DPC

Congress of the United States

Washington, DC 20515

ANDY — Make sure they get a response, since we did what they asked.

BR

(Cathy — return to me)

November 9, 1999

President William Jefferson Clinton
The White House
Washington, D.C. 20500

Dear Mr. President:

We write to you today to ensure that teachers that are hired under the Class Size Reduction program are "fully qualified," as defined in H.R. 2390, the Democratic substitute to H.R. 1995, the Teacher Empowerment Act. While the class size reduction program funded in the FY 99 Omnibus Consolidated and Emergency Supplemental Appropriations Act requires the use of "highly qualified teachers" to reduce class size, there is no further definition. However, a consensus definition of a "fully qualified teacher" was reached during House consideration of teacher training legislation, and it obtained strong support from the House Democratic Caucus.

We encourage you and the conferees to include this provision into the Class Size Reduction program. It is consistent with the Administration's efforts to improve the quality of teaching in the Title I program, and other Administration and state efforts to improve the recruitment and training of high quality new teachers.

The link between teacher quality and student achievement is well documented. Good teachers who know their subjects can help students make enormous gains. Like you, we believe that smaller classes will help students achieve at higher levels, but we also believe that smaller classes lead by fully qualified teachers would lead to even greater gains for our students. The inclusion of this provision will ensure that only high quality teachers are hired for this program and the success of this very important initiative. The success of the Class Size Reduction program, like every other education reform, ultimately rests on the quality of the teacher in the classroom.

The Clinton Administration and New Democrats have been partners in reforming public education through standards-based reforms, accountability, and competition. We applaud your leadership on this issue which is so vital to our nation's success in the New Economy, and look forward to continued work with you in strengthening public education.

Sincerely,

Cal Dooley
Member of Congress

Ron Kind
Member of Congress

Jim Moran
Member of Congress

Jim Davis
Member of Congress

PRINTED ON RECYCLED PAPER
PRESERVATION PHOTOCOPY

1 "(F) fine arts (music, dance, drama, and
2 the visual arts).
3 "(3) FULLY QUALIFIED.—The term 'fully
4 qualified'—
5 "(A) when used with respect to an elemen-
6 tary or secondary school teacher, means that
7 the teacher has obtained certification or passed
8 the State licensing exam and holds a license;
9 and
10 "(B) when used with respect to—
11 "(i) an elementary school teacher,
12 means that the teacher holds a bachelor's
13 degree and demonstrates general knowl-
14 edge, teaching skill, and subject matter
15 knowledge required to teach at the elemen-
16 tary school level the academic subjects de-
17 scribed in subparagraphs (A) through (D)
18 of paragraph (2); or
19 "(ii) a middle or secondary school
20 teacher, means that the teacher holds a
21 bachelor's degree and demonstrates a high
22 level of competency in all subject areas in
23 which he or she teaches through—

