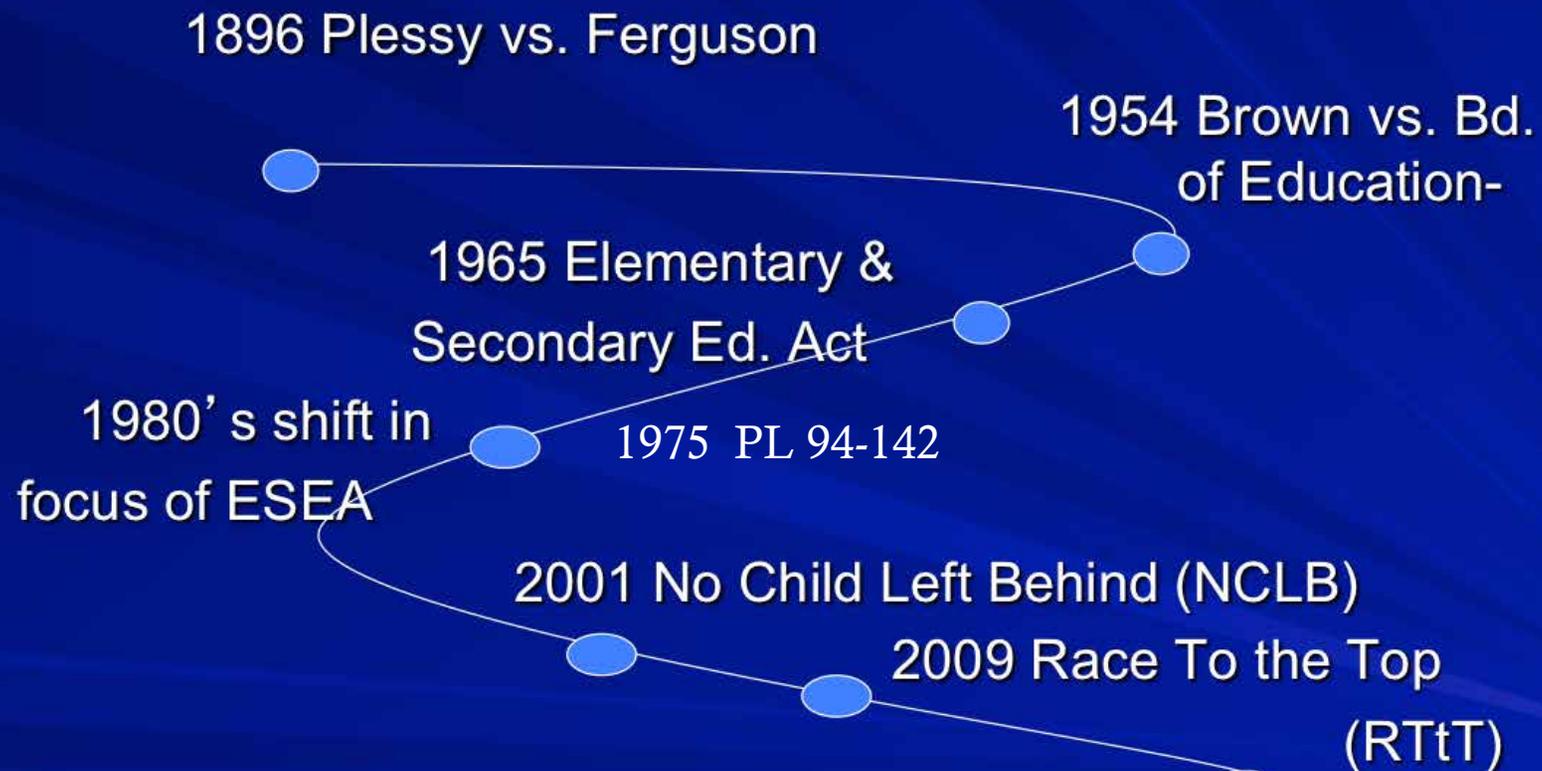


Equity and Funding

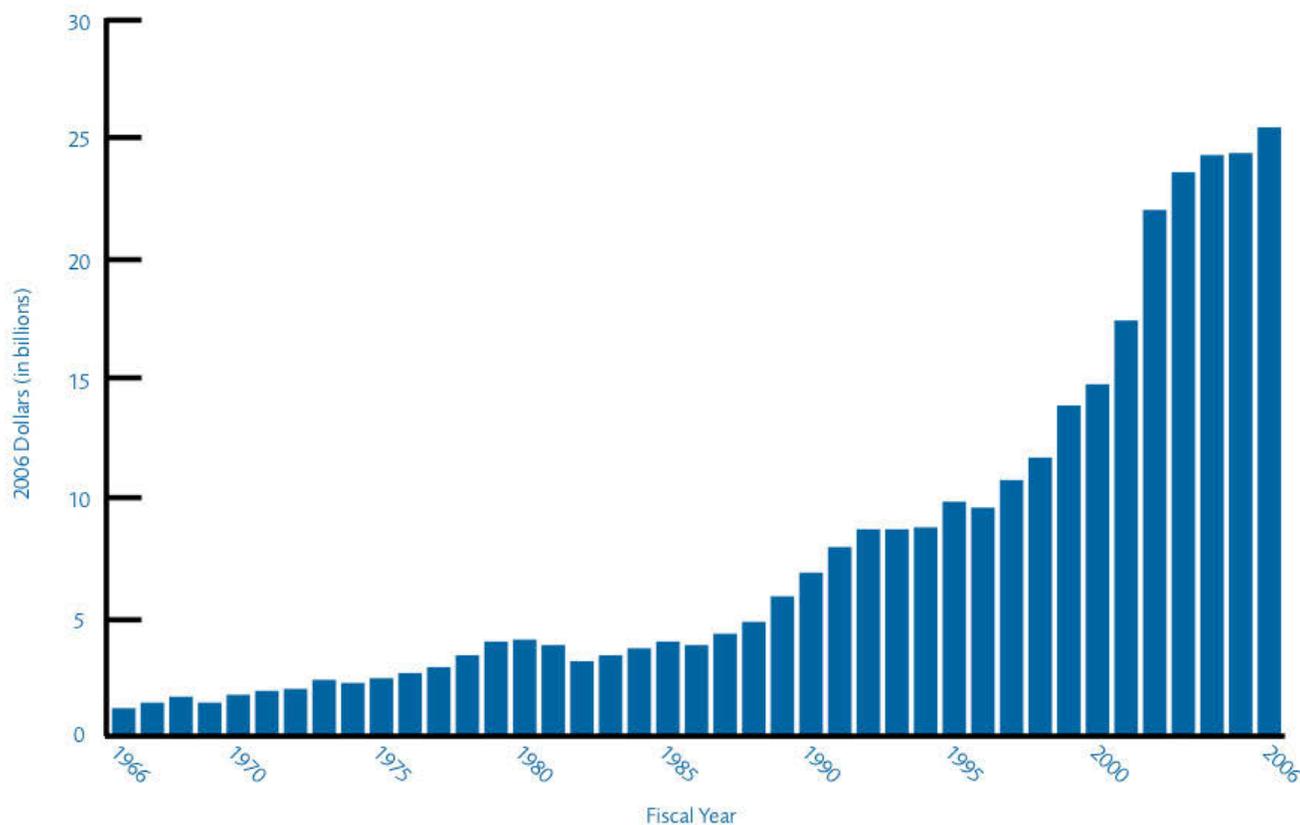


Historical Timeline



Federal Spending under ESEA

FIGURE 1: FEDERAL SPENDING UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT



Source: 2006 U.S. Budget, Historical Tables.

Study Question Funding & Equity 1, For Competitive funding

Competition:

- ✓ leads to innovation, efficiency, and accountability,
- ✓ requires school districts to analyze current organizational models and enhance transparency in use of funds,
- ✓ provides a direct link between accountability for the use of funds and student achievement
- ✓ gives the Secretary of Education clear authority to guide and redirect as necessary, the Department of Education's approach to state and local funding

Study Question Funding & Equity 1

Against Competitive Funding

- ✓ There are winners and losers in any competition
- ✓ Grant writing requires the use of state and local education funds, that may adversely impact small and rural areas
- ✓ If education is a moral obligation and a social justice, adequate funding should be provided
- ✓ There is incomplete data to support competitive funding and its impact upon schools, districts or state education agencies
- ✓ Competitive funding opportunities may be inconsistent and driven by a particular agenda

Study Question Funding & Equity 2 For Federal Mandates

Mandates:

- ✓ provide guidance and accountability to ensure equity
- ✓ reflect a commitment from the federal government
- ✓ encourage needed innovation, reform, and school improvement
- ✓ ensure national, state and local consistency
- ✓ call for a greater federal investment in research based programs to help states and districts respond to the needs of schools

Study Question Funding & Equity 2 Against Some Mandates

- ✓ Mandates restrict flexibility of state education agencies and school districts
- ✓ Mandates' accountability measures may be viewed as unrealistic and therefore not implemented
- ✓ Mandates' sanctions may adversely impact schools that need the most assistance because the federal financial assistance is not enough to support the mandate.

Unfunded Mandates

- ✓ The federal government says there are no unfunded federal mandates because they explain that districts do not have to comply with their mandates, therefore accepting no funding.
