Nussle Universal Pre-K

UNIVERSAL PRE-KINDERGARTEN

The Need

Educational studies again and again have shown that children who enroll in nursery school and other pre-kindergarten programs go onto, by and large, more fruitful academic careers. These students, on average, show higher IQ scores, score higher on standardized tests, have a higher high school graduation rate, and are more likely to go onto college and post-baccalaureate studies.

In fact, the help and life long lessons learned in these pre-K programs go far beyond academic lessons. Currently, the Head Start program makes pre-K available for many children of single parents, 2-child families making under $22,000, and families of our making less than $31,000. Of this income group, only 57% of former pre-K students grew up to be single mothers as compared to 83% of those who did not attend pre-K programs. Additionally, less then 13% of males from this income group who attended pre-K went on to be arrested a minimum of five times as compared to the 49% from this same group who did not attend pre-K.

Currently, most federal dollars for pre-K programs originate from Head Start. As the above numbers bear out, this program is a valuable and needed one that addresses the needs of poor and underprivileged children. However, many families are caught in the economic middle; they make too much to qualify for Head Start and yet they make to little to afford to send their children to a pre-K program. This legislation will amend the Elementary and Secondary Education Act (ESEA) to do address this problem. This bill will authorize the necessary funding for pre-k programs for every local education **agency without undercutting Head Start.**

The Solution

This legislation will lay the ground work for eventual universal prekindergarten programs. It would allow LEA's to apply to the Department of Education for a grant for pre-K education. In order to receive these grants, these LEA's would have to:

1. Show a need for a pre-K program
2. Assure the DOE that each employee will be a teacher or child development specialist certified by that State
3. Provide an adequate teacher/child ratio
4. Provide matching funds
5. Ensure cost containment for parents of enrolling children
6. Any application must not interfere with any existing Head Start program.
7. Ensure funds will not be used for students and not any construction projects.

Once these LEA's have received their grant, they would be required to provide annual reports to the Department of Education. The Secretary would, in turn, submit an annual report to Congress, thus ensuring accountability on all levels.

....
(Original Signature of Member)

106TH CONGRESS
1ST SESSION

H. R. _____

IN THE HOUSE OF REPRESENTATIVES

Mr. ANDREWS introduced the following bill; which was referred to the Committee on ________________________________

A BILL

To provide grants to local educational agencies to establish or expand prekindergarten programs for children who are not yet enrolled in kindergarten.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. PREKINDERGARTEN PROGRAM.

Title X of the Elementary and Secondary Education Act of 1965 is amended by adding at the end the following:

"PART L—PREKINDERGARTEN PROGRAMS

"SEC. 10995A. FINDINGS.

"Congress finds the following:

"(1) Countless studies have shown what every parent already knows: High-quality preschool education programs work. They prepare children to learn when they go to school, and the programs increase the success of students throughout their lives.

"(2) Children who get a high-quality prekindergarten education are more likely to increase their overall IQ, improve their results on achievement tests, and increase their chances of graduating from high school and pursuing some form of higher education. These same children are less likely to repeat a grade level and have less need for special education instruction than those with no preschool background, thus saving local educational agencies funds that might otherwise be necessary to provide special education instruction.

"(3) Prekindergarten education makes an enormous difference in the lives of children from lower-income families. The following specific results were found for children eligible for Head Start services or child care assistance, children who belong to a single parent, 2-child families earning less than $22,000 per year, or families of 4 earning less than $31,000 per year—

"(A) 29 percent of the children who attended prekindergarten program were employed in jobs paying over $2,000 by age 27, as opposed to 7 percent of those from the same income group who did not receive prekindergarten education.

"(B) Only 57 percent of the children who attended a prekindergarten program grew up to become single mothers, as opposed to 83 percent of the same income group who did not attend a prekindergarten program.

"(C) 36 percent of the children who attended a prekindergarten program grew up to own their own homes, as opposed to only 13 percent of the same income group who did not attend such a program.

"(D) Less than 13 percent of the boys in the group who attended a prekindergarten program grew up to be arrested 5 or more times, as opposed to 49 percent of the boys from the same income group who did not attend a prekindergarten program.

"SEC. 10995B. PROGRAM AUTHORIZED.

"(a) IN GENERAL.—The Secretary is authorized to provide grants to local educational agencies with an approved application under section 10995C to allow such agencies to establish or expand prekindergarten early learning programs in to be operated by the local education agency.

