



NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS

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June 12, 2013

Representative Glenn Thompson
U.S. House of Representatives
Cannon House Office Building 124
Washington, D.C. 20515

Dear Rep. Thompson,

On behalf of the National Alliance of Black School Educators (whose constituency comprises all stake holders involved in our school children's teaching and learning – *school boards, administrators, parents, teachers, and support personnel*), we write to express our strong support for, and appreciation of, the All Children are Equal (ACE) Act. Your championship demonstrates your deep understanding of how serious the cycle of poverty for ALL of America's children impacts their learning.

Emphasis is often placed on the urban poor; however, the latest statistics show an increase in poverty in the suburbs, smaller communities, and small cities. Though black children and ethnic minority children (Hispanic, e.g.) are over-represented in the poverty index. The notion that white children still constitute the largest single group of school children in poverty is often overlooked.

Though social justice and civil rights solutions to access in equity are needed, NABSE argues that the most pernicious impact on addressing the prevalent and significant gaps in student achievement is the extended effects of **concentrated poverty**.

There is clear evidence that one of the issues in state allocations is their funding protocols often have the effect exacerbating inequities at the local level and sometimes the same protocols encourage concentration of poverty.

While NABSE certainly advocates for children of African descent, the advocacy argument holds true for the children in the Hollows of Kentucky, the barrios of Los Angeles, the Hispanic conclaves of Englewood, Texas, the factory – idle regions of Pennsylvania, and the children of mine workers in West, VA.

“EDUCATION IS A CIVIL RIGHT”



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In its advocacy role, NABSE has joined the Rural Trust and the American Association of School Administrators to focus on one example of an inequitable resource allocation and cost-effective use at the Federal level.

ACE is an effective legislation fix to the flawed number weighting provision within the current Title I formula. Number weighting redirects funds away from all smaller districts – both urban and rural – regardless of their poverty rate and toward a handful of the largest districts, regardless of how low their poverty rate. ACE works to ensure that Title I dollars are distributed in a manner consistent with original Congressional intent and helps deliver Title I dollars to those schools with the highest concentration (percentage) of students in poverty.

The ACE Act, in ending number weighting, makes the Title I formula not only more fair, but also more effective at accomplishing its state purpose. NABSE applauds your leadership on this issue, supports the ACE Act, and encourages the full committee to support the ACE Act as an amendment to the larger ESEA reauthorization bill.

Sincerely,
La Ruth Gray
Government Relations Liaison

Cc: Bernard Hamilton
NABSE President