : 21% 10 th : 32% 12 th : 41%	
By 2001, rates of 30-day prevalence of illicit drug use will decline for 8 th , 10 th , and 12 th graders. <i>FY 1996 baseline: 30-day prevalence of illicit drug use for 8th, 10th, and 12th graders was 15%, 23%, and 25%.</i>	8 th : 13% 10 th : 21% 12 th : 23%	8 th : 12% 10 th : 19% 12 th : 20%	8 th : 12% 10 th : 19% 12 th : 20%	

Data from *Monitoring the Future* corresponding to this indicator indicate that rates of alcohol use for all three grade levels have remained relatively steady for many years, and that illicit drug use rates have been steady in the last few years, down slightly (for 8th and 10th graders) from recent peak levels reached in 1996. The 1999 and 2000 targets for this indicator were established by the Office of National Drug Control Policy in 1998 to reflect a desired 20 percent decline from the 1996 rates. Although the downturn in 8th and 12th grade rates is encouraging, it is unlikely that the ambitious 2000 targets for 10th and 12th graders will be achieved, largely because the 1999 targets have not been met. According to data from the 1999 *Monitoring the Future* survey, 30-day prevalence of alcohol use was 24 percent for 8th graders, 40 percent for 10th graders, and 51 percent for 12th graders, and 30-day prevalence of illicit drug use was 12 percent for 8th graders, 22 percent for 10th graders, and 26 percent for 12th graders. Consequently the target was met for only one of these six indicator measures. Youth rates of alcohol and drug use are affected by many factors that SDFSC programs cannot always overcome, including social and cultural mores, parental attitudes, and advertising and other media messages. Accordingly, targets for 2001 do not call for further decreases in drug use by school-aged children.

Objective: Reduce the number of criminal and violent incidents in schools.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2001, the proportion of high school students in a physical fight on school grounds will decrease. <i>FY 1997 baseline: 15% of high school students reported being involved in a physical fight on school property in the past year.</i>	14%		12%	

Data for this indicator are being collected annually through the Youth Risk Behavior Survey (YRBS), which is administered by the Centers for Disease Control and Prevention (CDC).

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Safe and drug-free schools and communities: State grants

While the Department awaits the release of 1999 YRBS data by the CDC to measure the indicator, progress toward the targets is likely. The percentage of students reporting being in a fight at school has declined since 1995, and overall juvenile crime and violence rates are down; it therefore appears likely that the percentage of students in a fight at school will continue to decline.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2001, the annual rate of students aged 12 to 18 who report experiencing serious violent crime, in school or going to and from school, will decrease. <i>FY 1996 baseline: 9 per 1,000 students aged 12 to 18 reported experiencing serious violent crime.</i>	8 per 1,000	8 per 1,000	7 per 1,000	

Data for this indicator are being collected annually through the National Crime Victimization Survey (NCVS) conducted by the Bureau of Justice Statistics (BJS). While the Department awaits the release of 1999 NCVS data by the BJS to measure the indicator, progress toward the target is likely. Rates of violent crime victimization at school, like other measures of juvenile crime and violence, have been dropping in recent years and are likely to continue to decline.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2001, the proportion of high school students carrying weapons (including firearms) to school will decrease. <i>FY 1997 baseline: 9% of high school students carried a weapon on school property in the past 30 days.</i>	7%		6%	

Data for this indicator will be collected biannually through the YRBS. While the Department awaits the release of 1999 YRBS data by the CDC to measure the indicator, progress toward the targets is likely. The percentage of students reporting carrying a weapon to school has declined since 1995, and overall juvenile crime and violence rates are down; it therefore appears likely that the percentage of students carrying a weapon at school will continue to decline.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Grants to States	\$430,298	\$428,586	\$427,586
Amount to SEAs and LEAs	344,238	342,869	342,069
Amount for Governors	86,060	85,717	85,517
Average State award	8,275	8,242	8,223
Range of award	2,151 - 49,466	2,143 - 51,246	2,138 - 52,015

SCHOOL IMPROVEMENT PROGRAMS

Safe and drug-free schools and communities: State grants

PROGRAM OUTPUT MEASURES -- continued **(\$000s)**

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Set-Aside for Outlying Areas	\$4,410	\$4,392	\$4,392
Set-Aside for BIA schools	4,410	4,392	4,392
Set-Aside for evaluation	1,000	1,000	2,000
Programs for Native Hawaiians	882	880	880

SCHOOL IMPROVEMENT PROGRAMS

Safe and drug-free schools and communities: National programs

(Elementary and Secondary Education Act of 1965, Title IV, Part A, Subpart 2)

FY 2001 Authorization (\$000s): To be determined ¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$160,750 ²	\$200,750	+\$40,000

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

² Adjusted for comparability. Includes \$50,000 thousand for the Coordinator Initiative.

PROGRAM DESCRIPTION

Safe and Drug-Free Schools and Communities National Programs provides discretionary funds to carry out national leadership programs designed to promote drug-free, safe, and orderly learning environments for students at all educational levels, from preschool through the postsecondary level. These programs may include, but are not limited to:

- Training and technical assistance for teachers, school administrators and staff, and others on the identification and implementation of effective strategies to promote safe, orderly, and drug-free learning environments;
- Demonstration projects to test innovative approaches to drug and violence prevention;
- Direct services to schools and school systems, including those afflicted with especially severe drug and violence problems;
- Developing and disseminating drug and violence prevention and education materials and information, including information and materials about effective research-based programs, policies, practices, strategies, and curricula;
- Recruiting, hiring, and training program coordinators to assist school districts in implementing high-quality, effective, research-based drug and violence prevention programs;
- The development and provision of education and training programs, curricula, instructional materials, and professional training for preventing and reducing the incidence of crimes or conflicts motivated by bullying, hate, prejudice, intolerance, or sexual harassment and abuse;

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Safe and drug-free schools and communities: National programs

- Programs for youth who are out of the education mainstream, including school dropouts, students who have been suspended or expelled from their regular education program, and runaway or homeless children and youth;
- Programs implemented in conjunction with other Federal agencies that support local educational agencies and communities in developing and implementing comprehensive programs that create safe, disciplined, and drug-free learning environments and promote healthy childhood development;
- Services and activities that reduce the need for suspension and expulsion in maintaining classroom order and discipline;
- Programs to provide counseling services to troubled youth, and services and activities to prevent and reduce truancy;
- Financial and technical assistance to institutions of higher education for model drug prevention and campus safety programs for students attending such institutions; and
- Evaluations of the effectiveness of drug and violence prevention programs.

The Administration's proposed reauthorization of SDFSC National Programs would expand this broad discretionary authority to permit the Secretary to carry out research activities in drug and violence prevention (which are not currently authorized under the SDFSC Act), and provide explicit authority for the Secretary to carry out programs that promote lifelong physical activity and healthy, drug-free lifestyles.

Currently, SDFSC National Programs funds are being used -- or are planned -- for discretionary grants, joint projects with other Federal agencies, development and dissemination of materials, data collection and evaluation, a variety of other activities designed to improve the field of drug and violence prevention at the elementary and secondary school level, and postsecondary education programs.

Discretionary Grants

Grant priorities are selected annually based on the most urgent needs for support in specific areas of drug and violence prevention. In 1998, the Department held two competitions for multi-year grant awards: one for 5-year demonstration projects that will evaluate promising strategies to create safe and orderly learning environments, and the other for 2-year projects designed to help SEAs and LEAs better collect, analyze, and utilize data on drug use and violence in schools and thereby improve their prevention programming. A portion of 1999 and 2000 funds is supporting continuation awards for these grants; 1999 funds also are supporting the final year of continuation grant awards for projects begun in 1997 for the replication of drug and violence prevention programs that have been proved effective through research and evaluation.

In addition, in 1999, the Department held its first grant competition for middle school drug prevention and school safety coordinators, and -- in partnership with other Federal agencies -- conducted its first competition for "Safe Schools/Healthy Students" projects. These competitions are discussed in the following two sections. In 2000, in addition to funding new and continuation awards for Safe Schools/Healthy Students grants and Middle School

SCHOOL IMPROVEMENT PROGRAMS

Safe and drug-free schools and communities: National programs

Coordinator grants, the Department plans to hold a grant competition specifically for projects to provide alternative education for students expelled from school.

Joint Projects with other Federal Agencies

Coordination of Federal prevention efforts is achieved through interagency collaboration on cross-cutting issues and the provision of information to agency customers. In many instances, funds are transferred between agencies under memoranda of agreement to support projects of common interest.

Safe Schools/Healthy Students Initiative

In 1999 and 2000, Congress provided significant increases in the appropriation for SDFSC National Programs; the 1999 conference report specifically directed that the 1999 increase in funds be used to support targeted assistance, through competitive grants to local educational agencies, for activities that promote safe learning environments for students. In response, the Department initiated the largest Federal interagency youth drug and violence prevention effort in history: the "Safe Schools/Healthy Students" initiative. The purpose of this initiative, which is being funded jointly by the Departments of Education, Justice (DOJ), and Health and Human Services (HHS), is to assist school districts and communities to develop and implement comprehensive, community-wide strategies for creating safe and drug-free schools and for promoting healthy childhood development, so that students can grow and thrive without resorting to violence or other destructive behaviors.

Total funding across agencies for this initiative in fiscal year 2000 is more than \$145 million, including:

- \$82 million from SDFSC National Programs;
- \$15 million from the Office of Juvenile Justice and Delinquency Prevention (DOJ);
- \$48 million from the Substance Abuse and Mental Health Services Administration (HHS); and
- Additional funds, to be determined, from the DOJ Community Oriented Policing Services (COPS) program to fund police or school resource officers in schools.

Under this joint agency initiative, applicants for funding need to submit only one grant proposal to the Federal Government for support for a variety of activities leading to the creation of safer schools. Examples of activities that are eligible for funding include: providing training to teachers, counselors, school security officers, and other school personnel to identify early warning signs of students who are at high risk of violent behavior, and to develop appropriate prevention, intervention, and crisis response plans; improving the assessment of student behavior as part of the disciplinary process; providing alternative education settings for students expelled from school; and conducting before- or after-school programs, social skills-building programs, family strengthening programs, student assistance programs, teen court programs, and truancy prevention programs. To increase the chances that these activities are effective in targeting both (1) the development by young people of the social skills and emotional resilience

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Safe and drug-free schools and communities: National programs

necessary to avoid drug use and violent behavior and (2) the establishment of school environments that are safe, disciplined, and alcohol and drug free, grantees are required to:

- Have a comprehensive Safe Schools/Healthy Students strategy that addresses, at a minimum, the school district's plans for: maintaining school security and discipline; providing drug and violence prevention and early intervention programs for all students; promoting education reform strategies that connect students and parents to schools; identifying and serving children who need mental health treatment services; and deterring aggressive and violent behavior by providing appropriate early childhood development services to pre-school-aged children and their parents, families, and caregivers.
- Have a formal partnership among a local educational agency, law enforcement agency, juvenile justice officials, and mental health organization regarding the services to be provided.
- Identify an outside "research and evaluation" partner that will provide guidance on the use of research-based approaches to creating safe school environments.

In 1999, the agencies awarded 54 grants for projects in rural, suburban, and urban school districts. Grants are for 3-year projects, ranging in size from \$466,000 to \$3 million per year. In 2000, the agencies intend to fund an additional 17 projects.

Other Joint Agency Projects

Other examples of multi-agency cooperation under SDFSC National Programs include collaborating with the DOJ Office of Juvenile Justice and Delinquency Prevention (OJJDP) in funding grants for projects to recruit and train adult mentors to help at-risk youth avoid alcohol and drug use, gangs, and violence; and, with OJJDP, in supporting a national safe schools resource center to provide targeted training and technical assistance to large urban school districts.

Middle School Drug Prevention and School Safety Coordinators

The Safe and Drug-Free Schools and Communities Coordinator Initiative is a major effort of the Administration in support of the National Drug Control Strategy. Under this initiative, the Department provides assistance to local educational agencies (LEAs) to recruit, hire, and train drug prevention and school safety program coordinators in middle schools with significant drug and school safety problems. These Safe and Drug-Free Schools coordinators are responsible for:

- Developing, conducting, and analyzing assessments of their schools' drug and crime problems;
- Identifying promising, research-based drug prevention and school safety strategies and programs to address those problems;
- Assisting teachers, coaches, counselors, and other school officials in adopting and implementing those programs and strategies;

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- Working with the community to ensure that the needs of students are linked with available community resources;
- Assisting in the development and implementation of evaluation strategies;
- Identifying alternative funding sources for drug prevention and school safety initiatives; and
- Providing feedback to State educational agencies on programs and activities that have proven to be successful in reducing drug use and violent behavior among school-aged youth.

Most of the funds are awarded through competitive grants directly to LEAs. In addition, the Department is providing support for intensive training and professional development activities for the coordinators, and for an evaluation of the initiative.

Development and Dissemination of Materials

SDFSC National Programs funds have provided support for classroom teaching and parent education through the development and dissemination of such materials as *Growing Up Drug Free: A Parent's Guide to Prevention*, which was updated in 1998 and remains one of the most requested publications ever produced by the Federal Government (30 million copies distributed to date). Other recent SDFSC publications focus on factors that place youth at high risk for drug use and violent behavior, and include the annual national report on school safety, a manual on preventing bullying, and an "early warning guide" to assist educators in identifying and providing help to troubled youth before they exhibit violent behavior. These materials are made available without charge to educators and other interested individuals.

Data Collection and Analysis

SDFSC National Programs funds support relevant studies, surveys, and activities that supplement the national impact evaluation of the SDFSC State Grant program or assess the performance of specific National Programs activities. These efforts include collection of data by the National Center for Education Statistics on school crime and violence; a national study of school-associated student deaths (defined as homicides, suicides, and accidents occurring on school grounds); a random sample national probability survey of college students' alcohol and other drug use and their perceptions of their college peers' behavior regarding alcohol and other drugs; and, as directed in the conference agreement on the 2000 appropriation for SDFSC, a study of school violence to be carried out by the National Academy of Sciences.

Other Program Improvement Activities

In addition to the above activities at the elementary and secondary school level, National Programs funds are being used to develop and support an Expert Review Panel to identify promising and exemplary drug and violence prevention programs; and to operate the Safe and Drug-Free School Recognition program, which identifies and provides recognition of schools that are implementing promising, effective, or exemplary drug and violence prevention

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strategies and practices, and disseminates information about such programs to State and local educational agencies throughout the country.

Postsecondary Prevention Programs

SDFSC National Programs funds also are used for discretionary grants for campus-based projects to promote safety and prevent illegal drug use by students at institutions of higher education; for a training and technical assistance center that supports campus-based prevention projects and the national dissemination of information on model postsecondary prevention projects; and for related activities, such as collecting and analyzing data on students served by these programs.

Funding History

Funding levels for the past 5 years were as follows:

	(\$000s)
1996	\$24,993
1997	25,000 ¹
1998	25,000
1999	125,000 ²
2000	160,750 ³

¹ Reflects a reprogramming of \$25,000 thousand from State Grants to National Programs.

² Adjusted for comparability. Includes \$35,000 thousand for the Coordinator Initiative.

³ Adjusted for comparability. Includes \$50,000 thousand for the Coordinator Initiative.

FY 2001 BUDGET REQUEST

For 2001 the Administration proposes to fund Safe and Drug-Free Schools and Communities National Programs at \$200.8 million, an increase of \$40 million over the 2000 appropriation. The Department would use the requested increase in funding to support new grants for Safe Schools/Healthy Students projects. The remaining funds requested generally would continue activities initiated in 1999 and 2000.

In 1999, the Departments of Education, Health and Human Services, and Justice received 447 applications under the **Safe Schools/Healthy Students** competition, but only had enough funds to award 54 grants. This joint agency initiative, which will also include the participation of the Department of Labor beginning in 2001, provides students, schools, and communities the benefit of enhanced comprehensive educational, mental health, social service, law enforcement, and, as appropriate, juvenile justice services to promote healthy childhood development, and address the problems of school violence and alcohol and other drug abuse. In 1999, the Administration could have used an additional \$107 million to fully fund these projects and an additional 50 high-scoring applications. To help address this unmet need and respond to the overwhelming interest and demand in this initiative, the 2001 budget for the Department of Education includes \$122 million for Safe Schools/Healthy Students projects -- \$40 million for a new cohort of grants, in addition to \$82 million in continuation costs for the second and third

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years of projects initiated in 1999 and 2000. The Education request, combined with the budget requests of the other participating agencies, would invest a total of \$247 million under this initiative – an increase of more than \$100 million over 2000.

