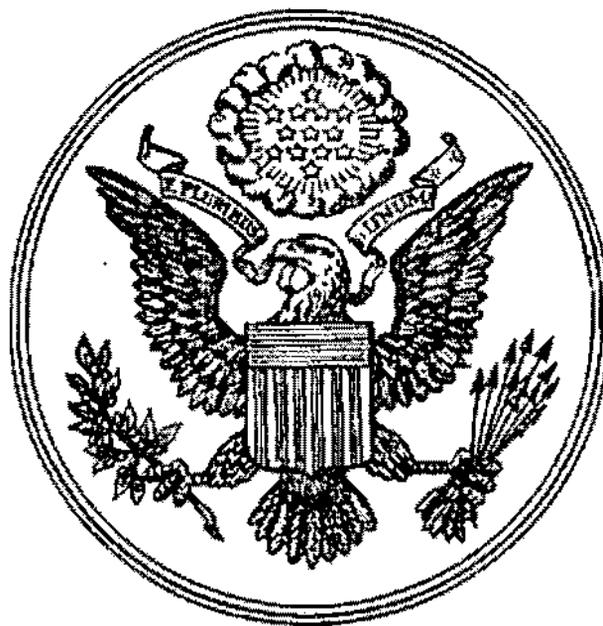


A History of the  
U.S. Department of Education  
During the Clinton Administration  
1993-2001



Prepared for the Clinton Administration History Project  
Washington, DC  
2000  
VOLUME 3

Reauthorization Work Plan  
Title I, Part A

Leader: Mary Jean LeTendre

Principal Writer(s): Catherine Jovicich  
Wendy Jo New  
\*Kay Rigling

External Groups: Council of Chief State School Officers  
National Association of Federal Education Program Administrators  
Association of Title I Directors  
International Reading Association  
National Council of Teachers of English  
National Council of Teachers of Mathematics  
National Coalition of Title I/Chapter 1 Parents  
National Parent Teachers Association  
NEA/AFT  
CRESPAR  
American Association of School Administrators  
National Association of Elementary/Secondary School Principals  
Council of Great City Schools  
U.S. Catholic Conference  
Council of American Private Education  
ASPIRA  
National School Boards Association  
National Association of State Boards of Education  
National Council of State Legislators  
Education Trust  
Center on Law in Education  
National Governors' Association  
National Law Center  
Urban League  
National Association for the Education of Young Children  
Rural Education Association  
La Raza  
National Black Child Development Association  
National Alliance of Black School Educators  
Mexican American Legal Defense Education Fund  
National Coalition on the Homeless  
National Center for Family Literacy

Department of Health and Human Services  
National Science Foundation  
Independent Review Panel  
National Institute for Child Health and Development  
National Institute for Literacy

**Internal Groups:** OSERS, OERI, OBEMLA, OVAE, Budget Services, Planning and Evaluation Services, Office of the General Council, Office of Civil Rights, Office of the Inspector General, Office of the Chief Financial Officer, Office of the Deputy Secretary, Office of Compensatory Education Programs

**External Experts:** Jack Jennings  
Bea Birman  
Sharon Johnson  
Andy Porter  
Mike Casserly  
Margaret Wang  
Jeff Simmering  
Evelyn Moore  
Arnold Fege  
Adrienne Bailey  
Ed Reidy  
David Hornbeck  
Eva Baker  
Lyn Kagan  
Bob Slavin  
Andy Hartman  
Sharon Darling  
Richard Elmore  
Mike Timpane  
Rich Mills  
Dorothy Rich  
Stephanie Robinson

**Strategies:**

- ▶ Invite individuals and groups to the DC invitational forums and regional meetings.
- ▶ Establish several Internet address lists to elicit responses to key questions on e-mail.
- ▶ Attend meetings of key organizations to discuss relevant reauthorization issues.
- ▶ Hold a few individual meetings in ED with key organizations and experts.
- ▶ Incorporate relevant information gleaned from response to Federal Register notice.

Questions: In addition to the questions posed in the Federal Register notice, the following questions may be used to frame input from key groups and experts in the field:

Questions used by Judith Johnson in focus groups --

*The Federal role is to promote quality and equity in K-12 education by supporting the implementation of standards-based reform.*

- 1. Is this role being carried out effectively through current ESEA programs?*
- 2. Is there a better way to carry out this role?*
- 3. What should be done to carry out the Federal role most effectively?*
- 4. What evidence of success could you offer to demonstrate that the ESEA is working across the nation -- in your State or community?*

Possible general Title I questions --

- 1. What changes made in the last Title I reauthorization have had a particularly positive effect?*
- 2. What, if any, changes have been problematic?*
- 3. Why have the provision(s) in question two been problematic? Is the problem the Federal statute or is it State and/or local statute or policy?*
- 4. What new changes would make improve the quality of Title I programs so that they help to close achievement gap?*
- 5. Should Title I be a discretionary instead of a formula grant program with grants awarded to those LEAs or schools that can demonstrate their commitment and capacity to deliver quality instructional programs?*

Possible specific Title I questions:

- 1. Do Title I targeting provisions adequately target the resources to the neediest schools and the neediest children? If not, how can we improve targeting provisions?*
- 2. How can the law promote full implementation of schoolwide programs?*
- 3. How can schoolwide programs be designed for greater success in accomplishing whole school reform?*
- 4. How can we strengthen statutory provisions to foster higher standards, aligned assessment, and greater accountability?*
- 5. How can we strengthen early childhood provisions, transition provisions, and linkages with Head Start? How can we foster the use of family literacy models in Title I?*
- 6. How can the linkages between Title II and Title I professional development be strengthened?*
- 7. How can the legislation impact the quality of preservice teacher education, and continuing education at the college and university levels?*
- 8. Should the legislation require career ladder professional development for all Title I paraprofessionals? What else can the legislation include to ensure that our most disadvantaged children have access to the highest quality instruction?*
- 9. How can we strengthen parent involvement and encourage parenting/parent education?*

10. Do States have sufficient resources to provide the support that is needed to help low performing schools? If not, how can the law be strengthened to improve State capacity?
11. How can the legislation better support local capacity for schoolwide reform?
12. Is there a way to strengthen the legislation to ensure that States have the needed authority to ensure that the statute is being implemented at the school level?
13. When a Title I school is not able to demonstrate adequate yearly progress should the total LEA allocation be reduced by the amount of funds that would have been given to the non-performing schools?

#### Preliminary Data Sources:

1. Responses to Federal Register notice
2. Comments from list serve, Internet address lists, and meetings.
3. Data from State performance reports (school year 1995-96, school year 1996-97--coming in now--and school year 1997-98 to be submitted Fall of 1998).
4. PES studies including analysis of achievement trends in high poverty districts.
5. Information gathered as part of daily program administration.
6. OESE integrated reviews and departmentwide program coordination reviews.

#### Examples of Specific Meeting Opportunities:

- June 8 -- Meeting with Doug Powell of Purdue University, expert in parenting education
- June 14 -- Meeting with CCSSO -- Large scale assessment conference
- June 15 -- Meeting at the National Institute for Literacy -- Andy Hartman and staff
- June 15 -- Meeting with the National Law Center on Homelessness and Poverty
- June (TA) -- Meeting with Council of Great City Schools
- July 1-2 -- CSR/D/Schoolwide Summer Institute
- July 30 -- Association of Title I State Coordinators meeting in San Diego, CA

#### Timeline for program specific options paper:

- Outline: June 30, 1998
- Draft : July 31, 1998

**REAUTHORIZATION WORK GROUP TEAM**

**MIGRANT**

**LEADER:**

Francisco Garcia

**PRINCIPAL WRITER(S):**

James English and Jeffrey Wilde

**INTERNAL GROUPS:**

OME staff input will be solicited in one or two special meetings

BS (Lonna Jones) and OGC (Richard Mellman) input will also be solicited through discussion.

**EXTERNAL GROUPS:**

National Association of State Directors of Migrant Education (NASDME) -- which already met for the year; June 15 -- Meeting

Interstate Migrant Education Council (IMEC) -- next meeting will be in early September;

A focus group of eight regional representatives of the State Migrant Directors -- next meeting tentative scheduled for late June;

OME's MEP Formula Workgroup (consisting of Federal, State and local staff) -- last meeting was September 1997, next meeting tentatively scheduled for early September 1998.

**OTHER METHODS YOU ARE CONSIDERING FOR USE TO SUBSTANTIATE THE EXISTENCE AND IMPORTANCE OF THE ISSUE:**

None.

**DATA SOURCES:**

NASDME has promised to give us a written summary of the reauthorization forums they held at

March at their national meeting in Louisville. IMEC has told us to consider the issues raised by their member States in an 8/22/97 hearing before the House Subcommittee on Early Childhood, Youth and Families. Westat's soon-to-be-completed Migrant Schoolwide study will also be considered. Material from the ongoing MEP Formula Work Group will also be used to develop options related to targeting of services. Any MEP-related comments that come in as a result of the Federal Register notice, the June forums and the July outreach meetings will also be considered.

**HOW YOU WILL USE THE NOTES FROM CONFERENCES, OUTREACH FORUMS:**

As it is received, material will be reviewed for MEP-relevant topics and options.

**TIME LINES:**

Issues finalized -- June 30.

1st Draft Option Paper -- July 31.

