

WASHINGTON OFFICE:
115 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4906
FAX: (202) 225-4987

HAWAII OFFICE:
5104 PRINCE KUHIO FEDERAL BUILDING
HONOLULU, HI 96850-4974
(808) 541-1986
FAX: (808) 538-0233

NEIGHBOR ISLAND TOLL FREE NUMBERS:

BIG ISLAND	935-3756
KAUAI / NI'HAU	245-1951
MAUI	242-1818
LANA'I	565-7199
MOLOKA'I	552-0160

ed.case@mail.house.gov
www.house.gov/case



CONGRESSMAN ED CASE 2ND DISTRICT, HAWAII

ISLANDS OF HAWAII, MAUI, KAHŌ'OLAWĒ, LANĀ'I,
MOLOKA'I, O'AHU (WINDWARD, NORTH SHORE,
CENTRAL, LEEWARD), KAUAI AND NI'HAU,
AND NORTHWESTERN HAWAIIAN ISLANDS

September 2005

COMMITTEES:

BUDGET

AGRICULTURE

LIVESTOCK AND HORTICULTURE
(RANKING MEMBER)

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SMALL BUSINESS

TAX, FINANCE AND EXPORTS

REGULATORY REFORM
AND OVERSIGHT

RURAL ENTERPRISES, AGRICULTURE
AND TECHNOLOGY

2005 Public Education Report

Dear Educators:

I am proud and humbled to continue to serve Hawaii's Second Congressional District in the current 109th Congress (2005-2006). My great district includes the children and communities served by your and 166 other Hawaii public schools, and I want first to say how much I appreciate your dedication to those we both serve.

Education continues to be one of my and my constituents' highest priorities. I have continued to join with many of my colleagues, as a member of the U.S. Education and the Workforce Committee (on leave for the 109th to serve on the Budget Committee) and otherwise, to advance our mutual commitment to education.

In the big picture, our challenges this year have been even more difficult than in the 108th Congress (2003-2004). This is largely because we have seen a systematic effort to reduce federal resources to public education while increasing federal mandates.

The No Child Left Behind (NCLB) Act continues as a major challenge for schools nationwide in terms of inadequate federal support and flexibility. And the federal commitment to special education, especially a 40% cost share for the Individuals with Disabilities Act (IDEA), remains elusive.

This report to you on public education has three purposes. The first is to summarize some of my congressional efforts on education. The second is to let you know what my congressional office can and wants to do for you. And the third is to ask for your input on how I can assist you and Hawaii public education with the challenges we face. I would very much appreciate it if you would distribute this letter throughout your school community.

Please be assured of my continued commitment to our education system and our administrators, teachers, and students. I am truly thankful for the opportunity to be your Congressman, and look forward to continuing to work with you and so many others to better our Hawaii's future.

With deep aloha,

Ed Case

A. Selected Education Issues in the 109th Congress

1. Fiscal Year 2006 Education Funding

The federal government provides approximately nine percent of Hawaii's total education budget, which for FY 2005 (October 1, 2004-September 30, 2005) totals approximately \$180 million (figure includes funds for K-12 education as well as higher education). This is significantly less than the amounts required to fulfill federal mandates under NCLB and IDEA.

In fact, NCLB has been underfunded by more than \$40 billion since it was enacted in 2001. Additionally, the federal government has not made real progress on its goal to provide 40% of all special education costs. (The U.S. Department of Education currently funds just 18.6% of IDEA costs.) Other critical education programs for such areas as parents, arts, and technology continue to be cut or eliminated as well.

During the House's consideration of the FY 2006 Labor-HHS-Education Appropriations Bill, H.R. 3010, which I ultimately opposed, NCLB programs were further underfunded by \$800 million under current funding. Moreover, H.R. 3010 reduced our federal promise made in IDEA to 18.1% and broke our promise, reiterated just last year with IDEA reauthorization, to provide 40% of all IDEA costs in a timely manner.

I enclose a breakdown of how current education programs fared under the House-passed version of H.R. 3010 and a list of the programs that were eliminated in the bill. H.R. 3010 is currently under consideration by the Senate.