To ensure that we learn as much as we can from Safe Schools/Healthy Students efforts to promote healthy youth development, a small percentage of this increase will be used to support partnerships between Safe Schools/Healthy Students grantees and university-based researchers. Extending beyond what we can learn through the national evaluation of the program, such “community-science partnerships” would allow social and behavioral scientists to capitalize on the rich research opportunities afforded by Safe Schools/Healthy Students community collaborations, as well as build Safe Schools/Healthy Students grantees’ capacity to identify best practices and use scientific data to inform the continuous improvement of their programs.

Increased funding for SDFSC National Programs is essential for the attainment of Goal 1 of the National Drug Control Strategy, which calls on the Federal Government to help educate and enable America’s youth to reject illegal drugs as well as alcohol and tobacco. It is also critical to achieving Objective 1.3 of the Department’s Strategic Plan, which calls for all schools in America to be strong, safe, disciplined, and drug-free.

A variety of data (discussed under the program performance information in the budget request for Safe and Drug-Free Schools and Communities: State Grants) continue to indicate that drug use, violence, and crime are serious problems for school-aged youth. There also continues to be an extremely high level of public concern about school safety caused, in part, by the tragic shootings at Columbine High School and other public schools across the Nation during the past two years. In response, the Department is working aggressively to promote prevention programs that work. Funds requested for SDFSC National Programs activities will continue to be targeted on helping school officials to identify, design or select, and implement research-based drug and violence prevention programs of demonstrated effectiveness and thereby complement the emphasis on research-based programs of demonstrated effectiveness under the SDFSC State Grants program. SDFSC National Programs funds will also continue to provide direct, targeted support for programs to prevent drug use and acts of violence -- especially alcohol-related violence -- among college and university students.

Other specific activities to be funded under the 2001 request for SDFSC National Programs in support of the Department’s efforts to promote a safe and drug-free learning environment in our Nation’s schools, colleges, and universities include:

- **Coordinator Initiative.** The 2001 request includes level funding of \$50 million for the Coordinator Initiative. This level will bring the total number of coordinators hired by this initiative to more than 800 serving more than 1,300 middle schools. By providing trained personnel who are experts in planning, designing, implementing, and evaluating successful drug prevention and school safety programs in schools, this initiative supports the Department’s efforts to translate research into practice and improve the quality and effectiveness of prevention programming.

A study of the Drug-Free Schools and Communities Act program (the predecessor to the Safe and Drug-Free Schools and Communities Act) concluded that, to be well

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implemented and have a chance to make an impact on students, prevention programs must have available a prevention coordinator on at least a half-time, if not full-time basis. By targeting these coordinators on middle schools, which enroll students who are at the age where they often begin experimenting with drugs and becoming more involved with violence and crime, this initiative will support early intervention efforts that can have a long-term impact on reducing youth drug use and creating safer schools.

- **Alternative Education for Students Expelled from School.** The Gun-Free Schools Act (GFSA) mandates that each State receiving Federal funds under the Elementary and Secondary Education Act have a State law that requires all LEAs in the State to expel from school for at least one year any student found bringing a firearm to school. These State laws must also authorize the LEA chief administering officer to modify any such expulsion on a case-by-case basis. According to data reported by States on the implementation of the GFSA, 3,930 students were expelled from school in the 1997-98 school year for bringing a firearm to school. Students are also expelled from school for drug use, violent behavior, and possession of other weapons at school. While expulsion of these youth addresses these school's need to provide a safe, secure environment for its other students, it does not address the educational needs of the expelled students, nor does it address the long-range costs to the community of permitting expelled youth to be unsupervised for prolonged periods during the day. In response, the budget request includes funds to establish, expand, and improve model alternatives to expulsion programs that include appropriate interventions and education to help these students achieve academically, and develop into responsible, contributing members of society.
- **Demonstration Program to Identify Effective New Prevention Strategies in Schools.** This 5-year controlled demonstration program, which began in 1998, is designed to implement and evaluate, under rigorous methodological conditions, promising drug and violence prevention programs and strategies. As part of the Department's effort to promote and expand the utilization of effective prevention strategies, it aims to identify at least 5 promising strategies and will include an evaluation component to ascertain whether each program is effective and, if so, under what conditions and for which populations.
- **National Resource Center for Safe Schools.** The Department plans to continue this center, established in 1998 in collaboration with the Department of Justice, to disseminate information on research and effective practices, and provide training and technical assistance, to help SEAs, LEAs, schools, and communities create and maintain safe school environments.
- **Safe and Drug-Free School Recognition Program.** The Department has redesigned this activity to identify and provide recognition of schools that are implementing effective, comprehensive programs to prevent drug use and violence and create safe and orderly learning environments. The Department will disseminate information about these programs to State and local educational agencies throughout the country.
- **Expert Review Panel.** This panel of prevention experts will rigorously assess and recommend for dissemination promising or exemplary drug and violence prevention programs and strategies.

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- **Higher Education Binge Drinking.** Binge drinking (defined as having five or more drinks in a row) by college students has serious consequences, including poor academic performance, increased vandalism, date rape, and death resulting from accidents or toxic levels of blood alcohol. This initiative, which is being funded jointly between the Department and the National Institute on Alcohol Abuse and Alcoholism, will explore the causes of binge drinking on college campuses, and provide grants to institutions of higher education (IHEs) to develop, expand, or enhance model programs that prevent it. As part of the initiative, information about program models and other effective strategies will be disseminated to IHEs nationwide.
- **Higher Education Model Prevention Programs.** The Department will continue to identify, and disseminate information about, model drug and violence prevention programs at institutions of higher education through: (1) support of a national training and technical assistance center to improve IHE prevention programs, and (2) a recognition awards program to focus national attention on exemplary IHE alcohol and drug prevention efforts. In 1999, Congress provided \$750,000 under the Fund for the Improvement of Postsecondary Education (FIPSE) program in the Higher Education account for a national recognition awards program to identify and provide models of alcohol and drug abuse prevention and education programs in higher education at the college level. In 2000 and 2001, the Department plans to fund this activity under SDFSC National Programs.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.

Objective: Help school districts select and implement programs that have been evaluated and found to be effective.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2002, identify additional drug and violence prevention programs that have been rigorously evaluated and found to be either promising or exemplary as defined by an expert panel. <i>Baseline to be established in 2000.</i>				

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Data for this objective will be the number of prevention programs identified as effective by the Department of Education Expert Panel on Safe and Drug-Free Schools.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2001, all drug prevention and school safety coordinators funded by the middle school coordinator initiative will have received training to implement effective, research-based prevention programs. <i>Baseline to be established in 2000.</i>		65%	100%	

In February 2000, the Department will begin training the middle school coordinators. Data to measure this indicator will be collected by the training contractor. In 2000, the Department also plans to commence an evaluation of the effectiveness of the SDFSC Coordinator Initiative. Once the study is underway, the above indicator, which focuses on implementation, will be revised to incorporate data from the study regarding the effectiveness of the initiative.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2001, National Programs grantees will report data that demonstrate substantial progress toward achieving the results-based goals and objectives established in their applications. <i>Baseline to be established in 2000.</i>			Grantees will meet 75% of established measurable goals and objectives after one year.	

Beginning with 2000 grant competitions, the Department will incorporate into all SDFSC National Programs grant applications requirements for grantees to provide results-based goals and objectives for their projects; the Department will measure attainment of this indicator through a review of grantee progress reports.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
<u>Safe Schools/Healthy Students Initiative</u>			
Grant award funding (new)	\$62,934	\$20,000	\$40,000
Grant award funding (continuations)	<u>0</u>	<u>62,300</u>	<u>82,300</u>
Total funding	62,934	82,300	122,300
Number of new awards	54	17	40
Number of continuation awards	0	54	71

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PROGRAM OUTPUT MEASURES -- continued **(\$000s)**

	<u>1999</u>	<u>2000</u>	<u>2001</u>
<u>Coordinator Initiative</u>			
Grant award funding (new)	\$34,650	\$45,304	0
Grant award funding (continuations)	0	2,639	\$48,417
Training and evaluation	0	1,557	1,583
Peer review of new award applications	<u>350</u>	<u>500</u>	<u>0</u>
Total funding	35,000	50,000	50,000
Number of new awards	97	198	0
Number of continuation awards	---	14	255
Average award	\$357	\$226	\$190
<u>Other National Programs</u>			
<u>Alternative education for expelled students</u>			
Grant award funds (new)	---	\$10,000	0
Grant award funds (continuations)	---	0	\$10,000
Peer review of new award applications	<u>---</u>	<u>250</u>	<u>0</u>
Total funding	---	10,250	10,000
Number of new awards	---	20	0
Number of continuation awards	---	0	20
Average award	---	\$500	\$500
<u>Demonstration program</u>			
Grant award funds (continuations)	\$4,252	\$4,283	\$3,200
Number of continuation awards	6	6	6
Average award	\$709	\$714	\$533
<u>Mentoring initiative</u>			
Grant award funds (new)	\$2,900	0	0
Number of new awards	8	0	0
Average award	\$363	0	0
<u>Improved data collection and analysis systems</u>			
Grant award funds (new)	\$194	0	0
Number of new awards	1	0	0
Grant award funds (continuations)	\$2,748	\$194	0
Number of continuation awards	7	1	0
Average award	\$368	\$194	0

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PROGRAM OUTPUT MEASURES -- continued **(\$000s)**

	<u>1999</u>	<u>2000</u>	<u>2001</u>
<u>Other National Programs - continued</u>			
<u>Replication of effective programs</u>			
Grant award funds (continuations)	\$2,769	0	0
Number of continuation awards	7	0	0
Average award	\$396	0	0
<u>Development and dissemination of information and materials</u>	\$2,191	\$1,582	\$1,100
<u>Data collection and analysis</u>	\$1,700	\$1,600	\$1,750
<u>National Resource Center for Safe Schools</u>	\$750	\$750	\$750
<u>Other program improvement activities</u>	\$3,014	\$2,091	\$5,000
<u>Joint projects with other Federal agencies, not included in activities above</u>	\$1,423	\$1,750	\$1,500
<u>Postsecondary Education Drug and Violence Prevention Programs</u>			
Binge drinking prevention initiative	\$550	\$550	\$550
Number of new awards	6	0	0
Number of continuation awards	0	6	6
Discretionary grants	\$1,956	\$2,000	\$1,400
Number of new awards	8	10	6
Training and technical assistance center	\$2,465	\$2,500	\$2,200
Recognition of model IHE programs	(1)	\$850	\$850
Number of new awards	7	10	10
Data collection and analysis	\$120	0	\$100
Peer review of new award applications	\$34	\$50	\$50

(1) In 1999, \$750 thousand for this activity was appropriated under the Fund for the Improvement of Postsecondary Education (FIPSE) program in the Higher Education account.

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Safe and drug-free schools and communities: Project SERV

(Elementary and Secondary Education Act of 1965, Title IV, Part A, Subpart 2)

FY 2001 Authorization (\$000s): To be determined ¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
0	\$10,000	+\$10,0000

¹ The GEPA extension applies through September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Administration's proposal for reauthorizing the Safe and Drug-Free Schools program includes an explicit authority for a new Federal response to violent deaths and other crises affecting schools, called Project SERV (School Emergency Response to Violence). Under this initiative, the Department of Education, in collaboration with the Departments of Justice and Health and Human Services (HHS) and the Federal Emergency Management Administration (FEMA), would provide education-related services to local educational agencies (LEAs) in which the learning environment has been disrupted due to a violent or traumatic crisis, such as a shooting or major accident. Such services may include, but are not limited to:

- Assistance to school personnel in assessing a crisis situation, including assessing the resources available to the LEA and community to respond to the situation and developing a response plan to coordinate services provided at the Federal, State, and local level;
- Mental health crisis counseling to students and their families, teachers, and others in need of such services;
- Increased school security;
- Training and technical assistance for State and local educational agencies, State and local mental health agencies, State and local law enforcement agencies, and communities to enhance their capacity to develop and implement crisis intervention plans; and
- Services and activities designed to identify and disseminate the best practices of school- and community-related plans for responding to crises.

Criteria for selecting which LEAs are provided assistance under Project SERV would be established by the Secretary of Education in consultation with the Attorney General, the Secretary of HHS, the Director of the Office of National Drug Control Policy, and the Director of FEMA.

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Safe and drug-free schools and communities: Project SERV

In addition to having its own, separate authorization (Project SERV activities are implicitly authorized under current law within the broad discretionary authority of SDFSC National Programs), the Administration's legislative proposal for Project SERV would require the establishment of a Federal coordinating committee on school crises comprised of the Secretary of Education, the Attorney General, the Secretary of HHS, the Director of FEMA, the Director of the Office of National Drug Control Policy, and other members chosen by the Secretary of Education to coordinate the Federal responses to crises that occur in schools or directly affect the learning environment in schools.

This would be a multi-year program. Funds would be appropriated to remain available for obligation until expended. In the hoped-for event that there are no school-related crises in a given year, the unobligated funds would be carried over into the next fiscal year, thus avoiding the need for an annual appropriation for that year and preventing the funds from expiring.

FY 2001 BUDGET REQUEST

The Administration requests \$10 million for Project SERV to help address the student, faculty, and community needs that result from crises that affect schools. Recent tragedies such as multiple homicides in schools, bus crashes, hurricanes, and multiple deaths from drug overdoses have demonstrated that schools in every part of the country may, at any time, need to respond to a crisis. Because a crisis, by definition, is serious and sudden, and the impact upon those involved traumatic, schools and communities often find themselves unprepared to deal effectively with the consequences. Resources for these services usually are not available at the State or local level as these are, for the most part, unanticipated needs. However, if these resources are not provided in a very timely manner, teaching and learning can be compromised for a significant period of time.

Crisis events cause considerable emotional and psychological trauma, and divert resources to unplanned activities such as providing increased security personnel and mental health services. These events also disrupt teaching and learning. Research indicates that unless the needs of students, families, faculty, community, and schools are met following a crisis, pre-crisis levels of functioning for basic activities, including teaching and learning, may be delayed for a considerable period of time. Prolonged disturbances in functioning can have serious consequences for healthy child development and carry an independent risk of later emotional and behavioral problems. Project SERV funds will assist school districts that experience a crisis to return to normal as quickly as possible, and in doing so, directly support objective 1.3 of the Department's Strategic Plan, which calls for actions designed to ensure that all schools in America are strong, safe, disciplined, and drug free.

SCHOOL IMPROVEMENT PROGRAMS

Safe and drug-free schools and communities: Project SERV

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.

Objective: Provide crisis intervention assistance to school districts.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2000, the Department will develop and publicize policies and procedures necessary for school districts seriously affected by crises that interfere with learning to receive timely, targeted Federal assistance. <i>Baseline to be established in 2000.</i>		Policies and procedures developed.		

The Department will measure this indicator through a review of program files and organizational plans.

SCHOOL IMPROVEMENT PROGRAMS

Inexpensive book distribution

(Elementary and Secondary Education Act of 1965, Title X, Part E)

FY 2001 Authorization (\$000s): To be determined ¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$20,000	\$20,000	0

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Inexpensive Book Distribution program awards an annual contract to Reading is Fundamental, Inc. (RIF) to provide, through aid to local nonprofit groups and volunteer organizations, reading motivation activities. RIF encourages reading both inside and outside school by allowing youngsters to select books to keep at home. The Administration's reauthorization proposal would make no substantial changes to this program.

Federal funds provide up to 75 percent of the costs of books, with the remainder obtained from private and local sources. Migrant and seasonal farmworker programs may receive up to 100 percent of the costs of books. RIF, in selecting its nonprofit recipients, must give priority to groups that serve children with special needs, such as children from low-income families, homeless children, and children with disabilities.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$10,265
1997	10,265
1998	12,000
1999	18,000
2000	20,000

FY 2001 BUDGET REQUEST

The Administration requests \$20 million for the Inexpensive Book Distribution program in 2001, the same amount as the 2000 appropriation. At the requested level, RIF would continue its support for approximately 5,600 projects at 26,000 sites in the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam. Further, the Inexpensive Book Distribution program helps the local projects to leverage additional, unmatched dollars. In 1999,

SCHOOL IMPROVEMENT PROGRAMS

Inexpensive book distribution

the local projects were able to raise over \$9 million in private dollars and provide books to more than one million additional children.

RIF is an established organization well known for its efforts to address the problem of illiteracy through prevention. RIF projects currently reach more than 500,000 children between the ages of 0 and 5. Many of these children are preschoolers in Head Start or Even Start, and the RIF book program often provides them with their first exposure to books and reading.

