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Council of the Great City Schools

1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004
(202) 393-2427 ♦ (202) 393-2400 (fax)
<http://www.cgcs.org>

EDUC -
ESEA COMMENTS

March 1, 1999

Mr. Bruce Reed
Assistant to the President
The White House
1600 Pennsylvania Ave. N.W.
Washington, D.C.

Dear Mr. Reed:

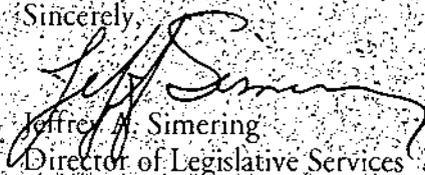
Pursuant to your conversation with Carlos Manrique of the Miami-Dade County Public Schools last week, I am enclosing a copy of the Council of the Great City Schools "Recommendations for the Reauthorization of the Elementary and Secondary Education Act." The first eight pages of this package generally summarize our recommendations.

The Council is a coalition of over fifty of the largest central city school districts, representing nearly thirty percent of the nation's low-income children, and approximately forty percent of the nation's African-American students and forty percent of the nation's English language learners. Since our school districts administer the largest ESEA programs in the country, our recommendations address the myriad of details necessary to operate these programs on such a large scale.

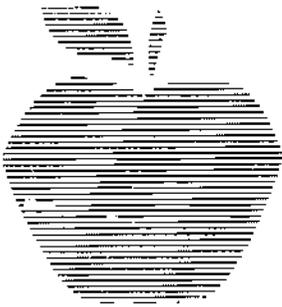
Please note that I have also attached a letter from the members of the Hispanic Education Coalition, including the Council, opposing the Administration's draft policy position on a "Three Year Goal" for bilingual education completion. Since this letter went to Secretary Riley and Capitol Hill late last week and reflects possibly the most contentious issue in the ESEA reauthorization, I wanted to bring the communication to your attention.

If you have any questions on our recommendations or other matters, please do not hesitate to call me, or Mike Casserly, our Executive Director.

Sincerely,



Jeffrey A. Simering
Director of Legislative Services



Hispanic Education Coalition

February 25, 1999

The Honorable Richard W. Riley
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

The Hispanic Education Coalition (HEC), an *ad hoc* coalition of national organizations dedicated to improving educational opportunities for Hispanics, is concerned with the Department of Education's proposal for reauthorization of Title I and Title VII of the Elementary and Secondary Education Act, as articulated in your testimony on February 9th and 11th, 1999. In particular, we believe the Department's three year "goal" policy with respect to limited English proficient (LEP) children shifts the focus from including LEP students in challenging content standards and assessments, to a narrow concern over acquiring English language proficiency. In essence, the proposed policy will undermine the Department's own goal of ensuring that all students, including LEP students, achieve to high standards.

We oppose the Department's proposals to insert in Title I and Title VII an arbitrary three-year "goal" for LEP children to learn English. While we strongly support English language acquisition, we have consistently opposed the three-year "goal" for LEP children to learn English because:

- The proposed goal is not supported by any credible research. Research over the past 30 years has shown it takes between four and seven years for an individual to become academically proficient in a second language.
- The proposed goal would intrude on individual school districts' ability to tailor educational programs to serve the needs of their respective LEP student populations. LEP students come to schools with diverse needs, and at different levels with respect to English language proficiency, literacy skills, and academic preparation. An arbitrary time limit for LEP students would significantly reduce the quality of innovative comprehensive and successful programs.
- The proposed goal requires that schools would only be held accountable for their students' ability to understand English. As such, all resources and instruction would focus on teaching basic English, and disregard other equally important aspects of a child's

Letter to Honorable Richard Riley

February 25, 1999

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education. A narrow focus on English would prohibit LEP children from meeting local and state performance standards in other content areas.

- The proposal would have a disparate impact on LEP students, which raises issues under Title VI of the Civil Rights Act of 1964 as interpreted by the U.S. Supreme Court in Lau v. Nichols. Thus, the effects of the three-year goal policy would be at odds with the Title VI guarantee of access to equal educational opportunity for LEP students.
- Despite rhetoric which seeks to differentiate between a "goal" and "limit" on language services, there is evidence that the Department, the public and Congress interpret the three-year goal as a "limit" on language services for LEP children. Indeed, the FY 2000 Budget Summary released by the Department states the adoption of a three-year participation goal for preparing LEP students to transfer to all-English classrooms.

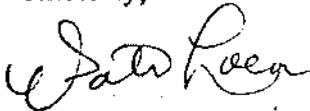
While we support LEP students making annual progress in acquiring the English language --- and achieving in all content areas -- we are deeply concerned with the Department's plan to test LEP students for English proficiency only. To properly measure LEP students' academic achievement, an English language proficiency test must only be *a part of* a comprehensive accountability system. An English-only focus would only serve to jeopardize the long term academic success of LEP children.

We are further concerned with the Department's proposal to test LEP children with a language arts standardized achievement test in English-only and with no accommodations. The results of such tests would yield an invalid measure of English language proficiency in all four domains (listening, speaking, comprehension, and writing), and inaccurately measure literacy skills. For LEP students, the assessment of core content learning in reading, must be done within the proper linguistic and cultural framework. Without these considerations, tests will not assess the knowledge of the LEP student, nor will they measure language proficiency and literacy skills.

Our nation's schools must undoubtedly ensure that LEP students learn English. They must, however, also ensure for much more. Districts, schools, principals, teachers and the Department should be held accountable for student achievement through appropriate assessment policies that provide valid measures of student performance in all subject areas. In short, we want real accountability because we cannot afford to lose the talents of any LEP children. We urge you to offer your leadership on behalf of LEP children. Your strong support of sound education policy will ensure that the Department fulfills its mission, inclusive of LEP students, to provide for equity and educational excellence for all children. We welcome the opportunity to fully discuss with you our concerns.

The Honorable Richard Riley
February 25, 1999
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Sincerely,



Patricia Loera, Esq.
HEC Co-Chair
National Association for Bilingual Education



Roberto Rodríguez
HEC Co-Chair
National Council of La Raza

On behalf of:

ASPIRA Association, Inc.
Council of the Great City Schools
Hispanic Association for Colleges and Universities
Hispanic Serving Health Professions Schools
Intercultural Development Research Association,
 Maria Robledo Montecel, Ph.D.
League of United Latin American Citizens
MANA- A National Latina Organization
META, Inc.
Mexican American Legal Defense and Educational Fund
Migrant Legal Action Program
National Association for Latino Elected and Appointed Officials
National Association for Migrant Education
National Education Association
National HEP/CAMP Association
National Puerto Rican Coalition
Puerto Rican Legal Defense and Educational Fund

cc: The Congressional Hispanic Caucus
Senate Democratic Working Group on Hispanic Issues
Maria Echaveste, Deputy White House Chief of Staff
Janet Murguía, Deputy Director for White House Legislative Affairs
Barbara Chow, Associate Director, Office of Management and Budget
Jonathan Schnur, Associate Director for Domestic Policy, Office of the Vice-President
Delia Pompa, Director, OBEMLA
Sarita Brown, Executive Director, White House Initiative on Educational Excellence for
Hispanic Americans

COUNCIL OF THE GREAT CITY SCHOOLS

SUMMARY OF ESEA REAUTHORIZATION PROPOSALS

Goals: To accelerate the educational achievement of children with specific disadvantages or special needs; to build the capacity of the neediest school systems to accelerate achievement through increased flexibility; and to refocus school reform from the state to the local school district and classroom levels.

A. TO ACCELERATE THE EDUCATIONAL ACHIEVEMENT OF CHILDREN WITH SPECIFIC DISADVANTAGES OR SPECIAL NEEDS

(1) **Maintain Categorical Services for Children with Special Needs In ESEA.** (see graph on page 5)

- Retain a strictly categorical approach in ESEA for serving children with special educational needs (i.e., disadvantaged, early childhood and literacy, migrant, neglected and delinquent, minority isolated, immigrant, English language learners, women's equity, Indian and Native education).

(2) **Maintain and Strengthen the Standards-Based Approach to Educational Achievement in ESEA.**

- Shift emphasis from state standards development to standards implementation at the local level.
- Encourage and support the implementation of local standards when they are more rigorous than minimum state standards.
- Ensure that children with specialized needs are making adequate progress in attaining content standards through fair and appropriate assessments.

B. TO BUILD THE CAPACITY OF THE NEEDIEST SCHOOL SYSTEMS AND TO INCREASE FLEXIBILITY

(1) **Consolidate Twenty-Nine Existing ESEA Programs into Nine Flexible Problem-Solving and Capacity-Building Programs.** (see graph on page 6)

- Establish two new titles in ESEA that would provide assistance to schools for (a) increasing the capacity of state and local school systems to accelerate achievement—Title II (i.e., strengthening local and state capacity for standards-based reform and innovation, providing high-quality professional development, and enhancing local technical assistance) and for (b) solving high-priority national education challenges—Title III (i.e., reducing class-size, reforming secondary schools, expanding after-school services, ensuring safe and drug-free schools, and improving technology).

- Retain separate line-item appropriations at the federal level for each of the nine capacity-building and problem-solving programs under the new Titles II and III.
- Improve flexibility to meet local needs in national priority areas by allowing for the partial local transferability (50%) of funds across the capacity building (Title II) and the problem-solving (Title III) titles.
- Improve flexibility to meet additional local needs in high priority areas by allowing for the complete local transferability (100%) of funds within the new capacity building (Title II) or the problem-solving (Title III) title.
- Include in the new Title II a program to support the local costs of securing technical assistance for school reform and improvement by consolidating comprehensive school reform, OERI labs and centers, regional technical assistance centers, and selected department contract funds.
- Establish a new secondary school reform demonstration program in Title III to address the lack of information on middle and high school best practices, and the continuing problems of achievement gaps, minority dropout rates, limited postsecondary access, and disruptive behavior in secondary schools.

(2) Establish a State Capacity Building Program and a new State Role in ESEA.

- Reestablish a state capacity building program, similar to the old Title V –Strengthening State Educational Agencies of the 1970s.
- Consolidate the categorical state leadership funds found in each ESEA formula grant title into a one state capacity building program under the new Title II.
- Maintain the current state monitoring and compliance role in the direct local ESEA formula grants by consolidating the funding of these current compliance functions under this new state capacity building program.
- Allow the states the flexibility to build their educational capacity based on their own priorities with limited federal requirements, such as state standards and assessment activities, Title I annual-yearly-progress criteria, and state accountability systems.

(3) Maintain Seven Current ESEA Categorical Programs in new Titles IV through VII. (see graph on page 7)

- Maintain an Impact Aid title.
- Reauthorize the school infrastructure grant program, the rural education program, and revise the urban education program.

- Reauthorize the Fund for Improvement in Education, the National Diffusion Network, and revise accountability in the Charter Schools Demonstrations.
- Place the National Education Goals, the goals panel, the school finance equity authorization, and the Title XI Coordinated Services Program into the General Education Provisions Act or into the ESEA general provisions.
- Eliminate nineteen small categorical programs.

C. TO REFOCUS SCHOOL REFORM FROM THE STATE TO THE LOCAL SCHOOL DISTRICT AND CLASSROOM LEVELS

(1) Improve the Efficiency and Effectiveness of the Federal Aid System to Assist in Local School Reform.

- Provide direct federal-to-LEA formula grants in every possible ESEA program.
- Eliminate state plans and the accompanying state re-regulation and costs, and require that LEA plans address only the federal statutory/regulatory requirements.
- Implement simplification in the application and administration process, and place greater emphasis on compliance and accountability for results.
- Maintain the traditional provisions of federal law which protect the integrity of federal aid (maintenance of effort, supplement not supplant, and prohibition of consideration of federal aid amounts in the determination of state aid to education).
- Utilize competitive grant mechanisms only when program appropriations are too small to use a targeted LEA formula (i.e., 100 poorest cities as direct grantees), and then only for national competitions, not state competitions.
- Reduce unnecessary statutory verbiage, subprograms and set-asides.

(2) Restructure and Strengthen Accountability for Educational Results in ESEA.

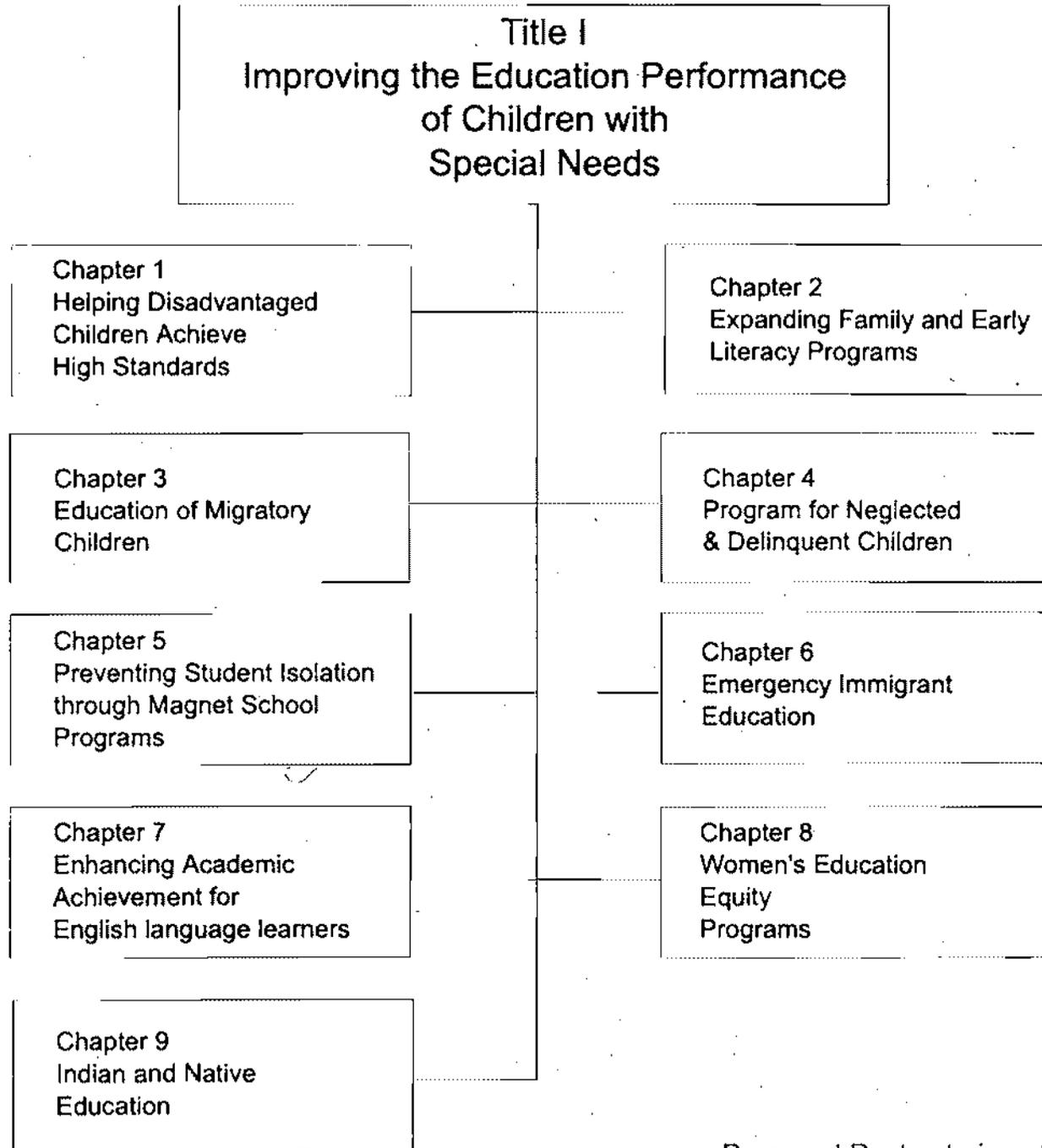
- Strengthen the "mastery" provision in Title I to periodically identify children not mastering content during the school year and to intervene with additional services.
- Require the disaggregation of performance data and accompanying modification of program activities to ensure that no subgroup of the nation's children are left behind in achievement gains under any ESEA program.
- Require public disclosure of ESEA program results by each participating LEA, and public access through posting on the Internet.

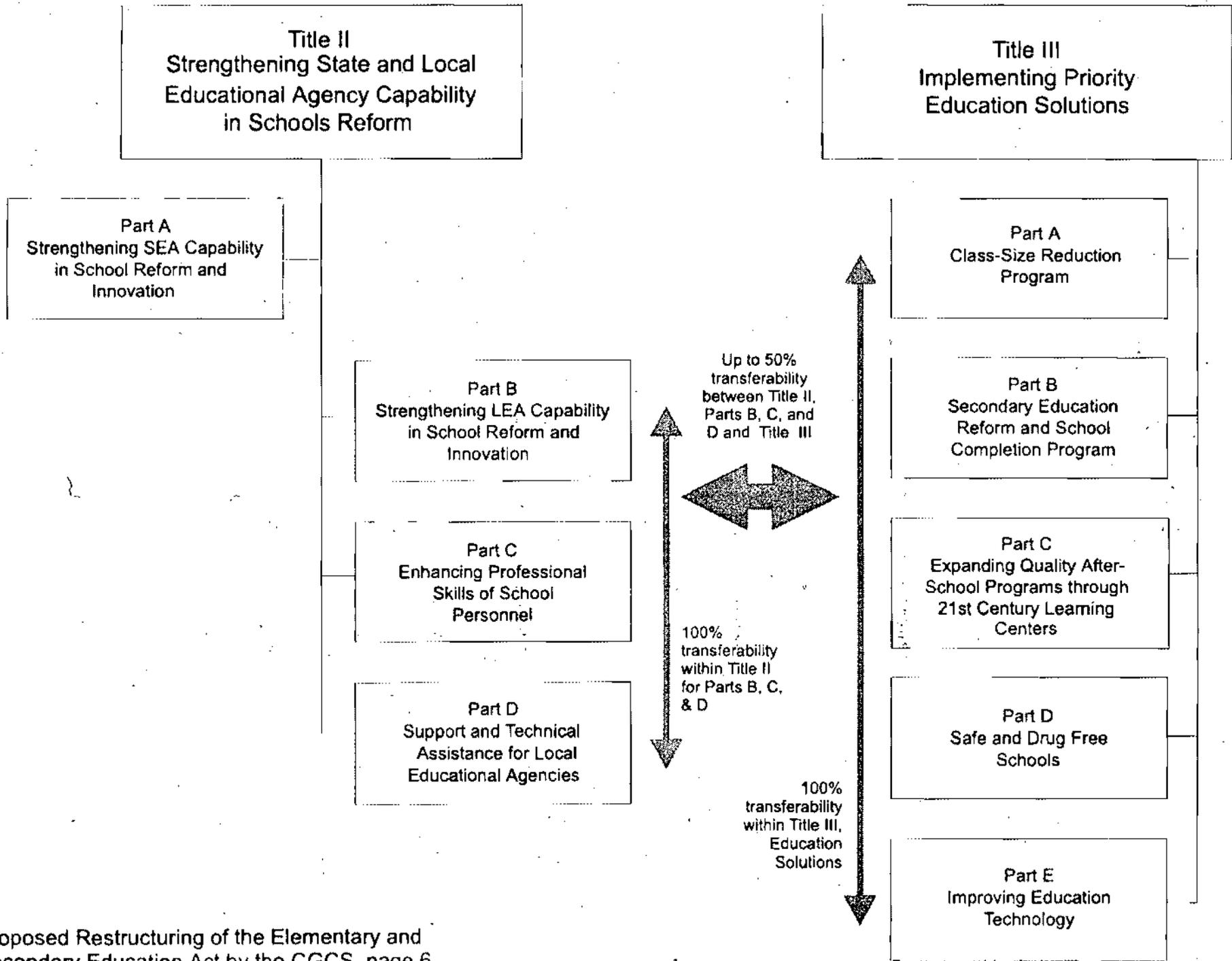
- Harmonize, rather than duplicate state and local accountability systems with ESEA accountability systems.
- Utilize LEA accountability systems where the criteria and timetable for progress are more rigorous than either ESEA's (i.e. annual yearly progress) or the state's accountability system.
- Establish meaningful local corrective action for inadequately performing Title I schools as a Title I compliance requirement, which ultimately could trigger withholding of funds. ✓
- Require an LEA Title I Monitor, reporting directly to the Superintendent of schools, as part of the local Title I accountability system to oversee and intervene in the progress of Title I schools that are performing inadequately.
- Remove the current ESEA statutory limitations on local corrective interventions in inadequately performing Title I schools.

(3) **Avoid Formula Fights and Target Competitive Grants.**

- Reauthorize existing formulas without change.
- Utilize existing, understandable formulas in place of large current ESEA competitive programs like Goals 2000, Technology Grants, and 21st Century Grants.
- Target the few remaining national competitive grants to LEAs with the greatest need for assistance and the most promising project approaches.

Proposed Restructuring of the Elementary and Secondary Education Act by the Council of the Great City Schools





Title IV
Highlighting
Programs of
National Significance

Title V
Meeting Critical
National
Needs

Title VI
Impact
Aid

Title VII
General
Provisions
for ESEA

Part A
Fund for
Improvement
of Education

Part B
National
Diffusion
Network

Part C
Public
Charter
Schools

Part A
Improving
Education
Infrastructure

Part B
Improving
Urban
Education

Part C
Improving
Rural
Education

HIGHLIGHTS OF PROPOSED MAJOR PROGRAM CHANGES

① ESEA TITLE I

- Spur local accountability for results with Superintendent-directed school intervention and assistance for chronically low-performing Title I schools.
- Strengthen the “mastery” provision in Title I by periodically identifying children who are not learning the necessary instructional material during the school year and intervening with additional services.
- Fold the Comprehensive School Reform Program into the regular Title I Program by requiring the use of documented effective programs, strategies, and practices in all Title I schools.
- Maintain, as nonwaivable, the current eligible-child, eligible-school, and the 50% schoolwide program poverty threshold requirements with only technical modifications.
- Expand the current professional development plan into a broader school capacity building effort.
- Require career ladder participation (or native language exception) as a prerequisite for a teaching assistant to work in a Title I instructional capacity.
- Retain the current services provisions for eligible children in nonpublic schools, while broadening the capital expenses authority.

② MAGNET SCHOOLS

- Make minimal changes in the program.
- Incorporate “closing the achievement gap” into the findings and purposes of this voluntary desegregation program, and adding gender and English language learners to the current categories of diversity.
- Clarify that consortia of school districts, and interdistrict programs are eligible.
- Clarify that professional development is an allowable activity and not covered under the limitations on planning activities.
- Clarify that innovative programs maintain the overall purpose of magnet schools.

③ ENGLISH LANGUAGE LEARNERS

- Reorient the program toward attaining high academic standards for English language learners in all content areas, including English language arts, without a federally prescribed instructional approach (i.e. transitional bilingual education, ESOL, dual language, etc.).
- Use a standards-based approach and an overall purpose of comparable achievement (closing the gap) with non-limited English proficient peers in all content areas.
- Retain the emergency immigrant program.

