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**Bruce:**

Attached is a list/description of the programs in the Lieberman consolidation proposal, as well as programs we otherwise care about that are simply not included in his bill at all (e.g., the professional development for preschool educators initiative we proposed in ESEA, but which doesn't exist yet). This list was originally prepared as an internal document to make the case against consolidating the programs, rather than to identify the ones we are prepared to throw overboard, so it tends to emphasize the strength of each program. In a few places I've added some editorial comments in **bold italics in order to draw your attention to the additional downsides of consolidating particular programs**. Unfortunately, this set of programs is more difficult to work with than you would hope - by the time we take out those that we are clearly obligated to protect, there isn't much left to offer up for a consolidation effort.

Here's my best strategic advice at the moment, subject to change after further thought:

1. In terms of programs we can imagine consolidating, I'd protect everything on the first page of the list, including Safe and Drug Free Schools. We've put a lot of effort into the *Safe Schools, Healthy Students Initiative*, gotten a lot of mileage out of it, are proposing to fund more initiatives with this year's funds, and have requested even more for next year. Further as RWR says, the program may not work but the issue sure does. We'd look foolish supporting a proposal that kills this program while DeWine offers a bipartisan bill in committee. I would also definitely protect the following programs on pages 2 and 3:
  - **Small schools**, because we've embraced it as our own high school reform proposal, we've made it a big budget initiative, and its part of our safe schools message. Not to mention Obey's keen interest in this.
  - **AP** for the reasons discussed on the attachment.
  - **SAT prep** because we just launched it ourselves.
  - **Foreign language assistance** because RWR cares about it - in part because it gives a positive spin to our bilingual ed message - everyone should be bilingual -- kids who don't speak English should learn to, and native English speakers should learn another language.
  - **FIE** because it's the source of funding for the national test, as well as other Administration priorities, including DC schools, character education, and the new college test prep initiative.
2. You should know that Sec. Riley hasn't signed off on this list of protected programs. Frank and I briefly discussed this list and the overall strategy of supporting both a Lieberman and a Kennedy proposal, and will hopefully talk to him before the 4:00 pm meeting on Tuesday.
3. Your idea of selling Lieberman on a large block grant to support state and local reform initiatives, even if it doesn't consolidate anything, is looking more and more promising! It may be the way out. If we go this route, I'd like to tinker with his

The Lieberman proposal either consolidates or simply fails to include the following programs:

- **21st Century Community Learning Centers:** Currently funded at \$453 million, 21<sup>st</sup> Century provides grants to public schools to help keep children safe and provide opportunities for extended learning time to students and community members. The public response to the 21<sup>st</sup> Century Community Learning Centers has been overwhelming. In fiscal year 1998, the Department received applications from nearly 2,000 communities. In fiscal year 1999, the number of applicants surpassed 2,000; together they requested nearly \$900 million in assistance. This year the program will support 900 grants supporting 3,000 centers, serving approximately 900,000 children.
- **Comprehensive School Reform Demonstration:** Currently funded at \$220 million, CSRD provides incentives to schools, especially Title I schools identified for improvement, to implement research-based programs to strengthen the quality of education within the entire school. The program will support 2,500 schools through funding to implement comprehensive school reform programs based on reliable research and effective practices.
- **Reading Excellence Act:** Funded at \$260 million, REA provides resources to high-poverty schools to use research-based reading activities to improve the teaching and learning of reading for children from prekindergarten through third grade. This year, 17 states earned REA funds for their comprehensive plans to improve early reading instruction.
- **Safe and Drug-Free Schools:** Currently funded at \$600 million. \$440 million in state grants supports comprehensive approaches to drug and violence prevention. \$160 million supports the *Safe Schools, Healthy Students Initiative*, a joint effort of the Departments of Education, HHS, and Labor, as well as middle schools initiatives. Fifty-four communities received *Safe Schools* support this year.
- **Technology initiatives:** The Technology Literacy Challenge, funded at \$425 million in FY2000, helps schools integrate technology in the curriculum, and in particular helps ensure teachers are prepared to use technology to help student reach high standards. Preparing Tomorrow's Teachers to Use Technology, funded at \$75 million in FY 2000, supports preservice teacher training programs. The Technology Innovation Challenge Grants and Star Schools support innovative new tools, applications, and delivery systems for promoting access to and achievement in challenging content. R\*Tecs provide essential technical assistance to schools, districts, and states in planning for and using technology in schools.