By serving preschool children and involving their parents as their first teachers, this program assists in achieving the Administration's goal that all children read independently by the end of the third grade. Evaluations of RIF projects have found that student participants benefit not only from their improved access to books, but also from the reading motivation activities provided through local programs. At a project in Ohio, students increased the amount of time they spent reading -- 71 percent of students reported reading more often and 59 percent reported increasing the time spent on pleasure reading.

The Department's 1992 evaluation of the Inexpensive Book Distribution program determined that the use of volunteers as project staff, through partnerships with community organizations such as Kiwanis International, allows RIF to maintain low administrative costs. In 1999, approximately 360,000 volunteers participated in the program, about one-third of them parents of the children served.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To provide programs that promote literacy skills and motivate children to read, including the distribution of inexpensive books to children.

Objective: Serve children with special needs through Reading Is Fundamental projects. (Children with special needs are defined as children at risk of school failure, disabled and homeless children, children of migrant families, institutionalized and incarcerated children, or children of institutionalized or incarcerated parents.)

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
An increasing percentage of children served by RIF will be those with special needs. 1997 baseline: 67%	68%	69%	70%	

Data for this indicator are collected from annual performance reports.

SCHOOL IMPROVEMENT PROGRAMS

Inexpensive book distribution

PROGRAM OUTPUT MEASURES **(\$000s)**

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Book Funds			
Federal Share	\$14,164	\$15,738	\$15,738
Local Match	<u>4,500</u>	<u>5,000</u>	<u>5,000</u>
Total	18,664	20,738	20,738
 Books distributed	10,200,000	10,800,000	10,300,000
Children served	3,200,000	3,400,000	3,200,000
Number of sites	25,000	27,000	26,000
 Average Federal share per child (whole dollars)	\$5.64	\$5.92	\$6.22
Federal cost per book (whole dollars)	\$1.76	\$1.92	\$2.01
Books per child (average)	3+	3+	3+
 Technical assistance	\$2,097	\$2,330	\$2,330
Support services and management	\$1,739	\$1,932	\$1,932

SCHOOL IMPROVEMENT PROGRAMS

Arts in education

(Elementary and Secondary Education Act of 1965, Title X, Part D, Subpart 1)

FY 2001 Authorization (\$000s): To be determined ¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$11,500	\$23,000	+\$11,500

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Arts in Education program makes awards to:

- VSA arts (formerly known as "Very Special Arts"), whose programs encourage the involvement of persons with disabilities in the arts and foster greater awareness of the need for arts programs for persons with disabilities; and
- The John F. Kennedy Center for the Performing Arts for its arts education program.

The program also authorizes national demonstration and Federal leadership activities to encourage the integration of the arts into the school curriculum. Allowable activities include: (1) the development of, and dissemination of information about, model arts education programs; (2) the development of model arts education assessments; (3) the development and implementation of curriculum frameworks in the arts; and (4) the development of model professional development in the arts for teachers and administrators. The Administration's reauthorization proposal would make no substantial changes to this program.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$9,000
1997	9,000
1998	10,500
1999	10,500
2000	11,500

SCHOOL IMPROVEMENT PROGRAMS

Arts in education

FY 2001 BUDGET REQUEST

For fiscal year 2001, the Administration is proposing \$23 million, an increase of \$11.5 million above the 2000 appropriation, for the Arts in Education program. At the requested level, the Department would continue and expand its support for high-quality arts education programs. Instruction in the arts, including the visual arts, music, dance, theater, and the media arts, are recognized as essential to a well-rounded education and can serve as a motivating force to help all students, including (and often especially) members of at-risk groups, learn to high standards in mathematics, reading, and other subjects. Also, the arts can play an important role in helping students to: (1) learn to solve complex problems and make decisions; (2) build skills in cooperation and group problem solving; and (3) appreciate and understand different cultures and cultural values.

Fiscal year 2001 funds would support the following activities:

- The VSA arts and Kennedy Center would continue to support nationwide activities to raise awareness of the arts for young people.
- The Department would continue a grant program focusing on the arts and youth violence prevention, which will begin in 2000. With a \$1 million increase available this year, the Department will award competitive grants to programs that target youth violence, delinquency, and substance abuse through innovative arts programming and youth arts education initiatives. Because many young people are primarily exposed to the arts through the popular media, the Department, in collaboration with the National Endowment for the Arts, is conducting a grant competition to identify model projects that will help at-risk youth learn to understand the media, as a way of preventing youth violence. In 2001, the Administration proposes to provide \$2.5 million for this model project competition, of which \$1 million would be for continuation grants and the remainder for new awards.
- The Department would also conduct a new grant competition that focuses on the arts as a positive alternative for youth in schools located in low-income areas. This \$10 million competition, conducted in collaboration with the National Endowment for the Arts, will encourage high-quality arts as part of the education of students in schools that are located in high-need areas, as indicated by factors such as high poverty or a high incidence of youth crime. These grants will focus on using the arts to emphasize positive alternatives for students, including higher academic achievement and fewer incidences of drug abuse and youth violence.

Schools in high-need areas often need constructive opportunities to engage students in creative activities, both during the school day and after school, and they often do not have the resources to provide the high-quality arts instruction that wealthier schools do. This competition would address this resource disparity by providing funds to approximately 200 schools across the Nation to help them establish and expand student opportunities for learning in and through the arts. Funds would be used for arts programs that involve partnerships between schools, museums, symphonies, and other arts organizations to help integrate the arts into the regular curriculum and provide intensive professional development in arts instruction to teachers.

SCHOOL IMPROVEMENT PROGRAMS

Arts in education

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To promote, improve, and enhance arts education and cultural activities for elementary and secondary students.

Objective: Activities supported with Federal funds will improve quality of life outcomes for program participants.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of individuals who participate in VSA arts national program activities and activities conducted by state affiliates will report to VSA arts and its affiliates that these activities positively affected their quality of life outcomes. <i>Baseline to be established in 2000.</i>				

The Department and VSA arts recently collaborated to develop this new indicator, which better reflects the mission and goals of VSA arts and that addresses performance outcomes for the organization. Data will come to the Department from annual performance reports submitted by VSA arts, which expects to be able to establish a baseline for this indicator in the fall of 2000. VSA arts will collect data that address this indicator from annual affiliate applications, affiliate final reports, and national program evaluations.

Objective: Kennedy Center activities will improve the quality of arts education programs by providing professional development to school staff.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of school staff participating in the Professional Development Opportunities for Teachers program will report they are very confident that they learned workshop content well enough to use it in classrooms. <i>1999 baseline: 55 percent</i>	55%			

The Department is in the process of revising this indicator. The Department intends to negotiate an indicator with the Kennedy Center that better addresses performance outcomes for the organization on a national level. This indicator reflects the performance of only one of approximately 10 programs managed by the Kennedy Center with Arts in Education program

SCHOOL IMPROVEMENT PROGRAMS

Arts in education

funds; in addition, the Professional Development Opportunities for Teachers program only serves educators in the Washington, D.C. metropolitan area.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
VSA arts			
Total funds available	\$5,746	\$5,746	\$5,746
Festivals	318	286	286
State-initiated and National programs	484	542	542
Participants	3,163,439	3,171,930	3,171,930
District/local sites	517	526	526
John F. Kennedy Center for the Performing Arts			
Total funds available	\$4,754	\$4,754	\$4,754
Participants:			
Performances for Youth and Families	82,500	85,000	85,000
Alliance for Arts Education Network	2,400,000	2,500,000	2,500,000
Internship Program	75	80	90
Professional Development for Teachers	2,505	2,650	2,560
Performance Plus	8,000	8,500	9,000
National Symphony Orchestra (NSO)			
Education	71,908	72,000	72,000
NSO American Residencies	35,000	37,575	40,000
Arts Edge - National Education			
Information Network	435,000	450,000	500,000
Model Community Outreach Initiatives	28,362	30,000	32,000
Events for Students:			
Events	5,500	6,000	6,500
Residencies	18,130	18,000	20,000
Distance Learning Programs	500,000	500,000	1,000,000
American College Theater Festival:			
Students	23,009	24,000	25,000
Teachers	3,000	2,854	3,200
Audience	500,000	500,000	500,000

SCHOOL IMPROVEMENT PROGRAMS

Arts in education

PROGRAM OUTPUT MEASURES -- continued **(\$000s)**

	<u>1999</u>	<u>2000</u>	<u>2001</u>
John F. Kennedy Center for the Performing Arts -- continued			
Performing Arts Centers and Schools: Teachers served	14,000	15,000	16,000
IMAGINATION CELEBRATION			
National Sites	500,000	510,000	515,000
On Tour	178,500	172,500	155,000
Understanding and Using Media to Prevent Violence	0	\$1,000	\$2,500
Grants:			
New	0	8	12
Continuation	0	0	8
Peer review costs for new applications	0	\$10	\$20
Positive Arts Alternatives for Youth			
Total funds available	0	0	\$10,000
Schools Served	0	0	200
Peer review costs for new applications	0	0	\$30

SCHOOL IMPROVEMENT PROGRAMS

Magnet schools assistance

(Elementary and Secondary Education Act of 1965, Title V, Part A)

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$110,000	\$110,000	0

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Magnet Schools Assistance program (MSAP) provides grants to eligible local educational agencies (LEAs) to establish and operate magnet schools that are operated under a court-ordered or federally approved voluntary desegregation plan. Magnet programs aim to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools while strengthening students' knowledge of academic subjects and their grasp of marketable vocational skills. The special curriculum of a magnet school attracts substantial numbers of students from different social, economic, ethnic, and racial backgrounds and provides greater opportunities for voluntary and court-ordered desegregation efforts to succeed.

Grantees receive 3-year awards, which cannot exceed \$4 million per year. Funds may be used for planning and promotional activities, salaries of teachers and other instructional personnel, and the acquisition of books, materials, and equipment. Local educational agencies that receive assistance may not use funds for activities, such as transportation, that do not augment academic improvement. Expenditures for planning are limited to no more than 50 percent of a grant in the first year, 15 percent in the second year, and 10 percent in the third year. By statute, the Department gives priority to applications for programs that, among other things, develop new magnet schools and innovative educational approaches and use methods other than academic examinations (such as a lottery) to admit students.

In addition, the current statute authorizes the Secretary to reserve up to 5 percent of the appropriation for a separate "Innovative Programs" activity that involves desegregation activities other than magnet schools. These activities may include neighborhood or community school models that are organized around a special emphasis, theme, or concept, and that involve extensive parent and community involvement. Like other MSAP grantees, an LEA must be implementing a required or voluntary desegregation plan that meets the statutory purpose of the Magnet Schools Assistance program to reduce, eliminate, or prevent minority group isolation in order to be eligible for an Innovative Programs grant.

Currently, the Secretary may use up to 2 percent of the appropriation to carry out a program evaluation.

SCHOOL IMPROVEMENT PROGRAMS

Magnet schools assistance

The Administration's reauthorization proposal clarifies that funds may be used for professional development and would add a new priority for activities that will build local capacity to operate the magnet program once Federal assistance ends. The evaluation set-aside would be expanded to provide up to 5 percent for the purposes of evaluation, technical assistance, and the collection and dissemination of information on successful magnet projects. In addition, the bill would repeal Innovative Programs as a separate authority, while authorizing desegregation activities that do not involve magnet schools (essentially, the activities carried out under Innovative Programs) under the new "OPTIONS" program.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996	\$95,000
1997	95,000
1998	101,000
1999	104,000
2000	110,000

FY 2001 BUDGET REQUEST

For fiscal year 2001, the Administration is requesting \$110 million, the same as the 2000 appropriation level. With the \$95.6 million that is released after a majority of projects conclude in 2000, the Department would make a new round of approximately 60 magnet school awards. In addition, \$5.2 million would support the second year of magnet school awards initiated in 2000, \$5 million would support the final year of Innovative Program grants initiated in fiscal year 1999, and the remaining funds would be used for the program evaluation, field readers, and the technical assistance and dissemination activities that would be authorized for the first time under the reauthorization proposal.

With their special curricula, Magnet School grants support increased student achievement by helping to raise the high school graduation rate and strengthening students' knowledge of core subjects such as math and science. The MSAP, like the Charter Schools program, serves as an important means of fostering education reform by increasing choice among, and accountability in, public schools.

Since 1994, the Department has released two studies on magnet schools. The first study, *Educational Innovation in Multiracial Contexts*, found that magnet schools are a significant part of the national effort to desegregate public schools. In 1991-1992, about 1.2 million students participated in 3,171 magnet programs, more than three times as many as were enrolled in 1981-1982. Over half, 54 percent, of the districts offering magnet school programs were large urban districts, and magnet school programs tended to be concentrated in districts having minority enrollments of 50 percent or more.

The second study, *Reducing, Eliminating, and Preventing Minority Isolation in American Schools*, found that despite the growth and popularity of magnet schools, only about half of the magnet schools targeted for desegregation impact were able to fully meet their desegregation objectives, while other magnet schools were able to make progress toward their objective. However, this finding must be interpreted with caution. Changing demographic conditions have

SCHOOL IMPROVEMENT PROGRAMS

Magnet schools assistance

made it difficult for many magnet schools to achieve their desegregation objectives. A high initial level of minority enrollment in the district overall, as well as growth in minority enrollment within the district, may constrain opportunities for a school to attract a sufficient number of opposite-race students to reduce, eliminate, or prevent minority group isolation. The study did find that schools that were more minority-isolated relative to the district were more likely than others to meet their desegregation objectives.

The Administration's request would continue support for a comprehensive 4-year evaluation of the Magnet Schools Assistance Program, launched with fiscal year 1998 funds. This evaluation is primarily examining the extent to which grantees are meeting the statutory objectives of the program: reducing minority group isolation in targeted schools, supporting State and local systemic reform efforts; implementing innovative programs; and increasing student achievement. It is also exploring the Federal role in promoting and sustaining high-quality magnet school programs.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals and indicators. Desired targets will be identified after a baseline has been completed. Achievement of targets is based on the cumulative effect of the resources provided during the 3-year grant cycle, from FY 1998 to FY 2001, and the resources and efforts invested by recipients of funds. A new baseline will be set for a new grant cycle in fiscal year 2001, and new targets will be set based on the baseline for that grant cycle.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To assist in the desegregation of schools served by local educational agencies.

Objective: Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
An increasing percentage of targeted schools will eliminate, reduce, or prevent minority group isolation (MGI) according to their objective. <i>FY 98 baseline: Of the 293 magnet schools supported by FY 1998 grants:</i> • 11% have a goal of preventing MGI • 13% have a goal of eliminating MGI • 57% have a goal of reducing MGI • 3% have a goal of reducing, eliminating, or preventing MGI in feeder schools • 16% other/combination of goals	Target to be established in FY 2000	Target to be established in FY 2000		

SCHOOL IMPROVEMENT PROGRAMS

Magnet schools assistance

One of the primary goals of the MSAP is to eliminate, reduce, or prevent minority group isolation in targeted schools. This indicator measures the ability of magnet schools to meet their court-ordered or voluntary desegregation goals over the course of their 3-year grant project. Data are collected in annual performance reports that grantees submit to the Department, the national evaluation of the program will also provide updated information.

Objective: Federally funded magnet programs or innovative programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Students will show achievement gains in core subjects, as well as in applied learning skills, that meet or exceed the gains for students in the district as a whole. <i>Baseline to be established in FY 2000.</i>				

The special curriculum of magnet schools is aimed at attracting students of different racial, ethnic, social, and economic backgrounds to the unique academic program of the magnet school in order to provide improved educational opportunities and improved academic achievement. Data will be collected in annual performance reports that grantees will submit to the Department for the first time at the end of fiscal year 1999 and through the national evaluation of the program.

PROGRAM OUTPUT MEASURES

(\$000s)	<u>1999</u>	<u>2000</u>	<u>2001</u>
Magnet Schools Assistance			
Total Funding	\$97,700	\$103,950	\$101,800
Number of new awards	0	2	60
Number of continuation awards	60	60	2
Range of awards	\$350 - 2,856	\$350 - 2,856	\$350-3,000
Average award	\$1,628	\$1,677	\$1,642
Innovative Programs			
Total Funding	\$5,100	\$5,000	\$5,000
Number of new awards	14	0	0
Number of continuation awards	0	14	14
Average award	\$319	\$313	\$313
Peer review of new award applications	\$100	\$50	\$200
Evaluation, technical assistance, and dissemination	\$1,100	\$1,000	\$3,000

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youth

(Stewart B. McKinney Homeless Assistance Act, Title VII, Subtitle B)

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$28,800	\$31,700	+\$2,900

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Homeless children face many barriers that impede their educational access and success, such as immunization, transportation, and guardianship requirements. To ensure that all homeless children and youth have equal access to the same free, appropriate public education available to other children, the Education for Homeless Children and Youth program provides assistance to States, Outlying Areas, and the Bureau of Indian Affairs (BIA) to: (1) establish or designate an Office of Coordinator of Education of Homeless Children and Youth; (2) develop and carry out a State plan for the education of homeless children; and (3) make sub-grants to local educational agencies to support the education of those children.

