STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 24, 2007

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan

SUBJECT: Update on Federal Issues

House Moves Toward Fall Floor Debate on ESEA/NCLB

The U.S. Senate Health, Education, Labor and Pensions Committee and the House Committee on Education and Labor are acutely aware that Congress and President George W. Bush wrote the No Child Left Behind Act (NCLB), P.L. 107-110, with little collaboration and less input from the field than the typical five-year reauthorizations of the Elementary and Secondary Education Act (ESEA). As a result, this year both chambers are making extraordinary efforts to hold hearings and solicit input from the broad array of education groups that are affected by the legislation, or would like to be newly included in the rewrite. The House is moving more quickly on the reauthorization, and held almost two dozen hearings in Washington, D.C., and throughout the country, including Flint. And, Committee Chairman George Miller (D- California), Senior Republican Member Howard "Buck" McKeon (R-California), Democratic Vice Chairman Dale E. Kildee (D-Michigan), and Senior Republican Member of the Subcommittee on Early Childhood, Elementary and Secondary Education Michael Castle (R-Delaware) issued three staff discussion drafts on the Committee's website: one for Title I, one for Title II, and another for Titles III-XI of the ESEA (see Attachment A). Any and all have been asked to submit their comments.

House committee staff recently reported they received some 15,000 sets of comments through this process, including two from Superintendent of Public Instruction Michael P. Flanagan (See Attachments B and C). Advocates for geography took the prize for most comments, having shipped in thousands. The House committee subsequently held a marathon hearing on September 17, with 40 witnesses from across education, to receive even more input. The goal is for a bill to emanate from the Committee and hit the House floor immediately prior to the Thanksgiving Congressional Recess.

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Whether the Committee can pull this off is in question for a number of reasons. Many Members of Congress reluctantly voted for NCLB in 2001 in a post-9/11 aura of patriotism. Since then they have heard chapter and verse from their constituents about the far-reaching prescriptiveness of the act, and what some perceive as too heavy a reliance on assessments. Members newly-elected since 2001, for the most part, campaigned against NCLB, Republicans and Democrats alike. The National Education Association has declared its opposition to the bill, based primarily on an accountability provision that would institute a teacher identifier code linked to student test scores. Then there is also the A-Plus bill, H.R. 1539 (Attachment D), introduced by Congressman Pete Hoekstra (D-Holland), with 63 co-sponsors, that would block grant all of the ESEA programs into one general education program that states and local districts could design to suit their own unique needs.

Certainly, the current reauthorization process has produced interesting political allies, with the Education Trust and civil rights groups teaming up with the business lobby advocating for the bill. At the same time, there are a number of locally-based education groups trying to mount an effort to slow down the process or even kill the bill. What this all will mean when the Committee leaders schedule a markup remains to be seen.

Briefly, the predominate issues in the staff discussion draft that are of interest are:

- Required funding matches for a number of programs
- Increased emphasis on using education service agencies for school improvement activities
- More references to early childhood and its connectivity to K-12 education
- Tighter timelines for both state education agencies (SEAs) and local education agencies (LEAs) for submitting plans
- A five-year graduation cohort
- Increasing the openness of the plan approval process, for both LEAs and SEAs
- Inclusion of confidence intervals
- A rolling three-year average on adequate yearly progress (AYP)
- More emphasis on science, including mandating assessment
- Re-introduction of waivers for application to a number of provisions
- Improvement of the state peer review process, and providing for a local peer review system
- Greater flexibility in the application of alternate assessments for special education pupils
- Right to a hearing on locally-generated school improvement and compliance plans
- Emphasis on longitudinal data systems
- Increased coordination between and among agencies serving children
- Availability of growth models to all states
- Use of multiple indicators for determining progress
- Differentiated intervention strategies for schools and districts not meeting AYP goals
- Teacher performance incentive options

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August 27, 2007

Dear Education Stakeholder:

In response to feedback that we have received on the No Child Left Behind Act through nearly two dozen hearings in Washington, DC and around the country, a review of written recommendations from over 100 education groups, and many conversations with our constituents and our colleagues in Congress, we have developed the attached staff discussion draft for Title I of the Elementary and Secondary Education Act. We invite you to review it and share your comments with us. While this document is a work-in-progress and we welcome all comments on all issues, the sections in brackets are under the most active discussion so feedback in these areas would be particularly helpful.

This draft is a work in progress, subject to change over the coming weeks as the Committee moves a bill through the legislative process. The committee has not endorsed this staff discussion draft. However, we believe it represents a starting point from which to receive input. If you would like to offer comments, please send them to ESEAComments@mail.house.gov and include your name and/or organization, the page and line numbers of suggested changes to legislative language by September 5, 2007. Discussion drafts of the remaining titles, including Title I Part B, will be released in the near future.

We look forward to continuing to work with you throughout this process. Thank you very much for your support and help in ensuring that every child receives a quality education.

Sincerely,

George Miller
Chairman
House Education and Labor Committee

Howard P. "Buck" McKeon
Senior Republican Member
House Education and Labor Committee

Dale E. Kildee
Chairman
Subcommittee on Early Childhood,
Elementary and Secondary Education

Michael Castle
Senior Republican Member
Subcommittee on Early Childhood,
Elementary and Secondary Education

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
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SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 5, 2007

Honorable George Miller, Chairman
Honorable Howard P. "Buck" McKeon, Senior Republican Member
Honorable Dale E. Kildee, Vice Chairman
Honorable Michael Castle, Senior Republican Member,
Subcommittee on Early Childhood, Elementary and Secondary Education
Committee on Education and Labor
U.S. House of Representatives
2181 Rayburn House Office Building
Washington, D.C. 20515-6100

Dear Mr. Chairman and Members:

Thank you for the opportunity to provide feedback on the staff discussion draft for Title I of the Elementary and Secondary Education Act (ESEA) and for conducting hearings in Washington, D.C. and throughout the country. On behalf of the elected bipartisan, State Board of Education and the Michigan Department of Education, we appreciate your willingness to open up the reauthorization process and solicit our input on the staff discussion draft for Title I of the Elementary and Secondary Education Act.

We genuinely appreciate reinforcement throughout the draft of the role of education service agencies (ESAs) in school improvement activities, an effort that strongly complements initiatives in Michigan with our 57 ESAs. Legislative inclusion of growth models, confidence intervals, and the option of a five-year graduation cohort are particularly welcome. Our experience suggests that this latter policy will especially benefit pupils in special education and alternative schools, as well as students who have experienced significant mobility or family dysfunction. The adoption of a three-year rolling average for adequate yearly progress (AYP) represents a very positive adaptation.

Other issues we would like to address are:

Coordination Between Federal Programs and Special Education

The draft's emphasis on coordination between and among the various federal programs is positive. We particularly like the references to "response to intervention" and early intervening services distributed throughout the bill. Dual references in the Individuals with Disabilities Education Act (IDEA) and ESEA serve to reinforce the commonality and cross-cutting nature of these programs

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and the constituencies that are served. We also support the exception for programs serving exclusively, or predominantly, students with severe cognitive disabilities, from needing to request waivers to the one percent cap in calculating proficient scores on state assessments. We are also supportive of the ability to count state assessment results for students who no longer receive special education services for up to three years. Lastly, we appreciate very much the expansion of the list of allowable accommodations on state assessments for students with disabilities.

Sec. 1112 (b)(1)(F)(i), p. 122, requires joint professional development between ESEA programs and Head Start. We believe it would be constructive to also include IDEA-funded preschool programs and state pre-Kindergarten programs. A similar inclusion should be made in description of funds being used to support preschool programs on Page 125, Sec. 1112,(b)(1)(N).; and on Pages 156-158, in Sec. 1114(b)(1)(G) relating to transition from pre-Kindergarten programs to Kindergarten; and likewise on Page 304, Sec. 1122 (b).