2. Cosponsorship of H.R. 2569, the No Child Left Behind Improvement Act

I have discussed with many teachers, educators, and administrators throughout my district the many problems you face with implementing the rigid requirements of NCLB. To address these challenges, I cointroduced H.R. 2569 with my colleague and principal sponsor, Representative Robert Andrews of New Jersey.

We believe that NCLB is a law with great potential to help all of our keiki receive a better education. Every child should read and do math at grade level. However, we have also concluded that USDOE's implementation of the law is too rigid and inflexible with its one-size-fits-all approach. We strongly believe that local communities and school administrators and teachers know best how to run their schools, and they should be allowed to do their jobs.

Across the nation, public schools, including some of the highest-ranked schools in non-NCLB assessments, are receiving warnings from the USDOE about not making "adequate yearly progress" (AYP) toward certain achievement benchmarks. The USDOE is making a lot of good schools look bad by insisting, for example, that they test and evaluate children in programs for special education and English as a Second Language (ESL) using the same

tests taken by mainstream students. This is just one of the various examples of how we believe USDOE is not correctly interpreting NCLB.

H.R. 2569 makes several key improvements to NCLB in the area of high standards for teachers, requirements for special education and ESL students, and AYP testing of students. Specifically, H.R. 2569 improves NCLB in the areas of:

- **Highly Qualified Teachers-** NCLB was intended to ensure high standards for our teachers. However, the law was not intended to interfere with successful state standards, such as the ones we have in Hawaii. The correct interpretation of NCLB, as intended by Congress, is to allow teachers, in states with high standards, to continue to be certified by their state. This bill makes this correction by allowing state education departments with high standards to determine a teacher's qualifications. This provision would apply only to experienced teachers at the initial passing of NCLB in 2001.
- **Highly Qualified Teachers in a Corrections or Special Education Setting-** With respect to teachers in a corrections or special education settings, current law requires them to be certified in the subject that they are teaching (math, science, etc.) in order to achieve highly qualified status, but not to be certified to teach special education. We believe that teachers in these special circumstances should primarily be certified to teach in a special education or corrections setting. If they meet this requirement, they should be granted a transition period during which they must obtain subject specific qualification.
- **Appropriate Special Education Student Testing-** Children who are classified as special education students should not be required to take the same mainstream tests as other students. Rather, these children should be given a test that can accurately measure their progress and these tests should be established by each student's IEP team. Furthermore, H.R. 2569 requires USDOE to compile a menu of approved evaluative tools from which the IEP team can select to compile tests for these students.
- **Appropriate ESL Student Testing-** ESL students should have a two-tier process for determining their progress. Our bill would allow these students to be given English proficiency tests before they are given the mainstream tests. Students who do not demonstrate English proficiency will not be required to take the mainstream test until they demonstrate English proficiency. This is a fair and reasonable measure of an ESL student's development.
- **Longitudinal Testing-** As you know, the manner in which AYP is currently measured is determined by comparing scores of last year's class to this year's class. This does not make any sense, as it does not actually measure the progress of a group of students. Instead, H.R. 2569 would determine AYP through longitudinal testing. In other words, this year's fourth grade class should be required to show

improvement over the results that they exhibited when in third grade. This method of longitudinal testing would show progress (or lack thereof) of students.

H.R. 2569 has been referred to our House Education Committee Subcommittee on Education Reform in the Education and the Workforce Committee. We will continue to work with like-minded colleagues toward these and other reforms to retain the primary points of NCLB while allowing more reasonable and flexible application.

3. Additional NCLB & IDEA Cosponsorships

To address the funding shortfalls of both NCLB and IDEA, I am a cosponsor of H.R. 363, which would require mandatory full funding of NCLB and IDEA to authorized levels. Additionally, I am a cosponsor of H.R. 2694, which would suspend the consequences of NCLB until it is fully funded. I am also a cosponsor of H.R. 1107, which requires mandatory full funding of IDEA. I am also a cosponsor of H.R. 147, which would eliminate the government pension offset and the windfall elimination provision. To track these important pieces of legislation through the legislative process, please visit the Library of Congress' website at <http://thomas.loc.gov>.