June 15 - Meeting  
June 18 - Meeting  
July 15 - Meeting  
July 18 - Meeting

	CHARTER SCHOOLS
<u>LEADER</u>	Art Cole
<u>WRITER</u>	Cathy Grimes-Miller John Fiegel
<u>EXTERNAL GROUPS</u>	Between now and the end of July input will be obtained primarily through document reviews and participation in OESE-sponsored focus groups and regional meetings. Later input may be obtained through site visits, meetings and conferences.  Participants : charter school operators, chartering agencies, Center for Education Reform, Education Commission for the States, Council for the Great City Schools, AFT, and others.
<u>INTERNAL GROUPS</u>	Input through meetings and document reviews.  Participants: Charter Schools Team, SIP charter school staff, SIP Leadership Team, PES staff, OGC, Budget Office, OERI staff.
<u>FIELD COMMENT</u>	Between now and the end of July, input primarily through Federal Register Notice comments, participation in OESE focus groups and regional meetings.
<u>EXTERNAL EXPERTS</u>	Between now and the end of July, input primarily through participation in OESE focus groups, regional meetings. Some input may be obtained during special presentations to reauthorization work group and during some site visits.  Participants include: Tracy Bailey, Paul Krapfel, Joe Nathan, Jude Hollins and others.
<u>TIMELINE</u>	Internal and external group input would be obtained on issues papers between June 10 and June 24. Input on options papers would be obtained between June 30 and July 24. <b>See attached schedule.</b>
<u>FIRST DRAFT</u>	<u>Issues Papers:</u> Preliminary draft to be completed June 5 and 1 <sup>st</sup> draft by June 12. <u>Options Papers:</u> Preliminary draft to be completed by June 30 and 1 <sup>st</sup> draft by July 24. <b>See attached schedule.</b>
<u>SECOND DRAFT</u>	<u>Issues Papers:</u> Second draft by June 30. <u>Options Papers:</u> Second draft by July 31. <b>See attached schedule</b>

The Office of Indian Education  
Reauthorization Worksheet  
May 28, 1998

LEADER:

David Beaulieu

PRINCIPAL WRITER:

Sheila Cooper  
William Demmert

EXTERNAL GROUPS:

National Indian Education Association  
National Indian Schools Boards Association  
National Advisory Council on Indian education  
Regional and State Indian Education Associations  
Association of Community Tribal Schools  
American Indian Tribal Governments

INTERNAL GROUPS:

Indian Education Ad Hoc Re- Authorization Committee  
BIA/OESE Team  
OIE Re-Authorization Committee  
OIE Research Committee

EXTERNAL EXPERTS:

William Demmert  
Rick St. Germaine  
John Tippiconic  
Karen Swisher  
John Cheek  
Jo Anne Sabastion Morris  
Robin Butterfield  
Yvonne Novak

TIMELINE:

Meetings

June 12<sup>th</sup> Meeting of Ad Hoc group in Bellingham Washington

June 21-22 NACIE Meeting in Twin Cities

July 21 Meeting of Ad Hoc group in Washington DC

August 8-9 Meeting of Ad Hoc Group in Washington DC

TIMELINE:

Draft Options Paper

Preliminary Framework June 10<sup>th</sup>

First Draft Options Paper July 25<sup>th</sup>

Final Draft Options paper August 3<sup>rd</sup>

REAUTHORIZATION WORK PLAN FOR TITLE IV, SAFE AND DRUG-FREE  
SCHOOLS PROGRAM

**Leader:** William Modzeleski

**Principal Writer(s):** Elayne McCarthy  
Lavona Grow  
\* Larry Cohen  
\* Mari Colvin

**External Groups:** American Association of School Administrators  
American Council on Drug Education  
American Federation of Teachers  
CASA  
Center for Substance Abuse Prevention  
Center for Disease Control and Prevention  
Community Anti-Drug Coalition of America  
Comprehensive Technical Assistance Centers  
Council of Chief State School Officers  
Council of Great City Schools  
Families in Action  
Join Together  
National Association of Elementary School Principals  
National Association of School Boards of Education  
National Association of School Psychologists  
National Association of Secondary School Principals  
National Education Association  
National Institute on Alcohol Abuse and Alcoholism  
National Institute on Drug Abuse  
National Network of SDFS Coordinators  
National School Boards Association  
Office of Juvenile Justice and Delinquency Prevention  
Office of National Drug Control Policy  
Partnership for a Drug-Free America  
U.S. Department of Health and Human Services  
U.S. Department of Justice

**External Experts:** Gilbert Botvin  
Richard Clayton  
Del Elliott  
Denise Gottfredson  
William Hansen

David Hawkins  
Lloyd Johnston  
Deborah Prothrow Stith

**Internal Groups:** Budget Services; Planning and Evaluation Services; Office of the General Council; Office of the Inspector General; Office of the Deputy Secretary; Office of the Secretary; Strong, Safe, Drug-Free and Disciplined School Committee ( includes OESE, OSERS, OERI, OCR, OPE, NCES, OGC, PES, OBEMLA)

**Preliminary Data Sources:**

- Gun-Free Schools Report
- Higher Education data (e.g., Core Survey)
- Information gathered as part of daily program administration
- Monitoring the Future report
- OESE IRT review and department wide program coordinations reviews
- ONDCP's Pulse Check: National Trends in Drug Abuse
- School-Based Drug Prevention Programs: A Longitudinal Study in Selected Schools Districts
- Secretary of Education's Report on the Safe and Drug-Free Schools Program
- State Report on Administration of SDFSCA State Grant Program
- Student's Reports of School Crime: 1989 and 1995
- The Violence and Discipline Problems in the U.S. Public Schools: 1996-97 report dated March, 1998
- Youth Risk Behavior Survey

**Timeline:** Outline: June 30, 1998  
Draft: July 31, 1998

\* Proposed pending approval from OGC and Budget Office

## Reauthorization Schedule

### A. Issues Papers (all)

	<u>End Date</u>
Preliminary issues identified by leader and key writer	June 5
Meeting with internal group to further define key issues	June 10
First draft of issue papers	June 12
First draft review by internal and external groups (the latter via written correspondence)	June 24
Leader and key writer review notes from outreach mtgs	June 26
Second draft of issues papers	June 30

### B. Options Papers (all)

Leader and key writer review outreach mtg notes	June 26
Leader and key writer develop first draft of options Paper	June 30
First draft review by internal and external groups (the latter via written correspondence)	July 24
Second draft of options paper	July 31

	EISENHOWER
<u>LEADER</u>	Art Cole
<u>WRITER</u>	Liz Eisner Audrey Smith
<u>EXTERNAL GROUPS</u>	<p>Between now and the end of July input will be obtained primarily through document reviews and participation in OESE-sponsored focus groups and regional meetings. Later input may also be obtained through meetings and conferences. (ED-sponsored conference of coordinators to be held this summer.)</p> <p>Participants : State coordinators, State Higher Education Executive Officers/Eisenhower Network, National Council for Teachers of Mathematics, NSF and others.</p>
<u>INTERNAL GROUPS</u>	<p>Input through meetings and document reviews. Also input may be obtained from reauthorization subgroup.</p> <p>Participants: Professional Development Team, Reauthorization subgroup, SIP Eisenhower Team, ED/NSF Workgroup, OERI, SIP Leadership Team, PES staff, OGC, Budget Office.</p>
<u>FIELD COMMENT</u>	Between now and the end of July, input primarily through Federal Register Notice comments, participation in OESE focus groups and regional meetings. Meeting of Eisenhower coordinators also scheduled.
<u>EXTERNAL EXPERTS</u>	<p>Between now and the end of July, input primarily through participation in OESE focus groups, regional meetings. Some input also has been obtained during special presentations to reauthorization subgroup.</p> <p>Participants include: Michael Aldaco, Wilfred Easter, presenters to subgroup and others.</p>
<u>TIMELINE</u>	Internal and external group input would be obtained on issues papers between June 10 and June 24. Input on options papers would be obtained between June 30 and July 24. <b>See attached schedule.</b>
<u>FIRST DRAFT</u>	<p><u>Issues Papers:</u> Preliminary draft to be completed June 5 and 1<sup>st</sup> draft by June 12.</p> <p><u>Options Papers:</u> Preliminary draft to be completed by June 30 and 1<sup>st</sup> draft by July 24. <b>See attached schedule.</b></p>
<u>SECOND DRAFT</u>	<p><u>Issues Papers:</u> Second draft by June 30.</p> <p><u>Options Papers:</u> Second draft by July 31. <b>See attached schedule</b></p>

## Reauthorization Schedule

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Second draft of issues papers	June 30

### B. Options Papers (all)

Leader and key writer review outreach mtg notes	June 26
Leader and key writer develop first draft of options Paper	June 30
First draft review by internal and external groups (the Latter via written correspondence)	July 24
Second draft of options paper	July 31

	COMPREHENSIVE CENTERS
<u>LEADER</u>	Art Cole
WRITER	Susan Sanchez Edith Harvey
EXTERNAL GROUPS	Between now and the end of July input will be obtained primarily through document reviews and participation in OESE-sponsored focus groups and regional meetings. Later input may be obtained through center meetings and conferences.  Participants : comprehensive center directors, selected customers:
INTERNAL GROUPS	Input through meetings and document reviews.  Participants: regional team members (the 15's), OESE program directors, OBEMLA managers, PES staff, OGC, Budget Office, Co-project coordinators, SIP Leadership Team.
FIELD COMMENT	Between now and the end of July, input primarily through Federal Register Notice comments, participation in OESE focus groups and regional meetings.
EXTERNAL EXPERTS	Between now and the end of July, input primarily through participation in OESE focus groups, regional meetings. Also some input may be obtained during special presentations to reauthorization work group.  Participants include: Beverly Farr, Belinda Briscoe, Paul Martinez and others
TIMELINE	Internal and external group input would be obtained on issues papers between June 10 and June 24. Input on options papers would be obtained between June 30 and July 24. See attached schedule.
FIRST DRAFT	<u>Issues Papers</u> : Preliminary draft to be completed June 5 and 1 <sup>st</sup> draft by June 12. <u>Options Papers</u> : Preliminary draft to be completed by June 30 and 1 <sup>st</sup> draft by July 24. See attached schedule.
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## Reauthorization Schedule

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### B. Options Papers (all)

Leader and key writer review outreach mtg notes	June 26
Leader and key writer develop first draft of options Paper	June 30
First draft review by internal and external groups (the Latter via written correspondence)	July 24
Second draft of options paper	July 31