The Department allocates funds to States through a formula based on each State's relative share of the amount allocated to all States under section 1122 of the Elementary and Secondary Education Act (the Title I allocation formula). Each State receives a minimum annual grant of \$100,000. Under a Memorandum of Agreement with the Department, the BIA receives funds to serve homeless children and youth attending schools administered by the Bureau. The Department is also authorized to reserve 0.1 percent of each year's appropriation for grants to the Territories, and to withhold funds sufficient to conduct evaluation and dissemination activities.

A State may reserve for State-level activities the greater of its total fiscal year 1990 allocation, or 5 percent of its allocation for any fiscal year. With the remaining funds, it must make sub-grants to local educational agencies (LEAs) on the basis of need. LEAs have considerable flexibility in using their sub-grant funds, and use them for such activities as providing enriched supplemental instruction, transportation, professional development, referrals to health care, and other services to facilitate the enrollment, attendance, and success in school of homeless children, including preschool-age children, and youth.

The Administration's reauthorization proposal would add language to ensure that homeless children are not placed in segregated educational settings based on their status as homeless. States would be prohibited from segregating homeless children or youth in a separate school or program except for short periods of time because of health or safety emergencies or to provide short-term services to meet the unique needs of homeless children and youth. The proposal would also ease the current State reporting burden by requiring the Secretary (instead of

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youth

States) to collect information on the number and location of homeless children and youth, the services they receive, and the extent to which the needs of homeless children and youth are being met. The proposal would require LEAs, to the degree feasible, to allow homeless children and youth remain in their school of origin during the period of their homelessness unless the parent or guardian request otherwise. Finally, the proposal would require all districts in which homeless children reside or attend school to designate liaison responsible for ensuring homeless children are attending school and receiving equitable access to high-quality education and support services.

This is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$23,000
1997	25,000
1998	28,800
1999	28,800
2000	28,800

FY 2001 BUDGET REQUEST

For 2001, the Administration proposes \$31.7 million for Education for Homeless Children and Youth, a \$2.9 million increase over the 2000 appropriation. This program is an important component of the Administration's strategy for ending the cycle of homelessness, and the proposed funding increase will provide States and localities with additional resources for meeting the needs of homeless children and youth.

The Department would reserve \$200,000 for support of the third year of operation of a dissemination center, and \$1 million to initiate a national study on the number, location, and educational needs of homeless children and youth. The remainder of the funds would flow to the States, Territories, and the BIA to support the office of the State coordinator and for sub-grants to local educational agencies.

This program gives States needed assistance in providing homeless children and youth with the opportunity to meet the same challenging State content and student performance standards to which all children are held. To that end, it facilitates the enrollment of homeless students in school and gives them access to services available to other children, such as preschool programs, special education, gifted and talented programs, and vocational education.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youth

years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To ensure access of homeless children and youth to the same free, appropriate public education, including a pre-school education, as is provided to other children and youth.

Objective: Homeless children and youth will have greater access to a free and appropriate public education.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
An increasing percentage of homeless children and youth will enroll in public schools and will attend school regularly. <i>Baseline: In 1996-1997, States reported that approximately 78% of homeless children and youth in grades K-12 were enrolled in school. In 1996-1997, States reported that approximately 55% of homeless children and youth were attending school regularly during homelessness.</i>			<u>Enrollment:</u> 82% <u>Regular attendance:</u> 59%	

Homeless children and youth face significant difficulty in enrolling and attending school regularly. State and local district success in ensuring that homeless children and youth are enrolled in school and regularly attend school is an important indicator in the ability of homeless children to have access to a high-quality education. Progress in meeting the goal of increasing the number of homeless children who are enrolled and regularly attend schools is expected as States continue to make broad efforts to identify homeless students and place them in appropriate educational settings. Data are collected in a Triennial State Data Collection Report and through the planned national study on homeless children and youth.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Decreasing number of States will report transportation, immunization, and residency requirements as barriers to access to education. <i>Baseline: Reported barriers in 1998: Immunization requirements - 6 States; Legal guardianship - 13 States; and Transportation - 18 States.</i>			<u>Barrier:</u> Immunization: 4 States Legal guardianship: 11 States Transportation: 16 States	

Homeless children and youth face significant barriers to receiving a free and appropriate public education. State and local successes in eliminating these barriers are important measures of the ability of homeless children and youth to have access to education. Progress in reducing

SCHOOL IMPROVEMENT PROGRAMS

Education for homeless children and youth

the number of States that have barriers to the access of education that homeless children and youth face is expected as States work to reduce those barriers. For example, States are using technology to update their records keeping system to track immunization records; States are working to reduce the paperwork burden to prove legal guardianship; and they are finding innovative ways to provide transportation to homeless children and youth so that they can attend their regular public school. Data are collected in a Triennial State Data Collection Report and through the planned national study of homeless children and youth.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Average State award	\$548	\$548	\$548
Evaluation	0	500	1,000
Dissemination	200	200	200
Amount to Outlying Areas	29	29	32
Amount to BIA	100	100	100

SCHOOL IMPROVEMENT PROGRAMS

Women's educational equity

(Elementary and Secondary Education Act, Title V, Part B)

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$3,000	\$3,000	0

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The Women's Educational Equity Act (WEEA) program was created in 1974 to promote educational equity for girls and women, including those who suffer multiple aspects of discrimination based on gender and on race, ethnicity, national origin, disability, or age. The Act authorizes funds to help educational agencies and other institutions meet the requirements of Title IX of the Education Amendments of 1972.

Currently, at least two-thirds of the funding for WEEA must support projects that focus on local implementation of gender-equity policies and practices. Such activities include: training for teachers and school personnel to encourage gender equity in the classroom; school-to-work transition programs and guidance and counseling activities to increase opportunities for women and girls in technologically demanding workplaces; and vocational training to increase educational opportunities for low-income women to help them move from welfare to work.

The remaining WEEA funds support research and development activities that develop innovative strategies and model training programs in gender equity for teachers and school personnel; instruments and methods to assist local educational agencies in replicating exemplary gender equity programs; and policies and programs to address and prevent sexual harassment. In addition, funds support a resource center to provide technical assistance and to disseminate field-tested curricula, teacher training programs, materials relating to Title IX of the Education Amendments of 1972, and other gender equity materials developed with WEEA funds to WEEA grantees, LEAs, and others.

In order to encourage more implementation activities, the Administration's reauthorization proposal would eliminate the current requirement that two-thirds of program funds be used for local implementation projects. It would also make other minor changes to update the statute.

SCHOOL IMPROVEMENT PROGRAMS

Women's educational equity

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	0
1997	\$2,000
1998	3,000
1999	3,000
2000	3,000

FY 2001 BUDGET REQUEST

For 2001, the Administration proposes to fund WEEA at \$3 million, the same as the 2000 appropriation level. These funds will support the high priority the Administration places on providing equitable access to educational opportunities for all students and help ensure that every American has an equal opportunity to achieve success without encountering the obstacle of gender bias.

WEEA is the only Federal education program designed specifically to increase opportunities and resources for girls and women. Because of the WEEA program, there are now more curricula, training, and other educational materials available concerning educational equity for women and girls.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; and, baselines. Targets will be set in FY 2000. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To promote equity in education for women and girls in the United States.

Objective: Promote gender equity in education to ensure that girls and women have educational opportunities comparable to those available to boys and men.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing numbers of LEAs, SEAs, postsecondary institutions, and others will request and receive gender equity information and resources. <i>FY 99 baseline: Information requests by: LEAs – 245; SEAs – 128; Postsecondary institutions – 244; Other – 19,000</i>		Target to be established in FY 2000		

SCHOOL IMPROVEMENT PROGRAMS

Women's educational equity

Through the resources made available by the resource center and the models developed by grantees, LEAs have access to practices and models for ensuring gender equity in education. This indicator will measure progress toward meeting the goal of equity in education for women and girls. Data are collected in annual reports that grantees submit to the Department and through the annual report submitted by the WEEA Resource Center.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Implementation grants	\$2,038	\$1,998	\$1,968 ¹
Number of new grants	6	10	4
Number of continuation grants	9	4	14
Research and development grants	\$82	\$82	\$112 ¹
Number of new grants	0	1	1
Number of continuation grants	1	0	1
Resource center contract	\$850	\$890	\$890
Peer review of new award applications	\$30	\$30	\$30

¹ Beginning in 2001, under the reauthorization proposal, the Secretary would have the flexibility to fund local implementation projects and research and development projects based on national and local needs and priorities. Under current law, the Secretary is required to reserve two-thirds of the appropriated funds for implementation grants.

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

(Civil Rights Act of 1964, Title IV)

FY 2001 Authorization (\$000s): Indefinite

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$7,334	\$7,334	0

PROGRAM DESCRIPTION

This program supports efforts to achieve the intent of Title IV of the Civil Rights Act by aiding educators in preparing, adopting, and implementing plans for desegregation of public schools and in solving equity problems related to race, gender, and national origin. The Department awards grants to regional Equity Assistance Centers (EACs) in each of the 10 Department of Education regions.

The EACs provide services to school districts upon request. Typical activities include disseminating information on successful educational practices and on legal requirements related to nondiscrimination on the basis of race, sex, and national origin in educational programs. Others include training designed to develop educators' skill in specific areas, such as the identification of race and sex bias in instructional materials and technical assistance in the identification and selection of appropriate educational programs to meet the needs of a diverse student body.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$7,334
1997	7,334
1998	7,334
1999	7,334
2000	7,334

FY 2001 BUDGET REQUEST

For 2001, the Administration requests \$7.3 million for the Training and Advisory Services program, the same as the 2000 appropriation level. These funds will continue support for the operation of the 10 regional equity centers to provide equity assistance to school districts.

Ensuring equitable access to educational opportunities for all students is the Department's chief priority. Emerging national trends highlight the importance of this request for the Equity Assistance Centers. Recent court rulings on sexual harassment, increasing numbers of school

SCHOOL IMPROVEMENT PROGRAMS

Training and advisory services

districts entering "unitary" integration status, and the increasing racial isolation of schools has resulted in a continuing need of services by school districts from the EACs.

To achieve the goal of equal access for all students, the request would provide funding to the EACs for such activities as: instructing school officials on how to prevent sexual harassment and combat biases; increasing participation by minorities and females in mathematics and science courses; and consulting with local educational agencies to ensure that systemic reform and educational restructuring plans consider the needs of all students.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals and indicators. Desired targets will be identified after a baseline has been established. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Support access and equity in public schools and help school districts to solve equity problems in education related to race, gender, and national origin.

Objective: Provide high-quality technical assistance and training to public school districts in addressing equity concerns in education.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increase school district capacity to develop policies and practices that: (1) eliminate and/or reduce harassment, conflict, and school violence; (2) address the educational needs of students based on race, language, and gender; and (3) use equitable assessment and student placement. <i>Baseline to be established in FY 2000.</i>				

School districts need support in addressing the needs of a diverse student population. This indicator will measure progress toward meeting the goal of providing high-quality technical assistance to districts upon request. Progress toward meeting the goal of increasing the number of school districts that use the resources of the Equity Assistance Centers is expected as school districts increase their efforts to promote equity. Data are collected in annual reports that grantees submit to the Department and customer surveys of EAC customers.

PROGRAM OUTPUT MEASURES

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Number of awards	10	10	10

SCHOOL IMPROVEMENT PROGRAMS

Ellender fellowships

(Elementary and Secondary Education Act of 1965, Title X, Part G)

FY 2001 Authorization (\$000s): 0¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$1,500	0	-\$1,500

¹ The GEPA extension expires September 30, 2000; no new authorizing legislation is proposed.

PROGRAM DESCRIPTION

This program, administered by the Close Up Foundation of Washington, D.C., provides fellowships to students from low-income families and their teachers to enable them to participate with other students and teachers in the Close Up program. Participants spend one week in Washington attending seminars on government and current events and meeting with leaders from the three branches of the Federal Government. Not more than 30 percent of the total appropriation may be used to pay for the expenses of teachers accompanying participating students. The Ellender Fellowships program also funds similar activities for increasing the understanding of the Federal Government of older Americans, recent immigrants, and students who are children of migrant parents.

This is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

Funding levels for the past 5 years were as follows:

	(\$000s)
1996	\$1,500
1997	1,500
1998	1,500
1999	1,500
2000	1,500

2001 BUDGET REQUEST

The Administration is not proposing reauthorization of the Ellender Fellowships program, and, therefore, no funding is requested. This policy reflects the Administration's view that direct support of this program is not an appropriate Federal responsibility.

SCHOOL IMPROVEMENT PROGRAMS

Ellender fellowships

In the House report accompanying the 1997 appropriations bill, the Committee requested a joint report from the Department and the Close Up Foundation setting forth a plan to continue Ellender Fellowships without Federal funding. The Department submitted this report to the Appropriations Committees at the end of December 1996. The plan describes the enhanced development effort that the Foundation pledged to undertake to increase contributions from the private sector and individual donors. One notable component is Close Up's first formal outreach to, and request for support from, the nearly 500,000 alumni/ae of the Washington program.

Given the wide popularity of Close Up's programs and the renewed commitment of the Foundation's board to development, the Administration believes that the Foundation will be able to continue the Ellender Fellowships activities without a continuing Federal appropriation. The Administration has also confirmed, as noted in a past evaluation of the program, that peer organizations of the Close Up Foundation, such as Presidential Classroom for Young Americans, provide scholarships to some of their student participants without Federal assistance.

Although the Administration does not believe that it is the Federal government's role to provide financial support for fellowships provided by the Close Up Foundation, the Administration does support civic education generally. Civic education is part of America's Education Goals, and the Department is proposing a new competition under the Civic Education authority in the Administration's proposal to reauthorize the Elementary and Secondary Education Act of 1965. This competition, described in the Education Research, Statistics, and Improvement account, would support national, State, and local innovation in civic education.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Program for Middle and Secondary School Students:			
Total Federal Share	\$1,010	\$935	0
Total participants	17,470	18,200	18,200
Total number of Ellender fellowships	1,910	1,640	0
Average program price (whole dollars)	\$1,210	\$1,300	\$1,300
Federal share per fellowship (whole dollars)	\$528	\$571	0
Program for Middle and Secondary School Teachers			
Total Federal share	\$349	\$317	0
Total participants	2,390	2,400	2,400
Total number of Ellender fellowships	600	620	0
Average program price (whole dollars)	\$1,260	\$1,350	\$1,350
Federal share per fellowship (whole dollars)	\$581	\$511	0

SCHOOL IMPROVEMENT PROGRAMS

Ellender fellowships

PROGRAM OUTPUT MEASURES -- continued **(\$000s)**

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Program for older Americans and recent immigrants:			
Total Federal share	\$141	\$248	0
Total participants	1,521	2,550	2,550
Total number of Ellender fellowships	220	280	0
Average program price (whole dollars)	\$1,149	\$1,169	\$1,169
Federal share per fellowship (whole dollars)	\$641	\$886	0

SCHOOL IMPROVEMENT PROGRAMS

Education for Native Hawaiians

(Elementary and Secondary Education Act of 1965, Title IX, Part B)

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Family-based centers	\$8,900	\$8,900	0
Curriculum development, teacher training, and recruitment	5,500	4,100	-\$1,400
Gifted and talented	2,200	2,200	0
Higher education	2,700	0	-2,700
Special education	2,200	2,200	0
Community-based learning centers	1,100	1,100	0
Native Hawaiian education councils	400	400	0
Consolidated program grants	<u>0</u>	<u>4,100</u>	<u>+4,100</u>
Total	23,000	23,000	0

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Currently, Part B of Title IX of the Elementary and Secondary Education Act authorizes the Secretary to award funds under seven programs dealing exclusively with the education of Native Hawaiians.

Native Hawaiian Family-Based Education Centers - Grants are made to Native Hawaiian organizations, or educational entities with experience in developing or operating Native Hawaiian programs, or programs of instruction conducted in the Native Hawaiian language, to expand the operation, throughout the Hawaiian Islands, of family-based education centers whose activities include parent-infant programs, preschool programs, research and development, and long-term follow-up and assessment. In 1995, the Department awarded 5-year grants to Aha Punana Leo, Inc. and to the Kamehameha Schools/Bishop Estate. In 1997 the Kamehameha Schools/Bishop Estate withdrew from its grant, and the responsibilities and programs were transferred to Alu Like, Inc. In 1999, in response to a Congressional appropriations directive, the Department awarded grants in the area of preschool education. New awards will be made in 2000.