4. Elementary and Secondary Education Act (ESEA) Reauthorization in the 110th Congress.

Looking forward, ESEA, including NCLB, is set to be reauthorized in the 110th Congress, which begins in January of 2007. Although this lies in a future Congress, related issues are already under active discussion throughout our federal government. Should critical reform legislation such as H.R. 2569 bog down in the current 109th Congress, I will certainly be working with like-minded colleagues to set up prompt action in the 110th on such changes as well as address other issues you have with this law and/or other changes you would like to see made. To this end, I have included below a short survey that will allow me to better understand the challenges and needs of our educators. I would greatly appreciate any input you are willing to provide.

B. Your Congressional Office

1. Office Mission and Resources

My overall job is to represent the people of my district and our Hawaii in our federal government. That means being your voice on the great issues of our day, listening to your concerns, letting you know what your government is doing, and helping you on your individual concerns whenever and however I can.

I have a full-service congressional office in Washington D.C. and throughout my Hawaii district to assist me in performing my duties. More information on my office and activities and opportunities can be found on my website at www.house.gov/case

2. Contact Information

This how you can reach me and my office and staff generally:

Washington Office
115 Cannon House Office Building
Washington D.C. 20515
Phone: (202) 225-4906
Fax (202) 225-4987

Hawaii Office
5104 Prince Kuhio Federal Building
Honolulu, HI 96850
Phone: (808) 541-1986
Fax: (808) 538-0233

Neighbor Island Toll Free Numbers
Hawaii Island: 935-3756
Kauai/Niihau: 245-1951
Maui: 242-1818
Molokai: 552-0160
Lanai: 565-7199

e-mail: ed.case@mail.house.gov

3. Your Issues

I'd very much like you to contact me with any thoughts, questions, comments, or concerns facing your school or you individually. Also, please feel free to contact any of my staff at either (808) 541-1986 or (202) 225-4906, or by e-mail directly at ed.case@mail.house.gov. My staff's contact information and a list of their issues areas can be found at www.house.gov/case.

4. Signup for Congressional E-mail Newsletter

I use an e-newsletter to provide frequent updates about what's happening in Washington D.C. as well as the Second Congressional District and to ask for input. If you haven't signed up and would like to receive these e-mails, please log onto my website at www.house.gov/case/email_list, or you can e-mail at the above contacts to put on our list. I may occasionally ask you to fill out electronic surveys, but I will never release your contact information to anyone or any business. If you have already signed up, thank you; you do not need to submit your name again.

5. Federal Grants and Resources

I receive many questions and requests for information regarding federal grants and other assistance, which can be and is awarded to individual schools. You can go to my website for information on such grants and resources and other aspects of our federal government.

There, for example, you will find contact information for federal offices in Hawaii, resources compiled by the Congressional Resource Center, and a link to the Catalog of

Federal Domestic Assistance (www.cfda.gov). This Catalog includes a listing of about 1,500 federal grant and assistance programs and includes a useful search.

Additionally, I am happy to write in support of grants for our Hawaii schools. Please e-mail me at ed.case@mail.house.gov with an abstract of your application and to whom the letter should be addressed and the deadline.

6. Arranging a Meeting or Event or Providing Congressional Messages

I truly welcome opportunities to meet personally, discuss issues of mutual concern, and address groups on issues of our day. I also greatly enjoy opportunities to join you and your community and students in the classroom or at community events or, if I can't make it, to provide a message on special occasions. Please contact Roberta Weatherford in my Honolulu office at (808) 541-1986 or by e-mail at Roberta.weatherford@mail.house.gov

C. This Report Online

For your convenience and potential use, I have placed a copy of this report under the newsletter section of my website at www.house.gov/newsletter.

D. Education Community Survey

In order to better understand the needs of our education community, I have attached a short questionnaire/survey on the back of this sheet. When you're finished, just fold the survey in half, tape it closed, and stamp and mail. In the alternative, you can also e-mail me directly at ed.case@mail.house.gov . I greatly appreciate your time and input.