Assessment and Accountability

In Section 1006, on page 19, Lines 17-21, this section would be enhanced and provide for stronger continuity by adding a reference to Section 1111(A) Postsecondary and Workplace Readiness that start on Page 115, by adding an amendment : Amend Page 115, Line 15, (%), after "supports" by adding "in conjunction with Sec. 1111(A)".

In Section 1111 (b)(3)(E)(ii) (IV), Pages 77-78, all alternate assessments are lumped together. This paragraph reflects current regulation for Alternate Assessments based on Alternate Achievement Standards, since we must have assessments for English Language Arts, mathematics, and science, but each state should continue to be allowed to determine what content areas they will develop in Alternate Assessments based on Modified Achievement Standards. We would suggest that the bill refer to "for the content areas the state has developed alternate assessments based on modified achievement standards they should yield results that measure the achievement separately."

In Section 1125, we believe the "Pilot Program to Include Locally Developed Measures" is a positive and useful addition to the Elementary and Secondary Education Act. Extending to states the flexibility of using locally-developed assessments, as well as formative assessments to determine AYP, is constructive. However, much more information is needed on how locally-developed assessments "may be used for purposes of determining adequate yearly progress" under section 1111 (b)(2), lines 10-11 on Page 333. Without more clarification of the processes, states thinking about applying may be hesitant to do so because they don't know what criteria will be used to judge how adequately they have implemented such assessments.

On Page 82, Lines 12-25, the language that requires states to develop and use native language assessments for language groups that comprise 10 percent or

more of the non-English speakers is a positive step. It is our sincere hope that specific resources would accompany this provision for states to develop such measures. We have noted that criteria that will be used to judge the technical adequacy of these assessments are not provided. It would be instructive to add some additional language to make that clarification.

Peer Review Process

States uniformly were troubled by the peer review process developed by the U.S. Department of Education. In some cases, state officials found peer reviewers to be less than well skilled or knowledgeable in basic functions of state education agencies and/or the provisions of ESEA, the General Education Provisions Act, and EDGAR. It is critical that peer reviewers be given adequate training, and likewise that states being reviewed receive training opportunities, including those being given the option of participating in a mock peer review process so as to see in-depth the types of issues that might arise. Further, peer reviewers should be permitted to interact in person or in writing with the state they are reviewing to obtain more information, seek clarification, ask questions, and provide feedback.

Data Systems and Requirements

On Page 306, a considerable number of data elements are to be included in the data system--some required and others permissive. Upon review, the sum total of all these elements is literally overwhelming. While there is relative universal agreement that data is needed, we hope that it is the intent that the resources necessary to develop and implement these statewide longitudinal data systems will be made available.

Comprehensive School Improvement and Assistance Plans

In Sec. 1116 (a)(2), schools in Year 1 must develop a comprehensive school improvement and assistance plan to address the causes for not making AYP. Also, the local education agency (LEA) must approve the plan and in Year 2, or as soon as the plan is approved, the plan must be implemented. It is our stance that this plan really needs a modicum of outside assistance or intervention because the school and LEA are "co-dependents" in the school's current problems. Specialists in school improvement from ESAs or the state have capacity to serve this function. This section could be strengthened by requiring and suggesting that an independent third party sign off on the veracity of the data, that the data define vertical causes of the school's current achievement issues, and the plan will actually address these issues and work toward changing the achievement pattern.

Later in Sec. 1116 (b)(3)(A)(i), we view the language as too prescriptive and suggest leaving in only the primary language in Subsections (A)-(F), and omitting the detail in (A)(i-v), (B)(i-vii). By way of explanation, the subparagraphs are not an all inclusive list. Some will only help in limited

situations and others may be less important. We do not believe these subparagraphs address many of the key principles behind the school improvement framework and in the research on effective schools, e.g. leadership. Also some schools are greatly restricted in addressing some of the infrastructure issues, e.g., data systems, district policies, and other issues. These are district level changes that are necessary to enable the school to address building level changes. The system would be well served by returning to simply requiring a plan based on a comprehensive needs assessment and by eliminating the more prescriptive and complex language. The SEA should be required to develop a comprehensive needs assessment that ensures that schools identify strengths, weaknesses, and needs, based upon a data driven comprehensive review. The defined needs then should lead to an achievement action plan. The SEA should also be required to develop a planning model with defined elements for all schools in improvement to use, e.g. statements of needs, goals, objectives, strategies and action plans delineated with timelines and responsible parties.

Also later in Sec. 1116(b)(4), we believe there are some potential difficulties. Here, the LEA identifies which of its schools are considered high priority versus priority from the list of schools not making AYP. As above, the schools and the districts are co-dependents and it would seem that the SEA might be better able to objectively identify the high priority versus priority schools based on achievement data. The accountability of P.L. 107-110 was effective in part because it held schools responsible for improving achievement, but also because it held them responsible to an objective outside party.

In Sec. 1116(b)(4)(D), in the Alternative Process, the situation arises whereby the LEA is in the position of identifying high priority versus priority schools. Admittedly the state has some role, and from our viewpoint it could work if the wording and the direction are slightly changed, as per Page 182, starting with Line 11 "(i) In General – A state may apply to the Secretary to use a State developed process to be applied to all schools in the State designating schools as High Priority Schools."

Supplemental Education Services

On Page 213, Lines 1-11, it appears as though Priority Schools were excluded from receiving services. In the case of Michigan, this would exclude 90 percent of the current schools that we believe should be receiving such services.

On Page 214, we believe it would be wiser to have Supplemental Education Services (SES) providers determine which LEAs they will offer their services to rather than having LEAs decide which providers are to offer services in their LEA.

On Page 215, Lines 4-5, we caution requiring the LEA to post SES enrollment forms on their website. We have found that this allows the providers to forge or otherwise distort the application process.

On Page 218, Lines 3-9, the requirement on providing notice to potential SES providers is too ambiguous. It is too difficult for the state to determine who the potential provider is, e.g., all for-profits and not-for-profits with any interest in students.

We recommend that states within two years be encouraged to develop an automated and integrated SES application, evaluation, and billing system for all priority and high priority schools. This would serve to significantly reduce much of the tugs and pulls and administrative burden of schools.

On Page 220, Lines 1-7, we believe the language is too restrictive. A provider would need to be actually offering tutoring for two years prior to applying for SES state approval to be eligible.

On Page 225, Lines 14-25, it may be instructive to rethink the approach of financial support for administration of SES. We caution taking this level of funding from the LEAs.

Again, we appreciate this exceptional opportunity to provide input on the front end of the legislative process in the House Committee on Education and Labor. We look forward to working with the Committee leadership, as well as the three other Michigan Members of Congress serving on Education and Labor. Again, thank you. Please feel free to call upon me or my staff if we may further elaborate on the recommendations we have made.

Sincerely,

Michael P. Flanagan
Superintendent of Public Instruction

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September 14, 2007

Honorable George Miller, Chairman
Honorable Howard P. "Buck" McKeon, Senior Republican Member
Honorable Dale E. Kildee, Vice Chairman
Honorable Michael Castle, Senior Republican Member,
Subcommittee on Early Childhood, Elementary and Secondary Education
Committee on Education and Labor
U.S. House of Representatives
2181 Rayburn House Office Building
Washington, D.C. 20515-6100

Dear Mr. Chairman and Members:

Thank you for the opportunity to provide feedback on the staff discussion drafts for Title II through XI of the Elementary and Secondary Education Act, and once again for conducting hearings in Washington, DC, and throughout the country. On behalf of the bi-partisan, elected State Board of Education and the Michigan Department of Education, we continue to be appreciative of your willingness to open up the reauthorization process and for soliciting our input on these drafts.