	MAGNET SCHOOLS
<u>LEADER</u>	Art Cole
WRITER	David Cleary Steve Brockhouse
EXTERNAL GROUPS	<p>Between now and the end of July input will be obtained primarily through document reviews and participation in OESE-sponsored focus groups and regional meetings. Later input may be obtained through regional and national meetings and conferences sponsored by outside organizations.</p> <p>Participants : Magnet Schools of America, Nat'l Committee for School Desegregation, Council for the Great City Schools, Dept of Justice, Citizens Commission for Civil Rights, Equity Assistance Centers and others.</p>
INTERNAL GROUPS	<p>Input through meetings and document reviews.</p> <p>Participants: Equity and Choice-Discretionary Grant Team, OCR staff, OGC, SIP Leadership Team, PES staff, Budget Office, SIP Leadership Team.</p>
FIELD COMMENT	Between now and the end of July, input primarily through Federal Register Notice comments, participation in OESE focus groups and regional meetings.
EXTERNAL EXPERTS	<p>Between now and the end of July, input primarily through participation in OESE focus groups, regional meetings. Also some input may be obtained during special presentations to reauthorization work group.</p> <p>Participants include: Charles Cassidy, Charles Willie, Julie Wright-Halbert, Jeff Simmering, Tom Johnson, Mary Ellen Elia and others.</p>
TIMELINE	Internal and external group input would be obtained on issues papers between June 10 and June 24. Input on options papers would be obtained between June 30 and July 24. See attached schedule.
FIRST DRAFT	<p><u>Issues Papers</u>: Preliminary draft to be completed June 5 and 1<sup>st</sup> draft by June 12.</p> <p><u>Options Papers</u>: Preliminary draft to be completed by June 30 and 1<sup>st</sup> draft by July 24. See attached schedule.</p>
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## Reauthorization Schedule

### A. Issues Papers (all)

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### B. Options Papers (all)

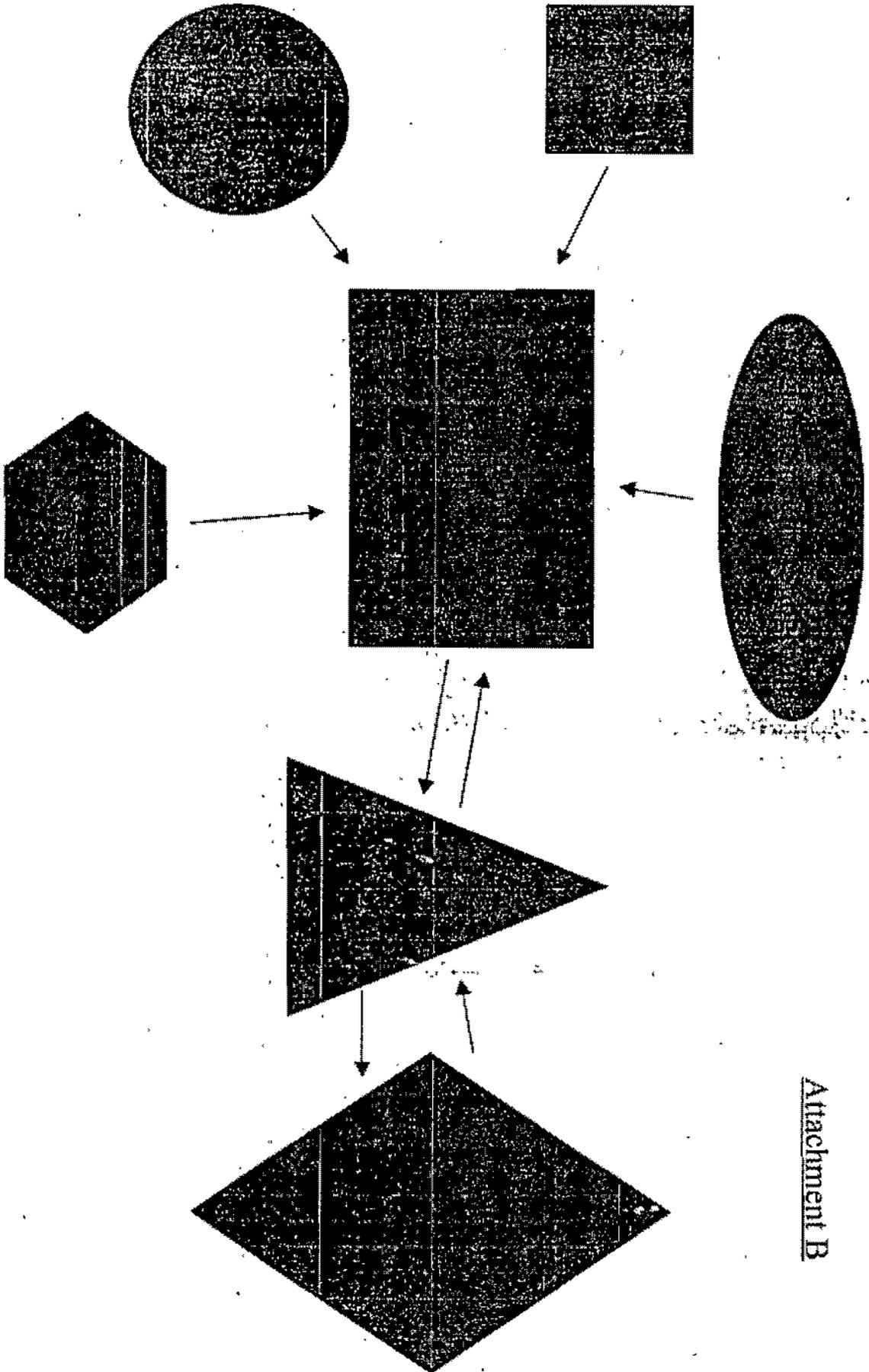
Leader and key writer review outreach mtg notes	June 26
Leader and key writer develop first draft of options Paper	June 30
First draft review by internal and external groups (the latter via written correspondence)	July 24
Second draft of options paper	July 31

Attachment A

## PROPOSED CALENDAR FOR THE REAUTHORIZATION OF ESEA

ACTION	LATE WINTER	LEAD OFFICE
OESE RETREAT		OESE/G2K M'ngt. Team
First meeting of ESEA Work Group to begin to draft vision statement and key questions for <i>Federal Register</i> announcement		OESE
Analysis of demographic and trend summaries		Work Group/PES
	<i>EARLY SPRING</i>	
Draft of Vision; Statement/ <i>Federal Register</i> Announcement Circulated for Comment		OESE/ODS
First Meeting of Core Group- to approve draft vision statement/ <i>Federal Register</i> announcement		OESE
<i>Federal Register</i> Statement announced; Launch of Reauthorization Website Meeting with experts		OESE/ODS
Analysis of demographic and trend summaries		Data and Evaluation Subgroup
Major Concept Papers commissioned		ESEA Work Group/Core Group
	<i>LATE SPRING</i>	
Summary of public comment		OESE
Major Concept Papers commissioned		ESEA Work Group/Core Group
Regional Meetings/Focus Groups		OIIA
	<i>SUMMER thru WINTER</i>	
Regional Meetings/Focus Groups		OIIA
Decision Memoranda to Secretary		Core Group/ESEA Work Group
Bill language drafted		OGC/ODS
Transmittal to Congress		OGC/OLCA/ODS

# ESEA REAUTHORIZATION WORKGROUPS



Attachment B

## WORK GROUP

Sue Betka	FB10 / Rm 4251	401-3939	OER
Kristin Bunce	Portals / Rm 4022	260-1854	OESE
David Cleary	FB10 / Rm 5233	205-9963	Budget
Larry Cohen	FB10 / Rm 5141	401-0310	Budget
Sandra Cook	FB10 / Rm 6337	401-1028	OCLA
Sheila Cooper	Portals / Rm 4300	260-1581	OIE
James English	Portals / Rm 4107	260-1394	OME
Bernard Garcia	Portals / Rm 4300	260-1454	OIE
Charlotte Gillespie	Portals / Rm 603	260-1862	SDFS
Patricia Gore	Portals / Rm 4005	260-1882	Goals 2000
Marilyn Hall	FB10 / Rm 4624	401-0370	IAP
Catherine Jovicich	Portals / Rm 4018	260-2002	OESE
Bill Kincaid	FB10 / Rm 5142	401-3389	OESE
Charles Lovett	Portals / Rm 4243	401-1964	Goals 2000
Elayne McCarthy	Portals / Rm 4030	260-2831	SDFS
Wendy New	Portals / Rm 4404	260-0982	CEP
Ted Parker	Portals / Rm 4201	260-1982	IAP
Laurence Peters	Portals / Rm 6000	708-5938	OESE
Val Plisko	FB10 / Rm 4144	401-1958	Plan/Eval
Rafael Ramirez	MES / Rm 5086	205-9157	OBEMLA
Phil Rosenfelt	FB10 / Rm 5205	401-8292	OGC
Lynn Thomas	Portals / Rm 4200	260-1541	SIP
Bayla White	DCBayla@erols.com	544-1023	Consultant
Jeffrey Wilde	Portals / Rm 4100	260-1475	OME
Susan Wilhelm	Portals / Rm 4400	260-0984	CEP
Sylvia Wright	Portals / Rm 4500	260-3778	SIP

Invited / Awaiting Response

OSERS  
OCR  
OVE

CORE GROUP - proposed

Deputy Secretary	Mike Smith
OESE AS	Gerry Tirozzi
OESE DAS	Judith Johnson
OERI AS	Ricky Takai
PES Director	Alan Ginsburg
OGC	Phil Rosenfelt
Goals 2000	Tom Fagan
SDFS	Bill Modzeleski
SIP	Art Cole
Budget	Tom Corwin
OSERS AS	Judy Heumann
OBEMLA Dir	Delia Pompa
OVAE AS	Trish McNeil
OLCA AAS	Scott Fleming
Consultants:	Bayla White