- **Professional development for early childhood educators:** Proposed in ESEA, the program would provide high-quality professional development opportunities for early childhood educators to improve their knowledge of and skills at working with young children and their families, particularly in developing language and literacy skills. National studies indicate that most early child care and education programs fail to help children prepare for the rigors of classroom learning experiences. One study concluded that only 14 percent of these programs are of high quality, and 5 percent of them are dangerous to the health, safety, and development of children.
- **Title VI Innovative Education Strategies:** This is the Republican block grant that we zero out each year. This year we consolidated it with Goals 2000 and Eisenhower Professional Development into a larger teacher quality initiative.
- **Civic education:** Funded at \$9.85 million in FY200. Over the program's 12-year history, the We The People Civic Education program has helped more than 26 million students in 24,000 elementary and secondary schools gain a working knowledge of the Constitution, Bill of Rights, and the principles of democratic government. More than 82,000 teachers have participated in the program, and more than 89,000 sets of textbooks have been distributed free to schools throughout America.
- **Fund for the Improvement of Education:** FIE supports projects that use innovative educational approaches to improve teaching and learning. FIE supports the identification and dissemination of particularly effective practices used by these projects to serve as models for other programs. In fiscal year 1998, FIE supported 128 grants and a number of other interagency agreements and contracts. Among these, FIE supports CSRD, Elementary School Counseling Program, Character Education Partnership Grants, and the DC Public Schools Initiative. College Test Prep would also be funded under this part. *Funding for continued development of the President's national tests is also included in FIE.*
- **Small schools initiative:** Currently funded at \$45 million, the program helps high schools--as many as 700--implement smaller, safer, learning environments through such strategies as schools within schools, career academies, partnerships with higher education, etc. *FY2001 budget increases funding to \$120 million, and was rolled out as a separate budget announcement in January.*
- **College readiness programs (AP, SAT prep):** Uses \$15 million to increase the capacity of high-poverty high schools to provide access to challenging coursework, including AP classes. *I think AP and SAT prep funding are separate in the FY 2001 budget, and more than \$15 million. ED and the College Board (headed now by Gaston Caperton) ran a large conference this weekend, boosting interest in expanding access to and successful participation*

*in AP classes, and encouraging states to apply for the additional funds we received in FY 2000. Purely on educational grounds, I think this is a good program – it will get more minority kids into challenging classes, and insist that they be measured against uniform national standards, using a national curriculum and taught by teachers trained to deliver the curriculum.*

- **Arts education:** At \$11.5 million, the Arts in Education program supports activities conducted by Very Special Arts (VSA) and the Kennedy Center for the Performing Arts. VSA serves over 3.5 million people with disabilities each year. Last year, VSA developed a virtual gallery on the Internet, which shares the talents of artists with disabilities, and established the Electronics Arts Academies to help people explore careers in the technological arts field. Other new initiatives include Taking Notice, a photography program that documents the experience of living with a disability, and Arts for All, which provides specialized visual arts tools and materials for people with varying levels of independence.
- **Foreign Language Assistance Program:** Funded at \$ 8 million, supports SEAs and LEAs in implementing effective foreign language programs, particularly at the elementary level. *This is a RWR priority.*
- **Inexpensive Book Distribution (Reading Is Fundamental):** \$20 million
- **Ellender Fellowships (Closeup):** Funded at \$1.5 million; our ESEA proposal would repeal and fund through FIE and Civic Education.
- **Javits Gifted and Talented Program:** The \$6.5 million program provides national leadership for efforts to identify and serve gifted and talented students, especially those who are economically disadvantaged, have limited English proficiency, or have disabilities.
- **WEEA:** The \$3 million program promotes educational equity for women and girls, including those who experience discrimination based on race, ethnicity, national origin, disability, or age. *You tell Nancy Zirkin we're ok consolidating this one!*
- **National Writing Project:** Funded at \$9 million, the works to improve student writing abilities and provide professional development programs for classroom teachers. NWP operates on a "teachers teaching teachers" model. Successful writing teachers conduct workshops for other teachers in the schools during the school year to help improve overall writing skills.

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proposal a bit to make it more clearly focused on implementing and helping kids reach state standards.

4. I haven't been able to sell anyone internally yet on my proposal to reward local school districts that make significant achievement gains with the ability to roll formula programs into a single funding stream, to be used to support the district's approach to continue to improve achievement. Will be talking to RWR about that today as well.

Mike

FIE

- Title VI
- Civic educ.
- RIF
- Closure
- Gifted + Talented
- Nat Writing Project

Tech > 1 pros?

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JEFFORDS

- ① No Accountability
- ② Class Size
- ③ TR - competitive grants
- ④ A-S
- ⑤ School construction
- ⑥ Public school choice

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Dear Chairman Jeffords and Senator Kennedy,

As you consider the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) -- the first major education bill of the 21<sup>st</sup> Century -- I urge you to build on our progress to invest more in our schools and demand more from them.