Initially, on the issue of requiring match in cash or in-kind, the State of Michigan finds this particularly problematic in light of our severe economic crisis. While we recognize the availability of waiver possibilities, in all honesty, we have found it extremely difficult in recent years negotiating with federal agencies to receive such waivers. Our State and Michigan local education agencies (LEAs) have stretched their imaginations and capabilities to meet match requirements across the board for a number of years, whether it is in education or child nutrition programs. We fear that those LEAs and schools that are most in need of receiving the benefit of your many innovative programs in the draft bills will not be able to participate. The state of the Michigan economy is such that we do not expect any up turn in the near future.

In general, we are especially concerned throughout all three bill drafts of increased data collection, monitoring, and reporting requirements for State Education Agencies (SEAs) without any commitment to accompanying increases in funding, or for some sections, any increases in the administrative set asides.

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Title II, Teacher Excellence for All Children

Overall, we think very highly of the construction of Title II in the draft bill. Again, it is our hope that funding will be provided to implement these very thoughtful sections of legislation. The common thread you provide is what we will need if we are going to move into the high effective teaching arena.

In Chapter A, Troops-To-Teachers Program, on page 53, Section 2503(a)(1)(A), it appears as though the drafters inadvertently changed the effective date after which military personnel can participate in the program. Using the 1999 date provided in this section would severely limit the number of potential participants.

Then, in Section 2504(c)(1), Participation Agreement and Financial Assistance, we sincerely believe that a stipend level of $10,000 would be a more appropriate level, given that the $5,000 figure was set in 1994, and the costs of attending institutions of higher education, becoming certified in the required number of subject areas under the Highly Qualified Teacher (HQT) provisions of the No Child Left Behind (NCLB), and acquiring necessary state certification have increased tremendously. Likewise, it would be our hope that the committee would increase the bonus level in Section (d)(1) to $15,000 from the $10,000 amount.

Section 2111 is a very positive step in providing grants to offer cash incentives to experienced and National Board certified teachers to teach in high needs districts and high need content areas. We must be aware; however, that work needs to be dedicated to the area of performance assessment/observation that could potentially be refined to meet this requirement. We are also highly supportive of the mentor teacher provisions.

The work that the Michigan Department of Education is conducting with its Teacher Preparation Study Policy Group and the Michigan Professional Standards Commission for Teachers positions our state very well to be able to apply for grants under the Teacher Policy Center Section.

Section 2241(d)(6)(B)(7)(A)(I) - Cost Sharing. We strongly suggest that this section be deleted or significantly modified for the reasons stated above. The statute requires that the partnership entity identify and document a dollar-for-dollar cost share over the life of the grant. Although there is provision for waiver/modification of this requirement, the economic reality of working in communities in which the majority of families have incomes below the federal poverty line may impact both the number and quality of the applications. Selection of high-quality proposals includes a review of budgets that must include the required cost-share; but consideration regarding a waiver is made after awards are made.

Title III - Language Instruction for Limited English Proficient and Immigrant Students

The concept of a student data collection system with agreed-upon elements is an excellent one since the information that is collected, such as language spoken, may have a different interpretation, depending on the region or state preference. It should be noted that this would be an additional cost to states, depending on the nature of the decisions on the elements to be collected.

Title IV

The increased emphasis on school climate in this bill is a positive one. We have noted strong emphasis placed on "bullying, harassment, and gang activity" throughout the bill draft. Michigan has learned through our own community service grant program data that students who feel more connected to their school community perform more highly on the Michigan Education Assessment Program (MEAP), regardless of their Supplemental Educational Services status.

Our reading of these Title IV amendments suggests the intent is to eliminate the Governor's set aside dollars and target this funding toward a new initiative, Challenge Schools. Challenge Schools would be those determined not to have a safe climate for academic achievement (currently designated as unsafe schools). The legislation would mandate the Chief Executive Officer of a state set aside 20% of a SEA or Safe and Drug Free Schools (SDFS). It is our belief that this would not be a good use of those dollars in our state, because for the 2005 school year, there were only five school buildings that would meet our current unsafe definition, thus directing a potential of millions of dollars to only five schools. Overall, however, we believe the concept of Challenge Schools is good. It provides focused support to our most unsafe school districts but locking the state into an absolute 20% simply isn't reasonable. The existing governors' set aside program that is currently part of NCLB for SDFS allows the Governor more flexibility to set aside "up to" 20%. This approach would be preferable.

The amendment incorporates more of a coordinated school health program's approach by identifying what an LEA's multi-disciplinary advisory team should look like, and what the responsibilities of that group are. We believe the law is strengthened significantly by references to the Department of Health and Human Services. We have observed, over the last 18 months, an increased collaboration at the federal level between the U.S. Department of Education (USED) Office of Safe and Drug Free Schools and other federal agencies. The reinforcement of this interagency collaboration is excellent.

In the 21st Century Community Learning Center Program revisions, Section 402a inserts "service learning, nutritious food, and nutrition education" into allowable services. This connects very well with Michigan's system partnerships at the state level, as driven by the research on asset building and obesity prevention. Further, the removal of "recreation programs" from the services increases the focus on local practices away from sports-related activities that have no research to align them with student outcomes. Clearly, adding the desire to provide unique approaches that match a community (4) to the purposes of the centers ensures the flexibility needed in some of the segregated communities that exist in our state, supporting the practices we have implemented in our grant proposal system.

The suggested changes provided in Section 402a for the definition section (4201[b]) further support the changes to this purpose.

Many other suggested additions to the language are very strongly supported by Michigan, so that the accountability measures for quality programming that we have already implemented are reaffirmed in federal law. These include:

- Requiring professional development plans for staff working in local programs.
- Enacting the requirement that renewal applications must be based on grantee performance.
- Prioritizing grant awards to those schools that may not be meeting annual performance targets for groups of students.

In Title IV, Part D, Full-Service Community Schools, we believe it is critical to include state human service agencies as a required partners in state partnerships, and in full service community school grant partnerships, given the central importance of insuring that children's basic needs are met in order for them to succeed academically. This make up reflects the structure at the federal level that requires that the Secretary of Health and Human Services be included on federal advisory boards charged with evaluating the effectiveness of education in human service integration in schools, and ensures that service delivery systems will supplement rather than supplant existing networks of services.

The amendment would permit the Secretary of Education to establish a National Resource Center for Positive Youth Development and School Success. Our understanding is that the Center would provide resources, publications, and training to states and LEAs on positive relationships, opportunities, and skills that students need to stay in school and avoid risky behavior. We believe that individual states or consortia of states could do a better job of accomplishing this.

Title V

The up-and-down history of Title V, State Innovative Programs, borders on being a federal legend. Many, many of us, from time to time, gravitate toward preferring the block granting of federal programs. Almost without exception, appropriations have declined and the need for the funding of numerous critical federal functions has been overlooked. Certainly, such is the case with Title V. It began as Title V of the Elementary and Secondary Education Act of 1965 as "Improving State Departments of Education," when the Congress determined there was an over-riding and over-arching interest in supporting critical education functions in the states and improving educational opportunities for all pupils. The needs of states and their services to LEAs are no less important today. In fact, with the advent of the most recent chapter of ESEA, No Child Left Behind, the role of states for educational leadership, technical assistance, program development, and coordination is as important today as it has ever been in history.

Our goal would be for Title V to continue to be available for states and LEAs at a respectable level of funding, containing sufficient flexibility for the multitudes of demands and issues being faced by state and local education systems.

Title VI – Flexibility and Accountability

The assessments required by ESEA/NCLB are many and varied. It is critical that states have the ability to form consortia and work with one another to develop the best possible assessment instruments.