AMENDMENTS TO ESEA

Title I -- Improving the Education Achievement of Children with Special Needs

CHAPTER 1 -- HELPING DISADVANTAGED CHILDREN ACHIEVE HIGH STANDARDS

Major Issues Addressed

- ◆ **Direct Federal to Local Grant** -- Creates a direct federal to local formula grant.
- ◆ **Streamlines Application Process** -- Requires each LEA Title I plan to be filed with the states for compliance and monitoring purposes only, and no longer requires a State plan.
- ◆ **Realigns State Role** -- Transfers the State role in all monitoring and compliance activities for each SEA formula grant program to a new, cross-functional Title II A, State capacity building program.
- ◆ **Maintains Targeting of Services to Neediest Schools and Children.**
 - Maintains current child and school Title I eligibility provisions with minor technical modifications.
 - Ensures that Title I funds continue to be targeted to concentrations of poor children within each school district and school by making school attendance area eligibility and the 50% schoolwide program eligibility non-waivable provisions.
- ◆ **Maintains Standard-Based Approach.**
 - Continues the standards and assessment based system while allowing, as in current law, for the use of comparably rigorous local standards and complete core curriculum accountability where locally desired.
 - Establishes accountability for reading, language arts and mathematics performance of participating Title I children.
 - Establishes four levels of performance rather than the current three levels, in order to better document the progress of the lower performing children.
- ◆ **Relies on Documented Effective Instructional Practices** -- Requires the use of documented effective programs and practices including locally developed approaches, thereby incorporating the strongest features of the Comprehensive School Reform Demonstration Program into the regular Title I program.

◆ **Establishes an Effective Local Accountability and Early Intervention System.**

- Places the program emphasis on local accountability and ensures more effective coordination between local, state, and Title I accountability systems, thereby eliminating the duplication in current law.
- Encourages the use of local accountability systems for Title I schools where such local systems use a standard/criteria of progress which exceeds the state annual yearly progress standard/criteria.
- Establishes an LEA Title I Monitor as part of the Title I accountability system, reporting directly to the Superintendent of schools, to oversee and intervene in the progress of Title I schools which are performing inadequately.
- Requires meaningful local corrective action for inadequately performing Title I schools and expressly establishes such corrective action as a compliance issue which ultimately could trigger withholding of funds.

◆ **Ensures that No Child is Left Behind.**

- Ensures accountability for essential subgroups of Title I children by requiring the disaggregation of performance data.
- Strengthens the "mastery" provisions in Title I to periodically identify children not mastering content during the course of the school year and to intervene with additional services.

◆ **Publicizes Title I Results** -- Requires public disclosure and posting of Title I program results school by school, and disaggregated by subgroups.

◆ **Coordinates with Existing Comprehensive School Level Planning** -- Coordinates the Title I schoolwide program plan with the existing local school comprehensive plan, and strengthens the emphasis on the progress of the lowest quartile and other subgroups of children performing inadequately.

◆ **Enhances District, School, and Staff Capacity** -- Expands the Title I professional development plan into a broader capacity building plan addressing staff instructional skills, technical assistance and collegial assistance, improvements in the quality of school level comprehensive planning for schoolwide programs, and coordination with school level comprehensive planning in targeted assistance schools.

◆ **Creates Teacher Aide Career Ladder** -- Requires participation in a career ladder program for teacher assistants (aides) performing supervised instructional functions and allows exception for personnel with other language fluency.

- ◆ **Maintains Services for Nonpublic School Children** -- Maintains current provisions for services to nonpublic children, including an expanded Capital Expenses Program for extraordinary administrative costs and the costs of alternative service delivery systems.
- ◆ **Does Not Authorize Vouchers** -- Retains current public school choice language and does not authorize vouchers.
- ◆ **Avoids Formula Fights** -- Maintains current formulas.

Legislative Specifications

- revise and update policy statement, need statement, what has been learned since 1994 to reflect the legislative specifications that follow (sec. 1001).
- update the purpose provisions with continuing emphasis on "children served" -- i.e. disadvantaged children (sec. 1001(d)).
- separate authorizations of appropriations; retain LEA, Capital Expense (Alternative Arrangements and Costs), Federal Activities, School Improvement (sec. 1002).
- delete the 1/2% for school improvement and additional state allocation (sec. 1003).

⇒ Standards and Assessments

- replace state plan section with a section on coordination with state standards and assessments, thereby eliminating the unnecessary and unproductive paperwork and accompanying re-regulation of previously mandated state plans (sec. 1111).
- clarify that Title I is accountable for math, reading/language arts performance of children served (sec. 1111(b)).
- clarify current law that local standards of greater rigor than state standards are allowable and encouraged, and specify that local accountability may be broadened to additional subject areas at local discretion (sec. 1111(b)).
- facilitate the documentation of progress by establishing four performance levels (advanced, proficient, partially proficient and inadequate), rather than the current three levels, and allow for measurement of progress within each level (sec. 1111(b)(1)(D)).
- continue annual yearly progress (AYP) established by states under "Strengthening SEAs" (the new Title II-A); but clarify as in current law that other local measures and indicators may be used (cross-reference to Local Plans) (sec. 1111(b)(2)).
- maintain, as in current law, the use of either a statewide assessment system of all children, or specific Title I assessments (sec. 1111(b)(3)).

- reaffirm the requirement for disaggregation of data by major subgroups in statewide assessments, other local measures and indicators, and in transitional assessments (sec. 1111(b)(3)(l)).
- maintain and strengthen the current State language assessment provision (sec. 1111(b)(5)).
- continue 1994 amendments timetable on standards and assessments (sec. 1111(b)(6)).
- delete additional state plan provisions and the state plan review process, since state plans are no longer necessary (sec. 1111(c),(d)&(e)).
- include the public participation and committee of practitioners' provisions in the new Title II (A), Strengthening SEA program (sec. 1111(c)).
- continue the prohibition on federal control, and add provision on local use discretion originating in the old Chapter 2 (sec. 1111(f), and title VI sec. 6303(c)).
- move current provisions requiring a minimum SEA expenditure of state administrative funds to the new Title II-A (sec. 1111(g)).

⇒ Local Plans

- continue consolidated application provision at the local level with emphasis on simplification (cross-reference to Title XIV provisions) (sec. 1112(a)(2)).
- maintain allowability of other local measures and indicators (sec. 1112(a)(2)).
- expand professional development into a broader capacity building function addressing staff instructional skills, technical assistance and collegial assistance, improvements in the quality of school level comprehensive planning for schoolwide programs, and coordination with school level comprehensive planning in targeted assistance schools (sec. 1112(a)(3)).
- delete Head Start language in 1994 Act (sec. 1112(c)(1)(H),(2)&(3)); add allowable use for the education costs of coordinating programs with Head Start, notwithstanding any other provisions of law.
- maintain four measures of poverty (sec. 1113).
- maintain "general description" language (expressly prohibit states from requiring filing of each individual school plan with the state) (sec. 1112(a)(7)).
- delete unnecessary and duplicative assurances; cross-reference with Title XIV; address model program and effective practices provision (G) and subsuming CSRP (sec. 1112(c)).
- establish a true multi-year application process rather than the current annual submissions (sec. 1112(d)).

- revise state approval of local plan to emphasize certification of local plan compliance, as in the old Chapter 1(sec. 1112(e)).
- address use of teacher aides for instructional functions by requiring career ladder program participation; provide for foreign language fluency exception; make no change in the use of teacher aides for administrative functions (sec. 1112).

⇒ Eligible Attendance Areas

- add one year grandfathering of areas/schools (1113(b)).
- allow grade span grouping of all areas/schools; still require serving 75% poverty areas/schools within grade span grouping (sec. 1113(a)(4)).
- simplify the overly complex within-district allocation rules by simply requiring higher poverty schools to be allocated more Title I funds per low-income child than lower poverty schools (sec. 1113(c)(2)(A)).
- allow follow-the-child in desegregation plans without a waiver requirement (sec. 1113(a)(7)).
- clarify the interrelation of state-funded compensatory education programs (sec. 1113 and 1120(A)).
- add early childhood education, professional development, and capacity building/school improvement to local reservation of funds (sec. 1113(c)(3)).

⇒ Schoolwide Programs

- revise overlapping local and Title I comprehensive school planning provisions; delete unnecessary provisions (sec. 1114(b)).
- strengthen the use of documented, effective practices and programs (sec. 1114(b)(1)(B)(iii)).
- maintain the 50% poverty eligibility threshold; clarify that eligibility is not waivable (sec. 1114(a)(1)).
- clarify and strengthen the disaggregated data requirement for all grant recipients and require accompanying school plan modifications for subgroups of children whose progress is inadequate (sec. 1114(b)(2)(A)(v)&(vii)).
- emphasize and strengthen the current mastery provision requiring modifications in school plans and the identification and provision of additional services for children not acquiring content mastery (sec. 1114(b)(1)(H)).
- conform language on non-identification of participating children to disaggregated data accountability requirement (sec. 1114(a)(3)).

- maintain other ESEA programs coordination provision adding Perkins/School-to-Work/current IDEA schoolwide program law cross-references; clarify that the eligibility for such use of funds requires maintaining the 50% poverty level of the school (sec. 1114(a)(4)).
- conform by eliminating the state assurances provision and adding local capacity building/local school support team involvement (sec. 1114(a)(2)).

⇒ **Targeted Assistance Schools (TAS)**

- maintain precise language on eligible children -- i.e. greatest need for assistance (sec. 1115(a)).
- strengthen effective strategies language and conform above, as well as extended learning provision for LEA to minimize pullouts (sec. 1115(c)(1)(D)).
- coordinate with regular education program and local school comprehensive plans; drop other verbiage (sec. 1115(c)(1)(E)).
- expand professional development into a broader capacity building function including technical assistance, coaching and mentoring, and comprehensive school level planning improvement (sec. 1115 (c)(1)(G)).
- maintain TAS accountability on eligible children served (sec. 1116 (c)(1)(B)(ii)).

⇒ **Choice**

- maintain current provisions without any modifications; avoid vouchers and other similar mechanisms (sec. 1115(A)).

⇒ **School Improvement and Accountability**

- revise section heading to School Improvement and Accountability (sec. 1116).
- maintain local review and distinguished schools (sec. 1116(a)&(b)).
- coordinate Title I accountability with state and/or local accountability systems and structure (sec. 1116).
- require states to establish a Title I standard/criteria for annual yearly progress of Title I schools and coordinate existing state comprehensive accountability systems under the new Title II-A, Strengthening SEAs (sec. 1111(b)(2)).
- place program emphasis on local accountability, thereby eliminating the duplication in current law and ensuring more effective coordination among local, state, and Title I accountability systems (sec. 1116(c)).

- encourage the use of local accountability systems for Title I schools, where such local systems use a standard/criteria of progress that exceeds the state annual yearly progress standard/criteria (sec. 1116(c)).
- ensure accountability for essential subgroups of Title I children by requiring the disaggregation of performance data (sec. 1116(c)).
- establish an LEA Title I Monitor as part of the Title I accountability system, reporting directly to the Superintendent of schools, to oversee and intervene in the progress of Title I schools which are performing inadequately (sec. 1116(c)).
- require meaningful local corrective action for inadequately performing Title I schools and expressly establish such corrective action as a compliance issue, which ultimately could trigger withholding of funds (sec. 1116(c)(5)).
- require public disclosure and posting of Title I program results school by school, and disaggregated by subgroups (sec. 1116(c)).
- in instances where no comprehensive state or local accountability system exists, use the 1994 school improvement accountability provisions with a disaggregated data requirement for schoolwide programs and children served in TAS (sec. 1116(c)).
- provide a short transition (i.e. one year) for schools currently in school improvement status (sec. 1116(c)(1)).
- generally maintain corrective action timetable (while deferring to state or local accountability system timeframes wherever practicable) and the local option to immediately trigger local intervention under the oversight of the Superintendent's Title I Monitor (sec. 1116(c)(5)).
- provide school support through arrangements such as locally designed school support teams including external expertise (sec. 1116(c)(5)).
- provide that interventions must be consistent with state law regarding the authorities of governmental units (sec. 1116(c)(5)(B)).
- allow additional resources from any source for Title I school intervention as exceptions to supplement not supplant provisions, etc. (sec. 1120A).
- delete "notwithstanding clause" which limits local interventions (sec. 1116(c)(5)(B)(ii)).
- maintain the extenuating circumstances provision and the student mobility provision (sec. 1115(c)(5)(C) and sec. 1111(b)(3)(G)).
- delete the requirement that professional development intervention in poorly performing schools are to be determined solely by that school's own staff (sec. 1116(c)(3)(C)).

- utilize the national appropriation under sec. 1002(f) to support innovative LEA applications for assistance to the poorest performing schools in which state and local accountability systems are struggling to produce improvement (sec. 1116(d)).
- restructure state school support system in favor of local capacity building system (sec. 1117).

⇒ **Parent Involvement**

- maintain 1% parent involvement minimum expenditure (sec. 1118(a)(3)).
- streamline the excessive 4 1/2 pages of parental involvement statutory language (sec. 1118).

⇒ **Professional Development and Capacity Building**

- infuse a broader concept of local capacity building at the district and school levels into the professional development language; establish support mechanisms such as local school support teams utilizing LEA staff, staff from schools in the LEA, and external expertise to assist in school level planning, implementation, technical assistance, and professional development (sec. 1119).

⇒ **Serving Children in Private Schools**

- maintain current legislative language with only absolutely necessary revisions; do not attempt to transfer regulatory provisions into statutory language (sec. 1120).
- maintain poverty basis for public and nonpublic allocation determinations (sec. 1120(a)(4)).
- clarify LEA count options for nonpublic schools without free and reduced price lunch programs; and allow the use of a multi-year count (2 years) (sec. 1120(a) or (b)).
- develop an optional structure for representative consultation with large numbers of nonpublic schools within a particular LEA jurisdictional area (sec. 1120(b)).
- revise capital expenses to "alternative arrangements and excess costs" to continue to reimburse off-the-top costs particularly for off-site service delivery systems (sec. 1120(d)).

⇒ **Formula**

- retain existing formulas (sec. 1121-1127).
- provide direct federal to LEA allocations; drop county allocation process (sec. 1121-1125A).

⇒ **General Provisions for Chapters 1-4**

- authorize demonstration grants only to LEAs; delete unfunded partnership grants but continue dissemination of best practices; delete transition projects grants (sec. 1502(b) and 1503).

- maintain Negotiated Rulemaking and Regional Meetings (sec. 1601).
- maintain limitation on requiring instructional models (sec. 1601(c)).
- continue Policy Manual and Inquiry Responses provisions (sec. 1602).
- maintain Committee of Practitioners at state level for state rulemaking review and comment and standards and assessment input; create a national Committee of Practitioners for similar national review and comment (sec. 1603(b)).
- delete state administration payment provision; move compliance and monitoring to new Strengthening SEA Title IIA, including administration of parts C and D (sec. 1603(c)).
- maintain the no federal control provision; delete equalized expenditure provision (sec. 1604).

CHAPTER 2 -- EXPANDING FAMILY AND EARLY LITERACY PROGRAMS

Major Issues Addressed

- ◆ **Links the Family Literacy Program with the Early Reading Literacy Program** -- Realigns the early literacy programs of the Reading Excellence Act into a new Chapter 2 along with the current Even Start Family Literacy Program.
- ◆ **Expands the Even Start Authorization of Appropriations** -- Expands substantially the Even Start authorization of appropriation to \$500 million reflecting the national need for effective early childhood education.
- ◆ **Establishes a Federal to Local Formula Grant Mechanism** -- Revises both the Even Start Program and the Early Reading Excellence Program into consistent needs-based formula grants, rather than infrequent competitive grants.

Legislative Specifications

Part A -- Even Start Program titled the William F. Goodling Even Start Program (sec. 1201)

- expand the authorization of appropriations to \$500 million for FY2000.
- trigger a federal to local formula grant program at a \$250 million appropriations level beginning with the poorest LEAs with highest numbers of poor children, and in rural areas for the highest percentages of poor children (using some phase-in and hold-harmless protections); establish a minimum grant \$50,000; allocations to be based Title I allocations; (sec. 1202(d) and 1203).
- limit funds for evaluation and technical assistance to 1%; (sec. 1202(b)).

- delete the state competition for coordinated services grants and the prisons grant (sec. 1202(a)(2) and (c)).
- revise eligible entity to LEA as applicant and fiscal agent; (sec. 1202(e)).
- delete the matching provisions; (sec. 1204(b)).

Part B -- Early Reading Literacy (Reading Excellence Act of 1998)

- trigger a local formula with phase-in and hold-harmless similar to above Even Start formula revision.

CHAPTER 3 -- EDUCATION OF MIGRATORY CHILDREN

Legislative Specifications

- maintain current program structure of grants to states (Title I, Part C).
- provide subgrants to LEAs not to intermediate units.
- make migrant record system more user friendly.

CHAPTER 4 -- NEGLECTED AND DELINQUENT

Legislative Specifications

- maintain current program structure of grants to states (Title I, Part D).

CHAPTER 5 -- OVERCOMING STUDENT ISOLATION THROUGH MAGNET SCHOOL PROGRAMS

Major Issues Addressed

- ◆ **Underscores the Federal Interest** -- Underscores the federal interest in this voluntary approach to desegregation through technical changes in findings and purposes such as "closing the achievement gap", and adding gender and English language learners to the categories of diverse student backgrounds in current law.
- ◆ **Provides Clarifications and Elaboration for Certain Current Provisions.**
 - Clarifies that consortia of school districts, and interdistrict programs are eligible for grants.
 - Clarifies that professional development is an allowable activity and not covered under the percentage limitations on the use of funds for planning.

- Clarifies that innovative programs must also maintain the overall purpose of desegregation.

Legislative Specifications

- update findings by strengthening federal interest statement and including current nationwide statistics (sec. 5101).
- include findings on the use of magnet programs in school improvement and school reform (sec. 5101).
- add findings from reports and research on the academic and desegregation benefits of magnet schools (sec. 5101).
- update purpose in meeting challenging state and local content standards and performance standards (sec. 5102(2)).
- revise vocational skills language of purpose provision to emphasize both marketable career skills and post-secondary preparation (sec. 5102(4)).
- add a new academic achievement purpose for all students including specifically closing the achievement gap among different subgroups of children (sec. 5102).
- maintain the current "program authorized" provision and expand the diverse student background language by adding gender, and English language learners (sec. 5103(2)).
- conform diverse student background provision in application section to modifications in the program-authorized section (sec. 5106(b)(1)(A)).
- update language by replacing the Goals 2000 references with local and state content and performance standards references (sec. 5106(b)(1)(D) and 5107(4)).
- add a separate authorized use of funds for professional development for the magnet school staff (sec. 5108(a)).
- conform the reference to improving vocational skills to enhancement of career skills (sec. 5108(b)).
- clarify that professional development shall not be considered as planning under this subsection (sec. 5110(b)).
- emphasize that innovative program grants must reflect the purposes of this chapter (sec. 5111(b)).
- reduce the Secretary reserve from two to one percent to carry out evaluations (sec. 5112(a)).

CHAPTER 6 -- EMERGENCY IMMIGRANT EDUCATION

Legislative Specifications

- maintain current program structure of grants to states (Title I, Part C).

CHAPTER 7. -- ENHANCING ACADEMIC ACHIEVEMENT FOR ENGLISH LANGUAGE LEARNERS

Major Issues Addressed

- ◆ **Focuses on the Academic Needs of English Language Learners** -- Refocuses the program onto the academic needs of the target population, English language learners (ELL), rather than on any particular instructional approach, like bilingual education.
- ◆ **Addresses All Core Content Areas** -- Addresses the overall academic needs of ELL children in all content areas, including English language arts.
- ◆ **Standards-based Approach** -- Uses a standards-based approach with the overall purpose of attaining comparable achievement – closing the gap -- with non-limited English proficient peers in all content areas.
- ◆ **Maintains Configuration of Subprograms** -- Maintains the current configuration of subprograms.

Legislative Specifications

- retitle the program "Academic Achievement for English Language Learners" to reflect the purpose of addressing the core content area needs of this target population and closing the achievement gap (sec. 7101).
- update and conform findings and purposes to the specifications which follow by deleting findings (2), (3), (10), and (14) and purposes (2),(3), and (6) (sec. 7102(a) and (c)).
- revise finding (9) to emphasize meeting high academic standards in core content areas including English language arts (sec. 7102(a)(9)).
- add a provision that clarifies the limited, but important role of Title VII funding — supplementary to programs supported by local and state funds (sec. 7102(a)).
- refrain from using arbitrary time limits on student attainment of content standards.
- replace references to bilingual education programs and special alternative instructional programs with exemplary standards-based academic programs designed for English language learners throughout the authorization.

- replace the term limited English proficient students with the term English language learners throughout the authorization.

Part A -- Bilingual Education Capacity and Demonstration Grants

- revise subheading to Local Education Agency Grants for Capacity-Building and Demonstration Programs.
- revise subheading to Financial Assistance for LEAs and subsections as follows:
 - (1) develop and enhance their capacity to provide high quality, standards-based instruction designed for English language learners, and
 - (2) help English language learners achieve academically at comparable levels to their English speaking peers (sec. 7111).

⇒ Program Development and Implementation Grants

- revise current law so that only LEAs are eligible for these grants (sec. 7112(c)(3) and sec. 7113(c)(3)).
- delete unnecessary due consideration provision (sec. 7112(d)).

⇒ Comprehensive School Grants and Systemwide Improvement Grants

- move the termination provision to section 7123 and strengthen the accountability requirements (sec. 7114(b)(B)(2) & sec. 7115(b)(B)(2))
- amend the special rule so that schools can train personnel and acquire or develop materials with the Title VII funds, while still requiring all planning and curriculum development to occur prior to the grant implementation (sec. 7114(b)(4)).

⇒ Systemwide Improvement Grants

- clarify that Systemwide Grants may also serve a specific regional subdivision with specialized needs within a large local educational agency (sec. 7115(a)).
- add a new authorized use for appropriate student assessment instruments and practices for English language learners (sec. 7115(b)(4)).

⇒ Applications

- eliminate the state role in the federal to local grant application process (sec. 7116).
- delete references to Goals 2000 legislation (sec. 7116(g)).

- Add a new clause on how the program ensures parental involvement in educational decisions affecting a child who is identified as an English language learner (sec. 7116(g)(2)(A)).
- eliminate the special priorities and considerations, including the current law set-asides for transitional bilingual and alternative programs (sec. 7116(i)).

⇒ Evaluation

- revise heading to Evaluation and Termination of Funding.
- move the termination provision to this section, to read "Evaluation and Termination of Funding." (sec. 7114(b)(B)(2) & sec. 7115(b)(B)(2)).
- provide a new interim step before the "termination of funds" becomes effective, allowing the grantee to:
 - (1) be notified of substantial failure to meet their objectives,
 - (2) have the opportunity to make necessary improvements to their program,
 - (3) have the U.S. Department of Education arrange for specialized technical assistance, and
 - (4) have the school or district utilize a portion of its Title VII funding to secure technical assistance (sec. 7123(d)).
- add a new requirement that the Department compile these evaluations into a report that is accessible to the program grantees and other schools that need assistance in improving their instructional programs for English language learners (sec. 7123(e)).

Part B -- Research, Evaluation, and Dissemination

⇒ Research

- conform research provision to Great City Schools's OERI reauthorization recommendations in order to place research under the cognizant assistant secretary or the equivalent official, and add coordination with the National Academy of Science (sec. 7132).
- insert a conforming purpose statement in the research provisions for ELL students to achieve academically in all content areas at comparable levels as their English-speaking peers (sec.7132(b)(1)).
- add new paragraph requiring research to address issues of program quality and accountability systems for English language learners (sec. 7132(b)).

⇒ Academic Excellence

- eliminate the coordination requirement with the Comprehensive Regional Assistance Centers (centers later recommended for consolidation) (sec. 7133(d)).
- expand scope to allow exemplary districts to provide peer assistance to other districts (sec. 7133(c)).

