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Education---Class Size Reduction

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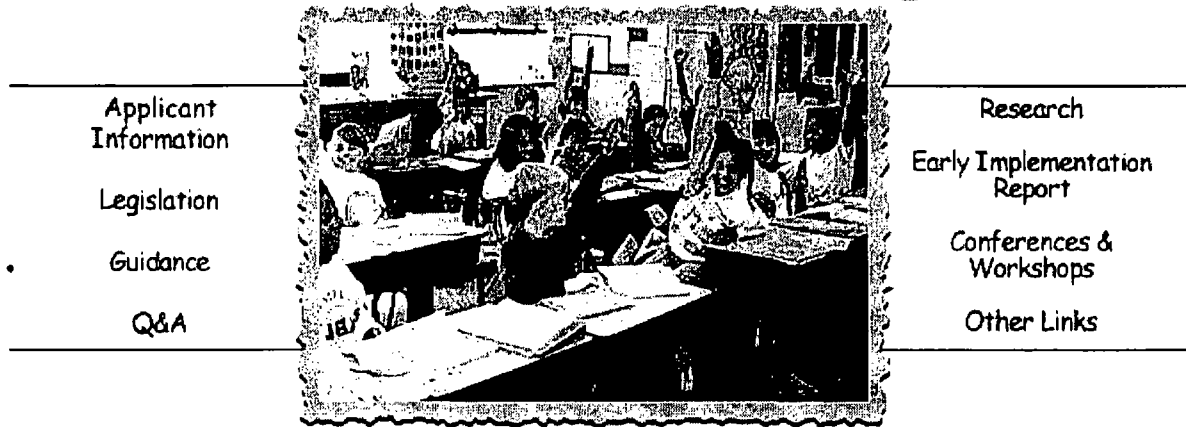
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Class-Size Reduction Program



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Contact us by phone (202) 260-8228, fax (202) 260-8969, or e-mail class_size@ed.gov.

The Class-Size Reduction Program is a new initiative to help schools improve student learning by hiring additional, highly qualified teachers so that children — especially those in the early elementary grades — can attend smaller classes. A growing body of research demonstrates that students attending small classes in the early grades make more rapid educational progress than students in larger classes, and that these achievement gains persist well after students move on to larger classes in later grades.

School districts are currently receiving funds — **a total of \$1.2 billion** — that will enable them to recruit, hire, and train new teachers for the **1999-2000 school year**. This is just the first installment of an initiative that is anticipated to provide **\$12.4 billion over 7 years to help schools hire 100,000 new teachers and reduce class size in the early grades to a nationwide average of 18**. The administration request for fiscal year 2000 is \$1.4 billion.

Schools are:

- Recruiting, hiring, and training new teachers, especially for the early elementary grades.
- Promoting high-quality teaching and providing professional development opportunities for their teachers.
- Preparing to issue public "report cards" to inform parents and communities about progress in reducing class size and improving student achievement.

Early Implementation Reports that school districts and States are submitting show that districts are hiring thousands of teachers with these funds and in many cases are supplementing the funds to hire additional teachers. These teachers are being placed primarily in grades one through three and class sizes are being reduced significantly as a result.

Children will:

- Receive more personal attention in smaller classes;
- Acquire a solid foundation for further learning; and
- Learn to read independently and well by the end of the third grade.

How are grants awarded?

Starting on July 1, 1999, the Department of Education sent Class-Size Reduction funds to all States, the District of Columbia, Puerto Rico, the Outlying Areas, and the Bureau of Indian Affairs. The amount of each allocation is based on the formula contained in either Title I or Title II of the Elementary and Secondary Education Act, whichever would result in the larger amount for the State or entity.

School districts apply directly to their States for subgrants. Through the formula for school district grants, funds are targeted to high poverty communities, but most districts will receive awards.

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This page last modified November 8, 1999 ([mhm](#))

Class-Size Reduction Myths and Realities

Myth 1: Reductions in class size have very little impact on student achievement.

Reality: Studies have consistently identified a positive relationship between reduced class size and improved student performance.

Results from the Tennessee Project STAR (Student/Teacher Achievement Ratio) study have continually demonstrated that reducing class sizes in grades K-3 to 13-17 students substantially increases children's reading and mathematics scores. These gains are particularly significant among minority and economically disadvantaged students. The Project STAR results have been confirmed by many other researchers, including those studying Wisconsin's SAGE (Student Achievement Guarantee in Education) Program, and in the CSR Research Consortium's early analysis of the California class-size reduction effort. As in Project STAR, students participating in the SAGE and California class-size reduction programs outperformed their counterparts in larger classrooms on standardized tests. In both the Tennessee and Wisconsin efforts, these benefits were strongest among African-American students who had larger gains than their white counterparts, again suggesting that reduced class sizes are a highly effective method of closing the "achievement gap" between black and white students.

The Administration's proposal to reauthorize ESEA and the Class-Size Reduction Program represents an effort to expand the success of these programs in schools across the country. The proposal would focus class-size reduction on the early grades, 1-3, particularly in high-poverty communities that are most in need of support and where the research shows that dollars can have the greatest impact on student performance.

Myth 2: The effects of class-size reduction can only be seen at the kindergarten level and the impact is short-lived.

Reality: The benefits of class-size reduction are seen in kindergarten and through grades 1-3, and the effects are long lasting.

Analyses of the STAR results confirm statistically significant differences in achievement among students who attended small classes for one, two, three or four years. Although one year in smaller classes resulted in increased achievement, the benefits of smaller class sizes in the early grades increased as children spent more years in the smaller classes. In addition to initial benefits, there are long lasting effects on student achievement that result from reducing class sizes. Recent findings from Tennessee's Project STAR study demonstrate that students attending small classes in grades K-3 outperformed their counterparts on standardized tests in grades 4, 6 and 8; continued to outperform classmates at the high school level; took more advanced classes; were less likely to be retained a grade or drop out of high school; and were more likely to prepare for college by taking college entrance exams. Additionally, black students who attended smaller classes in the early grades were more likely to take the ACT or SAT, raising their prospects of attending college and cutting the black-white gap in numbers of students taking college entrance exams in half.

However, researchers have found that in order to optimize the carryover benefits of small classes in the early grades through the later grades, it is necessary for students to spend at least three years in small classes. The advantages of attending a small class for the four years encompassing kindergarten through third grade are equivalent to receiving an additional six months to fourteen months of schooling.

Myth 3: The explanations and conclusions of the STAR findings are flawed.

Reality: A variety of studies confirm the findings of the STAR study.

Since the introduction of the Tennessee class-size reduction effort in 1985, the original STAR database has been analyzed time and again by numerous and diverse researchers through a variety of approaches,

methodological perspectives, and statistical applications. Despite these differences, the findings have been consistent--students who participated in smaller classes in grades K-3 performed at higher levels than their peers in larger classes, and these effects continued through the end of high school. In addition, SAGE data and early findings from the California effort confirm STAR's findings on the positive effects of class-size reduction.

Myth 4: There are hundreds of separate studies of the effect of "pupil-teacher ratios" on student achievement; only a handful suggests a positive relationship between reductions in class size and improvements in student performance.

Reality: There is an important distinction between class size, which is the number of students for whom a teacher is primarily responsible, and pupil-teacher ratio, which is the number of students per adults in a school (administrators, counselors, etc.). As a result, many studies have not accurately addressed the effect of reduced class sizes.

