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January 15, 1998

NOTE TO BILL KINCAID

Re: Flexibility for Education Opportunity Zones

Attached is a memorandum that discusses an option for providing increased flexibility to districts and schools under the Educational Opportunity Zones (EOZs) initiative. You asked us to describe this option in particular in greater detail. The memorandum addresses how districts that receive an EOZ grant could be given the authority to combine funds from most Federal education programs to implement comprehensive, districtwide efforts to raise the academic achievement of students. Similarly, depending on the scope of a district's EOZ proposal, other schools in the district could be given the authority to combine their resources in a way consistent with the Title I schoolwide approach.

As we discuss this and the other flexibility options that we outlined in our previous summary, we should examine more closely several issues:

- o How does the EOZ initiative differ from and build upon activities conducted under other federal programs, particularly Title I and Goals 2000?
- o To what extent do federal requirements actually impede local comprehensive reform efforts? What needs are addressed by the increased flexibility?
- o How will we ensure that the intent and purposes of the various federal programs would continue to be met?
- o How do we distinguish these options from efforts to block grant federal programs?
- o Recognizing that strong accountability systems have yet to be developed by many districts and schools, how will we ensure that any increased flexibility that might be provided will result in improved academic performance of students?
- o What steps might be taken with respect to districts that fail to raise the achievement levels of their students after being granted increased flexibility?

We look forward to discussing these matters and other EOZ issues in more depth with you.

Steve Winnick and Phil Rosenfelt

Attachment

cc: Jamiene Studley

Mike Smith

Gerald Tirozzi

FLEXIBILITY AVAILABLE FOR EOZs

Options under current law:

- Technical assistance

Considerable flexibility already exists in ESEA and Goals 2000, particularly through the Title I schoolwide program authority, consolidated LEA plans, consolidation of administrative funds, coordinated services projects, transferring unneeded funds for other purposes, and waivers. It is likely, however, that many LEAs are not fully aware of the flexibility that currently exists.

Devise a strategy whereby we would offer technical assistance to EOZs to enable them to take full advantage of the flexibility that currently exists.

- Waivers

The waiver authority in Title XIV of ESEA and Goals 2000 permits the Secretary to waive most statutory and regulatory requirements of many programs.

Encourage EOZs, in their applications, to request waivers of any applicable provisions that hinder their ability to implement district school reform strategies.

- This vehicle exists in the charter schools provisions in the ESEA, yet states have not sought waivers in their charter schools' applications.

- May pose logistical problems because waivers would likely need to be approved before EOZ applications were competed.

Options requiring legislation (either through authorizing committee or appropriations committee):

- Lower schoolwide program poverty threshold for EOZs to 35% (or lower)

The current schoolwide program authority in section 1114 of Title I gives high-poverty schools enormous flexibility to combine Title I as well as most other Federal education funds with state and local funds to upgrade the entire educational program in those schools. Most Federal statutory and regulatory requirements do not need to be met as long as the intent and purposes of the Federal programs are met.

Under the current 50% poverty threshold, most of the schools in the EOZs would likely already be eligible to operate

schoolwide programs. However, lowering the poverty threshold would ensure that more schools would be eligible.

- Would not provide more flexibility for districtwide activities.

- Expand schoolwide program-type authority to cover districtwide activities

This option would allow LEAs, under a comprehensive reform plan, to combine Federal education funds at the district level and use those funds to achieve EOZ purposes.

- Under this option, we would need to think about the locus of decisionmaking. Currently, under Title I and Goals 2000, decisionmaking is focused at the school level--i.e., bottom-up reform. Giving more flexibility to LEAs might conflict with this school-level decisionmaking.

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Steve Winnick and Phil Rosenfelt

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Mike Smith
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TO: Bill Kincaid

FROM: Steve Winnick
Phil Rosenfelt

SUBJECT: Flexibility for Educational Opportunity Zones

You have asked us to elaborate on one of the options to provide flexibility for Educational Opportunity Zones (EOZs), specifically the option to authorize EOZ LEAs to combine Federal education resources at the district level. We have done so below. We believe it is very important to be able to articulate clearly the benefits that would be gained, as well as the existing impediments that would be alleviated, through this option, and the reasons why it is not being extended to all LEAs throughout the Nation.

This option is based on the concepts that embody schoolwide programs under Part A of Title I of the Elementary and Secondary Education Act (ESEA): the authority to combine Federal education funds, along with State and local funds, to upgrade the entire educational program to ensure that students in high-poverty areas meet challenging content and performance standards. The option would authorize any LEA that receives EOZ funds¹ to combine funds from most Federal education programs that the LEA receives and to use those funds to implement or expand a comprehensive, districtwide effort to raise the achievement of its students consistent with the EOZ authority.² This option would afford an EOZ LEA significant flexibility to serve all students in the LEA through comprehensive programs and activities, rather than by providing separate services to specific target populations. The educational purpose of the flexibility would be to focus an LEA's thinking on the needs of children, rather than on specific programs.

¹ We would not recommend extending this authority to LEAs that do not actually receive EOZ funds.

² The scope of this authority would be no broader than the project for which the funds were awarded. Thus, if an LEA applies to operate an EOZ program in only a portion of its schools, the ability to combine Federal education funds would only extend to that portion of the LEA.

Each LEA would need to demonstrate in its application for EOZ funds that it has a comprehensive plan that addresses the funding criteria (e.g., providing public school choice, holding schools and staff accountable for students' academic progress, including rewards and sanctions tied to students' performance, etc.). Ideally, this plan would not be new but would be the LEA's Goals 2000 plan or its consolidated local plan under Title XIV of the ESEA (modified, if necessary, to meet the funding criteria), thereby linking this program with the LEA's ongoing school reform efforts.

Under this option, an EOZ LEA could then combine most of the Federal education funds it receives.³ Except as specified below, an LEA would not be required to meet the specific statutory and regulatory requirements of the programs whose funds it combines, as long as the LEA meets the intent and purposes of those programs (As illustrated in our guidance on Title I schoolwide programs, "intent and purposes" encompass the broad, key purposes of a program but do not include the specific requirements that implement those purposes.) An LEA would also not be required to track funds in order to demonstrate that it used funds from a particular program to meet the intent and purposes of that program. Combining funds to meet the collective needs of the included programs would thus allow an LEA to address needs of its students in an integrated way and would free the LEA from documenting that a specific program dollar was spent only for a specific program activity.

The "quid pro quo" under this option would be strong accountability provisions. An EOZ LEA would have to demonstrate that the flexibility afforded under this option resulted in significantly improved student achievement. One mechanism would be to incorporate the Title I concept of "adequate yearly progress."⁴

This option would permit an LEA to combine funds under the Individuals with Disabilities Education Act and Title I, Part A but would not relieve the LEA from complying with all

³ It may be possible to authorize an LEA to combine all Federal funds administered by the Department that the LEA receives. IDEA and Title I, Part A funds are dealt with separately (see below). Some other programs raise specific issues. For example, should an LEA be able to combine Adult Ed funds, which have a very different purpose from improving achievement of children in high-poverty schools and districts? Also, should this authority be extended to Federal funds an LEA may receive from other Federal agencies such as HHS or Agriculture?

⁴ A problem with enforcing strong accountability requirements is that many States are only beginning to develop their new assessment systems and set student performance standards. Therefore, they do not have the means available at this point to adequately measure achievement to high standards.

requirements under those programs.⁵ Moreover, an LEA would also need to comply with the following provisions, as applicable, of the programs whose funds it combines: health and safety requirements, civil rights requirements, gender equity requirements, participation and involvement of parents, equitable participation of private school students, teachers and other education personnel, maintenance of effort, and comparability of services. In addition, an LEA would have to ensure that it did not use Federal funds from these programs to supplant non-Federal funds. Moreover, an LEA would be required to comply with any within-district allocation provisions such as those in Part A of Title I of the ESEA.

With respect to discretionary grants for which an LEA has competed successfully, the LEA could combine those funds also under this option without accounting for the funds separately. However, the LEA would still need to carry out the activities described in the application under which the funds were awarded.

This authority would apply to funds retained and used at the district level. It could also apply to funds and services that are passed through to schools--whether or not a school is eligible under Title I to operate a schoolwide program--as long as the school meets the requirements in section 1114(b) of Title I.⁶

We recommend that there be specific authority for the Secretary to be able to exercise oversight over this flexibility. For example, the Secretary could be given specific monitoring responsibility or the authority to terminate the flexibility if it is not being used responsibly.

⁵ We believe the Title I requirements should still apply because we think it is critical that we retain requirements concerning State content and performance standards and aligned assessments, adequate yearly progress, selection of target areas, and school and LEA improvement as well as important cross-cutting Federal requirements in GEPA and EDGAR such as the Tydings Amendment, obligation of funds, FERPA, record retention, etc. If we eliminate all requirements, we would be greatly expanding on the flexibility in the Title I schoolwide authority and would be very close to a block grant.

⁶ This would be a major expansion of the Title I schoolwide program authority in the EOZ LEAs. Is that what we want?

December 12, 1997

Memorandum

To : Bill Kincaid

From : Steve Winnick
Phil Rosenfelt

Subject : Using Existing Authorities to Implement the Educational Opportunity
Zones Initiative

We have reviewed your December 10, 1997 draft on options for carrying out the Education Opportunity Zones (EOZ) Initiative and have examined the various legal authorities referenced in your options paper. Although our understanding of the EOZ proposal at this time is somewhat limited, we recognize that the few high-poverty urban and rural districts that would be selected from a competition for funding under the proposal would be required to have certain urban and rural characteristics and demonstrate a strong commitment to reform measures at the district level that hold schools, educators, and students accountable for success and failure, and that result in significant improvements in student achievement.

We generally agree with the initial comments in Tom Corwin's December 11, 1997 e-mail to you. The initiative could best be funded under the one of the following existing authorities:

(1) **Title I Demonstration Programs.** Section 1502(a)(1) of the Elementary and Secondary Education Act (ESEA) authorizes the Secretary to make grants to local educational agencies and other entities "to carry out demonstration projects that show the most promise of enabling children served under [Title I] to meet challenging State content standards and State student performance standards." The types of activities being contemplated under the EOZ initiative could be funded under this broad statutory authority governing Title I demonstration programs. However, either through rulemaking (regulations or notice of priorities) or through specific language in the appropriations legislation, the parameters of an EOZ Title I demonstration would have to be clearly delineated. For example, we would need to define narrowly the entities eligible for funding and the specific requirements that would apply to the grant recipients.

(2) **Fund for Improvement of Education (FIE).** Section 10101 of the ESEA authorizes the Secretary to award funds to local educational agencies and other entities "to support nationally significant programs and projects to improve the quality of education, assist all students to meet challenging State content standards and challenging State student performance standards, and contribute to achievement of the National Education Goals." Under this authority, funds may be used for, among other things, activities that will promote systemic education reform at the local level, demonstrations involving public school choice, and activities to raise standards and expectations for academic achievement among all students. The proposed activities under the EOZ initiative are fully consistent with the FIE authority. As with the Title I

Did you get one of these?
Bill

demonstration, however, the focus of an FIE-supported EOZ initiative would have to be limited either through rulemaking or through restrictions in the appropriations legislation.

It may be unlikely, however, that Congress would appropriate substantial amounts of funds under either the Title I demonstration authority or FIE without also directing how those funds should be expended. The Congressional directives may run counter to the contemplated EOZ initiative. Furthermore, even if there were few restrictions in appropriations legislation (or accompanying committee reports) on how Title I demonstration funds or FIE funds might be expended, it would be an unusual practice for the Department to use these authorities to essentially create a new program with such specific eligibility requirements and mandates as those being considered for the EOZ initiative.

We also examined certain other potential authorities, but do not believe that the proposed Initiative will fit well under them. For example, the Urban and Rural Assistance program authorized by Part J of Title X of the ESEA is not a good vehicle for advancing the EOZ initiative. There would be less flexibility in tailoring the initiative under Title X-Part J than under either the Title I demonstration program or FIE. As you have noted in your options draft, for example, an allocation under Title X - Part J must be divided equally between urban LEAs and rural LEAs. Moreover, the Title X statute defines urban and rural LEAs in a manner that may not be consistent with the EOZ focus. In addition, the specific way that we structure the EOZ initiative may be inconsistent with the urban and rural assistance programs contemplated under Title X.

Finally, we do not believe that the national leadership authority in section 314(b) of the Goals 2000: Educate America Act could be used to further the EOZ initiative. The authorization for Goals 2000 expires after 1998. Even if Goals 2000 were to be funded for fiscal year 1999 under the one-year extension authorized in the General Education Provisions Act, it is extremely unlikely that Congress would permit the Department to support EOZ activities under the section 314(b) national leadership authority. For the past several years, Congress has expressly stated in appropriations legislation that the Department is precluded from conducting any activities under this authority.

We appreciate the additional details on the EOZ initiative that you have shared with us. We would be happy to discuss more fully possible options for advancing this initiative as the program becomes more clearly defined.

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**PARTICIPATION OF NON-PUBLIC SCHOOL STUDENTS
IN PROPOSED INITIATIVES**
DRAFT DRAFT

Class Size

- The 10% set aside for the teacher quality fund will include the requirement for the equitable participation of private school teachers in:
 - training for existing teachers
 - training support for new teachers
 - training teachers in reading (when the LEA uses its funds for this purpose)
- Additionally, LEAs offering incentives to recruit teachers to high poverty schools would offer the incentives for all high poverty schools in the district, including private schools.

School Construction

- LEAs would be required to set aside a proportional amount of funds available for payment of interest on private school bonds. The private school bonds eligible for this program are those for remodeling and building improvements done to meet federal standards, i.e. handicap accessibility; improve the safety of the building; address health and environmental hazards.

Teacher Technology Training

- Teachers in non-public schools would be eligible for the training on the same basis as their public school counterparts.

Urban Initiative (Education Empowerment Zones)

- Similar to Goals 2000, non-public schools will receive materials, information, etc. developed through this grant.
- Teacher and administrator training under this grant will be provided on an equitable basis to non-public school teachers and administrators.
- Eligible students attending non-public schools will be invited to participate in extended learning programs on the same basis as their public school counterparts.

*Michelle L. Doyle
January 22, 1997*

Safe and Drug-Free School Coordinators

- Students attending non-public schools will be eligible to receive the services of the coordinator on the same basis as their public school counterparts.

21st Century Learning Centers

- New provision reserving up to 10% of the funds for applications by a community-based organizations serving non-public school students or with programs located at non-public schools.
- Non-public school students are eligible to participate in LEA programs funded under this grant.

College-School Partnerships

- Public schools forming a partnership must invite the participation of eligible non-public schools. Non-public schools that participate in the partnership will receive the full level of benefits for their students.
- If the non-public school declines to participate in the partnership, non-public school students will still be eligible to participate in the federally-assisted portion of the program on an equitable basis.

America Reads

- We will work with Congressional sponsors to ensure that private schools are able to participate in the partnerships and private school students are able to equitably participate in the America Reads Challenge program.

*Michelle L. Doyle
January 22, 1997*

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URBAN EDUCATION CONCEPT PAPER

I. INTRODUCTION

This nation was founded upon the inalienable freedoms and rights that seek to ensure that all Americans have been educated to assume a productive and personally fulfilling life that includes the ability to function as a contributing citizen to our society. This premise assumes that our schools are equipping students to engage as active members in such a society.

The imminent danger on the horizon is the mounting evidence that students living in large urban centers characterized by high unemployment rates, violent crimes including rising rates of child abuse, decaying infrastructures, and dysfunctional family structures are very likely to attend schools unable to support the complex learning environments necessary to equip them to live out their lives as productive contributing citizens. "Nowhere are the problems and needs of children as great as in this nation's urban communities, where the lives of so many children are in disarray." (Wang, May 1997)

It is, however, the widespread evidence of academic failure that offers the greatest threat to our nation's ability to sustain a highly educated workforce and citizenry. Students in our urban schools score lower on math achievement tests than other students; 47 percent of our urban youngsters scored below the basic level on the NAEP reading tests. The purposes and goals of an urban education initiative are to address the deep educational needs of urban youngsters and expand their life opportunities.