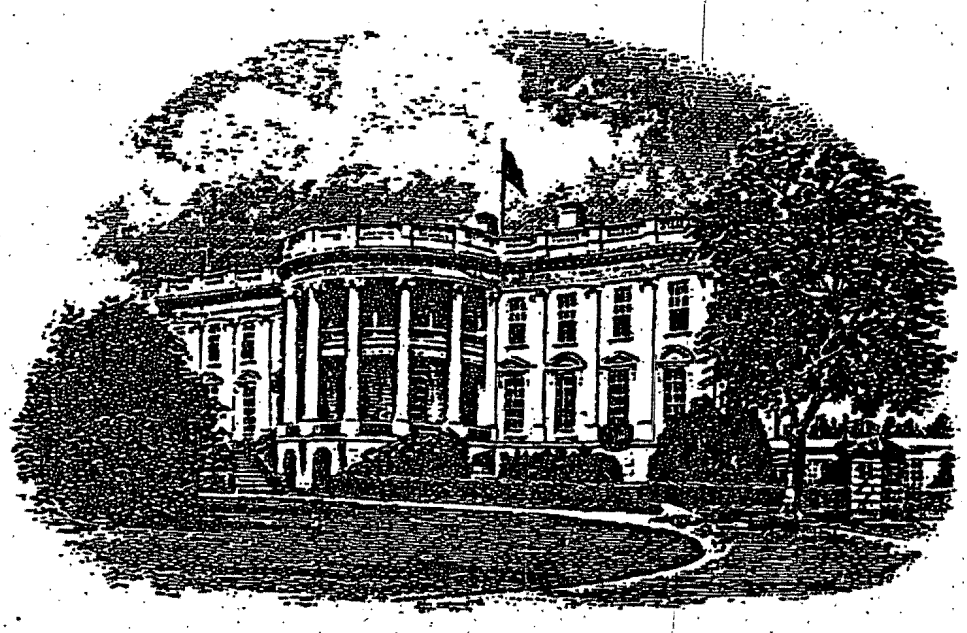
PRESERVATION PHOTOCOPY

1 "(I) a high level of performance
2 on a rigorous academic subject area
3 test; or
4 "(II) completion of an academic
5 major in each of the subject areas in
6 which he or she provides instruction.
7 "(4) HIGH-POVERTY LOCAL EDUCATIONAL
8 AGENCY.—The term 'high-poverty local educational
9 agency' means a local educational agency in which—
10 "(A) the percentage of children, ages 5
11 through 17, from families below the poverty
12 level (as defined by the Office of Management
13 and Budget and revised annually in accordance
14 with section 673(2) of the Community Services
15 Block Grant Act (42 U.S.C. 9902(2))) applica-
16 ble to a family of the size involved for the most
17 recent fiscal year for which satisfactory data
18 are available is 33 percent or greater; or
19 "(B) the number of such children exceeds
20 10,000.
21 "(5) LOW-PERFORMING LOCAL EDUCATIONAL
22 AGENCY.—The term 'low-performing local edu-
23 cational agency' means—

PRESERVATION PHOTOCOPY

THE WHITE HOUSE

OFFICE OF PRESIDENTIAL LETTERS AND MESSAGES



FACSIMILE FROM: CHRIS SCULLY

PHONE: (202) 456-5512

FAX: (202) 456-5426

TO: Kendra Brook DATE: 2/9

NO. OF PAGES (INCLUDING COVER): 9 FAX: 65581

PHONE:

COMMENTS: Per my email. Thanks,

Chris

DRAFT OF BC LETTER

INITIALS: BC /cks	DOCUMENT NAME: \\s_who00010\dos\public\letter\slr\p\cks\moore richard.doc
DRAFT / LETTER DATE: February 9, 2000	CORRESPONDENCE #: 7113506
	CC:
CORRESPONDENCE ADDRESSED TO: Richard Moore, Ph.D. President Community College of Southern Nevada Office of the President 3200 East Cheyenne Avenue Z2A North Las Vegas, Nevada 89030-4296	

Dear Richard:

Thank you for your memorandum, which Brian Greenspun passed along to me.

As you know, I have made ensuring that our teachers are highly-trained and well-prepared for the rigors of the classroom a top priority throughout my Administration. I enjoyed learning about your interesting proposal to found a United States Teaching Academy to help develop a teaching force that is equipped for the challenges of the 21st century, and I've passed along your memorandum to members of my staff for review.

In fact, my Administration recently announced an initiative regarding school administrators that is similar to your proposal. In my fiscal 2001 budget, I propose providing $40 million for the newly created School Leaders Initiative. This program will fund

PHOTOCOPY
PRESERVATION

non-profit partnerships to recruit, prepare, and provide professional development for superintendents, principals, and other school leaders to bolster their capacity to lead high-performing schools. Such funding would enable us to establish 20 centers throughout the country and to provide assistance to 10,000 school leaders.

As we work to strengthen and improve public education, I look forward to your continued involvement. Best wishes.

THE WHITE HOUSE
WASHINGTON

Date 1.14.00

To: REED

From: The Staff Secretary

ANY COMMENT?

SEAN →

00 JAN 18 PM 12:20

IT WOULD BE DIFFICULT TO PROMISE ONE OF THESE TEACHING ACADEMIES TO ANY PARTICULAR STATE (LIKE NEVADA). WE HAVE A PROPOSAL IN THE BUDGET FOR REGIONAL ACADEMIES FOR PRINCIPALS, BUT NOTHING LIKE THIS FOR TEACHERS.

-BRUCE

COMMUNITY COLLEGE of SOUTHERN NEVADA
OFFICE OF THE PRESIDENT

MEMORANDUM

TO: William Jefferson Clinton, President, United States of America

FROM: Richard Moore, Founding President Elect, Nevada State College Richard

DATE: December 30, 1999

SUBJECT: An Idea for America

United States Teaching Academy (USTA)
a federal/state partnership with the
Nevada State Teaching Academy (NSTA)

Background:

It has been in the national interest for America to professionally educate and train its young people for leadership in the military arts. America's constitution recognized the need to provide for a common defense and the United States Government has since then established a "service academy" for the Army (1802), the Navy (1845), the Coast Guard (1876), our Merchant Marine (1943), and more recently, the Air Force (1954). Selection of young people for admission to these academies has incorporated both the rigor of academic standards and a nomination process from the Congress of the United States.