Data on pupil-teacher ratios reflect the total number of teachers and students at any time, not how they are used or impact the classroom. As a result, pupil-teacher ratios are often skewed by specialized instruction (as in special education), teachers in supervisory and administrative roles, librarians, music, art, and physical education teachers. As a result, these analyses often attempt to draw relationships in situations that do not reflect actual class size.

To be useful, studies of the effect of class-size reduction on student achievement require the surveying of individual districts about their assignment practices. Both Tennessee's STAR and Wisconsin's SAGE have surveyed individual districts and grades within those districts for class size differences and found significant differences in achievement for students in smaller classes.

Myth 5: While existing studies do show that variations in class size can influence performance, no one has been able to identify the overall circumstances that lead to the positive effects; it is premature to develop federal policy in the absence of this information.

Reality: The Project STAR study was scientifically designed so that the only variable altered was the size of the classes, and was hence able to conclude that smaller class sizes alone do have a positive impact on student achievement. However, to maximize these benefits, effective teaching strategies are needed. Effective teacher research suggests that certain teaching strategies and skills, particularly those that actively engage students in the learning process, lead to improved student learning when combined with smaller classes.

Among these characteristics of good teaching is the ability to communicate challenging content; involving students in hands-on experiences; providing clear and immediate feedback; and supporting family involvement. As evidenced in the research base and as seen in existing class-size reduction programs in many states, smaller classes afford more opportunity to implement all of these activities. In addition, the Federal Class-Size Reduction Program allows local school districts to reserve up to 15% of their funds to support professional development that can help all teachers better meet the needs of every student.

Myth 6: The implementation of California's class-size reduction initiative demonstrates the negative impact of such efforts.

Reality: Findings from year one of an ongoing evaluation of the California initiative show positive achievement gains, despite challenges with respect to "overnight" implementation, teacher quality and supply, space constraints, and funds for new classrooms.

In July 1996, California passed legislation to reduce class size in the early grades. The state rapidly invested \$1 billion (followed by \$1.5 billion annually) in incentives to improve student achievement by reducing its kindergarten through third grade class sizes to 20 students. As a result, despite problems of limited space and too few qualified teachers, many schools reduced class size at least at one grade level in the six weeks between the passage of the legislation and the start of the school year. By the program's

second year, almost all first and second grade class sizes had been reduced, along with two-thirds of third grades and kindergartens.

After just one year in smaller classes, third grade students showed a small, but statistically significant, gain in academic achievement, and this benefit was seen in all students across the board. Teachers reported being able to spend more time working individually with students. Furthermore, parents of students in smaller classes became more involved in their children's education as they were able to have more contact with teachers. Parents also expressed greater satisfaction with their children's education.

California's race to implement smaller classes in such a tight timeframe had a negative impact on teacher quality, as demonstrated by declines in the average education, experience, and credentials of K-3 teachers. In two years, the K-3 teacher workforce increased by 38%, and the already weaker qualifications of teachers in schools with poor and minority students became worse. As a result, the state is considering a number of mid-course adjustments. These include addressing the increased need for space; increasing the focus on teacher quality, particularly in schools that serve high numbers of low-income and minority students; and targeting funds to high-poverty schools to offset the departure of teachers from poorer districts to higher income areas.

The Class-Size Reduction Program already targets funding to high-poverty communities to address the difficulty that schools in minority and high-poverty communities have in hiring and keeping the best teachers. California's effort did not target special resources to these communities. The Administration's program requires participating districts to hire certified teachers and allows them to use up to 15% of their federal class-size reduction funds to improve teacher quality. In addition, the program is flexible and will be phased in over seven years to allow schools and districts the planning time that is crucial to recruit, hire, and train large numbers of new staff.

Myth 7: Class-size reduction proposals do not address teacher quality, which is one of the most important factors in student achievement.

Reality: The Class-Size Reduction Program recognizes that both class-size reduction and improvements in teacher quality are necessary to achieve the most meaningful, lasting gains in student achievement and to close the achievement gap.

Though reducing class size in the early grades can improve instruction, efforts to reduce class size cannot be bought at the expense of placing students in classrooms with unqualified teachers. Even if classrooms are filled with fewer students, we cannot expect that students will achieve to their full potential if they are taught by unqualified teachers or by teachers who do not have professional development opportunities to learn the skills needed to teach to challenging standards. Early research on Project STAR confirms that, when combined with small classes, supporting teachers' knowledge and skills improves student learning and allows teachers to expand time spent focused on academics.

The Class-Size Reduction Program addresses these concerns and ensures teacher quality by: (1) requiring that Class-Size Reduction funds be used to hire only certified teachers; (2) targeting resources to the districts most in need of smaller classes and qualified teachers; (3) allowing districts to use up to 15% of their allocation to support teacher development; (4) gradually phasing in the implementation of smaller classes; (5) allowing districts to use the funds to recruit teachers creatively in a competitive market; (6) allowing flexibility at the local level for the placement of new teachers where they are most needed.

In addition, studies have shown that reducing class sizes can provide increased opportunities for teachers to teach better. Teachers participating in Wisconsin's SAGE program report having more time to spend actively teaching, spending less time on classroom management and student discipline, and being able to provide students with more individual attention. The recent study of California's efforts found that teachers spent less time on distractions such as discipline, and more time one-on-one with students and attending to their individual concerns.

Myth 8: Class-size reduction efforts in the early grades are expensive in both the short and long

term.

Reality: The cost of implementing smaller class sizes in the early elementary grades can be offset by the resulting decrease in within-grade retention's, reduced high school dropout rates, a diminished need for remedial instruction and long-term special education services, and increased teacher satisfaction and retention.

Some districts have experienced cost savings through implementing carefully structured class-size reduction programs. In addition, the latest reports from Project STAR estimate millions of dollars in savings from the reduced high school dropout and within-grade retention rates that resulted from smaller classes in the early grades.

For more information, please reference the following documents:

Available via the SAGE homepage: www.uwm.edu/SOE//centersprojects/sage

- Wisconsin's Student Achievement Guarantee in Education, Major Evaluation Findings 1996-1998

Available via the Project STAR homepage: www.nashville.net/~heros/star.htm

- Pate-Bain, H., Fulton, D., and Boyd-Zaharias, J. Effects of Class-Size Reduction in the early grades (k-3) on High School Performance: preliminary results (1999) from Project STAR, Tennessee's Longitudinal Class-Size Study
- Bain, H. et al. A Study of First Grade Effective Teaching Practices from the Project Star Class Size Research, 1989, ED321887.
- Krueger, A. and Whitmore, D. The effect of attending a small class in the early grades on college attendance plans, April 1999

Available via the CSR Research Consortium homepage: www.classsize.org

- CSR Research Consortium. Class Size Reduction in California 1996-98 - Early Findings Signal Concern and Promise, June 1999

Available via the federal Class-Size Reduction homepage: www.ed.gov/offices/OESE/ClassSize

- Pritchard, Ivor. Reducing Class Size: What Do We Know?, National Institute on Student Achievement, Curriculum and Assessment, Office of Educational Research and Improvement, U.S. Department of Education, revised March 1999



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This page last modified September 3, 1999 ([trt/jls](#))

Class-Size Reduction General Qs&As

1. How will the Administration's first investment in the Class-Size Reduction initiative help reach the goal of hiring 100,000 new teachers?