"(b) PRIORITY.—The Secretary shall give priority for grants under this part to local educational agencies with the highest population of children, ages 3 to 5, not enrolled in a prekindergarten or kindergarten program.

"SEC. 10995C. APPLICATIONS.

"(a) IN GENERAL.—A local educational agency that desires to receive a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

"(b) CONTENT.—An application referred to in subsection (a), at a minimum, shall—

"(1) demonstrate a need for the establishment or expansion of a prekindergarten program;

"(2) provide an assurance that each individual hired to work with children in the prekindergarten program is a teacher or child development specialist certified by the State;

"(3) provide an assurance that the ratio of teacher or child development specialist to children shall not exceed 10–1;

"(4) provide an assurance that the local educational agency will provide, either directly or through private contributions, non-Federal matching funds equal to not less than 50 percent of the amount of the grant award, these contributions shall include in kind contributions and parental co-payments;

"(5) provide an assurance that the local educational agency will develop a sliding fee schedule to ensure that the parents of a child who attends a prekindergarten program established under this part share in the cost of providing the prekindergarten program, but the amount of such contribution shall not exceed $50 each week that a child attends such program;

"(6) provide a description of how funds will be used to coordinate with and build on, but not duplicate or supplant, early childhood programs that exist in the community;

"(7) describe how the agency will use a collaborative process with organizations and members of the community that have an interest and experience in early childhood development and education to establish prekindergarten programs;

"(8) describe how the agency will coordinate with and expand, but not duplicate or supplant, early childhood programs that exist in the community;

"(9) review scientifically based research on early childhood education services that focus on language, literacy, and reading development;

"(10) describe how the program will meet the diverse needs of children, ages 3 through 5, in the community who are not enrolled in kindergarten, including children who have special needs;

"(11) describe how to employ methods that ensure a smooth transition for participating students from early childhood education to kindergarten and early elementary education;

"(12) describe the results the programs are intended to achieve, and what tools to use to measure the progress in attaining those results;

"(13) describe a plan to operate the program without using funds made available under this part; and

"(14) provide an assurance that none of the funds received under this part may be used for the construction or renovation of existing or new facilities (except for minor remodeling needed to accomplish the purposes of this part);

"SEC. 10995D. USES OF FUNDS.

"(a) IN GENERAL.—A local educational agency that receives a grant award under this part may use funds received to establish or expand prekindergarten programs for children, ages 3 through 5, who are not enrolled in kindergarten.

"(b) PREKINDERGARTEN PROGRAMS.—Each prekindergarten program that is established pursuant to this part shall—

"(1) focus on the developmental needs of participating children, including their social, cognitive, and language-development needs, and use research-based approaches that build on competencies that lead to school success, particularly in language and literacy development and in reading; and

"(2) ensure that participating children, at a minimum—

"(A) understand and use language to communicate for various purposes;

"(B) understand and use increasingly complex and varied vocabulary;

"(C) develop and demonstrate an appreciation of books;

"(D) develop phonemic, print, and numeracy awareness; and

"(E) in the case of children with limited English proficiency, progress toward acquisition of the English language.

"SEC. 10995E. REPORTING.

"(a) LOCAL REPORTS.—Each local educational agency that receives a grant award under this part shall submit to the Secretary annually a report that reviews the effectiveness of the prekindergarten program established with funds provided under this part.

"(b) REPORT TO CONGRESS.—The Secretary shall submit to Congress annually a report that evaluates the prekindergarten programs established under this part.

"SEC. 10995F. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated to carry out this part $210,000,000 for fiscal year 2001, $210,000,000 for fiscal year 2002, $1,000,000,000 for fiscal year 2003, $1,500,000,000 for fiscal year 2004, and $2,100,000,000 for fiscal year 2005.".

DEC-09-1993 14:47

10.15

202 225 6583 P.01

File: Universal pre-K

ROBERT E. ANDREWS
FIRST DISTRICT, NEW JERSEY

COMMITTEES:

EDUCATION AND THE WORKFORCE
Senior Ranking Democrat, Subcommittee on Employer-Employee Relations
Member, Subcommittee on Postsecondary Education, Training and Lifelong Learning

ARMED SERVICES
Member, Subcommittee on Military Research and Development
Member, Special Oversight Panel on Morale, Welfare and Recreation

Congress of the United States
House of Representatives
Washington, DC 20515–3001

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Congressman Robert E. Andrews

1st Congressional District, New Jersey

To: MARY CASSELL

Fax: 395-4875

From: Christopher Jones, Senior Legislative Assistant

Pages (including cover): 13

Comments: I'LL BE IN THE OFFICE UNTIL 12/15
AFTER THAT, FEEL FREE TO PAGE ME 202-801-8104

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106TH CONGRESS
1ST SESSION

H. R. 3365

To provide grants to local educational agencies to establish or expand prekindergarten programs for children who are not yet enrolled in kindergarten.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 15, 1999

Mr. ANDREWS introduced the following bill; which was referred to the Committee on Education and the Workforce

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A BILL

To provide grants to local educational agencies to establish or expand prekindergarten programs for children who are not yet enrolled in kindergarten.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. PREKINDERGARTEN PROGRAM.