The graduates of our academies are reflected in the greatness of many of our military leaders -- men like Marshall, Eisenhower, MacArthur, and Nimitz serve as examples of exceptional WWII military leaders--one of whom became President of the United States of America.

National Need:

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare of America, ..." need to attract and prepare the best and brightest of our people for service as teaching professionals in America's

2/04/046

INTERIM
WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

Cathy -
Andy shd draft a TY to Goodling for working w/us, not a real answer to this letter.
BR

INCOMING CORRESPONDENCE

DATE OF LETTER: 11/8/99

NAME/ADDRESS OF CORRESPONDENT:
The Honorable Bill Goodling
U.S. House of Representatives

SUBJECT:
Urges the President to reconsider his prior opposition to the Teacher Empowerment Act

ROUTED TO:
LaStein - Org - 99/11/17
Education

DATE: 11/17/99

COMMENTS: cc: DPC, OMB Leg, Broderick Johnson, Brooke Livingston, Rebecca Hunter
1240/PA
sp 404043

ACTION CODES:

A	Appropriate Action
C	Comment/Recommendations
D	Draft Response
F	Furnish Fact Sheet to be used as enclosure
I	Info. Copy Only /No Action Necessary
R	Direct Reply w/Copy
S	For Signature
X	Interim Reply

DISPOSITION CODES:

A	Answered
C	Completed
B	Non-Special Referral
S	Suspended

KEEP THIS WORK SHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES. SEND COMPLETED RECORDS AND ROUTING

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MAJORITY–(202) 225-452
(TTY)–(202) 226-337
MINORITY–(202) 225-372
(TTY)–(202) 226-311

November 8, 1999

404046

The Honorable William J. Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mr. President:

NOV 17 PM 11:18

Your Chief of Staff, John Podesta, has stated emphatically, "...I think we are not prepared to go home until we do get more teachers and lower class size." If that's the case, we may indeed be here for quite some time. However, I don't believe this is necessary.

On the issue of the 100,000 new teachers program, I believe it should not be that difficult to bridge our differences if both sides agree to put politics and slogans aside. Already, we are very close to an agreement on funding levels and targeting these funds to those most in need. We both agree that reducing class size and improving teacher quality are important goals. Our remaining differences are centered upon the amount of flexibility local schools should have in striking the balance between these goals, and how much of an emphasis should be given to teacher quality in this program. Clearly, we should be able to find an honorable compromise.

As you are aware, the Education appropriations bill, which passed in both the House and Senate, includes $1.2 billion for a program to enable schools to hire teachers or carry out other activities to improve education. You have responded that this proposal would give local schools too much flexibility. In effect, you are worried that schools would simply squander these funds on unimportant local priorities. Conversely, many Republicans, myself included, believe that your "100,000 New Teachers" program lacks flexibility, and is in effect a mandate that schools use these funds only to hire teachers.

Is there a bipartisan compromise? Yes. Earlier this year, with the support of over two dozen Democrats, the House passed H.R. 1995, the Teacher Empowerment Act (TEA). In an effort to meet your objective of reducing class size, this bill maintains a focus on hiring teachers.

In fact, schools MUST use a portion of these funds to hire teachers in order to reduce class size. However, unlike your "100,000 New Teachers" program, which I believe puts quantity over quality, the TEA bill gives flexibility to schools that are unable to find qualified teachers or that do not have adequate space to reduce class size. Instead, these schools would have the ability to fund initiatives such as high quality, research based professional development, teacher mentoring or instituting reforms such as merit-based pay for teachers.

Along with this flexibility, the Teacher Empowerment Act includes critical provisions to ensure quality. First, it includes public accountability for the use of these funds by ensuring States and schools receiving grants report on their progress in several key areas. These include progress in improving student academic achievement, closing gaps in academic achievement, increasing the percentage of classes in core academic areas taught by fully qualified teachers, and in reducing class size. The bill also ensures States will develop a plan to have all teachers fully qualified not later than 2004. In addition, the bill gives parents the right to obtain the professional qualifications of their children's teachers -- including where they are teaching with an emergency certification.

These provisions are nowhere to be seen under the current "100,000 New Teachers" program. Furthermore, the TEA bill does not allow schools to hire teachers who are not fully qualified. This is in contrast to the "100,000 New Teachers" program. As we have found based upon a recent survey of some of the largest school districts, this program is on track to hiring more than 10,000 teachers who are not fully qualified.

Why is quality so important? The simple fact is that it doesn't matter how small the class is if the teacher is unqualified or lacks the necessary knowledge in the subject being taught. Unfortunately, this is happening far too often in schools across America.