*OET Dir*

*Linda Roberts*

Goals 2000 State/Local Reform

6/2/98

LEADER	Tom Fagan
PRINCIPAL WRITER	Pat Gore + team <u>Jim Antle</u>
EXTERNAL GROUPS	CCSSO, Council of Great City Schools, Natl. Center on Ed and the Economy, NGA, NASBE, ECS, NGP
INTERNAL GPS	PES, OGC, Budget Services, OERI, OCR, OSERS, OBEMLA, OESE
FIELD COMMENTS	Large Scale Assessment Conference., Summer Institute for Comprehensive Reform, four regional meetings, Goals 2000 State coordinators., Chief's Summer Institute, information in Report to Congress
EXTERNAL EXPERTS	Warren Simmons, Susan Fushman, Andy Porter, Marc Tucker, Kenji Hakuta, Flo McKenzie, Gene Garcia, Rick Mills, Stephanie Robinson, Mat Gondal, Tom Payzant, Dick Elmore, Ray Cortines, Gordan Ambach, Tony Alvarado, Shirley Malcolm
TIMELINE	
FIRST DRAFT	June 30 (W/OUT OPTIONS)
SECOND DRAFT	July 30

- Focus group at next week's large-scale assessment conference.
- will use 6/19 focus group -
- will hash out each of the scenes identified in the Goals report

Technology Literacy Challenge Fund

<b>LEADER</b>	
Tom Fagan	
<b>PRINCIPAL</b>	
Chuck Lovett	Contributors: Jim Bulter(BS), Laura Johns(OUS), Cheryl Garnette(OERI)
<b>EXTERNAL GROUPS</b>	
	CCSSO, Milken Foudation, CGCS, CEO Forum, ISTE, SLC, State Technology Coordinators  <i>national Ed competency conference - 3rd week in June - San Diego</i>
<b>INTERNAL GPS</b>	
	PES, BS, OGC, OERI, OSERS, OESE, OUS (Linda Roberts)
<b>FIELD COMMENTS</b>	
	NECC and Milken meetings (June); four regional meetings, state coordinators, first each award analysis  <i>CCSSOs in July</i>
<b>EXTERNAL EXPERTS</b>	
	PES expert panel members, selected state coordinators Andrew Trotter, Cheryl Lemke
<b>TIMELINE</b>	
<b>FIRST DRAFT</b>	
	June 30 (w/out options) issues
<b>SECOND DRAFT</b>	
	July 30

Goals 2000: Parental Assistance Program

LEADER	
	Tom Fagan
PRINCIPAL WRITER	
	Pat Gore/ Daisy Greenfield
EXTERNAL GROUPS	
	HIPPY, PAT, PTA, NCPIC
INTERNAL GROUPS	
	PES, OGC, Budget Service, OERI, OSERS, OESE, Partnership for Family Involvement in Education (Terry Peterson)
FIELD COMMENTS	
	PAC Project Directors, State Title I Coors, Coors of OSERS Parent Info Centers
EXTERNAL EXPERTS	
	Joyce Epstein, Ann Henderson
TIMELINE	
FIRST DRAFT	
	June 30 (Issues Paper)
SECOND DRAFT	
	July 30 (Options Paper)

- Need to tie in with overall parental involvement thrust of the Dept.

## Impact Aid Reauthorization

Leader: Cathy Schagh

Principal Writer: Marilyn Hall

External Groups: National Association of Federally Impacted Schools (NAFIS) and subgroups of NAFIS -- Section 8002 Group, National Indian Impacted Schools Association (NIISA), BARA, etc.

Formal and informal discussions at upcoming meetings with these groups: NIISA regional conference June 16-17, informal meeting with Section 8002 representatives June 10, ongoing regular meetings with NAFIS Executive Director John Forkenbrock, NAFIS regional conferences later this summer, NAFIS national conference in early October. These discussions will be used to solicit recommendations and float new ideas that may be incorporated in the Administration's Impact Aid proposal.

Internal Groups: We are conducting a series of meetings with interested staff to brainstorm and discuss options -- May 13 - June 9. These meetings will be followed by additional meetings with representatives from OGC, Budget Service, and possibly OLCA, to further refine options.

Field Comments: No current plans to solicit further comments. Depending on the direction that the proposal takes as discussions progress, it may be useful to share selected options with the field. However, the Administration's proposals for Impact Aid typically draw a negative response from NAFIS.

External Experts: Dr. Richard Salmon, Virginia Polytechnic Institute, is providing ongoing technical assistance with school finance issues.

Timeline: Outreach -- June 1 onward  
Internal meetings -- May 13 - June 30  
First Draft Options Paper -- June 30  
Second Draft Options Paper -- July 15  
Legislative Specifications -- August 7

M. Hall  
5/28/98

*Have started internal process  
- doing 4 sessions  
- setting up groups to look at individual issues  
- will pull in Budget + OGC after they finish internal discussions (mid-June)*

## AGENDA

Meeting on Organizing the ESEA Reauthorization Process  
November 21, 1997

### Questions for the Meeting

1. What is our overall strategy for the reauthorization of ESEA and related statutes (e.g., the McKinney Act)?

2. What is our strategy for reauthorization of Goals 2000 (which expires one year earlier than ESEA)?

*— Blend into ESEA process, do simple extension bill early.*

3. When do we want to submit a bill to Congress? March '99?

4. In order to meet that deadline, what intermediate deadlines should we meet -- e.g., presentation of an outline or options memo to the Secretary, development of specifications, submission of a bill for OMB clearance? (See, for example, schedule developed in November 1991 for the last reauthorization -- Attachment A)

*- get decision papers next summer ---*

5. How should we organize ourselves to produce a reauthorization bill?

-- What are OESE's current plans for reauthorization? ( See page from OESE Strategic Goals (Attachment B))

*- Integrate OESE effort into EJ effort as quickly as possible. Reach out -*  
*- OMA, NEC, OPC, ...*

6. What public outreach activities should we undertake?

-- Should we issue a Federal Register notice requesting comments on the major issues? (See 1992 notice -- Attachment C)

-- Should we hold regional hearings to take public comment? If so, when?

-- Other outreach activities, such as requesting suggestions from Congress?

*Use the web*

## Attachment A

*Please note --all that follows is draft and subject to change.*

### THE: ROLE AND FUNCTION OF ESEA REAUTHORIZATION GROUPS

We envision two major groups who will be responsible for conducting our work. The first is a **Work Group** formed from OESE staff, and other relevant program offices, including OERI and OBEMLA, as well as support offices such as PES, OGC, Budget, and OIG's office. The second group will be drawn from principals of those offices as well as the Deputy Secretary, and will be referred to as the **Core Group**. The Secretary's seven priority teams, referred to as **Initiative Groups**, will be called upon to assist in helping us to think across program boundaries. The **Work Group** will also charter a number of **Special Issue Subgroups** that can help us think through some specific cross cutting issues such as technology, technical assistance and professional development.

For organizational purposes, we have outlined the work in terms of three roughly chronological phases. We envision that these phases will be overlapping rather than discrete and bounded.

#### Phase One: Preparing for Public Outreach and Engagement

*NOTE: We have a major strategy decision to make with regard to how much public visibility we want for the reauthorization effort. We have the option of proceeding quietly and underplaying the process of gathering public input as we prepare our legislative proposals or making a decision to call national attention to our process. The choice we make concerning these two options will clearly influence how we seek to involve the Congress. Should we make explicit efforts to solicit the views of all or some members of Congress throughout the process or consult with them only sporadically?*

The **Work Group** will draft a Federal Register notice suggesting a number of key questions that many of us are grappling with --the relationship of flexibility and accountability, the need to reduce the number of programs while being responsive to the need to preserve the interests of special and vulnerable student populations, the need to bring coherence to a host of somewhat fragmented professional development programs etc. The group will also tackle the issue questions outlined in a separate attachment (Attachment D) to this memo.

The **Work Group** will also organize a number of Regional Meetings (to be announced in the Federal Register) as well as an ESEA Reauthorization Webpage (containing key documents) connected to the Department's Home Page with an ability to receive electronic mail.

In regards to interest groups, a subgroup will identify all major education conferences and forums that potentially offer us an opportunity to discuss reauthorization related issues. The **Work Group** will prepare a plan as to how they seek to use these forums and how they will convey summaries of discussions held back to the **Core Group**.

Upon the advice of OCLA, periodic meetings will be set up with key members and staff of the relevant committees to discuss our reauthorization plans as well as the future of the Goals 2000 program.

### Phase Two: Data Assessment and Identification of Options

**Work Group Subgroups** will summarize the comments from the 60 day *Federal Register* notice, prepare option papers and summarize studies in a format useful to the **Core Group** and Senior Officers. Summaries of the Regional meetings and other input will also be summarized on a regular basis.

Together with the data from the first round of public engagement and a synopsis of evaluation results for each of the major programs and demographic and trend data, the **Core Group** will circulate a list of legislative options. In consultation with the **Core Group** a number of those legislative options will be written up as full reports that will include literature reviews.

Goals 2000 options are outlined in a separate attachment.

### Phase Three: Development of Options and Legislative Specifications

Based on a review of the **Work Group's** products, the **Core Group** can accept, reject or ask that other options be developed. When a consensus is reached among the **Core Group** concerning the identification of specific legislative issues, formal option memos will be developed by the **Work Group** for the **Core Group**.

Based on discussions with the Deputy and the Secretary, OGC will be asked to draft legislative specifications and bill language. These documents will be circulated throughout the Department, and the DPC, with a section-by-section analysis.

During this period, depending on the choices available to us, we will attempt to engage Congress in our legislative proposals as well as some of the key groups. The precise details as to how we engage them and what level of understanding and support we want to seek from them, will be determined through discussion with OLCA and others.

Accordingly, we will draft the FY 2000 OMB Submission reflecting the Department's proposals and be ready to transmit the legislation to Congress in January 1999.

## RESPONSES TO QUESTIONS RAISED FROM 11/21 MEETING

*1. What is our overall strategy for the reauthorization of ESEA and related statutes (e.g., the McKinney Act)?*

We will begin a year long set of internal and external activities in January 1998, (based on the last reauthorization) culminating in the production of a bill to Congress in January or March 1999. We will need as part of that process to identify smaller related statutes that either need to be reauthorized at the same time as ESEA or where it makes sense to ask for related amendments. In addition we need to identify those statutes within ESEA that are not forward funded and may otherwise expire if the reauthorization takes two years to complete. Additionally we need to identify what other legislation the administration wants the Congress to consider during the course of the next year to see to what extent there are themes and issues that may relate to our legislative proposals. With the cooperation of OCLA, OGC and OUS staff we hope to complete this work by the end of February.