**Congressman Ed Case
2005 Education Community Survey**

Name: _____

School: _____

Address: _____

E-mail: _____

(The identifying information above will assist me in responding to you and understanding common or location-specific challenges and will not be shared beyond my office without your consent. If you prefer, please leave out some or all of the information and send along your thoughts.)

1. What are your main concerns/issues /challenges with Hawaii public education, especially focusing on federal issues?

2. What additional information or assistance can my office provide that would assist in serving your school or community?

3. Please list any other questions, needs, or concerns.

Mahalo!

**Congressman Ed Case
5-104 Prince Kuhio Federal Building
Honolulu, HI 96850**

**FY 2006 LABOR-HHS-EDUCATION APPROPRIATIONS BILL
PROGRAM TERMINATIONS**

	FY 2005 Comparable	FY 2006 Committee
Department of Education		
Comprehensive School Reform*	205,344,000	0
Parental Information and Resource Centers	41,886,000	0
Byrd Scholarships	40,886,000	0
Arts in Education	35,633,000	0
Alcohol Abuse Reduction	32,736,000	0
Ready to Learn	23,312,000	0
State Grants for Incarcerated Youth Offenders	21,824,000	0
Star Schools	20,832,000	0
Foreign Language Assistance	17,856,000	0
Ready to Teach	14,291,000	0
Javits Gifted and talented Education	11,022,000	0
Occupational and Employment Information	9,307,000	0
Exchanges with Historic Whaling and Trading partners	8,630,000	0
Demonstration projects for IDEA students	6,944,000	0
Community Technology Centers	4,960,000	0
Literacy Programs for Prisoners	4,960,000	0
Mental Health Integration in Schools	4,960,000	0
Dropout Prevention Program	4,930,000	0
Tech-Prep Demonstration	4,900,000	0
Thurgood Marshall Legal Opportunity Program	2,976,000	0
Women's Education Equity	2,956,000	0
Underground Railroad Program	2,204,000	0
Excellence in Economic Education	1,488,000	0
Interest Subsidy grants	1,488,000	0
Total (24 programs), Department of Education	526,111,000	

* The Bill includes \$10 million to close out national activities and evaluations

SHORTFALLS IN THE FY 2006 LHHS BILL
COMPARED TO NO CHILD LEFT BEHIND ACT AND IDEA AUTHORIZATIONS

(Estimates, dollars rounded to nearest \$000; amounts may not sum to totals)

