



NCLB Making a Difference in Minnesota

- President Bush's 2005 budget proposal increases federal education funding for Minnesota to more than \$2 billion – 60% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$102.4 million – \$4.6 million over 2001 levels – to help Minnesota's neediest children.
- Minnesota has received \$27.8 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$9 million for Minnesota. In total, over six years, Minnesota is set to receive approximately \$59.1 million in Reading First funds.
- Representative Barbara Sykora, chair of the Minnesota House Education Policy Committee noted, "*No Child Left Behind* provides hope for minority students throughout our state. It shows that we – as legislators, educators and parents – will take the steps necessary to ensure that all children get the level of education necessary to achieve the American dream." (*Minneapolis Star Tribune* opinion piece, 5/2/04)
- "Students in St. Paul public schools made gains across the board on a nationally standardized test this year, with larger percentages performing in the 'average' or 'above-average' range in reading and math. Despite the gains, the achievement gap is evident in many subject areas. The district is using a number of strategies to try to close the gap, Superintendent Pat Harvey said, including Chosen to Achieve. That program matched 140 African-American students with mentors, and there's a plan to bring the program to all of the district's middle schools next year." (*St. Paul Pioneer Press*, 6/23/04)
- "July 19 was the first day leaders at Minnesota's 1,835 public schools could access a password-protected Department of Education web site to learn if they have met or fallen short of performance goals dictated by the federal *No Child Left Behind Act*. 'Every indication is we're going to be OK,' said Sun Path Elementary School principal Libby Bergen. Sun Path, which serves fifth- and sixth-graders in a booming Twin Cities suburb, was one of 143 schools deemed underachieving last year because of below-average math test scores by its students with limited English skills. Bergen attributed the turn-around to a few factors. The school implemented a more focused math curriculum that stressed core concepts and basic facts. It also adopted a new computerized testing regimen that gave teachers a better grasp of where their students stood earlier in the year and what they needed help on. In addition, Sun Path instituted new after-school programs for students who were struggling." (*Associated Press*, 7/19/04)