- Developing college-and work-ready standards and assessments opens the doors for the use of assessments (taken over time), in the use of multiple measures—including performance-based measures—to increase the liability and validity of

state assessment systems. This will allow states to customize their assessment requirements, especially at the high school level. It also will lead to more complex measures and systems—especially noting that they will have the "maximum number of accommodations that do not impact the validity and reliability of assessment instruments." The provisions regarding the assessment of English Language Learners, for example, allow states to develop or improve Native language assessments, modified English assessments and portfolio assessments. From the collaborations we have made with other states, we definitely believe there is a widespread desire for this flexibility. However, it seems highly unlikely that the myriad of related costs could possibly be provided through solely a grant process, which underlines the proposed legislative emphasis on the cost for developing these assessments and systems. With the multiple populations of refuges and immigrants in Michigan, it has been our experience that the ongoing implementation costs are difficult to anticipate and typically more than planned.

Once again, we appreciate this exceptional opportunity to provide input on the front end of the legislative process in the House Committee on Education and Labor. We look forward to working with the Committee leadership, as well as the three other Michigan Members of Congress serving on Education and Labor. Thank you. Please feel free to call upon me or my staff if we may further elaborate on the recommendations we have made.

Sincerely,

Michael P. Flanagan
Superintendent of Public Instruction

A-PLUS Act
The Academic Partnerships Lead Us to Success Act of 2007

A declaration of intent to allow for states to assume autonomy and accountability to parents and the general public.

Introduced by Representative Hoekstra

PURPOSE
A-PLUS provides the State and their local communities with maximum freedom and flexibility to determine how to improve academic achievement and implement education reforms. The bill frees the State from the federal requirements often tied to federal education funding and allows it to implement innovative initiatives developed to meet the unique needs of its particular students.

A-PLUS reduces the regulatory burdens associated with federal financial support of education programs so that local educators and administrators can focus on educating rather than filling out paperwork and complying with federal bureaucratic mandates.

A-PLUS ensures that States are accountable to parents, schools and the public for advancing the academic achievement of all students, especially disadvantaged children, but does so through local accountability plans rather than uniform federal mandates.

SUMMARY
Each State would have the option to submit to the Secretary of Education a declaration of intent, which would authorize the participating State to assume full responsibility for the educational needs of its students.

Through the declaration of intent, a participating State could combine funds from certain federal education programs to be administered at the state level into one funding stream. A participating State would be freed from the requirements of each federal program, allowing the State to use the federal funds on state-driven initiatives to advance its educational priorities.

A State electing not to submit a declaration of intent would be required to comply with the individual federal program mandates as established under the No Child Left Behind Act of 2001.

PROTECTIONS
States will be held accountable by the Secretary of Education to demonstrate transparent accounting measures and that they fully comply with federal civil rights laws.

A-PLUS requires participating States to submit annual reports on student progress and use of funds to parents and the general public to demonstrate how they are narrowing achievement gaps.

Contact: Katherine Haley, 5-4401, katherine.haley@mail.house.gov

A-PLUS Act
The Academic Partnerships Lead Us to Success Act

A declaration of intent to allow for States to assume autonomy to carry out their education policies and to be accountable to parents and the general public for students' academic achievement.

Sponsored by U.S. Representative Pete Hoekstra

Section 1. Short title; table of contents; purpose; definitions.
Section 2. Declaration of intent.
Section 3. Transparency for results of public education.
Section 4. Maintenance of funding levels spent by States on education.
Section 5. Administrative expenses.
Section 6. Equitable participation of private schools.

SECTION I: SHORT TITLE; TABLE OF CONTENTS; PURPOSE; DEFINITIONS

Purpose:

(1) To provide States and local communities with maximum freedom and flexibility to determine how to improve academic achievement and implement education reforms.
(2) To reduce the administrative costs and compliance burdens of federal education programs to focus federal resources on improving academic achievement.
(3) To ensure that States and communities are held accountable to the public for advancing the academic achievement of all students, especially disadvantaged children.

Definitions:

(1) Declaration of intent means a decision by a State made through State Authorizing Officials or by voter referendum to assume full management responsibility for the expenditure of federal funds for certain eligible programs to advance a more comprehensive and effective basis the educational policy of such State.
(2) States include all 50 States, the District of Columbia and U.S. provinces.
(3) State Authorizing Officials are State officials who shall authorize the submission of a declaration of intent, or any amendments, on behalf of the State. The officials shall include not less than two of the following:
   - the governor of the State
   - the highest elected education official of the State
   - the legislature of the State
(4) State Designate Officer will submit the declaration of intent and any amendments on behalf of the State and serve as the point-of-contact for the State to the Secretary.
(5) Accountability means that public schools are accountable to parents and other taxpayers for the use of public funds and shall report student progress to them regularly.

Contact: The Office of U.S. Rep. Pete Hoekstra, Katherine Haley, katherine.haley@mail.house.gov

SECTION II: DECLARATION OF INTENT

Provides the State with the authority to submit a declaration of intent to the Secretary of Education stating that it will consolidate and use funds to advance the educational priorities of the State.

A State may include any programs for which Congress appropriates money to the State for the purpose described in section 1001 of Elementary and Secondary Education Act of 1965. A State may not include any program funded under the Individual with Disabilities Education Act.

Contents of Declaration: A State's declaration of intent shall include the following components:

(1) Exempts the State from all federal requirements for the use of federal education funding streams identified in the declaration;
(2) An assurance that the declaration has been authorized by voter referendum or by State Authorizing Officials;
(3) The duration of the declaration of intent shall not exceed five years;
(4) An assurance that the State will use fiscal control and transparent accounting procedures;
(5) An assurance that the State will meet the requirements of federal civil rights laws in fulfilling the declaration of intent;
(6) An assurance that the State will advance the educational opportunities for the disadvantaged; and
(7) A description of the State's plan to maintain direct accountability to parents and residents of the State.

Approval of the Declaration of Intent: Requires the Secretary to recognize the State's declaration of intent within 60 days of submission, unless it fails to meet the requirements specified by the contents specified under the act. If the Secretary fails to act within 60 days, the declaration of intent is automatically approved.

Amendments to the Declaration of Intent: Allows the State to amend its declaration of intent by removing or expanding the scope of the programs included. The State must include an effective date and provide adequate time to ensure full compliance with federal program requirements should the State choose to withdraw programs from the declaration. Requires the Secretary to recognize the amendment within 60 days of submission.

SECTION III: TRANSPARENCY FOR RESULTS OF PUBLIC EDUCATION

Annual Reporting: Requires the State to report annually to parents and the general public with information about the State's student achievement assessment system, demonstrating student progress. The report shall include a description on how the State has used federal funds to improve academic achievement and improve educational opportunities for the disadvantaged.

A State will determine the achievement assessment system it will employ to demonstrate student progress with respect to the State's definition of proficiency.

A State will determine the accountability system it will use to report student achievement to parents and the general public.

SECTION IV: MAINTENANCE OF FUNDING LEVELS SPENT BY STATES ON EDUCATION

Requires the State to spend at least 90 percent of the amount it spent on education before the enactment of this bill.

Allows the requirement to be waived if the State demonstrates that exceptional or uncontrollable circumstances (i.e., natural disaster) prevent the State from complying with the provision.

SECTION V: ADMINISTRATIVE EXPENSES

Allows a State to spend not more than 1 percent of its funds for administrative expenses when Title I funds are included within the scope of the declaration of intent.

Allows a State to spend not more than 3 percent of its funds for administrative expenses when Title I funds are not included within the scope of the declaration of intent.