Native Hawaiian Curriculum Development, Teacher Training, and Recruitment Program - Grants are made to Native Hawaiian educational organizations, or to educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language, for: (1) developing curricula to address the needs of Native Hawaiian students; (2) developing and implementing pre-service and in-service

SCHOOL IMPROVEMENT PROGRAMS

Education for Native Hawaiians

training programs to ensure that student teachers and teachers within the State of Hawaii are prepared to address the unique needs of Native Hawaiian students; and (3) developing and implementing programs to enhance teacher recruitment in communities with high concentrations of Native Hawaiian students so as to increase the numbers of teachers who are of Native Hawaiian ancestry. Priority must be given to projects that focus on the needs of at-risk youth or that employ a program of instruction conducted in the Native Hawaiian language. In 1995, the Department awarded a 5-year grant under this program to Aha Punana Leo, Inc. In 1997, in response to a Congressional appropriations directive, the Department awarded 2-year grants for aquaculture education to Ke Kula Kaiapuni 'O Anuenue, Ka'ala Farms, and the University of Hawaii. In 1998, in response to additional directives, the Department awarded 3-year grants to Aha Punana Leo and the Edith Kanakaole Foundation for waste management programs; University of Hawaii at Hilo and Aha Punana Leo for language revitalization programs; and Alu Like, Inc, and Maui Community College for prisoner education programs. In 1999, in response to additional directives, the Department awarded new grants in the areas of astronomy, indigenous health services, waste management, prisoner education, and computer literacy and technology education. In 2000, in response to additional directives, the Department will award new grants in the area of marine resource management.

Native Hawaiian Gifted and Talented Program - The Department makes grants to Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language, for a program designed to address the special needs of Native Hawaiian gifted and talented elementary and secondary school students. In 1995, the Department awarded a 5-year grant to the University of Hawaii at Hilo; a new award will be made in 2000.

Native Hawaiian Higher Education Program - Grants are made to Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language for programs of: (1) graduate and undergraduate fellowships for Native Hawaiian students enrolled in institutions of higher education; (2) counseling and support services for Native Hawaiian students; (3) college preparation and guidance counseling for Native Hawaiian secondary school students who may later become eligible for fellowship assistance; (4) faculty development programs for the improvement and matriculation of Native Hawaiian students; and (5) research and evaluation activities. In 1998, the Department awarded 3-year grants to Aha Punana Leo, the Kamehameha Schools/Bishop Estate, and the University of Hawaii at Manoa.

Native Hawaiian Special Education Program - Funds are awarded under a grant to, or contract with, Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language, to operate a program to address the special education needs of Native Hawaiian students with disabilities. In 1995, the Department awarded a 5-year grant under this program to the Hawaii State Department of Education; a new award will be made in 2000.

Native Hawaiian Community-Based Education Learning Centers - Grants support collaborative efforts between Native Hawaiian community-based organizations and community colleges, to develop, establish, and operate community-based education learning centers providing preschool, after-school, and vocational and adult education programs that meet the needs of

SCHOOL IMPROVEMENT PROGRAMS

Education for Native Hawaiians

Native Hawaiian families and their communities. In 1995, the Department awarded a 5-year grant to the University of Hawaii at Hilo -- Office of the Chancellor for Community Colleges; a new award will be made in 2000.

Native Hawaiian Education and Island Councils - The above programs and services are coordinated by a statewide Native Hawaiian Education Council consisting of up to 25 members, including representatives of each grantee or contractor that receives funding under the above programs; a representative of the Hawaii Department of Education; a representative of the State of Hawaii Office of Hawaiian Affairs; representatives of Native Hawaiian educational organizations; and representatives of the five education councils representing the major Hawaiian Islands. Administrative support for the councils is provided in the form of a grant to the Office of Hawaiian Affairs, which is authorized to provide appropriate administrative support and financial assistance to the Island Councils.

The Administration's reauthorization proposal would consolidate the seven programs into one comprehensive program, while allowing continuation of the full array of current program activities and retaining most current emphases and priorities. This consolidation would simplify and improve program administration, thus making it easier for the Department to implement the program in a manner consistent with Congressional intent.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$12,000
1997	15,000
1998	18,000
1999	20,000
2000	23,000

FY 2001 BUDGET REQUEST

For 2001, the Administration requests \$23 million for the Education for Native Hawaiian programs, the same as the 2000 appropriation level. The Administration's reauthorization proposal to consolidate the seven programs would permit projects funded under the program areas currently authorized by the statute or in additional areas identified by the Secretary or the Congress. The request level assumes that grants made in previous years under the separate programs would be continued. Because many projects conclude their funding in 2000, the request will allow for funding new projects.

Continued Federal support for these programs is justified by the educational status and needs of the Native Hawaiian population. For example:

- In achievement tests of basic skills in reading, science, math, and social science, Native Hawaiian students have performed below national norms. The State of Hawaii Department of Education reports that almost 40 percent of Native Hawaiian students in grade 10 were below average in reading scores.

SCHOOL IMPROVEMENT PROGRAMS

Education for Native Hawaiians

- Although Native Hawaiian students graduate from high school at a high rate (consistent with the overall rate in Hawaii), they have higher than average rates of habitual absenteeism and grade retention. Moreover, Native Hawaiian participation in, and completion of, higher education is very low.
- A 1993 study found that one-third of Native Hawaiian adults are "functionally illiterate" (compared to an overall 19 percent rate for the State of Hawaii).

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals and indicators. Desired targets will be identified after a baseline has been established. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To assist the Native Hawaiian population in achieving to challenging standards through supporting supplemental programs that meet their unique needs.

Objective: Native Hawaiians served by this program will enter school ready to learn.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of Native Hawaiian children served will improve on measures of school readiness and literacy relative to the Native Hawaiian population as a whole. <i>Baseline to be determined in FY 2000.</i>				

In 1998 Kamehameha Schools Bishop Estate reported that preschool graduates of its Native Hawaiian preschool program scored at the 39th percentile on national norms of school readiness. This indicator will measure progress toward meeting the goal of increased school readiness and literacy for Native Hawaiian students served by the program. Data will be collected in annual reports that grantees submit to the Department; the annual reports will be revised in 2000 to reflect the indicator and enable grantees to report on this indicator.

Objective: Native Hawaiians will have access to a postsecondary education.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of Native Hawaiian students will attend and complete postsecondary institutions in comparison to historic trends for the Native Hawaiian population. <i>Baseline: In 1997-1998, Native Hawaiians represented 13% of enrollment in the University of Hawaii system.</i>				

SCHOOL IMPROVEMENT PROGRAMS

Education for Native Hawaiians

1990 Census data indicated that only 9 percent of Native Hawaiian adults had completed college, compared to 22 percent of all adults in Hawaii. This indicator measures progress toward meeting the goal of improving access for Native Hawaiians to postsecondary education. Data for the indicator, collected in annual reports that grantees submit to the Department, will be available for the first time in 2000.

PROGRAM OUTPUT MEASURES

(\$000s)	<u>1999</u>	<u>2000</u>	<u>2001</u>
Family-based centers	\$7,200	\$8,900	\$8,900 ¹
Number of new grants	2	2	0
Number of continuation grants	2	2	4
Curriculum development, teacher training, and recruitment	\$4,775	\$5,500	\$4,100 ¹
Number of new grants	6	6	0
Number of continuation grants	7	13	12
Gifted and talented	\$2,000	\$2,190	\$2,200 ¹
Number of new grants	0	1	0
Number of continuation grants	1	0	1
Higher education	\$2,700	\$2,700	0 ¹
Number of new grants	0	0	0
Number of continuation grants	3	3	0
Special education	\$2,000	\$2,190	\$2,200 ¹
Number of new grants	0	1	0
Number of continuation grants	1	0	1
Community-based learning centers	\$1,000	\$1,090	\$1,100 ¹
Number of new grants	0	1	0
Number of continuation grants	1	0	1
Native Hawaiian education councils	\$300	\$400	\$400 ¹
Consolidated program grants	0	0	\$4,060 ¹
Number of new awards	0	0	10
Peer review of new applications	\$25	\$30	\$40

¹ Beginning in 2001, under the reauthorization proposal, new awards could be made in the areas authorized by the current statute or in other areas identified by the Secretary or the Congress. The request assumes that grants made in previous years under the seven programs would be continued and new awards would be made under the consolidated program authority.

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education equity

(Elementary and Secondary Education Act of 1965, Title IX, Part C)

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Educational planning, curriculum development, teacher training and recruitment	\$5,390	\$5,390	0
Home-based education for preschool children	5,750	5,750	0
Student enrichment	<u>1,860</u>	<u>1,860</u>	<u>0</u>
Total	13,000	13,000	0

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Currently, Part C of Title IX of the Elementary and Secondary Education Act authorizes the Secretary to award funds under three programs dealing exclusively with the education of Alaska Natives.

Alaska Native Educational Planning, Curriculum Development, Teacher Training and Recruitment - Grants are made to Alaska Native organizations, or educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages or to partnerships involving Alaska Native organizations for: (1) the consolidation of existing educational plans, recommendations, and research into methods and strategies to improve the schooling of Alaska Natives, (2) the implementation of such plans, (3) the development of curricula to address the special needs of Alaska Natives, (4) the development and implementation of pre-service and in-service programs that ensure that teachers and student teachers, especially those likely to be employed in schools with high concentrations of Alaska Natives, are prepared to address the unique needs of Alaska Natives, and (5) the development and implementation of teacher recruitment programs that increase the number of Alaska Native teachers, enhance recruitment within Alaska Native communities, and improve teacher selection to ensure that teachers are able to teach cross-culturally and in rural areas.

Alaska Native Home Based Education for Preschool Children - Grants are made to Alaska Native organizations or educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages or to partnerships involving Alaska Native organizations to implement home instruction programs for Alaska Native preschoolers. The main objectives of this programs are to assist parents in becoming their child's first teacher and to ensure the active involvement of parents in the education of their children from the earliest ages. Eligible programs include, for example:

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education equity

(1) parent-infant programs covering prenatal development through age three, (2) preschool programs for four- and five-year olds, and (3) programs to teach parents skills in observation, reading readiness, story-telling, and critical thinking.

Alaska Native Student Enrichment Programs - Grants are made to Alaska Native organizations or educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages or to partnerships involving Alaska Native organizations for: (1) preparing qualified students from rural areas who are entering village high schools to excel in science and mathematics, and (2) providing Alaska Native educational equity support services to the families of these students so that the students may fully benefit from the program.

All recipients are restricted to using no more than 10 percent of the funding for administrative costs.

The Administration's reauthorization proposal would consolidate the three programs into one comprehensive program, while allowing continuation of the full array of current program activities and retaining most current emphases and priorities. This consolidation would simplify and improve program administration, thus making it easier for the Department to implement the program in a manner consistent with Congressional intent.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	0
1997	\$8,000
1998	8,000
1999	10,000
2000	13,000

FY 2001 BUDGET REQUEST

The Administration requests \$10 million for the Alaska Native Education Equity programs in 2001, the same as the 2000 appropriation. This level would provide sufficient funding for continuation awards. The requested level is needed to help meet the educational needs of Native Alaskan students. In urban areas, 60 percent of Alaska Natives entering high school do not graduate. In some school districts in the State, none of the Alaska Native elementary students and only 40 percent of Alaska Native high school students are performing at acceptable levels for their grade.

The challenge of meeting the special needs of Alaska native students and delivering quality educational services is compounded by the geographic and other barriers in Alaska. Eighty-three percent of Alaska's school districts are in rural areas, and roads connect only 10 of the State's 54 districts. Twenty percent of the state's schools have fewer than three teachers.

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education equity

Program grants provide assistance to grantees to address these barriers and to develop programs tailored to the special needs of Alaska Native children in order to improve their performance in the classroom.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals and indicators. Desired targets will be identified after a baseline has been established. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To assist the Alaska Native population to achieve to challenging standards through supporting supplemental programs that meet their unique educational needs.

Objective: Alaska Native students will have access to instruction and curriculum that meets their unique educational needs.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The number of teachers of Alaska Native students who will be prepared to address the unique needs of Alaska Native students will increase. <i>Baseline to be established in FY 2000.</i>				

Teaching strategies that are sensitive to the unique needs of the Alaska Native population promote academic involvement and achievement of Alaska Native students. This indicator will measure the progress towards preparing teachers to recognize and address the unique needs of the Alaska Native population. Data will be gathered through annual performance reports that grantees submit to the Department; the annual reports will be revised in fiscal year 2000 to reflect the indicator and enable grantees to effectively report on this indicator.

Objective: Parents of Alaska Native pre-school students will become more effective educators through active involvement in their children's education.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The number of parents reporting improved ability to teach their children will increase each year. <i>Baseline to be established in FY 2000.</i>				

Culturally sensitive parental teaching strategies promote academic involvement and achievement of Alaska Native students. This indicator will measure the progress toward

SCHOOL IMPROVEMENT PROGRAMS

Alaska Native education equity

preparing parents to participate in the learning processes of their children, thereby increasing the likelihood that classroom achievement levels will increase. Data will be gathered through annual performance reports that grantees submit to the Department; the annual reports will be revised in fiscal year 2000 to reflect the indicator and enable grantees to effectively report on this indicator.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Educational planning, curriculum development, teacher training and recruitment	\$4,073	\$5,380	\$5,390 ¹
Number of new awards	6	8	0
Number of continuation awards	8	6	14
Home-based education for preschool children	\$4,343	\$5,740	\$5,750 ¹
Number of new awards	7	7	0
Number of continuation awards	7	7	14
Student enrichment	\$1,415	\$1,850	\$1,860 ¹
Number of new awards	3	3	0
Number of continuation awards	3	3	6
Peer review of new award applications	\$41	\$30	0
Undistributed	\$128	0	0

¹ Beginning in 2001, under the reauthorization proposal in the areas specified in the current statute or in other areas identified by the Secretary or the Congress. However, the budget would fund only the continuation of grants made (under the current statute) in fiscal years 1999 and 2000.

SCHOOL IMPROVEMENT PROGRAMS

Charter schools

(Elementary and Secondary Education Act, Title X, Part C)

FY 2001 Authorization (\$000s): Indefinite

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$145,000	\$175,000	+\$30,000

PROGRAM DESCRIPTION

The Charter Schools program stimulates comprehensive education reform by supporting the planning, development, and initial implementation of charter schools that provide enhanced parental choice and are exempt from many statutory and regulatory requirements. In exchange for increased flexibility, charter schools establish plans to improve student academic achievement. The objective is to replace rules-based governance with performance-based accountability, thereby stimulating the creativity and commitment of teachers, parents, and citizens.

State educational agencies (SEAs) that have the authority under State law to approve charter schools are eligible to compete for grants. If an eligible SEA chooses not to compete, charter schools from such States may apply directly to the Secretary. Grantees receive up to three years of assistance, of which the charter school may use not more than 18 months for planning and program design and not more than two years for the initial implementation of a charter school.

The Charter Schools Expansion Act of 1998 (P.L. 105-278) amended the program to strengthen accountability provisions at the Federal, State, and local levels in order to ensure that public charter schools are of high quality and truly accountable to the public. New criteria for grants give preference to States that have multiple chartering agencies (or an appeals process for prospective charter schools that initially fail to be approved by a single agency) that ensure accountability of public charter schools for reaching clear and measurable objectives, and that give public charter schools a high degree of autonomy over their budgets and expenditures.

The amendments also added a dissemination activity to spread lessons learned from high-quality charter schools with a demonstrated history of success to other public schools, including other public charter schools, about how to create and sustain high-quality, accountable schools. States may reserve up to 10 percent of their grant for dissemination sub-grants.

In addition, the 1998 amendments modified the national activities section to authorize up to 5 percent of the Charter Schools appropriation, not to exceed \$8 million, for technical assistance, evaluation and research, and dissemination of information on charter schools and model programs.

SCHOOL IMPROVEMENT PROGRAMS

Charter schools

The Administration's reauthorization proposal would maintain the statute as reauthorized under the Charter Schools Expansion Act of 1998, while moving the authority to the proposed Title V – Promoting Equity, Excellence, and Public School Choice.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	\$18,000
1997	50,987
1998	80,000
1999	100,000
2000	145,000

FY 2001 BUDGET REQUEST

The Administration requests \$175 million for the Charter Schools program, a \$30 million increase over the FY 2000 appropriation. This increase, combined with funds released because a number of projects will conclude their 3-year funding cycle, would support approximately 700 new charter schools, continuations for approximately 1,000 charter schools, and enhanced dissemination activities at schools with a demonstrated history of success. The request would ensure that funds are available to support growth in the number of charter schools and enable the Administration to exceed its objective, enumerated in the Department's Strategic Plan, of supporting the creation of 3,000 charter schools by 2002.