The Administration is committed to providing funding to hire 100,000 teachers over the next seven years - approximately \$7.3 billion over five years (\$12 billion over seven years) within the context of a balanced budget. Last year, the federal government began acting on this commitment by appropriating \$1.2 billion dollars to help states hire approximately 30,000 teachers this fall. This year the Administration's budget request for fiscal year 2000 includes another \$1.4 billion for the class-size reduction initiative.

2. How will the money be distributed? Will this money reach the children who need it most?

Each state has received a formula allocation based on the greater amount of either the State's share of Title I or Eisenhower State Grant funds. Within states, money will be distributed to districts using a formula, 80% based on Census poverty data and 20% based on student enrollment. Targeting the majority of federal funds toward high need districts is an important part of the program, because the benefits of smaller class sizes have been shown to be greatest among poor and minority children. Research on Project STAR in Tennessee and Wisconsin's SAGE program have shown that smaller class sizes can go a long way toward closing the achievement gap between this nation's white and minority children.

Also, the recently released study of California's effort to reduce class size found that California's lack of such targeting led to disproportionate drains of teacher quality and other resources in schools that have large numbers of high poverty or minority students. *The Administration's current program, and proposed continuation of it, both prevents and helps reverse the difficulty inner city and high poverty schools have in hiring and keeping the best teachers.*

3. Do class-size reduction efforts really affect student achievement?

The Tennessee Project STAR (Student/Teacher Achievement Ratio) study has consistently demonstrated that reducing class sizes in the early grades to fewer than 18 students significantly increases children's reading and mathematics scores. These gains are particularly significant among economically disadvantaged students and minority students. The Project STAR results have been confirmed by researchers studying Wisconsin's SAGE (Student Achievement Guarantee in Education) Program, and in the CSR Research Consortium's early analysis of the California class-size reduction reform effort. As in Project STAR, students participating in the SAGE class-size reduction effort outperformed their counterparts in larger classrooms on standardized tests. These benefits were strongest among African-American students who had larger gains than their white counterparts, again suggesting that reduced class sizes may be an effective measure for closing the "achievement gap" between black and white students. Follow-up studies released this year of the Project STAR study show that students who start out in smaller classes get an academic advantage that stays with them through high school graduation, and are more likely to prepare for college by taking advanced placement courses. These benefits remained especially significant for disadvantaged students and minority students.

4. What about the recent report on the California Class-Size Reduction Initiative? Don't those results show that reducing class size does not necessarily improve student achievement?

Even based on the results of only one year of smaller classes, California has seen gains in student achievement - across ethnic groups, income groups and language ability - as a result of reducing class sizes. However, researchers suggest that these gains could have been greater had more of the resources gone to districts serving more poor and minority students and to ensuring that all children received instruction from high quality, certified teachers. The current Class-Size

Reduction Program, and the Administration's proposal to extend it, targets federal funds to high poverty districts and provides funds to strengthen teacher quality. California's experience demonstrates the need to improve teacher quality while reducing class sizes, and to maintain a separate funding stream dedicated to reducing class size in targeted schools.

5. Why is the Administration's program focused on grades 1-3? Wouldn't our money be better spent if it were focused on just kindergarten students or spread across all grades?

Research has shown significant differences in achievement among students who attended small classes for one, two, three or four years. More importantly, researchers found that students need to receive instruction in small class rooms for *at least three years* in order to sustain maximum academic benefits of small classes in the early grades through later grades. The advantages of attending a small class from kindergarten through third grades translate into receiving an additional six months to fourteen months of schooling. Research shows that targeting funds towards the early grades is the most effective way to reduce class sizes in order to produce and sustain academic gains throughout a student's educational career.

6. How will this initiative ensure that students in these smaller classes have qualified teachers? (What good are smaller classes if schools have to hire unqualified teachers to teach them?)

Teacher quality is critical and efforts to promote high quality professional development and alternative teacher recruitment strategies must go hand-in-hand with reducing class sizes in grades 1-3 to 18 or fewer students. When combined with small classes, research suggests that high quality teachers will enhance student achievement. That is why the program requires districts to hire certified teachers and specifically enables LEAs to use 15% of Class-Size Reduction funds to improve teacher quality. These activities could include training teachers in proven practices such as those identified in the National Academy of Sciences report, *Preventing Reading Difficulties in Young Children*, and in effective practices for teaching small classes; testing new teachers before they are hired; and providing more rigorous support systems for beginning teachers.

While many states have begun work to reduce class sizes, these efforts should be paired with promoting professional development and teacher quality improvement. North Carolina, for example, instituted a class-size reduction plan in 1993, and was named by Education Week this year as the top state in efforts to improve teacher quality. Oklahoma, which has mandated that class sizes drop to below 20 students, is improving teacher quality through strong mentor and teacher preparation programs.

7. Most school administrators agree that they'd like to lower class size, but they cannot find teachers to fill classrooms now. Where will the new teachers come from?

We recognize that getting well-trained teachers into all classrooms is a problem in many areas, and this initiative does a number of things to help address this problem.

Working conditions are as great an issue for teachers as for any other workers in America. Smaller classes change a school's learning environment and can provide a substantial positive incentive for teachers, including former teachers and prospective teachers considering the profession, to enter and remain in the field. This stands to have a particularly great effect for new teachers, 22% of whom currently leave the profession within the first three years. In Wisconsin, Tennessee and California, teachers in small classes have said that they are able to provide students with more individual attention and spend more time actively teaching and less time dealing with discipline and classroom behavior issues.

In addition, this initiative will be phased in over seven years so that there will not be a large hiring requirement at one time. California's rapid implementation of class-size reduction coincided with a decline in overall preparation of its teacher workforce. The rate of teachers in California with emergency credentials increased statewide, and rose ten-fold in high-poverty schools because of these schools' inability to compete for better-qualified teachers. By phasing in the initiative over

seven years, schools and school districts are allowed the appropriate planning time that is crucial whenever new staff are being recruited, trained and hired.

Class-Size Reduction funds can also be used for recruitment. States in which the demand for teachers is high could recruit in other states whose colleges of education produce more teachers than are needed in the state. Districts can use these funds creatively to compete successfully for highly qualified teachers and to support them through such activities as mentor programs.

The Administration also is proposing several ways to increase the pool of teachers. These include:

- Continuing and expanding the popular and successful Troops to Teachers program to include mid-career professionals who can add years of expertise in their fields to the classroom.
- Establishing a National Job Bank and Clearinghouse to help teachers and districts connect to fill positions nationwide.
- Removing roadblocks to recruitment, including increasing the portability of teachers' credentials, pensions, and years of experience.
- Placing a priority on professional development proposals that support new teachers during their first three years in the classroom.

We already know that over the next few years, U.S. schools will face the challenge of hiring approximately 2.2 million teachers due to increasing enrollment, continued attrition and the retirement of veteran teachers. This initiative would only increase that number by 4.5%, and combined incentives built into the program, and current efforts at the federal and state level to draw more teachers into the profession, would go a long way toward filling that need.

8. How can school districts hire new teachers without the certainty that federal funding will be provided in future years? Will districts be left with no way to fund all of the new teachers promised?