Title X of the Elementary and Secondary Education Act of 1965 is amended by adding at the end the following:

"PART L—PREKINDERGARTEN PROGRAMS

"SEC. 10995A. FINDINGS.

"Congress finds the following:

"(1) Countless studies have shown what every parent already knows: High-quality preschool education programs work. They prepare children to learn when they go to school, and the programs increase the success of students throughout their lives.

"(2) Children who get a high-quality prekindergarten education are more likely to increase their overall IQ, improve their results on achievement tests, and increase their chances of graduating from high school and pursuing some form of higher education. These same children are less likely to repeat a grade level and have less need for special education instruction than those with no preschool background, thus saving local educational agencies funds that might otherwise be necessary to provide special education instruction.

"(3) Prekindergarten education makes an enormous difference in the lives of children from lower-income families. The following specific results were found for children eligible for Head Start services or child care assistance, children who belong to a single parent, 2-child families earning less than $22,000 per year, or families of 4 earning less than $31,000 per yearÐ

"(A) 29 percent of the children who attended prekindergarten program were employed in jobs paying over $2,000 by age 27, as opposed to 7 percent of those from the same income group who did not receive prekindergarten education.

"(B) Only 57 percent of the children who attended a prekindergarten program grew up to become single mothers, as opposed to 83 percent of the same income group who did not attend a prekindergarten program.

"(C) 36 percent of the children who attended a prekindergarten program grew up to own their own homes, as opposed to only 13 percent of the same income group who did not attend such a program.

"(D) Less than 13 percent of the boys in the group who attended a prekindergarten program grew up to be arrested 5 or more times, as opposed to 49 percent of the boys from the same income group who did not attend a prekindergarten program.

"SEC. 10995B. PROGRAM AUTHORIZED.

"(a) IN GENERAL.Ð The Secretary is authorized to provide grants to local educational agencies with an approved application under section 10995C to allow such agencies to establish or expand prekindergarten early learning programs to be operated by the local education agency.

``(b) PRIORITY.Ð The Secretary shall give priority for grants under this part to local educational agencies with the highest population of children, ages 3 to 5, not enrolled in a prekindergarten or kindergarten program.

"SEC. 10995C. APPLICATIONS.

``(a) IN GENERAL.Ð A local educational agency that desires to receive a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

``(b) CONTENT.Ð An application referred to in subsection (a), at a minimum, shallÐ

``(1) demonstrate a need for the establishment or expansion of a prekindergarten program;

``(2) provide an assurance that each individual hired to work with children in the prekindergarten program is a teacher or child development specialist certified by the State;

``(3) provide an assurance that the ratio of teacher or child development specialist to children shall not exceed 10±1;

"(4) provide an assurance that the local educational agency will provide, either directly or through private contributions, non-Federal matching funds equal to not less than 50 percent of the amount of the grant award, these contributions shall include in kind contributions and parental co-payments;

"(5) provide an assurance that the local educational agency will develop a sliding fee schedule to ensure that the parents of a child who attends a prekindergarten program established under this part share in the cost of providing the prekindergarten program, but the amount of such contribution shall not exceed $50 each week that a child attends such program;

"(6) provide a description of how funds will be used to coordinate with and build on, but not duplicate or supplant, early childhood programs that exist in the community;

"(7) describe how the agency will use a collaborative process with organizations and members of the community that have an interest and experience in early childhood development and education to establish prekindergarten programs;

"(8) describe how the agency will coordinate with and expand, but not duplicate or supplant, early childhood programs that exist in the community;

How is this not duplicative? [?]