Thirty-six States, Puerto Rico, and the District of Columbia currently have charter schools legislation, with more States expected to follow, and, as of December 1999, States had approved the operation of over 1,750 charter schools. The requested funding level for this program will provide most of these schools with necessary -- but often difficult to acquire -- start-up funds, thereby helping to make the most successful ones models available for replication throughout the country. In addition, as information on federally supported charter schools becomes available, other States may have an incentive to launch this particularly promising education reform.

The Administration's request would also continue support for evaluation and technical assistance activities, and dissemination of model charters and charter school laws. The Department began a comprehensive evaluation of the Charter Schools program with fiscal year 1998 funds. This 4-year evaluation is examining, among other things: the distribution and use of Federal funds at the State and local levels; the impact of Federal funds on State policy; the impact of Federal funds on school-level decisions such as the decision to obtain a charter; the usefulness of technical assistance provided by the Department and State grantees; the flexibility and accountability practices of charter schools; and the achievement of students attending charter schools.

The Department has held two national charter school conferences that brought charter school operators, teachers, developers, and people interested in starting a charter school together with officials from charter granting entities, State and Federal agencies that impact school development and operation. These conferences have addressed operational questions,

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Charter schools

innovative approaches to reforming public education, methods of disseminating successes and points of concern for charter schools, and many other important areas for charter schools. The Department is now planning the next national conference for early in fiscal year 2001. The Department also supports the website (www.uscharterschools.org) which provides forums and discussion groups to help foster the dissemination of successful practices and methods of overcoming obstacles to the development and operation of charter schools.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To support the creation of charter schools and evaluate their effects.

Objective: Encourage the development of charter schools that are free from State or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging State performance standards, and are open to all students.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By the year 2002, there will be 3,000 charter schools in operation around the Nation. <i>FY 1998 baseline: 797 schools in operation.</i>	1,700	2,060	2,400	3,100

The President has taken a strong leadership role in urging the States to expand the number of charter schools, charging them with creating 3,000 schools by early in the next millennium. This indicator measures the progress toward meeting that goal. Since fiscal year 1994, when there were less than a dozen charter schools in operation, the number of charter schools has grown to over 1,700 schools in fiscal year 1999. The target, as established by the President, is to have over 3,000 charter schools in operation by 2002.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The percentage of charter schools reporting that the lack of start-up funds is a major obstacle to implementation will decrease. <i>FY 1996 baseline: 58%.</i>	39%		20%	

Charter school operators and developers report that one of the major obstacles to starting a new charter school is the lack of start-up funds. The Federal program was created, in part, to address this obstacle and ease the burden on new charter schools. This indicator measures the impact that the Public Charter School Program has on the resources available to charter schools. Much progress has been made in reducing the burden of start-up costs. Since fiscal

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Charter schools

year 1996, when 58 percent of charter schools reported that lack start-up funds was a major obstacle, the percentage has dropped to 39 percent (in fiscal year 1999). Data are collected in the national evaluation of charter schools and are annually updated.

Objective: Identify, evaluate, and disseminate the effects of charter schools.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Nationally, students in charter schools will have similar demographic characteristics as students in all public schools. <i>FY 1997 baseline: Minority student enrollment:</i> <i>in charter schools: 48.2 percent</i> <i>in public schools: 41.3 percent.</i>		45 percent		
<i>FY 1997 baseline: Enrollment of students eligible for Free or Reduced Price Lunch program:</i> <i>in charter schools: 36.7 percent</i> <i>in public schools: 37.6 percent.</i>		37.3 percent		
<i>FY 1998 baseline: Enrollment of students with disabilities:</i> <i>in charter schools: 8.4 percent</i> <i>in public schools: 11.3 percent.</i>		10 percent		

As public schools, charter schools are required to be open and accessible to all students. These three factors, enrollment of minority students, enrollment of students eligible for Free or Reduced Price Lunch programs, and enrollment of students with disabilities demonstrate whether charter schools are fulfilling their obligation to allow all students to have access to public schools. Data are being collected in the 1999 Schools and Staffing Survey and will be updated with data from the national evaluation of the charter school program.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Amount for new awards	\$41,000	\$37,428	\$68,929
Amount for continuation awards	\$55,890	\$100,282	\$98,031
National activities, including evaluation dissemination, and technical assistance	\$3,070	\$7,250	\$8,000
Peer review of new award applications	\$40	\$40	\$40

SCHOOL IMPROVEMENT PROGRAMS

Opportunities to Improve Our Nation's Schools (OPTIONS)

(Proposed Legislation)

FY 2001 Authorization (\$000s): To be determined

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
0	\$20,000	+\$20,000

PROGRAM DESCRIPTION

The Opportunities to Improve our Nation's Schools (OPTIONS) program would be a new activity to identify and support innovative approaches to high-quality public school choice within school districts and States as part of the Administration's proposal for a reauthorized Title V of the Elementary and Secondary Education Act of 1965 (ESEA). The OPTIONS program would complement the Magnet and Charter Schools programs by providing a flexible new authority to identify and support additional innovative approaches to high-quality public school choice.

The program would support the Administration's policy that public school choice, in coordination with other school reform efforts, can be an effective way to respond to the need for change and innovation in the public school system and an important vehicle for promoting high standards and continuous improvement for all children, especially children who have traditionally been the least well-served.

The Department would award grants to States and local school districts to create a variety of learning environments and experiment with different kinds of public elementary and secondary public schools. These activities could include:

- public school choice programs designed to strengthen neighborhood and community schools;
- public school choice programs designed to contribute to continuous and broad-based improvement in learning opportunities provided by a school district;
- programs that will result in the development of effective strategies for overcoming barriers to participation in public school choice projects by poor, minority, and limited-English proficient students, and students with disabilities;
- public schools at work-sites and on college campuses;
- inter-district approaches to public school choice; and
- approaches to school desegregation other than magnet schools.

SCHOOL IMPROVEMENT PROGRAMS

Opportunities to Improve our Nation's Schools (OPTIONS)

Under the proposal, up to 5 percent of the appropriation could be reserved for evaluation, technical assistance, and dissemination activities. At a minimum, evaluations would address the extent to which grantees promote educational equity and excellence, are accountable to the public, are effective in improving public education, and operate education programs that are open and accessible to all students.

FY 2001 BUDGET REQUEST

For fiscal year 2001, the Administration is requesting \$20 million to initiate the OPTIONS program as an integral part of the Administration's effort to promote attainment of high standards by all students. Program funds would support approximately 40 awards to State and local school districts to implement new public school choice programs.

Research suggests that public school choice fosters a sense of ownership among students, school staff, and parents, a key ingredient for successful school reform. Public school choice programs in different forms are already proliferating across the country. Lessons learned from public school choice models can help strengthen and improve public education in a variety of ways. Some projects would implement well-tested choice approaches; other projects would design and test innovative ideas to address the needs of different populations. All projects would be evaluated and supported by dissemination efforts that channel early findings to other public schools for use in their own reforms.

The Administration's request would also support technical assistance; dissemination of information about successful practices and overcoming barriers to quality, accountability, and accessibility in public school choice systems; and the initial costs associated with implementing a comprehensive evaluation of the OPTIONS program. The request would also support the development of performance indicators and annual performance reports.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets will be identified after a baseline has been established. Achievement of targets will be based on the cumulative effect of the resources provided in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Performance Goal: To help ensure that public school choice contributes to excellence and equity for all children.

Objective: To increase the type, number, and quality of public school choice options available to students and parents.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2004, there will be increasing varieties of public school choice programs offered to students and parents. <i>Baseline to be determined.</i>				

SCHOOL IMPROVEMENT PROGRAMS

Opportunities to Improve our Nation's Schools (OPTIONS)

This indicator will measure progress toward meeting the goal that the OPTIONS program stimulate the development and dissemination of different kinds of public school choice opportunities for all students. Data for this indicator will be collected through annual performance reports submitted by grantees.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>2001</u>
Amount for new awards	\$18,000
Number of awards	40
Average award	\$450
Evaluation, technical assistance, and dissemination	\$1,800
Peer review of new award applications	\$200

SCHOOL IMPROVEMENT PROGRAMS

Advanced placement incentives

(Higher Education Act, Title VIII, Part B)

FY 2001 Authorization (\$000s): Indefinite

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$15,000	\$20,000	+\$5,000

PROGRAM DESCRIPTION

The Advanced Placement Incentives program awards grants to States to enable them to cover part or all of the cost of test fees of low-income students who are enrolled in an advanced placement class and plan to take an advanced placement test. In addition, States in which no low-income student pays more than a nominal fee to take the tests in core subjects may also use grants for activities designed to increase the number of low-income students who take advanced placement classes and tests. The State educational agency is responsible for disseminating, through secondary school teachers and guidance counselors, information on the availability of test fee subsidies. The funds provided to States are to be used to supplement other non-Federal funds available to assist low-income students in paying for advanced placement testing.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	0
1997	0
1998	\$3,000
1999	4,000
2000	15,000

FY 2001 BUDGET REQUEST

The Administration requests \$20 million for the Advanced Placement Incentives program, \$5 million more than the 2000 level. Subsidizing test fees for low-income students will encourage them to take advanced placement tests and obtain college credit for high school courses, reducing the time and cost required to complete a postsecondary degree. Advanced Placement Incentive grants will also ensure that a growing number of low-income students have access to advanced placement classes. Participation in advanced placement tests and challenging high-level classes makes these students more attractive to more competitive institutions of higher education. For these reasons, the program complements the Department's student aid programs and helps promote educational excellence and equal access to higher education. The

SCHOOL IMPROVEMENT PROGRAMS

Advanced placement incentives

program contributes directly to the President's goal that, by age 18, all students will be prepared for and able to afford at least two years of college and to pursue lifelong learning.

Minority students participate in advanced placement classes and tests at rates far below those of non-minority students. In 1996, white high school students were more than four times as likely to take advanced placement examinations as black high school students and almost twice as likely as Hispanic students. Participation in advanced placement programs is also highly correlated with family income. In 1994, students from households with a family income greater than \$50,000 were almost twice as likely to participate in advanced placement programs as students from households with a family income less than \$25,000. Participation in advanced placement programs for low-income students makes a big difference in postsecondary enrollment rates -- 74 percent of low-income students who participate in these programs enroll in postsecondary education programs compared to 47 percent for those that do not. Unfortunately, many students from low-income families attend schools that do not offer advanced placement classes. In 1996, schools with few low-income students were almost twice as likely to offer advanced placement science classes as schools with concentrations of low-income students. Moreover, a number of schools do not have high-level, challenging courses, advanced placement or otherwise, even though distance learning and other technologies make such offerings increasingly feasible.

Increased support for this program will permit States to create advanced placement and other challenging programs in more schools that serve concentrations of students from low-income families, and to train teachers to teach in those classes. States may also use these funds to establish advanced placement distance learning programs in schools--such as very small or isolated schools--that cannot currently ensure access to challenging content such as traditional advanced placement classes. The request would also subsidize low-income students taking approximately 75,000 Advanced Placement tests.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Plan.

Performance goal: To increase the numbers of low-income high school students prepared to pursue higher education.

Objective: Encourage a greater number of low-income students to participate in the Advanced Placement (AP) program.

SCHOOL IMPROVEMENT PROGRAMS

Advanced placement incentives

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The number of Advanced Placement tests taken by low-income students increases annually by 10 percent. <i>FY 1998 baseline: 81,714 tests</i>	92,750	102,000	112,200	123,500

The Educational Testing Service tabulates statistics for the College Board relating to the Advanced Placement testing program. Since the College Board offers a partial subsidy to low-income students, the Board has precise annual counts of the number of tests taken by low-income students who qualify for this subsidy. In the fiscal year 2000 budget the Department estimated that low-income students would take 83,300 advanced placement tests in 1999. The final number was 92,750 tests, a 13.5 percent increase rather than the projected 10 percent.

PROGRAM OUTCOME MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Test subsidies	\$3,000	\$4,000	\$4,000
Number of participating States	34	40	45
Number of subsidized tests	68,000 ¹	75,000 ¹	75,000 ¹
Discretionary grants	\$1,000	\$11,000	\$16,000
Number of grants	7	35	48

¹ This number is lower than the total number of exams taken by low-income students because some States do not participate and others use their own funds to pay test fees for low-income students and use Federal funds, if they receive them, for other related purposes.

SCHOOL IMPROVEMENT PROGRAMS

Strengthening technical assistance capacity: Strengthening technical assistance capacity grants

(Proposed legislation)

FY 2001 Authorization (\$000s): To be determined

Budget Authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Strengthening technical assistance capacity grants	0	\$38,000	+\$38,000
Comprehensive regional assistance centers	<u>\$28,000</u>	<u>0</u>	<u>-28,000</u>
Total	28,000	38,000	+10,000

PROGRAM DESCRIPTION

Strengthening technical assistance capacity grants (proposed legislation)

The Administration proposes, as part of the ESEA reauthorization, that the current Comprehensive Regional Assistance Centers be replaced by a demand-based system in which States and large school districts receive direct formula grants to purchase the technical assistance that best fits their needs and to strengthen their capacity to acquire and use technical assistance. From the total appropriation for this program, the Secretary would first reserve funds for one or more contracts to establish an independent source of consumer information regarding the quality and effectiveness of technical assistance activities and providers available to States, LEAs, and other recipients of funds under the ESEA, in selecting technical assistance activities and providers for their use. From the remaining funds, a total of 1 percent is to be allocated to the Bureau of Indian Affairs and the Outlying Areas, and the remainder is to be allocated as follows:

- One-third to the 100 LEAs with the largest number of children in poverty (as determined by the number of children counted under ESEA Section 1124(c)), based on the relative amounts allocated to each of these LEAs for Basic Grants under Subpart 2 of Part A of ESEA Title I for the most recent fiscal year.
- Two-thirds to State educational agencies based on the relative amounts each State received for Basic Grants under Subpart 2 of Part A of ESEA Title I for the most recent fiscal year.

Each eligible LEA requesting a grant under the program would be required to submit an application describing: (1) its need for technical assistance in implementing ESEA programs and in implementing the State's, or its own, plan or policies for comprehensive standards-based education reform, and (2) how the LEA will use the funds provided to coordinate all its various

SCHOOL IMPROVEMENT PROGRAMS

Strengthening technical assistance capacity: Strengthening technical assistance capacity grants

sources of funds for technical assistance into an integrated system for acquiring and using outside technical assistance, and for building its own technical assistance capacity.

An SEA desiring a grant under the program would be required to submit an application describing similar information at the State level, as well as describing how the State will:

(1) assist LEAs and schools in providing high-quality education to all children served under the ESEA to achieve to challenging academic standards, (2) give the highest priority to meeting the needs of high-poverty, low-performing LEAs, and (3) give special consideration to LEAs and other ESEA recipients serving rural and isolated areas.

An LEA or SEA may use funds provided under this program to: (1) build its capacity to use technical assistance funds provided under the ESEA effectively through the acquisition of high-quality technical assistance and the selection of high-quality technical assistance activities and providers; (2) develop, coordinate, and implement an integrated system of providing technical assistance to its schools, using all sources of funds provided for technical assistance; and (3) acquire the technical assistance it needs to increase opportunities for all children to achieve to the State's academic performance standards and to implement the State's or LEA's plan or policies for comprehensive standards-based education reform. Specific areas in which technical assistance could be provided include:

- Implementing State standards in the classroom, including aligning instruction, curriculum, assessments, and other aspects of school reform with those standards;
- Collecting, disaggregating, and using data to analyze and improve the implementation, and increase the impact, of educational programs;
- Conducting needs assessments and planning intervention strategies that are aligned with State goals and accountability systems;
- Planning and implementing effective, research-based reform strategies, including schoolwide reforms, and strategies for making schools safe, disciplined, and drug-free;
- Improving the quality of teaching and the ability of teachers to serve students with special needs (including educationally disadvantaged students and students with limited English proficiency); and
- Planning and implementing strategies to promote opportunities for all children to achieve to challenging State academic content standards and student performance standards.

If an SEA or LEA uses funds under the program to provide professional development for teachers or school administrators or to provide information about State educational goals, standards, or assessments for the benefit of public schools, it would provide comparable services on an equitable basis to private schools located in the same geographic area.