But if there's going to be tough accountability -- there must also be flexibility. Schools must be able to choose the right balance between priorities such as reducing class size and focusing on teacher quality. We simply can not, and should not, be making these decisions at the Federal level. In short, the Teacher Empowerment Act is about smaller class size, accountability, and the flexibility to achieve results. Certainly, we all agree these are key priorities. That being the case, we should be able to easily work out our differences.

Mr. President, I respectfully urge you to reconsider your prior opposition to the Teacher Empowerment Act, and to work with me to come to an agreement which meets all of our concerns and priorities.

Sincerely,

Bill

Bill Goodling
Chairman

PRESERVATION PHOTOCOPY

The Condition of Education 1996, Supplemental Table 22-1

Table 22-1: SAT test-takers as a percentage of high school graduates, percentage of test-takers who are minorities, SAT mean scores, standard deviations, and percentage scoring 600 or higher: 1972-95

Year	Number of high school graduates\1\	SAT test-takers: Number\1\	SAT test-takers: As a percent of high school graduates\2\	Percent minority	Total mean	Mean
	(in thousands)					
1972	3,001	1,023	34.1	--	937	453
1973	3,036	1,015	33.4	--	926	445
1974	3,073	985	32.1	--	924	444
1975	3,133	996	31.8	--	906	434
1976	3,148	1,000	31.8	15.0	903	431
1977	3,155	979	31.0	16.1	899	429
1978	3,127	989	31.6	17.0	897	429
1979	3,117	992	31.8	17.1	894	427
1980	3,043	992	32.6	17.9	890	424
1981	3,020	994	32.9	18.1	890	424
1982	2,995	989	33.0	18.3	893	426
1983	2,888	963	33.3	18.9	893	425
1984	2,767	965	34.9	19.7	897	426
1985	2,677	977	36.5	20.0	906	431
1986	2,643	1,001	37.9	--	906	431
1987	2,694	1,080	40.1	21.8	906	430
1988	2,773	1,134	40.9	23.0	904	428
1989	2,727	1,088	39.9	25.3	903	427
1990	2,588	1,026	39.7	26.6	900	424
1991	\3\2,493	1,033	\3\41.4	28.0	896	422
1992	\3\2,483	1,034	\3\41.6	28.5	899	423
1993	\3\2,481	1,044	\3\42.1	30.0	902	424
1994	\3,4\2,479	1,050	42.4	31.0	902	423
1995	\4\2,553	1,068	41.8	31.0	910	428

-- Not available.

1/ Includes those in public and private schools.

2/ This figure represents high school graduates who took the SAT at any time while they were in high school as a percentage of all high school graduates.

3/ Data have been revised from previously published figures.

4/ Number of public high school graduates is based on state estimates.

SOURCE: College Entrance Examination Board, *National Report: College Bound Seniors, 1972-1995* (Copyright 1995 by College Entrance Examination Board. All rights reserved.). U.S. Department of

PRESERVATION PHOTOCOPY

The Condition of Education 1996, Supplemental Table 22-7

Table 22-7: Percentage of graduating seniors taking the ACT\1\ and ACT composite scores, by race/ethnicity and type of program: 1991-95

Percentage of graduating seniors taking the ACT and ACT composite scores	Year				
	1991	1992	1993	1994	1995
Percentage of graduating seniors taking the ACT	32.0	33.5	35.3	36.0	37.0
ACT composite score\2\					
Total	20.6	20.6	20.7	20.8	20.8
Race/ethnicity					
White	21.3	21.3	21.4	21.4	21.5
Black	17.0	17.0	17.1	17.0	17.1
Asian/Pacific Islander	21.6	21.6	21.7	21.7	21.6
Mexican/Chicano	18.4	18.4	18.5	18.4	18.6
Other Hispanic	19.3	19.3	19.3	19.3	18.7
American Indian	18.2	18.1	18.4	18.5	18.6
Type of program\3\					
College preparatory	22.1	22.0	22.0	22.0	22.0
Non-college preparatory	19.1	19.1	19.1	19.1	19.1

1\ The American College Testing (ACT) Program Assessment is used for college admissions, placement, scholarship programs, recruitment and retention, and academic advising.

2\ The ACT composite score ranges from 1 to 36 and reflects the scores of the 4 tests: English, Mathematics, Reading, and Science Reasoning.

3\ A college preparatory program is defined as one that includes the basic core curriculum of 4 years of English and 3 years each of mathematics, social studies, and science.