The momentum behind a focused effort to improve education in urban schools has been building. Over the past year, at least six major education organizations -- the Council of Great City Schools, the National Education Association, the National Urban League, the National Urban Coalition, the Rainbow PUSH Coalition, and the U.S. Conference of Mayors -- have released their plans for improving urban schools. These plans have striking similarities in terms of the strategies they identify for raising student achievement in urban districts. (See attachment B.)

The time has come for concerted action to raise the achievement levels of all students in our urban schools. The following concept paper outlines the Administration's proposals currently under consideration to improve urban schools and "holds the course" for a number of initiatives to see if we can determine if these initiatives implemented in a systematic fashion contribute significantly to increased student achievement. It then outlines the gaps in our efforts, and offers a proposal for a focused grant competition to improve the urban schools with the greatest needs.

II. CURRENT INITIATIVES THAT SUPPORT URBAN EDUCATION

The Clinton Administration has proposed several major initiatives, many of which are currently under consideration in Congress, that would strengthen urban schools. These initiatives should be a central part of an overall urban strategy.

Pending Legislation:

- School Construction: Our FY 99 budget proposal again includes a school construction proposal for a one-time infusion of \$5 billion that will stimulate \$20 billion in school construction and renovation over the next four years. This proposal requires legislative action. These funds would pay for half of the interest costs on school construction bonds or similar financing mechanisms. Half of the funds available under this program would be targeted to the nation's largest 100 cities. Cities would also be eligible to compete with other districts for the other half of the funds available under this program. Through this program, schools could obtain financing to make emergency repairs, to correct health and safety problems, to make technological upgrades, to improve energy efficiency, to ensure access for individuals with disabilities, and to build new schools needed to accommodate growing enrollments.
- Title V Reauthorization Proposal for Professional Development: The professional development programs included in the Administration's higher education reauthorization proposal would greatly benefit urban schools. The proposal includes a program to recruit new teachers for underserved areas. This will greatly help urban school systems which traditionally have difficulty recruiting certified teachers and are often forced to rely on a large pool of uncertified teachers. Our proposal for lighthouse partnerships for professional development could also benefit urban districts. Both programs include provisions to support training for paraprofessional educators to become certified teachers. Since a great number of paraprofessionals are in urban districts, this would help increase their ranks of certified teachers. It may also increase the diversity of the urban teaching pool since a majority of paraprofessionals come from racial and ethnic minority groups.
- America Reads: Reading will play a critical role in improving the education of urban children -- 47% of whom scored below the basic level on the 1994 NAEP. The Administration has proposed legislation for a \$260 million initiative for FY 98 that would support Parents as First Teachers programs and individualized tutoring programs after school, on weekends, and in summers. Tied to this initiative, the Administration is encouraging colleges and universities to send 100,000 students into their communities as reading tutors. Colleges and

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universities are being asked to devote half of their new Federal Work-Study money to community service jobs, and the Department is waiving the requirement for local agencies to match the Federal investment. The President's budget also includes a major expansion of Head Start to reach one million pre-school children in 2002 so that they will enter school ready to learn.

Reauthorization of the Vocational and Adult Education Acts: The Administration's proposal for vocational education and adult education reauthorizations contain provisions to target resources to communities and populations with the greatest need. Our proposals to target formulas to high poverty areas would benefit urban school districts. Our proposals are designed to improve student academic achievement, school-to-work opportunities, welfare reform, and family literacy. The reauthorizations also push program improvement by establishing priorities for quality programs, and creating links between these acts and planning and services under other Federal education programs. The proposal for vocational education encourages each State to use those funds for activities in the State school-to-work plan, Goals 2000 plan, and other reform efforts, including schoolwide programs.

Authorized Programs, Pending Funds:

- 21st Century Learning Centers: Our FY 98 budget request includes a \$50 million program that would support extended learning time for youth in inner city and rural schools. Grants would be used to establish community learning centers in local public schools that offer stimulating, safe, supervised, and cost-effective after school, weekend or summer havens for children and youth. Recent research shows that a stimulating environment of this type can improve thinking skills and language skills of participating children and youth. These programs would have a focus on offering learning activities.

- National Research Center on School Leadership: The Department's FY 99 budget request includes funding for a national research center on school leadership which would focus on improving district and school leadership as well as the support systems that must operate in a coherent manner to provide improved teaching and learning.

- Title I Whole School Reform: A proposal has been put forward by Congressman Obey for a whole school reform program totaling \$200 million in FY 98 (\$150 million under Title I, and \$50 million under the Fund for the Improvement of Education). These funds would support \$50,000 competitive grants to as many as 4,000 schools to start-up research-based models of whole school reform. These schools will focus on implementing challenging academic standards, engaging

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teachers, and strengthening parental and community support. This program, however, is open to all schools, it does not have an urban or a Title I focus.

Current Initiatives with a Clear Urban Focus:

- New American High School Reform Initiative: In the spring of 1995, the Department began encouraging high school reform efforts that focus on helping all students achieve high levels of academic skills and prepare for college and careers, especially through whole school reform. The Department identified five urban high schools to receive assistance in expanding and promoting their reforms and serve as models for other districts. We are working with these schools to revamp their curriculum, improve teaching methods, and raise expectations for both students and teachers. They are creating smaller, safer learning environments, and building partnerships with community leaders, businesses, and parents. The Department is expanding this initiative to 30 schools this year.
- Urban-Rural School-to-Work Opportunities Grants: A total of 46 grants have been awarded to urban areas to assist in establishing comprehensive school-to-work systems. These grants are made directly to local school-to-work partnerships that serve areas of concentrated poverty.
- Educational Technology: The new E-rate put forward by the FCC as part of the Universal Services provision of the Telecommunications Act provides essential support to urban school districts so they can access Internet services at heavily discounted rates for both wiring schools and connecting to the Internet. Educational technology offers a powerful tool to improve teaching and learning and bring all children into the Information Age. This Administration has made significant investment into expanding access to educational technology through both discounted rates and through grants such as the Technology Literacy Challenge Fund and the Technology Innovation Challenge Grants.
- NSF Urban Systemic Initiative: The National Science Foundation funds grants to urban school districts for comprehensive reforms to improve student achievement in math and science.

III. GAPS IN CURRENT INITIATIVES

Despite these far-reaching initiatives, some gaps still exist for cities to implement truly comprehensive, sustainable education reform strategies.

1. Strengthening Accountability and Fixing Failing Schools

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A key component of an overall plan to raise student achievement in urban schools is that of holding schools accountable for student results and holding the district accountable for turning around those schools that do not meet student needs. Districts are taking increasingly tough measures to improve schools, but need assistance to strengthen their accountability systems and provide rewards for good student performance and interventions or sanctions to address failing schools.

- **Building systems of rigorous and fair accountability:** Urban school districts need support to design and implement effective school performance and information systems, including district and school report cards, in order to hold teachers, schools, and principals accountable for student achievement. Systems would be anchored on challenging academic standards and assessments aligned with those standards, along with high quality, disaggregated data on student and school progress toward achieving tougher standards, and other measures such as improved attendance, discipline, safety, and drop-out rates. As schools gear up to implement tough accountability systems, they will need assistance to ensure that their accountability systems are fair and reliable. They should be encouraged to consult with other districts regarding effective indicators of school performance. They will also need to target assistance to low achieving schools to prepare them to participate in such an accountability process.
- **Turning around failing schools:** Urban school districts should develop and implement fair and effective strategies for identifying, assisting, and, if necessary, overhauling, reconstituting, or closing failing or unsafe schools, consistent with State and district accountability efforts. Districts could use grant support to provide technical assistance to failing schools on issues such as intensive professional development and curriculum improvements. They could also intervene in struggling schools, removing ineffective principals, shifting teaching staff, or overhauling instructional programs. If schools are reconstituted or taken over, they will need support to plan and implement effective schoolwide reforms so that reconstitution is successful.
- **Rewarding successful schools:** Urban school districts could develop and implement fair and attractive incentives to acknowledge and reward successful schools based on progress toward challenging academic achievement objectives and other measurable results such as reduced drop-out rates, student and teacher attendance, and improved preparation for college and careers. Incentives could be based on whether ALL student groups -- including minority, limited English proficient, disabled and low-income students who tend to come to school at an educational disadvantage and often are the lowest achieving within a school -- are achieving at high levels and staying in school. Reward strategies could include

greater school autonomy, financial incentives, and the provision of release time to enable teachers and principals to visit and learn from their peers in other successful schools. Such rewards would increase incentives to improve schools and would build public recognition of and support for well-performing schools.

- **Improving District and School Management:** Urban school districts need assistance to strengthen and improve their management and administrative leadership. They could use support in building their administrative and management capacity and capabilities, and improving personnel practices, budget, accounting, and finance systems, and procurement policies. They should build an accountability system for management and administration of the school system. Districts could be encouraged to partner with the business community to utilize business expertise in improving management systems such as personnel and payroll, budgeting, procurement, food services, facilities planning and maintenance.

2. Building Human Capacity to Improve Urban Instruction

As districts engage in raising student achievement through the implementation of challenging standards and assessments and participation in such rigorous measures at the national tests, they will need to invest in ongoing, sustained professional development for teachers and instructional leaders. An urban education grant that includes support for professional development would be powerful for those districts prepared to invest in their teachers and school leaders. It should be targeted initially to the grades k-8, with an emphasis on reading and math so that schools are prepared to meet challenging national standards.

- **Strengthening instructional leadership:** School principals and other instructional leaders are critical for raising student achievement. If meaningful change is going to occur in urban schools, leadership must go beyond the traditional management training of most principals to the kind of visionary leadership that will impact curriculum and instruction and build capacity throughout the school district. An urban education grant should support State, local, and higher education initiatives that will provide instructional leaders with the knowledge and skills and ongoing professional development experiences to: implement research-based, dynamic models of school change; provide meaningful supervision that focuses on constructive analysis of the instructional climate; guide staff as adult learners; provide opportunities for staff to collaborate and learn from practice during the school day; and use data to support planning for ongoing student achievement.

- **Investing in intensive, ongoing professional development for teachers:** In order to meet the President's goals in reading and mathematics, teachers will need

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to center their instruction and classroom practices on achieving challenging academic standards. This will require intensive, professional development so that all teachers are equipped with the knowledge and skills to reach diverse learners so that all students reach high standards. Some will need to learn how to implement new instructional approaches and how to utilize such tools as educational technology to strengthen teaching and learning in their classrooms. Districts could use urban education funds to work with their teachers, colleges and universities to together develop programs for pre-service teachers preparation and ongoing professional development to meet these needs.

3. Providing Additional Learning Opportunities for Students with the Greatest Needs

• Year-round school for those with greatest needs (Extended Learning Time):

All students should be expected to reach high standards, and some may need additional support. To extend the school year for low achieving students would give them an opportunity to gain skills over the summer months. However, research on extended school years indicates that in order to be effective, the school district must invest in the planning and development necessary to ensure that the summer program effectively builds student knowledge and skills. There must be clear and mutually understood goals for how the time should be used, and provisions for teachers to gain the skills they need to effectively help all students reach high standards.

Despite the increased investment in kindergarten, recent data show that only 45% of children in low-income families are able to attend full day kindergarten, compared to participation of 73% for their peers from more affluent homes and that child care programs serving children from low and moderate income families have huge waiting lists. The research shows that children who are involved in kindergarten early in their development show positive improvements in cognitive development and school readiness. A related set of research studies tracked the performance of children over time after they left kindergarten. The findings showed children who went to full day preschool out performed children who were not in preschool or who went for half day preschool on school achievement tests, grade-point average and rates of retention in grades and placement in special education.

4. Expanding Public School Choice to Improve Student Achievement

Urban districts could use funds to design and implement strategies to create, broaden, or overhaul districts' public school choice options. These public school choice strategies, with a focus on creating smaller, more personalized learning environments, would ensure that all parents could choose the public school their child will attend at any grade level. Choice plans should be

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integrated with the accountability system and include strategies to inform parents of school performance and services so that they can make informed choices. Federal funds could be used to implement broad public school choice plans that include options such as district wide public school choice, open enrollment policies, cross-district enrollment programs, charter schools, magnet schools, alternative schools, schools-within-schools, expanded choices of advanced classes, and postsecondary options for high school students. Funds could support strategies for implementation such as public information and outreach and transportation. (Urban districts could also be encouraged to tap into charter school funds or magnet school funds to transform failing schools into new entities.)

5. Improving Race Relations

Over the last few years there has been a increase in the growth of racist organizations and cults, often armed and dangerous. Assaults on minority families trying to move into previously segregated neighborhoods are still a flourishing form of racial harassment. The ghettos and barrios of our urban cities quickly reveals the price of neglect. A price that is being paid by our youth in the form of more crimes against and among the races. One of the ways the schools can help to eliminate this problem is to provide students in urban schools opportunities to interact with students of different races and cultures to reach understanding and respect for our differences. Funds could encourage this dialogue and would provide us with an opportunity to explore solutions and to disseminate best practices in this area.

IV. FOCUSING AN URBAN DISCRETIONARY GRANT PROGRAM

1. Fixing Failing Schools -- \$300 million (10-15 grants)

PURPOSE:

The Department will award three-year grants to urban school districts to raise student achievement in their most troubled schools. These grants focus on turning around failing schools through clear academic standards, strong accountability, and substantial investments in professional development and other supports to help all students achieve to challenging standards.

ELIGIBLE APPLICANTS:

Urban Local Education Agencies (LEAs) or consortia of LEAs in partnership with businesses, community-based organizations, institutions of higher education, parent organizations, community collaboratives, and/or service providers. Categories are:

- Large urban LEA Category---urban LEAs administering schools with a total enrollment of 100,000 or more elementary and secondary students.
- Medium-sized urban LEA Category--- urban LEAs administering schools with a total enrollment of 50,000 but less than 100,000 elementary and secondary students.

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ESTIMATED GRANT SIZE:

The Department currently has a \$320 million placeholder in its FY 99 budget request for an urban education initiative. The large urban LEA grants would range from 10 to 15 million dollars and the medium-sized LEAs would range from 5 to 10 million dollars.

SELECTION CRITERIA/APPLICATION REQUIREMENTS:

Applicants must submit a proposal that shows how grant funds will be used to improve student achievement particularly in failing schools, reconstituted schools, or the schools with the greatest demonstrated need. Grant proposals must be tied to an overall plan for school improvement across the district. Applicants must demonstrate how this grant will work in conjunction with other funds to improve student academic performance in the most troubled schools. Proposals must also demonstrate widespread commitment to a local education reform plan, including commitment from the mayor, community groups, business, and the local teachers' union.

Grant proposals must focus on finding solutions to the problems that students face in the schools; connecting proven research to the solutions; utilizing research findings from educational programs as well as other programs; and implementing and building on existing structures.

Proposals must demonstrate district readiness for implementing elementary school reform with a focus on ensuring that all students can read for understanding by the end of the third grade. If a district has already focused on early grades and has demonstrated success, it must provide evidence of such success and demonstrate its ability to implement reforms for other primary school years or for middle schools.

The grant proposals should be targeted to intervene in the schools with greatest need and must include such elements as:

- **Challenging Curriculum and Instructional Practices:** A district proposal must include evidence that it has in place, or has strategies to develop, a research-driven curriculum that focuses on the acquisition and application of knowledge tied to challenging academic standards for all students. The District must also demonstrate that instructional practices are in place or it will develop instructional practices to implement the challenging curriculum so that students are acquiring depth of understanding, engaging in authentic problem-solving, or applying their understanding in new contexts.
- **Accountability:** The proposal should describe a data system, or a proposed system, tied to student achievement that will be used to assess school progress over time. Such a system must be used to show evidence of progress for the whole school, disaggregated by student population, including students with special needs. It should be based on challenging academic standards and aligned assessments that produce current, reliable data on students' academic performance and that provide accurate and timely school-based indicators in such

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areas as attendance, discipline, and drop-out rates.