SCHOOL IMPROVEMENT PROGRAMS

Strengthening technical assistance capacity: Strengthening technical assistance capacity grants

Comprehensive regional assistance centers (ESEA XIII – A)

Currently, the Elementary and Secondary Education Act (ESEA) authorizes support for 15 comprehensive regional technical assistance centers for improving ESEA programs. Each comprehensive center is required to:

- Maintain appropriate staff expertise and provide support, training, and assistance to State educational agencies (SEAs), Indian tribes, local educational agencies (LEAs), schools, and other ESEA grant recipients in --
 - Improving the quality of instruction, curricula, assessments, and other aspects of school reform supported with funds under Title I, and in implementing Title I schoolwide programs,
 - Meeting the needs of children served under the ESEA, including children in high-poverty areas, migratory children, immigrant children, children with limited English proficiency, neglected or delinquent children, homeless children and youth, Indian children, children with disabilities, and, where applicable, Alaska Native and Native Hawaiian children,
 - Implementing high-quality professional development activities for school personnel,
 - Improving the quality of bilingual education,
 - Creating safe and drug-free learning environments,
 - Implementing educational applications of technology,
 - Coordinating services and programs to meet the needs of students so that students can fully participate in the educational program of the school,
 - Expanding the involvement and participation of parents in the education of their children,
 - Reforming schools, school systems, and the governance and management of schools,
 - Evaluating programs, and
 - Meeting the special needs of students living in, and the LEAs serving, urban and rural areas;
- Employ staff who have sufficient training, knowledge, and expertise in how to integrate and coordinate ESEA programs with one another, as well as with other Federal, State, and local programs and reforms;

SCHOOL IMPROVEMENT PROGRAMS

Strengthening technical assistance capacity: Strengthening technical assistance capacity grants

- Coordinate services, work cooperatively, and regularly share information with the Department's regional education laboratories, Eisenhower regional consortia, research and development centers, and other entities engaged in research, development, dissemination, and technical assistance, in order to provide a broad range of services to schools in the region while minimizing the duplication of services; and
- Provide professional development services to SEAs and LEAs to increase the capacity of such entities to provide high-quality technical assistance in support of ESEA programs.

Funding levels for the Comprehensive Regional Assistance Centers the past 5 years were as follows:

	(\$000s)
1996	\$21,554
1997	21,554
1998	27,054
1999	28,000
2000	28,000

FY 2001 BUDGET REQUEST

For 2001, the Administration proposes to fund Strengthening Technical Assistance Capacity Grants at \$38 million, an increase of \$10 million over the comparable 2000 appropriation for the Comprehensive Regional Assistance Centers. By providing funds directly to SEAs and LEAs, this new program would promote a system that increases local decision-making about the technical assistance services and providers that most appropriately respond to their needs, and empowers States and districts to build their capacity to coordinate and implement an integrated system of technical assistance that combines the resources available to them, including the resources provided under the ESEA, to achieve their plans and policies for comprehensive, standards-based reform.

States and LEAs are at a crucial stage of implementing standards-based reform. Technical assistance and dissemination efforts need to be more carefully aligned and responsive to local needs. Funding requested for the Strengthening Technical Assistance Capacity Grants will support data-driven decision-making by SEAs and LEAs and increase the opportunity for States and localities to identify strategies and intervention efforts, resources, and providers to better serve high-poverty, low-performing schools. This process directly supports the Department's goal of assisting recipients under the ESEA in improving teaching and learning for children at risk of educational failure, and supports key objectives of the Department's Strategic Plan, such as the following:

- States develop and implement challenging standards and assessments for all students in the core academic subjects;
- Schools are strong, safe, disciplined, and drug-free;

SCHOOL IMPROVEMENT PROGRAMS

Strengthening technical assistance capacity: Strengthening technical assistance capacity grants

- A talented and dedicated teacher is in every classroom in America;
- Families and communities are fully involved with schools and school improvement efforts;
- Greater public school choice is available to students and families;
- Schools use advanced technology for all students and teachers to improve education;
- Every child reads independently by the end of the third grade;
- Every eighth grader masters challenging mathematics, including the foundations of algebra and geometry; and
- Special populations receive appropriate services and assessments consistent with high standards.

To support a data-driven market model of technical assistance, the Department plans to reserve up to \$1 million of the total amount requested under this program to establish an impartial source of research-based consumer information regarding the quality and effectiveness of technical assistance activities and providers. This Consumer Information System would provide States and school districts with the information they need to make informed judgements about the various sources and types of technical assistance available. The Department also would use \$190,000, the full amount of program funds authorized for evaluation under ESEA section 14701, to collect performance data to help assess the implementation of this new technical assistance effort. The Department would distribute the remaining funds among all SEAs, the 100 largest LEAs, and the BIA and Outlying Areas in accordance with the statutory formula for the program.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets will be identified after a baseline has been established. Achievement of targets will be based on the cumulative effect of the resources provided in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Performance goal: To assist Elementary and Secondary Education Act (ESEA) recipients in improving teaching and learning for all children, particularly children at risk of educational failure.

Objective: To support a comprehensive and cohesive system of technical assistance and dissemination that is based on responding to local demand for high-quality technical assistance. Such system shall support States, LEAs, tribes, schools, and other recipients of funds under ESEA in implementing standards-based reform and improving student performance.

SCHOOL IMPROVEMENT PROGRAMS

Strengthening technical assistance capacity: Strengthening technical assistance capacity grants

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of ESEA Strengthening Technical Assistance Capacity Grant recipients will demonstrate that they have: (1) implemented a system for coordinating their Federal, State, and local sources of funds for technical assistance, (2) aligned their technical assistance with State and local comprehensive improvement plans, and (3) targeted their technical assistance to high-poverty, low-performing LEAs and schools. <i>Baseline to be established in 2001.</i>				
<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of SEAs and LEAs receiving Strengthening Technical Assistance Capacity Grants will report that the Department's Consumer Information System is useful for accessing information regarding high-quality technical assistance. <i>Baseline to be established in 2001.</i>				
<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of recipients of services funded under the Strengthening Technical Assistance Capacity Grants program will respond that the services they received were responsive to their needs and useful for guiding their reform efforts. <i>Baseline to be established in 2001.</i>				
<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of SEAs and LEAs receiving Strengthening Technical Assistance Capacity Grants will use technology to inform and provide their programs with current and useful data to inform best practice. <i>Baseline to be established in 2001.</i>				

Data for these indicators will be collected as part of an evaluation of the program.

SCHOOL IMPROVEMENT PROGRAMS

Strengthening technical assistance capacity: Strengthening technical assistance capacity grants

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
<u>Strengthening Technical Assistance Capacity Grants</u>			
Consumer information system	---	---	\$1,000
Bureau of Indian Affairs and Outlying Areas	---	---	368
Grants to SEAs	---	---	24,295
Range of SEA awards	---	---	32 – 2,605
Average SEA award	---	---	467
Grants to 100 largest LEAs	---	---	12,147
Range of LEA awards	---	---	38 – 1,130
Average LEA award	---	---	121
Evaluation	---	---	190
<u>Comprehensive Regional Assistance Centers</u>			
Average center award	\$1,857	\$1,867	---
Evaluation	140	0	---

SCHOOL IMPROVEMENT PROGRAMS

Parental information resource centers

(Goals 2000 EAA - IV)

FY 2001 Authorization (\$000s): To be determined¹

Budget authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Parental information and resource centers	0	\$33,000	+\$33,000
Parent assistance enters	<u>\$33,000</u>	<u>0</u>	<u>-33,000</u>
Total	33,000	33,000	0

¹The authorizing legislation was repealed effective September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Title IV of the Goals 2000: Educate America Act supports competitive awards for parent information and resource centers. The Administration's proposal for reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) would continue to authorize parent centers, but with significant changes in their mission and services.

Parental information resource centers (proposed legislation)

The Administration's reauthorization proposal for the Parental Information Resource Centers (PIRCs) would shift the focus of the centers from providing direct assistance to parents to providing training, information, and support to State and local educational agencies and schools. The proposal also would require the PIRCs to target their efforts on high-poverty, low-performing schools and districts to a greater extent than under the existing statute. In addition, the proposal would require the PIRCs to place a greater emphasis on coordinating their activities with those of other Federal, State, and local family involvement programs, and with organizations that prepare parents to help their children succeed in school.

In addition, the PIRCs would comply with general requirements the Administration is proposing for technical assistance providers to: (1) participate in a technical assistance network with the Department and other providers in order to coordinate services and resources; (2) ensure that the services they provide are high quality and cost-effective, based on the best available research and practice, and aligned with State and local education reform efforts; (3) collaborate with State and local officials to develop a targeted approach to providing on-going and intensive technical assistance to high-poverty, low-performing schools and districts; (4) cooperate with the Secretary in carrying out such activities as disseminating materials and information produced by the Department that are relevant to the centers' purpose; and (5) use technology in innovative ways to provide high-quality technical assistance.

SCHOOL IMPROVEMENT PROGRAMS

Parental information resource centers

Parental assistance centers (Goals 2000 EAA-IV)

Parent Assistance Centers provide parents with training, information, and support in better understanding their children's educational needs and how to help their children achieve to high academic standards. They are run by nonprofit organizations that collaborate with schools, institutions of higher education, social service agencies, and other nonprofit organizations to: (1) increase parents' knowledge of, and confidence in, child-rearing; (2) strengthen partnerships between parents and professionals in meeting the educational needs of pre-school aged children (beginning at birth) and school-aged children; and (3) enhance the developmental progress of the children assisted under the program.

Each center serves an entire State, or a region within the State in which it is located. While they may provide information and assistance to any parent, all centers identify and serve areas with high concentrations of low-income, minority, and limited English proficient parents. Centers are required to use at least one-half of their awards to serve areas with high concentrations of low-income families.

Funding levels for the Parental Assistance Centers for the past 5 fiscal years were:

	(\$000s)
1996	\$10,000
1997	15,000
1998	25,000
1999	30,000
2000	33,000

FY 2001 BUDGET REQUEST

The Administration requests \$33 million in 2001, the same as the 2000 appropriation for the Parental Assistance Centers, to provide support for parental information and resource centers in all 58 States and Territories. The program supports the Department's goal of building a solid foundation for learning for all children. To ensure that centers are able to implement the strategies contained in the Administration's proposal for reauthorization of the ESEA -- to provide technical assistance to States, local districts, and schools (particularly high-poverty, low-performing schools) -- the Department would recompute the awards for all 58 centers in fiscal year 2001.

Thirty years of research show that family involvement in children's education is crucial to student achievement. When families are involved in their children's education in positive ways, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate improved attitudes and behavior, graduate from high school at higher rates, and are more likely to enroll in higher education. In fact, research suggests that family encouragement of learning at home and family participation in school activities are critical factors contributing to student achievement, even more than the family's socioeconomic status and parents' education.

SCHOOL IMPROVEMENT PROGRAMS

Parental information resource centers

The benefits of parental involvement programs are greatest for those children - poor, minority, and limited-English proficient -- most at risk of failing to achieve to challenging academic standards. For example, research has shown that low-income and minority graduates of preschool programs with high levels of parental involvement outperform their peers when they reach high school.

Several barriers can prevent family involvement in schools. The level of educational attainment by the parents may adversely affect their involvement in their child's education. Parents who have not graduated from high school or possess weak literacy skills may doubt their own ability to help their children with homework or have difficulty reading and understanding print materials. Language barriers may also prevent parents from being actively involved in their children's education. Parents who do not speak English are less likely to participate in school activities than are English speaking parents. In addition, cultural and class differences between parents and teachers can create a barrier to parent involvement.

The way schools are organized often discourages family members from becoming involved. For example, the traditional organization of middle and high schools deters collaboration between school staff and families. Middle and high schools are usually larger than elementary schools and are organized into departments. As a result, each child may have 5 to 8 teachers and each teacher may see a 100 or more students per day. These conditions make schools much more impersonal for parents, who find it difficult to identify a staff member specifically charged with the well-being of their child.

Program funds would allow the PIRCs to provide training and support for State and local efforts to remove barriers to parent involvement. For example, a PIRC could provide teachers and principals in high-poverty, low-performing schools with training in such areas as communication skills for parent-teacher conferences or involving parents in developing their child's literacy skills. PIRCs could also assist schools to implement strategies that can increase the amount of interaction between parents and teachers.

In 2001, the Department will reserve \$1.65 million to provide technical assistance to the centers and to conduct a national evaluation of the program.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this and other programs supporting the performance goals and objectives.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To support comprehensive State and local education reform tied to high standards for all students.

SCHOOL IMPROVEMENT PROGRAMS

Parental information resource centers

Objective: Promote parental and community involvement in student learning through the Parent Information and Resource Centers (PIRCs).

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2002, 90% of the SEAs, LEAs, schools, or parents served by the PIRCs will report that the services they received allowed them to develop effective parental involvement programs or participate effectively in the education of their children. <i>Baseline to be established in 2001.</i>				90%

Data for this indicator would be collected through a national evaluation of the program.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
States with continuing centers	30	58	0
States with new centers	<u>28</u>	<u>0</u>	<u>58</u>
Total centers	58	58	58
Technical assistance/evaluation	0	0	\$1,650
Peer review of applications	\$30	0	\$33

SCHOOL IMPROVEMENT PROGRAMS

Teaching to High Standards State Grants

State or Outlying area	1999 Appro. For 2000	2000 Estimate for 2001	2001 Request for 2002
Alabama	0	0	\$10,572,569
Alaska	0	0	3,400,650
Arizona	0	0	10,911,797
Arkansas	0	0	6,457,428
California	0	0	81,234,038
Colorado	0	0	7,992,067
Connecticut	0	0	6,714,297
Delaware	0	0	3,400,650
Florida	0	0	32,207,154
Georgia	0	0	18,316,895
Hawaii	0	0	3,400,650
Idaho	0	0	3,400,650
Illinois	0	0	28,818,202
Indiana	0	0	12,091,907
Iowa	0	0	5,707,414
Kansas	0	0	5,690,064
Kentucky	0	0	10,172,508
Louisiana	0	0	13,926,531
Maine	0	0	3,400,650
Maryland	0	0	10,431,004
Massachusetts	0	0	13,289,468
Michigan	0	0	26,335,695
Minnesota	0	0	9,783,080
Mississippi	0	0	8,965,344
Missouri	0	0	12,370,225
Montana	0	0	3,400,650
Nebraska	0	0	3,493,730
Nevada	0	0	3,400,650
New Hampshire	0	0	3,400,650
New Jersey	0	0	16,656,567
New Mexico	0	0	5,218,158
New York	0	0	52,277,128
North Carolina	0	0	15,225,126
North Dakota	0	0	3,400,650
Ohio	0	0	26,446,228
Oklahoma	0	0	8,260,156
Oregon	0	0	6,848,791
Pennsylvania	0	0	28,130,684
Rhode Island	0	0	3,400,650
South Carolina	0	0	8,801,133
South Dakota	0	0	3,400,650
Tennessee	0	0	11,910,221
Texas	0	0	54,407,269
Utah	0	0	4,614,323
Vermont	0	0	3,400,650
Virginia	0	0	12,654,198
Washington	0	0	11,644,890
West Virginia	0	0	5,138,280
Wisconsin	0	0	11,947,174
Wyoming	0	0	3,400,650
District of Columbia	0	0	3,400,650
Puerto Rico	0	0	16,859,147
Outlying Areas ¹			3,435,000
BIA	0	0	3,435,000
Other Non-State Allocations	0	0	3,000,000
TOTAL	0	0	690,000,000

¹ The outlying areas would receive a total allocation of \$3,435,000. The formula for the outlying areas has not been determined yet, so the allocation for each territory is not provided.