SECTION VI: EQUITABLE PARTICIPATION OF PRIVATE SCHOOLS

Allows for private schools to continue participating in the same manner that they participate under current law.

The Promise of Michigan's Children

A collaborative effort of Michigan's Children, Michigan's Promise and First Focus

What is SCHIP and Why is Reauthorization So Important for Michigan Children?

What is SCHIP?

The State Children's Health Insurance Program (SCHIP) was created in 1997 to expand health coverage for low- and moderate-income children. SCHIP, which had the bipartisan support of a Democratic President and a Republican Congress, was designed to help working poor families provide health care for their minor children.

Through SCHIP, the federal government provides states the financial support and flexibility needed to expand health coverage to uninsured children, either by creating a separate children's insurance program or by expanding eligibility for Medicaid. Michigan received $149 million in SCHIP funding in 2007, out of a total federal appropriation of $5.04 billion. If SCHIP is reauthorized at the current federal funding level, as early as 2009 Michigan will not have sufficient funding to insure the children currently enrolled in the program, and will not be able to help the estimated 110,000 uninsured children who are eligible but not enrolled.

How is Michigan using its SCHIP money?

Michigan launched its SCHIP-funded program, MIChild, in the fall of 1998, and the program now insures more than 30,000 Michigan children. MIChild is available to children who live in families with earnings of 200 percent of the federal poverty line ($34,340 per year for a family of three), but who are not eligible for Medicaid. MIChild covers a range of services, including regular checkups, immunizations, emergency care, dental care, medications, vision and hearing screenings, and mental health and substance abuse services.

How many Michigan children are uninsured?

More than 160,000 Michigan children are uninsured. Approximately two-thirds of those children are eligible for either Medicaid or MIChild, but are not yet enrolled. Large numbers of children continue to be uninsured nationwide and in Michigan in large part because coverage by employers continues to decline.

Has SCHIP been effective?

Nationwide, SCHIP has played a critical role in offsetting the decline in private health insurance coverage. At any point in time, more than 30,000 children are enrolled in MIChild, and since 1998, nearly 154,000 children have received health insurance through the program.

In addition to providing needed health insurance for low- and moderate-income children, outreach for the MIChild program has helped thousands of eligible children become enrolled in the state's Medicaid

program. Since May of 1998, nearly 500,000 children applying for MIChild have been transferred to the Medicaid program.

Insurance matters. Compared to uninsured children, children covered by public insurance programs are much more likely to have a usual source of health care and receive basic preventive care.

What is reauthorization?

Congress authorized SCHIP for ten years, and that authorization expires in September of 2007. Congress now has the opportunity to build on the success of SCHIP and guarantee that all children have access to health care.

But Congress must act by September 30, 2007 or millions of children will lose coverage. The Senate is taking the lead with the Senate Finance Committee expected to begin debate in early June. **U.S. Sen. Debbie Stabenow**, D-Lansing, will be a key player in this debate as she sits on the Senate Finance Committee. Once a bill gets through to the House it will first go to the Energy & Commerce Health Subcommittee. Michigan can play a key role in that debate as well with **U.S. Rep. Mike Rogers**, R-Brighton, as a member. Michigan members on the full committee are Congressmen **Fred Upton**, R-St. Joseph, **Bart Stupak**, D-Menominee, and **John Dingell**, D-Dearborn.

What does Michigan need in the reauthorization of SCHIP?

To ensure that Michigan's MIChild program is able to serve all uninsured children in Michigan, the following should be included in the reauthorization of SCHIP:

Expand funding for SCHIP. Despite SCHIP's enormous success, 110,000 Michigan children eligible to receive coverage under SCHIP remain un-enrolled. In the budget resolution passed by Congress in March of 2007, $50 billion was set aside--on top of the current funding level of $25 billion--for SCHIP over the next five years. This funding increase, which would bring $1.3 billion in new federal funding to Michigan, is needed to ensure that all children have access to needed health services.

Protect and strengthen Medicaid. Medicaid is the backbone of the public system to provide healthcare for children in need. SCHIP's success has been built on its strong partnership with Medicaid. For SCHIP to succeed, Medicaid must remain strong. Cutting Medicaid funding as a way to finance SCHIP just doesn't make sense. Nor does watering down existing Medicaid coverage.

Broaden Access to Care. States should have the flexibility to use SCHIP funding to expand access to coverage for dental and mental health services, as well as cover pregnant women and other populations including legal immigrant children.

What can I do?

- Sign the online petition at www.michiganschildren.org
- Contact your U.S. Senator or Representative
- Contact the members of the Senate Finance Committee and House Energy & Commerce Committee
- Write a letter to the editor or op-ed
- Work with your local media to tell the story of the importance of SCHIP reauthorization and the impact on Michigan children

CENTER FOR CHILDREN AND FAMILIES
GEORGETOWN UNIVERSITY HEALTH POLICY INSTITUTE
June 2007

Making Real Gains for Children:
Strategies for Reaching the More Than Six Million Uninsured Children Eligible for Medicaid and SCHIP

During SCHIP reauthorization, one of the most important steps that the nation could take in covering America's children would be to reach the over six million uninsured children who already qualify for SCHIP or Medicaid. The families of these children – the vast majority of whom are low-income and employed – are eager to enroll their children in these programs when told about them and given the opportunity to do so.[1] However, some notable barriers to coverage remain for these uninsured children, particularly for the 4.4 million of the 6.1 million who qualify for Medicaid.[2] SCHIP reauthorization offers the opportunity for Congress to adopt policies to help assure that these children can gain the coverage they need and for which they already qualify.

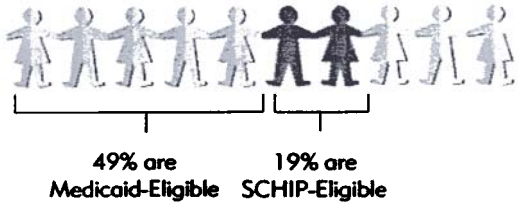
Most Uninsured Children are Eligible for Coverage

The country has made remarkable progress in covering children in recent years, and states are again seeking to move forward to cover more children. A key focus of their renewed efforts has been to conduct outreach and make it easier for eligible children to enroll in and keep coverage. States have focused their efforts on this population for the simple reason that the vast majority of uninsured children are already eligible for SCHIP or Medicaid. Researchers estimate that over six million uninsured children qualify for SCHIP or Medicaid under existing state eligibility rules, representing close to seven in ten of all uninsured children in the United States.[3]

- **Most are eligible for Medicaid.** The majority of already-eligible uninsured children qualify for Medicaid, rather than SCHIP. Of the 6.1 million uninsured children eligible for coverage, 4.4 million are eligible for Medicaid and 1.7 million for SCHIP. In other words, for each uninsured child who is eligible for SCHIP, there are more than two children who are eligible for Medicaid (Figure 1).