The accountability system should include clear interventions or sanctions for low performing schools, such as targeted supports, personnel changes, technical assistance, and reconstitution. Similarly, it should include rewards for successful schools and schools that show great improvement. Rewards or incentives might include for example, financial rewards, provision of release time for professional development, greater school independence in administrative decisions, or public recognition. Districts would be able to use these grant funds to design and implement these accountability measures.

- **Professional Development:** A district proposal must include a plan, or strategies to develop such a plan, for research-driven, intensive professional development for teachers in the targeted schools. For tenured teachers, the District's proposal should have multiple perspectives for the provision of professional development such as weekly sessions and intensive summer institutes. For first year teachers, the District should develop a comprehensive induction program utilizing such activities as the use of mentors, on-going supervision and coaching.

Professional development plans must include strategies to develop the capacity of instructional leaders in the targeted schools, with a particular emphasis on instructional leadership in reading and math.

- **Parental Involvement:** The district plan must include strategies to build and sustain active parental involvement in failing schools.

ADDITIONAL ACTIVITIES

It is understood that districts may be in different stages of implementing their reform plans. Therefore these grant funds may be tailored to meet the unique needs of individual school districts, as long as those activities are tied to an overall plan for improving student performance. For example, funds could be used for activities such as:

- **Improving management:** building administrative and management capacity and capabilities for strengthening supervision of instructional programs, and improving personnel practices, budget, accounting and finance systems, and procurement policies. Districts could be encouraged to partner with the business community to utilize business expertise in improving management systems such as personnel and payroll, budgeting, procurement, food services, facilities planning and maintenance.
- **Technical assistance and support for whole school change:** Some districts may want to provide assistance to help schools design and implement schoolwide reform plans. Assistance might take the form of expert consultations for implementing research-based

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designs for whole school change, restructuring daily teaching patterns and expanding the types of instructional strategies, implementing challenging standards and assessments, ensuring that students with disabilities are in the least restrictive environments and held to high standards, or enriching instruction for limited English proficient students.

- **Extended Learning Time:** Funds could be used to extend the opportunities for learning for low achieving students. For instance, the school day could be extended with after school learning programs. Schools could also offer year round schools or summer programs for low achieving students. The project could pay for staff time for employees employed 10 months. The program would have to be academic in nature and build on the existing high level curriculum. Funds might also support full day kindergarten programs.
- **Expanding Public School Choice:** Grant funds could be used to expand innovative learning opportunities to a greater number of students by investing in public school choice options such as charter schools, magnet schools, and schools within schools. These grant funds could be used to ensure that public school choice opportunities are held accountable for student performance and have open enrollment or a lottery system. This grant could support public school choice by funding assistance to new schools or addressing such needs as planning, public outreach and education, transportation, and personnel.

2. Race relations and our public schools (demonstration project) -- \$17 million (grants would range from 200,000 to 1 million)

PURPOSE: The purpose of this grant will be to foster positive race relations between and among the races.

ELIGIBLE APPLICANTS: Local urban schools districts in partnership with suburban and/or rural school districts where the racial make-up is different from the urban school district.

APPLICATION REQUIREMENTS:

The grant proposals should be based upon:

- identifying, clearly articulating and finding solutions to the problems that students face in the inner schools;
- connecting proven research to the solutions;
- developing an intra disciplinary approach to the research; and
- the fact that significant learning occurs outside of the schools, in homes and the larger community.

The grant proposals must be targeted to intervene and/or develop prevention strategies to

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eradicate race related problems in the schools and may include such elements as:

- Develop partnerships with suburban and/or rural school districts to work with students around race and cultural issues. The purpose would be to foster real dialogue among various groups to establish a common core of understanding.
- Fund multi-cultural schools that would reflect the racial make-up of the world. The schools would be highly academic and would encourage the learning of foreign languages and those skills need to be successful in a global economy.
- Develop activities for students to interact with their counterparts from partnership districts such as summer camps, joint courses and field activities, etc.
- Develop activities that would address conflict resolution, importance of education, goal development, etc. utilizing the research on educationally resilient students.

3. National leadership activities -- \$3 million

- Superintendent's network--meet with the superintendents on a quarterly basis and based upon their needs provide technical assistance, such as speakers on topics that are relevant to them.
- Brokering technical assistance for the grantees -- especially around whole school reform.
- To create and test new modes of communication for the dissemination of best practices
- Create a consortium of universities concerned with inner-city education
- Evaluation and documentation of the process so that data would be available for the replication purposes.

SCHOOL IMPROVEMENT PROGRAMS

Urban initiative
(Proposed legislation)

1999 Authorization (\$000s) To be determined.

Budget authority (\$000s)

1997	1998 President's Budget	1999 Request
---	---	\$320,000

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

4 of pages 4	
From	Tom Corcoran
Phone #	401-0318
Fax #	401-6139
To	Bill Ruskaid
Dept./Agency	WHITE HOUSE
Fax #	456-7028
NSN 7540-01-317-7368 5093-101 GENERAL SERVICES ADMINISTRATION	

PROGRAM DESCRIPTION

For fiscal year 1999, the Department proposes a new initiative to improve education in hard-pressed urban communities. Under this program, the 100 [??]¹ largest local educational agencies cities would apply to the Department for competitive grants to address their most urgent needs in the following areas:

- Strengthening management and accountability, and fixing failing schools -- Urban districts must hold their schools accountable for sound management and for educating all students to challenging standards. In order to achieve this accountability, districts and schools must have in place sound management systems covering such areas as enrollments and student records, personnel, procurements, and facilities planning. Yet many urban districts do not yet have those systems in place and do not have available the discretionary resources to make the needed improvements. With targeted Federal assistance, they would be able to obtain assistance, potentially working through partnerships with the private sector, to implement the management systems needed to ensure the public that school systems are in control of their resources and that those resources are being expended efficiently and appropriately.

Well-managed urban LEAs must also have rigorous and fair systems for holding schools

¹OESE has proposed that the 100 largest LEAs be eligible. This proposal needs further review. A number of the 100 largest school districts are 100% suburban. Others are large county districts that probably have more cows than people. (See p. 103 of Digest of Education Statistics, 1996.) One alternative might be the largest 50 or 100 LEAs that have include a central city with a population of at least a certain size.

accountable for performance. These systems must produce current, reliable data on students' academic outcomes and in such areas as attendance, discipline, and drop-out rates. Those data must become the basis for LEA policies and actions on individual schools. Some of the LEAs have begun to implement those systems; many need extra help in design and implementation, including assistance in ensuring that all schools of the LEA are generating the intended information.

An effective LEA accountability system must include measures for rewarding successful schools and for turning around failing schools. Districts would be able to use their Federal grants to design and implement those measures. They would develop fair and attractive incentives that acknowledge and reward schools that are making significant progress in educating students to high standards. Such incentives could include greater school autonomy, financial rewards, provision of release time for professional development, or public recognition. With regard to schools consistently failing to make progress, the LEAs could provide intensive technical assistance and professional development, and also implement procedures for comprehensive school overhaul, reassignment of staff, reconstitution, or school closure.

Building human capacity to improve instruction -- In order for urban schools to meet the challenge of educating all students to challenging standards, they will need to invest in sustained, intensive professional development for teachers and instructional leaders. Although Eisenhower Professional Development and other existing Federal programs provide some support for those efforts, the challenges in urban communities often require a more targeted and intensive approach. In particular, much of the burden of raising school performance rests with the school principal, and existing programs do not fund activities to enhance the leadership skills of principals and other school administrators. Urban Initiative grants could support partnerships between LEAs and institutions of higher education that provide principals, other administrators, and other members of the school community with the skills and knowledge they need to bring about needed changes in the school climate, provide strong instructional leadership, and hold all staff accountable for achieving results.

Expanding public school choice -- LEAs could use their grant funds to design and implement system-wide, or partial-system, programs that give students and parents a wide range of public school options. These programs could greatly expanded choices beyond what is currently available through magnet and charter schools, and could include such innovations as total open enrollment across the system, availability of choices across school systems, or postsecondary options for high school students. The availability of these choices would have to be consistent with LEA desegregation plans, and could, in fact, enhance progress in achieving desegregation. Providing funding for development of expanded choice programs could thus be a component of the Administration's race initiative.

Other priority improvements -- Depending on their needs and priorities, recipient school districts could use their Federal grants to invest in such areas as summer programs that build on the school-year curriculum and give low-achieving students an extra opportunity to raise their achievement levels; implementation of all-day kindergartens in order to give children from low-income families the boost they need to begin their formal education successfully; and programs to improve the racial climate in inner-city schools. In each of these areas, applicants would have to show how the particular investment is aligned with their comprehensive reform strategies and how they will continue the activities once the Federal grant has ended.

Under this new program, the Department would make three-year grants to eligible LEAs. Applicants would commit themselves to specific goals related to student achievement and district management, and would have to demonstrate, in their applications, how participation in the program would help enable them to meet those goals.

The Department would also reserve a small portion of the money for national activities, including evaluation, peer review of applications, dissemination and sharing of best practices, and other activities to assist the grantees.

1999 BUDGET REQUEST

For fiscal 1999, the Department requests \$320 million for the first year of the Urban Initiative. This amount would fund 10-15 grants, with individual grants ranging from \$15 million [?] to \$35 million [?]. In addition, the Department would reserve \$3 million [?] for national activities.

Urban schools today face a major challenge. They must educate an increasingly diverse and needy student population. Many also have rapidly growing enrollments, with the increase in students far outstripping increases in revenues. At the same time, urban schools have lost some of the confidence of parents and the general public. Families leaving cities frequently cite poor school quality as a reason for their exodus, and corporations complain that they cannot recruit well educated workers from urban communities. Critics claim that urban school systems lack a clear mission, including the mission of quality education for students.

Yet the Nation cannot write off its urban schools. Within the next ___ years, school districts in the largest ___ districts will enroll over ___ percent of American schoolchildren. These children are the key to our future: they must be prepared for responsible citizenship and to enter jobs in an increasingly technological workplace.

Recent Administration education initiatives recognize the distinct needs of our urban communities. For example, in response to GAO data showing that urban districts have the most urgent infrastructure needs, one-half of the assistance under the the President's school construction initiative would flow to the 100 districts serving the largest numbers of children from low-income families. The recently announced HEA Title V educator training initiative

would target all of its support on colleges and school systems that serve concentrations of poor children -- that is, primarily on urban communities. Our proposals for better targeting of Title I and Vocational Education funds would channel more revenues to urban school districts. But these initiatives cannot do the job alone. A new initiative focusing on management reforms, accountability, school-level improvements, school leadership development, and expanded educational choice will complement and build on the previous initiatives and fit securely within the Administration's broader urban policies and within policies to improve racial relations in America.

PROGRAM OUTPUT MEASURES

**CHALLENGE GRANTS FOR URBAN AND RURAL EDUCATION
OPPORTUNITY ZONES -- *USE OF FUNDS/COST COMPONENTS***

Proposed FY 99 Budget Initiative
REVISED DRAFT -- November 29, 1997

Challenge grant funds could be spent on the following types of activities, in conjunction with Title I, Goals 2000, and other federal, state, and local funds. Estimates of costs are provided, where possible. Estimates are based on an urban district the size of Cincinnati, the 67th largest district in the nation (based on 1993/1994 data from 1996 Digest of Education Statistics), with approximately 52,000 students, 83 schools, and 3,000 teachers. (Some rounding is used).

Student Accountability and Assistance:

- Start-up/expand extra learning opportunities, such as extended day enrichment/tutoring programs, Saturday academies, and summer school.
 - Chicago Summer Bridge model (5 days/week; 6 to 7 weeks; 20 students per teacher): \$4500/teacher, \$50 per student in materials, or about \$275 per student.
 - Assume 3 transition grades, 15% of students per grade in summer program, or approximately 1850 students = \$500,000.
 - Chicago Lighthouse after-school program model (2 or 4 days per week for 20 weeks; 1 hour of intense reading/math instruction, one hour of social activities; a meal, and other enrichment activities): \$385 per student, or \$115,000 per school.
 - Assume serve students in lowest 20% of schools per year = \$3.5 million.
 - Cheaper after-school program model relying on coordinator and parent/community volunteers: \$75,000 per school.
 - Assume serve students in next lowest 30% of schools per year = \$2 million.
- Establish individual student accountability systems, including useful information for parents and teachers (some districts may need to upgrade/rework existing school report card systems or the like)
 - Assume \$.5 million in first year, \$250,000 per year thereafter.

Staff Accountability:

- Reward effective teams of teachers.
 - Estimate for \$750/teacher cash bonus: 33 teachers per school, reward top 30% of

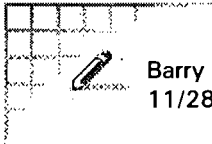
schools (25 total) = \$620,000.

- Assume that increasing to \$660,000 covers principals, too.
- Pay fees and bonuses for those seeking/attaining national certification/other rigorous advanced study.
 - Estimate for fees: Pay \$2,000 fee for 5% of 3,000 teachers per year (150) = \$300,000.
 - Estimate for bonuses: Pay \$2,500 bonus for 2.5% of teachers per year (75) who attain board certification: \$187,500 (first year of bonuses), \$562,500 by year 3.
- Leverage/fill gaps in teacher professional development.
 - One-week intensive summer professional development by subject or school, 20% (600) of teachers in the district per year at \$1,500 each = \$900,000.
- Design/implement/upgrade/expand systems to work with beginning teachers and to identify chronically failing teachers, get them intensive counseling/assistance to improve, and, if they don't counsel them out or remove them expeditiously and fairly.
 - Two week intensive summer training for 50 mentor-teachers from throughout the district, plus salary supplements during the year and other support = \$500,000.
- Design and implement principal leadership institutes and recruitment strategies.
 - 3 week summer institute for 50 leading and prospective principals at \$5,000 each = \$250,000

School Accountability:

- Performance awards for effective schools. (See under staff accountability)
- Support turnaround/reconstitution efforts at low achieving/failing schools, including adoption of successful reform model using outside assistance, intensive professional development, and intensive parental outreach.
 - Assume intervene in lowest-performing 10% of schools (8 total):
 - Year 1: \$150,000 per school = \$1.2 million
 - Year 2: \$75,000 per school = \$600,000.

- Year 3: \$50,000 per school = \$400,000.
- Design and start-up programs to improve information on public school choices for parents.
- \$.5 million in first year.
- Design and start-up/operation of public school choice programs (more detailed assumptions and estimates below).
 - Assume: Students at 10% of schools eligible, 15% take part, or 780 total.
 - Transportation (at \$440 per student)= \$345,000.
- Grants to start/expand new/effective schools.
 - Assume 3 grants per year of \$100,000 each = \$300,000.



Barry White
11/28/97 02:15:57 PM

Record Type: Record

To: William R. Kincaid/OPD/EOP
cc: michael cohen/opd/eop, Wayne Upshaw/OMB/EOP, Mary I. Cassell/OMB/EOP
Subject: Re: Public School Choice

I finally had a chance to read your paper. We've been a tad snowed under here, so you may yet get other comments from Wayne and his people, but here are mine.

First, as you know, I don't think any sort of "zones" approach makes sense in education. Unlike in economic development or employment -- two areas with major "zone" approaches underway -- there is no general lack of Federal or State or local money for education. Sure there are high poverty districts that badly need more money for basics, but overall a zone approach in education is far too narrow in focus and avoids the key need, which is getting all States, schools, and districts to set high standards and organize curriculum, teacher training, assessment and feedback around them, so as to raise student achievement. Zones in education is a huge step backward, certainly a huge step away from the themes and philosophies of the Clinton Administration as expressed in Goals 2000 and the Improving America's Schools Act.

Now about choice. Your two-pager has lots of interesting ideas, but I'm surprised to see them in this Administration. So far under Clinton, we have avidly supported local decisions to set up public school choice options, and to enact State enabling laws. Federal funds -- charter schools -- follow these things. None of our other, much bigger money, is conditioned on there being choice plans. Going in the directions of your draft would be a major departure. That doesn't make it bad, but I think it will make it even harder for this Administration to keep up the iron-clad opposition to private school choice. For example:

In Option 1, it is virtually impossible for any large district to be able to ensure that all parents can choose a good public school. No amount of money we are considering can do this for any but a tiny handful of districts -- in fact, no amount of money can do it by itself, no matter how large the sum. To state this as a goal is to raise the question, "Your goal is good schools for all kids, so if there aren't enough good public school slots, why can't I have a private school slot?"

