

**REAL PROGRAMS
FOR REAL PEOPLE**

Jose is a first grade student in Sugarland, Texas who struggled to learn to read and write. In January he was reading on a text level of 1, which means he could read a simple book with a single line, supported by single illustrations. With just 14 weeks of lessons from a specially trained Descubriendo la Lectura teacher, Jose was reading at a text level of 12.

Descubriendo la Lectura (DLL) provides short-term, one-to-one tutoring for children whose initial literacy learning is in Spanish. Nationwide, nearly three quarters of children receiving a full series of DLL lessons are reading and writing at grade level standard by the end of first grade.

Migrant Education funds (Title I, Part C) and English Language Acquisition funds (Title III) are important federal investments to assure that Jose and all first grade children become successful literacy learners.

Submitted by, Lucy Gettman, Reading Recovery Council of North America

MEMBERS IN ACTION

The National Association of State Directors of Special Education (NASDSE), supports the continued funding of State Personnel Development Grants, SPDGs.

These grants are awarded to states to fund state specific initiatives to reform and improve early intervention, and educational and transitional services for children with disabilities.

The grants may be used to improve systems of professional development, technical assistance, and/or dissemination of best practices. They are the only federal grants that specifically address the need for targeted professional development for those working with students with disabilities and their families.

Recent studies have demonstrated these grants have been responsible for improved test scores, increased post secondary education and job placement, increased teacher retainment and certification, and better curriculum and materials.

For fiscal years 2001 through 2006, funding for the SPDG program varied from \$49 million to \$51 million. In FY 07, this program was not funded. In FY 08, the SPDGs were funded at approximately \$22.6 million.

Submitted by Amanda Lowe, NASDSE



COMMITTEE FOR EDUCATION FUNDING

MAY 2008

CEF MESSAGE

The Committee for Education Funding (CEF), a non-partisan coalition of 100 organizations reflecting the broad spectrum of the education community, supports the final FY 2009 Budget Resolution that would provide \$84.4 billion in discretionary funding for the Function 500 account or \$8.4 billion over the president's request.

More than twenty million students served by federal education programs across the country have seen available resources eroded and stretched thin by the costs of rising inflation and enrollment growth.

The final conference agreement provides for increases for education programs that support students from early childhood through post-secondary education, including programs such as Title I, the Individuals with Disabilities Education Act, Pell Grants, Perkins Loans, Head Start, and other important programs.

FAST FACTS

- Over the past five years, federal spending on children increased by about 1.4%. Total federal non-defense spending grew at nearly ten times that rate.
- Children's share of the federal non-defense budget declined from 11% in 2004 to 10% in 2008. This drop continues a 45-year trend in which children's share of the budget has declined 23% since 1960.
- Funding in the areas of children's education, child welfare and youth training have seen substantial losses over the past five years, as total spending in these areas has declined by 9.9 percent, 11.5 percent and 14.9 percent, respectively.
- As a nation we spend only 10 cents of every discretionary dollar on children.

First Focus, Children's Budget 2008