*2. What is our strategy for reauthorization of Goals 2000 (which expires a year earlier than ESEA)?*

We plan to request a one year extension for Goals 2000 and reauthorize the program at the same time as ESEA. However, we need to think carefully about our Congressional strategy as we do so since the Congress may not want to grant that one year extension or in the alternative seek to terminate the program, despite our seeking funding for it in this year's (FY99) budget. We plan to work with Tom Corwin and OCLA to address these issues and present our recommendations to you at the end of this month.

*3. When do we want to submit a bill to Congress?*

We have an option to submit a bill in March 1999 or January 1999. There are some clear advantages and disadvantages to taking either course of action. By waiting until March we can extend the time we afford for public comment and digesting expert opinion. Critical policy decisions can also be delayed until after we know the results of the November midterm elections and the leadership of the new Congress. However, sending up a budget in February without a bill sends confusing signals. We think it is preferable to have the bill ready for introduction in January so it can be given a low number and be awarded appropriate priority consideration.

*4. In order to meet that deadline, what intermediate deadlines should we meet--e.g., presentation of an outline or options memo to the Secretary, development of specifications, submission of a bill for OMB clearance?*

These intermediate deadlines are set out on the Proposed Reauthorization Calendar.

5. *How should we organize ourselves to produce a reauthorization bill? What are OESE's current plans for reauthorization?*

A basic organizational matrix is set out on the attached chart (see Attachment B). Similar to the last reauthorization we see the need for two main groups--a WORK GROUP--composed of OESE program offices and other key POCs which administer, evaluate or support OESE programs, such as OERI, PES, OUS, OGC in addition to the OIG's office.

This WORK GROUP will identify several subgroups that will represent the major program units within ESEA--Title I, Even Start, Professional Development, etc.

A CORE GROUP with principals of the key program and support units represented on the WORK GROUP will meet to discuss option memos and make recommendations to the Secretary.

The seven priority or initiative teams will serve as resource groups to the WORK GROUP. Their main task will be to help provoke discussion concerning cross-cutting issues.

Other external groups will be brought in from time to time to brief either the WORK GROUP or the CORE GROUP. These external groups could be representatives of advocacy-based organizations, academic researchers, practitioners, etc.

Our current plans (as reflected in OESE's Strategic Plan) are consistent with the proposed timetable and activities. For example, we have already identified the members of the above groups and will be assembling a detailed OESE calendar that will reflect the way we will be using OESE meetings, IRT forums and conferences to gain additional input and analysis.

We plan to complete the detailed calendar by February.

6. *What public outreach activities should we undertake?*

--*Should we issue a Federal Register notice requesting comments on the major issues?*

Yes. We believe a Federal Register announcement modeled on the one produced in February of 1992 represents a good way to begin our public engagement.

--*Should we hold regional meetings to take public comment? If so, when?*

We plan a full schedule of regional meetings to gain public comment. We plan also to hold some other smaller focus group meetings in which key groups can explore some critical questions in more depth than is usually afforded in more open public meetings. We will use the services of OIIA and the SRR's to plan these activities.

*--Other outreach activities, such as requesting suggestions from Congress?*

We plan to develop an ESEA Reauthorization WEBPAGE, linked to the Department's home page. On the page will be included key reauthorization documents, including, the Federal Register Notice, the legislation, key studies, notice of public hearings, etc. We will also offer a capacity for the public to send us emailed comments.

## Preliminary Plans ---Gearing Up for the Reauthorization of ESEA

Over the next weeks OESE staff will continue to identify and develop implementation strategies intended to guide the work of preparing for a successful reauthorization effort.

In a document titled--OESE Strategic Goals for FY 98 --there is a specific goal that focuses on reauthorization, Goal 2. It reads--Implement a process and develop work teams to prepare for the reauthorization ESEA and Goals 2000. (Attachment A.)

In addition to the Assistant Secretary's office wide goals each program office developed a set of compatible program specific goals to support the overall strategy. ( Attachment B ) The strategies were developed to gather information on the nature and character of current initiatives developed at the state and local level in response to the 1994 act. Program office staff will focus on analyzing reports, evaluating studies, and preparing issue papers for consideration by the planning group.

Essentially, we plan to start by asking a series of questions:

1) What evidence do we have that the intent, spirit, and content of IASA have been translated into a set of organizing principles that frame and guide instructional programs in ways that lead to the improvement of achievement for those students who, traditionally, have been served least well?

2) Based on the evidence we collect, what do we want to propose in the new legislation?

At this point we see the work needed to answer these questions falling into four categories.

### 1. Establish Work Groups

There will probably be several work groups, and their efforts will need to be coordinated. We know the Department will convene a cross-POC core group. We anticipate convening several groups including expert practitioners, cross-program staff, policy analysts and researchers, and representatives from the Comprehensive Technical Assistance Centers. (This is not a final list.)

Activities will probably include examining efforts to implement the new strategies contained in the current legislation, reviewing what has been learned about consolidated planning, and developing a conceptual framework to guide our work.

## 2. Undertake Data Collection and Analysis

There are two essential databases for program evaluation studies, the work undertaken by PES and the independent work conducted by a number of external sources. Some preliminary data is already available, which can be used to improve the technical assistance we make available to states (mid-course corrections), as well as guide the tasks undertaken by the work groups.

## 3. Outreach

We need to develop a plan to invite comment from a diverse array of citizens, business leaders, political leaders, and civil rights groups. We are going to need to go to Congress prepared to understand, debate, and translate the concerns and wishes of the communities we serve. We need to demonstrate that we have done our homework. We will need a great deal of guidance for this activity and invite suggestions from everyone.

We know that we need to reach out and hear from a variety of people. We envision beginning with at least the following groups:

Teacher unions, national professional associations like AASA, School Boards and PTAs, civil rights groups like the National Leadership Conference for Civil Rights, ethnic advocacy groups, student advocacy groups, and non-public school advocacy groups. In addition, we have heard and will continue to hear from the Independent Panel and Title I Advocacy Groups. We feel compelled to bring all the players, including potential opponents, to the table in order to minimize the chances for cries of "exclusion from the debate."

## 4. Options and Issue Papers

The work groups will be asked to prepare and/or contract for issue papers that focus on the findings from both outreach activities and evaluation studies. The papers should serve as background for policy analysis and the decisions we make about the nature and content of legislative specifications.

GOAL TWO	STRATEGIES	BENCHMARKS & TIMELINES
<p><b>Implement a process and develop work teams to prepare for the reauthorization of ESEA and Goals 2000.</b></p>	<ul style="list-style-type: none"> <li>• Develop a strategy for assembling work teams that involve staff within OESE and ED in the planning stages (e.g. OESE work group, Department-wide teams, outreach to external groups).</li> <li>• Develop a philosophical grounding/conceptual framework for reauthorization to guide the work of the teams.</li> <li>• Create a workplan that includes specific timelines.</li> <li>• Schedule regular meeting with ODS, OS, OLCA and the White House regarding our strategy, processes and policies for reauthorization.</li> <li>• Start developing and implementing an outreach strategy to external groups and organizations -- start activities in 1998.</li> <li>• Determine specific evaluation needs:               <ul style="list-style-type: none"> <li>--Evaluate the impact of current initiatives/programs.</li> <li>--Use IRTs, forums, focus groups, conferences and other data collection methods to gather additional information on the implementation efforts.</li> <li>--Identify examples of successes and best practices this year.</li> <li>--Determine data collection strategy in collaboration with PES.</li> <li>--Connect data collection/evaluation to GPRA performance indicators.</li> <li>--Review the history that lead to the 1994 reauthorization to identify unresolved issues that need to be considered in this planning phase.</li> <li>--Design and conduct forums comprised of practitioners and researchers to identify both issues and promising practices.</li> <li>--Collaborate with PES in designing studies that collect essential information and identify promising practices.</li> </ul> </li> <li>• Collect, analyze, and convey the work and findings of the independent review panel to the action committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Action plans will be completed by November 30, 1997.</li> <li>• By 12/97 identify working groups and convene OESE</li> <li>• By 1/98 schedule the convening of all working groups</li> <li>• Commission papers and review literature in order to construct a conceptual framework for the committees (on-going).</li> <li>• External groups comprised of practitioners and researchers will convene to discuss issues and promising practices in the context of reauthorization and begin discussions by 1/16/98.</li> <li>• Conduct departmental focus groups to obtain perspectives, identify issues beginning 6/1/98 (on-going).</li> <li>• Status of current evaluation studies will be reviewed quarterly beginning 9/28/97 and new studies commissioned as needs emerge.</li> <li>• The results of the analyses and discussions will be used to determine gaps, next steps and the second phase of the action plan by 5/98.</li> <li>• Interim reports to committee members will be issued bi-monthly.</li> <li>• Issues paper related to reauthorization will be prepared by Summer 1998.</li> </ul>

**PROGRAM SPECIFIC GOALS  
THAT SUPPORT  
OESE'S SECOND STRATEGIC GOAL**

*Implement a process and develop work teams to prepare for the reauthorization of ESEA and Goals 2000.*

**Goals 2000**

Goal: Develop policy on reauthorization of Goals 2000 with a view toward reauthorization of ESEA.

Selected Strategies:

1. Collect and review what is now known about the progress of comprehensive reform with special attention to efforts supported by Goals 2000.
2. Establish an ED wide working group to review the information, add to it, and recommend legislative and policy changes for Goals 2000 (and for other programs) that are needed.
3. Establish an outside group of experts to provide additional information to the working group's recommendations and serve to connect the Department to the research community, States and major entities engaged in standards based reform.

**Compensatory Education Program**

Goal: Coordinate with other ED offices to ensure that information is collected on implementation of key Title I provisions and the McKinney Homeless Program

Selected Strategies:

1. Provide States with on-site technical experts (peers).
2. Develop papers on performance standards and disaggregation of test data.
3. Disseminate standards, assessment and accountability guidance.
4. Develop comprehensive report of State standards, assessments and accountability measurements.