FIGURE 1

7 out of 10 Uninsured Children are Eligible But Unenrolled[4]



- **Most come from low-income working families.** More than nine in ten (93 percent) uninsured children already eligible for coverage are "low-income," which is defined as having family income below 200 percent of the federal poverty level, the equivalent of $34,340 for a family of three in 2007. The vast majority (70 percent) have one or more parents who are employed.[5]

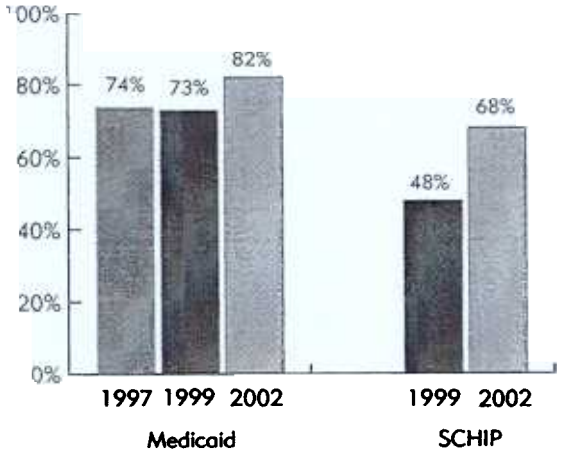
Key Barriers to Covering Eligible Children

As a result of SCHIP's creation in 1997, states across the country moved to take advantage of the opportunity to cover more uninsured children. Every state expanded eligibility levels, but equally important, to reach more eligible children, they conducted outreach and made their application and renewal procedures for child health coverage programs (SCHIP and Medicaid) more family-friendly. States reduced the length and complexity of application and renewal forms, eliminated requirements

that families appear in-person to apply for or to renew coverage, lengthened the time between renewals, and cut back on unnecessary and duplicative documentation requirements. Although some of this progress was reversed or stalled in the early 2000s due to state fiscal pressures,[6] the rate at which eligible uninsured children participate in SCHIP and Medicaid is far above the pre-SCHIP level (Figure 2).

FIGURE 2

Medicaid & SCHIP are Reaching an Increasing Share of Eligible Children



Source: 1997, 1999, 2002 National Survey of America's Families.

Despite the marked progress, a few notable barriers remain to making further gains. Even as states again are looking for ways to cover more children, they face the following issues:

- **Coverage cost concerns.** States recognize that if they succeed in enrolling uninsured children in SCHIP and Medicaid, they will face an increase in their coverage costs. Given that Medicaid serves a much broader group of children than SCHIP, it is not surprising that states have regularly found that efforts to enroll children in SCHIP can result in equal or even greater numbers of children enrolling in Medicaid. This "woodwork effect" has played a significant, positive role in the progress that has been made in covering America's children over the past decade (Box 1). However, it can make it more difficult for states to sustain their successful enrollment efforts, particularly because states pay a higher share of the costs for children enrolled in Medicaid as compared to SCHIP (Box 2).

- **Limitations on state flexibility to adopt family-friendly enrollment systems.** States generally have broad flexibility to establish family-friendly enrollment and renewal systems in both Medicaid and SCHIP, but a few notable barriers remain. Even though millions of uninsured children are already enrolled in other social service programs, such as food stamps, school lunch, and WIC, states often cannot readily use information from these programs to help enroll uninsured children in Medicaid and SCHIP due mostly to modest differences in how the programs define family income.[7] In addition, over the past year, states have faced a new, paperwork intensive federal mandate to document citizenship status in Medicaid, making it difficult for them to sustain simplified mail-in application procedures.[8] Thousands of children have lost or experienced delayed coverage as a result.[9]

BOX 1

Medicaid's Role in Reducing Children's Uninsured Rate

The experiences of states after enactment of SCHIP have shown that eligibility expansions and related outreach efforts bring in many lower-income children already eligible for Medicaid.[10] The resulting growth in Medicaid enrollment has played a vital role in the country's success in covering more uninsured children. Between 1997 and 2005, the uninsured rate of low-income children fell by one-third, and over 70 percent of this decline was driven by coverage gains in Medicaid.[11]

BOX 2

State Coverage Costs Under Medicaid versus SCHIP

In both Medicaid and SCHIP, the federal government and the states share the cost of covering children, with the federal government "matching" states for their spending. To induce states to increase coverage for children, the SCHIP law gives states an "enhanced matching rate" for expanding coverage for children beyond 1997 Medicaid eligibility levels. The enhanced matching rate reduces by 30 percent the share of costs that states must cover for a SCHIP child relative to a Medicaid child. For example, a state with a 50 percent matching rate in Medicaid receives a 65 percent matching rate in SCHIP. If such a state spends $1,000 to cover a child, the federal government will pay $500 of the cost if the child is in Medicaid and $650 if the child is in SCHIP.

Policy Implications

With states again looking for ways to move forward in covering more of America's uninsured children[12] and the public and many policymakers strongly supporting such initiatives, SCHIP reauthorization creates the opportunity to apply the lessons from the past ten years to make the most gains possible to cover uninsured children over the next period of time. Particularly if policymakers are interested in covering the lowest income children in America, experience shows that financing supports and some new tools are needed.

- **Added federal assistance with Medicaid coverage costs in states that are moving forward.** To make progress in covering eligible, uninsured children, the coverage cost concerns of states will need to be addressed. Of particular importance is addressing the additional coverage costs that states sustain as a result of the lower Medicaid matching rate when they succeed in increasing Medicaid enrollment. One of the central lessons of SCHIP is that when the federal government contributes a higher share of coverage costs, states will respond and children will gain coverage. To this end, states could be provided with extra assistance if they adopt "best practice" procedures known to increase enrollment of eligible children and/or if they show improvements in coverage among uninsured but eligible children.

- **New tools for identifying and enrolling eligible uninsured children.** Some of the available tools include an "Express Lane" option that allows states more readily to use financial information from other programs (e.g., school lunch, WIC) to enroll children in Medicaid and SCHIP, as well as relief from the paperwork-intensive federal mandate to document citizenship status in Medicaid. To foster use of the enrollment options, states could also be provided with increased financial assistance for the investment they need to make in their information technology infrastructure to implement Express Lane.

"For every SCHIP child we enrolled, we found two who were Medicaid eligible, so our state office asked us to back off on the outreach... Obviously, we'd like to get out there and do more outreach, but it's breaking the budget on the Medicaid side."

— A Medicaid managed care official in Kentucky, explaining why the state is reducing outreach efforts.[13]

Conclusion

The history of coverage programs for children demonstrates that families are eager to enroll their eligible, uninsured children in SCHIP and Medicaid, and that with a few notable exceptions, states have many of the tools needed to help them do so. If some of the fiscal consequences of successful enrollment efforts are addressed, it will be possible to make significant progress on the very solvable issue of eligible children missing out on coverage. As a result, the country will be much closer to the finish line in covering its children.

Endnotes

1 M. Perry and J. Paradise, *Enrolling Children in Medicaid and SCHIP: Insights from Focus Groups with Low-Income Parents*, Kaiser Commission on Medicaid and the Uninsured (May 2007); and G. Kenney, J. Haley, & A. Tebay, *Familiarity with Medicaid and SCHIP Programs Grows and Interest in Enrolling Children Is High*, Urban Institute, Snapshots of America's Families III, no. 2 (July 2003).

2 L. Dubay analysis of March 2005 Current Population Survey using July 2004 state eligibility rules.

3 Ibid.

4 Ibid.

5 J. Holahan, A. Cook, & L. Dubay, *Characteristics of the Uninsured: Who is Eligible for Public Coverage and Who Needs Help Affording Coverage?*, Kaiser Commission on Medicaid and the Uninsured (February 2007).

6 In 2003, on the heels of the economic downturn of the early 2000s, nearly half of all states made it more difficult for eligible children to acquire or retain public coverage. D.C. Ross and L. Cox, *Beneath the Surface: Barriers Threaten to Slow Progress on Expanding Health Coverage of Children and Families*, October 2004, available at http://www.kff.org/medicaid/7191.cfm. As chronicled in a series of annual reports by Ross and Cox, available online at http://www.kff.org, many of these retrenchments were later reversed.

7 In 2002, 71% of low-income uninsured children lived in families who participated in at least one of three means-tested nutrition program (National School Lunch Program, WIC, or Food Stamps); see S. Dorn & G. Kenney, *Automatically Enrolling Eligible Children and Families Into Medicaid and SCHIP: Opportunities, Obstacles, and Options for Federal Policymakers*, The Commonwealth Fund (June 2006).