	Language Acquisition	Education Technology	Assessments	Innovative Education	Rural Education	IDEA Part B
Alabama	-\$368,291	-\$10,174,000	-\$1,268,149	-\$5,092,000	-\$3,427,000	
Alaska	-\$100,720	-\$3,387,000	-\$219,740	-\$1,746,000	-\$132,000	-\$57,581,000
Arizona	-\$1,903,621	-\$13,146,000	-\$1,881,197	-\$6,804,000	-\$2,037,000	-\$11,985,000
Arkansas	-\$237,844	-\$6,486,000	-\$790,595	-\$3,117,000	-\$3,670,000	-\$59,955,000
California	-\$17,845,467	-\$92,410,000	-\$11,916,947	-\$43,192,000	-\$5,105,000	-\$41,938,000
Colorado	-\$1,194,018	-\$6,351,000	-\$1,457,355	-\$5,183,000	-\$1,921,000	-\$452,690,000
Connecticut	-\$537,677	-\$5,415,000	-\$1,044,311	-\$3,920,000	-\$961,000	-\$51,707,000
Delaware	-\$104,679	-\$3,387,000	-\$208,671	-\$1,746,000	-\$134,000	-\$42,098,000
District of Columbia	-\$111,475	-\$3,387,000	-\$121,889	-\$1,746,000	\$0	-\$10,985,000
Florida	-\$4,756,697	-\$32,058,000	-\$5,013,390	-\$18,024,000	-\$2,677,000	-\$5,523,000
Georgia	-\$1,584,707	-\$21,443,000	-\$2,809,918	-\$10,287,000	-\$5,520,000	-\$229,038,000
Hawaii	-\$198,689	-\$3,387,000	-\$338,480	-\$1,746,000	\$0	-\$105,399,000
Idaho	-\$257,492	-\$3,387,000	-\$438,087	-\$1,746,000	-\$707,000	-\$15,061,000
Illinois	-\$2,943,079	-\$28,164,000	-\$3,903,988	-\$14,725,000	-\$5,140,000	-\$19,927,000
Indiana	-\$902,991	-\$8,938,000	-\$1,919,983	-\$7,374,000	-\$280,000	-\$170,799,000
Iowa	-\$353,990	-\$3,387,000	-\$773,657	-\$3,215,000	-\$3,656,000	-\$85,706,000
Kansas	-\$291,385	-\$4,062,000	-\$770,344	-\$3,177,000	-\$2,857,000	-\$38,655,000
Kentucky	-\$287,701	-\$9,841,000	-\$1,139,107	-\$4,543,000	-\$4,475,000	-\$34,209,000
Louisiana	-\$406,733	-\$14,709,000	-\$1,339,383	-\$5,359,000	-\$4,382,000	-\$56,722,000
Maine	\$0	-\$3,387,000	-\$333,404	-\$1,746,000	-\$3,153,000	-\$67,322,000
Maryland	-\$813,776	-\$9,071,000	-\$1,718,999	-\$6,367,000	\$0	-\$17,326,000
Massachusetts	-\$1,346,863	-\$11,740,000	-\$1,677,293	-\$6,843,000	-\$1,019,000	-\$70,919,000
Michigan	-\$1,398,503	-\$22,278,000	-\$3,085,827	-\$11,880,000	-\$2,177,000	-\$89,880,000
Minnesota	-\$791,182	-\$5,453,000	-\$1,440,305	-\$5,796,000	-\$2,146,000	-\$143,140,000
Mississippi	-\$120,997	-\$8,714,000	-\$853,984	-\$3,460,000	-\$5,648,000	-\$60,578,000
Missouri	-\$549,600	-\$10,283,000	-\$1,581,931	-\$6,500,000	-\$5,698,000	-\$42,765,000
Montana	\$0	-\$3,387,000	-\$227,598	-\$1,746,000	-\$4,326,000	-\$74,599,000
Nebraska	-\$258,100	-\$3,387,000	-\$483,883	-\$2,010,000	-\$5,758,000	-\$13,029,000
Nevada	-\$818,149	-\$3,877,000	-\$793,410	-\$2,626,000	-\$154,000	-\$23,643,000
New Hampshire	-\$129,931	-\$3,387,000	-\$381,442	-\$1,746,000	-\$1,422,000	-\$22,547,000
New Jersey	-\$2,458,120	-\$13,877,000	-\$2,655,146	-\$9,825,000	-\$1,534,000	-\$15,026,000
New Mexico	-\$631,607	-\$5,708,000	-\$551,620	-\$2,316,000	-\$1,889,000	-\$114,447,000
New York	-\$6,409,231	-\$63,610,000	-\$5,547,466	-\$20,841,000	-\$2,258,000	-\$30,326,000
North Carolina	-\$1,201,193	-\$15,298,000	-\$2,608,260	-\$9,405,000	-\$3,798,000	-\$240,363,000
North Dakota	\$0	-\$3,387,000	-\$141,331	-\$1,746,000	-\$569,000	-\$111,937,000
Ohio	-\$791,772	-\$19,910,000	-\$3,279,697	-\$13,035,000	-\$2,421,000	-\$8,920,000
Oklahoma	-\$587,770	-\$7,224,000	-\$949,776	-\$3,983,000	-\$9,103,000	-\$151,083,000
Oregon	-\$630,952	-\$6,449,000	-\$1,040,682	-\$3,930,000	-\$1,429,000	-\$50,681,000
Pennsylvania	-\$1,075,623	-\$24,726,000	-\$3,472,033	-\$13,355,000	-\$335,000	-\$44,708,000
Puerto Rico	-\$345,693	-\$25,117,000	-\$1,269,932	-\$4,922,000	\$0	-\$148,390,000
Rhode Island	-\$280,383	-\$3,387,000	-\$300,588	-\$1,746,000	-\$64,000	-\$36,649,000
South Carolina	-\$314,067	-\$9,419,000	-\$1,224,257	-\$4,688,000	-\$1,742,000	-\$13,846,000
South Dakota	-\$60,822	-\$3,387,000	-\$209,418	-\$1,746,000	-\$719,000	-\$59,232,000
Tennessee	-\$557,777	-\$10,788,000	-\$1,643,857	-\$6,355,000	-\$2,656,000	-\$10,626,000
Texas	-\$9,774,016	-\$62,184,000	-\$7,287,909	-\$27,847,000	-\$13,096,000	-\$79,796,000
Utah	-\$347,327	-\$3,387,000	-\$817,181	-\$3,220,000	-\$114,000	-\$343,609,000
Vermont	\$0	-\$3,387,000	-\$159,533	-\$1,746,000	\$0	-\$40,001,000
Virginia	-\$1,126,809	-\$11,427,000	-\$2,159,940	-\$8,213,000	-\$929,000	-\$8,600,000
Washington	-\$1,022,580	-\$9,247,000	-\$1,782,461	-\$6,953,000	-\$2,189,000	-\$102,775,000
West Virginia	-\$77,025	-\$5,459,000	-\$442,235	-\$1,819,000	-\$2,506,000	-\$79,810,000
Wisconsin	-\$734,424	-\$8,375,000	-\$1,499,247	-\$6,243,000	-\$2,486,000	-\$24,046,000
Wyoming	\$0	-\$3,387,000	-\$125,184	-\$1,746,000	-\$5,000	-\$69,278,000
Total	-\$74,235,000	-\$700,000,000	-\$90,000,000	-\$351,600,000	-\$129,376,000	-\$3,908,901,000