"(9) review scientifically based research on early childhood education services that focus on language, literacy, and reading development;

"(10) describe how the program will meet the diverse needs of children, ages 3 through 5, in the community who are not enrolled in kindergarten, including children who have special needs;

"(11) describe how to employ methods that ensure a smooth transition for participating students from early childhood education to kindergarten and early elementary education;

"(12) describe the results the programs are intended to achieve, and what tools to use to measure the progress in attaining those results;

"(13) describe a plan to operate the program without using funds made available under this part; and

"(14) provide an assurance that none of the funds received under this part may be used for the construction or renovation of existing or new facilities (except for minor remodeling needed to accomplish the purposes of this part);

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``(a) IN GENERAL.Ð A local educational agency that receives a grant award under this part may use funds received to establish or expand prekindergarten programs for children, ages 3 through 5, who are not enrolled in kindergarten.

``(b) PREKINDERGARTEN PROGRAMS.Ð Each prekindergarten program that is established pursuant to this part shallÐ

``(1) focus on the developmental needs of participating children, including their social, cognitive, and language-development needs, and use research-based approaches that build on competencies that lead to school success, particularly in language and literacy development and in reading; and

``(2) ensure that participating children, at a minimumÐ outcome measures

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``(C) develop and demonstrate an appreciation of books;

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"(b) REPORT TO CONGRESS.Ð The Secretary shall submit to Congress annually a report that evaluates the prekindergarten programs established under this part.

"SEC. 10995F. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated to carry out this part $210,000,000 for fiscal year 2001, $210,000,000 for fiscal year 2002, $1,000,000,000 for fiscal year 2003, $1,500,000,000 for fiscal year 2004, and $2,100,000,000 for fiscal year 2005.".

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EARLY LEARNING GRANTS FOR PRE-KINDERGARTEN EDUCATION

The Need

Educational studies again and again have shown that children who enroll in nursery school and other pre-kindergarten programs go onto, by and large, more fruitful academic careers. These students, on average, show higher IQ scores, score higher on standardized tests, have a higher high school graduation rate, and are more likely to go onto college and post-baccalaureate studies.

The life-long benefits gained in these pre-K programs go far beyond academic lessons. Currently, the Head Start program makes pre-K available for many children of single parents, 2-child families making under $22,000, and families of four making less than $31,000. Of this income group, only 57% of former pre-K students grew up to be single mothers as compared to 83% of those who did not attend pre-K programs. Additionally, less then 13% of males from this income group who attended pre-K went on to be arrested a minimum of five times as compared to the 49% from this same group who did not attend pre-K.

Currently, the federal government funds pre-K and educational child care programs through Head Start and the Child Care Development Block Grant. These worthy programs address the needs of poor and underprivileged children. However, many families are caught in the economic middle: they earn too much to qualify for Head Start or the subsidized pre-K programs of the Child Care Development Block Grant; yet these families cannot afford to send their children to a private pre-Kindergarten or nursery school. My legislation will amend the Elementary and Secondary Education Act (ESEA) to address this problem. This bill will authorize the necessary funding for pre-k programs for every local education agency without undercutting Head Start.

The Solution

My proposed legislation will lay the ground work for the goal of universal availability of pre-Kindergarten for every three- and four-year-old in America. It would allow LEA's to apply to the Department of Education for an early learning grant to establish a pre-K education program in the public schools. In order to receive these grants, these LEA's would have to:

1. Show a need for a pre-K program
2. Assure the DOE that each employee will be a teacher or child development specialist certified by that State
3. Provide an adequate teacher/child ratio
4. Provide matching funds
5. Ensure cost containment for parents of enrolling children
6. Any application must not interfere with any existing Head Start program.
7. Ensure funds will be used to establish a new pre-K program, not for current K-12 students and not to fund new construction projects.

Once these LEA's have received their grant, they would be required to provide annual reports to the Department of Education. The Secretary would, in turn, submit an annual report to Congress, thus ensuring accountability on all levels.

Andrews Proposal To Establish New "Early Learning Grants" to School Districts

Congressman Andrews' bill would establish a new program under the Elementary and Secondary Education Act (ESEA) to provide early learning grants to school districts. The ESEA, which authorizes all federal support to public schools, is re-written by Congress every five years and it is up for renewal by the Education and the Workforce Committee this year, of which Congressman Andrews is a senior member.

School districts would use these grants to create pre-K early learning programs to get three- and four-year-olds ready to learn before they enter Kindergarten. School districts would be required to establish high-quality programs with low student-teacher ratios, and to staff their new pre-K classes with duly accredited teachers. The funds for this new Title of the ESEA would not compete with the other parts of the law, but would be new funds specifically for the purpose of encouraging school districts to establish these pre-K programs.