## Migrant Education

Goal: Determine whether migrant children are meeting State standards.

Selected Strategies:

1. Put in place data elements to track migrant student inclusion in State standards and their performance on State assessments.
2. Work with other Departmental programs to enable existing studies to obtain data about mobile children and the effectiveness of services to them.
3. Develop agenda of studies needed on migrant children.

Goal: OME customers take advantage of technology to improve teaching and learning and to enhance education continuity for migrant students.

Selected Strategies:

1. Co-host annual winter data conference w/ NCES focused on issues related to records transfer & uses of technology.
2. In collaboration with NCES, have 8 sites (States or groups of States) connected to an electronic student locator to permit school personnel to identify and contact the last school attended by a newly enrolling migrant student.
3. Monitor OME technology grantees performance and utilization of available technical assistance resources.

Goal: Develop and disseminate high quality products to customers and maintain timely exchange of information with customers.

Selected Strategies:

1. Work with OPE and OL to enact the President's legislative proposal for reauthorization of HEP and CAMP.
2. Develop closer working relationships with TRIO programs in OPE, including dissemination of information about how migrant children can access TRIO projects and services.
3. Emphasize activities that enhance the transition to postsecondary education at meetings of State Directors & other migrant educators.

Goal: Promote coordination among education and programs and services to meet the unique needs of migrant students.

Goal: Promote coordination among agencies providing services to migrant children and families to maximize resources available to help migrant children succeed in school.

Goal: Support activities and services to migrant secondary school youth to prepare them for transition and success in postsecondary education.

### Safe and Drug-Free Schools

Goal: Improve the overall quality of drug and violence prevention programs, serving students in elementary, middle, secondary schools, as well as colleges.

Selected Strategies:

1. Implement set of principles of effectiveness.
2. In preparation for reauthorization, begin process of assessing changes needed in SDFS Act.
3. Develop discretionary grant program related to replicating "exemplary drug and violence programs."

Goal: Respond in a timely manner to emerging priorities of the Administration related to creating safe, disciplined, and drug-free schools.

Selected Strategies:

1. Chair subgroup on safe and drug-free schools.
2. Participate in intra-agency and inter-agency task forces, meetings, commissions, etc. designed to address behavior or health needs of children, safe schools, drug prevention, or crime and violence prevention.

**ESEA Reauthorization Forum**  
**June 3, 1998**

10-4

**Facilitators: Jack Jennings, Center on Education Policy**  
**Chris Cross, Council for Basic Education**

**Forum Participants**

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*Jeanne Allen*

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**Federal Officials To Attend**

Gerald Tirozzi, Assistant Secretary, OESE

Judith Johnson, Deputy Assistant Secretary, OESE

Jim Kohlmoos, Deputy Assistant Secretary, OESE

Tom Fagan, Program Director, Goals 2000, OESE

Mary Jean LeTendre, Program Director, Compensatory Education, OESE

Susan Wilhelm, Compensatory Education, OESE

Pat Gore, Goals 2000, OESE

Sue Betka, OERI

Ray Ramirez, OBEMLA

Ann O'Leary, Office of Deputy Secretary

**MINUTES**  
**ESEA Reauthorization Meeting**  
**June 2, 1998 10:00-11:00am**

**I. Outreach Activities**

Judith began with a discussion on the upcoming invitational ESEA reauthorization forums:

- The first is to be held on June 3.
- Judith explained that the participants will represent a range of perspectives on educational policy.
- In response to a question, Judith explained that invitees were selected through recommendations.
- Two formal note takers will be present at all meetings and the information gathered from the sessions will be used to inform the teams of writers.
- A Questions & Answers fact sheet is being developed to hand out at the meetings. Any questions that need to be included should be sent to Pat.
- It was suggested that the sheet include a description regarding how invitees were selected to attend the forums.
- Since only a limited number of Department of Education representatives will be at each meeting, attendance of program officers will be rotated at the meetings. Judith explained that a strategy will be put in place to ensure that the various programs are represented at the outreach meetings. Tom Corwin recommended sending Ed staff to the meetings with assigned tasks, such as note taking.

Pat then discussed the other outreach activities:

- A chart was handed out that detailed the upcoming outreach activities.
- Two of the meetings (6/3, 6/19) will be focused on the broader issues surrounding reauthorization while the 6/22 will focus on Goals 2000 and the 6/30 meeting will focus on Title I.
- Outreach will also occur at the many professional conferences, in some instances there will be Department participation while at other meetings copies of the Federal Register and a feedback form will be available.
- Pat noted that reprints of the Federal Register were being made. Program Directors are to contact the Front Office for copies.
- Judith announced that a rural educators conference was being held in July in Upstate New York and requested a volunteer to come forward to represent OESE (Art Cole volunteered).

**I. General Framework of Focus Groups**

- The intent is to build a discussion from the first question in the federal register. This question is intended to launch the conversation and generate a paper on the federal role in education.
- Judith explained that the goal of the meeting is to reach consensus on the first two questions posted in the federal register. All participants received the questions in their

invitation letter.

- Art raised the issue of how the initial question launching the meeting will be framed. He prefers to see the discussion opened up by asking a broad question about the role of the federal government in education, rather than focus on specifics (i.e. standards)

Pat gave an overview of the regional meetings:

- The meetings will include an invitational luncheon of 20-25 people. In an attempt to be inclusive, invitees are nominated by professional associations.
- Bill Modzeleski stated that he believes that the conferences must include individuals from the local school district where the meetings are to be held.
- Tom Fagan disagreed, believing that the meetings should be regionally represented. Tom Corwin agreed with this assertion.
- Tom Fagan noted that we may receive some opposition at the meetings. Judith explained that the strategy to handle potential opposition is to not respond to most of what is expressed at the meeting, but continue the discussion by moving on to the next speaker.
- Pat said that there would be quick turnaround in compiling the notes from the various meetings. At the small invitational forums a synthesis paper will be produced while the regional meetings will be recorded and the major themes documented. A goal of this process is to keep the information flowing to the writers to assist them in their tasks.

### III. Outreach to Professional Associations

- Anne O'Leary is to schedule a meeting with Learning First Alliance so that they can comment on reauthorization issues.
- The Federal Register will be sent to major professional associations.
- Michelle Doyle is charged with making an effort to include private schools in the discussion.

### IV. Federal Register

- The Federal Register will be up on the web site by the end of this week.
- There was some discussion about how to make the information as widely accessible as possible.
- Lawrence will get instructions to individuals on hyper linking.
- Judith noted that certain questions in the Federal Register may lend themselves to a particular regional outreach meeting and asked everyone to make suggestions as to which questions are appropriate for the various meetings.

### V. Timing Issues

- Judith explained that the greatest roadblock to meeting the time frame for reauthorization is the time constraint itself.
- There was discussion about releasing all writers from their other projects in order to help them meet the July 30 deadline. It was noted that the ability to leave other projects will vary from writer to writer.
- Several program directors expressed concern with this idea, explaining that their staff are involved in several key projects. They were confident that the writers could handle their other tasks while still making the writing deadline.

- Bill Modzeleski believes that in order to meet this deadline Gerry will have to be willing to stand up to the White House and the Front Office in order to put a hold on other pressing work.
- Judith mentioned that several interns would be working in the office this summer who could possibly assist with the writing.
- The discussion was concluded with Art stating that any roadblocks faced by writers should be brought to the attention of Judith by the program directors. Judith responded by stating that they would do all they could to intervene in order to make this process run smoothly.

#### VI. ESEA Reauthorization Paper Format

- Judith handed out a paper detailing the proposed format for issues papers.
- The overall framework for the paper is that it should start as an issues paper and become an opinion paper.
- The papers should include a range of options (from broad to narrow) so that during the decision making process that range of options can be weighed.

A discussion ensued on the proposed format of the paper:

- Katherine noted that the sections describing the issues raised by the questions and the justification section could be combined during the writing process. Judith concurred.
- There are four levels of implications for this paper that must be considered:
  1. Legislative Changes
  2. Program Implementation
  3. Technical Assistance
  4. Other programs impacted

By recognizing these implications, the papers can also be used effectively for program management.

- It was noted that there was no guidance on the length of the papers, which is important since it will affect the timing issue.
- Val suggested limiting the length of the papers by giving a range of 10-20 pages. Stipulating the length even more narrowly was not recommended since the various components of the paper will be different lengths in their final form.
- Judith apologized to Art about cutting off the discussion on equity that arose at the previous meeting and asked Art to add what he thinks is needed to the vision paper to address the equity issue.
- Gerry recommended that the paper include a concise executive summary. Tom Fagan argued, however, that the core arguments supporting the options are not likely to be read in the body of the paper if there is an executive summary. This issue was left unresolved.
- Judith underscored the importance of validating the issues with research.
- The meeting closed with Judith recommending that the program directors take the draft format back to their writing teams in order to solicit their feedback and comments. Those comments need to be conveyed to Judith.

February 19, 1998  
Work Group Meeting Minutes

**Meeting Summary:**

Suasan Wilhelm opened the meeting.  
Asked Catherine to lead an open discussion for developing a format for Decision making. (Ground Rules.)

**Ground Rules for the ESEA Work Group**

Work Group Members will:

- Create opportunities to openly share ideas.
- Take individual responsibility to catch up on missed meetings.
- Speak one at a time.
- Listen to each other with respect.
- Begin and end meetings on time.
- Take turns summarizing decisions at each meeting.
- Communicate our ongoing work and considerations back to our offices for ongoing input.

I'd suggest adding:

- Notify Susan Wilhelm if we are not able to attend a meeting.
- Share information in an open and timely manner..

**Program directors met last week and charged the group with the development of the website. A decision was made to convene three working groups.**

**Data Group** Create a concise summary of the data we have about the impact of federal education programs on State and local efforts to implement school reform. Report due in 3 weeks.