Last year, Congress made an historic commitment to parents to reduce class size by appropriating \$1.2 billion to hire 30,000 teachers. The Administration is fully committed to requesting funding on a yearly basis, has requested \$1.4 billion for the next year's funding, and looks forward to continued cooperation with Congress on this effort. Class size reduction is a critical piece of the reauthorization of the Elementary and Secondary Education Act, and the Administration's proposal - the Educational Excellence for All Children Act of 1999 - would provide States with five years of support.

Because reducing class sizes in grades 1-3 will be a large effort, it requires a sustained commitment from all of the local, state, and federal partners. The reauthorization proposal would require a local match to help communities sustain their class-size reduction efforts, although this matching requirement would not apply to school districts with poverty levels of greater than 50 percent. Experience shows that requiring recipients to commit their own resources can help ensure that programs continue by giving them an investment in the success of the program.

9. Some states have already taken steps to reduce class size. How will this initiative help them?

States like California, Indiana and Nevada that have taken a lead in reducing class size, and the many other states that have joined the effort, can use these federal funds to expand their efforts even further. Class-size reduction efforts in Tennessee, Wisconsin and California have been studied extensively, and there is growing momentum across the nation. Other states-including Florida, Iowa, North Carolina, Utah and Virginia, have initiated efforts-both voluntary and mandatory-to reduce class sizes in the early grades. Alabama, Maryland and Minnesota have also recently enacted legislation aimed at reducing class size.

Under the reauthorization proposal, states will be able to use these funds to supplement their efforts by: (1) making further class-size reductions in grades 1-3; (2) reducing class size in kindergarten or other grades if class sizes in grades 1-3 are already at 18 or below; (3) carrying out activities to improve teacher quality, including providing more and better professional development for teachers, (4) targeting funds towards the highest need districts and students, and (5) in the case of small districts that may not receive enough federal funds to hire an additional teacher, combining the funding with other local, state, or federal money to hire a teacher.

10. Where will schools put new teachers and new classrooms? Many school buildings are already overcrowded and pressed for space.

There are a number of issues that must be dealt with when reducing class size, including the adequacy of facilities. Again, California made several mid-course adjustments in their class-size reduction efforts, including changes to increase classroom space and improve facilities. Current conditions cannot be allowed to continue. Congressman Rangel's "Public School Modernization Act," which would leverage almost \$25 billion in state and local School Modernization Bonds over the next two years to help build and modernize up to 6,000 public schools, would help address this issue.

11. Why is the federal government getting involved in yet another local issue? It's the responsibility of states and local school districts to reduce class size.

The federal government has played an essential role in strengthening education at various times of critical need for our country. This class-size reduction initiative meets such a need, not by encroaching on the primary state and local role in education, but by enhancing it. The initiative does not dictate how teachers are hired, what they should teach, or how they should teach. Instead, it creates opportunities for local communities to hire more and better teachers and to better support those teachers so that they can improve educational achievement for all of our children.

Creating smaller classes with good teachers is an effort for local communities, states and the federal government to work on together, as partners. Achieving this goal should not be narrowly considered the responsibility of solely the community, the state, or the federal government - it is a national responsibility.

12. How do private schools participate in the class-size reduction initiative?

If a local school district chooses to use Class-Size Reduction funds for professional development activities, the district must ensure that private school personnel participate equitably in those activities. However, the equitable participation requirement does not apply to other activities under this program, and the funds may not be used to hire teachers for private schools.



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Local Success Stories

REDUCING CLASS SIZE



U.S. Department of Education

Local Success Stories: REDUCING CLASS SIZE

U.S. Department of Education
November 1999

Local Success Stories

REDUCING CLASS SIZE

LESSONS FROM EARLY IMPLEMENTATION

When a record 53.2 million students returned to school this fall, students and their teachers in the early grades began to benefit from a growing national effort to lower class size. This year, five States — Iowa, Maryland, Minnesota, New York, and Wisconsin — enacted new initiatives or significantly expanded existing initiatives to lower class size. As a result, some 20 States now have class size reduction initiatives in place. And in July, every State received its share of \$1.2 billion provided by the U.S. Department of Education's new Class Size Reduction Program, an initiative to help communities hire 100,000 qualified teachers over seven years in order to reduce class size in grades one through three to a national average of 18 students.

These funds are already being put to good use. Based on preliminary data from nearly 46 percent of the nation's school districts, the Department of Education estimates that:

- More than 29,000 teachers have been hired with FY 1999 Class Size Reduction Program funds.
- Approximately 1.7 million children are expected to benefit directly in the 1999-2000 school year by being educated in smaller classes.
- School districts are concentrating this first installment of funds so that it makes a big difference for some students immediately. Average class size in the early grades has been reduced by more than five students, from approximately 23 to 18, in the schools where the vast majority of teachers hired with these funds teach.
 - 42% of the teachers are teaching in first grade. In their schools, average class size fell from approximately 23 students to approximately 17 students.
 - 23% of the teachers are teaching in second grade. In their schools, average class size fell from 23 students to less than 18 students.
 - 24% of the teachers are teaching in third grade. In their schools, average class size fell from more than 23 students to just over 18 students.
- In order to strengthen teacher quality, school districts are using approximately 8% of the funds they received to support professional development for teachers.

NEW STATE CLASS SIZE REDUCTION INITIATIVES

Some 20 States have their own initiatives to lower class size. This year, at least five States joined California, Indiana, Washington and other States to invest their own resources in bringing the benefits of smaller classes to their students. These new State initiatives are:

- *Iowa* created the Class Size/Early Intervention Program to reduce class size in kindergarten through third grade to 17 students for basic skills instruction. The State will phase in the program over four years, allocating \$10 million in the first year, \$20 million in the second, \$30 million in the third, and at least \$30 million in the fourth.
- *Maryland* established the Maryland Learning Success Program, an initiative to reduce class size in grades one and two, particularly for reading, to 20 students. The program, which will be phased in over four years, requires school systems to set specific performance targets and establishes a goal of hiring approximately 1,000 teachers, while reserving additional funds for professional development, supplies, and other implementation costs.
- *Minnesota* significantly expanded its class size reduction program in 1999, adding more than \$100 million over two years to current funding levels of \$90 million annually. The State's program, which began in 1995, strives to reduce class size to 17 students in kindergarten through sixth grade, but requires districts to first target kindergarten and first grade.
- The State of *New York* began implementing its class size reduction program, which targets funds for reducing average class size in kindergarten through third grade to 20 students. Funded at \$75 million this year, the program will be phased in over three years, with second-year funding expected at \$150 million and third-year funding at \$225 million. Funds may be used for teacher salaries and benefits, as well as for one-time start-up costs for each new classroom; however, funds may not be used for new buildings or professional development. The State targets funds to school districts according to enrollment.
- *Wisconsin* significantly expanded SAGE, its class size reduction program, from the current 78 schools to an additional 400 to 500 schools. These schools, which typically have high numbers of low-income students, participate in SAGE on a voluntary basis, signing contracts to reduce class size in kindergarten through third grade to 15 students. To support this expansion, SAGE funding rose from \$18 million for 1999 to \$58 million for 2000.

THE CLASS SIZE REDUCTION PROGRAM: HOW IT WORKS

The Department of Education's Class Size Reduction Program was enacted a year ago as part of the 1999 Department of Education Appropriations Act. In that bipartisan legislation, Congress made a \$1.2 billion down payment on President Clinton's proposal to help local communities hire 100,000 qualified teachers over seven years, in order to reduce class size in grades one through three to a national average of 18 students. This year, the President sent legislation to Congress to authorize the full seven-year effort, and his budget proposal asks Congress to provide an additional \$200 million in funding, raising the total to \$1.4 billion for the 2000-01 school year to help local communities hire an additional 8,000 teachers, for a total of 37,000 teachers.