Note: Estimates from the Congressional Research Service based on data provided by the U.S. Department of Education.

FY 2006 Appropriations -- Labor-HHS-Education

(\$ in millions; discretionary budget authority; program levels)

	FY 2006		FY 2006		FY 2006		FY 2006	
	Comparable	Request	Committee	Compared to FY 2005	Committee	Compared to Request	Dollars	Percent
GRAND TOTALS:								
Program Level -- Before Offsets & Adjustments	144,507.5	141,909.1	142,885.0	-1,622.5	-1.1%	975.9	0.7%	
Budget Scoring -- After Offsets & Adjustments	143,726.0	141,590.2	142,514.0	-1,212.0	-0.8%	923.8	0.7%	
Allocation			142,514.0					
DEPARTMENT OF EDUCATION	56,577	56,219	56,695	117.8	0.2%	475.9	0.8%	
No Child Left Behind Act								
Key NCLB Programs	24,523.3	24,836.2	23,717.5	-805.8	-3.3%	-1,118.7	-4.5%	
Title I Grants to School Districts	12,739.6	13,342.3	12,839.6	100.0	0.8%	-502.7	-3.8%	
Reading First/Early Reading First	1,145.8	1,145.8	1,145.8	0.0	0.0%	0.0	0.0%	
Teacher Quality State Grant	2,916.6	2,916.6	2,916.6	0.0	0.0%	0.0	0.0%	
21st Century After School Centers	991.1	991.1	991.1	0.0	0.0%	0.0	0.0%	
Language Acquisition State Grant	675.8	675.8	675.8	0.0	0.0%	0.0	0.0%	
Education Technology State Grant	496.0	0.0	300.0	-196.0	-39.5%	300.0	n.a.	
Safe and Drug Free Schools State Grant	437.4	0.0	400.0	-37.4	-8.5%	400.0	n.a.	
State Assessments	411.7	411.7	411.7	0.0	0.0%	0.0	0.0%	
Innovative Education State Grant	198.4	100.0	198.4	0.0	0.0%	98.4	98.4%	
Rural Education	170.6	170.6	170.6	0.0	0.0%	0.0	0.0%	
Comprehensive School Reform	205.3	0.0	10.0	-195.3	-95.1%	10.0	n.a.	
Impact Aid	1,243.9	1,240.9	1,240.9	-3.0	-0.2%	0.0	0.0%	
Children with Disabilities								
IDEA Part B State Grant	10,589.7	11,097.7	10,739.7	150.0	1.4%	-358.0	-3.2%	
Memo: % Federal contribution	18.6	18.6	18.1	-0.5	-2.7%	-0.5	-2.7%	
IDEA Preschool Grant	384.6	384.6	384.6	0.0	0.0%	0.0	0.0%	
IDEA Grant for Infants and Children	440.8	440.8	440.8	0.0	0.0%	0.0	0.0%	
IDEA Personnel Preparation	90.6	90.6	90.6	0.0	0.0%	0.0	0.0%	
IDEA Transition Initiative	0.0	5.0	0.0	0.0	n.a.	-5.0	-100.0%	
National Technical Institute for the Deaf	55.3	54.5	56.1	0.8	1.4%	1.7	3.1%	
Gallaudet University	104.6	104.6	107.7	3.1	3.0%	3.1	3.0%	
Teacher and Principal Training								
Teacher Incentive Fund	0.0	500.0	100.0	100.0	n.a.	-400.0	-80.0%	