In Option 2, to ensure that any kid who wants to can leave an ineffective or unsafe school is also far beyond what we can assure with money or "plans." Think what would have happened in DC if every parent in a school the court had shut down for unsafe conditions had thought they could take the kids out of the school to a better place of their choice? Let alone how outside observers -- akin to the parent group that attacked on the dimension of unsafe physical conditions -- might establish the list of "ineffective" schools, or the list of "unsafe" schools on the dimension of danger from other kids to their kids?

Requiring all Federal funds to follow the child was a basic condition of the Bush voucher pilot. Makes lots of sense, but again, it raises the question of why Federal funds should be going into schools that someone out there has labeled unsafe or ineffective.

Similarly, the "opening more slots in first rate schools" item is very good, but is it realistic? Can

a floundering urban district or sparsely populated rural district really give you a realistic plan for making "good" slots available for all who want to transfer?

The proponents of private school choice don't have to deal with any of these problems. They offer one thing: choice. Parents decide if they want to move the kid, but the kid still has to be taken in by some non-public school, good or bad, and those schools retain this choice. If there aren't enough slots to meet parental demand, perhaps the enticement of money will call them into being, but if not, the proponents haven't lost anything. They have still brought the pressure to bear and "proved" how bad the parents think the public school is by virtue of the demand for private school slots.

To the contrary, however, when the Administration undertakes to enable choice across an entire district, then the district, and the Administration, have undertaken to make a good public school slot available for every child whose parents want it for him. We can't pull it off with money for a few zones.

Which brings me full circle. Look again at the School Achievement Awards approach we offered. It focuses on rewarding schools and school districts for using our plethora (let alone their own) of funding as it is intended; it gives them help along the way; it uses schools and districts who've proved it can be done to provide some of that help. If poor-achieving poor districts make it (i.e., children's achievement rises) we reward them; if they don't, no reward that year, but at least a continuing Federal incentive to get there and with luck, some push from parents and the business community to make the teachers and administrators sit up and take notice.

I don't mind encouraging choice along the way, but if the way is something like what we offered, you can avoid the above conundrums and keep the focus on raising achievement, not one among many possible avenues toward it.

DRAFT November 22, 1997

Urban/Rural High Poverty Area Educational Achievement Awards

Premise: High poverty school districts, in which minorities are disproportionately represented, urban or rural, may have the greatest difficulty raising educational achievement, despite the significant sums of Federal monies for this purpose which they receive. There are examples of high-poverty districts that have high-performing, high-achieving schools. Reinforcing the importance of raising educational achievement through small near term awards building toward a substantial money award for proven success could provide the impetus needed in more high poverty districts to use resources more effectively and reach the goal.

Proposal Summary:

- A. School District Achievement Awards. The FY 1999 Budget would propose an advance appropriation in FY 1999 for use in FY 2000 of \$500 million, with equal amounts in each outyear, to provide awards to high achieving eligible districts.
- B. Funds to meet needs now. To give eligible districts new resources now so that they can better compete successfully for awards in FY 2000, in FY 1998 the Education Department would use the \$145 million appropriated for "Obey" school reform projects to make grants covering a two year period to competitively-chosen applications from high poverty, high need districts, so that those districts can implement research-based models of proven effectiveness in helping poor and minority children reach high standards and raise their achievement levels. Winners would get a "running start" toward competing successfully for Achievement Awards.
- C. Partnering Awards for Districts that are already high-poverty and high-achieving. \$25 million, would be sought each year beginning in FY 1999 for high-poverty, high-performance districts if they will serve as technical assistance partners to districts that hope to compete for the achievement awards. (An FY 1998 round might be available from re-directed school reform or other ED funds.) This aspect would also keep these "success story" places from feeling that they were left out.

Design elements:

- Eligible districts for school reform grants and for Achievement Awards would be those in each State that are in the highest quintile in terms of percentage of poverty, and, of those districts, ones that are in the lowest quintile in terms of scores on State assessments. [this needs refinement with real data to see who is captured]
- Achievement Awards. Awards would be competitive grants to 50-100 eligible districts (or more), ranging from about \$3-15 million each, scaled to the size of the district. Awards would be made based on the most substantial or most significant demonstrated progress made since 1995 (the year of implementation of Title I reforms and Goals 2000)

in raising student achievement. There would be rigorous non-Federal peer review panels to recommend the Award winners.

- Allowable uses of Achievement Awards. Subject only to the requirement to use the funds to further school improvement and continue progress in raising student achievement, districts would have complete flexibility in how they use the Achievement Awards they win.
- Achievement Award duration: succeeding cycles. Award winners would be eligible to receive payments for three years, with years 2 and 3 in declining amounts. (A match is possible but isn't necessary). There would be a new round of Achievement Awards each year with each year's new \$500 million covering both the declining amounts for years 2 and 3 continuation Awards, and the first year of new Awards.
- The uses of FY 1998 school reform funds could range across the known spectrum of successful techniques, including hiring better qualified teachers and administrators, expedited removal of low performing teachers and administrators, implementing curriculum based on high standards, involving parents in accountability and assessment systems, and the like. The focus will be on things known to raise student achievement.
- Ensure integration with existing Federal school improvement funds. School reform applicants would have to make clear how the new resources will complement and build upon Title I and IDEA resources in the district, and where applicable, Eisenhower, Goals, technology challenge grant, Even Start, and perhaps other Federal resources in the district.
- States would concur with school reform grant applications, and would have to attest to how grant application further progress toward the State's Goals 2000 plan. States should also concur with Achievement Award applications. States could have to commit to not reducing their level of effort for school reform grant or Achievement Award winners.
- Future school reform funds. No FY 1999 funds would sought for school reform grants, but funds would be sought in FY 2000 and each succeeding year for successive rounds of two year grants to continue the process of helping districts compete for the succeeding rounds of Achievement Awards.

NOTE: The statutory structure of school reform funds in the appropriation language paragraphs clearly allows the above approach, but it is very different from the detailed report language. Negotiations with Obey and others would be necessary. Since it assures continued support for the program and makes it a key to larger successful programs, the approach should be saleable.

- Social promotion. The President is interested in moving against social promotion. A condition of consideration for both school reform grants and Achievement Awards could be demonstrated progress toward eliminating social promotions on a schedule consistent

with achieving success in meeting high standards.

**Pathways to Progress: Clinton Administration Initiatives
to Strengthen Education for Children in Urban Schools**
DRAFT January 7, 1998

A special issue of Education Week being released this week highlights a dozen key ideas that are being used "to help urban schools turn the corner." President Clinton has established or proposed initiatives to help urban schools make progress in virtually all of the areas identified by Education Week.

Strategy	President's Initiatives	Status
<i>Page 5/6</i> Raise the Bar: Set Clear, High Expectations for all Students	Voluntary National Tests in Reading and Math	Tests to be offered under independent board in 2000
	Goals 2000 -- supports challenging state standards for all students	Enacted 1994
	Title I Reauthorization -- requires challenging standards for all Title I students in the basics	Enacted 1994
<i>Must recall to st +1 st</i> Make Performance Count: Devise an accountability system based on good information	Title I Reauthorization -- requires accountability system with information on student achievement	Enacted 1994
	Education Opportunity Zones -- must have reliable systems to measure student progress	Proposed in December 1997
Let Leaders Lead: Create clear lines of authority and give schools freedom in exchange for accountability	Goals 2000, IASA, and School-to-Work -- all contained new authority to waive federal requirements in exchange for greater achievement	Enacted 1994
<i>Recruit +1</i> Recruit for Success: Recruit, hire and retain teachers who can enable students to reach high standards	\$350 million Initiative on Teacher Recruitment and Preparation in High Poverty Areas	Proposed in Summer 1997

Support Your Local Teacher: Build capacity to improve teacher and learning	Unprecedented investments in Eisenhower Professional Development funds Goals 2000 National Board for Professional Teaching Standards -- help 100,000 teachers seek national certification	Reauthorized 1994 Enacted 1994 \$18.5 million in FY 98 approps
Build Strength at the Top: Create Strong Leaders at the School and District Levels	Education Opportunity Zones -- funds can be used to conduct principal leadership academies	Proposed December 1997
Go the Extra Mile: Get Students the Extra Time and Attention they Need	America Reads Head Start -- funding up 57% since 1993; program will serve an estimated 836,000 children in 1998. Title I -- investment up over \$1 billion since 1992. Education Opportunity Zones -- funds can be used for extra help after-school, weekend and summer school.	Proposed 1996-97; Over 800 colleges and universities supplying work study tutors; hundreds of other organizations involved; bill passed House fall 1997 FY 98 Approps enacted 1997 FY 98 Approps enacted 1997 Proposed December 1997
Reach Out: Improve the Relationship of Parents and Communities with Schools	Title I -- requires parent- school compacts	Enacted 1994
Think Small (develop smaller schools)	Public Charter Schools program -- assists developers to start new (typically smaller) public schools	Enacted 1994; expansion legislation supported by President passed House fall 1997

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Chart

Fix the Roof: Provide safe, adequate school buildings	New School Construction Proposal	Rejected by GOP 1997; will propose again in 99 Budget
Encourage Competition	Public Charter Schools program -- helps start new public schools that students and parents choose	Administration will be supporting over 800 charter schools by end of 1997-98.
Don't Reward Failure: Close or Reconstitute Bad Schools	Education Opportunity Zones -- supports districts with strong plans to intervene in failing schools Title I Reauthorization -- requires states/districts to intervene if persistent failure	Proposed December 1997 Enacted 1994

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Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
Tom Petri WI-06				
ADAMS-FRIENDSHIP AREA S	466	1,842	25.30%	7
CASHTON SCH DIST	286	868	32.95%	7
MONTELLO SCH DIST	186	925	20.11%	7
NECEDAH AREA SCH DIST	151	655	23.05%	7
TRI-COUNTY AREA SCH DIST	157	775	20.26%	7
WAUTOMA AREA SCH DIST	347	1,443	24.05%	7
Marge Roukema NJ-5				
none				
Cass Ballenger NC-10				
STATESVILLE CITY	763	2,949	25.87%	
Howard P. McKeon CA-25				
none				
Michael N. Castle DE-At Large				
CAPITAL SCH DIST	1452	6869	21.14%	4
INDIAN RIVER SCH DIST	1185	5840	20.29%	7
LAKE FOREST SCH DIST	688	3284	20.95%	7
LAUREL SCH DIST	474	2135	22.20%	6
WOODBIDGE SCH DIST	724	1924	37.63%	7
Joe Knollenberg MI-11				
none				
James M. Talent MO-2				
none				
Frank Riggs CA-1				
ARENA UNION ELEMENTARY	96	455	21.10%	7
BIG LAGOON UNION ELEMENT	46	180	25.56%	7
BRIDGEVILLE ELEMENTARY	56	215	26.05%	7
CLOVERDALE UNIFIED	304	1470	20.68%	3
DEL NORTE COUNTY UNIFIED	1151	4549	25.30%	6
FLDDBROOK ELEMENTARY	56	211	26.54%	6
KELSEYVILLE UNIFIED	429	1695	25.31%	6
KLAMATH-TRINITY JOINT UN	522	1385	37.69%	7
KONOCTI UNIFIED	1003	2980	33.66%	6
LAYTONVILLE UNIFIED	115	560	20.54%	7

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
LOLETA UNION ELEMENTARY	37	157	23.57%	7
LUCERNE ELEMENTARY	129	452	28.54%	7
MANCHESTER UNION ELEMENT	45	114	39.47%	7
MATTOLE UNION ELEMENTARY	47	129	36.43%	
MENDOCINO UNIFIED	245	971	25.23%	7
ORICK ELEMENTARY	48	95	50.53%	7
PACIFIC UNION ELEMENTARY	251	562	44.66%	1
PENINSULA UNION ELEMENTA	62	278	22.30%	7
RIO DELL ELEMENTARY	157	621	25.28%	6
ROUND VALLEY UNIFIED	198	500	39.60%	7
SOUTHERN TRINITY JOINT U	35	168	20.83%	7
UPPER LAKE UNION ELEMENT	194	898	21.60%	7
Bill Goodling PA-19				
YORK CITY S D	2770	7416	37.35%	2
Sam Johnson TX-3				
BLUE RIDGE ISD	100	388	25.77%	7
MCKINNEY ISD	1229	5075	24.22%	3
James Greenwood PA-8				
none				
Lindsey Graham SC-3				
LAURENS SCHOOL DISTRICT	795	3817	20.83%	6
LEXINGTON SCHOOL DISTRIC	355	1736	20.45%	7
MCCORMICK COUNTY SCH DIS	431	1718	25.09%	7
SALUDA COUNTY SCH DIST	550	2289	24.03%	6
ARANSAS CO ISD	1049	2872	36.53%	6
BASTROP ISD	1083	4404	24.59%	3
BAY CITY ISD	1203	4653	25.85%	6
BLOOMINGTON ISD	332	839	39.57%	7
BOLING ISD	207	783	26.44%	7
CALDWELL ISD	403	1566	25.73%	6
CALHOUN CO ISD	987	4234	23.31%	6
COUPLAND ISD	28	119	23.53%	7
DAWSON ISD	38	96	39.58%	7
DIME BOX ISD	119	211	56.40%	7
EDNA ISD	470	1534	30.64%	6
EL CAMPO ISD	1034	3935	26.28%	6
FLATONIA ISD	182	556	32.73%	7
GONZALES ISD	774	2382	32.49%	6
GRANGER ISD	121	347	34.87%	7
HEMPSTEAD ISD	238	914	26.04%	3
LEXINGTON ISD	190	832	22.84%	7
LOUISE ISD	132	608	21.71%	7
LOCKHART ISD	1175	3442	34.14%	3

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
MCFADDIN ISD	10	27	37.04%	
NIXON-SMILEY CONS ISD	327	968	33.78%	7
NURSERY ISD	74	205	36.10%	2
PALACIOS ISD	624	1587	39.32%	6
PRAIRIE LEA ISD	88	221	39.82%	7
REFUGIO ISD	216	911	23.71%	6
RICE CONS ISD	522	1475	35.39%	7
ROYAL ISD	523	1246	41.97%	3
SAN MARCOS ISD	1864	6678	27.91%	2
SNOOK ISD	112	424	26.42%	7
SOMERVILLE ISD	160	594	26.94%	7
	48	208	23.08%	7
John Peterson PA-5				
AUSTIN AREA S D				
BRADFORD AREA S D	912	3723	24.50%	6
CLARION-LIMESTONE A S D	268	1231	21.77%	7
CRANBERRY AREA S D	423	1942	21.78%	7
GALETON AREA S D	142	532	26.69%	7
KEYSTONE CENTRAL S D	1318	6147	21.44%	7
NORTH CLARION CO S D	226	1108	20.40%	7
NORTHERN POTTER S D	220	978	22.49%	7
NORTHERN TIOGA S D	727	2941	24.72%	7
OIL CITY AREA S D	708	3180	22.26%	6
OSWAYO VALLEY S D	140	672	20.83%	7
OTTO ELDRED S D	202	972	20.78%	7
PORT ALLEGANY S D	257	1274	20.17%	7
PUNXSUTAWNEY AREA S D	845	4072	20.75%	6
TITUSVILLE AREA S D	666	3126	21.31%	6
UNION S D	280	947	29.57%	7
Van Hilleary TN-4				
BEDFORD CO SCH DIST	1191	5788	20.58%	6
CAMPBELL CO SCH DIST	2387	6804	35.08%	7
CLAIBORNE CO SCH DIST	1608	5100	31.53%	7
COFFEE CO SCH DIST	702	3416	20.55%	6
CLEVELAND CITY SCH DIST	1280	4862	26.33%	5
CUMBERLAND CO SCH DIST	1571	6082	25.83%	6
DAYTON CITY ELEM SCH DIS	340	1061	32.05%	6
FAYETTEVILLE CITY ELEM S	331	1128	29.34%	6
FENTRESS CO SCH DIST	1091	2903	37.58%	7
GILES CO SCH DIST	975	4714	20.68%	6
GRAINGER CO SCH DIST	801	3100	25.84%	7
HARDIN CO SCH DIST	1141	4191	27.23%	6
MANCHESTER CITY SCH DIST	269	1331	20.21%	6
ONEIDA CITY SCH DIST	214	708	30.23%	6
PICKETT CO SCH DIST	211	811	26.02%	7
RHEA CO SCH DIST	776	3633	21.36%	7