8 See A. Grady, *Medicaid Citizenship Documentation*, Congressional Research Services (May 16, 2007); P. Shin, B. Finnegan, L. Hughes, & S. Rosenbaum, *An Initial Assessment of the Effects of Medicaid Documentation Requirements on Health Centers and Their Patients*, The George Washington University School of Public Health (May 7, 2007); and National Academy for State Health Policy, *Reauthorizing SCHIP: Principles, Issues and Ideas from State Directors*, (April 2007).

9 See D. Cohen Ross, *New Medicaid Citizenship Documentation Requirement is Taking a Toll: States Report Enrollment Is Down and Administrative Costs Are Up*, Center on Budget and Policy Priorities (March 13, 2007); and Virginia Health Care Foundation, *Unintended Consequences: The Impact of New Medicaid Citizenship Documentation Requirements on Virginia's Children* (May 24, 2007).

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11 L. Dubay, J. Guyer, C. Mann, and M. Odeh, "Medicaid at the Ten-Year Anniversary of SCHIP: Looking Back and Moving Forward," *Health Affairs*, 26: 370-381 (March/April 2007).

12 See Center for Children and Families, *Children's Health Coverage: States Moving Forward*, (May 2007), available at www.ccfgeorgetown.org.

13 See "SCHIP, Medicaid Outreach Blocked by Some States," *Inside CMS*, vol. 10, no. 7 (April 5, 2007).

Acknowledgements

This report was produced by the Center for Children and Families (CCF). CCF is an independent, nonpartisan research and policy center based at Georgetown University's Health Policy Institute whose mission is to expand and improve health coverage for America's children and families.

This report was developed in collaboration with The Children's Partnership, a national, nonprofit organization working to ensure that all children – especially those at risk of being left behind – have the resources and the opportunities they need to grown up healthy and lead productive lives.

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CEF's Preliminary FY08 Funding Table for Selected Programs, FY07 vs. FY08 House Senate Committee Markup

(Source: House/Senate Labor, HHS, Education Subcommittee)
*N/A = Not Applicable

Selected Education Programs	FY07 Enacted	FY08 House Committee Passed Bill	FY08 Senate Committee Passed Bill	Difference between FY07 and FY08 (House)	Difference between FY07 and FY08 (Senate)	Percent Difference FY07 and FY08 (House)	Percent Difference FY07 and FY08 (Senate)
Title I (Subtotal Grants to LEA's)	$12,838.0	$14,363.1	$13,909.0	$1,525.1	$1,071.0	11.9%	8.3%
Title I (Basic Grants)	$6,808.0	$6,808	$6,808	$0.0	$0.0	0.0%	0.0%
Title I (Concentration Grants)	$1,365.0	$1,365.0	$1,365.0	$0.0	$0.0	0.0%	0.0%
Title I (Targeted Grants)	$2,332.0	$3,094.5	$2,868.0	$762.5	$536.0	32.7%	23.0%
Title I (Education Finance Incentive Grants)	$2,332.0	$3,094.5	$2,868.0	$762.5	$536.0	32.7%	23.0%
Reading First State Grants	$1,029.2	$400.0	$800.0	-$629.2	-$229.2	-61.1%	-22.3%
Early Reading First	$117.6	$114.5	$117.6	-$3.1	$0.0	-2.6%	0.0%
Striving Readers: High and Middle school pgm	$31.8	$31.8	$36.0	$0.0	$4.2	0.0%	13.2%
Even Start	$82.3	$99.0	$0.0	$16.7	-$82.3	20.3%	-100.0%
Literacy through School Libraries	$19.5	$19.5	$23.0	$0.0	$3.5	0.0%	18.0%
School Improvement Grants	$125.0	$500.0	$500.0	$375.0	$375.0	300.0%	300.0%
Math Now, Elementary *(1)*	N/A	N/A	$0.0	N/A	$0.0	N/A	0.0%
Math Now, Middle School *(1)*	N/A	N/A	$0.0	N/A	$0.0	N/A	0.0%
Opportunity Scholarship *(1)*	N/A	N/A	$0.0	N/A	$0.0	N/A	0.0%
Promise Scholarship *(1)*	N/A	N/A	$0.0	N/A	$0.0	N/A	0.0%
Migrant Education (State Agency Programs)	$386.5	$393.9	$386.5	$7.4	$0.0	1.9%	0.0%
Comprehensive School Reform	$2.3	$1.6	$1.6	-$0.7	-$0.7	-30.4%	-30.4%
Migrant Ed - High School Equvalency Program	$18.5	$18.5	$18.5	$0.0	$0.0	0.0%	0.0%
Migrant Education - College Assistance Migrant Pgm	$15.4	$15.4	$15.4	$0.0	$0.0	0.0%	0.2%
HEP-CAMP Subtotal	$33.9	$33.9	$33.9	$0.0	$0.0	0.0%	0.0%
Impact Aid (total)	$1,228.5	$1,278.5	$1,248.5	$50.0	$20.0	4.1%	1.6%
Impact Aid (construction)	$17.8	$17.8	$17.8	$0.0	$0.0	0.0%	0.0%
Improving Teacher Quality State Grants	$2,887.4	$3,187.4	$2,887.4	$300.0	$0.0	10.4%	0.0%

(1) Presidential FY08 Initiatives

Updated: 7/13/2007

U.S. ED Preliminary FY08 Funding Table for Selected Programs, FY07 vs. FY08 House Senate Committee Markup

(Source: House/Senate Labor, HHS, Education Subcommittee)
*N/A = Not Applicable

Selected Education Programs	FY07 Enacted	FY08 House Committee Passed Bill	FY08 Senate Committee Passed Bill	Difference between FY07 and FY08 (House)	Difference between FY07 and FY08 (Senate)	Percent Difference FY07 and FY08 (House)	Percent Difference FY07 and FY08 (Senate)
Mathematics & Science Partnerships	$182.2	$182.2	$184.0	$0.0	$1.8	0.0%	1.0%
Educational Technology State Grants	$272.3	$272.3	$272.3	$0.0	$0.0	0.0%	0.0%
21st Century Community Learning Centers	$981.2	$1,106.1	$1,000.0	$124.9	$18.8	12.7%	1.9%
State Grants for Innovative Education Programs	$99.0	$99.0	$0.0	$0.0	-$99.0	0.0%	-100.0%
Javits Gifted and Talented Education	$7.6	$7.6	$7.6	$0.0	$0.0	0.0%	0.0%
Training and Advisory (Title IV-CRA) *(2)*	$7.1	$7.1	$7.1	$0.0	$0.0	0.0%	0.0%
Rural Education	$168.9	$168.9	$168.9	$0.0	$0.0	0.0%	0.0%
Indian Education (total)	$118.7	$124.0	$118.7	$5.3	$0.0	4.5%	0.0%
Teacher Incentive Fund (1)	$0.2	$99.0	$99.0	$98.8	$98.8	See (2)	See (2)
Transition to Teaching	$44.5	$44.5	$44.5	$0.0	$0.0	0.0%	0.0%
Teaching of American Traditional History	$119.8	$119.8	$120.0	$0.0	$0.2	0.0%	0.2%
School Leadership	$14.7	$14.7	$14.7	$0.0	$0.0	0.0%	0.0%
Advanced Credentialing	$16.7	$10.7	$9.8	-$6.0	-$6.9	-35.9%	-41.3%
Charter Schools Grants	$214.8	$251.3	$214.8	$36.5	$0.0	17.0%	0.0%
School Facilities	$36.6	$0.0	$0.0	-$36.6	-$36.6	-100.0%	-100.0%
Voluntary Public School Choice	$26.3	$26.3	$26.3	$0.0	$0.0	0.0%	0.0%
Magnet Schools Assistance	$106.7	$106.7	$106.7	$0.0	$0.0	0.0%	0.0%
Choice Incentive Fund (1)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Advanced Placement Fees	$37.0	$50.0	$42.0	$13.0	$5.0	35.1%	13.5%
Dropout Prevention	$0.0	$0.0	$0.0	$0.0	$0.0	0.0%	0.0%
Fund for the improvement of education	$16.0	N/A	$85.4	N/A	$69.4	N/A	433.8%

