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ED REVIEW

February 10, 2006

...a bi-weekly update on U.S. Department of Education activities relevant to the Intergovernmental and Corporate community and other stakeholders



FY 2007 BUDGET

In the wake of his annual State of the Union Address (<http://www.whitehouse.gov/stateoftheunion/2006/>) -- during which he emphasized the importance of math and science education, as part of his broader American Competitiveness Initiative -- President Bush unveiled his Fiscal Year 2007 budget request, including \$54.4 billion in discretionary funding for the U.S. Department of Education. That figure represents a \$3.1 billion, or 5.5%, decrease from FY 2006 appropriations. However, one-half of that decrease is one-time costs for Hurricane Katrina/Rita relief (\$1.6 billion). Moreover, even with the proposed reduction, discretionary funding for education would be up \$12 billion, or 29%, since FY 2001, the greatest percentage increase of any non-Defense or Homeland Security Cabinet agency. Among the highlights:

American Competitiveness Initiative

(<http://www.ed.gov/about/inits/ed/competitiveness/challenge.html>)

- \$125 million for the Math Now for Elementary School Students initiative, modeled after Reading First, to prepare K-7 students for secondary math;
- \$125 million for the Math Now for Middle School Students initiative, modeled after Striving Readers, to support math interventions in middle schools (<http://www.ed.gov/about/inits/ed/competitiveness/math-now.html>);
- a \$90 million increase (to \$122 million) for Advanced Placement programs, to train an additional 70,000 teachers for math, science, and critical foreign language AP or IB courses and increase the number of students taking and passing AP or IB tests (<http://www.ed.gov/about/inits/ed/competitiveness/expanding-apip.html>);
- \$10 million for a National Math Panel to identify and disseminate promising practices in math instruction;
- \$5 million to evaluate math and science programs across the federal government; and
- \$25 million to initiate an Adjunct Teacher Corps of qualified professionals to help teach high school math and science (goal: 30,000 by 2015).

High School Reform

- \$1.475 billion for High School Reform formula grants, to support interventions and high school assessments in two additional grade levels.

National Security Language Initiative

(<http://www.ed.gov/teachers/how/academic/foreign-language/teaching-language.html>)

- a \$35 million increase (total: \$57 million) for Education's portion of the President's foreign language initiative, to significantly increase the number of U.S. students and workers learning critical foreign languages, such as Arabic, Chinese, Farsi, Japanese, Korean, Russian, or Urdu.

Choices for Parents (<http://www.ed.gov/nclb/choice/schools/choice-parents.html>)

- \$100 million for a new America's Opportunity Scholarships for Kids program, which would provide parents of students enrolled in schools identified as in need of restructuring (six years of missing Adequate Yearly Progress) with the option of transferring their children to a private school (\$4,000 to cover tuition, fees, and necessary transportation) or obtain supplemental educational services (\$3,000 for either after-school or summer school tutoring programs).

Higher Education Assistance

- \$850 million for Academic Competitiveness and National SMART grants, to bestow up to \$1,300 to high-achieving first- and second-year students who have completed a rigorous high school curriculum and up to \$4,000 to high-achieving third- and fourth-year students majoring in math, science, engineering, technology, or critical foreign languages;
- expanded teacher loan forgiveness (\$17,500) for highly qualified math, science, and special education teachers serving challenging, low-income communities; and
- \$12.7 billion for Pell Grants, reaching 5.3 million students.

Other Priorities

- \$200 million for first-time funding for Title I School Improvement Grants, to build state capacity to support school and school district improvement;
- \$10.7 billion (an increase of \$100 million) for special education grants to states; and
- \$54.6 million (an increase of \$30 million) for statewide data systems, to expand support for state longitudinal data systems, to improve graduation/dropout data, and to help states comply with federal reporting requirements.

And, the budget changes or eliminates dozens of programs, guided by the government-wide Program Assessment Rating Tool, or PART, that evaluates programs' evidence of effectiveness. FOR MORE INFORMATION, PLEASE GO TO

<http://www.ed.gov/about/overview/budget/budget07/summary/>. (A supplemental guide to the President's budget, "Meeting the Challenge of a Changing World," is available at <http://www.ed.gov/about/inits/ed/competitiveness/>, and state-by-state data has been posted at <http://www.ed.gov/about/overview/budget/statetables/>.)



FY 2007 BUDGET (cont.)