Program funds are distributed to States by formula. All 50 States, the District of Columbia, and Puerto Rico participate in the program. Because needs are greatest in the poorest communities, and because research shows that smaller classes provide the greatest benefits to the most disadvantaged students, the program targets funds to high-poverty communities. Each State distributes 80% of the funds to school districts based on the number of poor children in each district. The remaining 20% is distributed on the basis of total enrollment.

Class Size Reduction funds go directly to our nation's classrooms. Every dollar appropriated by Congress is allocated to local school districts. No funds may be used for Federal or State administrative costs, and within school districts, no more than 3% of the funds may be used for administrative costs. Because small classes make the greatest difference when teachers are well-trained, school districts may use up to 15% of the funds for providing professional development to both newly hired and experienced teachers in the early grades. The remainder of the funds are for recruiting, hiring, and training certified regular and special education teachers and teachers of children with special needs, including teachers certified through State and local alternative routes.

Average class size varies considerably from district to district. Although the Department of Education estimates that average class size nationwide in grades one through three is just above 22 students — and often considerably higher in large districts and high-poverty schools — there are districts where class size is already at or below 18 students. The Class Size Reduction Program provides flexibility to accommodate these school districts, as well as the growing number of school districts that will reach a class size target of 18 students as a result of the program. Districts that have reduced class size in the early grades to 18 students may use program funds to make further reductions in class size in those grades, to reduce class size in other grades, or to take other steps to improve the quality of teaching.

Currently, the program requires small, typically rural school districts that do not receive enough funds under the formula to hire an additional teacher and that have not reduced class size in the early grades to 18 students to form consortia with other school districts in order to receive funds. While a consortium is often an effective and efficient way for small districts to share resources and achieve common objectives (for example, providing professional development), sharing a teacher among school districts is almost never a workable strategy for lowering class size. Consequently, the Department of Education has waived the consortium requirement for each of the 40 States that sought a waiver. School districts in these States may hire additional teachers by combining program funds with local, State or other Federal funds, or may use program funds to provide professional development for their existing teachers.

RESEARCH UPDATE: GROWING EVIDENCE THAT SMALLER CLASSES MAKE A DIFFERENCE

In March 1999, the Department of Education released *Reducing Class Size: What Do We Know?* (available on the Internet at <http://ed.gov/pubs/ReducingClass>). The report summarized substantial research showing that class size reduction in the early grades leads to higher student achievement in reading and math when class size is reduced to 15-20 students. The benefits of smaller classes are greatest for disadvantaged and minority students. Additional studies, reported recently, have confirmed and expanded on these findings:

Smaller Classes Lead to Lasting Academic Improvements. Several new analyses of the Tennessee Class Size Reduction program show that reducing class size has both immediate and long-term benefits. The benefits of participating in small classes increase from year to year, both in the early grades when classes were small, and in subsequent years when students were placed in larger classes. At the end of fifth grade, students who were in small classes in grades one through three were about half a school year (5 months) ahead of students from larger classes, in all subjects – reading, language arts, math and science. Further, follow-up studies of the same students show that high school students who were in small classes in grades one through three beginning in 1985 were less likely to be held back a year or be suspended compared with their peers from larger classes. Students from small classes were found to be making better grades in high school and taking more advanced courses.^{1, 2, 3}

Teachers Benefit Too. Research on Wisconsin's class size reduction effort (SAGE) show that both teachers and students benefit from smaller classes. Teachers spend more time on instruction and less time on discipline problems. Teachers say they know their students better, know where each child is in the learning process and can provide more individualized instruction. All of these improvements in teaching are matched by increased student achievement, making teaching more rewarding.⁴

Beyond Academics. The benefits of reduced class size in the early grades go beyond the well-documented improvements in reading, mathematics and science. Smaller classes also lead to better identification of students who need special help, increased student participation and engagement, improved behavior, and reduced retention in grade. In a recent book, Professor Charles Achilles concluded that the outcomes associated with small classes are the foundation of safe schools: improved student behavior and human relations skills; increased participation in schooling and school-sanctioned events; increased sense of community in small classes; and generally improved school climate where students, teachers and parents feel more comfortable.¹

- 1 Achilles, Charles (1999). *Let's Put Kids First, Finally: Getting Class Size Right*. Thousand Oaks, CA: Corwin Press, Inc.
- 2 Finn, Jeremy D. and Charles M. Achilles "Tennessee's Class Size Study: Findings, Implications, Misconceptions pp 97-109 in Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE – Class Size: Issues and New Findings, volume 21, No. 2 (Summer 1999). Washington, D.C.: American Educational Research Association.
- 3 Pate-Bain, Helen; B. De Wayne Fulton, Jayne Boyd-Zaharias. *Effects of Class Size Reduction in the Early Grades (K-3) on High School Performance*. Nashville: HEROS, Inc. 1999
- 4 Molnar, Alex et. Al. "Evaluating the SAGE Program: A Pilot Program in Targeted Pupil-Teacher reduction in Wisconsin." Pp. 165-177 in Educational Evaluation and Policy Analysis (EEPA), SPECIAL ISSUE – Class Size: Issues and New Findings, volume 21, No.2 (Summer 1999). Washington, D.C.: American Educational Research Association.

IMPLEMENTATION CHALLENGES AND OPPORTUNITIES

The benefits of smaller classes with qualified teachers are clear. Available research, including the Tennessee STAR study, the Wisconsin SAGE program, and an evaluation of California's class size reduction initiative, show that small classes with qualified teachers lead to higher student achievement, more individualized attention for students, and fewer classroom disruptions. Small classes in the early grades give students a strong foundation in basic math and reading skills. They also provide long term payoffs, including fewer students retained in their grade, higher student achievement each year even after students are placed in larger classes, and better student preparation for college.

Although it is important to lower class size, it is not easy. Many schools lack extra classrooms for smaller classes. As the nation struggles to recruit and hire nearly two million teachers over the next decade, many communities — especially high-poverty urban and rural school districts — are already experiencing difficulties in recruiting and retaining qualified teachers. And State and local policymakers face the task of ensuring that lowering class size is an integral part of comprehensive reforms aimed at helping all children learn to high academic standards.

Fortunately, the Class Size Reduction Program provides school districts with the resources and flexibility they need to address these challenges. It also allows districts to use program funds to help meet local education priorities, such as improving early reading achievement, turning around low performing schools, ending social promotion the right way, or targeting help to the neediest students and schools. Indeed, although schools are only in the first months of program implementation, school districts across the country are already demonstrating how class size reduction can be an integral part of their efforts to boost student achievement and promote quality teaching.

Recruiting qualified teachers

While disadvantaged students are most likely to benefit from small classes, high-poverty urban and rural school districts face the most severe challenges in recruiting and retaining qualified teachers. For example, the National Commission on Teaching and America's Future found that students in schools with the highest concentrations of poverty — those who often need the most help from the best teachers — are most likely to be taught by teachers who are not fully qualified.