- **Lead person: Joanne Bogart**

- **Data Collection Subgroup:**

Kristin Bunce, OESE  
David Cleary, Budget Service  
Sheila Cooper, OIE  
Bernard Garcia, OIE  
Elayne McCarthy, SDFS  
Ted Parker, IAP  
Laurence Peters, EZ/EC  
Jeffrey Wilde, OME

OERI to be determined

- **Group to look at status of Standards Based Reform** This group will be responsible for analyzing the research in this area. Next the group will create a summary clearly showing the status of the reform effort at the state and local levels. Report due in 2 weeks  
**Co-leaders will be selected from Goals 2000 office and OERI.**

**Systemic Reform Subgroup:**

Catherine Jovicich, OESE  
 Heidi Ramirez, G2K  
 Ray Ramirez, OBEMLA

- **Group to design the Federal Register notice and the Website** (the task is obvious). Report due in 3 weeks.  
**Lead person: Susan Wilhelm**

**Federal Register Notice Subgroup:**

LEAD: Susan Wilhelm, CEP  
 Sue Betka, OERI  
 Larry Cohen, Budget Service  
 Jim English, OME  
 Marilyn Hall, IAP  
 Chuck Lovett, G2K  
 Wendy Jo New, CEP  
 Sylvia Wright, SIP

**Decision:** All members will bring cross cutting issues to the attention of Susan Wilhelm.

**Presentation by Val Piisko:** Status report on student performance and whether federal programs were more strategic, supportive, and better coordinated. Handout was provided and can be obtained from Frances Shadburn.

**Presentation by Joanne Bogart:** Analysis and Highlights from *Reports on Reform from the field: District and State Survey Results - Evaluation of Federal Efforts to Assist in School Reform - Final Report*. Copy available from Frances Shadburn.

**Presentation by Joanne Bogart:** Living in Interesting times: Early state Implementation of New Federal Laws. Copy available from Frances Shadburn.

Handouts from Susan Wilhelm:

- *Public Policy and School Reform (CPRE);*
- *Elementary and Secondary Education: Evaluation Studies and Projects Ongoing and Proposed;*
- *Timeline for Data Collection and Reporting of Ongoing and Planned Key Elementary/Secondary Education Program Evaluations.*

Next Meeting will be in four weeks after everyone has a copy of what each subgroup developed.

Each Group leader will be responsible for convening their teams and developing the report.

**DRAFT\*DRAFT\*DRAFT\*DRAFT\*DRAFT\*DRAFT\*DRAFT\***

**AASA Reform Proposal**

**Program Principals**

1. **Responsiveness** - Participating schools will respond to public concern by teaching basic and essential skills as well as good citizenship.
2. **Targeting** - Only schools serving students with the greatest need can participate, e.g., schools serving concentrations of low income students and rural isolated schools.
3. **Concentrating Resources** - One hundred percent of the funds will go to school districts with at least 90 percent going to the classroom.
4. **Flexibility** - Participating schools can use funds to supplement existing services in any way that is consistent with the research that shows the desire to improve achievement and citizenship.
5. **Based on Rigorous Research** - Participating school districts and schools will be required to use interventions based on the rigorous research and yielding high student results in numerous settings.
6. **Enthusiastic Endorsement of Participating Teachers and Administrators** - A condition of participation in this program is an enthusiastic vote by secret ballot of teachers, administrators and classified staff to implement the program plan in the school.
7. **Carefully Planned, Implemented and Evaluated** - Participating school districts and schools will have a one-year planning period consisting of an ongoing review of plans and assistance from a research organizations with experience in assisting schools in planning and implementing research based interventions.
8. **Continuous Improvement Based on the Highest Educational Standards** - Participating school districts and schools must make data driven adjustments through staff development and site-based decisions. They would be required to:
  - (a) adopt state content and performance standards including state wide or nationally recognized tests;
  - (b) benchmark test scores, disciplinary rates, instructional resources and teacher quality found in the highest scoring schools nationally in reading, math and science;
  - (c) provide performance information on benchmarks and state standards both regularly and upon request to parents, teachers and others;
  - (d) develop and apply a series of sanctions for school districts, schools, administrators and teachers where students do not meet the expected standards of achievement and citizenship.

9. Clear, Easily Understood Accounting for Spending - Participating school districts and schools would be required to provide an accounting for spending by budget category and program area for the district and each school site. An example of a good software packet is the U.S. Chamber of Commerce educational accounting program called Insite.

10. A Sure and Stable Funding Base - Stable long-term funding levels must be assured by using funds from the mandatory side of the federal budget based on the total sum of the originating appropriations, total national student population and an index of public school costs.

11. A Predictable Funding Flow - Long-term planning and commitment of local funds requires a predictable funding flow to school districts through a federally developed formula.

12. Equal Opportunity for Students in Qualifying Private Schools - The proposal provides services for students in private and parochial schools serving concentrations of students with the greatest need in a manner similar to other federal education programs in ESEA.



# NEWS RELEASE

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

1801 North Moore Street Arlington, Virginia 22209

(703) 528-0700

January 21, 1998  
For immediate release

For further information, contact:  
Gary Marx, 703-875-0737 or  
Bruce Hunter, 703-875-0738

## AASA ASKS THAT FEDERAL FUNDS BE TARGETED TO SCHOOLS SERVING CONCENTRATIONS OF LOW-INCOME STUDENTS

ARLINGTON, VA--The association representing the nation's school superintendents wants the U.S. Congress to rethink the way it addresses the needs of those children who generally occupy the lowest rung of the achievement ladder.

The American Association of School Administrators (AASA) of Arlington, Va., in a break with its traditional approach to federal spending, says Congress should target funds from Washington to schools serving concentrated numbers of low-income students as well as rural, isolated schools.

The association has long been an advocate of federal spending for children placed at risk of school failure because of factors associated with poverty at home and in their communities. But AASA no longer believes that federal funds should go to schools based simply on a formula, much as currently occurs with programs for children with special needs or economic hardships.

"What we're saying is that the country needs a federal program that directs funds to high-poverty schools where the adults employed there are willing to be held accountable for delivering a high-quality education," says Paul D. Houston, executive director of AASA.

"The public is skeptical of public schools and their demands for more money," says Houston. "We need to demonstrate to the public that schools receiving extra federal funds are capable of paying the taxpayers back by producing a better educated group of students."

Accountability is at the heart of the AASA initiative. In the proposal circulating on Capitol Hill, rural, isolated schools and schools enrolling concentrated numbers of poor children will be eligible to receive \$1,000 per child in federal funds. But before they can receive the funds, 80 percent of the faculty in the school, along with the school principal and the district superintendent, must agree that they will provide a learning environment that ensures increased achievement among these generally low-performing children.

Right now too many people, including too many educators, believe students living in poverty are destined to fall further and further behind their more advantaged classmates," says Houston. "We

don't accept that reasoning. We have seen models of elementary school excellence that work. We ought to see them in a lot more schools than we do. And we will with a program that puts extra federal dollars into schools willing to adopt these models."

Under the AASA proposal, school personnel would have to vote to adopt one of the successful elementary-school models identified by the U.S. Department of Education before becoming eligible for the new federal funds. No extra federal dollars would go to schools whose teachers or administrators said they were unwilling or incapable of assuming responsibility for increasing student achievement.

"School superintendents would like an opportunity to reward those within their districts willing to stand up and deliver a quality education to poor children," says Houston. "At the same time, a faculty and principal who vote no-confidence in themselves or the children in their schools ought to be identified. A 'no' vote would certainly pinpoint those schools where additional federal spending might await some necessary personnel changes."

The association's president, Karl V. Hertz of Thiensville, Wis., said the new proposal is bold, but overdue. "When this country talks about the failure of public schools, we're generally pointing the finger at the schools with the greatest concentration of poor kids," Hertz says.

"All too often these poor children attend the oldest schools, are taught by the most inexperienced and least qualified teachers, and receive the fewest computers and the oldest textbooks. Public education is in the fight of its life and we're not going to win back the public's support until re-examining our attitude toward these schools." Our proposal will be a step in the right direction. Instead of earmarking federal funds for schools unwilling to improve, we'll reward only those willing to step up to the challenge of educating children others have written off."

Bruce Hunter, AASA's senior associate executive director for governmental relations, said he figures the new initiative could cost as much as \$5 billion if the schools that enrolled all 5 million poor children were to qualify. To achieve that level of spending under the strict limits within the balanced budget agreement, Hunter says his association recommends consolidating some small education programs and targeting the resulting funds directly to school districts whose high-poverty schools qualify for the assistance.

The AASA proposal grew out of a discussion among its Federal Policy and Legislation Committee chaired by Cheryl H. Wilhoite, superintendent, Madison, Wis.