(1) Presidential FY08 Initiatives

(2) Appropriation for FY07 was only $200,000

Updated: 7/13/2007

CEF's Preliminary FY08 Funding Table for Selected Programs, FY07 vs. FY08 House Senate Committee Markup

(Source: House/Senate Labor, HHS, Education Subcommittee)
*N/A = Not Applicable

Selected Education Programs	FY07 Enacted	FY08 House Committee Passed Bill	FY08 Senate Committee Passed Bill	Difference between FY07 and FY08 (House)	Difference between FY07 and FY08 (Senate)	Percent Difference FY07 and FY08 (House)	Percent Difference FY07 and FY08 (Senate)
Adjunct Teacher Corps Initiative (1)	$0.0	$0.0	$0.0	$0.0	$0.0	0.0%	0.0%
Star Schools	$11.5	N/A	$0.0	N/A	-$11.5	N/A	-100.0%
Arts in Education	$35.3	N/A	$36.3	N/A	$1.0	N/A	2.9%
Parent Information Resource Centers	$39.6	N/A	$39.6	N/A	$0.0	N/A	0.0%
Safe and Drug-Free Schools and Communities, state grants	$346.5	$300.0	$300.0	-$46.5	-$46.5	-13.4%	-13.4%
Elementary and Secondary School Counseling	$34.7	$61.5	$40.0	$26.9	$5.4	77.5%	15.4%
English Language Acquisition State Grants	$669.0	$774.6	$670.8	$105.6	$1.8	15.8%	0.3%
Special Education- IDEA (total)	$11,802.9	$12,310.8	$12,330.4	$507.9	$527.5	4.3%	4.5%
Special Education Grants to States-Part B	$10,783.0	$11,292.4	$11,240.0	$509.4	$457.0	4.7%	4.2%
Special Education-National Activities Personnel Preparation	$89.7	$89.7	$89.7	$0.0	$0.0	0.0%	0.0%
Technical Assistance and Dissemination	$48.9	$48.9	$48.9	$0.0	$0.0	0.0%	0.0%
Parental Information Centers	$25.7	$25.7	$27.0	$0.0	$1.3	0.0%	5.1%
Pre-School Grants	$380.8	$380.8	$380.8	$0.0	$0.0	0.0%	0.0%
Infants and toddlers program	$436.4	$436.4	$450.0	$0.0	$13.6	0.0%	3.1%
Career-Technical Education State Grants	$1,181.6	$1,206.6	$1,181.6	$25.0	$0.0	2.1%	0.0%
Tech-Prep State Grants	$104.8	$104.8	$104.8	$0.0	$0.0	0.0%	0.0%
Career-Tech National Programs	$10.0	$8.0	$8.0	-$2.0	-$2.0	-20.0%	-20.0%
Adult Education State Grants	$564.0	$588.0	$564.0	$24.0	$0.0	4.3%	0.0%
Smaller Learning Communities	$93.5	$93.5	$0.0	$0.0	-$93.5	0.0%	-100.0%
Pell Grant maximum grant ($ in thousands)*	($4,310.0)	($4,700.0)	($4,310.0)	($390.0)	$0.0	9.0%	0.0%
Pell Grant Total Funding	$13,660.7	$15,648.0	$14,487.0	$1,987.3	$826.3	14.5%	6.0%

(1) Presidential FY08 Initiatives

* This amount is not to be added to other totals in the column

Updated: 7/13/2007

Selected Programs, FY07 vs. FY08 House Senate Committee Markup

(Source: House/Senate Labor, HHS, Education Subcommittee)
*N/A = Not Applicable

Selected Education Programs	FY07 Enacted	FY08 House Committee Passed Bill	FY08 Senate Committee Passed Bill	Difference between FY07 and FY08 (House)	Difference between FY07 and FY08 (Senate)	Percent Difference FY07 and FY08 (House)	Percent Difference FY07 and FY08 (Senate)
Federal Supplemental Educational Opportunity Grants - SEOG	$770.9	$770.9	$770.9	$0.0	$0.0	0.0%	0.0%
Federal Work-Study	$980.4	$980.5	$980.5	$0.1	$0.1	0.0%	0.0%
Strengthening Institutions	$79.5	$79.5	$79.5	$0.0	$0.0	0.0%	0.0%
Strengthening Historically Black Colleges and Universities	$238.1	$249.5	$238.1	$11.4	$0.0	4.8%	0.0%
Strengthening Historically Black Graduate Institutions	$57.9	$57.9	$57.9	$0.0	$0.0	0.0%	0.0%
Developing Hispanic-Serving Institutions	$94.9	$99.5	$94.9	$4.6	$0.0	4.8%	0.0%
International Education & Foreign Language Studies-Subtotal	$105.8	$115.7	$105.8	$9.9	$0.0	9.4%	0.0%
Fund for the Improvement of Postsecondary Education	$22.0	$22.0	$81.8	$0.0	$59.8	0.0%	271.8%
Demonstration Projects for Students with Disabilities	$6.9	$6.9	$6.9	$0.0	$0.0	0.0%	0.0%
TRIO (total)	$828.2	$868.2	$858.2	$40.0	$30.0	4.8%	3.6%
GEAR UP	$303.4	$323.4	$313.4	$20.0	$10.0	6.6%	3.3%
Byrd Honor Scholarships	$40.6	$40.6	$41.0	$0.0	$0.4	0.0%	1.0%
Javits Fellowships	$9.7	$9.7	$9.7	$0.0	$0.0	0.0%	0.0%
Graduate Assistance in Areas of National Need	$30.1	$30.1	$30.1	$0.0	$0.0	0.0%	0.0%
Child Care Access Means Parents in School	$15.8	$17.8	$15.8	$2.0	$0.0	12.7%	0.0%
Teacher Quality Enhancement Grants	$59.9	$40.0	$28.5	-$19.9	-$31.4	-33.2%	-52.4%
Statistics	$90.0	$96.0	$95.0	$6.0	$5.0	6.7%	5.6%

(1) Presidential FY08 Initiatives

Updated: 7/13/2007

CEP's Preliminary FY08 Funding Table for Selected Programs, FY07 vs. FY08 House Senate Committee Markup

(Source: House/Senate Labor, HHS, Education Subcommittee)
*N/A = Not Applicable

Selected Education Programs	FY07 Enacted	FY08 House Committee Passed Bill	FY08 Senate Committee Passed Bill	Difference between FY07 and FY08 (House)	Difference between FY07 and FY08 (Senate)	Percent Difference FY07 and FY08 (House)	Percent Difference FY07 and FY08 (Senate)
Regional Educational Laboratories	$65.5	$65.5	$68.0	$0.0	$2.5	0.0%	3.9%
DEPARTMENT OF EDUCATION TOTAL DISCRETIONARY	$57,472.0	$61,711.2	$60,108.0	$4,239.2	$2,636.0	7.4%	4.6%
Head Start	$6,900.0	$7,000.0	$7,088.0	$100.0	$188.0	1.4%	2.7%
Corporation for Public Broadcasting	$400.0	$420.0	$420.0	$20.0	$20.0	5.0%	5.0%
Museum and Libraries	$247.0	$253.5	$267.6	$6.5	$20.6	2.6%	8.3%

(1) Presidential FY08 Initiatives

Updated: 7/13/2007