The Class Size Reduction Program enables school districts to address their need for fully qualified teachers. According to a recent report by the Council of Great City Schools, which examined how 40 big city school districts are implementing the program, almost 90% of the 3,558 new teachers hired under the program have full certification. Only three school districts reported employing instructors with emergency credentials.

Philadelphia is using Federal class size reduction funds to address the related challenges of teacher recruitment, support for new teachers, and class size reduction. In addition to hiring 34 fully certified teachers, the city has hired 254 “Literacy Interns,” college graduates who lack teacher certification. Many are mid-career adults making the transition to teaching. After intensive summer training in balanced approaches to literacy instruction, these interns now work in self-contained, reduced-size classrooms under the supervision of fully certified teachers, delivering research-based literacy instruction in kindergarten and first grade. They are also enrolled in alternative teacher education programs that lead to full certification. Once certified, the former Literacy Interns will teach in small classes on their own. Throughout their initial years in the classroom, the Literacy Interns receive an extraordinary amount of mentoring and support, and their students experience the benefits of smaller classes immediately. In sum, Philadelphia’s unique strategy recruits capable people into teaching and ensures that they become fully qualified.

Using Class Size Reduction Program funds, the *Jackson Public Schools* in Mississippi hired 20 additional teachers and placed them in 20 low-performing elementary schools. Many of these teachers had previously retired or had left the district, but were recruited to return because of the opportunity to teach in smaller classes and to work closely with other teachers. These experienced teachers are also serving as mentors for less experienced teachers, and they often team up with beginning teachers to provide regular support and supervision.

Philadelphia and Jackson show how lowering class size can work hand in hand with efforts to recruit and prepare qualified teachers. However, in some circumstances, class size reduction can have unintended consequences. For example, *California* launched a major statewide class size reduction program in 1996, investing approximately \$1.5 billion annually over the last three years. The first evaluation report showed that class size reduction led to increased student achievement. But the initiative has also led many experienced teachers to leave jobs in urban school districts for teaching jobs in more attractive suburban systems. Further, it has caused the widespread use of teachers with emergency credentials, particularly in high-poverty urban and rural districts.

The Clinton Administration monitored California’s experiences carefully from the outset and designed the Class Size Reduction Program to avoid such unintended consequences. For example, while California provides equal funding to all school districts regardless of need, the Federal program targets funds to high-poverty school districts, drawing teachers into these districts instead of creating opportunities for teachers in these districts to leave. Moreover, while California school districts receive class size reduction funding only if they immediately meet a strict limit of 20 students *per class*, the Federal program supports a more gradual approach, allowing school districts over time to reach the more flexible goal of reducing class size to 18 students *on average*. Furthermore, this gradual approach gives school districts more time to recruit and hire qualified teachers. Finally, unlike California’s program, the Federal program invests in teacher quality by providing funds for teacher recruitment, preparation, and professional development.

The Department of Education has worked closely with California education officials to ensure that Federal class size reduction funds alleviate rather than exacerbate the difficulties faced by many school districts. The Department provided California school districts with a waiver allowing them to use funds under this program to improve teacher quality or reduce class size in other grade levels, once they have met the State class size target of 20 in the early grades. Further, the Department required school districts with uncertified teachers in the early grades to use a portion of these funds to help teachers complete certification requirements.

The *Long Beach Unified School District* is using its Federal class size reduction funds to hire 15 new teachers to reduce class size in ninth grade and to strengthen the quality of teachers they have already hired to reduce class size in the early grades. Federal funds support five internship programs to prepare and certify teachers currently holding emergency credentials. These programs provide participants with support from experienced teachers, who meet regularly with uncertified teachers and give feedback after observing them at work. Participants in the internship also take courses and provide 30 hours of instruction in support of the State's early reading initiative while under the observation of a mentor teacher.

Improving early reading achievement

Students who are proficient readers by the end of third grade are more likely to succeed academically and graduate from high school. Reducing class size in grades one through three, especially when coupled with research-based approaches to reading instruction, is an effective way to improve reading achievement. A number of school districts throughout the country are using funds from the Class Size Reduction Program to support this strategy.

In Maryland, for example, *Montgomery County* is combining Federal class size reduction funds with State and local funds to support its Early Reading Initiative in every first and second grade class in the county. This initiative cuts class size to 15 students for a 90-minute period each day devoted to intensive reading and writing instruction. During this time, teachers use a variety of techniques and activities that create a comprehensive literacy program to help students become proficient in all aspects of reading and writing. Teachers receive two weeks of intensive instruction during the summer and participate in ongoing professional development throughout the school year.

In the State of Washington, *Tacoma* has targeted its \$1 million in Federal class size reduction funds to support its "Great Start" program, aimed at improving reading instruction and achievement in the early grades. Combining Federal funds with State and local funds, Tacoma has reduced first grade class size to 15 or 16 students in one-third of its elementary schools. As a result, 850 students in 57 first-grade classrooms are being taught in smaller classes. Their teachers receive training on how to teach reading, and they continue to improve their effectiveness by meeting regularly to discuss which teaching practices work best for their students.

Strengthening accountability and turning around low-performing schools

A growing number of States and school districts have strengthened accountability by demanding educational progress from their schools. Title I requires every State and school district to identify low-performing Title I schools and to help them develop and implement improvement plans. Several school districts, including Atlanta, Birmingham, and New Orleans, are incorporating class size reduction into their approaches to turning around low performing schools. In Ohio, the *Columbus Public Schools* have hired 58 fully certified teachers with its Federal class size reduction funds, placing them in 13 high-poverty, low-performing schools. In these schools, the program has reduced class size in grades one through three from 25 students to approximately 15 students. These schools, as well as others in Columbus, are implementing proven models of reading instruction, such as Success for All, and they receive the professional development and support needed for effective implementation of these models.

Addressing space limitations

In many schools and school districts, space for additional teachers and smaller classes is already available. In others, space is being “created” by using libraries, computer labs, or other facilities. Ultimately, school districts will need additional classrooms for the teachers hired to reduce class size. To help address this long-term need, President Clinton has proposed a \$25 billion initiative to help State and local governments repair or replace 6,000 overcrowded and unsafe schools by providing tax credits to subsidize the cost of school construction bonds.

Until schools can expand their facilities, the Class Size Reduction Program allows school districts lacking space to explore other ways of effectively providing the benefits of small classes to students. Schools have tried a number of approaches, including:

- having two certified teachers team teach in a single classroom either for part of the school day or for the entire school day,
- hiring an additional certified teacher for a grade level (e.g., providing three teachers for two third grade classes) and dividing the students among the larger number of teachers for sustained instruction each day in priority subjects such as reading or math,
- hiring an additional certified teacher who works with half the students in a class for reading and math instruction, while the other half remains with the regular classroom teacher, or
- converting to a year-round schedule.

Each of these approaches enables schools to take advantage of space that may be unused for part of the school day or school year. Each can provide smaller groups of students with instruction from a highly qualified teacher for a significant block of time on a daily or regular basis. Each can ensure that students stay with the same teacher on a sustained basis. And none requires students to be tracked by ability on a permanent or long-term basis.

CONCLUSION

A growing body of research involving large-scale, carefully controlled experiments shows that lowering class size in the early grades will produce significant and lasting benefits for students. The early implementation experience shows that the Class Size Reduction Program is well on the way to helping schools throughout the country realize these benefits. The more than 29,000 teachers already hired under this program have helped bring about significant reduction in class size in the early grades. Early experience also demonstrates that the program contains both the flexibility and the funds needed to help school districts tailor implementation to local needs and priorities, and to recruit, train, and hire qualified teachers.

