



QUICK POINTS ON KEY ISSUES

Federal Education Funding Issues

ESEA/ESSA Title I

Background: As part of the Elementary and Secondary Education Act of 1965 (ESEA), Title I Part A grants were created to ensure equal access to quality education for disadvantaged children and to establish achievement standards and accountability. Title I funding is allocated based on the number of disadvantaged children residing in their respective jurisdictions.

Title I grants and related programs have been underfunded by tens of billions of dollars for decades. Local school districts need support for curriculum development, course materials, and other changes to meet federally sponsored standards and assessments.

Action Requested: Minimally, no cuts to Title I funding for disadvantaged students; funding should be restored to be on track with pre-sequestration levels to meet increasing numbers of qualifying students.

ESEA/ESSA Title II

Background: Title II dollars are both the major and, in many instances, the only source of funding school districts have to provide essential teacher training in best practices and successful techniques working with disadvantaged students. The House and Trump administration propose to eliminate funding the \$2.2 billion program, yet still require school districts to provide the services. The Senate proposes to maintain funding at nearly current levels

Action Requested: Funding for educator teacher and principal training and professional development should not be cut; this is the major revenue source school districts have to train teachers how to work best with low-performing students.

ESEA/ESSA Title III

Background: Especially in medium to large size Florida school districts, one fourth or more of the student population have limited English skills. The Florida Legislature recognizes the need for acquiring English-language skills as well as maintain learning in core content areas. The related federal programs are critical to this effort and provide resources beyond those of the state and local districts.

Action Requested: Title III funding for English Language Learners (ELL) must be continued to provide direct instructional services to an increasingly diverse student population.

Individuals with Disabilities Education Act (IDEA)

Background: First enacted in 1975, IDEA provides the primary source of federal funding to help school districts fund educational services to students with special needs. School districts, particularly in Florida, have been much more successful at early identification of disabilities that do or may affect a child's learning. Early intervention has proven cost effective in reducing many more intensive and costly services at a later point. Federal IDEA funds are critical in this effort. The pending House/Senate FY18 funding level for IDEA is still short of pre-sequester funding. The 1970's federal promise of providing the 40 percent share (current funding is below 20%).

Action Requested: Support the House and Senate budget proposals that provide for about \$500 million increase in funding for special education programs.

Medicaid Administrative Services

Background: School district personnel regularly provide critical health services to ensure that all children are ready to learn and able to thrive alongside their peers. Schools deliver services effectively and efficiently since school is where children spend their days. Increasing access to health care services through Medicaid improves health care and educational outcomes for students. Providing health and wellness services for students in poverty and services that benefit students with disabilities ultimately enables more children to become employable and attend higher-education. One major cost is transporting eligible students to and from schools and Medicaid service providers in accordance with the student's IDEA Individual Education Plan (IEP).

Current House and Senate proposals would be devastating to schools and children, particularly those children with disabilities. They would undermine critical healthcare services and likely cause both a reduction of services to such children and potentially shifting instructional dollars to make up for the loss of these support services.

Action Requested: Maintain the current program and level of funding for Medicaid administrative services eligible to school districts.

Federal Tax Cut Package

Background: The primary sources of federal revenue are individual income taxes (about 45%), payroll taxes (30%), and corporate income tax (about 10%). Trump administration officials and Republican leaders are set to release a long-awaited tax cut package on Wednesday, September 27 that is expected to authorize \$1.5 trillion in tax cuts. Among other things, the tax cut package is expected to reduce the number of tax brackets, increase the standard deduction, increase the child care credit, reduce the corporate tax rate, eliminate state and local tax deductions, and eliminate the estate tax. Several elements of the package will disproportionately benefit wealthy individuals and businesses and the loss of federal revenue is likely to result in increased federal deficits and total federal debt.

Action Requested: Oppose any tax credit proposals that would establish or expand voucher programs, support continuance of state and local tax deductibility on federal tax returns, and support the windfall elimination provision (WEP) to help attract and retain teachers and other professionals especially for states experiencing teacher shortages.

Other Funding Issues of Concern:

- Ensure all possible federal assistance (FEMA and other agencies) is made available in a rapid manner to school districts having facilities and related services impacted by hurricanes, in particular. Some districts are still waiting on bureaucratic finalization for damages from Hurricane Matthew last year; other counties are needing assistance now to get the repairs and reconstruction underway following Hurricane Irma.
- Pass reauthorization of the Perkins Career and Technical Education Act – Strengthening Career and Technical Education for the 21st Century Act (H.R. 2353) that passed the House in June on a nearly unanimous bi-partisan vote, and maintain the current level of funding for school district technical college education programs.

For more information on federal funding issues, see:

[FSBA Issue Brief: Federal Deficit, Debt, and Sequestration](#)
[Comparison of FY 2018 House, Senate, Trump Funding Proposals – National Totals](#)
[Federal Funding for Florida and Nationwide](#)
[Federal Appropriations & Budget Process](#)
[Center for Budget and Policy Priorities](#)

Federal Education Policy Issues

Undocumented Immigrant Children

Background: The Deferred Action for Childhood Arrivals (DACA) is an immigration policy established in June 2012 by the Obama Administration. DACA allows certain undocumented immigrants who entered the country as minors to receive a renewable two-year period of deferred action from deportation and provides eligibility for a work permit. More than 800,000 people – about 40,000 in Florida – are participating in the DACA Program. In September 2017, the program was formally rescinded by the Trump Administration, but implementation of the rescission is delayed by six months to give Congress time to enact legislation to replace DACA should Congress wish to do so. (For more information, see FSBA's [Issue Brief on Deferred Action for Childhood Arrivals](#).)

Action Requested: Support educating all students regardless of immigration status and amend the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 to authorize the cancellation of removal, resolve immigration status, and work toward U.S. citizenship of undocumented students who are long-term residents.

Other Education Policy Issues of Concern:

- Support high-quality early education opportunities (including head start, Pre-K, early education, professional development for personnel, and more), with ample flexibility for local authority in implementation.
- Support public school choices that are rigorous, engaging, and governed by local school boards so they are accountable to students, parents and the community.
- Support the ability for local education leaders to respond to community needs and challenges and the honor the intent of ESSA to restore local authority and flexibility by opposing over-reaching federal mandates, imposing top-down directives, and one-size-fits-all requirements.

For more information on federal policy issues, please see:
[NSBA Advocacy Agenda](#)