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
SCOTT CO SCH DIST	1156	3373	34.27%	7
TULLAHOMA CITY SCH DIST	629	2978	21.12%	6
UNION CO SCH DIST	612	2707	22.61%	7
WARREN CO SCH DIST	1316	6101	21.57%	6
WAYNE CO SCH DIST	633	2600	24.35%	7
Harris Fawell IL-13				
ROCKDALE SCHOOL DISTRICT	84	386	21.76%	2
Peter Hoekstra MI-2				
BALDWIN COMMUNITY SCHOOL	554	989	56.02%	7
BEAR LAKE SCHOOL DISTRIC	61	286	21.33%	7
BUCKLEY COMM SCHOOL DIST	158	410	38.54%	7
MUSKEGON CITY SCHOOL DIS	3405	7479	45.53%	2
FERRY COMMUNITY SCHOOL D	89	260	34.23%	7
HART PUBLIC SCHOOL DISTR	423	1375	30.76%	7
HESPERIA COMM SCHOOL DIS	287	1069	26.85%	7
HOLTON PUBLIC SCHOOLS	357	1206	29.60%	7
KALEVA NORMAN DICKSON SC	254	785	32.36%	7
MANISTEE AREA PUBLIC SCH	507	2076	24.42%	6
MANTON CONSOLIDATED SCHO	241	815	29.57%	7
MARTIN PUBLIC SCHOOLS	209	1013	20.63%	7
MASON COUNTY CENTRAL SD	307	1387	22.13%	7
MESICK CONSOLIDATED SCH	208	802	25.94%	7
NEWAYGO PUBLIC SCHOOL DI	332	1421	23.36%	7
ORCHARD VIEW SCHOOLS	629	2369	26.55%	2
WALKERVILLE RURAL COMM S	101	281	35.94%	7
WHITE CLOUD PUBLIC SCHOO	396	1215	32.59%	7
CITY OF MUSKEGON HEIGHTS	1638	2962	55.30%	4
Mark Edward Souder IN-4				
SOUTH ADAMS SCHOOLS	609	2320	26.25%	4
WESTVIEW SCHOOL CORPORAT	899	3935	22.85%	7
ANDERSON COMMUNITY SCHOO	2841	13231	21.47%	2
MUNCIE COMMUNITY SCHOOLS	2666	10249	26.01%	2
RANDOLPH SOUTHERN SCHOOL	185	712	25.98%	7
EDINBURGH COMMUNITY SCH	269	1047	25.69%	3
RICHMOND COMMUNITY SCHOO	1936	8031	24.11%	5
Charlie Norwood GA-10				
CLARKE COUNTY SCH DIST	3409	12379	27.54%	2
ELBERT COUNTY SCH DIST	965	3831	25.19%	6
FRANKLIN COUNTY SCH DIST	685	2832	24.19%	7
JEFFERSON CITY SCH DIST	131	515	25.44%	6
LINCOLN COUNTY SCH DIST	347	1521	22.81%	7
MADISON COUNTY SCH DIST	892	4065	21.94%	7

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
RICHMOND COUNTY SCH DIST	9833	36464	26.97%	2
WILKES COUNTY SCH DIST	545	2135	25.53%	6
MCDUFFIE COUNTY SCH DIST	1210	4224	28.65%	4
Robert Schaeffer CO-4				
AGUILAR REORGANIZED 6	73	123	59.35%	7
AKRON R-1	97	452	21.46%	7
ARRIBA-FLAGLER C-20	62	248	25.00%	7
AULT-HIGHLAND RE-9	261	907	28.78%	7
BYERS 32J	86	270	31.85%	7
CHERAW 31	48	213	22.54%	7
CROWLEY COUNTY RE-1	174	536	32.46%	7
DEER TRAIL 26J	35	148	23.65%	7
FORT MORGAN RE-3	623	2844	21.91%	6
FOWLER R-4J	119	433	27.48%	7
GRANADA RE-1	79	240	32.92%	7
GREELEY 6	2958	12828	23.06%	2
KARVAL RE-2	19	94	20.21%	7
KIM REORGANIZED 88	26	66	39.39%	7
LAMAR RE-2	610	2309	26.42%	6
LAS ANIMAS RE-1	187	849	22.03%	7
LONE STAR 101	14	57	24.56%	7
MANZANOLA 3J	76	210	36.19%	7
MC CLAVE RE-2	35	165	21.21%	7
MIAMI/YODER 60 J	82	191	42.93%	7
ROCKY FORD R-2	604	1341	45.04%	6
PRAIRIE RE-1	32	100	32.00%	7
PRIMERO REORGANIZED 2	52	231	22.51%	7
WILEY RE-1	57	281	20.28%	7
FORT LUPTON RE-8	526	2230	23.59%	3
Fred Upton GA-6				
BANGOR PUBLIC SCHOOLS	690	1742	39.61%	7
BENTON HARBOR AREA SCHOO	4568	8114	56.30%	2
BLOOMINGDALE PUBLIC SCH	474	1235	38.38%	7
CASSOPOLIS PUBLIC SCHOOL	486	1668	29.14%	7
COVERT PUBLIC SCHOOLS	380	608	62.50%	7
DECATUR PUBLIC SCHOOLS	339	1191	28.46%	7
HAGAR TOWNSHIP SCHOOL DI	19	81	23.46%	7
HARTFORD PUBLIC SCHOOL D	485	1456	33.31%	7
KALAMAZOO CITY SCHOOL DI	4620	15243	30.31%	2
MARCELLUS COMMUNITY SCHO	185	913	20.26%	7
NEW BUFFALO AREA SCHOOL	203	901	22.53%	7
THREE RIVERS COMMUNITY S	747	3481	21.46%	6
SOUTH HAVEN PUBLIC SCHOO	856	3061	27.96%	4

Nathan Deal GA-9

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
BUFORD CITY SCH DIST	391	1672	23.39%	3
CALHOUN COUNTY SCH DIST	443	1122	39.48%	7
DALTON CITY SCH DIST	803	3722	21.57%	6
FANNIN COUNTY SCH DIST	632	2774	22.78%	7
GAINESVILLE CITY SCH DIS	963	2984	32.27%	6
GILMER COUNTY SCH DIST	564	2472	22.82%	7
STEPHENS COUNTY SCH DIST	1026	3958	25.92%	6
UNION COUNTY SCH DIST	479	2021	23.70%	7
Joe Scarborough FL-1				
ESCAMBIA COUNTY SCH DIST	13351	47073	28.36%	2
HOLMES COUNTY SCH DIST	950	2963	32.06%	6
WALTON COUNTY SCH DIST	1465	4780	30.65%	
SANTA ROSA COUNTY SCH DI	3421	15844	21.59%	4

Bill Barrett NE-3

About 155 districts qualify

Locale Codes:

- 1=Large Central City
- 2=Mid-size Central City
- 3=Urban fringe of a large city
- 4=Urban fringe of a mid-size city
- 5=Large Town
- 6=Small Town
- 7=Rural Area

Authorizing Committee

	Poor Kids	Total Kids	Pov %	Locale Code
Democrats				
William Clay MO-01				
ST LOUIS CITY SCHOOL DIS	28,205	68,448	41.21%	1
JENNINGS SCHOOL DISTRICT	802	3,764	21.31%	3
George Miller CA -07				
none				
Dale E. Kildee MI-09				
BEECHER COMMUNITY SCH DI	2,002	3,510	57.04%	2
BENDLE PUBLIC SCHOOLS	548	1,562	35.08%	3
FLINT CITY SCHOOL DISTRI	13,475	29,739	45.31%	2
PONTIAC CITY SCHOOL DIST	6,608	16,426	40.23%	2
WESTWOOD HEIGHTS SCH DIS	341	1,432	23.81%	2
Matthew G. Martinez CA-31				
ALHAMBRA CITY ELEMENTARY	4,616	18,319	25.20%	3
AZUSA UNIFIED	2,717	12,256	22.17%	3
BALDWIN PARK UNIFIED	4,457	17,146	25.99%	3
EL MONTE CITY SCHOOL DIS	4,576	16,759	27.30%	3
GARVEY ELEMENTARY	3,651	11,836	30.85%	3
MOUNTAIN VIEW ELEMENTARY	4,819	13,536	35.60%	3
ROSEMEAD ELEMENTARY	1,214	4,594	26.43%	3
Major E. Owens NY-11				
New York City				
Donald M. Payne NJ-10				
CITY OF ORANGE TWP	1,555	4,948	31.43%	3
EAST ORANGE	3,868	13,186	29.33%	3
ELIZABETH CITY	5,408	18,877	28.65%	3
IRVINGTON TOWNSHIP	2,375	11,400	20.83%	3
JERSEY CITY	13,124	39,141	33.53%	2
NEWARK CITY	24,446	56,935	42.94%	1
Patsy Mink HI-02				
Hawaii				
Robert E. Andres NJ-01				
CAMDEN CITY	12,359	21,757	56.80%	2
HI NELLA	54	140	38.57%	
LAUREL SPRINGS BORO	104	417	24.94%	3
PAULSBORO BORO	441	1,282	34.40%	3

Authorizing Committee

	Poor Kids	Total Kids	Pov %	Locale Code
Democrats				
WOODBURY CITY	395	1,963	20.12%	3
WOODLYNNE BORO	120	469	25.59%	3
Tim Roemer IN-03				
	none			
Robert C. Scott VA-03				
CHARLES CITY CO P S	245	1,171	20.92%	7
HOPEWELL CTY P S	1,053	4,235	24.86%	4
NORFOLK CTY P S	12,097	38,520	31.40%	1
PETERSBURG CTY P S	2,128	6,093	34.93%	2
RICHMOND CTY P S	10,858	28,394	38.24%	2
RICHMOND CO P S	314	1,247	25.18%	7
Lynn Woolsey CA-06				
GUERNEVILLE ELEMENTARY	197	777	25.35%	7
LAGUNA JOINT ELEMENTARY	15	62	24.19%	2
RESERVATION ELEMENTARY	7	14	50.00%	7
ROSELAND ELEMENTARY	363	1,662	21.84%	2
Carlos Romero-Barcelo PR				
Chaka Fattah PA-02				
PHILADELPHIA CITY S D	92,964	263,609	35.27%	1
Ruben Hinojosa TX-15				
ALICE ISD	2,232	6,199	36.01%	6
ARANSAS PASS ISD	867	2,119	40.92%	3
BEEVILLE ISD	1,509	4,762	31.69%	6
BROOKS ISD	830	1,940	42.78%	6
CUERO ISD	542	1,976	27.43%	6
DONNA ISD	3,991	6,717	59.42%	4
EDCOUCH-ELSA ISD	2,523	3,472	72.67%	4
EDINBURG ISD	7,942	15,241	52.11%	2
GEORGE WEST ISD	340	1,272	26.73%	6
GOLIAD ISD	261	1,212	21.53%	7
HIDALGO ISD	1,493	1,858	80.36%	4
INGLESIDE ISD	316	1,527	20.69%	3
KARNES CITY ISD	409	1,055	38.77%	6
KENEDY ISD	534	1,042	51.25%	6
LA GLORIA ISD	51	81	62.96%	6
LA JOYA ISD	5,718	8,162	70.06%	4

Authorizing Committee

	Poor Kids	Total Kids	Pov %	Locale Code
Democrats				
LA VILLA ISD	480	750	64.00%	7
LASARA ISD	152	278	54.68%	7
LAURELES ISD	8	24	33.33%	
LYFORD ISD	873	1,497	58.32%	7
MATHIS ISD	1,176	2,235	52.62%	3
MCALLEN ISD	9,574	20,738	46.17%	2
MERCEDES ISD	2,788	4,308	64.72%	4
MISSION CONS ISD	5,380	9,137	58.88%	2
MONTE ALTO ISD	366	650	56.31%	4
NORDHEIM ISD	36	92	39.13%	7
ODEM-EDROY ISD	337	1,278	26.37%	7
PAWNEE ISD	22	90	24.44%	7
PHARR-SAN JUAN-ALAMO ISD	9,798	17,036	57.51%	4
PROGRESO ISD	986	1,289	76.49%	7
RAYMONDVILLE ISD	1,558	3,022	51.56%	6
RICARDO ISD	199	658	30.24%	5
RIVIERA ISD	149	394	37.82%	7
RUNGE ISD	198	394	50.25%	7
SHARYLAND ISD	1,392	2,928	47.54%	2
SINTON ISD	788	2,157	36.53%	3
SKIDMORE-TYNAN ISD	250	722	34.63%	7
TAFT ISD	720	1,590	45.28%	3
THREE RIVERS ISD	193	700	27.57%	7
VALLEY VIEW ISD	1,187	1,356	87.54%	4
WESLACO ISD	6,746	11,395	59.20%	4
WESTHOFF ISD	26	122	21.31%	7
YOAKUM ISD	494	1,726	28.62%	6
YORKTOWN ISD	258	822	31.39%	7

Carolyn McCarthy NY-04

HEMPSTEAD UNION FREE SCH	1,953	6,496	30.06%	3
ROOSEVELT UNION FREE SCH	623	3,058	20.37%	3

John F. Tierney MA-06

LYNN SCH DIST	4,351	13,326	32.65%	2
SALEM SCH DIST	1,252	4,610	27.16%	3

Ron Kind WI-03

ALMA CENTER SCH DIST	115	562	20.46%	7
AUGUSTA SCH DIST	334	939	35.57%	7
BLACK RIVER FALLS SCH D	368	1,809	20.34%	6
CHETEK SCH DIST	267	1,112	24.01%	7
CLEAR LAKE SCH DIST	167	703	23.76%	7

Authorizing Committee

	Poor Kids	Total Kids	Pov %	Locale Code
Democrats				
GILMANTON SCH DIST	64	242	26.45%	7
GRANTON AREA SCH DIST	117	526	22.24%	7
HILLSBORO SCH DIST	156	714	21.85%	7
LAFARGE SCH DIST	85	347	24.50%	7
NORTH CRAWFORD SCH DIST	135	635	21.26%	7
NORWALK-ONTARIO SCH DIST	149	596	25.00%	7
PLUM CITY SCH DIST	94	411	22.87%	7
SENECA SCH DIST	102	403	25.31%	7
STANLEY-BOYD AREA SCH DI	302	1,380	21.88%	7
WAUZEKA-STEUBEN SCH DIST	87	421	20.67%	7

Loretta Sanchez CA-46

GARDEN GROVE UNIFIED	8,981	43,709	20.55%	3
SANTA ANA UNIFIED	14,539	48,222	30.15%	1

Harold E. Ford, Jr. TN-09

MEMPHIS CITY SCH DIST	42,048	114,506	36.72%	1
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Dennis J. Kucinich OH-10

CLEVELAND CITY SD	47,631	93,049	51.19%	1
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- 5=Large Town
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- 7=Rural Area