The Education Department's Class Size Reduction Program is part of the Administration's comprehensive approach to improving student achievement by raising standards, increasing accountability, improving teacher quality, and targeting help to schools and students with the greatest need. Smaller classes will make the greatest difference if they are staffed with well-prepared, qualified teachers, if their schools are held accountable for helping students reach challenging academic standards, and if students receive extra help outside the classroom, through reading tutors, mentors, and after-school programs.

To ensure that each of these approaches receive adequate support, the President's FY 2000 budget pays particular attention to improving the quality of teaching in our classrooms. In addition to the funds set aside for teacher professional development in the Class Size Reduction Program, the President's budget requests significant increases for programs that help recruit and prepare qualified new teachers, and equip them to use technology in the classroom. The budget also proposes significant investments in programs that train current teachers in effective approaches to teaching reading in the early grades and meeting the needs of students with limited English proficiency and other special needs. Taken together, these investments will help ensure that as we continue to reduce class size, there is a talented teacher in every classroom.

“TANF: Improving Client Sanction Notices” HHS, OIG, October 1999

Purpose: To evaluate TANF sanction notices sent to clients.

Methodology: Selected 8 state samples to capture diversity in % reduction in TANF caseload, state sanction policies, location, and % of national caseload.

Findings: Report includes helpful examples of different notices that illustrate some of the findings below.

- Comprehensive and understandable notices can improve sanction processes.
- Most sanction notices lack comprehensive info, such as steps the individual needs to take to cure the sanction.
- A few notices have incorrect info and create extra work for caseworkers.
- Sanction notices are sometimes hard to understand.

Recommendation: ACF should encourage state to issue understandable and comprehensive sanction notices with info on the following.

1. amount of sanction
2. duration of sanction
3. cause of sanction
4. names and numbers of TANF contacts or service providers
5. how to cure sanction
6. client appeal process
7. referral for local legal assistance

“TANF: Education Clients about Sanctions” HHS, OIG, October 1999

Purpose: To determine how states inform clients about TANF sanction policies.

Methodology: Selected 8 state samples to capture diversity in % reduction in TANF caseload, state sanction policies, location, and % of national caseload.

Findings:

- TANF offices explain sanctions to clients repeatedly using diverse methods such as orientation sessions, videos, packets, caseworkers discussions.
- Orientation materials often (in 2/3 of offices) lack info about amount of sanction and definition of good cause.
- Most states describe other sanction info in complete and clear way – usually in packets.
- TANF clients don’t fully understand sanctions and usually are not concerned until they are imposed. Clients think they will be cut off entirely.

Recommendation: Same as above.

File w/ —
Corresponding
studies
—

**PRESIDENT CLINTON:
ANNOUNCING THE SUCCESS OF THE CLASS-SIZE REDUCTION INITIATIVE**

November 8, 1999

"I am committed to providing more teachers and better teachers for all our schools. I want to make sure every young student in America receives the benefits of more individual attention, and a more disciplined learning environment in a smaller class size setting."

President Bill Clinton
November 8, 1999

Today, at the White House, President Clinton released a new report from the U.S. Department of Education highlighting the initial success of his initiative to reduce class size in the early grades. The report shows that more than 29,000 teachers have already been hired under the initiative, directly benefiting about 1.7 million schoolchildren. The President pointed out that Republican budget plans would undermine this progress, and urged Congress not to renege on its bipartisan commitment to hire 100,000 high-quality teachers to reduce class size.

ANNOUNCING A NEW REPORT ON CLASS SIZE REDUCTION. Today's report by U.S. Department of Education, titled "Local Success Stories: Reducing Class Size", shows the positive impact that the class-size reduction program is having nationwide. Under the program, 20 states are now undertaking efforts to reduce class sizes in the early grades. Among its key findings, the report shows that:

- 1.7 million children nationwide have benefited from the program;
- 29,000 teachers have been hired under the program;
- the class size for grades 1-3 in schools receiving funding has been reduced by an average of 5 students; and
- the program's flexibility complements state and local efforts.

INVESTING IN WHAT WORKS FOR OUR SCHOOLS. The class-size reduction initiative is part of the President's comprehensive approach to improving student achievement by investing in what works, raising standards, and increasing accountability. Research shows that lowering class size in the early grades produces significant and lasting benefits for both students and teachers, including:

- allowing teachers to spend more time on instruction and less time on discipline;
- giving teachers the ability to provide more individualized instruction to meet students' learning needs;
- providing students with more rapid educational progress than students in larger classes – progress which persists long after students move on to larger classes in later grades; and
- yielding substantial benefits to our country's most disadvantaged students.

CALLING ON CONGRESS TO PUT AMERICA'S PRIORITIES ABOVE PARTISANSHIP. The Republicans' current spending bill reneges on their commitment to hire 100,000 teachers to reduce class size; provides no guarantee that the 29,000 teachers already hired can continue teaching; and provides no funding for the additional 8,000 teachers that the President's plan would support this year. The President called on Congress to finish the job of hiring high-quality teachers and giving our children smaller classes, and to work out a budget that reflects the values and priorities of the American people, including:

- passing a plan to help states and school districts turn around or close failing schools;
- extending the successful COPS program to put 50,000 more community police officers on the streets;
- supporting the Lands Legacy Initiative which sets aside unique natural areas for future generations;
- passing strong hate crimes legislation;
- paying our dues to the United Nations to protect our world leadership role; and

- raising the minimum wage so more Americans can participate in the nation's prosperity.

**DEMOCRATIC POLICY COMMITTEE**

Tom Daschle, Chairman • **Byron Dorgan**, Co-Chairman
United States Senate • Washington, D.C. 20510-7054

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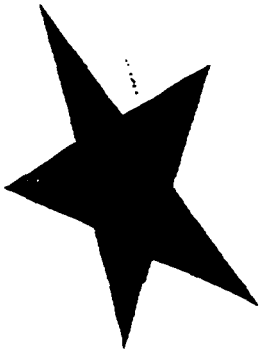
From: Rob Graham

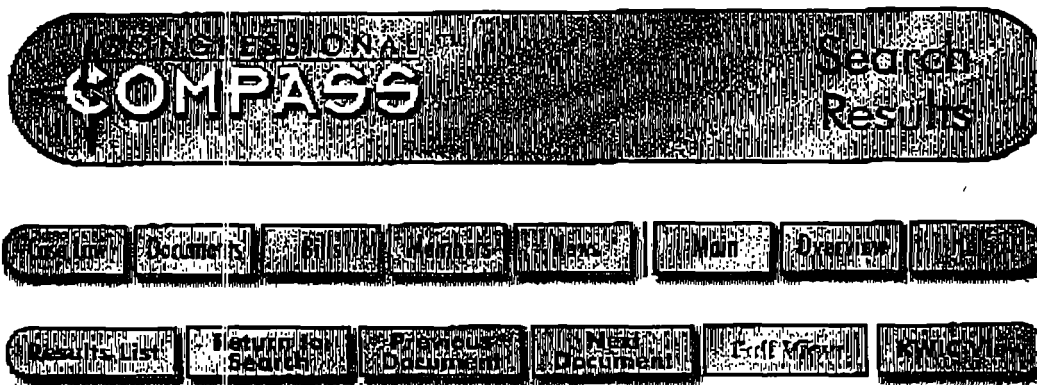
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Document 11 of 18.