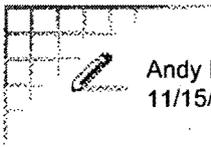
Working in partnership, we have made great strides toward our shared goal of educating all our children to world-class standards. Nearly all States have adopted standards, and even our lowest-performing students are showing gains in reading and math. But far more is needed to ensure that each and every child is given the opportunity to reach his or her full potential. All our children must meet challenging standards, be taught by highly qualified teachers, and attend safe, modern, and disciplined schools. And, for the sake of our children, we must also hold the entire education system accountable for results. The Federal Government spends more than \$15 billion a year on ESEA programs. It's time to invest in what works and stop investing in what doesn't. I encourage you to pass a bipartisan bill that reflects the following four goals:

1. Give Every Child the Chance to Meet High Standards. A bipartisan bill must help students establish a solid foundation for learning by continuing and strengthening our efforts to reduce class size, expand after-school and summer school programs, help all students read by the end of third grade, and eliminate the digital divide through the purchase and acquisition of education technology. It must target resources on students who need extra help and reward States and districts for closing the achievement gap. It must support innovation by expanding public school choice. Additional efforts are required to address the needs of limited English proficient students who face a multitude of barriers to success in school. A bipartisan bill must continue and expand upon our commitment to these students.
2. Demand Accountability for Results. A bipartisan bill must support rigorous, statewide accountability systems, provide resources to States for turning around failing schools, establish school-report cards to inform parents about the education their children are receiving, and end social promotion by giving all students the extra learning opportunities they need to meet high standards.
3. Put Qualified Teachers in Every Classroom. A bipartisan bill must support high-quality professional development to ensure that teachers can help students reach high standards and are trained to use the latest technologies. States must be held accountable for ensuring that all teachers are fully qualified and know the subjects they teach. States also must eliminate the practice of allowing students to be taught by unqualified paraprofessionals.
4. Provide Modernized Schools and Safe, Disciplined, and Drug-Free Learning Environments. A bipartisan bill should provide for emergency school repair,

concentrate resources to prevent youth violence, ensure schools are drug-free and smoke-free, and require sound, equitable discipline policies in every school.

If these principles are reflected in your ESEA bill, I feel confident that we can help all students reach their full potential and master challenging academic standards. I urge you to leave divisive partisan politics at the schoolhouse door and work with us to make landmark progress for America's students.

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Andy Rotherham  
11/15/99 06:10:59 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP@EOP  
cc: Cathy R. Mays/OPD/EOP@EOP  
Subject: Lieberman bill

The Lieberman bill would convert ESEA into 8 Titles (it currently has 14 and our proposal has 11). It also targets new money much more heavily to poverty than current law and more than I think our proposal does although ED would have to run the numbers to be sure. As opposed to the PPI paper, this bill includes state level set-asides for each program rather than one big grant to states.

Overall, it includes our accountability provisions (except discipline) but goes further than us on teacher quality but over a longer timeline. It also preserves class size as a separate funding stream for class size reduction. It does not include vouchers.

While I don't think we should rush out and praise it, I think we should resist the pressure we will get to openly criticize it. I'm sure the department will go ape tomorrow after the press event but I don't think it is a good idea for us to criticize a bill that targets money better than us, includes our best pieces, increases local flexibility, increases accountability and essentially puts impoverished kids ahead of dubious programs. It also has six Democratic cosponsors most of whom are active DLC members so we have to watch ourselves there too. I think we should just keep quiet and see what happens.

Here is a quick summary of the highlights:

**Title I** is similar to our Title I proposal although it has more rigid accountability requirements by requiring actual numerical targets for improving the performance of students and requires that all students be at the proficient level within 10 years. It mirrors the house bill in terms of disaggregation. It also requires that states include in their State Plan a description of how the state is working to end social promotion and retention and how low performing students are being given extended learning time to meet the standards. In addition, it includes our 2.5 percent set-aside. It includes a public school choice piece like our proposal. It would also take the House language on teacher quality stating that all teachers hired after the enactment of the law would have to be fully qualified by 2005. Paraprofessionals would have to have 60 hours of college credit; or an associates degree or higher; or have met a rigorous standard of quality. The "rigorous standard of quality" option is favored by the AFT and is a huge loophole. Our proposal does not include it but instead requires 60 hours or an associates degree only. The authorization for part A of Title I is \$12 billion.

It also a rural provision almost identical to the House bill.