**ESEA REAUTHORIZATION OUTREACH ACTIVITIES  
CROSS-CUTTING ISSUES**

**I. Regularly Scheduled Conferences**

CONFERENCE	DATE/ LOCATION	AUDIENCE	THEME/ISSUE	ED STAFF INVOLVED	ACTION STEPS/ COMPLETION DATE	LEAD PERSON
Large conferences of national and regional organizations (Selections to be made)	May - Sept 1998				<ul style="list-style-type: none"> <li>■ Obtain list of conferences from OIIA</li> <li>■ Use criteria to select and recommend conferences</li> <li>■ Core Group finalizes selection</li> <li>■ Coordinate with OIIA to handle logistics and invite participants</li> <li>■ Record and compile comments</li> </ul>	
National Academy on the Alignment of Standards and Teacher Development for Student Learning	June 5-5, 1998 Washington, D.C.		Professional Development	Audrey Smith Joyce Murphy	<ul style="list-style-type: none"> <li>■ Coordinate with P.D. reauthorization subgroup</li> </ul>	
CCSSO Large Scale Assessment Conference	June 14-17, 1998 Colorado Springs, CO	State/ local assessment directors	Standards, assessments & accountability	Hugh Walkup Joanne Bogart	<ul style="list-style-type: none"> <li>■ PES will use WESTAT contract to organize meeting during conference;</li> <li>■ CCSSO will provide mailing labels for invitation</li> <li>■ Record and compile comments (WESTAT)</li> </ul>	

**ESEA REAUTHORIZATION OUTREACH ACTIVITIES  
CROSS-CUTTING ISSUES**

**I. Regularly Scheduled Conferences (Cont.)**

CCSSO State Collaborative on Assessments and Student Standards (SCASS) Comprehensive Assessment Design Study group	June 18-19, 1998 Colorado Springs, CO	State & local Title I, Goals 2000 & assessment directors	Standards, assessments & accountability	Grace Ross Hugh Walkup Joanne Bogart (?)	<ul style="list-style-type: none"> <li>Record and compile comments (in conjunction with CCSSO)</li> </ul>	
Ntl. Educational Computing Conf. (NECC)	June 22-24, 1998 San Diego, CA (Reauthorization Session June 23)	BY INVITATION (2 sessions with 30-40 people per session) State/local ed. tech. coordinators TICG proj. dir. School Administrators Teachers Business/Industry	Focus on Ed. Tech. questions in FR Notice, but not limited	Linda Roberts (?) Tom Fagan Shuana Battiste Kelly Green Cheryl Garnette	<ul style="list-style-type: none"> <li>Coordinate with Goals staff (OERI to assist)</li> <li>ED staff to record and compile comments</li> </ul>	Kelly Green
Milken Foundation Annual Conf	June 25-26, 1998 Santa Monica, CA (Reauthorization session June 24)	TLCF Coordinators State Technology Reps	Focus on Ed. Tech. Questions in FR Notice, but not limited	Tom Fagan Kelly Green Shuana Battiste	<ul style="list-style-type: none"> <li>Coordinate with Goals staff</li> <li>ED staff to record and compile comments</li> </ul>	Kelly Green
IASA Summer Institute on Comprehensive School Reform and Schoolwide Programs	July 1-2, 1998 WDC (Reauthorization Session July 2)	Title I Coord and other School Administrators	FR Qs re: State and Local Reform	Judith Johnson	<ul style="list-style-type: none"> <li>Coordinate with CSRD staff</li> <li>Assign ED staff to record and compile comments</li> </ul>	
Conf. of Eisenhower Professional Development Coordinators	July 16-18, 1998 WDC (Reauthorization Session, July 16)	Title II Coordinators	Professional Development	Audrey Smith Joyce Murphy Judith Johnson	<ul style="list-style-type: none"> <li>Coordinate with P.D. reauthorization subgroup</li> </ul>	

**ESEA REAUTHORIZATION OUTREACH ACTIVITIES  
CROSS-CUTTING ISSUES**

**II-A. Discussion Forums**

DATE/ LOCATION	AUDIENCE	THEME/ISSUE	ED STAFF INVOLVED	ACTION STEPS/ COMPLETION DATE	LEAD PERSON
June 3, 19, and 22, 1998 Washington, DC  <i>To focus on Goals &amp; Title I</i>	BY INVITATION (10-20 people per group) Education Researchers Policy Analysts/Experts Practitioners Technical Assistance Providers Business Representatives	All Qs in FR-Notice  CROSS-CUTTING	Deputy Secretary Asst. Secretary/OESE Deputy Asst Sec/OESE Program Directors	<ul style="list-style-type: none"> <li>■ Compile list and determine selection process</li> <li>■ Finalize dates and meeting format</li> <li>■ Invite participants</li> <li>■ Secure meeting space and finalize all logistics</li> <li>■ Record and compile comments</li> </ul>	Frances Shadburn
June 30, 1998 Washington, DC	BY INVITATION Title I Commission Alumni Researchers Practitioners	Title I, Part A	Asst Sec/OESE Deputy Asst Sec/OESE CEP Director	<ul style="list-style-type: none"> <li>■ Request nominations for invitees</li> <li>■ Compile list and determine selection process</li> <li>■ Invite participants (letter and telephone calls)</li> <li>■ Secure meeting space and finalize all logistics</li> <li>■ Record and compile comments</li> </ul>	Pat Gore
April 30, 1998	Representatives from two Comprehensive Centers and one local school district (administrators, principal, and teacher)	Professional development	Joyce Murphy Audrey Smith	<ul style="list-style-type: none"> <li>■ Coordinate with P.D. reauthorization subgroup</li> </ul>	

To be determined	Ntl. Assoc. Of Black Educators; Council of Great City Schools; and others.	Professional development needs of teachers in high poverty schools	Joyce Murphy Audrey Smith	Coordinate with P.D. reauthorization subgroup	
CCSS of Support Institute					
Rural Ed Conference					

### II-B. External Expert Consultations

March, 1998 Susan Loueks-Horsely Researcher	Professional Development Reauthorization (PDR) group Reauthorization Work Group (RWG) OESE and other ED staff	Professional Development		Seminar and 5-page paper presented	
March, 1998 Craig Gerald and Ron Wolk	PDR group RWG OESE/ED staff	Issues in Urban Education (inc Professional Development)		Seminar	
ED Week Publications					
April 27, 1998 Jean Miller, CCSO Director of INTASC	PDR group RWG OESE/ED staff	New Teacher Quality and State Assessment Standards		Seminar	
May 20, 1998 Dennis Sparks, Executive Director, National Staff Development Council	PDR group RWG OESE/ED staff	How ESEA legislation can support effective professional development		Seminar	

July, 1998 Michael Knapp David Florio Researchers	PDR group RWG OESE/ED staff	The Form and Role of Professional Development in newly reauthorized ESEA Programs		Seminar and 25-page paper to be presented	

**ESEA REAUTHORIZATION OUTREACH ACTIVITIES  
CROSS-CUTTING ISSUES**

**III. Outreach to National Association Leadership**

DATE/ LOCATION	AUDIENCE	THEME/ISSUE	ED STAFF INVOLVED	ACTION STEPS/ COMPLETION DATE	LEAD PERSON
May - July, 1998 Washington, DC	National Education Associations Education Advocacy Organizations and Social Advocacy Organizations Business Roundtable Higher Education Associations National Research Associations	All Qs in FR Notice	Deputy Secretary Asst Sec/OESE Deputy Asst. Secretary/OESE Reauthorization Core Group	<ul style="list-style-type: none"> <li>■ Compile list of Association roundtable meetings</li> <li>■ Convene meetings in conjunction with Association roundtable meetings</li> <li>■ Host additional meetings at the Department.</li> <li>■ Invite participants (OIA to assist)</li> <li>■ Secure meeting space and finalize all logistics (OIA to assist)</li> <li>■ Record and compile comments from all meetings</li> </ul>	Ann O'Leary Fritz Edelstein James Guitard

- Send FR notice  
to all associations  
- Ann O'Leary scheduling  
meeting of "Learning  
First Alliance."

**ESEA REAUTHORIZATION OUTREACH ACTIVITIES  
CROSS-CUTTING ISSUES**

**IV. Regional Outreach Meetings**

DATE/ LOCATION	AUDIENCE	THEME/ISSUE	ED STAFF INVOLVED	ACTION STEPS/ COMPLETION DATE	LEAD PERSON
July 8, 1998 Los Angeles, CA	School Officials Teachers Parents	All Qs in FR Notice	Asst Secretary/OESE Deputy Asst Sec/OESE Program Directors Reauthorization Work Group (reps of Program and other offices)	<ul style="list-style-type: none"> <li>■ Finalize sites and dates - 5/20</li> <li>■ Secure conference space and finalize all meeting logistics (OHA to assist) - 5/20</li> <li>■ Solicit nominations for A.M. Discussion Group</li> <li>■ Select and contact invitees</li> <li>■ Determine steps to publicize meeting and inform potential audience of themes/issues -- Publish FR Notice; Use existing ListServes; Mail Friends of Education Letters</li> <li>■ Record and compile comments from all meetings using Court Reporters and/or Notetakers</li> </ul>	Pat Gore Fritz Edelstein
July 10, 1998 Chicago, IL	Business Reps State Officials Advocacy Groups				
July 13, 1998 Boston, MA	Elected Officials				
July 15, 1998 Atlanta, GA	A.M. - Invitational Discussion Group - luncheon P.M. - Open Public Meeting 1:30-5:30				

*Pat Fritz - Think about whether certain FR issues should be featured at the luncheon in different regions.*

**ESEA REAUTHORIZATION OUTREACH ACTIVITIES  
CROSS-CUTTING ISSUES**

**V. School Visits**

DATE/ LOCATION	AUDIENCE	THEME/ISSUE	ED STAFF INVOLVED	ACTION STEPS/ COMPLETION DATE	LEAD PERSON
August - September 1998 (20-30 school visits; Schedule in connection with America Goes Back to School Events)	School Officials Principals Teachers Support Staff Students Parents Community Reps	Improving Student Achievement	Asst. Sec/OESE Dpty Asst. Sec/OESE Program Directors Program Staff	<ul style="list-style-type: none"> <li>■ Coordinate with Comprehensive Center Directors and Council of Greater City Schools</li> <li>■ Determine number and types of schools to be visited</li> <li>■ Develop process to solicit school nominations and school profiles</li> <li>■ Develop selection criteria and select schools</li> <li>■ Notify schools and schedule visits</li> <li>■ Develop school visit protocol</li> <li>■ Record and compile comments</li> </ul>	

**ESEA REAUTHORIZATION OUTREACH ACTIVITIES  
CROSS-CUTTING ISSUES**

**VI. Congressional Visits**

DATE/ LOCATION	AUDIENCE	THEME/ISSUE	ED STAFF INVOLVED	ACTION STEPS/ COMPLETION DATE	LEAD PERSON
May - June 1998	House Education and Workforce Committee House Appropriations Committee House Leadership  Senate Labor, Health, and Human Service and Education Committee Senate Appropriations Committee Senate Leadership	All Qs in FR Notice	Deputy Secretary Asst Sec/ OESE Dpty Asst Sec/ OESE Dir/Budget Service	<ul style="list-style-type: none"> <li>■ Coordinate with OLCA to                      schedule meetings</li> </ul>	Scott Fleming Sandra Cook