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# ANTHONY D. WEINER

Report

## Too Many Children Left Behind: A One Year Report Card on the No Child Left Behind Act in NYC

*A One-Year Report Card on the No Child Left Behind Act in NYC.*

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Presented by  
Congressman Anthony D. Weiner

### Executive Summary

On January 8, 2002, President Bush signed into law H.R. 1 -- the No Child Left Behind Act (NCLB). This bipartisan bill was touted as the most sweeping federal education reforms since 1965 and was welcomed with much fanfare from the education community, the American public, members of Congress and particularly the White House. Unfortunately, as we approach the one year anniversary of this law, the reality of this bill has failed to live up to the lofty rhetoric.

NCLB deserved the support it received. The bill set a goal for ensuring that all children are proficient in math and reading within the next 12 years and established a plan to realize that goal. Among its many provisions NCLB identifies struggling schools for extra help so that school improvement funds can be targeted where they are most needed. It requires states to establish initiatives to ensure that all teachers are fully qualified, and new investments were approved for teacher development, support, and mentoring. It encourages parental involvement by ensuring parents will be given better information about their children's achievement and the quality of their local schools. And NCLB would hold schools accountable by tying federal funding to improved scores on required standardized tests. Equally as important as all of these reforms, NCLB provides billions in additional resources.

One year after this law's enactment, Congress is still demanding more accountability, more testing, and more results -- but there's one big problem -- Congress hasn't provided the resources. Under HR 1, billions in additional federal dollars were supposed to be approved this past September, but the Republican Congress has failed to approve a budget that includes any of the funding increases promised for fiscal 2003.

At the same time, the impact of the new mandates are starting to be felt. The U.S. Department of Education recently announced new regulations mandating that all children

attending schools deemed failing under new tougher restrictions must be offered transfers to better schools, regardless of whether those schools are already full. As a result of these new regulations, school districts everywhere are scrambling to come up with the funds to transport and teach children who wish to transfer out of low-performing schools.

New York City has started to understand the reality of the No Child Left Behind Act to date -- new mandates and not enough money. A recent analysis of NCLB and its impact on NYC yielded the following findings:

- The No Child Left Behind Act promised New York City a \$755 million increase for eight key education programs for the coming fiscal year. Months after the September deadline to approve this funding, Congress has approved no new money for NYC for fiscal 2003.
- These broken promises hit our most vulnerable kids the hardest, meaning \$404 million promised but not delivered for low income students (under Title I) who need help with such fundamentals as reading, writing, and English as a second language, and \$285 million authorized but not funded for students with disabilities (under the Individuals with Disabilities Education Act).
- Congress hasn't roll back expensive federal mandates that will cost NYC upwards of \$245 million for things like teacher training, school improvement plans, and transportation.

On the day that the No Child Left Behind Act was signed into law, the White House issued a press release entitled "The No Child Left Behind Act is Good News for Children and Families of New York." Most New Yorkers agreed at the time, but unless the Republican Congress reverses its course and fully funds this law, this bill will amount to bad news that could get worse.

## APPENDIX A

### New York City Programs under No Child Left Behind that are Shortchanged by the Bush Budget

#### **Title I -- Improving Academic Achievement for Disadvantaged Children**

Title I provides money to high-poverty school districts based on the number of children receiving free or reduced-price lunch. This money is intended to target these low-income students so that they can receive the additional resources needed to help them perform at the same level as their peers. It can also be used for educational assistance in the form of additional instruction in areas such as reading, writing, English as a Second Language, and for support and guidance counselors.

<b><u>FY02</u></b>	<b><u>NCLB FY03</u></b>	<b><u>FY03 Increase</u></b>	<b><u>FY03 Increase</u></b>
<b><u>Funding</u></b>	<b><u>Authorization</u></b>	<b><u>Authorized</u></b>	<b><u>Funded</u></b>
\$612,692,353	\$1,017,151,609	\$404,459,256	\$0

#### **Individuals with Disabilities Education Act (Part B)**

This program provides special education and related services to children with disabilities.

Activities supported by this program include training for teachers of students with disabilities and acquisition of assistive technology devices such as textbooks in braille or wheelchair ramps.

<u>FY02</u> <u>Funding</u>	<u>NCLB FY03</u> <u>Authorization</u>	<u>FY03 Increase</u> <u>Authorized</u>	<u>FY03 Increase</u> <u>Funded</u>
\$179,833,732	\$464,911,823	\$285,078,091	\$0

#### **Safe and Drug Free Schools and Communities Programs**

The purpose of this program is to provide support for violence and drug abuse prevention programs. Examples of activities supported under this program include mentoring, comprehensive health education, community service and service learning projects, conflict resolution, peer mediation, and character education.

