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# United States Senate

November 8, 1999

Chairman Arlen Specter  
Subcommittee on Labor, Health and Human Services, and Education  
184 Dirksen Senate Office Building  
Washington, D.C. 20510-6034

Dear Chairman Specter:

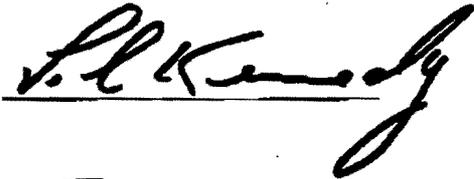
We understand that the provision of funds to assist failing Title I schools has been proposed by President Clinton during negotiations related to the Labor, HHS, and Education Appropriations bill. The President's proposal is similar to an amendment that we cosponsored during the debate on the bill on the Senate floor. As you know, the amendment was endorsed by the National Governor's Association. We believe that the accountability provisions in Title I can not be properly implemented without funds dedicated to improving failing schools.

The federal government directs over 8 billion dollars of federal funding to provide critical support programs for disadvantaged students under Title I, but the accountability provisions in Title I have not been adequately implemented due to insufficient resources. Title I authorizes state school support teams to provide support for schoolwide programs and to provide assistance to schools in need of improvement through activities such as professional development or identifying resources for changing instruction and organization. In 1998, only eight states reported that school support teams have been able to serve the majority of schools identified as in need of improvement. Less than half of the schools identified as being in need of improvement in 1997-98 reported that this designation led to additional professional development or assistance.

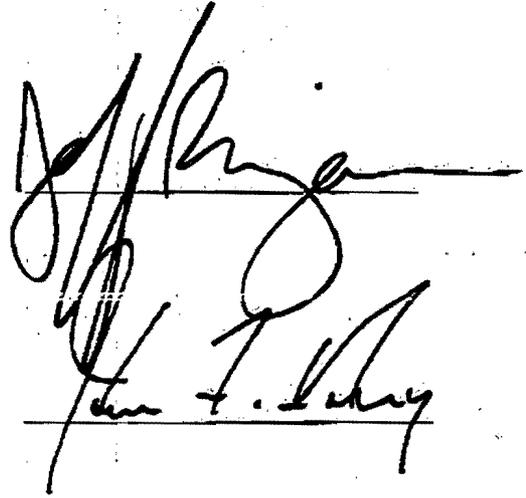
States, school districts and schools need additional support and resources to: (1) address weaknesses soon after they are identified; (2) promote a progressively intensive range of interventions; (3) continuously assess the results of interventions; and (4) implement incentives for improvement.

We urge you to include a dedicated source of funding for States and school districts to use to turn around schools in need of improvement and to implement the accountability provisions in Title I.

Sincerely,



P. Kennedy



J. Bingham  
John T. Bingham



Jack Reed

cc: Senator Trent Lott  
Senator Thomas A. Daschle



FROM THE OFFICE OF

C O N G R E S S M A N

**CAL DOOLEY**

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Date: 9 Nov

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Message:

FYI

Pages: 2 Pages To Follow

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# Congress of the United States

Washington, DC 20515

November 9, 1999

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

Dear Mr. President:

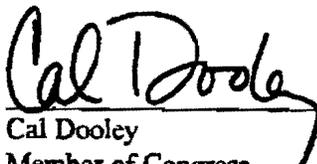
We write to you today to ensure that teachers that are hired under the Class Size Reduction program are "fully qualified," as defined in H.R. 2390, the Democratic substitute to H.R. 1995, the Teacher Empowerment Act. While the class size reduction program funded in the FY 99 Omnibus Consolidated and 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.

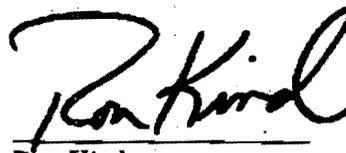
We encourage you and the conferees to include this provision into the Class Size Reduction program. It is consistent with the Administration's efforts to improve the quality of teaching in the Title I program, and other Administration and state efforts to improve the recruitment and training of high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

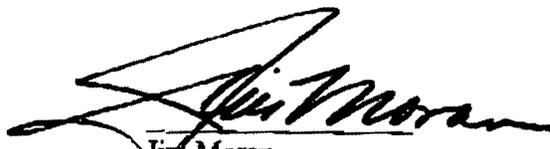
The link between teacher quality and student achievement is well documented. Good teachers who know their subjects can help students make enormous gains. Like you, we believe that smaller classes will help students achieve at higher levels, but we also believe that smaller classes led by fully qualified 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