SOURCE: American College Testing Program, *1995 ACT Assessment Results: Summary Report.*

02/10/00 THU 14:57 FAX 202 2191801 ED/NCES/EAD

Table 134.—American College Testing (ACT) score[1] averages, by sex: 1967 to 1996

Type of test and sex	1967	1970	1975	1980	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	199
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Participants:[2]																
Total (in thousands)	**788**	**714**	**822**	**836**	**835**	**849**	**739**	**730**	**777**	**842**	**855**	**817**	**796**	**832**	**876**	**8**
	Test scores[3]															
Composite, total	19.9	18.6	18.5	18.5	18.3	18.5	18.6	18.8	18.7	18.8	18.6	20.6	20.6	20.6	20.7	2
Male	20.3	19.5	19.3	19.3	19.1	19.3	19.4	19.6	19.5	19.6	19.3	21.0	20.9	20.9	21.0	2
Female	19.4	17.8	17.9	17.8	17.6	17.9	17.9	18.1	18.1	18.1	18.0	20.3	20.4	20.5	20.5	2
English, total	18.5	17.7	17.9	17.8	17.8	18.1	18.1	18.5	18.4	18.5	18.4	20.5	20.3	20.2	20.3	2
Male	17.6	17.1	17.3	17.3	17.3	17.5	17.6	17.9	17.9	18.0	17.8	20.1	19.8	19.8	19.8	1
Female	19.4	18.3	18.3	18.2	18.2	18.6	18.6	18.9	18.9	19.0	18.9	20.9	20.7	20.6	20.6	2
Math, total	20.0	17.8	17.4	17.3	16.9	17.3	17.2	17.3	17.2	17.2	17.1	19.9	20.0	20.0	20.1	
Male	21.1	19.3	18.9	18.9	18.4	18.6	18.6	18.8	18.6	18.4	18.3	20.7	20.6	20.7	20.8	
Female	18.8	16.2	16.2	16.0	15.7	16.1	16.0	16.0	16.1	16.1	16.1	19.3	19.4	19.5	19.6	
Social studies, total[4]	19.7	17.4	17.2	17.2	17.1	17.3	17.4	17.6	17.5	17.4	17.2	—	21.2	21.1	21.2	
Male	20.3	18.7	18.2	18.3	18.0	18.1	18.3	18.6	18.4	18.4	18.1	—	21.3	21.1	21.2	
Female	19.0	16.4	16.4	16.4	16.4	16.5	16.6	16.9	16.7	16.6	16.4	—	21.1	21.1	21.2	
Natural science, total[5]	20.8	21.1	21.1	21.0	20.9	21.0	21.2	21.4	21.4	21.4	21.2	—	20.7	20.7	20.8	
Male	21.6	22.4	22.4	22.3	22.4	22.4	22.6	22.7	22.8	22.8	22.6	—	21.3	21.4	21.5	
Female	20.0	20.0	20.0	20.0	19.6	19.9	20.0	20.2	20.1	20.2	20.0	—	20.1	20.1	20.3	
	Percent															
Obtaining composite scores of—																
26 or above[6]	14	14	13	13	13	13	14	14	14	14	14	12	11	12	12	
15 or below[7]	21	33	33	33	35	33	32	31	31	31	32	35	35	35	35	
Planned major field of study																
Business[8]	18	21	20	19	18	19	21	22	23	23	22	20	18	15	13	
Engineering[9]	8	6	8	10	10	9	9	9	8	9	9	9	10	10	9	
Social science[10]	10	9	6	6	6	7	7	8	9	10	11	10	10	10	9	
Education[11]	16	12	9	7	6	6	6	7	8	8	8	8	10	5	8	

[1] Test scores for 1990 and later years are not comparable with previous years because a new version of the ACT was introduced. Estimated average composite scores for the new version for prior years were: 1989, 20.6; 1988, 1987, and 1986, 20.8; and 1982, 20.3.

[2] Beginning in 1985, data are for seniors who graduated in year shown and had taken the ACT in their junior or senior years.

[3] Minimum score, 1; maximum score, 36.

[4] Beginning in 1990, the test was changed to "reading".

[5] Beginning in 1990, the test was changed to "science reasoning".

[6] Beginning in 1990, scores were 27 or above.

[7] As of 1990, scores were 18 or below.

[8] Includes political and persuasive (e.g., sales) fields through ness and commerce.

[9] Beginning in 1993, includes engineering and engineering relate

[10] Includes religion through 1975.

[11] Includes education and teacher education.

—Not available.

SOURCE: The American College Testing program, *High School* (This table prepared April 1997.)

PRESERVATION PHOTOCOPY

Table 135.—Percent of high school seniors reporting they were in general, college preparatory, and