

Legislative Priorities

Reauthorization of the Higher Education Act (HEA)

NAESP and NASSP support the **Educator Preparation Reform Act**, which reauthorizes programs in Title II of HEA to improve accountability for teacher and principal preparation programs by requiring reporting on program features that are related to future success in the classroom. The bill contains critical components to ensure quality, such as admissions standards, clinical preparation requirements, as well as placement, retention, and performance reporting. The bill expands the Teacher Quality Partnership Grants to include residency programs for principals and partnerships would have additional flexibility in meeting the instructional needs of local school districts.

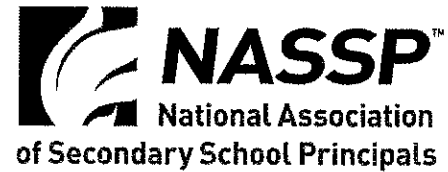
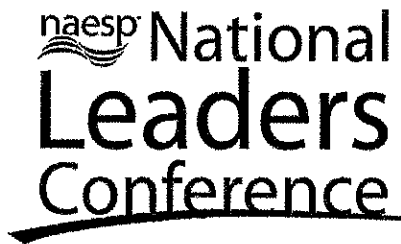
NAESP and NASSP also support the **Recruiting and Retaining Effective School Leaders Act** to provide loan forgiveness to principals and assistant principals who commit to serve in low-income schools. This bill will help encourage prospective school leaders to enter the profession, retain the strongest school leaders to work in the nation's highest-need school districts, and reduce principal turnover based on a commitment to serve in schools.

Reauthorization of Career and Technical Education (CTE)

NAESP and NASSP support reauthorization of the **Carl D. Perkins Career and Technical Education (CTE) Act**, which was last reauthorized in 2006. An NASSP working group of school principals recommended the following priorities:

- ✓ State activities should be focused on leadership development and technical assistance.
- ✓ Funds should be used for leadership training programs that would help current principals and assistant principals manage CTE programs in their schools.
- ✓ Professional development should be available for CTE teachers to help them collaborate and establish meaningful partnerships with content area teachers, and integrate academic and CTE curricula and coursework.

NAESP and NASSP also recommend that any reauthorization of CTE include the **Middle School Technical Education Program or "Middle STEP" Act**. The middle grades must receive greater attention and focus on engagement of students to help them transition to high school.



Support America's Future: Invest in Public Education

There should be no room for debate among lawmakers when it comes to investing in children and supporting our nation's schools – and the American public agrees. A February 2013 national survey by the Pew Research Center for the People & the Press found that cuts in federal education spending are unpopular: The survey found that 90 percent of the public opposes decreased funding for education programs, while 60 percent wants to increase spending. Moreover, increased funding for education has more support from the American people than increased funding for 18 other areas of the federal budget, including defense, Medicare, health programs, Social Security, and veterans' benefits. Further, the 2016 PDK Poll on the Public's Attitudes Toward Schools shows that the American public strongly supports public education and, sixty-seven percent of public school parents give their child's school an "A" or a "B". While NAESP and NASSP recognize the constraints of our current fiscal environment, Congress must respond to broad public support for public education by funding key education programs at their FY 2016 levels, particularly now that the FY 2017 and FY 2018 budget cycle must align with the Every Student Succeeds Act (ESSA).

NAESP and NASSP urge Congress to negotiate sufficient FY 2017 spending levels and come to an agreement on FY 2018 that eliminates the discretionary caps. Our nation's Pre-K-12 schools depend on funding for education programs across a continuum of support in order to meet student learning needs and provide a well-rounded and complete education.

Programs Authorized by the Every Student Succeeds Act (ESSA)

More than a year has passed since Congress overwhelmingly approved the Every Student Succeeds Act (ESSA), and state and local leaders are well into the preparation to implement the new law. ESSA provides powerful new tools for state and local education leaders to strengthen schools and improve learning for all students, including the earliest learners. In order to realize the vision of ESSA and what the law affords, NAESP and NASSP believe it is imperative to fund the following programs at the authorization level provided by ESSA, at a minimum.

Title I Grants to Local Education Agencies

Title I provides formula grants to states, and in turn, to districts to help disadvantaged children achieve proficiency on challenging academic standards and to improve the performance of low-achieving schools. Title I grants have been reduced since FY 2012 due to sequestration and discretionary spending caps. These reductions affect a school's ability to meet the needs of the most disadvantaged students. The program received \$14.9 billion in FY 2016.

- ✓ ***NAESP and NASSP urge Congress to prioritize funding Title I formula grants to meet the full authorized levels: \$15 billion in FY 2017 and \$15.5 billion in FY 2018.***

Preschool Development Grants

ESSA includes authorization for the successful Preschool Development Grant program to help states improve collaboration and coordination among existing early education programs (birth through school entry) in a mixed delivery system or public schools, home-based child care, center-based child care, and Head Start programs. The program will help students transition from Pre-K programs to Kindergarten, states to develop plans that recommend collaboration, coordination, and quality improvement activities, and maximize parental choice and knowledge about programs within the state. The program also supports early childhood education program providers across the state to share best practices and improve the overall quality of early childhood education programs. High quality early learning opportunities are now substantiated by research to improve educational outcomes for students who gain a foundation for learning and success later in life.

- ✓ ***NAESP and NASSP urge Congress to fund the full authorization \$250 million in FY 2017 and FY 2018.***

OTHER FUNDING PRIORITIES

IDEA State Grants

The Individuals with Disabilities Education Act (IDEA) state grant program (Part B) was established to assist state and local educational agencies' efforts to educate children with disabilities by implementing, expanding, and improving access to high-quality special education and related services. The program received \$11.9 billion in FY 2016.

- ✓ ***NAESP and NASSP urge Congress to make annual incremental increases to federal funding for special education so it can ultimately fulfill its promise to fund 40 percent of state costs associated with the learning needs of students with disabilities. NAESP and NASSP also urge Congress to pass the IDEA Full Funding Act in the 115th Congress.***

Career and Technical Education State Grants

Career and Technical Education (CTE) state grants provide support for states and communities to implement high-quality CTE programs to meet the demands of the 21st century economy and workforce. CTE state grants received \$1.11 billion in FY 2016. According to the U.S. Department of Education, almost all high school students participate in CTE, and more than half take three or more credits. Additional data also shows that students participating in CTE programs have graduation rates of more than 90 percent. NAESP and NASSP seek to ensure that more students across the country have access to high-quality CTE programs.

- ✓ ***NAESP and NASSP call on Congress to increase funding for CTE state grants in FY 2017.***