The parents of **America's eight million three- and four-year olds** will continue to choose a variety of options for pre-K education. **Two million of these children come from low-income families, and are eligible for Head Start or subsidized child care programs,** which Andrews has proposed to fully fund. The parents of **another three million of these children will continue to choose** other options. Some will decide that one parent will stay at home to educate their children, or will ask another member of the family to care for the children while the parents work. Others will send their children to employer-provided day care centers or private pre-schools.

The Andrews plan will begin to close the remaining gap – creating new high-quality pre-K education programs in schools, to give new opportunities to some of the parents of **3 million three- and four-year old children** who cannot afford to choose any of these other options. The Andrews plan would provide $5 billion **in early learning grants to school districts over the first five years:** $210 million in year 1; $210 million in year 2; $1 billion in year 3; $1.5 billion in year 4; and $2.1 billion in year 5. The plan begins as a pilot program to determine the best ways of providing pre-K educational services in the schools. These grants will be awarded on a competitive basis to school districts with the best applications, distributed evenly across the states according to a population funding formula. School districts or states will provide 25% of the cost of the pre-school programs, parents will pay up to $50 per week to account for 25% of the cost, and the federal grants will make up the remaining 50%.

High-quality educational pre-Kindergarten programs require funding of approximately $7,000 per child per year, of which $3,500 would come from the federal government under this plan. Therefore, the funding in Andrews' proposal would allow schools to serve more than 1.5 million students over five years. As many as 60,000 pre-school slots would be available nationwide in the first year, enough for 2% of the 3,000,000 three- and four-year-old children in the target group. In the fifth year, the funding would allow schools to provide pre-K slots for 20% of this group across America – 600,000 pre-school students altogether.

For example, in **Deptford, New Jersey,** there are 448 three- and four-year-old children expected to start kindergarten in the next two years. In order to serve all of them, the Deptford School District would have an estimated cost of **$3.13 million.** The Andrews plan would provide **a $1.56 million federal early learning grant** to help the school district establish this program. The state or the school district would provide $780,000 as part of the 25% matching requirement. Parents would be expected to pay approximately $50 per child per week, accounting for a 25% share of the program's cost ($1,750 per child per year).

Congressman

Rob Andrews

NEWS RELEASE

WASHINGTON, D.C. (202) 225-6501 | HADDON HEIGHTS, NJ (609) 546-5100 | WOODBURY, NJ (609) 848-3900

FOR IMMEDIATE RELEASE

Date:	March 1, 1999	Phone:	609-546-6438
Contact:	Bill Caruso	Pager:	609-337-5067

ANDREWS UNVEILS PLANS TO EXPAND PRE-K EDUCATION, IMPROVE CHILD CARE

DEPTFORD, N.J. – Congressman Rob Andrews (D-Haddon Heights) announced his plan to provide $5 billion in new "early learning" grants over five years to help school districts provide Pre-K education to three- and four-year-olds. Few schools today can afford to provide these programs. Instead, most working parents with pre-school-age children struggle to afford child care, one of the greatest household expenses for these families.

Andrews' plan would also invest more than $15 billion over five years as part of a balanced budget, to:

- establish new tax credits to help parents who stay home with their pre-schoolers ($1.3 billion over five years)
- increase tax credits to help three million working families pay for child care ($5 billion over five years)
- increase the number of children receiving child care assistance ($7.5 billion over five years)
- encourage businesses to provide educational day care for their employees' kids ($500 million over five years)
- provide after-school care to one million children and improve child care quality ($750 million over five years)

"Every parent knows – and countless studies have proven – that early learning programs are essential in a young child's educational and social development. Only a few parents are fortunate enough to have pre-school options available to them now – either by staying at home with their kids, or through employer-provided day care centers, Head Start and other programs for disadvantaged children, or private pre-schools," Andrews said.

"Every three- and four-year-old should have access to a high-quality pre-school educational program," Andrews continued. "Our society has a crucial interest in ensuring that our children start school with better language fluency, pre-mathematics and reading skills, and stronger social development. Pre-school-age children need intensive attention and supervised learning from their parents, relatives, and qualified teachers. If we help our children get ready to learn, they will be better equipped to be successful students and productive workers."

As a senior member of the Education Committee, Andrews will propose the pre-K education portion of his plan as a new section of the Elementary and Secondary Education Act during this year's re-writing of that law. Andrews has also co-sponsored a balanced budget plan which includes the tax credits and other child care initiatives. He will work to include these new programs in the final budget later this year.