Can't get enough of the budget? Last week, the President visited Texas (<http://www.whitehouse.gov/news/releases/2006/02/20060203-13.html>) and Secretary Spellings visited Florida (<http://www.ed.gov/news/speeches/2006/02/02022006.html>) and Alabama to elaborate on key budget provisions. Also, on February 3, the Secretary participated in an "Ask the White House" chat: <http://www.whitehouse.gov/ask/20060203.html>. Then, yesterday (February 9), she testified before the Senate's education committee (<http://www.ed.gov/news/pressreleases/2006/02/02092006.html>). In addition, a new Office of Management and Budget (OMB) web site, <http://www.ExpectMore.gov/>, provides candid, easy-to-understand assessments of nearly 800 federal programs.



NCLB UPDATE (<http://www.ed.gov/nclb/>)

On January 25, the Department released peer review guidance for *No Child Left Behind* growth model applications (deadline: February 17). Under the pilot program announced by Secretary Spellings late last year, up to 10 states may use growth models to evaluate the progress of schools and school districts in making Adequate Yearly Progress (AYP) this school year. However, these models must meet seven "core principles." FOR MORE INFORMATION, PLEASE GO TO <http://www.ed.gov/policy/elsec/guid/stateletters/index.html#growthmodels>.



FOCUS: MATH AND SCIENCE

Following the President's lead, the next "Education News Parents Can Use" broadcast (February 21, 8:00-9:00 ET) will discuss math and science literacy in the global economy. Over the last half-century, American ingenuity and innovation accomplished what was once unthinkable. Unfortunately, many American students -- especially minorities and high school students -- are lagging behind and remain ill-prepared for the demands of today's workforce. Indeed, while students in the rest of industrialized world have improved in math, scores on international assessments for American 17-year-olds have remained flat since the early 1970s; a large achievement gap in math and science exists between white students and their black and Hispanic peers across all age groups; and, while jobs requiring engineering or technical training will increase by over 24 percent over the next eight years, the U.S. share of the world's science and engineering doctorates is predicted to fall to 15 percent. The American Competitiveness Initiative aims to reverse these "trends" and cultivate the next generation of innovators. FOR MORE INFORMATION, PLEASE GO TO <http://www.ed.gov/news/av/video/edtv/>. (You can watch live and archived webcasts at <http://www.connectlive.com/events/ednews/>.)



AP REPORT

According to the College Board's annual "Advanced Placement Report to the Nation," 14.1 percent of the graduating class of 2005 demonstrated mastery (at least a 3 on a 5-point scale) on one or more AP exams -- up from 10.2 percent for the 2000 class and 13.2 percent for the 2004 class. And, all 50 states and the District of Columbia reported an increase in the percentage of students succeeding on AP exams. FOR MORE INFORMATION, PLEASE GO TO http://www.collegeboard.com/about/news_info/ap/2006/.



COLLEGE LITERACY

On the heels of the recent adult literacy study (see <http://nces.ed.gov/naal/>), a new, national study by the American Institutes for Research (AIR) finds 20 percent of

American college students completing four-year degrees -- and 30 percent of students earning two-year degrees -- have only basic quantitative literacy skills, or the skills necessary to compare ticket prices or calculate the cost of a sandwich and a salad from the menu. At the same time, the study finds no difference between the quantitative literacy of current graduates versus previous generations. Also, today's graduates are superior to previous graduates when it comes to other forms of literacy. FOR MORE INFORMATION, PLEASE GO TO

<http://www.air.org/news/documents/Release200601pew.htm>.



QUOTE TO NOTE

"We need to encourage children to take more math and science, and to make sure those courses are rigorous enough to compete with other nations.... Tonight, I propose to train 70,000 high school teachers to lead Advanced Placement courses in math and science, bring 30,000 math and science professionals to teach in classrooms, and give early help to students who struggle with math, so they have a better chance at good, high-wage jobs. If we ensure that America's children succeed in life, they will ensure that America succeeds in the world."

-- President George W. Bush (1/31/06)



UPCOMING EVENTS

New Leaders for New Schools, a non-profit organization attracting, preparing, and supporting the next generation of outstanding principals for urban public schools, is accepting applications for candidates who meet 10 selection criteria and want to lead change for children in low-income communities. The training program features rigorous academic coursework, a year-long paid residency with a mentor, and three years of professional development and coaching. FOR MORE INFORMATION, PLEASE GO TO <http://www.nlms.org/NLWeb/Leader.jsp>.

Please feel free to contact the Office of Communications and Outreach with any questions:

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