⇒ State Grant Program

- eliminate the set-aside grants to state departments of education and require SEAs to address the academic and assessment issues for English language learners under the Strengthening SEAs program of the new Title II – A.
- maintain national clearinghouse and add a new function to assist LEAs in identifying and accessing technical assistance expertise for English language learners (LEAs could use their technical assistance allocation under the new flexible ESEA Title II – Part C) (Section 7135(b)(4)).

Part C -- Professional Development and Preservice Training

- establish a subpart 1 of “Grants to LEAs for Professional Development”:
- realign the subpart 1 program to provide inservice professional development and establish a subpart 2 program to provide preservice training (sec. 7142-7143 and 7144-7145).
- delete preservice activities from the “Training All Teachers” program under a new subpart 1 (sec. 7142).
- establish LEAs as the only eligible entities for receiving subpart 1 professional development grants and require collaboration with an institution of higher education for career ladder activities (sec. 7142 and 7143).
- realign the Career Ladder program as section 7143 under subpart 1, and Personnel Preparation Grants as section 7144 under subpart 2.
- revise heading of renumbered section 7143 to Grants to LEAs for Career Ladder Programs.
- establish a priority in awarding grants under this subpart to applicants that target needs of districts with high concentration of ELLs (numbers, percentages) (sec. 7142 and 7143).
- establish new subheading for Subpart 2 of Grants to IHEs for Preservice Training (sec. 7144-7145).
- revise priority under subpart 1 and subpart 2 for programs which offer degree programs that

prepare teachers with the specialized expertise necessary to provide high quality, standards-based academic instruction to English language learners (sec. 7143(b)).

- delete authorization for inservice activities in Personnel Preparation Grants (sec. 7143(c)(2)).
- add prohibition of use of funds in excess of 7% for indirect costs under this part (7145).

⇒ **Evaluations**

- add requirement to include the local school district's evaluation of an IHE's professional development activities in an overall program evaluation (Sec. 7149).

PART D -- Foreign Language Assistance Program.

- Maintain current language, except for deleting the state grant program (sec. 7203(a)(1)).

CHAPTER 8 -- WOMEN'S EDUCATION EQUITY

Legislative Specifications

- Maintain current language.

CHAPTER 9 -- INDIAN AND NATIVE EDUCATION

Legislative Specifications

- Maintain current language.

(Note: No recommended changes for the McKinney Act)

**Title II -- Strengthening State and Local Educational Agency Capacity
in School Reform, Support, and Innovation**

Major Issues Addressed

- ◆ **Consolidates Numerous Small Categorical Programs** -- Consolidates multiple smaller categorical programs into one program of SEA capacity building and three federal-to-local formula grant programs of LEA capacity building: innovative strategies and school reform; professional development; and support and technical assistance.

◆ **Allows Transferability of Funds Within Three Local Capacity Building Programs**

- Provides a line item authorization of appropriations to prioritize each of these national issues, but also creates a more flexible system of addressing the highest priorities of each LEA through the transferability of funds from one LEA program authorization to another.
- Provides for complete transferability (100%) of funds by LEAs among the three local capacity building programs within this new Title II, and the partial transferability (50%) of the funds by LEAs between these Title II programs and the five local educational problem-solving programs of the new Title III.

◆ **Realigns the State Role in ESEA**

- Modifies the State role across ESEA programs into a monitoring, compliance and reporting function as currently conducted by SEAs, while eliminating unnecessary state plans and driving virtually all ESEA formula funds to the local level.
- Maintains state administration of title I, parts C and D, as well as the emergency immigrant grants.
- Recreates a separate authorization of appropriation for state leadership activities from the earlier 1974 and 1978 ESEA Amendments, titled Strengthening State Departments of Education, thereby removing the necessity in current law of state set-asides in virtually all ESEA categorical programs.

◆ **Consolidates Goals 2000 into the ESEA Title VI, Innovative Strategies Authorization --** Maintains a distinct authorization of appropriation for the current Title VI Innovative Educational Strategies as Part B of this title, while consolidating the school reform functions of Goals 2000 into this flexible structure of federal to LEA formula grants.

◆ **Maintains the ESEA Title II Professional Development Authorization --** Facilitates the development of expanded LEA and school level capacity through an authorization of appropriation for federal-to-LEA formula grants for professional development.

◆ **Creates a Funding Source for LEAs to Purchase External Expertise --** Consolidates the functions of existing ESEA technical assistance centers, comprehensive school reform demonstrations, and technical assistance functions from the education labs and centers into a line item authorization that allows LEAs to purchase needed external expertise.

◆ **Infuses Efficiencies into ESEA --** Eliminates unnecessary statutory verbiage, constraints, set-asides, and at least sixteen categorical programs.

Legislative Specifications

Part A -- Strengthening State Educational Agency Capacity in School Reform and Innovation (new program similar to ESEA Title V of the 1970's).

- establish separate line item authorization of appropriation calculated at the consolidated amount of current state leadership funds within the various ESEA titles.
- allocate on a 50/50 formula to the SEAs.
- support and expand state capacity and leadership under Subpart 1 in:
 - (1) standards and assessment development, including assessments in other major languages,
 - (2) analysis and management of assessment data, including disaggregation of data by subgroups,
 - (3) reporting statewide assessment results in disaggregated form to U.S. Dept. and the public,
 - (4) dissemination of effective and promising educational practices, particularly regarding ESEA programs,
 - (5) facilitating teacher quality through certification, professional development, testing, etc.,
 - (6) promoting the effective use of instructional technology,
 - (7) provision of technical assistance particularly to small school systems,
 - (8) providing the flexibility to address state priorities in education leadership,
- conduct monitoring, compliance, and resolution of ESEA formula programs under Subpart 2 with a separate line item authorization,
- administer title I, parts C and D, and the emergency immigrant program under Subpart 3 with a separate line item authorization,
- require consultation with a Committee of Local Practitioners in state rulemaking and policy making, and in Title II activities,

Part B -- Strengthening Local Education Agency Capacity in School Reform and Innovation

- establish authorization of appropriation at the Title VI FY99 level (sec. 6002).

- allocate on a 50/50 formula to LEAs and delete Part B State Programs (Title VI, Parts A & B).
- establish "uses of funds" from Title VI Innovative Educational Strategies (sec. 6301).
- add school reform and improvement "uses of funds" from Goals 2000 (Goals 2000, Title III, sec. 309(a)(3)).
- add comprehensive school planning and reform "uses of funds" from the Comprehensive School Reform Demonstration Program, where not addressed in Goals 2000, sec. 309 (FY98 appropriations bill language).
- establish a capacity building function to develop the internal expertise within the district and at the school level to address the effective delivery of instructional services and provide assistance to inadequately performing schools.

Part C -- Enhancing the Professional Development of School Personnel

- establish authorization of appropriation at Title II FY99 level (sec. 2003(a)).
- allocate on the 50/50 formula to LEAs (sec. 2203(B)(i)-(ii)) and conform Part B by deleting the state program, application and activities (Title II, Part B).
- delete and realign the bulk of the Part A Federal Activities with the exception of evaluation (sec. 2101-2103).
- streamline the statutory language on the local plans and uses of funds (sec. 2208-2210).
- delete SEA and IHE programs and set-asides (sec. 2201, 2202, 2205, 2207, and 2211).
- encourage utilization of best available internal and external expertise in the provision of inservice training, new teacher mentoring, coaching, standards implementation, use of assessment results to guide instruction, as well as improvement of comprehensive school level planning (sec. 2210(b)).
- retain minimum grant, and the consortia alternative (sec. 2204).
- delete the math and science mandate (sec. 2206).
- delete the local one-third matching funds requirement (sec. 2209).
- maintain 80% school level reservation of activities determined collaboratively rather than exclusively by school level staff (sec. 2210(a)).

Part D -- Support and Technical Assistance for Local Educational Agencies (new consolidated technical assistance program)

- establish an authorization of appropriations comprised of the FY99 level of comprehensive regional centers, comprehensive school reform demonstrations, dissemination/technical assistance funds from OERI plus other department contracting funds consolidated to create this new program.
- fund consumer (LEA)-driven educational technical assistance allowing LEAs to select and purchase appropriate external educational expertise to supplement the LEA capacity to design and implement school improvement activities.
- allocate these external technical assistance funds on a local 50/50 formula to the largest/poorest school districts across the national and to regional consortia of smaller and rural LEAs with minimum grant requirement.
- encourage turnkey capacity building at the local level by teaming internal and external expertise to assist schools and school staff in need of particular instructional assistance.

Title III -- Implementing Priority Education Solutions

Major Issues Addressed

- ◆ **Consolidates Numerous Small Categorical Programs --** Consolidates multiple smaller categorical programs into five programs providing LEAs with direct federal to local grant assistance in the development of solutions addressing identified national educational problems and priorities: class size reduction, after school and extended time, secondary school reform and school completion, violence and drug prevention, and educational technology programs.
- ◆ **Allows Transferability of Funds Within Five Education Solutions Programs**
 - Provides a line item authorization of appropriations to prioritize each of these five national education problem-solving approaches, but also creates a more flexible system of addressing the highest priorities of each LEA through the transferability of funds from one LEA program authorization to another.
 - Provides for complete transferability (100%) of funds by LEAs among the five national education problem-solving approaches within this new Title III, and the partial transferability (50%) of the funds between these Title III programs and the three LEA capacity building programs of the new Title II.
- ◆ **Establishes a New Secondary Schools Demonstration Program**
 - Addresses the lack of a substantial body of knowledge on secondary school best practices and reform, the high dropout rate among minority youth, recent limitations on access to postsecondary education, engagement in positive learning activities, and redirecting disruptive behavior with a new secondary school reform and completion program.

- Funds the new secondary school reform and school completion program with an authorization of appropriation of \$500 million.
- ◆ **Maintains the Safe and Drug Free Schools Program** – Maintains the main Title IV Safe and Drug Free Schools program, consolidating the smaller existing programs into one direct federal to LEA formula grant program.
- ◆ **Maintains the Education Technology Program** -- Maintains the main Title III Education Technology program, consolidating the smaller existing programs into one direct federal to LEA formula grant program.
- ◆ **Infuses Efficiencies into ESEA** -- Eliminates unnecessary statutory verbiage, constraints, and set-asides; and eliminates at least thirteen small categorical programs.

Legislative Specifications

Part A -- Class-Size Reduction Program

- extend current authorization and move it into ESEA.

Part B -- Secondary Education Reform and School Completion Demonstration Program (new categorical program)

⇒ Findings

- school reform has been studied and implemented primarily at the elementary grade levels.
- research and empirical studies on school reform at the secondary level are sparse.
- teacher preparation for secondary education needs vast improvement but has received little attention.
- statistics on academic achievement and academic engagement for secondary school students paint a picture that needs substantial improvement.
- our youth are not engaged nor challenged academically.
- the pattern and rate at which students take challenging academic courses shows a wide gap between minority and nonminority students.
- continuing gaps (rigorous course-taking and college attendance rates) between schools with high concentrations of poverty and those with significantly fewer poor students.
- the gap between minority and nonminority students is widening, with regard to college attendance/completion rate.

- school reform efforts in general require careful planning and structuring, additional capacity building, equipment, material and other resources, thus requiring additional financial support. (School reform at the secondary school level will likely require additional financial resources in the same way that operating secondary schools can be more expensive).
- school districts must attend to many competing demands for limited resources. The early years of education have received much public attention support and consequently more financial support than other levels of education. School districts need resource support to implement reforms for secondary students without having to divert funds away from reform efforts in elementary grades.

⇒ **Purpose**

- to assist in the development of successful education reform efforts and practices that focus on secondary schools by providing financial assistance to local educational agencies for—
 - (1) developing and implementing innovative educational methods and practices that improve the academic achievement of secondary school students,
 - (2) closing the gap between minority and nonminority students, regarding rigorous course taking patterns and rates, and school completion rates,
 - (3) implementing programs, including partnerships with outside organizations and institutions of higher education, to increase the college attendance rate for poor and minority students,
 - (4) providing professional development for teachers and other education staff specifically focusing on best practices to provide encouragement, support and positive challenges for secondary school students and to redirect disruptive behavior, and
 - (5) designing and implementing comprehensive accountability systems to allow local educational agencies to effectively monitor the progress of secondary school students and intervene in a timely and supportive manner.

⇒ **Program Authorized**

- the Secretary is authorized to make allotments to eligible local educational agencies, to carry out the purpose of this part for secondary school reform demonstration programs.
- each demonstration program must address: improving secondary school achievement; improving school completion rates particularly for minority students, improving college admissions rates particularly for minority students, decreasing disruptive behavior and providing alternatives to suspension.

⇒ **Definitions**

- LEA, SEA, IHE, college attendance rate, rigorous courses, etc. are cross-reference to general provisions.

⇒ Eligibility

- only LEAs would be eligible, but could establish collaborative programs with IHEs and CBOs.
- formula grant eligibility for LEAs with the greatest needs.
- all other LEAs would be eligible to apply for national discretionary grants.

⇒ Allotments

- the Secretary calculates and allocates allotments to the highest need LEAs (100 to 200 maximum) based on formula factors such as poverty, low college attendance rates, concentration of members of minority groups, disaggregated dropout rates, etc.
- national discretionary grants would be available on a competitive basis with the remaining funds.
- minimum grant of \$250,000.

⇒ Assurances and Use of Funds

- LEAs shall develop a plan that includes a description of—
 - (1) how assistance made available under this part will be used to improve academic achievement for secondary school students, including how rigorous course taking patterns will be improved, as well as the dropout rates and college attendance rates,
 - (2) how the LEA will measure success,
 - (3) how the LEA is working with IHEs to ensure there is articulation of the academic program and overall reform effort for secondary school students, and
 - (4) local plan would remain on file at the LEA for monitoring and compliance purposes.
- Use of Funds
 - (1) designing educational programs, including curricula, for secondary school students,
 - (2) re-organizing class schedules (block classes),
 - (3) professional development for and recruiting of teachers, focusing on services for secondary school students,

- (4) purchase of instructional materials or fees for access to instructional facilities, other than the public school (i.e. museums, university labs and library systems, etc.),
- (5) collaborative with outside entities--IHEs, CBOs, Professional Associations—for the design and implementation of methods and practices,
- (6) developing data collection and accountability systems for monitoring students' progress,
- (7) improving course-taking patterns of secondary school students.
- (8) developing instructional and support programs delivered outside the school day for secondary level students,
- (9) release time and team teaching, and
- (10) designing and implementing innovative parental involvement efforts and training, specifically relevant to secondary level students.

⇒ **Evaluations**

- every two years, grantees conduct a comprehensive qualitative and quantitative evaluation report with the appropriate disaggregation of data.
- evaluations shall be used to monitor the programs success and make improvements, as necessary.
- evaluations include descriptive student data that shows the outcomes of the program (course taking patterns, applications to 4 year institutions, acceptance rates, attendance rates and school completion rates).
- evaluations would be available to the public and the Department of Education.

⇒ **Authorization of Appropriations**

- \$500 million for each fiscal year.

Part C -- Expanding After School Programs Through 21st Century Learning Centers

- maintain current authorization for 21st Century Learning Centers (Title X, Part I),
- establish a phase-in federal-to-LEA formula triggered at a \$250 million appropriation level for the current statutorily eligible LEAs (sec. 10903).

Part D -- Safe and Drug Free Schools

- consolidate multiple smaller programs into a single line item authorization of appropriation at the FY99 Title IV level (sec. 4004).
- allocate on a federal-to-LEA formula using the current 70% population and 30% incidence data (now from national database) or on a typical 50/50 formula (sec. 4113(d)(2)).
- eliminate all federal, state, and higher education set-asides and activities (including DARE) (sec. 4011, 4112, 4113(a),(b),(c),(e),(f), 4114, 4118, 4121, 4122, 4123).
- require a local partnership program with a community-based organization(s) with at least 10% of each local grant (sec. 4116).
- allow for the provision of drug and violence prevention activities in the context of a coordinated services program under the former Title XI Coordinated Services Program (moving the current Title XI to General Provisions for ESEA) (sec. 4116).
- eliminate unnecessary statutory verbiage, constraints, set-asides, and eliminate at least four smaller categorical programs.

Part E -- Improving Education Technology

- consolidate multiple smaller programs into a single line item authorization of appropriation at the FY99 Title III level (sec. 3114).
- allocate on a federal to LEA 50/50 formula replacing the current competitive grant structure of this nearly \$500 million program (sec. 3131).
- eliminate state set-asides and activities (sec. 3131, 3132, 3133).
- limit national activity authorization and eliminate regional grant and challenge grant programs (sec. 3121, 3122, 3123).
- eliminate product development grants, ready tv grants, star schools grants and others (sec. 3151, and Parts B-F).
- clarify power retrofitting allowability (sec. 3134).
- require local program to be consistent with state educational technology law and regulation (sec. 3134).
- coordinate with E-Rate program of the Federal Communications Commission (sec. 3134).
- eliminate unnecessary statutory verbiage, constraints, set-asides, and eliminate at least four smaller categorical programs.

Title IV -- Highlighting Programs of National Significance

Major Issues Addressed

- ◆ **Establishes a Separate Title for Small Categorical Programs** -- Allows for maintaining a set of programs of particular national significance.
- ◆ **Maintains the Fund for Improvement of Education.**
 - Provides a placeholder or shell for small innovative grant programs or projects favored by members of Congress, with such projects available by earmarking in the Fund for Improvement of Education.
 - Establishes eligibility only for LEAs and provides only grants not contracts.
- ◆ **Maintains the National Diffusion Network** -- Reauthorizes the National Diffusion Network for identification and dissemination of effective practices to LEAs.
- ◆ **Maintains Charter School Demonstrations with Local Accountability** -- Reauthorizes charter schools demonstrations while increasing accountability to local taxpayers and elected officials by requiring federally funded charter schools to be under the authority of the LEA serving the jurisdictional area.
- ◆ **Infuses Efficiencies into ESEA** -- Eliminates unnecessary statutory verbiage, constraints, and set-asides, and eliminates or consolidates at least nineteen small categorical programs.

Legislative Specifications

Part A -- Fund for the Improvement of Education

- extend general authorization (Title X, Part A, sec. 10101(a)-(b)(1)(V) &(c)-(d))
- create eligibility of only for LEAs and limited only to grants not contracts (sec. 10101)
- eliminate the authority to use program funds for the Department's administrative costs of peer review

Part B -- National Diffusion Network

- create eligibility of only for LEAs (sec. 419 of Goals 2000)

Part C -- Public Charter Schools

- extend general authorization (Title X, Part C)
- establish LEA eligibility only for charter schools accountable to local taxpayers and elected officials under the authority of the LEA serving the jurisdictional area (sec. 10302)

Title V -- Meeting Critical National Needs

Major Issues Addressed

- ◆ **Maintains School Infrastructure Improvement Grant Program** -- Reauthorizes the current Title XII School Infrastructure Improvement grant program.
- ◆ **Maintains Urban Education and Rural Education Improvement Grant Programs** -- Retains as in current law an Urban Education and a Rural Education grant program with modifications in the urban education grants drawn from the American Cities Education Act to be introduced in March.

Legislative Specifications

Part A -- Improving Education Infrastructure

- maintain current Title XII school facilities grant program (Title XII).
- clarify that new construction is allowable (sec. 12012(1)).
- delete drafting errors from the 1994 Amendments (sec. 12008).

Part B -- Improving Urban Education

- revise with portions of the Council of Great City Schools "American Cities Education Act".

Part C -- Improving Rural Education

- reauthorize the current ESEA Title X, Part J, and Subpart 2 - Rural Schools Demonstration Program.

Title VI -- Impact Aid

Legislative Specifications

- reauthorize with additional weighting for children in federally subsidized low rent housing (sec. 8003(a)(1)(E), (2)(D) and (b)).
- clarify eligibility for children living in section 8 low rent housing (sec. (sec. 8003(1)(E)).

Title VII -- General Provisions for ESEA

Major Issues Addressed

- ◆ **Infuses Additional Simplification and Efficiencies into ESEA.**
 - Conforms the general provisions to the changes in ESEA above such as the elimination of state plans for ESEA Titles I-III
 - Facilitates coordination, simplification, and consistency across ESEA.
 - Ensures responsiveness and protects the integrity of federal aid.
- ◆ **Extends the Waiver Authority with Specified Exclusions --** Extends the federal waiver authority and Ed Flex to all 50 states, but excludes certain essential provisions such as eligible children in all covered programs, eligible schools, 50% poverty schoolwide program criteria in Title I, accountability provisions in all covered programs, and statutory competitive criteria, priorities, and special considerations as non-waivable.
- ◆ **Prohibits Use of ESEA Funds for High Stakes Testing Programs with Limited Exceptions.**
 - bars the use of ESEA funds for the implementation of high stakes testing until such time as the state or local school system has opportunity to learn standards comparable to a model funded by the Secretary and developed independently by the National Academy of Science.
 - require additional intervention services at the earliest practicable stage in the school year before implementation of "social promotion" prevention policies in order to prevent retention of identified children.

Legislative Specifications

- move Title XI Coordinated Services into ESEA General Provisions, and add flexibility for both comprehensive coordinated services and selective coordinated services (sec. 11002-11004).
- improve consolidated local application provisions, multi-year applications, universal assurances, and administrative consolidation (sec. 14203).
- conform and delete state provisions due to the elimination of state plans in titles I-III (sec. 14201& 14301).
- conform with the transferability of funds provision for ESEA Titles II and III (Title XIV).
- add simplification and paperwork reduction provisions.

- improve program and financial reporting and accountability simplification; explore the use of electronic reporting or data warehousing.
- establish the old Chapter 2 local discretion in selection of allowable uses of funds in the general provisions (Title VI, sec. 6303(c)).
- conform services to children in private schools (see Title I).
- maintain traditional protective provisions: 1) maintenance of effort; 2) supplement not supplant; 3) nonconsideration in state aid (Title XIV, Part E).
- maintain current national waiver provision; extend Ed Flex to all 50 states, but exclude certain essential provisions such as eligible children in all covered programs, eligible schools and 50% poverty schoolwide program in Title I, accountability provisions in all covered programs, and statutory competitive criteria, priorities, and special considerations as non-waivable; establish a local ed flex demonstration option in every ed flex state for at minimum the highest poverty districts (Title XIV and Goals 2000 waivers).
- bar the use of ESEA funds for the implementation of high stakes testing until such time as the state or local school system has opportunity to learn standards comparable to a model developed by the National Academy of Science.
- require the Secretary to fund an opportunity to learn standards model to be developed independently by the National Academy of Science.
- require additional intervention services at the earliest practicable stage in the school year before implementation of "social promotion" prevention policies in order to prevent retention of identified children.

Title VIII -- Amendments to Other Acts

Legislative Specifications

◆ Goals 2000

- move Goals Titles I and II to GEPA; include revised school finance equity provision with revisions; (Goals 2000).

◆ General Education Provisions Act

- return rulemaking to pre-1994 GEPA timetables and requirements rather than APA (GEPA sec. 437).
- clarify nonregulatory guidance as a safe harbor but not a requirement (sec. 437).

- add Department of Education inquiry response provision from Title I, across all federal programs (ESEA sec. 1602(c)).
- clarify that grant application specifications and competitive weights may not be utilized unless published for notice and comment in the Federal Register (sec. 437).
- clarify that there is no administrative authority to change eligible applicants or require nonstatutory partnerships; clarify that the applicant is the presumptive fiscal agent.

OERI REAUTHORIZATION

Major Issues Addressed

- ◆ Completely Restructure the Federal Education Research and Improvement Functions of the Office of Education Research and Improvement (OERI).