Appropriations Committee

Rep.	Eligible School Districts	Children in Poverty	Total Children	Poverty%	Locale Code
The Republicans					
John Porter IL-10	none				
Bill Young FL-10	PINELLAS COUNTY SCH DIST	18355	106697	17.20%	2
Henry Bonilla TX-23	ALPINE ISD	348	1225	28.41%	6
	ASHERTON ISD	219	457	47.92%	7
	BALMORHEA ISD	130	257	50.58%	7
	BRACKETT ISD	232	598	38.80%	7
	BUENA VISTA ISD	42	148	28.38%	7
	CARRIZO SPRINGS CONS ISD	1245	2440	51.02%	6
	CROCKETT CO CONS CSD	312	931	33.51%	6
	CROCKETT ISD	770	1949	39.51%	6
	CRYSTAL CITY ISD	1124	2253	49.89%	6
	CULBERSON COUNTY ISD	281	883	31.82%	6
	DELL CITY ISD	51	197	25.89%	7
	DEVINE ISD	406	1538	26.40%	6
	EAGLE PASS ISD	6798	10300	66.00%	6
	ECTOR COUNTY ISD	7400	27213	27.19%	2
	FT HANCOCK ISD	198	359	55.15%	7
	FT STOCKTON ISD	1065	3040	35.03%	6
	GRANDFALLS-ROYALTY ISD	94	228	41.23%	7
	HONDO ISD	620	1793	34.58%	6
	IRAAN-SHEFFIELD ISD	137	630	21.75%	7
	KERMIT ISD	420	1843	22.79%	6
	KNIPPA ISD	71	230	30.87%	7
	LA PRYOR ISD	276	461	59.87%	7
	MARFA ISD	256	630	40.63%	7
	MEDINA VALLEY ISD	376	1815	20.72%	7
	MIDLAND ISD	4414	22010	20.05%	2
	NATALIA ISD	307	780	39.36%	7
	NUECES CANYON CONS ISD	155	340	45.59%	7
	PECOS-BARSTOW-TOYAH ISD	1160	3839	30.22%	6
	PRESIDIO ISD	730	982	74.34%	6
	RANKIN ISD	101	390	25.90%	7
	SABINAL ISD	210	470	44.68%	7
	SIERRA BLANCA ISD	63	154	40.91%	7
	TERLINGUA CSD	28	110	25.45%	7
	TERRELL COUNTY ISD	88	334	26.35%	7
	UNITED ISD	4802	12685	37.86%	2
	UTOPIA ISD	64	138	46.38%	7
	UVALDE CONS ISD	2324	5111	45.47%	6
	VALENTINE ISD	52	105	49.52%	7
	WEBB CONS ISD	105	283	37.10%	7
	SAN FELIPE-DEL RIO CONS	4452	9183	48.48%	5

Appropriations Committee

Rep.	Eligible School Districts	Children in Poverty	Total Children	Poverty%	Locale Code
Jay Dickey AK-4	BLACKWELL SCH DIST	365	1642	22.23%	6
	BOWRING SCH DIST	33	144	22.92%	7
	BRAMAN SCH DIST	30	145	20.69%	7
	CANEY SCH DIST	56	203	27.59%	7
	CRESCENT SCH DIST	196	615	31.87%	7
	LUTHER SCH DIST	187	779	24.01%	7
	OKLAHOMA CITY SCH DIST	15270	46268	33.00%	1
	PECKHAM SCH DIST	51	131	38.93%	7
	SHIDLER SCH DIST	66	270	24.44%	7
	ALTHEIMER SCH DIST	288	567	50.79%	7
	AMITY SCH DIST	74	316	23.42%	7
	ARKADELPHIA SCH DIST	609	2271	26.82%	6
	ARKANSAS CITY SCH DIST	62	148	41.89%	7
	BRADLEY SCH DIST	288	554	51.99%	7
	CADDO HILLS SCH DIST	181	584	30.99%	7
	DELTA SPECIAL SCH DIST	103	363	28.37%	7
	DERMOTT SCH DIST	797	1468	54.29%	6
	DOLLARWAY SCH DIST	872	2193	39.76%	2
	DUMAS SCH DIST	739	2160	34.21%	6
	EL DORADO SCHOOL DISTRICT	1569	5734	27.36%	6
	EMMET SCH DIST	39	168	23.21%	7
	FAIRVIEW SCH DIST	572	2372	24.11%	6
	FORDYCE SCH DIST	334	1251	26.70%	6
	FOREMAN SCH DIST	216	667	32.38%	7
	DE QUEEN SCH DIST	408	1668	24.46%	6
	GARLAND SCH DIST	63	142	44.37%	
	GLENWOOD SCH DIST	126	548	22.99%	7
	GOULD SCH DIST	173	505	34.26%	7
	GRADY SCH DIST	144	338	42.60%	7
	GURDON SCH DIST	248	910	27.25%	7
	HAMBURG SCHOOL DISTRICT	614	1865	32.92%	6
	HERMITAGE SCH DIST	224	536	41.79%	7
	HOPE SCH DIST	878	3117	28.17%	6
	HORATIO SCH DIST	134	451	29.71%	7
	HOT SPRINGS ELEM # 14-J	64	167	38.32%	7
	HUTTIG SCH DIST	70	267	26.22%	7
	JUNCTION CITY SCH DIST	218	680	32.06%	7
	KIRBY SCH DIST	105	474	22.15%	7
	LAKESIDE SCH DIST	544	1357	40.09%	6
	LEWISVILLE SCH DIST	159	574	27.70%	7
	LOCKESBURG SCH DIST	103	513	20.08%	7
	MAGNOLIA SCHOOL DISTRICT	725	3082	23.52%	6
	MALVERN SCH DIST	645	2849	22.64%	6
	MC GEHEE SCH DIST	449	1238	36.27%	6
	MC NEIL SCH DIST	80	370	21.62%	7
	MONTICELLO SCH DIST	600	2193	27.36%	6
	MOUNT IDA SCH DIST	182	549	33.15%	7

Appropriations Committee

Rep.	Eligible School Districts	Children in Poverty	Total Children	Poverty%	Locale Code
	NASHVILLE SCH DIST	499	1866	26.74%	6
	ODEN SCH DIST	75	245	30.61%	7
	PARKDALE SCH DIST	64	115	55.65%	
	PINE BLUFF SCHOOL DISTRI	2779	7958	34.92%	2
	PRESCOTT SCH DIST	324	1272	25.47%	6
	RISON SCH DIST	196	707	27.72%	7
	SARATOGA SCH DIST	71	323	21.98%	7
	SMACKOVER SCH DIST	181	806	22.46%	7
	SPARKMAN SCH DIST	111	463	23.97%	7
	STAMPS SCH DIST	350	947	36.96%	7
	STEPHENS SCH DIST	229	672	34.08%	7
	STRONG SCH DIST	140	505	27.72%	7
	TAYLOR SCH DIST	179	319	56.11%	7
	TEXARKANA SCH DIST	1854	6364	29.13%	2
	UNION SCH DIST	76	327	23.24%	6
	WABBASEKA TUCKER	116	460	25.22%	
	WALDO SCH DIST	212	588	36.05%	7
	WALKER SCH DIST	137	202	67.82%	6
	WARREN SCHOOL DISTRICT	435	1734	25.09%	6
	WATSON CHAPEL SCH DIST	1079	3982	27.10%	2
	WASHINGTON SCH DIST	47	135	34.81%	
	WILMAR SCH DIST	78	271	28.78%	
	WINTHROP SCH DIST	37	160	23.13%	
Dan Miller Fla-13	none				
Anne Meagher Northup KY-3	JEFFERSON CO	24661	117001	21.08%	1
Roger Wicker MS-1	ABERDEEN SCHOOL DISTRICT	1051	2601	40.41%	6
	BALDWIN SEPARATE SCHOOL	233	1011	23.05%	6
	BENTON COUNTY SCHOOL DIS	617	1754	35.18%	7
	CALHOUN COUNTY SCHOOL DI	750	2941	25.50%	7
	CHOCTAW COUNTY SCHOOL DI	495	2101	23.56%	7
	COFFEEVILLE SCHOOL DISTR	389	1117	34.83%	7
	CORINTH SCHOOL DISTRICT	756	2111	35.81%	6
	EAST TALLAHATCHIE CON SC	824	2079	39.63%	7
	HOLLY SPRINGS SCHOOL DIS	862	2186	39.43%	6
	HOUSTON SEPARATE SCHOOL	562	2193	25.63%	6
	IUKA SEPARATE SCHOOL DIS	265	1070	24.77%	
	LEE COUNTY SCHOOL DISTRI	1094	5126	21.34%	7
	MARSHALL COUNTY SCHOOL D	1592	4402	36.17%	7
	MONTGOMERY COUNTY SCHOOL	505	1379	36.62%	7
	NETTLETON SCHOOL DISTRIC	312	1322	23.60%	7
	NEW ALBANY PUBLIC SCHOOL	412	1850	22.27%	6
	NORTH PANOLA CON SCHOOL	1365	2681	50.91%	7
	NORTH TIPPAAH SCHOOL DIST	452	1314	34.40%	7
	OKOLONA SEPARATE SCHOOL	361	1288	28.03%	6
	OXFORD SCHOOL DISTRICT	608	2688	22.62%	6

Appropriations Committee

Rep.	Eligible School Districts	Children in Poverty	Total Children	Poverty%	Locale Code
	PONTOTOC CITY SCHOOLS	365	1823	20.02%	6
	PRENTISS COUNTY SCHOOL D	713	2987	23.87%	6
	SENATOBIA MUNICIPAL SCH	379	1278	29.66%	6
	SOUTH PANOLA SCHOOL DIST	1536	4477	34.31%	6
	SOUTH TIPPAAH SCHOOL DIST	545	2569	21.21%	6
	TATE COUNTY SCHOOL DISTR	928	3414	27.18%	7
	UNION PUBLIC SCHOOL DIST	228	716	31.84%	7
	WATER VALLEY SCHOOL DIST	385	1420	27.11%	6
	WEBSTER COUNTY SCHOOL DI	575	2094	27.46%	7
	WINONA SEPARATE SCHOOL D	560	1274	43.96%	6
Democrats					
Nancy Pelosi CA-8					
	SAN FRANCISCO UNIFIED	14964	81479	18.37%	1
Rosa DeLauro CT-3					
	NEW HAVEN SCH DIST	9159	20396	44.91%	2
Steny Hoyer MD-5					
	PRINCE GEORGES CO PUBLIC	10863	123165	8.82%	3
David Obey WI-7					
	ALMOND-BANCROFT SCH DIS	146	527	27.70%	7
	BAYFIELD SCH DIST	169	526	32.13%	7
	BRUCE SCH DIST	148	726	20.39%	7
	CHETEK SCH DIST	267	1112	24.01%	7
	DRUMMOND SCH DIST	85	418	20.33%	7
	GILMANTON SCH DIST	64	242	26.45%	7
	GLIDDEN SCH DIST	75	322	23.29%	7
	HAYWARD COMMUNITY SCH DI	607	2101	28.89%	7
	LAKE HOLCOMBE SCH DIST	107	518	20.66%	7
	SIREN SCH DIST	127	452	28.10%	7
	FLAMBEAU SCH DIST	206	800	25.75%	7
	WINTER SCH DIST	135	510	26.47%	7
Louis Stokes OH-11					
	CLEVELAND CITY SD	47631	93049	51.19%	1
	EAST CLEVELAND CITY SD	3390	7670	44.20%	3
Nita Lowey NY-18					
	YONKERS CITY SCHOOLS	6282	27571	22.78%	3

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Number of Eligible Districts at Various Eligibility Levels

	# of Districts Eligible at 20%	# of Districts Eligible at 25%	# of Districts Eligible at 30%
ALABAMA	67	35	28
ALASKA	16	13	10
ARIZONA	110	85	69
ARKANSAS	190	120	74
CALIFORNIA	226	137	105
COLORADO	64	42	27
CONNECTICUT	7	7	5
DELAWARE	5	1	1
FLORIDA	43	21	13
GEORGIA	117	86	59
HAWAII	1	1	1
IDAHO	26	6	4
ILLINOIS	87	35	23
INDIANA	24	7	4
IOWA	29	3	2
KANSAS	59	21	6
KENTUCKY	115	85	63
LOUISIANA	52	14	37
MAINE	56	26	17
MARYLAND	4	2	2
MASSACHUSETTS	24	11	10
MICHIGAN	147	83	48
MINNESOTA	64	22	26
MISSISSIPPI	119	103	79
MISSOURI	232	156	97
MONTANA	98	70	52
NEBRASKA	111	77	59
NEVADA	3	1	①
NEW HAMPSHIRE	14	6	4
NEW JERSEY	39	24	21
NEW MEXICO	71	57	46
NEW YORK	98	37	21
NORTH CAROLINA	48	23	15
NORTH DAKOTA	76	48	34
OHIO	102	57	39
OKLAHOMA	297	205	140
OREGON	53	21	14
PENNSYLVANIA	102	41	26
RHODE ISLAND	3	2	2
SOUTH CAROLINA	51	35	27
SOUTH DAKOTA	72	42	33
TENNESSEE	82	36	26
TEXAS	576	409	286
UTAH	3	1	①
VERMONT	32	16	9
VIRGINIA	43	23	8
WASHINGTON	100	66	47
WEST VIRGINIA	41	28	14
WISCONSIN	47	20	8
WYOMING	11	6	4
DISTRICT OF COLUMBIA	1	1	1
PUERTO RICO	1	1	1
Total	4059	2475	1749

Note: All columns include districts with more than 10,000 poor children

Number of Eligible Districts at Various Eligibility Levels

	# of Districts Eligible at 20%	# of Districts Eligible at 25%	# of Districts Eligible at 30%
ALABAMA	67	35	28
ALASKA	16	13	10
ARIZONA	110	85	69
ARKANSAS	190	120	74
CALIFORNIA	226	137	105
COLORADO	64	42	27
CONNECTICUT	7	7	5
DELAWARE	5	1	1
FLORIDA	43	21	13
GEORGIA	117	86	59
HAWAII	1	1	1
IDAHO	26	6	4
ILLINOIS	87	35	23
INDIANA	24	7	4
IOWA	29	3	2
KANSAS	59	21	6
KENTUCKY	115	85	63
LOUISIANA	52	14	37
MAINE	56	26	17
MARYLAND	4	2	2
MASSACHUSETTS	24	11	10
MICHIGAN	147	83	48
MINNESOTA	64	22	26
MISSISSIPPI	119	103	79
MISSOURI	232	156	97
MONTANA	98	70	52
NEBRASKA	111	77	59
NEVADA	3	1	①
NEW HAMPSHIRE	14	6	4
NEW JERSEY	39	24	21
NEW MEXICO	71	57	46
NEW YORK	98	37	21
NORTH CAROLINA	48	23	15
NORTH DAKOTA	76	48	34
OHIO	102	57	39
OKLAHOMA	297	205	140
OREGON	53	21	14
PENNSYLVANIA	102	41	26
RHODE ISLAND	3	2	2
SOUTH CAROLINA	51	35	27
SOUTH DAKOTA	72	42	33
TENNESSEE	82	36	26
TEXAS	576	409	286
UTAH	3	1	①
VERMONT	32	16	9
VIRGINIA	43	23	8
WASHINGTON	100	66	47
WEST VIRGINIA	41	28	14
WISCONSIN	47	20	8
WYOMING	11	6	4
DISTRICT OF COLUMBIA	1	1	1
PUERTO RICO	1	1	1
Total	4059	2475	1749

Note: All columns include districts with more than 10,000 poor children

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
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The Republicans Tom Petri WI-06

ADAMS-FRIENDSHIP AREA S	466	1,842	25.30%	7
CASHTON SCH DIST	286	868	32.95%	7
MONTELLO SCH DIST	186	925	20.11%	7
NECEDAH AREA SCH DIST	151	655	23.05%	7
TRI-COUNTY AREA SCH DIST	157	775	20.26%	7
WAUTOMA AREA SCH DIST	347	1,443	24.05%	7

Marge Roukema NJ-5

none

Cass Ballenger NC-10

STATESVILLE CITY	763	2,949	25.87%	
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Howard P. McKeon CA-25

none

Michael N. Castle DE-At Large

CAPITAL SCH DIST	1452	6869	21.14%	4
INDIAN RIVER SCH DIST	1185	5840	20.29%	7
LAKE FOREST SCH DIST	688	3284	20.95%	7
LAUREL SCH DIST	474	2135	22.20%	6
WOODBIDGE SCH DIST	724	1924	37.63%	7