**Title II** Quality language similar to the House, requires all teachers to be certified by 12/31/2005 but it includes an exception for charter schools. Authorizes \$1.6 billion for professional development and requires states to identify numerical targets for improving teacher quality like increasing the percentage of teachers getting standards based professional development or decreasing out-of-field teaching each year. It also sets-aside 10 percent for grants to cooperatives.

Maintains class-size and although it is a placeholder right now, most likely with the language that was

worked out on approps.

**Title III** Authorizes \$1 billion for LEP kids distributed by formula. LEA's are free to use any research-based strategy to teach kids English but no preference is given to any (bilingual). States and districts must have specific goals for English-language acquisition.

Reauthorizes the Indian, Alaska Native, and Hawaiian programs.

**Title VI** Public school choice. Continues the charters school program, requires report cards and authorizes money to help states develop them.

**Title V** Impact Aid, maintains current law.

**Title VI** Is the big performance-based grant, \$2.7 billion by formula. Each state has to show how this money will be used in a manner aligned with state content standards and indicate annual performance objectives. 10 percent of this money goes out in competitive grants from states to LEA's for innovative practices that require upfront infusions of cash.

**Title VII** If by the end third fiscal year after enactment a state has not met more than 1 set of performance objectives as required by the various titles they can lose anywhere from 30-50 percent of their administrative money for those titles. Likewise, this title authorizes a \$200 million reward fund.

It also authorizes a \$300 million fund for national activities including NBPTS, model practices, technical assistance, etc...

**Title VIII** General Provisions.

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## The Jeffords Bill Falls Short on the Administration's ESEA Principles

The following compares the Administration's principles, as expressed in the President's letter, with the relevant provisions in the Administration's and Jeffords' ESEA proposals. With the exception of the reauthorization of the Reading Excellence Act, the Jeffords bill does not reflect any of the Administration's principles:

Principles	Administration ESEA provisions	Jeffords ESEA provisions
<b>Give every child the chance to meet high standards</b>		
"continuing and strengthening our efforts to reduce class size,"	- includes an authorization and dedicated funding stream for Class Size Reduction (CSR)	- includes <u>no dedicated funding stream</u> and no requirement to spend any funds on CSR, and instead makes CSR an allowable use of funds in Title II.  - includes this program in the Straight A's block grant
"expand after-school and summer school programs"	- reauthorizes 21 <sup>st</sup> Century Community Learning Centers, with added focus on academics. The FY 01 Budget places a priority on failing schools.	- reauthorizes current law for 21 <sup>st</sup> CCLCs, with no new focus on academics or failing schools. The authorization for FY 01 is <u>only \$500 million</u> , half the request.  - would be in Straight A's if it becomes a formula grant
"help all students read by the end of third grade"	- reauthorizes current law for the Reading Excellence Act (REA) with minor modifications	- reauthorizes current law for REA, but sets the FY 01 authorization level at \$280 million, \$6 million below the request.
"eliminate the digital divide through purchase and acquisition of education technology"	- continues commitment to provide technology to schools and provides for innovative technology through the Next Generation program and professional development through Preparing Tomorrow's Teachers to Use Technology	- provides funding for technology, but does not provide specific funding for professional development or for innovative technology.

<p>“target resources on students who need extra help”</p>	<ul style="list-style-type: none"> <li>- distributes at least 20% of Title I grants through the most targeted formula</li> <li>- the Budget prioritizes 21<sup>st</sup> CCLC funds on failing schools</li> <li>- Puerto Rico is provided funds on the same basis as States, phased in over four years</li> </ul>	<ul style="list-style-type: none"> <li>- subsumes nearly all formula grants to States into <u>Straight A's</u> – an <u>unfocussed, unaccountable, untargeted block grant</u>.</li> <li>- allows ineligible districts to continue receiving Title I funds for 5 years</li> <li>- distributes half of new money in Title I each year through the most targeted funding formula</li> <li>- places <u>no priority on failing schools</u> in 21<sup>st</sup> CCLC</li> <li>- retains the current law funding formula for Puerto Rico, which provides an artificially low allocation</li> </ul>
<p>“reward States and districts for closing the achievement gap”</p>	<ul style="list-style-type: none"> <li>- includes rewards for States that increase student achievement and close the learning gap as shown on NAEP.</li> </ul>	<ul style="list-style-type: none"> <li>- allocates 50% of Title I funds above \$8 M for school improvements, assessments and awards.</li> </ul>
<p>“expanding public school choice”</p>	<ul style="list-style-type: none"> <li>- reauthorizes Charter Schools and Magnet Schools</li> <li>- authorizes new OPTIONS program to support innovative public school choice programs</li> </ul>	<ul style="list-style-type: none"> <li>- reauthorizes Charter Schools and Magnet Schools</li> <li>- does not authorize OPTIONS program</li> </ul>