<u>FY02</u> <u>Funding</u>	<u>NCLB FY03</u> <u>Authorization</u>	<u>FY03 Increase</u> <u>Authorized</u>	<u>FY03 Increase</u> <u>Funded</u>
\$14,723,477	\$27,760,834	\$13,037,357	\$0

#### **Education Technology**

This program supports activities to increase student achievement through the integration of technology into the curriculum, and to increase student and teacher access to technology, especially in low-income areas. Activities supported in this program include teacher training in the use of educational technology and the acquisition of hardware, software, and technology supporting access to the Internet.

<u>FY02</u> <u>Funding</u>	<u>NCLB FY03</u> <u>Authorization</u>	<u>FY03 Increase</u> <u>Authorized</u>	<u>FY03 Increase</u> <u>Funded</u>
\$17,968,731	\$26,311,356	\$8,342,625	\$0

#### **Comprehensive School Reform Program**

This program is designed to increase student achievement by assisting public schools across the country with implementing comprehensive reforms that are grounded in scientifically based research and effective practices. The program targets high-poverty and low-achieving schools, especially those receiving Title I funds, by helping them to increase the quality and accelerate the pace of their reform efforts.

<u>FY02</u> <u>Funding</u>	<u>NCLB FY03</u> <u>Authorization</u>	<u>FY03 Increase</u> <u>Authorized</u>	<u>FY03 Increase</u> <u>Funded</u>
\$18,510,992	\$26,330,178	\$7,819,186	\$0

#### **State Grants for Innovative Programs**

This program provides supplementary educational materials, equipment and training that are part of innovative and creative efforts to improve our schools. Activities supported by this program include programs for educationally disadvantaged students, literacy programs for adults, acquisition of instructional and educational materials such as library materials or computer hardware or software, and for hiring and supporting school nurses and counselors.

<u>FY02</u> <u>Funding</u>	<u>NCLB FY03</u> <u>Authorization</u>	<u>FY03 Increase</u> <u>Authorized</u>	<u>FY03 Increase</u> <u>Funded</u>
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\$13,808,996 \$20,043,811

\$6,234,815

\$0

**Bilingual Education**

This program is designed to help ensure that children who are limited English proficient (LEP) attain English proficiency and develop high levels of academic achievement in English so that they can meet the same levels of academic achievement standards that all students are expected to meet. Activities supported by this program include tutorials for LEP's, community and family participation programs, and professional development for teachers of LEP's.

<u>FY02</u>	<u>NCLB FY03</u>	<u>FY03 Increase</u>	<u>FY03 Increase</u>
<u>Funding</u>	<u>Authorization</u>	<u>Authorized</u>	<u>Funded</u>
\$18,993,249	\$24,941,242	\$5,947,993	\$0

**Improving Teacher Quality**

This program provides support for a wide variety of development and recruiting efforts. Professional development is provided to all school teachers, administrators, and other school personnel based on the educational needs of the school children they serve. Professional development can be in the areas of Math and Science; if funds are sufficient the program expands to all subject areas.

<u>FY02 Funding</u>	<u>NCLB FY03</u>	<u>Increase</u>	<u>Increase Appropriated</u>
	<u>Authorization</u>	<u>Authorized</u>	
\$127,054,897	\$151,770,854	\$24,715,957	\$0

\* All figures provided above are based on funding requests in the Bush Fiscal Year 2003 budget and the authorized program levels in the "No Child Left Behind" Act. New York City estimates are based on historical funding levels for the individual programs.

**APPENDIX B**

**COSTS INCURRED BY NEW YORK CITY AS A RESULT OF NEW MANDATES UNDER THE NO CHILD LEFT BEHIND ACT**

<b>Mandate</b>	All teachers must be highly qualified by the end of the 2005-6 school year
<b>Cost of Mandate</b>	School districts receiving Title I, Part A funds must spend 5-10% of such funds on professional development to ensure that teachers that are not highly qualified become highly qualified.
<b>Cost to NYC</b>	\$30,634,618 - \$61,269,353

<b>Mandate</b>	School districts must give students in failing schools the option of going to another school in the same District.
<b>Cost of</b>	School districts must spend a minimum of 5 percent and no more than 10%

<b>Mandate</b>	of their Title I allocation for transportation for such choice.
<b>Cost to NYC</b>	\$30,634,618 - \$61,269,353

<b>Mandate</b>	Schools designated as needing improvement must offer supplemental educational services.
<b>Cost of Mandate</b>	School districts with such schools must spend a minimum of 5% and no more than 10% of their Title I funding to provide supplemental education services.
<b>Cost to NYC</b>	\$30,634,618 - \$61,269,353

<b>Mandate</b>	School districts must develop School Improvement Plans
<b>Cost of Mandate</b>	As part of these plans, school districts must spend at least 10% of their Title I, Part A funds on professional development
<b>Cost to NYC</b>	\$61,269,353

<b>Total Cost to NYC to pay for new Title I, Part A mandates</b>	<b>\$153,173,207 - \$245,077,412</b>
<b>Congressionally Approved Funding Increases to Cover these Costs in FY03</b>	<b>\$0</b>

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