



More Than Half of All Districts Will Get Less in Title I Funding For 2004-2005 School Year

While Federal Spending Is Up Overall, Many States and Districts Will Be Asked To Do More With Less

NEWS RELEASE

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WASHINGTON – June 15, 2004 – Even though federal spending on education is growing, more than half of the nation’s school districts will receive less federal Title I money for the upcoming school year as compared to last year, according to a new report from the Center on Education Policy (CEP).

The report, *Title I Funds: Who’s Gaining, Who’s Losing, and Why*, analyzes new funding figures released by the U.S. Department of Education in late May.

While the overall appropriation for the Title I program for disadvantaged children will rise by \$647 million next year, the report finds that more than half (56 percent) of all school districts that receive federal funds will actually receive fewer Title I dollars for school year 2004-05 than they did for school year 2003-04.

“The No Child Left Behind Act is demanding more of *all* school districts, not just the poorest,” says Jack Jennings, director of the Washington-based CEP. “By asking for more from all while giving less to most, the federal government is undermining support for the law and challenging the ability of states and districts to comply with the law’s demand for improved student performance.”

The changes, mostly due to differences in the numbers of poor children in various districts as determined by annual data from the U.S. Census Bureau, are also related to the allocation formulas used to distribute new funds to districts with the highest concentrations of low-income children.

Ten states will lose up to 10 percent of their Title I funding in school year 2004-05 unless Congress passes a supplemental appropriation or otherwise acts to maintain their allotments at last year’s level. These states include Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, North Dakota, and Pennsylvania.

Forty states, plus the District of Columbia and Puerto Rico, will see gains in Title I funding.

But even some of the states gaining new funds will see some of their own districts – including many high-need urban districts – lose significant amounts of Title I money next year. While some of these districts enroll fewer poor children than in the past, they continue to serve significant numbers of low-income, high-need children. For example, San Francisco is expected to lose almost 10 percent of its Title I funding, and Oakland and Seattle stand to lose more than 6 percent.

“While it is admirable and appropriate that the federal government is providing much-needed additional resources for districts with large concentrations of low-income students, it should not come at the expense of other districts working hard to lift the achievement of similar student populations,” says Jennings.

While federal appropriations for Title I – by far the No Child Left Behind Act’s largest program – have increased by 41 percent, or a total of \$3.58 billion, to \$12.3 billion between 2001 and 2004, the report contends that the current level falls far short of the total amount it would cost to serve all children counted under the Title I basic formula.

“Today, Title I is far from being fully funded. President Bush and the Congress must substantially increase funding for NCLB if the goals of that Act are to be realized,” says Jennings.

Based in Washington, D.C. and founded in January 1995, the Center on Education Policy is a national, independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. The Center does not represent any special interests. Instead the Center helps citizens make sense of the conflicting opinions and perceptions about public education and create conditions that will lead to better public schools.

Title I Funds: Who’s Gaining, Who’s Losing, and Why, additional information on CEP, its publications and its work, is available on the web at www.cep-dc.org.

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