###

LG: Education

THE PRESIDENT HAS SEEN
2-10-00

Bruce / Gene

need analysis of theirs — 1) compared to our proposal & VP's 2) in terms of the criticisms of us 3) does he have the $ left to do their health plan given the cost of the tax cuts 4) doesn't their tax cuts leave more vulnerable on Medicare?

copied
Reed
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Podesta

THE PRESIDENT HAS SEEN
2-10-00

The New York Times
WEDNESDAY, FEBRUARY 9, 2000

EDUCATION

Bradley to Speak on Improving Schools That Serve the Poor

By JAMES DAO

WASHINGTON, Feb. 8 — In his most extensive speech on education, former Senator Bill Bradley will call for increasing spending by $80 billion over the next decade to improve schools in poor areas. His plan includes requiring schools to have teachers meet minimum standards, or face state takeover.

Mr. Bradley is scheduled to unveil his proposals in a speech on Wednesday in St. Louis, where he will also criticize Vice President Al Gore, his rival for the Democratic presidential nomination, for failing to do enough to improve education in seven years in the White House.

The speech comes as Mr. Bradley — who lost to Mr. Gore in the Iowa caucuses and the New Hampshire primary and trails him in national polls — is making his most concerted effort of the campaign to reach core Democratic voters. Polls consistently show that education is the most important or second most important issue for Democrats.

Mr. Bradley's new emphasis on education is a shift for his campaign. Unlike Mr. Gore, who made education a focus from the beginning, Mr. Bradley has interlaced educational themes into policy initiatives on poverty and working families. Until recently, Mr. Bradley's aides were vague about whether he would even deliver a major education address.

"We believe that Al Gore is winning on the issues and education is right at the top of the list of issues that people care about," said Douglas Hattaway, a spokesman for the Gore campaign. "This turnaround is clearly coming because Bradley realizes he's been losing on the issues."

But Eric Hauser, Mr. Bradley's spokesman, said the campaign had been working on the education proposals for several months and had delayed unveiling them until the weeks preceding March 7, or "Super Tuesday," when voters in a dozen states, including New York and California, will be paying attention to the race.

"I don't think they care what month of the campaign you offer a proposal," Mr. Hauser said. "Gore is proposing to increase defense spending more than education spending. It's pretty clear who the education candidate is."

Mr. Bradley is calling for spending $175 billion over the coming decade on education, a figure that includes his previous proposals. The vice president has proposed spending $115 billion over the same period to increase salaries for teachers in high-poverty areas, expand preschool programs and help schools modernize, among other initiatives.

The centerpiece of Mr. Bradley's speech is a proposal to double federal spending, to $16 billion a year, on Title I, the federal aid program for schools in poor communities.

Created in 1965, Title I is the largest federal program for primary and secondary education, providing nearly $8 billion annually to help schools improve the academic performance of 10 million poor children. Though conservatives often criticize the program, it has gained broad support in both major parties because Title I funds go to schools in almost every Congressional district.

In his speech, Mr. Bradley will link his Title I proposal to the broad vision of his campaign: that the nation has a moral obligation to use its soaring prosperity and the federal budget surplus to lift up the neediest.

"The Dow Jones has been soaring to record heights, but our children's test scores in reading, writing, math and science have stayed essentially flat," Mr. Bradley will say, according to an advance copy of the speech. "The achievement gap between minority and nonminority, between poor and nonpoor, remains unacceptably vast."

Under his plan, parts of which mirror a Title I bill passed by the House last year, Mr. Bradley would also require the following:

¶Every teacher in districts that receive Title I money would have to have majored in the subject they taught or passed state aptitude tests in the subject. Schools would have to show within four years that all teachers had met those qualifications, or be subject to a state takeover.

¶Every Title I school district would have 10 years to eliminate the performance gaps between its minority and nonminority students, and between poor and nonpoor students. Schools that failed to close the gaps could be subject to takeover.

¶Schools that are deemed failing would have to allow students to transfer to other public schools in those districts. Title I money would follow students to their new schools to encourage high-performing schools to accept the additional students. Currently, Title I money does not move with children who transfer.

Mr. Bradley's proposals won praise from several education experts on both sides of the aisle today. While liberals said they liked its large investment in poor students, conservatives said Mr. Bradley was right to expand the ability of poor students to choose their schools and to require individual schools to meet clear performance standards.

"If you are going to invest so much money, focusing on the achievement gap is the right way to go," said Nina Rees, a senior education policy analyst with the Heritage Foundation and an education adviser to Gov. George W. Bush of Texas, who is seeking the Republican presidential nomination.