	FY 2005		FY 2006		FY 2006 Committee		FY 2006 Committee	
	Comparable	Request	FY 2006 Committee	Dollars	Percent	Dollars	Percent	
Math and Science Partnerships	178.6	269.0	190.0	11.4	6.4%	-79.0	-29.4%	
School Leadership	14.9	0.0	14.9	0.0	0.0%	14.9	n.a.	
NBPTS/Advanced Credentialing	16.9	8.0	16.9	0.0	0.0%	8.9	110.8%	
Adjunct Teacher Corps	0.0	40.0	0.0	0.0	n.a.	-40.0	-100.0%	
National Writing Project	20.3	0.0	20.3	0.0	0.0%	20.3	n.a.	
Teaching American History	119.0	119.0	50.0	-69.0	-58.0%	-69.0	-58.0%	
Teacher Quality Enhancement	68.3	0.0	58.0	-10.3	-15.1%	58.0	n.a.	
School Safety and Citizenship								
SDF National Activities	152.5	268.0	152.5	0.0	0.0%	-115.4	-43.1%	
Alcohol Abuse Reduction	32.7	0.0	0.0	-32.7	-100.0%	0.0	n.a.	
Mentoring Programs	49.3	49.3	49.3	0.0	0.0%	0.0	0.0%	
Character Education	24.5	24.5	24.5	0.0	0.0%	0.0	0.0%	
School Counselors	34.7	0.0	34.7	0.0	0.0%	34.7	n.a.	
Carol M. White Physical Education for Progress	73.4	55.0	73.4	0.0	0.0%	18.4	33.5%	
Civic Education	29.4	0.0	29.4	0.0	0.0%	29.4	n.a.	
Other Elementary								
Even Start	225.1	0.0	200.0	-25.1	-11.1%	200.0	n.a.	
Title 1 Migrant Education	390.4	390.4	390.4	0.0	0.0%	0.0	0.0%	
Ready To Learn	23.3	23.3	0.0	-23.3	-100.0%	-23.3	-100.0%	
Ready to Teach	14.3	0.0	0.0	-14.3	-100.0%	0.0	n.a.	
Arts Education	35.6	0.0	0.0	-35.6	-100.0%	0.0	n.a.	
Women's Educational Equity	3.0	0.0	0.0	-3.0	-100.0%	0.0	n.a.	
Foundations for Learning	1.0	0.0	1.0	0.0	0.0%	1.0	n.a.	
Choice Incentive Fund	0.0	50.0	0.0	0.0	n.a.	-50.0	-100.0%	
Secondary, Vocational and Adult Education								
High School Intervention	0.0	1,240.0	0.0	0.0	n.a.	-1,240.0	-100.0%	
High School State Assessment	0.0	250.0	0.0	0.0	n.a.	-250.0	-100.0%	
Striving Readers	24.8	200.0	30.0	5.2	21.0%	-170.0	-85.0%	
Advanced Placement	29.8	51.5	30.0	0.2	0.8%	-21.5	-41.7%	
State Scholars Capacity Building	2.5	12.0	0.0	-2.5	-100.0%	-12.0	-100.0%	
Vocational Education, Total	1,323.6	0.0	1,311.9	-11.7	-0.9%	1,311.9	n.a.	
Adult Education State Grant	569.7	200.0	569.7	0.0	0.0%	369.7	184.8%	
Smaller Learning Communities	94.5	0.0	94.5	0.0	0.0%	94.5	n.a.	
Community Technology Centers	5.0	0.0	0.0	-5.0	-100.0%	0.0	n.a.	
Vocational Rehabilitation Services State Grant	2,635.8	2,720.2	2,720.2	84.3	3.2%	0.0	0.0%	
Student Financial Aid								
Pell Grants	12,365.0	13,199.0	13,383.0	1,018.0	8.2%	184.0	1.4%	
Memo: Maximum Pell Grant	4,050	4,150	4,100	50.0	1.2%	-50.0	-1.2%	