Joe Knollenberg MI-11

none

James M. Talent MO-2

none

Frank Riggs CA-1

ARENA UNION ELEMENTARY	96	455	21.10%	7
BIG LAGOON UNION ELEMENT	46	180	25.56%	7
BRIDGEVILLE ELEMENTARY	56	215	26.05%	7
CLOVERDALE UNIFIED	304	1470	20.68%	3
DEL NORTE COUNTY UNIFIED	1151	4549	25.30%	6
FLDDBROOK ELEMENTARY	56	211	26.54%	6
KELSEYVILLE UNIFIED	429	1695	25.31%	6
KLAMATH-TRINITY JOINT UN	522	1385	37.69%	7
KONOCTI UNIFIED	1003	2980	33.66%	6
LAYTONVILLE UNIFIED	115	560	20.54%	7

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
LOLETA UNION ELEMENTARY	37	157	23.57%	7
LUCERNE ELEMENTARY	129	452	28.54%	7
MANCHESTER UNION ELEMENT	45	114	39.47%	7
MATTOLE UNION ELEMENTARY	47	129	36.43%	
MENDOCINO UNIFIED	245	971	25.23%	7
ORICK ELEMENTARY	48	95	50.53%	7
PACIFIC UNION ELEMENTARY	251	562	44.66%	1
PENINSULA UNION ELEMENTA	62	278	22.30%	7
RIO DELL ELEMENTARY	157	621	25.28%	6
ROUND VALLEY UNIFIED	198	500	39.60%	7
SOUTHERN TRINITY JOINT U	35	168	20.83%	7
UPPER LAKE UNION ELEMENT	194	898	21.60%	7
Bill Goodling PA-19				
YORK CITY S D	2770	7416	37.35%	2
Sam Johnson TX-3				
BLUE RIDGE ISD	100	388	25.77%	7
MCKINNEY ISD	1229	5075	24.22%	3
James Greenwood PA-8				
none				
Lindsey Graham SC-3				
LAURENS SCHOOL DISTRICT	795	3817	20.83%	6
LEXINGTON SCHOOL DISTRIC	355	1736	20.45%	7
MCCORMICK COUNTY SCH DIS	431	1718	25.09%	7
SALUDA COUNTY SCH DIST	550	2289	24.03%	6
ARANSAS CO ISD	1049	2872	36.53%	6
BASTROP ISD	1083	4404	24.59%	3
BAY CITY ISD	1203	4653	25.85%	6
BLOOMINGTON ISD	332	839	39.57%	7
BOLING ISD	207	783	26.44%	7
CALDWELL ISD	403	1566	25.73%	6
CALHOUN CO ISD	987	4234	23.31%	6
COUPLAND ISD	28	119	23.53%	7
DAWSON ISD	38	96	39.58%	7
DIME BOX ISD	119	211	56.40%	7
EDNA ISD	470	1534	30.64%	6
EL CAMPO ISD	1034	3935	26.28%	6
FLATONIA ISD	182	556	32.73%	7
GONZALES ISD	774	2382	32.49%	6
GRANGER ISD	121	347	34.87%	7
HEMPSTEAD ISD	238	914	26.04%	3
LEXINGTON ISD	190	832	22.84%	7
LOUISE ISD	132	608	21.71%	7
LOCKHART ISD	1175	3442	34.14%	3

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
MCFADDIN ISD	10	27	37.04%	
NIXON-SMILEY CONS ISD	327	968	33.78%	7
NURSERY ISD	74	205	36.10%	2
PALACIOS ISD	624	1587	39.32%	6
PRAIRIE LEA ISD	88	221	39.82%	7
REFUGIO ISD	216	911	23.71%	6
RICE CONS ISD	522	1475	35.39%	7
ROYAL ISD	523	1246	41.97%	3
SAN MARCOS ISD	1864	6678	27.91%	2
SNOOK ISD	112	424	26.42%	7
SOMERVILLE ISD	160	594	26.94%	7
	48	208	23.08%	7
John Peterson PA-5				
AUSTIN AREA S D				
BRADFORD AREA S D	912	3723	24.50%	6
CLARION-LIMESTONE A S D	268	1231	21.77%	7
CRANBERRY AREA S D	423	1942	21.78%	7
GALETON AREA S D	142	532	26.69%	7
KEYSTONE CENTRAL S D	1318	6147	21.44%	7
NORTH CLARION CO S D	226	1108	20.40%	7
NORTHERN POTTER S D	220	978	22.49%	7
NORTHERN TIOGA S D	727	2941	24.72%	7
OIL CITY AREA S D	708	3180	22.26%	6
OSWAYO VALLEY S D	140	672	20.83%	7
OTTO ELDRED S D	202	972	20.78%	7
PORT ALLEGANY S D	257	1274	20.17%	7
PUNXSUTAWNEY AREA S D	845	4072	20.75%	6
TITUSVILLE AREA S D	666	3126	21.31%	6
UNION S D	280	947	29.57%	7
Van Hilleary TN-4				
BEDFORD CO SCH DIST	1191	5788	20.58%	6
CAMPBELL CO SCH DIST	2387	6804	35.08%	7
CLAIBORNE CO SCH DIST	1608	5100	31.53%	7
COFFEE CO SCH DIST	702	3416	20.55%	6
CLEVELAND CITY SCH DIST	1280	4862	26.33%	5
CUMBERLAND CO SCH DIST	1571	6082	25.83%	6
DAYTON CITY ELEM SCH DIS	340	1061	32.05%	6
FAYETTEVILLE CITY ELEM S	331	1128	29.34%	6
FENTRESS CO SCH DIST	1091	2903	37.58%	7
GILES CO SCH DIST	975	4714	20.68%	6
GRAINGER CO SCH DIST	801	3100	25.84%	7
HARDIN CO SCH DIST	1141	4191	27.23%	6
MANCHESTER CITY SCH DIST	269	1331	20.21%	6
ONEIDA CITY SCH DIST	214	708	30.23%	6
PICKETT CO SCH DIST	211	811	26.02%	7
RHEA CO SCH DIST	776	3633	21.36%	7

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
SCOTT CO SCH DIST	1156	3373	34.27%	7
TULLAHOMA CITY SCH DIST	629	2978	21.12%	6
UNION CO SCH DIST	612	2707	22.61%	7
WARREN CO SCH DIST	1316	6101	21.57%	6
WAYNE CO SCH DIST	633	2600	24.35%	7
Harris Fawell IL-13				
ROCKDALE SCHOOL DISTRICT	84	386	21.76%	2
Peter Hoekstra MI-2				
BALDWIN COMMUNITY SCHOOL	554	989	56.02%	7
BEAR LAKE SCHOOL DISTRICT	61	286	21.33%	7
BUCKLEY COMM SCHOOL DIST	158	410	38.54%	7
MUSKEGON CITY SCHOOL DIST	3405	7479	45.53%	2
FERRY COMMUNITY SCHOOL DIST	89	260	34.23%	7
HART PUBLIC SCHOOL DISTRICT	423	1375	30.76%	7
HESPERIA COMM SCHOOL DIST	287	1069	26.85%	7
HOLTON PUBLIC SCHOOLS	357	1206	29.60%	7
KALEVA NORMAN DICKSON SCH	254	785	32.36%	7
MANISTEE AREA PUBLIC SCH	507	2076	24.42%	6
MANTON CONSOLIDATED SCHO	241	815	29.57%	7
MARTIN PUBLIC SCHOOLS	209	1013	20.63%	7
MASON COUNTY CENTRAL SD	307	1387	22.13%	7
MESICK CONSOLIDATED SCH	208	802	25.94%	7
NEWAYGO PUBLIC SCHOOL DIST	332	1421	23.36%	7
ORCHARD VIEW SCHOOLS	629	2369	26.55%	2
WALKERVILLE RURAL COMM SCH	101	281	35.94%	7
WHITE CLOUD PUBLIC SCHO	396	1215	32.59%	7
CITY OF MUSKEGON HEIGHTS	1638	2962	55.30%	4
Mark Edward Souder IN-4				
SOUTH ADAMS SCHOOLS	609	2320	26.25%	4
WESTVIEW SCHOOL CORPORAT	899	3935	22.85%	7
ANDERSON COMMUNITY SCHO	2841	13231	21.47%	2
MUNCIE COMMUNITY SCHOOLS	2666	10249	26.01%	2
RANDOLPH SOUTHERN SCHOOL	185	712	25.98%	7
EDINBURGH COMMUNITY SCH	269	1047	25.69%	3
RICHMOND COMMUNITY SCHO	1936	8031	24.11%	5
Charlie Norwood GA-10				
CLARKE COUNTY SCH DIST	3409	12379	27.54%	2
ELBERT COUNTY SCH DIST	965	3831	25.19%	6
FRANKLIN COUNTY SCH DIST	685	2832	24.19%	7
JEFFERSON CITY SCH DIST	131	515	25.44%	6
LINCOLN COUNTY SCH DIST	347	1521	22.81%	7
MADISON COUNTY SCH DIST	892	4065	21.94%	7

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
RICHMOND COUNTY SCH DIST	9833	36464	26.97%	2
WILKES COUNTY SCH DIST	545	2135	25.53%	6
MCDUFFIE COUNTY SCH DIST	1210	4224	28.65%	4
Robert Schaeffer CO-4				
AGUILAR REORGANIZED 6	73	123	59.35%	7
AKRON R-1	97	452	21.46%	7
ARRIBA-FLAGLER C-20	62	248	25.00%	7
AULT-HIGHLAND RE-9	261	907	28.78%	7
BYERS 32J	86	270	31.85%	7
CHERAW 31	48	213	22.54%	7
CROWLEY COUNTY RE-1	174	536	32.46%	7
DEER TRAIL 26J	35	148	23.65%	7
FORT MORGAN RE-3	623	2844	21.91%	6
FOWLER R-4J	119	433	27.48%	7
GRANADA RE-1	79	240	32.92%	7
GREELEY 6	2958	12828	23.06%	2
KARVAL RE-2	19	94	20.21%	7
KIM REORGANIZED 88	26	66	39.39%	7
LAMAR RE-2	610	2309	26.42%	6
LAS ANIMAS RE-1	187	849	22.03%	7
LONE STAR 101	14	57	24.56%	7
MANZANOLA 3J	76	210	36.19%	7
MC CLAVE RE-2	35	165	21.21%	7
MIAMI/YODER 60 J	82	191	42.93%	7
ROCKY FORD R-2	604	1341	45.04%	6
PRAIRIE RE-1	32	100	32.00%	7
PRIMERO REORGANIZED 2	52	231	22.51%	7
WILEY RE-1	57	281	20.28%	7
FORT LUPTON RE-8	526	2230	23.59%	3
Fred Upton GA-6				
BANGOR PUBLIC SCHOOLS	690	1742	39.61%	7
BENTON HARBOR AREA SCHOO	4568	8114	56.30%	2
BLOOMINGDALE PUBLIC SCH	474	1235	38.38%	7
CASSOPOLIS PUBLIC SCHOOL	486	1668	29.14%	7
COVERT PUBLIC SCHOOLS	380	608	62.50%	7
DECATUR PUBLIC SCHOOLS	339	1191	28.46%	7
HAGAR TOWNSHIP SCHOOL DI	19	81	23.46%	7
HARTFORD PUBLIC SCHOOL D	485	1456	33.31%	7
KALAMAZOO CITY SCHOOL DI	4620	15243	30.31%	2
MARCELLUS COMMUNITY SCHO	185	913	20.26%	7
NEW BUFFALO AREA SCHOOL	203	901	22.53%	7
THREE RIVERS COMMUNITY S	747	3481	21.46%	6
SOUTH HAVEN PUBLIC SCHOO	856	3061	27.96%	4

Nathan Deal GA-9

Authorizing Committee

	Poor Children	Total Children	Pov. %	Locale Code
The Republicans				
BUFORD CITY SCH DIST	391	1672	23.39%	3
CALHOUN COUNTY SCH DIST	443	1122	39.48%	7
DALTON CITY SCH DIST	803	3722	21.57%	6
FANNIN COUNTY SCH DIST	632	2774	22.78%	7
GAINESVILLE CITY SCH DIS	963	2984	32.27%	6
GILMER COUNTY SCH DIST	564	2472	22.82%	7
STEPHENS COUNTY SCH DIST	1026	3958	25.92%	6
UNION COUNTY SCH DIST	479	2021	23.70%	7
Joe Scarborough FL-1				
ESCAMBIA COUNTY SCH DIST	13351	47073	28.36%	2
HOLMES COUNTY SCH DIST	950	2963	32.06%	6
WALTON COUNTY SCH DIST	1465	4780	30.65%	
SANTA ROSA COUNTY SCH DI	3421	15844	21.59%	4

Bill Barrett NE-3

About 155 districts qualify

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Authorizing Committee

	Poor Kids	Total Kids	Pov %	Locale Code
Democrats				
William Clay MO-01				
ST LOUIS CITY SCHOOL DIS	28,205	68,448	41.21%	1
JENNINGS SCHOOL DISTRICT	802	3,764	21.31%	3
George Miller CA -07				
none				
Dale E. Kildee MI-09				
BEECHER COMMUNITY SCH DI.	2,002	3,510	57.04%	2
BENDLE PUBLIC SCHOOLS	548	1,562	35.08%	3
FLINT CITY SCHOOL DISTRI	13,475	29,739	45.31%	2
PONTIAC CITY SCHOOL DIST	6,608	16,426	40.23%	2
WESTWOOD HEIGHTS SCH DIS	341	1,432	23.81%	2
Matthew G. Martinez CA-31				
ALHAMBRA CITY ELEMENTARY	4,616	18,319	25.20%	3
AZUSA UNIFIED	2,717	12,256	22.17%	3
BALDWIN PARK UNIFIED	4,457	17,146	25.99%	3
EL MONTE CITY SCHOOL DIS	4,576	16,759	27.30%	3
GARVEY ELEMENTARY	3,651	11,836	30.85%	3
MOUNTAIN VIEW ELEMENTARY	4,819	13,536	35.60%	3
ROSEMEAD ELEMENTARY	1,214	4,594	26.43%	3
Major E. Owens NY-11				
New York City				
Donald M. Payne NJ-10				
CITY OF ORANGE TWP	1,555	4,948	31.43%	3
EAST ORANGE	3,868	13,186	29.33%	3
ELIZABETH CITY	5,408	18,877	28.65%	3
IRVINGTON TOWNSHIP	2,375	11,400	20.83%	3
JERSEY CITY	13,124	39,141	33.53%	2
NEWARK CITY	24,446	56,935	42.94%	1
Patsy Mink HI-02				
Hawaii				
Robert E. Andres NJ-01				
CAMDEN CITY	12,359	21,757	56.80%	2
HI NELLA	54	140	38.57%	
LAUREL SPRINGS BORO	104	417	24.94%	3
PAULSBORO BORO	441	1,282	34.40%	3

Authorizing Committee

	Poor Kids	Total Kids	Pov %	Locale Code
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Democrats

WOODBURY CITY	395	1,963	20.12%	3
WOODLYNNE BORO	120	469	25.59%	3

Tim Roemer IN-03

none

Robert C. Scott VA-03

CHARLES CITY CO P S	245	1,171	20.92%	7
HOPEWELL CTY P S	1,053	4,235	24.86%	4
NORFOLK CTY P S	12,097	38,520	31.40%	1
PETERSBURG CTY P S	2,128	6,093	34.93%	2
RICHMOND CTY P S	10,858	28,394	38.24%	2
RICHMOND CO P S	314	1,247	25.18%	7

Lynn Woolsey CA-06

GUERNEVILLE ELEMENTARY	197	777	25.35%	7
LAGUNA JOINT ELEMENTARY	15	62	24.19%	2
RESERVATION ELEMENTARY	7	14	50.00%	7
ROSELAND ELEMENTARY	363	1,662	21.84%	2

Carlos Romero-Barcelo PR

Chaka Fattah PA-02

PHILADELPHIA CITY S D	92,964	263,609	35.27%	1
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Ruben Hinojosa TX-15