SCHOOL IMPROVEMENT PROGRAMS

Eisenhower Professional Development State Grants

State or Outlying area	1999 Appro. For 2000	2000 Estimate for 2001	2001 Request for 2002
Alabama.....	\$5,217,997	\$5,141,260	0
Alaska.....	1,653,300	1,653,300	0
Arizona.....	5,338,788	5,306,334	0
Arkansas.....	3,185,561	3,140,132	0
California.....	38,011,592	39,537,161	0
Colorado.....	3,875,783	3,852,607	0
Connecticut.....	3,314,265	3,265,158	0
Delaware.....	1,653,300	1,653,300	0
Florida.....	15,268,687	15,662,046	0
Georgia.....	8,759,277	8,907,316	0
Hawaii.....	1,653,300	1,653,300	0
Idaho.....	1,653,300	1,653,300	0
Illinois.....	14,288,199	14,014,004	0
Indiana.....	5,934,698	5,880,376	0
Iowa.....	2,842,789	2,775,579	0
Kansas.....	2,803,497	2,767,109	0
Kentucky.....	5,016,790	4,946,667	0
Louisiana.....	6,963,364	6,772,005	0
Maine.....	1,653,300	1,653,300	0
Maryland.....	5,072,936	5,072,651	0
Massachusetts.....	6,508,605	6,462,543	0
Michigan.....	12,994,593	12,806,496	0
Minnesota.....	4,840,273	4,757,644	0
Mississippi.....	4,474,556	4,359,531	0
Missouri.....	6,034,304	6,015,598	0
Montana.....	1,653,300	1,653,300	0
Nebraska.....	1,735,512	1,699,040	0
Nevada.....	1,653,300	1,653,300	0
New Hampshire.....	1,653,300	1,653,300	0
New Jersey.....	8,036,321	8,100,086	0
New Mexico.....	2,521,268	2,537,475	0
New York.....	25,120,233	25,420,547	0
North Carolina.....	7,317,294	7,404,081	0
North Dakota.....	1,653,300	1,653,300	0
Ohio.....	13,150,030	12,860,528	0
Oklahoma.....	3,956,985	4,016,821	0
Oregon.....	3,376,928	3,330,587	0
Pennsylvania.....	13,954,596	13,679,526	0
Rhode Island.....	1,653,300	1,653,300	0
South Carolina.....	4,272,674	4,279,910	0
South Dakota.....	1,653,300	1,653,300	0
Tennessee.....	5,846,131	5,791,850	0
Texas.....	26,341,065	26,457,256	0
Utah.....	2,271,930	2,244,083	0
Vermont.....	1,653,300	1,653,300	0
Virginia.....	6,164,941	6,153,878	0
Washington.....	5,737,443	5,663,017	0
West Virginia.....	2,581,949	2,498,547	0
Wisconsin.....	5,928,861	5,809,885	0
Wyoming.....	1,653,300	1,653,300	0
District of Columbia.....	1,653,300	1,653,300	0
Puerto Rico.....	8,453,085	8,124,466	0
American Samoa.....	286,695	286,695	0
Northern Marianas.....	163,363	163,363	0
Guam.....	668,871	668,871	0
Virgin Islands.....	551,071	551,071	0
BIA.....	1,670,000	1,670,000	0
Other Non-State Allocations.....	<u>1,000,000</u>	<u>1,000,000</u>	<u>0</u>
TOTAL	335,000,000	335,000,000	0

SCHOOL IMPROVEMENT PROGRAMS

Innovative Education Program Strategies

State or Outlying area	1999 Appro. For 2000	2000 Estimate for 2001	2001 Request for 2002
Alabama.....	\$5,519,874	\$5,399,998	0
Alaska.....	1,861,875	1,815,949	0
Arizona.....	6,407,703	6,124,380	0
Arkansas.....	3,443,370	3,275,828	0
California.....	44,575,188	43,421,873	0
Colorado.....	5,257,634	5,211,078	0
Connecticut.....	4,077,874	3,963,992	0
Delaware.....	1,861,875	1,815,949	0
Florida.....	17,857,094	17,697,427	0
Georgia.....	10,130,823	9,950,433	0
Hawaii.....	1,861,875	1,815,949	0
Idaho.....	1,861,875	1,815,949	0
Illinois.....	16,089,924	15,711,203	0
Indiana.....	7,726,264	7,570,675	0
Iowa.....	3,837,530	3,693,970	0
Kansas.....	3,604,322	3,525,600	0
Kentucky.....	4,991,688	4,958,007	0
Louisiana.....	6,215,707	6,007,019	0
Maine.....	1,861,875	1,815,949	0
Maryland.....	6,530,511	6,452,143	0
Massachusetts.....	7,455,614	7,281,887	0
Michigan.....	13,123,401	12,960,890	0
Minnesota.....	6,625,018	6,444,877	0
Mississippi.....	3,906,591	3,795,527	0
Missouri.....	7,366,996	7,133,644	0
Montana.....	1,861,875	1,815,949	0
Nebraska.....	2,341,911	2,264,367	0
Nevada.....	2,217,424	2,264,764	0
New Hampshire.....	1,861,875	1,815,949	0
New Jersey.....	10,134,841	9,873,524	0
New Mexico.....	2,589,808	2,539,507	0
New York.....	23,003,719	22,228,063	0
North Carolina.....	9,598,322	9,527,961	0
North Dakota.....	1,861,875	1,815,949	0
Ohio.....	14,809,620	14,379,149	0
Oklahoma.....	4,621,585	4,454,090	0
Oregon.....	4,237,416	4,161,026	0
Pennsylvania.....	15,063,662	14,640,320	0
Rhode Island.....	1,861,875	1,815,949	0
South Carolina.....	4,972,145	4,831,595	0
South Dakota.....	1,861,875	1,815,949	0
Tennessee.....	6,822,427	6,631,636	0
Texas.....	28,121,298	27,459,383	0
Utah.....	3,488,515	3,404,039	0
Vermont.....	1,861,875	1,815,949	0
Virginia.....	8,444,674	8,193,068	0
Washington.....	7,571,229	7,427,365	0
West Virginia.....	2,184,176	2,087,016	0
Wisconsin.....	7,164,923	6,965,357	0
Wyoming.....	1,861,875	1,815,949	0
District of Columbia.....	1,861,875	1,815,949	0
Puerto Rico.....	6,039,804	5,669,733	0
American Samoa.....	450,643	439,527	0
Northern Marianas.....	256,783	250,449	0
Guam.....	1,051,369	1,025,435	0
Virgin Islands.....	866,205	844,838	0
BIA.....	0	0	0
Other Non-State Allocations.....	0	0	0
TOTAL	375,000,000	365,750,000	0

SCHOOL IMPROVEMENT PROGRAMS

Class Size Reduction

State or Outlying area	1999 Appro. For 2000	2000 Estimate for 2001	2001 Request for 2002
Alabama.....	\$19,413,279	\$21,039,181	\$26,568,688
Alaska.....	5,623,097	6,094,043	8,087,314
Arizona.....	17,508,087	18,974,426	25,956,565
Arkansas.....	11,623,964	12,597,496	16,771,634
California.....	129,177,936	139,996,859	206,503,890
Colorado.....	13,164,489	14,267,043	18,845,486
Connecticut.....	11,353,179	12,304,031	15,971,909
Delaware.....	5,623,097	6,094,043	8,087,314
Florida.....	51,848,131	56,190,521	83,028,189
Georgia.....	29,909,345	32,414,315	47,490,039
Hawaii.....	5,623,097	6,094,043	8,087,314
Idaho.....	5,623,097	6,094,043	8,087,314
Illinois.....	50,137,659	54,336,793	68,551,170
Indiana.....	20,096,000	21,779,082	28,764,560
Iowa.....	9,449,330	10,240,731	13,577,075
Kansas.....	9,582,885	10,385,472	13,535,643
Kentucky.....	19,641,601	21,286,626	26,415,049
Louisiana.....	29,471,026	31,939,287	37,779,350
Maine.....	5,623,097	6,094,043	8,087,314
Maryland.....	17,485,082	18,949,494	24,813,476
Massachusetts.....	22,447,648	24,327,685	31,612,299
Michigan.....	50,275,610	54,486,298	68,326,363
Minnesota.....	16,662,118	18,057,605	23,272,582
Mississippi.....	19,208,820	20,817,599	24,146,938
Missouri.....	20,568,788	22,291,467	29,426,014
Montana.....	5,623,097	6,094,043	8,087,314
Nebraska.....	5,827,594	6,315,667	8,311,057
Nevada.....	5,623,097	6,094,043	8,087,314
New Hampshire.....	5,623,097	6,094,043	8,087,314
New Jersey.....	27,414,745	29,710,787	39,622,535
New Mexico.....	9,619,782	10,425,459	14,790,712
New York.....	104,517,491	113,271,050	163,730,161
North Carolina.....	24,678,787	26,745,687	36,217,944
North Dakota.....	5,623,097	6,094,043	8,087,314
Ohio.....	46,139,496	50,003,776	62,908,804
Oklahoma.....	13,529,819	14,662,970	20,810,521
Oregon.....	11,564,476	12,533,025	16,291,963
Pennsylvania.....	50,982,529	55,252,423	68,923,253
Rhode Island.....	5,623,097	6,094,043	8,087,314
South Carolina.....	14,495,110	15,709,106	22,032,804
South Dakota.....	5,623,097	6,094,043	8,087,314
Tennessee.....	20,066,133	21,746,713	28,331,524
Texas.....	97,206,460	105,347,705	146,753,343
Utah.....	7,691,587	8,335,773	10,977,199
Vermont.....	5,623,097	6,094,043	8,087,314
Virginia.....	21,038,247	22,800,245	30,102,427
Washington.....	19,619,284	21,262,440	27,701,322
West Virginia.....	11,301,032	12,247,517	15,016,312
Wisconsin.....	20,118,645	21,803,624	28,419,744
Wyoming.....	5,623,097	6,094,043	8,087,314
District of Columbia.....	5,623,097	6,094,043	8,087,314
Puerto Rico.....	40,440,447	43,827,419	53,729,060
American Samoa.....	434,896	434,896	634,223
Northern Marianas.....	247,810	247,810	361,390
Guam.....	1,014,631	1,014,631	1,479,670
Virgin Islands.....	835,936	835,936	1,219,073
BIA.....	3,466,728	3,466,728	5,055,644
Other Non-State Allocations.....	0	0	2,000,000
TOTAL	1,200,000,000	1,300,000,000	1,750,000,000

SCHOOL IMPROVEMENT PROGRAMS

Safe and Drug-Free Schools and Communities State Grants

State or Outlying area	1999 Appro. For 2000	2000 Estimate for 2001	2001 Request for 2002
Alabama.....	\$6,790,339	\$6,663,867	\$6,582,703
Alaska.....	2,151,490	2,142,933	2,137,933
Arizona.....	6,947,528	6,877,829	6,915,516
Arkansas.....	4,145,468	4,070,097	4,077,323
California.....	49,465,650	51,246,275	52,015,314
Colorado.....	5,043,675	4,993,574	4,766,135
Connecticut.....	4,312,955	4,232,150	4,257,203
Delaware.....	2,151,490	2,142,933	2,137,933
Florida.....	19,869,610	20,300,433	21,053,870
Georgia.....	11,398,716	11,545,259	11,941,287
Hawaii.....	2,151,490	2,142,933	2,137,933
Idaho.....	2,151,490	2,142,933	2,137,933
Illinois.....	18,593,672	18,164,316	17,724,451
Indiana.....	7,723,005	7,621,876	7,534,743
Iowa.....	3,699,409	3,597,579	3,446,529
Kansas.....	3,648,276	3,586,601	3,564,147
Kentucky.....	6,528,503	6,411,646	6,303,509
Louisiana.....	9,061,639	8,777,566	8,379,059
Maine.....	2,151,490	2,142,933	2,137,933
Maryland.....	6,601,567	6,574,941	6,597,524
Massachusetts.....	8,469,847	8,376,455	8,121,663
Michigan.....	16,910,263	16,599,200	16,384,944
Minnesota.....	6,298,795	6,166,642	5,878,929
Mississippi.....	5,822,877	5,650,627	5,329,764
Missouri.....	7,852,625	7,797,145	7,809,244
Montana.....	2,151,490	2,142,933	2,137,933
Nebraska.....	2,258,476	2,202,219	2,137,924
Nevada.....	2,151,490	2,142,933	2,137,933
New Hampshire.....	2,151,490	2,142,933	2,137,933
New Jersey.....	10,457,911	10,498,964	10,419,409
New Mexico.....	3,281,003	3,288,960	3,390,634
New York.....	32,689,730	32,948,961	34,079,705
North Carolina.....	9,522,219	9,596,833	9,794,299
North Dakota.....	2,151,490	2,142,933	2,137,933
Ohio.....	17,112,538	16,669,234	15,803,331
Oklahoma.....	5,149,345	5,206,421	5,287,791
Oregon.....	4,394,500	4,316,956	4,167,532
Pennsylvania.....	18,159,544	17,730,782	17,447,481
Rhode Island.....	2,151,490	2,142,933	2,137,933
South Carolina.....	5,560,162	5,547,426	5,666,399
South Dakota.....	2,151,490	2,142,933	2,137,933
Tennessee.....	7,607,750	7,507,133	7,270,470
Texas.....	34,278,436	34,292,695	34,969,930
Utah.....	2,956,532	2,908,678	2,745,201
Vermont.....	2,151,490	2,142,933	2,137,933
Virginia.....	8,022,627	7,976,377	8,093,221
Washington.....	7,466,311	7,340,145	7,069,521
West Virginia.....	3,359,970	3,238,503	3,153,988
Wisconsin.....	7,715,408	7,530,509	7,244,926
Wyoming.....	2,151,490	2,142,933	2,137,933
District of Columbia.....	2,151,490	2,142,933	2,137,933
Puerto Rico.....	11,000,259	10,530,564	10,229,819
American Samoa.....	757,081	754,076	754,076
Northern Marianas.....	431,396	429,684	429,684
Guam.....	1,766,299	1,759,291	1,759,291
Virgin Islands.....	1,455,224	1,449,449	1,449,449
BIA.....	4,410,000	4,392,500	4,392,500
Other Non-State Allocations.....	<u>1,882,000</u>	<u>1,878,500</u>	<u>2,878,500</u>
TOTAL	441,000,000	439,250,000	439,250,000

SCHOOL IMPROVEMENT PROGRAMS

Education for Homeless Children and Youth

State or Outlying area	1999 Appro. For 2000	2000 Estimate for 2001	2001 Request for 2002
Alabama.....	\$471,096	454,125	\$491,401
Alaska.....	100,000	100,000	100,000
Arizona.....	439,658	441,828	475,764
Arkansas.....	287,090	286,669	305,329
California.....	3,408,957	3,529,668	3,853,154
Colorado.....	261,389	227,158	253,836
Connecticut.....	260,878	256,850	269,454
Delaware.....	100,000	100,000	100,000
Florida.....	1,361,326	1,419,159	1,550,430
Georgia.....	784,528	811,724	854,499
Hawaii.....	100,000	100,000	100,000
Idaho.....	100,000	100,000	100,000
Illinois.....	1,211,571	1,131,276	1,291,025
Indiana.....	427,950	411,251	432,812
Iowa.....	192,658	170,069	182,765
Kansas.....	204,618	198,872	207,506
Kentucky.....	475,657	451,499	493,954
Louisiana.....	709,331	645,744	734,743
Maine.....	107,362	108,097	111,296
Maryland.....	382,311	373,911	407,779
Massachusetts.....	541,600	511,909	544,931
Michigan.....	1,214,653	1,167,868	1,270,251
Minnesota.....	321,233	278,858	306,556
Mississippi.....	462,883	412,732	456,697
Missouri.....	477,799	481,916	506,624
Montana.....	100,000	100,000	100,000
Nebraska.....	118,398	104,501	115,747
Nevada.....	100,000	100,000	100,000
New Hampshire.....	100,000	100,000	100,000
New Jersey.....	618,748	615,220	647,007
New Mexico.....	246,322	252,810	272,850
New York.....	2,728,020	2,798,558	3,099,592
North Carolina.....	543,718	559,032	580,686
North Dakota.....	100,000	100,000	100,000
Ohio.....	1,110,521	979,690	1,091,997
Oklahoma.....	340,514	355,704	374,900
Oregon.....	252,898	229,527	244,517
Pennsylvania.....	1,236,510	1,178,071	1,270,470
Rhode Island.....	100,000	100,000	100,000
South Carolina.....	368,442	376,596	395,416
South Dakota.....	100,000	100,000	100,000
Tennessee.....	476,236	449,437	494,588
Texas.....	2454,603	2,508,382	2,717,408
Utah.....	122,531	100,000	114,928
Vermont.....	100,000	100,000	100,000
Virginia.....	436,082	436,949	455,693
Washington.....	403,055	360,540	386,375
West Virginia.....	272,382	256,666	281,018
Wisconsin.....	464,320	419,970	476,458
Wyoming.....	100,000	100,000	100,000
District of Columbia.....	100,000	100,000	109,365
Puerto Rico.....	973,352	918,364	1,038,749
American Samoa.....	6,847	6,847	7,598
Northern Marianas.....	6,667	6,667	7,126
Guam.....	3,629	3,629	4,041
Virgin Islands.....	11,657	11,657	12,935
BIA.....	100,000	100,000	100,000
Other Non-State Allocations.....	<u>200,000</u>	<u>700,000</u>	<u>1,200,000</u>
TOTAL	28,800,000	28,800,000	31,700,000