General Legislative Specifications

- place all research, evaluation, dissemination, improvement, and technical assistance under the jurisdiction of the assistant secretary for each particular area of education, and eliminate OERI.
- maintain NCES.
- require direct applicability of federally funded research and similar initiatives to school-based practice.
- eliminate the educational labs and centers from dissemination and technical assistance activities.
- establish consumer-driven research agenda and open competition (phase-out labs and centers).

THE WHITE HOUSE
WASHINGTON

① Race initiative
② Edu - ESOA

January 8, 1998

TO: Bruce Reed
Elena Kagan
Gene Sperling
Sally Katzen

FR: Phil Caplan *PC*

RE: Attached Edley memo

I received the attached yesterday. As I've discussed with Elena and Sally, I think it should probably have a joint DPC/NEC cover note on it before I forward it to the President.

I would appreciate such a note by Monday morning so that I can get the package to the President Monday afternoon.

Thanks.

'99 JAN 7 PM1:17

THE HARVARD LAW SCHOOL
CAMBRIDGE MA 02138

January 5, 1999

Memorandum for the President

From: Christopher Edley, Jr. 

Re: Your Request for Candid Further Discussion of Opportunity-Related Ideas in Relation to the Race Book, Budget and SOTU

More details are in the attachment. In brief, you and I discussed these items:

Education: ESEA/Title I accountability for results. I stressed that ESEA reform, to present a credible alternative to vouchers, must emphasize accountability for *results*, not just promises. The draft race book urges a specific national commitment to close racial disparities in achievement. I also questioned the "Nation's Superintendent" model of federal leadership which focuses on carrots to spur changes in education inputs and processes, rather than focusing the national debate on accountability for results while leaving state and local governments to choose the means.

Education: Ending social promotion, with associated supports/protections. I stressed the likely objections to this from progressives and the civil rights community without equally forceful rhetoric and measures to deter abuses. The National Academy of Sciences has reported on the risks of high-stakes testing and abusive retention policies. Won't districts claim the right policies but practice something that grabs political credit for toughness while avoiding the resource investments in early intervention, remediation, and improved instruction? I fear a reprise of the National Voluntary Test fiasco, when Administration officials dismissed the concerns of progressives (like me) who support high standards but want enforceable safeguards.

Economic Development, Trillion Dollars, etc. I credited the good will of the "Trillion Dollar" and HUD packages, but voiced concerns that the blizzard of proposals really offers little hope for the well-informed observer. These helpful ideas pale in comparison to the creation of FHA and FNMA. Twenty SBICs and three turtle doves do not a bold legacy make. The draft book recommends re-chartering the Federal Home Loan Bank Board GSE to focus on community development, with a broad set of tools financed off budget or on the mandatory side.

Jobs: I noted the book's "mountain top" goal is to break the back of hyper-unemployment among minority young adults, and contrasted this with a plethora of ideas lacking focus and edge. Something like DOL's new \$250 million Youth Opportunity Areas program is not an answer, with 20 sites, each ten square blocks, serving only 60,000 kids nation wide: A drop in the swimming pool, impossible to scale up. The draft book recommends a challenge grant to leverage metropolitan reinvention; reinvention across bureaucracies; and accountability for results. I'm pleased that the budget is silent, because if your book says we must go to the moon, I don't want the budget to unveil the first step as the purchase of a wrench and two screws.

Attachment

ATTACHMENT

1. Education: ESEA/Title I accountability for results in closing achievement disparities

The DPC/Department reauthorization proposal as of 12/23 is exciting, but leaves the nagging concern that states/districts get and keep their money just by *planning and promising*. Or, arguably worse, we push them to change specific management practices or education inputs (interventions for failing schools, personnel policies) without holding anyone accountable for whether those actions in fact produce better learning outcomes. There are two conceptual problems:

a. Find the Stick. On a scale of incentives running from lofty exhortation to tactical nukes, either extreme is bad, but aren't we still far too soft? As between the "be patient" view of entrenched educrats and the "revolution, else vouchers" view of frustrated parents and business leaders, whose side are we on? I'm told that DPC is now working on options to add stronger consequences. I believe these must be both powerful and credible.

b. Superintendent, or President? Are we going to continue focusing on inputs – leaky roofs, teacher certification, Advanced Placement offerings, technology, class size – or should we try to shift the national discussion to the heart of the matter: *Everyone must be judged by results, and federal taxpayers will not subsidize failure or underwrite excuses*. All of the input interventions and regulations are individually sensible and many are research-based, but most strike me as the agenda for a superintendent of schools rather than a President -- particularly a President trying to demonstrate that New Democrats don't throw money at problems. I suspect you are focusing this way because an idea like fixing the roofs or shrinking class size has just enough intuitive appeal to trump conservative anxiety about an expanding federal role. The alternative conception of presidential leadership, however, is to focus public discourse on closing the achievement disparities and creating tough accountability for results, while stepping way back from top-down prescription of the means of achieving those results. And I think this alternative is the way to present a meaningful, values-based alternative to the Heritage Foundation agenda, striking a responsive popular and populist chord.

c. Connection to your race book. Finally, you have seen the draft chapter urging a focus on the "mountaintop" of eliminating the racial disparities in achievement. I urge that this "man on the moon" goal be explicit in the ESEA reauthorization, and that some dimension of accountability be tied to progress in achieving this goal. The draft chapter recommends a specific challenge fund for this purpose, on the theory that it is politically infeasible to put the larger body of Title I funding at risk when everyone pretty much thinks of that formula as a vital fiscal entitlement.

2. Education: Ending social promotion, with associated supports/protections.

We discussed the danger that, like your call for a Voluntary National Test, calling for an end to social promotion will generate a backlash from progressives who fear abuses – retention driven by the results of a single test, rather than a range of factors, and imposed without the various early interventions and remedial supports that you and the your advisers usually emphasize. In 1997 I urged an early amendment to the VNT proposal to build in protections against the kind of test misuse the expert testing community fears, but Administration officials were, frankly, polite but dismissive of my substantive and political concerns, even after hearing the same message in last minute consultations with civil rights advocates. The response of Congressional progressives, and the results of Congressionally-chartered analyses by the National Academy of Sciences [NAS] (in which I played a role) validated my 1997 concerns. I am right this time, too.

According to the NAS, retention is linked to significant and sometimes dramatic increases in drop-out risk, and while virtually every district has a written retention policy stating all the right things about multiple considerations and early interventions, actual practice is poorly understood but known to include abuses and, civil rights advocates believe, discrimination.

These violations of the professional standards of educators and testing experts are perfectly predictable, and so are the responses to your initiative. No important constituency favors social promotion. I and others fear, however, that it is politically easy for some state or local official to say he's for tough standards and then show it by flunking poor colored kids (we know something is wrong with them anyway). On the other hand, it is politically difficult to spend a lot of money on the interventions, supports, and summer school that will forestall or ameliorate retention. And even more difficult to hold someone other than the kid, like a teacher or principal, responsible for the failure to achieve.

I have heard no persuasive response to these concerns. I predict that, absent adjustment, important voices will be raised against the proposal. It will alienate many of the very interests you should be rallying to unite in a bold school reform strategy. I see no easy way out of it, especially at this late date. As a conceptual matter, however, retention policies are just one of the "inputs" to the achievement equation. If the Federal leadership is focused on results instead of inputs, a new categorical program about social promotion is a distraction. It should be a bully pulpit item, as should other particular solutions that a superintendent ought consider.

3. Economic Development, Trillion Dollars, etc.

You wanted my reaction to the various HUD and "Trillion Dollar Roundtable" proposals. The blizzard of elements gives clear and convincing proof of good will and commendable energy. From a Race Initiative perspective, however, the elements aren't bold enough to make an informed observer believe this will make much difference. They do not inspire an educated hopefulness.

As the draft race book suggests, your goal should be to harness the power of markets and financial institutions and put them to work for distressed communities. But now, judge the FY 2000 proposals by that standard, or the standard of policy historians. When past presidents identified home ownership as a goal, they created FHA, chartered FNMA, and transformed market forces and institutions. When rural depression seemed an intractable blight, past Presidents created the TVA and REA. These ideas were as important for the *structural* changes they wrought as for the incremental dollars involved. Today, your package expanding the SBIC program and so forth is not comparable in vision or boldness, notwithstanding great rhetoric about leveraging billions of dollars. Giving Andrew \$100 million to promote "regionalism" is the substantively right direction, but an almost comic application of the aphorism that a journey of a thousand miles begins with a single step. If I were on the outside, I would write that the scale of the problem makes these measures too much like a handful of band aids, old-Democrat style. These initiatives aren't wrong or bad. Needy people will be helped and important policy principles underscored. But I believe you should offer a grander vision, while respecting fiscal discipline, and make clear that the proposals ready for announcement are part of that grander whole.

As I mentioned to you, the draft book suggests a major refocusing of the large housing-related GSEs -- FNMA, Freddie Mac and the Federal Home Loan Bank Board System. In particular, the FHLBB should be re-chartered as the **National Community Investment Bank**, with a new mission: working side-by-side with CDFIs to fuel economic revitalization in our most distressed communities through affordable financing of a range of community development and job-creating projects. In general, GSEs commonly assert that they are "private" and cannot be expected to make uneconomic investments. But their profitability is fueled by their access to "cheap" money via an implicit government debt guarantee tantamount to a discount Fed window. The FHLBB is the most egregious at playing loose with the public purpose, making much of its profit through arbitrage. Specifically, the Administration should propose to:

- First, adopt new regulatory and statutory provisions to (a) press the GSEs to focus more of their housing activity on severely distressed communities, and (b) give the GSEs more effective tools to promote targeted lending for community development purposes.
- More important, re-charter the FHLBB system as the *National Community Investment Bank* [NCIB] to stem arbitrage abuses and focus on investments and technical assistance that implement *comprehensive strategies for community economic development*, analogous to (good) IMF and World Bank missions in developing nations.
- Third, some or all of the fiscal impact of these Federal subsidies could be placed off-budget or on the PAYGO side; the *NCIB* could even be a source of financing outside the discretionary caps for CDFIs, SBICs, and many related efforts.

A thoroughly reinvented FHLBB/*National Community Investment Bank* could be a tremendous source of financial support and strategic planning assistance for distressed communities. As an intermediary, it could nurture secondary markets, allocate tax or other subsidies to attract private

financing for SBICs and CDFIs, create insured equity investment vehicles, and more, subject to the existing government safety and soundness oversight.

4. Jobs: Breaking the back of endemic hyper-unemployment in distressed communities.

The point I made to you was that, from the perspective of the race book, there is a need for some focus on a clear goal. We should break the back of hyper-unemployment of minority young adults in distressed areas, raising their employment levels to that of non-minorities in the same metro labor market. The three structural challenges here are: *metropolitan reinvention* across political jurisdictions; *service delivery reinvention* across a wide range of bureaucracies (from schools to reverse commuting to childcare to welfare); and *accountability for results* in closing the employment disparities. The draft book proposes a honey pot of resources available in a competitive challenge grant to metro and state applicants.

In my budget discussions with staff, there was reasonable interest in the idea, but not enough to push other ideas (from HUD, DOL, DOT, NEC) off the table and make the new investment substantial enough to be meaningful. I withdrew the proposal, because I hope to persuade you to include the "Man on the moon" statement of ambition in the book. I don't want to make it hollow with a budget down payment that belies the seriousness of the vision, draining hope away.

FY 2000 Education Initiatives

Class Size Reduction. One of the most critical challenges we face next year is to put the class size reduction proposal onto firm, long-term footing so that we can reach 100,000 teachers and an average class size of 18. Accomplishing this will require that we improve the predictability of funding by moving the program to the mandatory side of the budget, restoring the cost sharing requirements that help achieve our goal on time, and restoring the full array of accountability measures in your original proposal, including required competency testing for new teachers. Our best chance for accomplishing this would be to include this in a budget reconciliation bill, if there is one next year. If not, we will have to accomplish this through the annual appropriations bill once again. Either way, our legislative effort will be accompanied by a communications strategy that will provide you with a platform to press the issue (e.g., a Education Department sponsored Class Size Reduction conference, the release of guidance to local districts on implementing the program, the awarding of first year funding, etc.).

Next development is B.

Ending Social Promotion. ^{Simpler version of zones that combines ending soc. promo w/ after-school + summer school.} Your ~~Education Opportunity Zones~~ proposal was the vehicle for advancing your challenge to end social promotions. However, because this proposal address a number of other issues as well (i.e., rewarding successful school districts, turning around failing schools and removing low performing teachers) it was too complicated to sell to the press and the public. The proposal was also unable to gain traction in Congress; in the next Congress the most optimistic scenario is a two year effort to include this proposal in the reauthorization of the Elementary and Secondary Education Act. Therefore, we propose a different approach in order to ~~advance this agenda. We can simplify the message and the proposal to its essence:~~ end social promotions and the federal government will help finance the after-school and summer school necessary to provide extra help to students who need it. Rather than creating a new program, we instead propose a \$300 million increase in the 21st Century Learning fund, to \$500 million.

Does not require authority

Priority for these funds would be given to districts that have adopted policies to end social promotion, and successful applicants would have to show the steps they are taking during the regular school day to help children meet standards in the first place -- with early intervention, smaller classes, well prepared teachers, and curriculum aligned to promotion standards.

How does this work?

TEACHER QUALITY AND RECRUITMENT

Attracting talented new teachers into high-poverty schools and shortage areas like math and science, and special education. More than 2 million teachers must be hired in the next ten years to accommodate record student enrollments and an aging teaching force. This provides a challenge to recruit an adequate *number* of teachers, but perhaps even more important is the opportunity to ensure a *quality* teaching force for decades by attracting talented young people and mid-career professionals into high-poverty schools and shortage subject areas. With 2/3 of teachers in classrooms in the year 2006 still to be hired, there may be no better long-term strategy to improve the quality of the teaching force by attracting talented young people into teaching as well as mid-career professionals such as retirees from the military, individuals in firms being downsized, doctoral students who face tough job

markets for professorships in higher education, teachers' aides, and other professionals with expertise in math, science, or engineering.

3 parts

① *Recruiting talented young people into teaching.* A \$100 million increase for the newly enacted Teacher Quality Section of the Higher Education Act could provide scholarships and other support to help (over five years) an approximately 60,000 additional high-ability prospective teachers that commit to teaching in high-need schools. [We would need to couple this funding level with appropriations earmarking most of it specifically for the newly enacted teacher recruitment component of this program; otherwise, under current law only 10% of these funds would be earmarked for scholarships, while the rest would be split evenly between teacher education programs and state education agencies. Kennedy and Jeffords are likely to support this approach, though Bill Goodling may be an obstacle.]

② *Recruiting mid-career professionals into teaching and supporting alternative routes to certification.* While the successful Troop-to-Teachers program is currently being phased out because the era of military downsizing has ended, a new initiative could preserve some of the successful components of this effort while expanding its reach to a broader range of mid-career professionals (including military personnel, employees in firms being downsized, graduate students facing grim prospects on the academic job market, and other professionals with expertise in math, science, and technology). We would propose a \$55 million competitive grant program to states that submitted plans for expanding high-quality alternative routes to certification for mid-career professionals and recruiting a wide array of mid-career professionals into teaching. This funding would a) create a center in each state winning a grant to provide information, counseling, and brokering services to mid-career professionals interested in teaching, giving a preference to the expansion of existing Troops-to-Teachers and other centers with a demonstrated track record, b) create or expand alternative recruitment and certification programs that help mid-career professionals enter into teaching by providing structured ways to enter teaching, and covering the costs of mentors in the classroom for the first two years and course work needed to complete alternative certification, c) support a national public relations campaign focusing on the importance of the teaching profession and encouraging young people and mid-career professionals to consider careers in teaching. We are exploring whether this program could best be incorporated into the Higher Education Act provisions mentioned above, or the Eisenhower Professional Development program. why?

Crackdown

③ **Campaign to Strengthen Teacher Education.** The Higher Education Act enacted last year provides the platform and tools for a nationwide campaign to strengthen teacher education, including a new requirement for (states to produce) report cards on the quality of schools of education, and a new grant program to help states strengthen teacher certification standards, and institutions of higher education strengthen teacher preparation programs. The elements of the campaign include: (1) issuing regulations to implement the education school report card provisions, including a model report card; (2) conducting grant competitions to strengthen state certification requirements (to approximately 20 states) and to form lighthouse teacher preparation

partnerships between institutions of higher education and local school districts; (3) a meeting you would hold with university presidents and state education leaders in which you challenge them to take the steps necessary to strengthen or close down education schools; (4) efforts by Secretary Riley to amplify the message around the country; and (5) a request for additional funds for these programs in the FY 2000 budget. ?

Reducing Out-of-Field Teaching. Approximately XX% of secondary school teachers are teaching subjects in which they lack a major or minor in college, and the percentage of teachers teaching out of field is significantly higher in urban and isolated rural schools. To address this, we propose an increase of (\$50-100 million) for Eisenhower national programs, to be used to send teachers who are teaching out-of-field back to college to take additional courses in the subjects they are teaching. The funds would be targeted to teachers who teach out of field on a continuing rather than one-time basis. While the bulk of the funds should be targeted to urban schools, we have not yet determined whether the funds should be made available to states, directly to local school systems, or both. We are also working to determine the best way to link these funds to a requirement that new secondary teachers pass competency tests in the subject(s) they will teach before being hired.] ?

School Leadership Academies. While our primary emphasis must be on improving the quality of teachers, we can strengthen the effectiveness of our teacher programs (including our new initiatives in reading and class size reduction) by careful attention to strengthening the quality of elementary school principals. Research has long shown that principal leadership is a key to school effectiveness, yet little has been done at the national, state or local level to upgrade the management and instructional leadership skills of principals. To address this, we propose a new initiative, initially targeted to elementary school principals in high poverty school districts, that would establish XX principal leadership academies. Initial funding (approximately \$50 million) would be provided under the national programs of the Eisenhower Professional Development, and the overall program would be expanded to other communities and to secondary schools through our ESEA reauthorization proposal. The academies, established competitively, would involve partnerships among school districts, institutions of higher education, nonprofits and businesses with particular expertise in management training. The academies would be responsible for providing high quality training and ongoing support to principals on such topics as instructional leadership, effective reading instruction, teacher evaluation, school discipline, and overall management skills. ?

EXPANDING PUBLIC SCHOOL CHOICE

1. Continuing to expand Charter Schools. We will propose a \$20 million increase in charter schools funding, to \$120 million. This will enable us to support the start up of an estimated 2,027 schools, and keep us on track to 3,000 charter schools by 2002.

2. Expanding Public School Choice. In addition to continuing our efforts to expand charter schools, we are developing several additional approaches to expanding public school choice that can provide alternatives to convention public schools, especially for students in urban

school systems and in some cases also promote school integration. The approaches we are developing include:

- **Work-Site Schools.** We propose the use of magnet school grants and tax credits to encourage the creation of public schools located at work sites. These schools are developed in partnerships between school districts and local businesses and serve primarily children of the employees: the teachers, curriculum, and instructional materials are provided by the district, and the facilities and upkeep are provided by the company. The experience of the thirty existing work-site schools show that these schools (1) can be more diverse than other schools, because work sites are more diverse than residential neighborhoods (2) provide new facilities at no cost to the district (3) save employers costs associated with employee turnover and absenteeism and (4) increase parental involvement in the schools. Companies would be eligible for tax credits against a portion of the costs of the facilities provided to local districts. School districts, in partnership with businesses, would be eligible to compete for grants to support the costs of planning and implementation, including curriculum development, staff training, and coordination between the district, employers, work-site schools, and neighboring schools. Estimated funding for grants: 50 districts at an average of \$1 million per year. (Total cost \$50 million.) The cost of the tax credit has not been established.
- **Interdistrict Magnet Programs.** We propose increasing funding for an existing grant program that allows two or more school districts to develop schools that are open to all students from participating districts to reduce racial isolation. This expansion would be targeted toward urban districts with high concentrations of minority and poor students that partner with suburban districts. These grants would fund planning and implementation activities, including curriculum development, teacher training, student recruitment, and instructional personnel for the magnet program, equipment, extended day instructional activities and public information efforts to promote and explain these programs to affected communities. We estimate funding 50-projects annually at an average cost of \$2.5 million per project. (Total cost: \$125 million).
- **University-Based Schools.** Provide grants to support K-12 magnet schools on university campuses. The combination of access to a high-quality education program in a desirable urban location that utilizes the facilities and resources of a college or university may be particularly effective in influencing the choices made by parents for their children and help to maintain integrated schools. Major activities include planning, curriculum development, instructional personnel, and mentoring. We anticipate funding approximately 50 projects at an average cost of \$1.5 million. (Total cost: \$75 million).

why so much?

1. **Ending Social Promotion.** This past year's budget proposal included \$300 million to create Education Opportunity Zones in districts that agreed to remove bad teachers, turn around failing schools, and end social promotions. Congress easily dismissed it in the budget negotiations because it required authorization, which Goodling will never give us. For next year, we recommend a simpler approach that uses existing authority and focuses entirely on ending social promotion. We would like to expand our after-school program to districts that have adopted



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U.S. News 4/19/99



School daze, budget frays *A knockdown battle over a pot of education dollars*

BY BEN WILDAVSKY

How much say should Washington have in how America's kids are educated? That question will be at the center of a political fight looming on Capitol Hill over a mammoth piece of legislation that covers two thirds of all federal spending for kindergarten through 12th-grade education.

The skirmishing begins next week when the White House is expected to release its proposal to reauthorize the Elementary and Secondary Education Act. The \$15 billion bill includes more than 60 programs, the largest of which directs nearly \$8 billion a year at improving education for poor kids.

This year, in what the White House calls a "sea change in national education policy," President Clinton's battle cry is accountability. The administration wants states to close failing schools, improve teacher training, and stop automatic promotion of failing students. If states don't play ball, they risk losing a portion of their federal funds—a rare occurrence in the past.

Republicans say they agree with the substance of many of Clinton's ideas and point out that he is touting reforms long championed by GOP lawmakers in Washington and the states. "He's finally come around to Republican ideas," says Pennsylvania Rep. Bill Goodling, chairman of the House Committee on Education and the Workforce. But Republicans pan Clinton's plan to withhold federal funds from states that don't follow the new rules. They say plenty of innovation is already taking place locally. Besides, they add, more flexibility—not more regulation—is what is needed. "Most of their programs end up being directives," says GOP Sen. Judd Gregg of New Hampshire, a member of the Senate Health and Education Committee. Education Secretary

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Richard Riley insists states would remain in the driver's seat. But, he says, it's "not good public policy . . . to have the national government involved in sending lots of money into a nonperforming school year after year."

Red tape. On average, federal dollars make up about 6 percent of total K-through-12 spending. But many GOP governors complain that state education departments spend too much time administering federal programs. Lisa Graham Keegan, Arizona's conservative superintendent of public instruction, estimates that about 165 of her employees, or 45 percent, run federal programs that account for only a fraction of the state's education spending. Gripes Michigan Gov. John Engler: "We think [Clinton] ought to win the war in Yugoslavia and let local school issues be decided by local school boards."