<p>“address the needs of LEP students”</p>	<ul style="list-style-type: none"> <li>-requires LEP students in US for 3 years or more to be tested in English as part of the Title I accountability system</li> <li>- requires assessments in Spanish under Title I</li> <li>- requires annual English proficiency assessments for LEP students in Title I and Title VII</li> <li>- targets bilingual education funds to areas that experience rapid growth in LEP children</li> <li>- strengthens authority in bilingual education to terminate grantees that fail to help LEP students make continuous and substantial progress in learning English and achieving to high academic standards</li> <li>- retains 25% cap on special alternative (immersion) programs and priority for dual-language proficiency programs</li> </ul>	<ul style="list-style-type: none"> <li>-requires LEP students in US for 3 years or more to be tested in English as part of the Title I accountability system, but does not hold States accountable for raising the achievement of the lowest performing students</li> <li>- does not require assessments in Spanish</li> <li>- requires annual English proficiency assessments for LEP students in Title VII, but not Title I</li> <li>- targets bilingual education funds to small districts and areas with little experience serving LEP students</li> <li>- eliminates authority to terminate low-performing bilingual education grantees, thus weakening accountability</li> <li>- eliminates 25% cap on special alternative programs and retains priority for dual-language proficiency programs</li> </ul>
<b>Demand Accountability for Results</b>		
<p>“statewide accountability systems”</p>	<ul style="list-style-type: none"> <li>- encourages States to establish one rigorous statewide accountability system, including holding States accountable for raising the achievement of all students and the lowest performing students.</li> </ul>	<ul style="list-style-type: none"> <li>- includes <u>multiple accountability systems</u> that do not require clear goals or include clear sanctions for failure, and does not hold States accountable for raising the achievement of the lowest performing students</li> </ul>
<p>“resources for turning around failing schools”</p>	<ul style="list-style-type: none"> <li>- includes a set-aside for turning around failing schools (\$250 million in FY 01)</li> </ul>	<ul style="list-style-type: none"> <li>- includes <u>nothing specifically for turning around failing schools</u>, but allocates 50% of Title I funds above \$8 M for school improvements, assessments and awards</li> </ul>
<p>“school report cards”</p>	<ul style="list-style-type: none"> <li>- requires State, district, and school report cards</li> </ul>	<ul style="list-style-type: none"> <li>- <u>does not require report cards</u></li> </ul>
<p>“end social promotion”</p>	<ul style="list-style-type: none"> <li>- requires States and districts to end social promotion and provide the additional supports students need to succeed</li> </ul>	<ul style="list-style-type: none"> <li>- <u>does not require States to end social promotion policies.</u></li> </ul>
<b>Put Qualified Teachers in Every Classroom</b>		
<p>“high-quality professional development”</p>	<ul style="list-style-type: none"> <li>-provides dedicated funds for teacher and principal professional development as well as recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>-does not provide dedicated funds for professional development.</li> </ul>
<p>“teachers are fully qualified”</p>	<ul style="list-style-type: none"> <li>-requires that 95% of teachers are certified</li> </ul>	<ul style="list-style-type: none"> <li>-<u>does not contain accountability provision for teacher certification.</u></li> </ul>

“unqualified paraprofessionals”	- raises the minimum education required for paraprofessionals and prevents them from providing instruction	- does not raise the education requirements for paraprofessionals or limit them to non-instructional duties
<b>Provide Modernized Schools and Safe, Disciplined, and Drug-Free Learning Environments</b>		
“provide for emergency school repair”	-Administration’s proposal would repair 5,000 schools.	-does not provide for any school construction or renovation
“concentrate resources to prevent youth violence and make schools drug-free”	- requires States to compete SDFSC funds to LEAs based on need and program quality and provide grants of sufficient size and scope to support research-based activities	- makes State SDFSC competition optional, increasing chance that States will opt for status quo and spread funds too thinly  - formula option under SDFSC uses weaker targeting than current law  - weakens Federal role in supporting targeted, comprehensive programs (such as Safe Schools/Healthy Students) by tying SDFSC National Programs appropriation to large increases in SDFSC State Grants
“and smoke-free”	- continues current prohibition on tobacco possession and use on school grounds and expands prohibition to include alcohol and drugs	- the current prohibition on tobacco is repealed along with the rest of the Goals 2000 Educate America Act
“require sound, equitable discipline policies in every school”	- requires States to ensure that all LEAs establish sound, equitable discipline policies in every school	- contains <u>no such requirements</u>