Note: The President also requested mandatory funds of \$420 million to provide a \$100 increase in the maximum Pell award and \$4.3 billion to retire the Pell Grant shortfall. The Committee bill provides the \$4.3 billion to retire the shortfall as proposed.

	FY 2005		FY 2006		FY 2006 Committee		FY 2006 Committee	
	Comparable	Request	Committee	Request	Compared to FY 2005	Compared to Request	Dollars	Percent
Enhanced Pell Grants for State Scholars	0.0	33.0	0.0	33.0	0.0	0.0%	-33.0	-100.0%
Supplemental Educational Opportunity Grants	778.7	778.7	778.7	778.7	0.0	0.0%	0.0	0.0%
College Work Study	990.3	990.3	990.3	990.3	0.0	0.0%	0.0	0.0%
Perkins Loans	66.1	0.0	66.1	0.0	0.0	0.0%	66.1	n.a.
Leveraging Educational Assistance (LEAP)	65.6	0.0	65.6	0.0	0.0	0.0%	65.6	n.a.
Presidential Math and Science Scholars	0.0	50.0	0.0	0.0	0.0	n.a.	-50.0	-100.0%
Thurgood Marshall Scholarships	3.0	0.0	0.0	0.0	-3.0	-100.0%	0.0	n.a.
B.J. Stupak Olympic Scholarships	1.0	0.0	1.0	0.0	0.0	0.0%	1.0	n.a.
Loans for Short-Term Training	0.0	11.0	0.0	0.0	0.0	0.0%	-11.0	-100.0%
Higher Education								
Migrant Education (HEP/CAMP)	34.3	34.3	34.3	34.3	0.0	0.0%	0.0	0.0%
TRIO	836.5	369.4	836.5	369.4	0.0	0.0%	467.2	126.5%
GEAR UP	306.5	0.0	306.5	0.0	0.0	0.0%	306.5	n.a.
Hispanic Serving Institutions	95.1	95.9	95.9	95.9	0.8	0.8%	0.0	0.0%
Historically Black Colleges	238.6	240.5	240.5	240.5	1.9	0.8%	0.0	0.0%
Howard University	238.8	238.8	240.8	238.8	2.0	0.8%	2.0	0.8%
International Education and Foreign Language	106.8	106.8	106.8	106.8	0.0	0.0%	0.0	0.0%
Community College Access	0.0	125.0	0.0	0.0	0.0	n.a.	-125.0	-100.0%
Child Care Access Means Parents in School	16.0	16.0	16.0	16.0	0.0	0.0%	0.0	0.0%
Research, Dissemination and Statistics								
Research and Statistics	255.1	255.1	255.1	255.1	0.0	0.0%	0.0	0.0%
Regional Education Laboratories	66.1	0.0	66.1	0.0	0.0	0.0%	66.1	n.a.
Statewide Data Systems	24.8	24.8	24.8	24.8	0.0	0.0%	0.0	0.0%
National Assessment of Educational Progress	94.1	116.6	94.1	116.6	0.0	0.0%	-22.5	-19.3%