Still, the centrist, "new Democrat" themes of the White House education plan present Republicans with a political dilemma. "Clinton's got them in a box, because in the past it's Republicans who've been demanding accountability, and now Clinton's saying 'OK, we'll have accountability,'" says John Jennings, a former Democratic aide on Capitol Hill who now heads the Center on Education Policy in Washington. Republicans are well aware that education is the No. 1 issue among voters. And that elections could be won and lost on how candidates come across on school matters. A recent CBS News/*New York Times* poll found that 53 percent of those surveyed believed Democrats were more likely than Republicans to improve education. Just 30 percent had more confidence in the GOP. "Historically, when people have thought about the Republican Party and education at the national level, they've thought either we wanted to get rid of the Department of Education or that the only other thing we were interested in is vouchers," says Pennsylvania Gov. Tom Ridge. "If, in the political debate, we just argue states' rights or local control, we lose."

One GOP proposal—dubbed Super Ed-Flex—would allow states to spend federal money however they wished in exchange for meeting well-defined achievement goals for students. But critics fear states might be tempted to divert dollars intended for disadvantaged children to other uses. Lawmakers don't expect Congress to pass the measure until next year—smack in the middle of election season.

Concept for ESEA reauthorization:

Funds appropriated to the U.S. Department of Education would be provided to the National Endowment for the Arts for projects to support comprehensive school improvement in arts education. The program will help ensure that the education of children in grades Pre-K - 12 includes the arts, both as a core subject and as a method of engaging students in learning across the curriculum to meet high standards.

Funds would be provided to state and local education agencies, cultural institutions, institutions of higher education, and consortiums of public and private agencies, institutions and organizations to:

1. Increase instructional opportunities for children to participate in and increase their understanding of or skills in the arts, and provide learning opportunities for children to utilize their skills in the arts to enhance learning in other subjects;
2. Provide professional development opportunities in the arts for arts professionals, teachers of the various art forms and teachers from other subject areas;
3. Provide leadership development opportunities for education administrators, and policy makers to understand how the arts can be used in education to advance overall school improvement, strengthen educational opportunities and expand community involvement in education.

The attached project examples are samples of arts education projects approved for NEA funding in FY 99, and are typical of the types of projects that would be supported in above-proposed ESEA concept.

ARTS EDUCATION - FISCAL YEAR 1999

Center for Documentary Studies

Durham, NC

98-022998

Total Project Cost

\$252,784

Amount Requested

\$125,925

Amount Recommended

Up to \$90,000

To support *Gallery in the Classroom*, an extension of the Center's *Literacy through Photography* program. This is a project to explore new ways to enhance teachers' understanding of artistic practice and to expand the ways that visual arts are incorporated into the elementary and middle school curriculum.

PROJECT SUMMARY: *Literacy through Photography (LTP)*, established in 1989 as a collaborative program between the Durham Public Schools and the Center for Documentary Studies based at Duke University, teaches photography and writing within the school curriculum by focusing on the students' lives as a source for creative expression. As an extension of that effort, this project will focus on teachers gaining skills in interpreting, editing, sequencing, and contextualizing photographs, and on giving students new opportunities to view and make art within a particular context. Project activities include one-week visiting artist residencies that will focus on creating a project that can be integrated into the class curriculum, field trips to the Center's Kreps Gallery, teacher workshops, and a culminating exhibition featuring works of students, teachers and artists who have participated in *LTP* over the past decade. *LTP* was recently selected by Harvard University's Graduate School of Education's "Arts Survive!" Program to participate in a national research project on arts education partnerships, participation in which is expected to provide *LTP* with an in-depth evaluation of its program.

ARTS EDUCATION - FISCAL YEAR 1999

Black Hills Special Services Cooperative (on behalf of Prairie Winds Writing Project)
 Sturgis, SD
 98-023196
 Multi-State Project

<u>Total Project Cost</u>	<u>Amount Requested</u>	<u>Amount Recommended</u>
\$164,509	\$82,255	Up to \$65,000

To support expansion of the *Prairie Winds Writing Project*, a South Dakota program, into neighboring Wyoming. *Prairie Winds*, an 18-year-old program for improving both student and teacher writing, includes one-on-one mentorships with regional professional writers, conferences and writing retreats, teacher workshops, publication opportunities, and the *Prairie Winds Writing Book*, an instructional guide for teachers.

PROJECT SUMMARY: The *Prairie Winds Writing Project* originated with the South Dakota Department of Education in 1980 and is now a part of the Black Hills Special Services Cooperative, an extension of the public schools. The program's central philosophy is that beginning writers can benefit greatly by one-on-one mentorships with professional writers. Nationally known Great Plains writers - such as Linda Hasselstrom, Kent Meyers and Dan O'Brien - provide the mentorships, select work for publication in a literary magazine, provide teacher workshops, and guide the program's overall development. Beyond the Arts Endowment's funding period, the Cooperative is committed to seeking funds to ensure continued involvement of Wyoming schools and communities in the project.

ARTS EDUCATION - FISCAL YEAR 1999

Bellevue Art Museum
Bellevue, WA
98-023216

Total Project Cost
\$437,115

Amount Requested
\$100,000

Amount Recommended
Up to \$75,000

To support the writing and production of *Northwest Artists*, a multimedia arts education program for students in grades 5 through 12 in Washington State. Based on the work of seven internationally recognized artists who have lived and worked in the Pacific Northwest, the project will result in up to 28 in-depth, interactive lessons that address both the National Standards for Arts Education and Washington State's Essential Learning Requirements in the Arts, and that provide for integrated learning among the arts, social studies, and language arts.

PROJECT SUMMARY: The seven featured artists in this project represent a wide range of artistic media, ages, ethnicities and cultural backgrounds. *Northwest Artists* will be modeled on the Museum's guiding principle: "See, Explore and Make Art", and it will include a CD-ROM and teachers' resource guide, both of which will be made available through various means both regionally and nationally. Within the museum field, the Bellevue Art Museum will make *Northwest Artists* available to any museum or gallery exhibiting the work of one of the seven featured artists. Within the state, the planned widespread distribution of the program will bring art, artists, and art education to underserved rural communities. The Museum has contracted with a multimedia production firm to design and produce the software, and it has established an Advisory Council made up of more than 40 educators, school administrators, curriculum specialists, artists, multimedia specialists, and Museum staff to guide the project. At each stage of development, *Northwest Artists* will be evaluated both by the members of the Council and by student/teacher focus groups.

ARTS EDUCATION - FISCAL YEAR 1999

Brooklyn Museum of Art (consortium)
Brooklyn, NY
98-023416

<u>Total Project Cost</u>	<u>Amount Requested</u>	<u>Amount Recommended</u>
\$269,252	\$134,000	Up to \$75,000

To support a consortium project initiative to integrate the study of art into an expanded understanding of U.S. history at the secondary level. Together with the American Social History Project, the Museum will provide a series of one-day teacher workshops, a three-week summer teacher institute, mentoring in classrooms, and a new teachers' manual, all designed to enhance teachers' abilities to integrate American painting, sculpture and decorative arts into current curriculum.

PROJECT SUMMARY: Through this project, high school social studies and English teachers will be trained in the variety of techniques museum educators use to approach objects and will discover the process of visual analysis and research that aids in the interpretation of art objects. This training will meet the need for teachers' professional development in the implementation of New York State Learning Standards in the Visual Arts. In addition, teachers will be introduced to methods for evaluating student performance in relationship to the new standards. Part of the project design is to develop mentor teachers who, acting as project leaders and as co-teachers with museum educators, will ensure the integration of the project's methodology into school curriculum and instruction. These mentor teachers, along with the project coordinators, will write the teacher manual, which will be promoted locally and made available nationally.

ARTS EDUCATION - FISCAL YEAR 1999

Asheville Art Museum Association, Inc.

Asheville, NC

98-022669

Total Project Cost

\$121,050

Amount Requested

\$60,000

Amount Recommended

Up to \$50,000

To support expansion of the Museum's *Literacy Through Art (LTA)* rural outreach initiative into additional grades and additional schools in six communities in western North Carolina, with the goal of effecting school-wide curriculum reform. The Museum currently serves grades 3-5 with this program and plans to expand into grades K-2 and 6-8, as well as adding additional schools, resulting in a comprehensive, K-8 integrated arts curriculum for students in the western region of the state.

PROJECT SUMMARY: Developed by the Museum's Education Department, *LTA* utilizes an integrated curriculum tailored to North Carolina State learning objectives for both Communications Skills and Visual Arts, and is implemented variously as a 9-, 14- or 20-week course comprised of weekly 75-minute lessons. The progressive nature of the curriculum enables students to internalize new concepts incrementally and in differing ways - verbally, visually, experientially and in writing. The Museum's Curator of Education oversees *LTA* in cooperation with principals, educators and outreach staff. Development of curricula and lesson plans, program revision, teacher training, data collection and evaluation are the purview of the Curator and *LTA* staff in cooperation with school personnel. Designed to function as a team-teaching activity, *LTA* fosters collaboration between artists and educators, with Museum educators taking on the role of informal "teacher trainers" within the rural classrooms. In addition to this informal training, the Museum plans to develop teacher-training workshops in object-based learning and art-based school reform.

ARTS EDUCATION - FISCAL YEAR 1999

Fitton Center for Creative Arts
Hamilton, OH
98-023230

<u>Total Project Cost</u>	<u>Amount Requested</u>	<u>Amount Recommended</u>
\$1,311,487	\$158,000	Up to \$100,000

To support a new *SPECTRA+* research project focusing on several elementary schools identified as having highly at-risk students. The project will incorporate both empirical and ethnographic research methods to determine the intrinsic as well as instrumental effects of sustained and in-depth arts instruction, and will include activities such as artists-in-residence, evaluation and documentation for years one and two of this five-year longitudinal study.

PROJECT SUMMARY: The purpose of this project is to demonstrate nationally that a comprehensive, curriculum-based arts-in-education approach in traditional neighborhood public elementary schools with highly at-risk students improves certain variables, such as: academic achievement, self-concept, creative and critical thinking skills, arts appreciation, attendance, disciplinary actions, teacher and student attitudes toward school, and parental observations and involvement. This project will provide a methodologically sound evaluation study to strengthen the position that the arts can and should be taught as both stand-alone, quality subjects by well-trained artists and arts educators, and as a means of teaching other academic subjects. *SPECTRA+*, since its inception in 1991, has had a professional development component; professional artists are hired to work with teachers in a variety of ways, and they receive training that includes co-writing curriculum and understanding research methodology. Dissemination of the results of this research study will occur through presentations at state and national arts, education, arts education, and psychology professional association conferences; journal articles and papers; a printed monograph; and a video.

DRAFT 4/2/99
TITLE II, PART B

"SUBPART II - INNOVATIVE STRATEGIES FOR RECRUITMENT AND
RETENTION OF ^{Quality} TEACHERS AND PRINCIPALS

"FINDINGS

"SEC. 0011. The Congress finds as follows:

"(1) As a result of increasing enrollments, natural teacher turnover, and the retirement of many veteran teachers, the Nation faces the challenge of hiring approximately 2 million new teachers in the coming decade.

"(2) More than 20 percent of new teachers leave the teaching profession during their first three years in the classroom, and in some urban areas almost 50 percent of teachers leave the classroom during the first three years.

"(3) Programs that facilitate mid-career transitions from other fields can be an effective means of bringing talented individuals into the classroom and addressing teacher shortages in high-need local educational agencies.

"(4) Programs that recruit, train, and retain highly qualified recent college graduates as teachers in high-need local educational agencies can also help to bring talented individuals into the classroom and address teacher shortages.

"(5) As retirement and other causes of attrition diminish the pool of experienced school administrators, many school districts report a growing shortage of qualified candidates for the job of principal at the elementary, middle, and high school levels.

“(6) Collaborative, sustained, high-quality professional development activities can strengthen the capacity of principals to improve the quality of teaching and learning in the schools they lead.

“(7) Increasing the portability of teacher pensions and reciprocity of teaching credentials across State lines can promote greater teacher mobility among States and contribute to addressing teacher shortages in high-need areas.

“PURPOSE

“SEC. 0002. The purpose of this subpart is to assist high-need local educational agencies to recruit and retain highly qualified teachers and principals.

“PROGRAM AUTHORIZED

SEC. 0003. (a) AUTHORITY. To carry out the purpose of this subpart, the Secretary is authorized to award grants, contracts, or cooperative agreements to eligible applicants described in subsection (b) to carry out one or more of the programs described in subsection (c).

“(b) ELIGIBLE APPLICANTS. (1) To carry out the program described in subsection (c)(1), the Secretary may make an award to a public or private non-profit organization, or an institution of higher education, that is capable of carrying out that program on a nationwide basis

“(2) To carry out the programs described in subsection (c)(2), the Secretary may make awards to public and private non-profit organizations and institutions of higher education.

“(3) To carry out the programs described in subsection (c)(3), the Secretary may make awards to public and private non-profit organizations, institutions of higher education, and consortia of State educational agencies.

“(4) To carry out the program described in subsection (c)(4), the Secretary may make awards to public or private non-profit organizations, or institutions of higher education, that are capable of carrying out that program on a national or regional basis and have a proven record of success in recruiting teachers.

“(c) PROGRAMS. (1) The Secretary may support the development and implementation of a national teacher recruitment clearinghouse and job bank to—

“(A) disseminate information and resources nationwide on entering the teaching profession to persons interested in becoming teachers;

“(B) serve as a national resource center for effective practices in teacher recruitment and retention;

“(C) link prospective teachers to school districts and training resources; and

“(D) provide information and technical assistance to prospective teachers about certification and other State and local requirements related to teaching.

“(2) The Secretary may support the development and implementation, or expansion, of programs that recruit talented individuals to become principals, including such programs that employ alternative routes to State certification, and that prepare both new and experienced principals to serve as instructional guides, effective and innovative administrators, and leaders in the restructuring of schools in high-need local educational agencies, through high-quality professional development.

“(3) The Secretary may support research, evaluation, and dissemination activities, related to effective strategies for increasing the portability of teachers’ pensions and credentials across State lines.

“(4) The Secretary may support the development and implementation of national or regional programs to—

“(A) recruit highly talented individuals to become teachers, through alternative certification routes, in high-need local education agencies; and

“(B) help retain those individuals as classroom teachers in those local educational agencies for more than three years.

“AUTHORIZATION AND DEFINITION

“SEC. 0004. (a) AUTHORIZATION. For the purpose of carrying out this subpart, there are authorized to be appropriated such sums as may be necessary for fiscal year 2001 and each of the four succeeding fiscal years.

“(b) DEFINITION. As used in this subpart, the term ‘high-need local educational agency’ shall have the same meaning given that term in section ___(1)”. [cross-reference to definition in subpart 1]

INNOVATIVE STRATEGIES FOR RECRUITMENT AND RETENTION OF
TEACHERS AND PRINCIPALS

Section-by-Section Analysis

Title II, Subpart II, ESEA

Section 0001. Proposed new section 0001 ("Findings") of the ESEA would set forth the following Congressional findings:

(1) As a result of increasing enrollments, natural teacher turnover, and the retirement of many veteran teachers, the Nation faces the challenge of hiring approximately 2 million new teachers in the coming decade.

(2) More than 20 percent of new teachers leave the teaching profession during their first three years in the classroom, and in some urban areas almost 50 percent of teachers leave the classroom during the first three years.

(3) Programs that facilitate mid-career transitions from other fields can be an effective means of bringing talented individuals into the classroom and addressing teacher shortages in high-need local educational agencies.

(4) Programs that recruit, train, and retain highly qualified recent college graduates as teachers in high-need local educational agencies can also help to bring talented individuals into the classroom and address teacher shortages.

(5) As retirement and other causes of attrition diminish the pool of experienced school administrators, many school districts report a growing shortage of qualified candidates for the job of principal at the elementary, middle, and high school levels.

(6) Collaborative, sustained, high-quality professional development activities can strengthen the capacity of principals to improve the quality of teaching and learning in the schools they lead.

(7) Increasing the portability of teacher pensions and reciprocity in teaching credentials across State lines can promote greater teacher mobility among States and contribute to addressing teacher shortages in high-need areas.

Section 0002. Proposed new section 0002 ("Purpose") of the ESEA would set out the statement of purpose for the new subpart. Under proposed new section 0002, the purpose of the subpart would be to assist high-need local educational agencies to recruit and retain high qualified teachers and principals.

Section 0003. Subsection (a) of proposed new section 0003 ("Program Authorized") of the ESEA would authorize the Secretary to award grants, contracts, or

cooperative agreements to eligible applicants described in subsection (b) to carry out one or more of the programs described in subsection (c).

Proposed new section 0003(b) would establish the eligible applicants for each of the particular programs in subsection (c).

Proposed new section 0003(b)(1) and (c)(1) would authorize the Secretary to make awards to public or private non-profit organizations, or institutions of higher education capable of developing and implementing, on a nationwide basis, a national teacher recruitment clearinghouse and job bank to: disseminate information and resources nationwide on entering the teaching profession to persons interested in becoming teachers; serve as a national resource center for effective practices in teacher recruitment and retention; link prospective teachers to school districts and training resources, and provide information and technical assistance to prospective teachers about certification and other State and local requirements related to teaching.

Proposed new section 0003(b)(2) and (c)(2) would authorize the Secretary to make awards to public and private non-profit organizations and institutions of higher education to support the development and implementation, or expansion, of programs that recruit talented individuals to become principals, including programs that employ alternative routes to State certification, and that prepare both new and experienced principals to serve as instructional guides, effective and innovative administrators, and leaders in the restructuring of schools in high-need local education agencies, through high-quality professional development.

Proposed new section 0003(b)(3) and (c)(3) would authorize the Secretary to make awards to public and private non-profit organizations, institutions of higher education, and consortia of State educational agencies to carry out research, evaluation, and dissemination activities related to effective strategies for increasing the portability of teachers' pensions and credentials across State lines.

Proposed new section 0003(b)(4) and (c)(4) would authorize the Secretary to make awards to public or private non-profit organizations, or institutions of higher education, that have a proven record of success in recruiting teachers to carry out on a national or regional basis, the development and implementation of a nationwide program to: recruit highly talented individuals to become teachers, through alternative certification routes, in high-need local educational agencies; and help retain those individuals as classroom teachers in those local educational agencies for more than three years.

Section 0004. Proposed new section 0004 ("Authorization and Definition") of the ESEA would authorize such sums as may be necessary to carry out this subpart, for fiscal year 2001 and each of the four succeeding fiscal years. It would also define the term 'high-need local educational agency'.

{Note: This will be Subpart 1 of Part B ("Teachers for Tomorrow")}

TRANSITION TO TEACHING

SEC. XXX. Title II of the Act is further amended by adding a new subpart 1 of Part B to read as follows:

"SUBPART 1 -- TRANSITION TO TEACHING

"FINDINGS

"SEC. 2201. The Congress finds as follows:

"(1) School districts will need to hire more than 2 million teachers in the next decade. The need for teachers in the areas of math, science, foreign languages, special education, and bilingual education, and for those able to teach in poverty school districts will be particularly high. To meet this need, talented Americans of all ages should be recruited to become successful, qualified teachers.

"(2) Nearly 28 percent of teachers of academic subjects have neither an undergraduate major nor minor in their main assignment fields. This problem is more acute in high-poverty schools, where the out-of-field percentage is 39 percent.

"(3) Out-of-field teaching is greatest in math and science, with 26 percent of students in high-poverty public secondary schools being taught math by a teacher with neither a major nor a minor in the field, and 71 percent of such students being taught physics by such a teacher.

"(4) The Third International Math and Science Study (TIMSS) ranked U.S. high school seniors last among 16 countries in physics and next to last in math. It is also evident, mainly from the TIMSS data, that based on academic scores, a stronger

emphasis needs to be placed on the academic preparation of our children in math and science.

"(5) One-fourth of high-poverty schools find it very difficult to fill bilingual teaching positions, and nearly half of public school teachers have students in their classrooms for whom English is a second language.

"(6) Many career-changing professionals with strong content-area skills are interested in a teaching career, but need assistance in getting the appropriate pedagogical training and classroom experience.

"(7) The Troops to Teachers model has been highly successful in linking high-quality teachers to teach in low-performing, high-poverty schools districts.

"PURPOSE

"SEC. 2202. The purpose of this subpart is to address the need of high-poverty school districts for highly qualified teachers in particular subject areas, such as mathematics, science, foreign languages, bilingual education, and special education, in high-poverty school districts by—

"(1) continuing and expanding the Troops to Teachers model for recruiting, preparing, placing, and supporting such teachers; and

"(2) recruiting, preparing, placing, and supporting career-changing professionals who have knowledge and experience that will help them become such teachers.

"PROGRAM AUTHORIZED

"SEC. 2203 (a) Authority.--Subject to subsection (b), the Secretary is authorized to use funds appropriated under subsection (c) for each fiscal year to award grants, contracts, or cooperative agreements to institutions of higher education and public and private nonprofit agencies or organizations to carry out programs authorized by this subpart.

"(b) Troops to Teachers.--(1) Before making awards under subsection (a) for any fiscal year, the Secretary shall first--

"(A) Consult with the Secretary of Defense and the Secretary of Transportation regarding the appropriate amount of funding needed to continue and enhance the Troops to Teachers program; and

"(B) Upon agreement, transfer that amount to the Defense Activity for Non-Traditional Education Support (DANTES) to carry out the Troops to Teachers program, consistent with the requirements of this subpart.

"(2) The Secretary may enter into a written agreement with the Departments of Defense and Transportation, or take such other steps as the Secretary determines are appropriate to ensure effective continuation of the Troops to Teachers program.

"(c) Authorization of Appropriations. For the purpose of carrying out this subpart, there are authorized to be appropriated such sums as may be necessary for fiscal year 2001 and each of the four succeeding fiscal years.

"APPLICATION

"SEC. 2204. Each applicant that desires an award under section 2303(a) shall submit an application to the Secretary containing such information as the Secretary requires, including—

"(1) a description of the target group of career-changing professionals *Troops?* upon which the applicant will focus in carrying out its program under this subpart, including a description of the characteristics of that target group that shows how the knowledge and experience of its members is relevant to meeting the purpose of this subpart;

"(2) a description of how the applicant will identify and recruit program participants;

"(3) a description of the training that program participants will receive and how that training will relate to their certification as teachers;

"(4) a description of how the applicant will ensure that program participants are placed and teach in high-need local educational agencies;

"(5) a description of the teacher induction services (which may be provided through existing induction programs) the program participants will receive throughout at least their first year of teaching;

"(6) a description of how the applicant will collaborate, as needed, with other institutions, agencies, or organizations to recruit, train, place, and support program participants under this subpart, including evidence of the commitment of those institutions, agencies, or organizations to the applicant's program;

"(7) a description of how the applicant will evaluate the progress and effectiveness of its program, including—

"(A) the program's goals and objectives;

"(B) the performance indicators the applicant will use to measure the program's progress; and

"(C) the outcome measures that will be used to determine the program's effectiveness; and

"(8) an assurance that the applicant will provide to the Secretary such information as the Secretary determines necessary to determine the overall effectiveness of programs under this subpart.

"USES OF FUNDS AND PERIOD OF SERVICE

"SEC. 2205. (a) Authorized Activities. Funds under this part may be used for—

"(1) recruiting program participants, including informing them of opportunities under the program and putting them in contact with other institutions, agencies, or organizations that would train, place, and support them;

"(2) training stipends and other financial incentives for program participants, such as moving expenses, not to exceed \$5,000, in the aggregate, per participant;

"(3) assisting institutions of higher education or other providers of teacher training to tailor their training to meet the particular needs of professionals who are changing their careers to teaching;

"(4) placement activities, including identifying high-need local educational agencies with needs for the particular skills and characteristics of the newly trained program participants and assisting those participants to obtain employment in those local educational agencies; and

"(5) post-placement induction or support activities for program participants.

"(b) Period of Service. A program participant in a program under this subpart who completes his or her training shall teach in a high-need local educational agency for at least four years.