ALICE ISD	2,232	6,199	36.01%	6
ARANSAS PASS ISD	867	2,119	40.92%	3
BEEVILLE ISD	1,509	4,762	31.69%	6
BROOKS ISD	830	1,940	42.78%	6
CUERO ISD	542	1,976	27.43%	6
DONNA ISD	3,991	6,717	59.42%	4
EDCOUCH-ELSA ISD	2,523	3,472	72.67%	4
EDINBURG ISD	7,942	15,241	52.11%	2
GEORGE WEST ISD	340	1,272	26.73%	6
GOLIAD ISD	261	1,212	21.53%	7
HIDALGO ISD	1,493	1,858	80.36%	4
INGLESIDE ISD	316	1,527	20.69%	3
KARNES CITY ISD	409	1,055	38.77%	6
KENEDY ISD	534	1,042	51.25%	6
LA GLORIA ISD	51	81	62.96%	6
LA JOYA ISD	5,718	8,162	70.06%	4

Authorizing Committee

	Poor Kids	Total Kids	Pov %	Locale Code
Democrats				
LA VILLA ISD	480	750	64.00%	7
LASARA ISD	152	278	54.68%	7
LAURELES ISD	8	24	33.33%	
LYFORD ISD	873	1,497	58.32%	7
MATHIS ISD	1,176	2,235	52.62%	3
MCALLEN ISD	9,574	20,738	46.17%	2
MERCEDES ISD	2,788	4,308	64.72%	4
MISSION CONS ISD	5,380	9,137	58.88%	2
MONTE ALTO ISD	366	650	56.31%	4
NORDHEIM ISD	36	92	39.13%	7
ODEM-EDROY ISD	337	1,278	26.37%	7
PAWNEE ISD	22	90	24.44%	7
PHARR-SAN JUAN-ALAMO ISD	9,798	17,036	57.51%	4
PROGRESO ISD	986	1,289	76.49%	7
RAYMONDVILLE ISD	1,558	3,022	51.56%	6
RICARDO ISD	199	658	30.24%	5
RIVIERA ISD	149	394	37.82%	7
RUNGE ISD	198	394	50.25%	7
SHARYLAND ISD	1,392	2,928	47.54%	2
SINTON ISD	788	2,157	36.53%	3
SKIDMORE-TYNAN ISD	250	722	34.63%	7
TAFT ISD	720	1,590	45.28%	3
THREE RIVERS ISD	193	700	27.57%	7
VALLEY VIEW ISD	1,187	1,356	87.54%	4
WESLACO ISD	6,746	11,395	59.20%	4
WESTHOFF ISD	26	122	21.31%	7
YOAKUM ISD	494	1,726	28.62%	6
YORKTOWN ISD	258	822	31.39%	7

Carolyn McCarthy NY-04

HEMPSTEAD UNION FREE SCH	1,953	6,496	30.06%	3
ROOSEVELT UNION FREE SCH	623	3,058	20.37%	3

John F. Tierney MA-06

LYNN SCH DIST	4,351	13,326	32.65%	2
SALEM SCH DIST	1,252	4,610	27.16%	3

Ron Kind WI-03

ALMA CENTER SCH DIST	115	562	20.46%	7
AUGUSTA SCH DIST	334	939	35.57%	7
BLACK RIVER FALLS SCH D	368	1,809	20.34%	6
CHETEK SCH DIST	267	1,112	24.01%	7
CLEAR LAKE SCH DIST	167	703	23.76%	7

Authorizing Committee

	Poor Kids	Total Kids	Pov %	Locale Code
Democrats				
GILMANTON SCH DIST	64	242	26.45%	7
GRANTON AREA SCH DIST	117	526	22.24%	7
HILLSBORO SCH DIST	156	714	21.85%	7
LAFARGE SCH DIST	85	347	24.50%	7
NORTH CRAWFORD SCH DIST	135	635	21.26%	7
NORWALK-ONTARIO SCH DIST	149	596	25.00%	7
PLUM CITY SCH DIST	94	411	22.87%	7
SENECA SCH DIST	102	403	25.31%	7
STANLEY-BOYD AREA SCH DI	302	1,380	21.88%	7
WAUZEKA-STEUBEN SCH DIST	87	421	20.67%	7

Loretta Sanchez CA-46

GARDEN GROVE UNIFIED	8,981	43,709	20.55%	3
SANTA ANA UNIFIED	14,539	48,222	30.15%	1

Harold E. Ford, Jr. TN-09

MEMPHIS CITY SCH DIST	42,048	114,506	36.72%	1
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Dennis J. Kucinich OH-10

CLEVELAND CITY SD	47,631	93,049	51.19%	1
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Appropriations Committee

Rep.	Eligible School Districts	Children in Poverty	Total Children	Poverty%	Locale Code
The Republicans					
John Porter IL-10					
	none				
Bill Young FL-10					
	PINELLAS COUNTY SCH DIST	18355	106697	17.20%	2
Henry Bonilla TX-23					
	ALPINE ISD	348	1225	28.41%	6
	ASHERTON ISD	219	457	47.92%	7
	BALMORHEA ISD	130	257	50.58%	7
	BRACKETT ISD	232	598	38.80%	7
	BUENA VISTA ISD	42	148	28.38%	7
	CARRIZO SPRINGS CONS ISD	1245	2440	51.02%	6
	CROCKETT CO CONS CSD	312	931	33.51%	6
	CROCKETT ISD	770	1949	39.51%	6
	CRYSTAL CITY ISD	1124	2253	49.89%	6
	CULBERSON COUNTY ISD	281	883	31.82%	6
	DELL CITY ISD	51	197	25.89%	7
	DEVINE ISD	406	1538	26.40%	6
	EAGLE PASS ISD	6798	10300	66.00%	6
	ECTOR COUNTY ISD	7400	27213	27.19%	2
	FT HANCOCK ISD	198	359	55.15%	7
	FT STOCKTON ISD	1065	3040	35.03%	6
	GRANDFALLS-ROYALTY ISD	94	228	41.23%	7
	HONDO ISD	620	1793	34.58%	6
	IRAAN-SHEFFIELD ISD	137	630	21.75%	7
	KERMIT ISD	420	1843	22.79%	6
	KNIPPA ISD	71	230	30.87%	7
	LA PRYOR ISD	276	461	59.87%	7
	MARFA ISD	256	630	40.63%	7
	MEDINA VALLEY ISD	376	1815	20.72%	7
	MIDLAND ISD	4414	22010	20.05%	2
	NATALIA ISD	307	780	39.36%	7
	NUECES CANYON CONS ISD	155	340	45.59%	7
	PECOS-BARSTOW-TOYAH ISD	1160	3839	30.22%	6
	PRESIDIO ISD	730	982	74.34%	6
	RANKIN ISD	101	390	25.90%	7
	SABINAL ISD	210	470	44.68%	7
	SIERRA BLANCA ISD	63	154	40.91%	7
	TERLINGUA CSD	28	110	25.45%	7
	TERRELL COUNTY ISD	88	334	26.35%	7
	UNITED ISD	4802	12685	37.86%	2
	UTOPIA ISD	64	138	46.38%	7
	UVALDE CONS ISD	2324	5111	45.47%	6
	VALENTINE ISD	52	105	49.52%	7
	WEBB CONS ISD	105	283	37.10%	7
	SAN FELIPE-DEL RIO CONS	4452	9183	48.48%	5

Appropriations Committee

Rep.	Eligible School Districts	Children in Poverty	Total Children	Poverty%	Locale Code
Jay Dickey AK-4	BLACKWELL SCH DIST	365	1642	22.23%	6
	BOWRING SCH DIST	33	144	22.92%	7
	BRAMAN SCH DIST	30	145	20.69%	7
	CANEY SCH DIST	56	203	27.59%	7
	CRESCENT SCH DIST	196	615	31.87%	7
	LUTHER SCH DIST	187	779	24.01%	7
	OKLAHOMA CITY SCH DIST	15270	46268	33.00%	1
	PECKHAM SCH DIST	51	131	38.93%	7
	SHIDLER SCH DIST	66	270	24.44%	7
	ALTHEIMER SCH DIST	288	567	50.79%	7
	AMITY SCH DIST	74	316	23.42%	7
	ARKADELPHIA SCH DIST	609	2271	26.82%	6
	ARKANSAS CITY SCH DIST	62	148	41.89%	7
	BRADLEY SCH DIST	288	554	51.99%	7
	CADDO HILLS SCH DIST	181	584	30.99%	7
	DELTA SPECIAL SCH DIST	103	363	28.37%	7
	DERMOTT SCH DIST	797	1468	54.29%	6
	DOLLARWAY SCH DIST	872	2193	39.76%	2
	DUMAS SCH DIST	739	2160	34.21%	6
	EL DORADO SCHOOL DISTRICT	1569	5734	27.36%	6
	EMMET SCH DIST	39	168	23.21%	7
	FAIRVIEW SCH DIST	572	2372	24.11%	6
	FORDYCE SCH DIST	334	1251	26.70%	6
	FOREMAN SCH DIST	216	667	32.38%	7
	DE QUEEN SCH DIST	408	1668	24.46%	6
	GARLAND SCH DIST	63	142	44.37%	
	GLENWOOD SCH DIST	126	548	22.99%	7
	GOULD SCH DIST	173	505	34.26%	7
	GRADY SCH DIST	144	338	42.60%	7
	GURDON SCH DIST	248	910	27.25%	7
	HAMBURG SCHOOL DISTRICT	614	1865	32.92%	6
	HERMITAGE SCH DIST	224	536	41.79%	7
	HOPE SCH DIST	878	3117	28.17%	6
	HORATIO SCH DIST	134	451	29.71%	7
	HOT SPRINGS ELEM # 14-J	64	167	38.32%	7
	HUTTIG SCH DIST	70	267	26.22%	7
	JUNCTION CITY SCH DIST	218	680	32.06%	7
	KIRBY SCH DIST	105	474	22.15%	7
	LAKESIDE SCH DIST	544	1357	40.09%	6
	LEWISVILLE SCH DIST	159	574	27.70%	7
	LOCKESBURG SCH DIST	103	513	20.08%	7
	MAGNOLIA SCHOOL DISTRICT	725	3082	23.52%	6
	MALVERN SCH DIST	645	2849	22.64%	6
	MC GEHEE SCH DIST	449	1238	36.27%	6
	MC NEIL SCH DIST	80	370	21.62%	7
	MONTICELLO SCH DIST	600	2193	27.36%	6
	MOUNT IDA SCH DIST	182	549	33.15%	7

Appropriations Committee

Rep.	Eligible School Districts	Children in Poverty	Total Children	Poverty%	Locale Code
	NASHVILLE SCH DIST	499	1866	26.74%	6
	ODEN SCH DIST	75	245	30.61%	7
	PARKDALE SCH DIST	64	115	55.65%	
	PINE BLUFF SCHOOL DISTRI	2779	7958	34.92%	2
	PRESCOTT SCH DIST	324	1272	25.47%	6
	RISON SCH DIST	196	707	27.72%	7
	SARATOGA SCH DIST	71	323	21.98%	7
	SMACKOVER SCH DIST	181	806	22.46%	7
	SPARKMAN SCH DIST	111	463	23.97%	7
	STAMPS SCH DIST	350	947	36.96%	7
	STEPHENS SCH DIST	229	672	34.08%	7
	STRONG SCH DIST	140	505	27.72%	7
	TAYLOR SCH DIST	179	319	56.11%	7
	TEXARKANA SCH DIST	1854	6364	29.13%	2
	UNION SCH DIST	76	327	23.24%	6
	WABBASEKA TUCKER	116	460	25.22%	
	WALDO SCH DIST	212	588	36.05%	7
	WALKER SCH DIST	137	202	67.82%	6
	WARREN SCHOOL DISTRICT	435	1734	25.09%	6
	WATSON CHAPEL SCH DIST	1079	3982	27.10%	2
	WASHINGTON SCH DIST	47	135	34.81%	
	WILMAR SCH DIST	78	271	28.78%	
	WINTHROP SCH DIST	37	160	23.13%	
Dan Miller Fla-13	none				
Anne Meagher Northup KY-3	JEFFERSON CO	24661	117001	21.08%	1
Roger Wicker MS-1	ABERDEEN SCHOOL DISTRICT	1051	2601	40.41%	6
	BALDWIN SEPARATE SCHOOL	233	1011	23.05%	6
	BENTON COUNTY SCHOOL DIS	617	1754	35.18%	7
	CALHOUN COUNTY SCHOOL DI	750	2941	25.50%	7
	CHOCTAW COUNTY SCHOOL DI	495	2101	23.56%	7
	COFFEEVILLE SCHOOL DISTR	389	1117	34.83%	7
	CORINTH SCHOOL DISTRICT	756	2111	35.81%	6
	EAST TALLAHATCHIE CON SC	824	2079	39.63%	7
	HOLLY SPRINGS SCHOOL DIS	862	2186	39.43%	6
	HOUSTON SEPARATE SCHOOL	562	2193	25.63%	6
	IUKA SEPARATE SCHOOL DIS	265	1070	24.77%	
	LEE COUNTY SCHOOL DISTRI	1094	5126	21.34%	7
	MARSHALL COUNTY SCHOOL D	1592	4402	36.17%	7
	MONTGOMERY COUNTY SCHOOL	505	1379	36.62%	7
	NETTLETON SCHOOL DISTRIC	312	1322	23.60%	7
	NEW ALBANY PUBLIC SCHOOL	412	1850	22.27%	6
	NORTH PANOLA CON SCHOOL	1365	2681	50.91%	7
	NORTH TIPPAAH SCHOOL DIST	452	1314	34.40%	7
	OKOLONA SEPARATE SCHOOL	361	1288	28.03%	6
	OXFORD SCHOOL DISTRICT	608	2688	22.62%	6

Appropriations Committee

Rep.	Eligible School Districts	Children in Poverty	Total Children	Poverty%	Locale Code
	PONTOTOC CITY SCHOOLS	365	1823	20.02%	6
	PRENTISS COUNTY SCHOOL D	713	2987	23.87%	6
	SENATOBIA MUNICIPAL SCH	379	1278	29.66%	6
	SOUTH PANOLA SCHOOL DIST	1536	4477	34.31%	6
	SOUTH TIPPAAH SCHOOL DIST	545	2569	21.21%	6
	TATE COUNTY SCHOOL DISTR	928	3414	27.18%	7
	UNION PUBLIC SCHOOL DIST	228	716	31.84%	7
	WATER VALLEY SCHOOL DIST	385	1420	27.11%	6
	WEBSTER COUNTY SCHOOL DI	575	2094	27.46%	7
	WINONA SEPARATE SCHOOL D	560	1274	43.96%	6
Democrats					
Nancy Pelosi CA-8					
	SAN FRANCISCO UNIFIED	14964	81479	18.37%	1
Rosa DeLauro CT-3					
	NEW HAVEN SCH DIST	9159	20396	44.91%	2
Steny Hoyer MD-5					
	PRINCE GEORGES CO PUBLIC	10863	123165	8.82%	3
David Obey WI-7					
	ALMOND-BANCROFT SCH DIS	146	527	27.70%	7
	BAYFIELD SCH DIST	169	526	32.13%	7
	BRUCE SCH DIST	148	726	20.39%	7
	CHETEK SCH DIST	267	1112	24.01%	7
	DRUMMOND SCH DIST	85	418	20.33%	7
	GILMANTON SCH DIST	64	242	26.45%	7
	GLIDDEN SCH DIST	75	322	23.29%	7
	HAYWARD COMMUNITY SCH DI	607	2101	28.89%	7
	LAKE HOLCOMBE SCH DIST	107	518	20.66%	7
	SIREN SCH DIST	127	452	28.10%	7
	FLAMBEAU SCH DIST	206	800	25.75%	7
	WINTER SCH DIST	135	510	26.47%	7
Louis Stokes OH-11					
	CLEVELAND CITY SD	47631	93049	51.19%	1
	EAST CLEVELAND CITY SD	3390	7670	44.20%	3
Nita Lowey NY-18					
	YONKERS CITY SCHOOLS	6282	27571	22.78%	3

Locale Codes:

- 1=Large Central City
- 2=Mid-size Central City
- 3=Urban fringe of a large city
- 4=Urban fringe of a mid-size city
- 5=Large Town
- 6=Small Town
- 7=Rural Area