- ✓ However, the funding for accepting the federal restrictions does not cover the total cost of complying with that mandate (only 17% coverage as of last reporting)

Special Education Funding

- ✓ Federal funding under IDEA, (in 2004 called IDEIA) was projected to provide up to 40% of expenses but was never higher than the current level (17%)
- ✓ State receives federal funding and passes on to Local Education Agency (LEAs)
- ✓ Local: allotments based on:
 - Number of students on Individualized Education Plans (IEPs)
 - Excess costs to LEAs

Study Question Funding & Equity 3

- ✓ The anti-poverty and civil rights laws of the 1960s and 1970s brought about an emergence of the Department of Education's equal access mission.
- ✓ Despite the growth of the federal role in education, the Department never strayed from its official mission: to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Study Question Funding & Equity 4

Categorical funding, which is targeted at providing access and quality educational programming for special education, low-income, early childhood, etc. is a threat to local control.

Local Control versus Privatization

- Individualism is central to American identity
- Local districts should know best how to meet the needs of the community

Reasons for continuing local funding and local control vs. federal funding

- ✓ Tradition of local funding
- ✓ Educational efficiency
- ✓ Conviction that the level of funding does not affect education

Reasons for stronger federal role

- ✓ Funding model which prohibits sharing resources among communities
- ✓ Varying levels of funding are required to provide equal educational opportunities to children with different needs
- ✓ A sufficient overall level of funding is crucial

Study Question Funding & Equity 5-6.

Reasons for universal early childhood education:

- ✓ Long-term economic impact results in more people employed, paying taxes and social security
- ✓ Long-term results supported by strong research
- ✓ Stronger health in long-term
- ✓ Stronger social, emotional and cognitive skills
- ✓ Early preparedness leads to subsequent school achievement
- ✓ Stronger citizenry

Study Question Funding & Equity 6, Cont.

Reasons against quality early childhood education

- ✓ High cost of high quality early childhood education
- ✓ Fear that it will take away from funding at K-12 levels