"(c) Repayment. The Secretary shall establish such requirements as the Secretary determines appropriate to ensure that program participants who receive a training stipend or other financial incentive under subsection (a)(2), but fail to complete their service obligation under subsection (b), repay all or a portion of such stipend or other incentive.

"EQUITABLE DISTRIBUTION

"SEC. 2206. To the extent practicable, the Secretary shall make awards under this subpart that support programs in different geographic regions of the Nation.

"DEFINITIONS

"SEC. 2307. As used in this subpart—

"(1) the term 'high-need local educational agency' means a local educational agency that serves an elementary or secondary school located in an area in which there is, as determined by the Secretary—

"(A) a high percentage of students from families with incomes below the poverty line;

"(B) a high percentage of secondary school teachers not teaching in a content area in which they were trained; or

"(C) a high teacher turnover rate; and

"(2) the term 'program participants' means career-changing professionals, including returning or separating military personnel, who—

"(A) hold at least a baccalaureate degree;

"(B) demonstrate interest in, and commitment to, becoming a teacher; and

"(C) have knowledge and experience that is relevant to teaching a high-need subject area in a high-need local educational agency."

THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1999

Section-by-Section Analysis

TITLE II--PART B--Subpart 1

Section XXX. Section XXX of the bill would amend Title II of the Act by adding a new subpart 1 of Part B, authorizing the Transition to Teaching Program.

Proposed new section 2201 of the Act would set out the Congressional findings for the new subpart. In the next decade, school districts will need to hire more than 2 million teachers, especially in the areas of math, science, foreign languages, special education, and bilingual education. The need for teachers able to teach in poverty school districts will be particularly high. To meet this need, talented Americans of all ages should be recruited to become successful, qualified teachers.

Nearly 28 percent of teachers of academic subjects have neither a major nor a minor in their main assignment fields. This problem is even more acute in high-poverty areas, where the out-of-field percentage is 39. Out-of-field teaching is greatest in math and science, with 26 percent of students in high-poverty public secondary schools being taught math, and 71 percent of such students being taught physics, by a teacher with neither a major nor minor in the field.

Additionally, the Third International Math and Science Study (TIMSS) ranked U.S. high school seniors last among 16 countries in physics, and next to last in math. Based mainly on TIMSS data, it is also evident that a stronger emphasis needs to be placed on the academic preparation of our children in math and science.

Further, one-fourth of high-poverty schools find it very difficult to fill bilingual teaching positions, and nearly half of public school teachers have students in their classrooms for whom English is a second language.

Many career-changing professionals with strong content-area skills are interested in making a transition to a teaching career, but need assistance in getting the appropriate pedagogical training and classroom experience. The Troops to Teachers model has been highly successful in linking high-quality teachers to teach in low-performing, high-poverty school districts.

Proposed new section 2202 of the Act would establish the statement of purpose for the program. Under proposed new section 2202, the purpose of the program would be to address the shortage of highly qualified teachers in subject areas such as mathematics, science, foreign languages, bilingual education, and special education, in high-poverty school districts. This would be accomplished by continuing and expanding the Troops to Teachers model for recruiting, preparing, placing, and supporting such teachers, and by recruiting, preparing, placing, and supporting career-changing professionals who have knowledge and experience that would help them become such teachers.

Proposed new section 2203 of the Act would establish the program authority and the authorization of appropriations for the Transition to Teaching program. Under proposed new section 2203(a), the Secretary would be authorized to use funds appropriated under proposed new section 2203(c) for each fiscal year to award grants, contracts, or cooperative agreements to institutions of higher education and public and private nonprofit agencies or organizations to carry out programs authorized by this subpart.

Proposed new section 2203(b)(1)(A) would provide that before making any awards under proposed new section 2203(a), the Secretary would be required to consult with the Secretaries of Defense and Transportation with respect to the appropriate amount of funding necessary to continue and enhance the Troops for Teachers program. Additionally, proposed new section 2203(b)(1)(B) would provide that upon agreement, the Secretary transfer the amount under proposed new section 2203(b)(B) to the Defense Activity for Non-Traditional Education Support (DANTES) to carry out the Troops for Teachers program, consistent with the requirements of this subpart. Further, proposed new section 2203(b)(2) would allow the Secretary to enter into an agreement with the Departments of Defense and Transportation, or take such steps as the Secretary determines are appropriate to ensure effective continuation of the Troops to Teachers program.

Finally, proposed new section 2203(c) would authorize the appropriation of such sums for fiscal year 2001 and each of the four succeeding fiscal years to carry out this subpart.

Proposed new section 2204 of the Act would establish the application process requirements. Proposed new section 2204 would provide that an applicant that desires a grant under this chapter must submit to the Secretary an application containing such information as the Secretary may require. Under proposed new paragraph (1) of section 2204, applicants would be required to include a description of the target group of career-changing professionals upon which they would focus in carrying out their programs under this subpart, including a description of the characteristics of that target group that shows how the knowledge and experience of its members is relevant to meeting the purpose of this subpart. Under paragraphs (2) and (3) of proposed new section 2204, an applicant would also be required to describe how it plans to identify and recruit program participants, as well as what type of training program participants would receive and how that training would relate to their certification as teachers.

Paragraph (4) of proposed new section 2204 would require an applicant to describe how it would ensure that program participants were placed and would teach in high-need local educational agencies (LEAs). Paragraph (5) would require a description of the teacher induction services program participants would receive throughout at least their first year of teaching. Paragraph (6) of proposed new section 2204 would require an applicant to describe how the applicant would collaborate, as needed, with other institutions, agencies, or organizations to recruit, train, place, and support program

participants under this part, including evidence of the commitment of the institutions, agencies, or organizations to the applicant's program.

Paragraph (7) of proposed new section 2204 would require a description of how the applicant would evaluate the progress and effectiveness of its program, including the program's goals and objectives, the performance indicators the applicant would use to measure the program's progress, the outcome measures that would be used to determine the program's effectiveness. Finally, paragraph (8) of proposed new section 2204 would require an assurance that the applicant would provide to the Secretary such information as the Secretary determines necessary to assess the overall effectiveness of programs under this subpart.

Proposed new section 2205 would describe the activities authorized under this subpart. Under proposed new section 2205(a)(1), funds received under this subpart could be used to recruit program participants. The recruitment could include informing program participants of opportunities under the program, and putting them in contact with other institutions, agencies, or organizations that would train, place, and support them. Proposed new section 2205(a)(2) would authorize training stipends and other financial incentives for program participants. This could include moving expenses, not to exceed \$5,000, in the aggregate, per participant.

Proposed new section 2205(a)(3) would authorize the use of funds under this subpart to assist institutions of higher education or other providers of teacher training to meet the particular needs of professionals who are changing their careers to teaching. Proposed new section 2205(a)(4) would authorize placement activities, including identifying high-need LEAs with needs for particular skills and characteristics of the newly trained program participants and assisting those participants to obtain employment in those LEAs. Proposed new section 2205(a)(5) would authorize post-placement induction or support activities for program participants.

Proposed new section 2205(b) would establish the period of service. Under proposed new section 2205(b), a program participant who completes his or her training would be required to teach in a high-need LEA for at least four years. Proposed new section 2205(c) would allow the Secretary to establish appropriate requirements to ensure that program participants who receive a training stipend or other financial incentive but fail to complete their service obligation repay all or a portion of such stipend or other incentive.

Proposed new section 2206 would require the Secretary, to the extent practicable, to make awards under this subpart that support programs in different geographic regions of the nation.

Finally, proposed new section 2207 would establish definitions for the program. Proposed new section 2207(1) would define the term "high-need local educational agency" as an LEA that serves an elementary or secondary school located in an area in which there is, as determined by the Secretary, a high percentage of students from

families with incomes below the poverty line, a high percentage of secondary school teachers not teaching in the content area in which they were trained; or a high teacher turnover rate. Proposed new section 2207(2) would define the term "program participants" as career-changing professionals, including returning or separating military personnel, who hold at least a baccalaureate degree, demonstrate interest in, and commitment to becoming a teacher, and have knowledge and experience relevant to teaching a high-need subject area in a high need LEA.

Copy: original went out on the letterhead
of NCLR's Texas office
CWJ

MEMORANDUM

TO: Interested Parties
FROM: National Council of La Raza¹
DATE: February 18, 1999
SUBJ: Senate Bill 1: Social Promotions Bill

Background

Governor George Bush's "Student Success Initiative," as embodied in Senate Bill 1, seeks to end the practice of "social promotion" and increase student achievement by (1) requiring that students in the third, fifth, and eighth grades pass certain sections of the TAAS by 2003, 2005, and 2008, respectively; (2) requiring early intervention and accelerated instruction to students at-riskⁱⁱ of failing the required TAAS sections; (3) providing additional state funding for accelerated instruction; (4) increasing state support for voluntary teacher training; and (5) integrating the test results into the state's school accountability system.ⁱⁱⁱ

The proposal exempts English Language Learners (ELLs) from the tests for an unspecified period of time. In addition, according to the Governor's office, the Texas Education Agency is in the process of "developing and implementing both [diagnostic] English proficiency exams and a Spanish version of the TAAS," and that these tests "will be reliable enough" to be used by the time the program is fully implemented.^{iv}

Analysis

The proposed system has much to recommend it. Unlike some other accountability and assessment schemes proposed at the national level and in other states, the initiative both requires early intervention and provides state resources to support such intervention. Moreover, it requires that these supports be in place prior to the imposition of "high stakes" tests on children, albeit for only a limited period of time. In addition, the threat of negative exposure for and sanctions against poorly-performing schools should help to promote increased accountability for the school, as well as the child, for improving performance.

However, the system also poses serious dangers for disadvantaged and language minority children; specifically:

■ Research demonstrates that the establishment of high stakes testing systems has disproportionately negative effects on low-income and minority children, who start school with significant disadvantages that subsequently are magnified by disparities in funding, the quality of facilities and teaching, and low expectations.^v

■ Furthermore, children who are held back under the proposed system are unlikely to be able to recover; research shows that children who are retained in grade are much more likely to drop out.^{vi}

■ Despite its many strengths, there are several key unanswered questions about the proposed system, including:

- Effectiveness of teacher training: The proposed system provides for voluntary training, with a modest stipend to encourage attendance. It is not yet clear how extensive – or effective – this system will be in assuring more effective instruction for the children who need it most.
- Effectiveness of early intervention: While the system requires early intervention, it does not prescribe either the form(s) of intervention or criteria to be used to select the most appropriate types of instruction, leaving this to a committee composed of the parent, the principal, and the subject area teacher. There appears to be some danger that the very administrator and teacher responsible for failing to prepare the child for the test in the first place will be in charge of determining the type of intervention required.
- Effectiveness of accountability system: Although the state's existing system would appear to impose strict accountability on school systems and already has resulted in substantial test score improvements of disadvantaged and minority children, it is also true that significant disparities remain between these students and others.^{vii} In addition, the efficacy of the system in producing meaningful and lasting reductions in the performance gap between at-risk students and others – as opposed to overall increases in performance – have yet to be fully demonstrated.
- Treatment of English Language Learners: The promised diagnostic and achievement tests for ELLs have yet to be produced, much less tested and proven over time.^{viii} Moreover, how school systems will treat such students in the context of the new system is uncertain. On the one hand, if such students are routinely exempted from testing requirements, the accountability system will not create incentives for schools to improve this group's performance. On the other hand, if the tests prove invalid, or if they are used inappropriately, ELLs are likely to experience disproportionate increases in grade retention, and their chances of dropping out will increase significantly.

NCLR Position

The National Council of La Raza does not support “social promotion,” and is convinced that all students can achieve high standards. Moreover, notwithstanding the very serious dangers

associated with the use of "high stakes" tests of any kind, NCLR is encouraged by the many progressive and innovative elements of S.B. 1.

However, given the above analysis, **NCLR cannot support the bill as currently drafted without the inclusion of several improvements.** NCLR recommends that:

■ **Full implementation of the bill be conditioned on the demonstration that the full range of support and accountability systems are in place, including:**

- Completion of requisite teacher training by some reasonable percentage of teachers in schools with large numbers of at-risk students;
- An independent assessment that the early intervention and school accountability systems are working effectively;
- Demonstration of the validity and reliability of both diagnostic English tests and Spanish versions of the TAAS, accompanied by regulations or guidance from TEA prescribing appropriate testing protocols for ELLs.

■ **Both more information and stricter criteria be required to determine the appropriate form(s) of accelerated instruction for at-risk students, including:**

- A district-by-district assessment of the efficacy of various accelerated instruction programs, to be carried out by TEA prior to the third year of the new system (2001-2002 school year).
- A requirement that information, including performance data disaggregated by race, gender, and ethnicity, of various options within the school and district in question, including alternative and charter schools, be made available to parents to inform the choice of accelerated instruction.
- A series of pilot programs to test community-based, alternative and charter school programs with respect to their effectiveness as options for accelerated instruction.

For more information, please contact NCLR Texas Office Director Clarissa Martinez De Castro at (210) 212-4454.

End Notes

i The National Council of La Raza (NCLR) is the nation's largest Hispanic organization, representing more than 225 affiliates - local, community-based organizations who together provide education, employment, housing, and social services to more than three million Latinos each year. NCLR provides capacity-building technical assistance to its affiliates and other community-based groups, and conducts research, policy analysis, and advocacy on behalf of all Hispanics in the U.S. NCLR has more than 30 affiliates in the State of Texas, and in 1999 established a full-time policy analysis and advocacy capacity to monitor and shape state policy issues of importance to Hispanic Texans.

ii The bill requires that all students receive at least three opportunities to pass the TAAS. For the purposes of this analysis, the term "at risk" includes low-income and minority students, as well as students who do not pass one or more of the diagnostic or TAAS tests on their first or second tries.

iii Senate Bill 1, An Act relating to the promotion of public school students. See also Governor's Office publications, "Governor's Student Success Initiative," and "Social Promotions Bill, Questions and Answers," undated, but released in 1999.

iv See "Social Promotions Bill," *op. cit.*

v See, for example, Fisher, et. al., *Latino Education: Status and Prospects*, State of Hispanic America, 1998, Washington, D.C.: National Council of La Raza, October 1998.

vi *Latino Education: Status and Prospects*, *Ibid.* See also, "Social Promotion is Bad; Repeating a Grade May be Worse," *New York Times*, January 22, 1999.

vii Although test score gaps between minority students and the general population are narrowing faster in Texas than in any other state, other data suggest that attrition rate gaps have not been significantly reduced. See, for example, Intercultural Research Development Associates, "Attrition Rates in Texas Public Schools by Race-Ethnicity," IDRA Research Results, 1998.

viii In this connection, the Governor's Office prediction that these tests will be proven reliable by the time the system is *fully implemented* is unproven. The system provides for a four-year phase-in, with the "protection" of at least two years (for fifth-graders) of early intervention (accelerated instruction) for students whose diagnostic tests demonstrate risk of failure (three years for third-graders; three years for 8th graders). Any time spent perfecting tests for ELLs will reduce proportionately the time available for, and presumably the effectiveness of, accelerated instruction for this group.

 Bethany Little
04/06/99 02:46:15 PM

Record Type: Record

To: Laura Emmett/WHO/EOP, Cathy R. Mays/OPD/EOP, Delia_Pompa @ ed.gov @ inet

cc:

Subject: Attendance for 4:00 pm

I apologize for getting this to you so late. Rescheduling this AFT/NEA meeting has taken over my life!

Scheduled to attend:

WH - Bruce, Elena, Janet Murguia, Barbara Chow, Broderick Johnson, Jon Schnur and possibly Karen Tramontano

ED - Mike Cohen, Delia Pompa and Judith Johnson

NABE - Nancy Zelasko and Patricia Loera

Leadership Conference on Civil Rights - Bill Taylor and Cecilia Munoz

La Raza - Roberto Rodriguez and Diane Piche

MALDEF - Ambrosio Rodriguez

Council of Great City Schools - Mike Casserly

Thanks for your patience!

TITLE II - HIGH STANDARDS IN THE CLASSROOM

SEC: 201. Title II of the ESEA is amended to read as follows:

"TITLE II - HIGH STANDARDS IN THE CLASSROOM

"PART A - TEACHING TO HIGH STANDARDS

[The following table of contents is for the convenience of readers and will not appear here in the final bill]

Subpart 1 - Findings, Purpose, and Authorization of Appropriations

- Sec. 2111. Findings.
- Sec. 2112. Purpose.
- Sec. 2113. Authorization of appropriations.

Subpart 2 - State and Local Activities

- Sec. 2121. Allocations to States.
- Sec. 2122. Priority for professional development in mathematics and science.
- Sec. 2123. State application.
- Sec. 2124. Annual State reports.
- Sec. 2125. Within-State allocations.
- Sec. 2126. State-level activities.
- Sec. 2127. Subgrants to partnerships of institutions of higher education and local educational agencies.
- Sec. 2128. Competitive local awards.
- Sec. 2129. Local applications.
- Sec. 2130. Uses of funds.
- Sec. 2131. Local accountability.
- Sec. 2132. Local cost-sharing requirement.
- Sec. 2133. Maintenance of effort.
- Sec. 2134. Equipment and textbooks.
- Sec. 2135. Participation of private school teachers.
- Sec. 2136. Program indicators.
- Sec. 2137. Definitions.



→ MERIT BONUSES (\$3,000)
Riley - P. Rico
Soc Promo report to civ vts group
Clay Bones

1 Subpart 3 - Eisenhower National Clearinghouse for
2 Mathematics and Science
3

- 4 Sec. 2141. Establishment of Clearinghouse.
5 Sec. 2142. Authorized activities.
6 Sec. 2143. Authorization of appropriations.
7

8 Subpart 4 - National Demonstration Programs for the
9 Improvement of Teaching and School Leadership
10

- 11 Sec. 2151. Program authorized.
12
13

14 "SUBPART 1 - FINDINGS, PURPOSE, AND
15 AUTHORIZATION OF APPROPRIATIONS

16 "FINDINGS

17 "SEC. 2111. The Congress finds as follows:

18 "(1) All students can learn and achieve to high
19 standards.

20 "(2) States that are the most successful in improving
21 student achievement are those that have developed challenging
22 content and student performance standards, aligned curriculum
23 and assessments with those standards, prepare educators to teach
24 to those standards, and hold schools accountable for the
25 achievement of all students against those standards.

26 "(3) A crucial component of an effective strategy for
27 achieving high standards is ensuring, through sustained and
28 intensive high-quality professional development, that all
29 teachers provide their students with challenging learning
30 experiences in the core academic subjects.

1 "(4) Increased teachers' knowledge of academic content
2 and teaching skills are associated with increases in student
3 achievement. While other factors also influence learning,
4 teacher quality makes a critical difference in how well students
5 learn, across all categories of students. For example, recent
6 research has found that teachers' expertise has a greater impact
7 on students' achievement in reading than any other single
8 factor.

9 "(5) Recent research has found that teachers who
10 participate in sustained curriculum-centered professional
11 development are much more likely to report that they practice
12 teaching that is linked to high standards than are teachers who
13 have not received such training.

14 "(6) Students who attend schools with large numbers of
15 poor children are less likely to be taught by teachers who have
16 met all State requirements for certification or licensure or who
17 have a solid academic background in the subject matter they are
18 teaching.

19 "(7) Despite the fact that every year the Nation's
20 colleges and universities produce more teachers than are hired
21 and over 2 million individuals who possess education degrees are
22 currently engaged in activities other than teaching, many school
23 districts experience difficulty recruiting and hiring enough

1 fully-qualified teachers. Among the reasons researchers have
2 found for districts hiring less than fully qualified teachers
3 are-

4 "(A) cumbersome and poorly coordinated State
5 licensing procedures and local hiring practices;

6 "(B) bureaucratic personnel practices that result
7 in hiring decisions being delayed until as late as the start of
8 the school year;

9 "(C) salaries and working conditions that
10 discourage many individuals from entering teaching and cause
11 experienced teachers to leave the profession;

12 "(D) a lack of support for new teachers, such as
13 high-quality mentoring programs, that can help reduce the
14 attrition rate and the number of new teachers that school
15 districts must hire every year; and

16 "(E) compensation systems that do not reward
17 teachers for improving their knowledge and skills.

18 "(8) Research has found that high-quality professional
19 development is-

20 "(A) linked to high standards: professional
21 development activities should improve the ability of teachers to
22 help all students reach high State academic standards;

1 "(B) focused on content: professional
2 development activities should advance teacher understanding of
3 one or more of the core academic subject areas and effective
4 instructional strategies for improving student achievement in
5 those areas;

6 "(C) collaborative: professional development
7 activities should involve collaborative groups of teachers and
8 administrators from the same school or district;

9 "(D) sustained: professional development
10 activities should be of sufficient duration to have a positive
11 and lasting impact on classroom instruction and, to the greatest
12 extent possible, should include follow-up and school-based
13 support such as coaching or study groups;

14 "(E) embedded in a plan: professional
15 development activities should be embedded in school and
16 district-wide professional development plans designed to raise
17 student achievement to State academic standards; and

18 "(F) informed by research: professional
19 development activities should be based upon the best available
20 research on teaching and learning.

21 "(9) Programs funded under this part can assist the
22 Nation to achieve America's Education Goals #3, #4, and #5, as
23 set out in section 2(c) of this Act.

1 "PURPOSE

2 "SEC. 2112. The purpose of this part is to improve
3 classroom instruction so that all students are prepared to
4 achieve to challenging State content and student performance
5 standards in the core academic subjects, by providing assistance
6 to State and local educational agencies and to institutions of
7 higher education to-

8 "(1) support States and school districts in continuing
9 the task of developing content and student performance standards
10 and aligned assessments, revising curricula and teacher
11 preparation requirements, and using challenging content and
12 performance standards to improve teaching and learning;

13 "(2) ensure that teachers and administrators have
14 access to sustained and intensive high-quality professional
15 development that is aligned to challenging State content and
16 student performance standards in the core academic subjects; and

17 "(3) provide assistance to new teachers during their
18 first three years in the classroom.

19 "AUTHORIZATIONS OF APPROPRIATIONS

20 "SEC. 2113. (a) SUBPART 2. For the purpose of carrying out
21 subpart 2, there are authorized to be appropriated such sums as
22 may be necessary for fiscal year 2001 and each of the four
23 succeeding fiscal years.

1 "(b) SUBPART 3. For the purpose of carrying out subpart 3,
2 there are authorized to be appropriated such sums as may be
3 necessary for fiscal year 2001 and each of the four succeeding
4 fiscal years.

5 "(c) SUBPART 4. For the purpose of carrying out subpart 4,
6 there are authorized to be appropriated such sums as may be
7 necessary for fiscal year 2001 and each of the four succeeding
8 fiscal years.

9 "SUBPART 2 - STATE AND LOCAL ACTIVITIES

10 "ALLOCATIONS TO STATES

11 "SEC. 2121. (a) RESERVATION OF FUNDS. From the amount
12 available to carry out this subpart for any fiscal year, the
13 Secretary shall reserve--

14 "(1) 1/2 of 1 percent for the outlying areas, which
15 the Secretary shall distribute among them on the basis of their
16 relative need; and

17 "(2) 1/2 of 1 percent for the Secretary of the
18 Interior for professional development activities for teachers,
19 other staff, and administrators in schools operated or funded by
20 the Bureau of Indian Affairs.

21 "(b) STATE ALLOCATIONS. After reserving funds under
22 subsection (a), the Secretary shall allocate the remaining funds
23 among the States as follows:

1 "(1) Fifty percent shall be allocated on the basis of
2 the relative amounts the States received under subpart 2 of part
3 A of title I for the previous fiscal year.

4 "(2) Fifty percent shall be allocated on the basis of
5 the relative populations of individuals aged 5 through 17, as
6 determined by the Secretary on the basis of the most recent data
7 that are satisfactory to the Secretary.

8 "(c) MINIMUM STATE ALLOCATION. Notwithstanding subsection
9 (b), the Secretary shall allocate to each State no less than
10 one-half of 1 percent of the total amount available under that
11 subsection.

12 "(d) DEFINITION. For the purpose of this section, the term
13 'State' means each of the 50 States, the District of Columbia,
14 and the Commonwealth of Puerto Rico.

15 " PRIORITY FOR PROFESSIONAL DEVELOPMENT IN
16 MATHEMATICS AND SCIENCE

17 "SEC. 2122. (a) PRIORITY.--(1) In any fiscal year for which
18 the appropriation for this subpart is \$300 million or less, each
19 State educational agency, working jointly with the State agency
20 for higher education, shall ensure that all funds received under
21 this subpart are used for professional development in
22 mathematics and science.

1 "(2) In any fiscal year for which the appropriation
2 for this subpart is greater than \$300 million, the State
3 educational agency and the State agency for higher education
4 shall jointly ensure that the total amount of funds under this
5 subpart that they use for professional development in
6 mathematics and science is at least as much as the allocation
7 the State would have received if that appropriation had been
8 \$300 million.

9 "(b) MULTI-FOCUS ACTIVITIES. A State may apply funds under
10 this subpart that it uses for activities that focus on more than
11 one core academic subject toward meeting the requirements of
12 subsection (a) if those activities include a strong focus on
13 improving instruction in mathematics and science.

14 "(c) ADDITIONAL FUNDS. Each State educational agency and
15 State agency for higher education shall jointly ensure that any
16 funds in excess of the amount required by subsection (a) to be
17 spent on professional development in mathematics or science are
18 used to provide professional development activities in one or
19 more of the core academic subjects.

20 "STATE APPLICATION

21 SEC. 2123. (a) APPLICATIONS REQUIRED.--(1) Each State
22 desiring to receive its allocation under this subpart shall
23 submit an application to the Secretary at such time, in such

1 form, and containing such information as the Secretary may
2 reasonably require.

3 "(2) The State educational agency shall develop the
4 State application--

5 "(A) in consultation with the State agency for
6 higher education, community-based and other nonprofit
7 organizations of demonstrated effectiveness in professional
8 development, and institutions of higher education; and

9 "(B) with the extensive participation of
10 teachers, teacher educators, school administrators, and content
11 specialists.

12 "(b) CONTENTS. Each such application shall include--

13 "(1) a description of how the State educational agency
14 will use all funds received under this subpart, including funds
15 reserved for State-level activities under section 2126, to
16 implement State plans or policies that support comprehensive
17 standards-based education reform through the following
18 strategies:

19 "(A) Providing sustained and intensive high-
20 quality professional development in core academic subjects.

21 "(B) Ensuring that teachers employed by local
22 educational agencies are proficient in content knowledge and
23 teaching skills.

1 "(C) Supporting the alignment of curricula,
2 assessments, and professional development with challenging State
3 and local content and student performance standards;

4 "(2) a description of how the State educational agency
5 will coordinate activities funded under this subpart with
6 professional development activities that are supported with
7 funds from other relevant Federal and non-Federal programs;

8 "(3) a description of how the State educational agency
9 will ensure that all recipients of funds under this subpart
10 report on such program performance indicators as the Secretary
11 may identify under section 2136;

12 "(4) a list of any additional indicators of program
13 performance, beyond those required under this subpart, on which
14 the State educational agency or State agency for higher
15 education will require recipients to report, and a description
16 of how those State agencies will use the information collected
17 to improve program performance; and

18 "(5) a description of the process the State
19 educational agency will use to make competitive awards to local
20 educational agencies under section 2128, including a description
21 of--

22 "(A) the State's criteria for classifying local
23 educational agencies as among those having the greatest need for

1 services provided under this subpart and its justification for
2 those criteria;

3 "(B) the State's strategies for ensuring that
4 local educational agencies that have historically had little
5 success in competing for funds are provided a reasonable
6 opportunity to receive subgrants;

7 "(C) the State's criteria for determining the
8 amounts that it will award to recipients and the criteria for
9 providing noncompetitive renewals of subgrants; and

10 "(D) the technical assistance that the State
11 educational agency will provide, under section 2128(e)(2), to
12 local educational agencies that it identifies as having the
13 greatest need for services and that fail to receive an award
14 under this subpart, and its capacity for providing that
15 assistance.

16 "(c) APPROVAL. The Secretary shall, using a peer-review
17 process, approve a State application if it meets the
18 requirements of this section and holds reasonable promise of
19 achieving the purpose described in section 2112.

20 "ANNUAL STATE REPORTS

21 "SEC. 2124. Each State that receives funds under this
22 subpart shall annually report to the Secretary, beginning with
23 fiscal year 2002-

1 "(1) on its activities under this subpart;

2 "(2) on the progress of recipients of subgrants under
3 this subpart against such program performance indicators as the
4 Secretary may identify under section 2136 and on any additional
5 indicators included in the State's application; and

6 "(3) such other information as the Secretary may
7 reasonably require.

8 "WITHIN-STATE ALLOCATIONS

9 "SEC. 2125. (a) STATE ADMINISTRATION AND STATE-LEVEL
10 ACTIVITIES.--(1) Each State educational agency may reserve not
11 more than a total of 10 percent of the amount it receives under
12 this subpart for any fiscal year for--

13 "(A) its costs of administering this subpart; and

14 "(B) the State-level activities described in
15 section 2126.

16 "(2) A State educational agency may use not more than
17 one half of the amount reserved under paragraph (1) for
18 administration of this subpart, including any costs of
19 conducting subgrant competitions under section 2128.

20 "(b) RESERVATION FOR STATE AGENCY FOR HIGHER EDUCATION.

21 For the purpose of carrying out section 2127 for any fiscal
22 year, each State educational agency shall make available to the
23 State agency for higher education an amount equal to what the

1 State's allocation would be if the amount appropriated for this
2 part were \$60 million.

3 "(c) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES. Each State
4 educational agency shall use the remaining funds to make
5 subgrants to local educational agencies as follows:

6 "(1) Fifty percent shall be allocated to local
7 educational agencies in proportion to the relative numbers of
8 children, aged 5 through 17, from families below the poverty
9 level who reside in the jurisdictions served by those agencies.

10 "(2) Fifty percent shall be used to provide additional
11 funds to local educational agencies on a competitive basis under
12 section 2128.

13 "STATE-LEVEL ACTIVITIES

14 "SEC. 2126. Each State shall use funds it reserves under
15 section 2125(a) (1) (B) to carry out activities described in its
16 approved application that promote high-quality classroom
17 instruction, such as—

18 "(1) supporting the continued revision and improvement
19 of State content and performance standards and assessments
20 aligned to those standards;

21 "(2) providing technical assistance and other services
22 to increase the capacity of local educational agencies and
23 schools to develop and implement systemic local improvement

1 plans, implement State and local assessments, and develop
2 curricula consistent with State and local content and
3 performance standards;

4 "(3) supporting the development of performance-based
5 accountability and incentive systems for schools;

6 "(4) supporting the development and implementation, at
7 the local educational agency and school-building level, of
8 improved systems for recruiting, selecting, hiring, mentoring,
9 supporting, evaluating, and rewarding teachers and principals;

10 "(5) developing and implementing sustained and
11 intensive high-quality professional development opportunities
12 for teachers, principals, and other educators;

13 "(6) developing performance-based assessment systems
14 for full teacher licensure;

15 "(7) establishing, expanding, or improving rigorous
16 alternative routes to State certification or licensure;

17 "(8) developing or strengthening assessments to test
18 the content knowledge and teaching skills of new teachers;

19 "(9) creating a statewide network to provide potential
20 teachers with access to information on job openings, required
21 qualifications, and on-line applications;

22 "(10) supporting the work of a broad-based Statewide
23 panel that promotes comprehensive education reform; and

1 "(11) meeting the requirements of part B of title XI
2 [new accountability provisions] of this Act, except for the
3 development of policies on school discipline.

4 "SUBGRANTS TO PARTNERSHIPS OF INSTITUTIONS OF HIGHER
5 EDUCATION AND LOCAL EDUCATIONAL AGENCIES

6 "SEC. 2127. (a) ADMINISTRATION. From the funds made
7 available to it under section 2125(b) for any fiscal year, the
8 State agency for higher education may use not more than five
9 percent for its expenses in administering this subpart.

10 "(b) SUBGRANTS TO PARTNERSHIPS.--(1) The State agency for
11 higher education shall use the remainder of those funds, in
12 cooperation with the State educational agency, to make subgrants
13 to, or enter into contracts or cooperative agreements with,
14 institutions of higher education or nonprofit organizations of
15 demonstrated effectiveness in providing professional development
16 in the core academic subjects.

17 "(2) Each subgrant under this section shall be--

18 "(A) of sufficient size and duration to carry out
19 the purpose of this part effectively;

20 "(B) awarded, using a peer-review process, on a
21 competitive basis; and

22 "(C) for a period of three years.

1 "(3) In making subgrants, the State agency for higher
2 education shall give a priority to projects that focus on
3 induction programs for new teachers.

4 "(c) LOCAL EDUCATIONAL AGENCIES AS REQUIRED PARTNERS. No
5 institution of higher education or nonprofit organization may
6 receive a subgrant under this section unless it enters into an
7 agreement with at least one local educational agency to provide
8 sustained and intensive high-quality professional development
9 for elementary and secondary school teachers in the schools of
10 that agency in the core academic subjects.

11 "(d) COORDINATION. Any professional development activities
12 carried out under this section shall be coordinated with
13 activities carried out under Title II of the Higher Education
14 Act of 1965, if the local educational agency or institution of
15 higher education is participating in programs funded under that
16 title.

17 "(e) JOINT EFFORTS WITHIN INSTITUTIONS OF HIGHER EDUCATION.
18 Each activity assisted under this section shall involve the
19 joint effort of the institution of higher education's school or
20 department of education and the school or departments in the
21 specific disciplines in which the professional development will
22 be provided.

1 "(f) USES OF FUNDS. A recipient of funds under this
2 section shall use those funds for-

3 "(1) sustained and intensive high-quality professional
4 development in the core academic subjects, aligned with State or
5 local content standards, for teams of teachers from a school or
6 local educational agency and, where appropriate, administrators
7 and teaching assistants on a career track;

8 "(2) programs to assist new teachers during their
9 first three years in the classroom, which may include-

10 "(A) mentoring and coaching by trained mentor
11 teachers that lasts at least one year;

12 "(B) team teaching with experienced teachers;

13 "(C) time for observation of, and consultation
14 with, experienced teachers;

15 "(D) assignment of fewer course preparations; and

16 "(E) provision of additional time for
17 preparation; and

18 "(3) providing technical assistance to school and
19 agency staff for planning, implementing, and evaluating
20 sustained and intensive high-quality professional development.

21 "(g) ANNUAL REPORTS. -- (1) Each subgrantee under this
22 section shall submit an annual report to the State agency for
23 higher education, beginning with fiscal year 2002, on its

1 progress against such indicators of program performance as the
2 Secretary may identify under section 2136.

3 " (2) The State agency for higher education shall
4 provide the State educational agency with a copy of each
5 subgrantee's annual report.

6 "COMPETITIVE LOCAL AWARDS

7 "SEC. 2128. (a) IN GENERAL. Each State educational agency
8 shall use the funds described in section 2125(c)(2) for
9 competitive grants to local educational agencies that are
10 primarily focused on those agencies with the greatest need for
11 activities related to the development and effective
12 implementation of curricula aligned with State standards and for
13 sustained and intensive professional development activities that
14 are aligned with the State standards.

15 "(b) SELECTION PROCESS.--(1) The State educational agency
16 shall award subgrants under this section through a peer-review
17 process that includes reviewers who are knowledgeable in the
18 academic content areas.

19 "(2) The State educational agency shall--

20 "(A) provide local educational agencies and the
21 general public with a list of the selection criteria that the
22 State educational agency will use in making subgrants; and

1 "(B) at the completion of the awards process,
2 make public a complete list of applicants, the ranking of each
3 applicant against the criteria, and the applicants that received
4 awards.

5 "(c) DEMONSTRATION OF NEED. The State educational agency
6 shall identify the applicants with the greatest need for
7 services based on objective data supplied by the applicant, such
8 as-

9 "(1) the number or percentages of children who fail to
10 meet State performance standards on assessments used for part A
11 of title I or comparably rigorous State or local assessments;

12 "(2) the number or percentage of schools identified
13 for school improvement under section 1116(c);

14 "(3) the number or percentages of teachers employed
15 who have not received full State certification or licensure;

16 "(4) the number or percentage of secondary-school
17 teachers whose primary teaching assignment is in a core academic
18 subject for which the teacher does not have an academic major or
19 minor in the subject area or a related field;

20 "(5) the number or percentages of students living in
21 poverty;

22 "(6) the number or percentage who have limited English
23 proficiency; and

1 "(7) its fiscal capacity to fund programs described in
2 this subpart without Federal assistance.

3 "(d) SELECTION OF SUBGRANTEES. The State educational
4 agency shall make awards to applicants based on—

5 "(1) the quality of the applicant's proposal and the
6 likelihood of its success; and

7 "(2) the demonstrated need of the applicant under
8 subsection (c).

9 "(e) OPPORTUNITY TO COMPETE.--(1) To ensure that local
10 educational agencies that have the greatest need are provided a
11 reasonable opportunity to receive an award, State educational
12 agencies shall adopt at least one of, or a strategy similar to
13 at least one of, the following strategies:

14 "(A) Holding more than one competition for funds
15 from a fiscal year and, on completion of the first award
16 process, providing technical assistance in developing a high-
17 quality application to districts it identifies as having the
18 greatest need that were unsuccessful in the initial grant
19 competition.

20 "(B) Holding a competition restricted to local
21 educational agencies that it has identified as having the
22 greatest need for services.

1 "(C) Requiring recipients seeking a renewal of
2 their awards to form a partnership with an applicant that failed
3 to receive an award.

4 "(D) Providing a competitive priority to those
5 districts it has identified as having the greatest need for
6 services.

7 "(2) At a minimum, a State educational agency shall,
8 after the completion of an award cycle, provide any local
9 educational agency that met its criteria for greatest need for
10 services, but that did not receive a subgrant, with technical
11 assistance in developing a high-quality application for future
12 competitions.

13 "(f) SCOPE OF PROJECTS. The State educational agency shall
14 approve only applications for projects that are of sufficient
15 size, scope, and quality to achieve the purpose of this part.

16 "(g) DURATION OF SUBGRANTS. Each subgrant under this
17 section shall be for a period of three years, which the State
18 educational agency shall extend for an additional two years if
19 it determines that the local educational agency is making
20 substantial progress toward meeting the goals in its plan
21 described in section 2129(b).

1 "LOCAL APPLICATIONS

2 "SEC. 2129. (a) APPLICATION REQUIRED. A local educational
3 agency that wishes to receive a subgrant under this subpart
4 shall submit an application to the State educational agency
5 containing such information as the State educational agency may
6 reasonably require.

7 "(b) PLAN.-(1) Each such application shall include a
8 district-wide plan for raising student achievement against State
9 standards through the following strategies:

10 "(A) Providing sustained and intensive high-
11 quality professional development in core academic content areas.

12 "(B) Carrying out activities to assist new
13 teachers during their first three years in the classroom.

14 "(C) Ensuring that teachers employed by the local
15 educational agency are proficient in content knowledge and
16 teaching skills.

17 "(D) Supporting the alignment of curricula,
18 assessment, and professional development to challenging State
19 and local content standards.

20 "(2) Each plan under paragraph (1) shall be data-
21 driven and based on results of assessments of student
22 performance that the local educational agency is using under
23 title I or similarly rigorous assessments.

1 "(c) ADDITIONAL CONTENTS. Each such application shall
2 also—

3 "(1) identify specific goals for achieving the
4 purposes described in section 2112;

5 "(2) describe how the local educational agency will
6 address the needs of high-poverty, low-performing schools within
7 its jurisdiction;

8 "(3) describe how the local educational agency will
9 address the needs of teachers of students with limited English
10 proficiency and other students with special needs;

11 "(4) include an assurance that the local educational
12 agency will collect data measuring progress toward such
13 indicators of program performance as the Secretary may identify
14 under section 2136;

15 "(5) describe how the local educational agency will
16 coordinate funds under this subpart with the professional
17 development activities funded through other State and Federal
18 programs;

19 "(6) describe how the local educational agency will
20 use funds described in section 2125(c)(1) [i.e., formula funds]
21 to implement the plan described in subsection (b); and

1 programs that facilitate teacher observation and analyses of
2 fellow teachers' classroom practice to improve instruction;

3 "(2) long-term collaboration that takes place over the
4 course of a school year among teachers and outside experts to
5 improve instruction in core academic subject areas;

6 "(3) teacher participation in working groups, task
7 forces, or committees charged with adapting and implementing
8 high standards for all students, including district-wide and
9 school-based teams of teachers charged with aligning curricula
10 and lesson plans with State content and performance standards
11 and assessments;

12 "(4) programs to assist new teachers during their
13 first three years in the classroom, such as--

14 "(A) year-long mentoring and coaching by trained
15 mentor teachers;

16 "(B) team teaching with experienced teachers;

17 "(C) time for observation of, and consultation
18 with, experienced teachers;

19 "(D) assignment of fewer course preparations; and

20 "(E) provision of additional time for course
21 preparation;

22 "(5) sustained and intensive high-quality professional
23 development in the core academic subjects that provides

1 educators with content and pedagogical skills to prepare all
2 students to achieve to challenging State and local content and
3 student performance standards;

4 "(6) programs to implement peer-review processes for
5 teachers and principals;

6 "(7) collaborative professional development
7 experiences for veteran teachers based on the standards in the
8 core academic subjects of the National Board for Professional
9 Teaching Standards;

10 "(8) the participation of teams of teachers in summer
11 institutes and summer immersion activities that are focused on
12 preparing teachers to bring all students to high standards in
13 one or more of the core academic subjects;

14 "(9) the establishment and maintenance of local
15 professional networks that provide a forum for interaction among
16 teachers and that allow for the exchange of information on
17 advances in content and pedagogy;

18 "(10) the development of incentives to encourage
19 teachers employed by the agency, and other qualified
20 individuals, to obtain proficiency in content knowledge in a
21 core academic subject area identified by the agency as having a
22 shortage of qualified teachers; and

1 "(11) development of curricular materials and
2 assessments that are aligned with State or local content and
3 student performance standards.

4 "LOCAL ACCOUNTABILITY

5 "SEC. 2131. (a) ANNUAL REPORTS. Each local educational
6 agency that receives funds under this subpart shall submit a
7 report to the State educational agency every year, beginning in
8 fiscal year 2002, on its activities under this subpart, in such
9 form and containing such information as the State educational
10 agency may reasonably require.

11 "(b) CONTENTS. The report shall contain, at a minimum--

12 "(1) information on progress across the local
13 educational agency against such indicators of program
14 performance as the Secretary may identify under section 2136;

15 "(2) data disaggregated by school-poverty level as
16 defined by the Secretary; and

17 "(3) a description of the methodology used to gather
18 the data.

19 "LOCAL COST-SHARING REQUIREMENT

20 "SEC. 2132. (a) FUNDS AWARDED BY FORMULA. The Federal
21 share of activities carried out under this subpart with funds

1 awarded by formula under section 2125(c)(1) shall not exceed 67
2 percent for any fiscal year.

3 "(b) OTHER FUNDS. The Federal share of activities carried
4 out under this subpart with funds awarded under section
5 2125(c)(2) shall not exceed-

6 "(1) 85 percent during the first year of the subgrant;

7 "(2) 75 percent during the second year;

8 "(3) 65 percent during the third year;

9 "(4) 55 percent during the fourth year; and

10 "(2) 50 percent during the fifth year.

11 "(c) SERVICES TO PRIVATE SCHOOL TEACHERS. Notwithstanding
12 subsections (a) and (b), the Federal share of the cost of
13 providing services to private school teachers under section 2155
14 may be up to 100 percent.

15 "(d) AVAILABLE RESOURCES FOR COST-SHARING. A local
16 educational agency may meet its obligations under subsections
17 (a) or (b) through one or more of the following:

18 "(1) Cash expenditures from non-Federal sources,
19 including private contributions.

20 "(2) Services provided in kind, fairly evaluated.

21 "(3) Release time for participating teachers.

22 "(4) Funds received under other Federal statutes and
23 programs, if used consistent with those statutes and programs

1 and for the benefit of students and teachers that would
2 otherwise have been served with those funds.

3 "MAINTENANCE OF EFFORT

4 "SEC. 2133. No funds may be provided to a local
5 educational agency under this subpart unless the State
6 educational agency is satisfied that the local educational
7 agency will spend, from other sources, at least as much for
8 professional development activities described in this subpart as
9 the average amount it spent from other sources for those
10 activities over the previous three years.

11 "EQUIPMENT AND TEXTBOOKS

12 "SEC. 2134. (a) PROHIBITION. A subgrantee may not use
13 subgrant funds under this subpart for equipment, computer
14 hardware, textbooks, or telecommunications fees, or for items
15 that are normally provided by the local educational agency or
16 the State as part of the regular instructional program.

17 "(b) LIMITATION. Curriculum materials that are purchased
18 with subgrant funds shall be used as a part of the professional
19 development activities funded under this subpart or result from
20 activities funded under this subpart to develop curricular or
21 assessment materials aligned with State or local standards.

1 "PARTICIPATION OF PRIVATE SCHOOL TEACHERS

2 "SEC. 2135. (a) IN GENERAL. Each subgrantee under this
3 subpart shall, in accordance with sections [current 14503]
4 through [current 14506], provide for the equitable participation
5 of private school personnel in the professional development
6 activities it carries out with subgrant funds.

7 "(b) INFORMATION. If a subgrantee uses subgrant funds to
8 develop standards, curricular materials, or assessments, it
9 shall make information about those items available to private
10 schools at their request.

11 "PROGRAM PERFORMANCE INDICATORS

12 "SEC. 2136. The Secretary may identify indicators of
13 program performance under this subpart, against which recipients
14 of funds under this subpart shall report their progress, in such
15 manner as the Secretary may determine.

16 "DEFINITIONS

17 "SEC. 2137. As used in this subpart, the following terms
18 have the following meanings:

19 "(1) CORE ACADEMIC SUBJECTS. The term 'core academic
20 subjects' means—

21 "(A) mathematics;

22 "(B) science;

1 "(C) reading (or language arts) and English;
2 "(D) social studies (history, civics/government,
3 geography, and economics);
4 "(E) foreign languages; and
5 "(F) fine arts (music, dance, drama, and the
6 visual arts).

7 "(2) LOW-PERFORMING SCHOOL. The term 'low-performing
8 school' means—

9 "(A) a school identified by a local educational
10 agency for school improvement under section 1116(c); or

11 "(B) a school in which the great majority of
12 students fail to meet State performance standards based on
13 assessments the local educational agency is using under part A
14 of title I or comparably rigorous State or local assessments.

15 "(3) SUSTAINED AND INTENSIVE HIGH-QUALITY PROFESSIONAL
16 DEVELOPMENT. The term 'sustained and intensive high-quality
17 professional development' means professional development that—

18 "(A) is tied to challenging State content
19 standards, challenging State student performance standards,
20 voluntary national content standards, or voluntary national
21 student performance standards;

1 "(B) reflects up-to-date research in teaching and
2 learning and includes integrated content and pedagogical
3 components for students with diverse learning needs;

4 "(C) incorporates effective strategies,
5 techniques, methods, and practices for meeting the educational
6 needs of students with special needs, including individuals with
7 disabilities, individuals with limited English proficiency, and
8 economically disadvantaged individuals, in order to ensure that
9 all students have the opportunity to achieve to challenging
10 student performance standards;

11 "(D) is of sufficient intensity and duration to
12 have a positive and lasting impact on the teacher's performance
13 in the classroom or the administrator's performance on the job;
14 and

15 "(E) recognizes teachers as an important source
16 of knowledge that should inform and help shape professional
17 development.

18 "SUBPART 3 - EISENHOWER NATIONAL CLEARINGHOUSE
19 FOR MATHEMATICS AND SCIENCE

20 "ESTABLISHMENT OF CLEARINGHOUSE

21 "SEC. 2141. The Secretary may award a competitive grant or
22 contract to establish the Eisenhower National Clearinghouse for

1 Mathematics and Science Education (hereafter in this subpart
2 referred to as 'the Clearinghouse').

3 "AUTHORIZED ACTIVITIES

4 "SEC. 2142. (a) APPLICATION AND AWARD BASIS.—(1) Each
5 entity desiring to establish and operate the Clearinghouse shall
6 submit an application to the Secretary at such time, in such
7 manner, and containing such information as the Secretary may
8 require.

9 "(2) The Secretary shall establish a peer-review
10 process to make recommendations on the recipient of the award
11 for the Clearinghouse.

12 "(3) The Secretary shall make the award for the
13 Clearinghouse on the basis of merit.

14 "(b) DURATION. The Secretary shall award the grant or
15 contract for the Clearinghouse for a period of five years.

16 "(c) ACTIVITIES. The award recipient shall use the award
17 funds to—

18 "(1) maintain a permanent repository of mathematics
19 and science education instructional materials and programs for
20 elementary and secondary schools, including middle schools
21 (including, to the extent practicable, all materials and
22 programs developed with Federal and non-Federal funds, for use

1 by the regional consortia established under [current part C of
2 title XIII] and by the general public;

3 "(2) compile information on all mathematics and
4 science education programs administered by each Federal agency
5 or department;

6 "(3) disseminate information, programs, and
7 instructional materials to the public, local educational
8 agencies and their schools (particularly high-poverty, low-
9 performing schools), dissemination networks, and the regional
10 consortia established under [current part C of title XIII];

11 "(4) coordinate data bases containing mathematics and
12 science curriculum and instructional materials, including
13 Federal, non-Federal, and, where feasible, international data
14 bases;

15 "(5) using not more than three percent of the amount
16 awarded under this subpart for any fiscal year, participate in
17 collaborative meetings of representatives of the clearinghouse
18 and the regional consortia established under [current part C of
19 title XIII] to-

20 "(A) discuss issues of common interest and
21 concern;

1 "(B) foster effective collaboration and
2 cooperation in acquiring and distributing curriculum materials
3 and programs; and

4 "(C) coordinate and enhance computer network
5 access to the Clearinghouse and the resources of the regional
6 consortia;

7 "(6) support the development and dissemination of
8 model professional development materials in mathematics and
9 science education; and

10 "(7) gather qualitative and evaluative data on
11 submissions to the Clearinghouse.

12 "(d) SUBMISSION TO CLEARINGHOUSE. Each Federal agency or
13 department that develops mathematics or science education
14 instructional materials or programs, including the National
15 Science Foundation and the Department, shall submit copies of
16 that material and those programs to the Clearinghouse.

17 "(e) STEERING COMMITTEE. The Secretary may appoint a
18 steering committee to recommend policies and activities for the
19 Clearinghouse.

20 "(f) APPLICATION OF COPYRIGHT LAWS.-(1) Nothing in this
21 section shall be construed to allow the use or copying, in any
22 medium, of any material collected by the Clearinghouse that is

1 protected under the copyright laws of the United States unless
2 the permission of the owner of the copyright is obtained.

3 "(2) In carrying out this section, the Clearinghouse
4 shall ensure compliance with title 17 of the United States Code.

5 "SUBPART 4 - NATIONAL DEMONSTRATION PROGRAMS FOR THE IMPROVEMENT
6 OF TEACHING AND SCHOOL LEADERSHIP

7 "PROGRAM AUTHORIZED

8 "SEC. 2151. The Secretary is authorized to make grants to,
9 and to enter into contracts and cooperative agreements with,
10 local educational agencies, educational service agencies, State
11 educational agencies, State agencies for higher education,
12 institutions of higher education, and other public and private
13 non-profit agencies, organizations, and institutions to-

14 "(1) support activities of national significance that
15 are not supported through other sources and that the Secretary
16 determines will contribute to the improvement of teaching and
17 school leadership in the Nation's schools, such as-

18 "(A) supporting State efforts to redesign and
19 strengthen their professional licensure systems for educators;

20 "(B) supporting innovative State and local
21 efforts to develop innovative compensation systems that provide
22 incentives for talented individuals who have a strong knowledge
23 of academic content to enter teaching and reward experienced

1 teachers who acquire new knowledge and skills that are needed in
2 the schools and districts in which they teach;

3 " (C) supporting efforts by States, or consortia
4 of States, to develop alternative routes to certification;

5 " (D) supporting efforts by States, or consortia
6 of States, to develop performance-based systems for assessing
7 content knowledge and teaching skills prior to full teacher
8 licensure; and

9 " (E) assisting efforts to ease teacher shortages
10 by providing teachers with greater mobility through the support
11 of multi-State efforts to increase the number of States that
12 share licensing reciprocity;

13 " (2) support the development, implementation, and
14 evaluation of innovative programs for teachers, principals, and
15 other educators that are designed to improve teaching and
16 learning in the core academic content areas;

17 " (3) support activities that disseminate information
18 on effective professional development strategies to States,
19 local educational agencies, schools, and teachers, including
20 through the use of interactive information technologies, such as
21 the Internet;

22 " (4) support the National Board for Professional
23 Teaching Standards; and

1 "(5) support activities to disseminate information on
2 teacher licensure or certification requirements across States.

[END OF TITLE II, PART A]

MEMORANDUM

TO: Maria Echaveste
FROM: Kaydee J. Kirk, Research Assistant
DATE: February 18, 1999
SUBJECT: Latino Educational Improvements in Texas

Cecilia Muñoz and Charles Kamasaki asked me to collect some additional information regarding the progress that Latino students in Texas have made in their educational achievement. As you may recall, you discussed this education request about a month ago and it has subsequently taken some time to compile the relevant statistics. In particular, we include data on Ysleta, the poor, predominantly Latino school district that has reduced the Hispanic dropout rate significantly compared to the rest of the state and the nation, and that has registered major overall improvements in educational attainment.

Overview of Texas Educational Achievement

Two sets of education data give us a sense of the achievement of Latino students in Texas.

First, the state of Texas has implemented a widely-cited accountability system based on the Texas Assessment of Academic Skills (TAAS), a series of yearly statewide tests in reading, writing, and math given to students in grades three through eight and grade 10. In 1994, barely half of all Texas students passed the TAAS math exam. By 1997, the proportion had climbed to 80 percent. Moreover, **the share of Black and Hispanic children who passed the test doubled during that time to 64 percent and 72 percent, respectively.**

Second, among the 39 states that participated in the 1996 National Assessment of Educational Progress (NAEP) in fourth-grade math, Texas finished in the top 10, alongside states such as Maine, North Dakota, and Wisconsin, which have far fewer low-income and minority students. The state's African-American fourth-graders and Title I fourth-graders scored higher in math, on average, than their counterparts in every other state, and its Hispanic children finished sixth among Hispanic children nationwide.

Like every other state, Texas still has a broad racial achievement gap: in fourth-grade math, 53 percent of Blacks and 45 percent of Hispanics scored below the "basic" level, compared with 15 percent of Whites. But the gap is narrowing faster in Texas than in any other state. For example,



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February 18, 1999
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nationwide in fourth-grade math, 68 percent of Blacks and 60 percent of Hispanics scored below the "basic" level, compared with 26 percent of Whites. Thus, Texas Blacks and Hispanics have a 13 and 15 percentage point advantage over their counterparts nationwide.

Perhaps just as importantly, these improvements in test scores do not appear to have been accompanied by increases in the dropout rate or by other anomalies. Previous experience with certain reform models based on "high stakes" tests suggested that some school systems might exempt certain populations from testing—by reducing dropout prevention efforts, limiting testing of language-minority children, failing to test charter school and alternative school children, etc.—in order to artificially boost test score averages. Contrary to this expectation, the data suggest that the percentage of children in Texas exempted from the TAAS for limited English proficiency has not increased since 1993. There is a dual emphasis on raising standards and including the maximum number of students. In fact, scores for Hispanic students who take the TAAS in Spanish are reported, and those scores will soon influence the rankings. Moreover, Texas's rising NAEP scores confirm that the gains are genuine.

An examination of attrition rates reveals that both the overall and Hispanic dropout rates appear to have been essentially static during the 1996-98 period. The statewide attrition rate for White, Black, and Hispanic students went from 31 percent, 51 percent, and 53 percent, respectively, in 1995-96 to 31 percent, 49 percent, and 53 percent, respectively, in 1997-98.

Ysleta Independent School District

In particular, the Ysleta Independent School District (YSD) in El Paso, Texas has been a noteworthy model for successful school reform in the U.S. Ysleta's student body is 86 percent Hispanic, 11 percent White, and three percent African-American. Approximately 40 percent of the enrollment is predominantly Spanish-speaking, and 75 percent of the student population is below the poverty level.

Despite the fact that YSD has a majority of students who are economically disadvantaged and that nearly 90 percent of its students are Hispanic, it outscored all the urban school districts in Texas on the TAAS in 1997. Specifically:

- ◆ **All Ysleta students score high on all sections of the TAAS.** Of all YSD students, at least 85 percent passed the Reading exam, 81 percent passed the Mathematics exam, and 86 percent passed the Writing exam of the TAAS in 1997.
- ◆ **The percentage of Ysleta students who pass the TAAS has risen considerably in the past five years.** From 1993 to 1998, the percentage of YSD students who passed the state reading tests rose from 63 to 89 percent. In math, the proportion jumped from 41 percent to 86 percent.

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- ◆ **Among the state's eight largest school districts, Ysleta students pass the TAAS at far higher rates than their peers.** According to state data, fewer than two-thirds (62 percent) of all Hispanic students in the state recently passed all three TAAS tests (compared to over four-fifths or 85 percent of Whites). Ysleta, with a nearly 90 percent Hispanic student body, is far exceeding the state average, since the proportion of Ysleta students passing all three tests matches the level of White students who pass statewide.
- ◆ **Ysleta is the highest-achieving urban school system in the state of Texas.** More than 80 percent of YSD students pass all three TAAS tests. By comparison, Austin Independent School District, a center of Texas technology and a city populated with educated professionals, has a smaller percentage of students passing the TAAS — 74 percent passed the Reading exam, 64 percent passed the Mathematics exam, and 77 percent passed the Writing exam. Furthermore, YSD has a *dropout rate* of 2.1 percent, compared to Austin's 4.6 percent. If a test like TAAS were implemented nationally, experts argue that Ysleta would outscore all urban school systems in the nation.

These significant improvements in levels of achievement have reached all students, including Limited English Proficient (LEP), low-income, and minority students. YSD has a large immigrant population (at any one time, 22 percent of its students have limited English skills, versus 13 percent statewide), yet Ysleta does not use this as an excuse for poor performance. At least 80 percent of Ysleta students overall and 80 percent or more of the students *in each* of the five subgroups — Hispanic, Black, White, Asian, economically disadvantaged — passed the TAAS. Moreover, the achievement gap between White and Hispanic students in Ysleta has been slashed by two-thirds.

Conclusion

These data demonstrate that school districts such as Ysleta, with predominantly poor and minority student populations, are indeed able to meet and surpass high standards and produce high-achieving students. We believe that YSD can serve as a model for other similar school districts across the U.S., and that its approach should be used to improve the educational attainment and achievement levels of Latino students.

Having said that, extreme caution is warranted in drawing broad lessons from these data. The Texas accountability system is far more comprehensive, with greater protections for disadvantaged students, than those implemented by most other states. Moreover, even within Texas there are numerous examples of low-income and minority students and schools where achievement has not risen rapidly; in these cases, the state's high school exit exam has

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disproportionately harmed such students by preventing them from obtaining a high school diploma. Furthermore, the extent to which conditions in places like Ysleta are replicable or sustainable through public policy initiatives is not clear; some argue persuasively that they are the exception and not the rule.

However, at a minimum the Texas experience in general and Ysleta in particular demonstrate that significant, net improvements in overall test scores and reductions in ethnic disparities in test scores are achievable without concomitant increases in dropout rates.

cc: Christopher Edley, Jr.
Raul González
Charles Kamasaki
Cecilia Muñoz
Raúl Yzaguirre

DRAFT 03/11/99 4:12 PM
Update on ESEA Accountability Issues

→ Call Mike
→ UNIVERSAL
choice?

1. School Report Cards

- Require every State, district, and school to develop and disseminate report cards.
- Require small, core set of common indicators:
 - student achievement, disaggregated consistent with current Title 1 requirements
 - class size (in early grades)
 - school safety and drug use
 - attendance and graduation rate
- Permit states/districts to add additional indicators as appropriate
- Require States to make report cards easily understandable by and effectively disseminated to parents and taxpayers, including making report cards available on the web. Let States describe how they will achieve these results, and give them plenty of flexibility in how they do it.

2. Phasing out the use of teachers on emergency certificates and out-of-field teaching

- Require continuous progress and allow small variance from zero in four (or five?) years. States must demonstrate annual continuous improvement in reducing both the percentages of teachers teaching with an emergency certification and teachers teaching out-of-field. By the end of four years, States will need to have significantly reduced their emergency certified and out-of-field teachers in order to have only a small percentage of such teachers (e.g., 5%).
- Require States to provide a plan for reaching quality teacher goals within four years, including specific, measurable, annual benchmarks for reductions in unqualified teachers.
- If a State fails to meet annual benchmark, require the State to get back on track by the next year. Secretary's focus should be on results, not on review of plans or corrective action steps.

3. Ending Social Promotion

States would be required to adopt promotion policies that:

- (1) require students to meet academic performance standards at key transition points as defined by the state standards (e.g., 4th and 8th grade, and an exit exam) before being promoted or graduating;
- (2) use multiple measures, including a valid assessment and other measures such as teacher evaluations, to determine whether the student has met the standards and should be promoted; and,
- (3) are aligned with State content and performance standards.

?

- state has to certify? state plan?

Applications shall include:

- (1) Description of State policy on ending social promotion and retention, if one exists, or plan for development of promotion policy. States must provide assurance that policy will be developed within one year of enactment of ESEA.
- (2) Plan for development and implementation of a social promotion policy shall include:
 - time-frame for development and implementation, including goals and performance indicators for implementing policy within four-years of enactment of ESEA;
 - targets for improving percentage of children meeting challenging State standards; and,
 - outline of expectations for LEAs' compliance with State social promotion policy.

Final policies shall include:

- (1) Indication of the promotion standards districts and schools will use to determine if students will progress to the next grade level at key transition points defined by the State. Promotion standards must be aligned with performance standards and must include valid measures of assessment.
- (2) State assurance that LEAs have prevention and intervention policies in place including:
 - early intervention strategies that identify and support those students who need additional help or alternative instructional strategies;
 - learning opportunities in classrooms with clear standards, including hiring certified teachers to reduce class-sizes, providing high-quality professional development, and using proven instructional practices aligned to challenging State standards;
 - extended learning time for students who need extra help, including after-school and summer school; and,
 - specific strategies for helping LEP students and students with disabilities meet the promotion standards;
 - a plan to provide intensive intervention with appropriate instructional strategies for those students who fail to meet the standards
- (3) Sunshine provision to ensure that all districts and schools widely disseminate their policies for promotion students to the next grade level
- (4) State assurance that LEAs will coordinate Federal, State, and local dollars to help all students reach high State standards and to implement these policies
- (5) Goals for continual improvement in helping ALL students meet challenging State standards

4. Sanctions for Not Meeting Accountability Requirements

- Specific sequence of sanctions would not be spelled out; instead, Secretary would have the

authority to implement a broad range of sanctions to apply as he sees fit in order to ensure compliance. Sanctions would include (1) corrective action plan, (2) terminate eligibility for Ed-Flex and waivers from Secretary; (3) withhold or withdraw administrative funds; (4) withhold portion or all program funds; (5) terminate eligibility for certain discretionary programs (e.g. Reading Excellence Act, 21st Century, etc.).

5. Rewards and Flexibility

For Local Districts

- Establish competitive reward program, on a demonstration basis, for high performing, high poverty urban and rural districts. High performing districts are those that show across-the-board gains in student achievement, and progress in closing achievement gaps, on State assessments, in reading and math, for three consecutive years.
- Maximum of 25 districts to participate – with provisions to ensure that both rural and urban district would be awarded.
- District applications provide evidence of effectiveness over three years, and plan for further sustained improvements in student achievement. Plan includes strategy for using federal funds.
- Selected districts get priority for receiving competitive funds from Education Department (e.g., after-school programs, bilingual education program, GEAR-UP) and federal funds distributed by states on a competitive basis (e.g., Teacher Quality funds, Safe and Drug Free Schools funds). Priority should essentially guarantee receipt of these funds.
- Selected districts also receive flexibility in use of all federal education funds except for Title I. Districts can combine funds from different formula programs and competitive programs into block grant, as long as funds are used to meet basic purposes of programs.
 - A school district could use class size funds to operate summer school programs with certified teachers.
 - A school district receiving 21st century programs would still be required to provide extended learning time, but would be freed of specific program requirements.
- Districts participating in the demonstration program that demonstrate an additional 3 years of achievement gains (across-the board and gap-closing) on state/local tests and on NAEP would receive bonus funds, from a \$200 million pot proposed for year 4 of ESEA.

Why 25?
why district
not states?

For States

- Ed-Flex expanded to virtually all states.

For Schools

- Permit states to use portion of 2.5% accountability fund to provide rewards to outstanding or improving schools, as is permitted in current Title 1.
- Increase set-aside for accountability from 2.5% in first and second years, to 3.5% in third year and beyond.

states
too
(we're
imposing
requirements
on them)

CC ~~OK~~
+ return

**TITLE I DRAFT BILL
RECOMMENDED LIST OF MAJOR CHANGES**

CAPACITY TO ASSIST LOW-PERFORMING SCHOOLS

Phased in set-aside (2.5% to 3.5%) for turning around low-performing schools (Page A-5)

- This amendment would require States to set-aside 2.5% of their funding to develop State capacity to assist low-performing schools and districts. Of this set-aside, States would be required to allocate 70% of the funding directly to LEAs with the greatest percentage of schools in need of improvement.
- The rationale for the ramped-up set-aside is to continue to expand the capacity States and districts have to help low-performing schools while not harming schools by holding money at the State or local level.

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

Inclusion of LEP students in State Assessments (Page A-8)

- LEP students required to be included in State assessments to the extent practicable, in the language and form most likely to yield accurate information (same as current law)
- Requirement to assess Spanish-speaking students in Spanish (during their first three years in U.S. schools) if Spanish-assessments are more likely to yield accurate information
- Requirement that LEP students who have attended schools in the U.S. for three consecutive years be tested in English on the State reading or language arts assessment

goal in Title VII

Accountability (Page A-8A)

- Allow States to use their own State accountability system for all schools (if the system meets our broad criteria).
- If State had not developed or implemented an accountability system for all schools, require the development of such a system for Title I schools based on including all students and holding schools accountable for continuous progress for its lowest performing students.

ASSESSMENTS FOR DIAGNOSTIC PURPOSES (NOT ACCOUNTABILITY)

Encourage the use of a diagnostic assessment for first graders (Page A-12)

- The NAS reading study recommends the early identification of students with reading difficulties by encouraging assessments in the first grade. We did not require this assessment because NAS recognizes that in schools with large numbers of students at-risk, assessments are sometimes not the best tool – instead, strategies to target the group of students are better.

Assessment of English Proficiency (Page A-13)

- Requires the LEAs to assure that it will annually assess the English proficiency of all students and use the results to modify and guide instruction.

SCHOOLWIDE PROGRAMS

Poverty Threshold (Page A-17)

- Remains at 50%

Encouraging Comprehensive Designs to Improve School (Page A-18)

- Incorporates lessons learned from CSRD

IDENTIFYING AND ASSISTING SCHOOLS IN NEED OF IMPROVEMENT

Identification (Page A-25)

- Schools in need of improvement do not get to "start over" with reauthorization – still under same timeline
- LEAs must work with schools to develop improvement plans with clear goals and objectives

*Corrective action by next year (if been in improve for 2 yrs)
94 - 3 yrs of decline, 2 yrs of school improves corrective
action by 99-00*

Corrective Action (Page A-26)

- LEAs required to continue to assess schools progress and implement one of the following corrective actions if the school is not making progress: required use of particular instructional practice or curricula; redesigning or reconstituting the school, including re-opening it as a charter school; closing the school; and, doing one of the above while allowing students to transfer to another school.
- States required to take similar corrective actions on low-performing LEAs (see page A-29)

*(if we get budget language)
-6900 in improvement*

Peer Support for Schoolwide and School Improvement (A-32)

- Provide technical assistance to schoolwides and schools in school improvement through up-front assistance in the planning process.

HIGH-QUALITY INSTRUCTION

Title I charter schools?

Teacher Qualifications (Page A-37)

- Requires all new hires to be certified in the field in which they teach or to have a bachelors degree and be working toward full certification within two years.

Title I

Use of Paraprofessionals (Page A-37)

*(Teach for America)
(Troops to Teachers)*

Used A&T language (goes - little further)

- Requires all paras to hold a high-school diploma, or the equivalent (*existing law*)
- Restricts the use of paras for instructional practice. Only paras with at least two-years of college can participate in limited instructional assistance. *-20% of 65,000 pp's providing direct instruction w/o supervision*
- LEAs encouraged to develop career-ladders for paraprofessionals.

Professional Development (Page A-37a)

- LEAs required to set-aside 5% of funds for professional development in first two years and 10% in subsequent years.
- Professional development aligned with activities in Title II.

PRIVATE SCHOOL STUDENTS (Page A-39)

- Strengthened consultation between LEAs and private school officials.

PRE-SCHOOL (Page A-43)

- Requirements for Title I pre-schools equivalent to Head Start performance standards

FORMULA

- Deleting NAS studies and updating provisions relating to updated census data and direct allocations to LEAs. *7.2.20?*

COMPARABILITY

* → B/w districts ?? (in acceptability title)

LEP
Mid April

1. TEACHER QUALITY

- Title I: New hires certified
- Title I: Pass 2 yrs of college in order to promote any instructional assistance
- 95% certified - HS teacher/subjects
- no depart. concentration
- ~~HS~~ Teacher Dev. set aside
- Teacher Quality 91.2 B

2. REPORT CARDS

- Every state, district, or school
- Disaggregated data

3. PROMOTION

- 3 trans. pts
- mult. indicators
- educ. opps
- spell out specific interventions = at the school
- Phased in over 4 yrs.

4. LOW-PERF SCHOOLS

- 2.5% → 3.5%

5. SANCTIONS