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OCTOBER 15, 1998, THURSDAY

SECTION: CAPITOL HILL HEARING WITH WHITE HOUSE PERSONNEL

LENGTH: 2690 words

HEADLINE: END OF SESSION PRESS CONFERENCE WITH, REPUBLICAN SENATE LEADERSHIP

TOPIC: BUDGET PARTICIPANTS INCLUDE: SENATOR TRENT LOTT (MS), SENATE MAJORITY LEADER, SENATOR LARRY CRAIG (ID), SENATOR SLADE GORTON (WA)

THE CAPITOL, SENATE RADIO/TV GALLERY, WASHINGTON, D.C.

BODY:

work out or to make sure the language is as we have agreed to.

There are still two or three issues that are not finally resolved. One of them is the census issue, but I feel like that will be resolved shortly. And we're working on the White House to make sure that we are agreed on the language that we are going to include.

But as we get to the end of the 105th Congress, I think it's important to note what the Republican majority has achieved over the last two years, since it is a two-year Congress.

We enacted the first balanced budget in a generation, leading to lower interest rates and cheaper home mortgages and to a surplus that will be somewhere, I believe, in the range of \$50 (billion) to \$60 billion this year. We passed the first tax cut in 16 years, giving parents more money to spend on their families and their children in college. We moved 2. -- 5.2 million people on welfare off of welfare, into education and into jobs, into workfare.

We passed historic health care reforms, giving seniors a benefit of choice among competing health programs. We also made sure that they had policies that were affordable and that they had choice with regard to other programs that were available to them.

We funded major increases for law enforcement, including juvenile justice programs, counterterrorism

initiatives, and anti-drug -- in fact, one of the most significant achievements over the past week in our negotiations has been the agreement on a significant package in the drug area, including additional funding to deal with the problems in the drug area, to deal with interdiction problems, and also rehabilitation when people are caught up in the drug web.

We made, I think, in the second session some clearly historic achievements also possible. We did have the first major reform of IRS in a generation. We passed major transportation legislation.

And I feel like this is really an **education** Congress. We started right at the beginning talking about the importance of **education**. We passed the **education** savings account. We passed provisions that would encourage parents to be able to save for their college tuition. A number of other provisions -- Slade Gorton worked very aggressively on the block grant proposals. Unfortunately, the president vetoes those. But we did also pass higher -- (off mike) -- which has been signed into law, vocational **education**, which has been or soon will be. We improved standards and opportunities in Head Start. And in this negotiation, we agreed on \$1.1 billion more in **education**, with the decisions being made at the **local** level. And I want to yield to **Senator Gorton**, who worked on the language to make sure the money gets to the parents, the **teachers**, and the students, and that the control is at the **local** level. We've always said **education** is a high priority and we should have a lot of focus on it. And that has been a major part of our focus during the second session of the 105th Congress.

We also achieved major increases in defense spending for the first time since -- (short audio break) -- steady decline in defense spending over the past 10 or 12 years.

It has affected readiness, retention, recruitment and morale. Finally, we have started stopping that, and we have somewhere over \$9 billion for defense and intelligence in this package that we have agreed to. I think a lot of the credit on that should go to Speaker Gingrich, who insisted that we finally get serious about addressing these readiness problems.

We also blocked some really bad practices, like needle exchanges for drug addicts. We blocked efforts by the president to raise taxes and government fees by \$130 billion and we all blocked a number of other spending and entitlement programs that they were pushing for.

So all in all, I think these negotiations have wound up in a positive way, and I think the American people will be the beneficiary. But before I take your questions, I'd like to call first on Slade Gorton to give us the report on exactly what is in the **education** component for more **teachers** and how it will be decided at the **local** level.

Slade?

SEN. GORTON: On **education**, there's been a genuine meeting of the minds involving the president and the Democrats and Republicans here in Congress. The president can genuinely claim that he has his \$1.1 billion primarily for the hiring of new **teachers**. Republicans that can claim credit for the fact that all of this money is going to go to **teachers** and to **teacher** testing and to **teacher** training and none of it is going to go to bureaucrats. It will go directly through to each of the 14,000 school districts in the United States and each of those school districts will make its own determination as to what kind of new **teachers** that district needs most, which kind should be hired.

We have added a special emphasis in the bill towards special **education**, towards special needs children, something which the federal government has shamefully neglected over many, many years, you know, with thousands of pages of federal rules and very little in the way of money.

The president wanted an entitlement program with federal rules and regulations for five years. This is a one-year program with very few, you know, rules and regulations; none, other than the fact that the money will go for **teachers** itself. So we have made our first major step toward trusting **teachers**, school board members and superintendents to make their own decisions about the way in which federal money is spent in the school districts of the United States. We will be back at the same stand asking for more **local** control next year. We've made a step in that direction that we like. We never were arguing over the amount of money that ought to go into **education**, and so this is a case in which both sides genuinely can claim a triumph.

SEN. LOTT: And let me call on Senator Larry Craig of Idaho, who has been involved very much in the

effort to get a good agriculture bill and provisions for the disasters that many farmers have suffered this year.

Senator Craig?

SEN. CRAIG: Trent, thank you. Very early on, the Republican Congress recognized the current commodity price crisis in American agriculture.

We also recognize that Freedom to Farm might need some slight adjustments, but that it was a very important ag policy that we would keep intact. The negotiations have done just that; they've recognized the current need by putting additional dollars into the -- (word inaudible) -- payments, but keeping the Freedom to Farm policy clearly in place and intact.

But we went a step further, and this is probably the most important part of the package. When we passed the 1996 Farm Policy, we said that a tax component would be very, very important in the total makeup, but we didn't get that tax component at that time. In the final negotiations, we now have permanent income averaging, that was taken away by Democrats in 1992; we have a five-year carryback, which allows farmers to account for the cyclical nature of agriculture; and we've done some technical corrections on how the IRS taxes government payments to agriculture. So this is clearly a very positive move to -- (word inaudible) -- agriculture. The money flows directly through to the farm unit.

It also includes disaster payments in those areas that were hard hit by natural disasters this year. But it also takes agriculture through to the next cropping season in areas where there were going to be tremendous losses.

I think we have now assured that those losses will be minimal. But we also recognize that we must keep the Freedom to Farm and flexibility of Freedom to Farm in place. That was kept in place, and the contracts derived by individual farmers through that was also kept clearly in place.

SEN. LOTT: Let me take your questions.

Q What are the two remaining? You mentioned one and then -- (off mike).

SEN. LOTT: There, actually, several of them are very small issues involving a rider on a bill. And I don't think you really want to get into a discussion of it.

One of them is the census issue. We want to make sure that we have an accurate, reliable census when that time comes up here in a couple years. We want to make sure that it complies with the Constitution. That issue, really, is going to go to the Supreme Court, probably in March. And so we're putting off to some date next year final action in this area to see and to give the Supreme Court a chance to make that decision.

That's one of them. There are a couple of others involving language, on the Tennessee Valley Authority -- a few things like that. But really, it's -- we're in the final phases, and I believe that we will have it wrapped up by 2:00. But we're not there exactly yet.

Yes. Back here?

Q Well, when do we vote? (Laughter.)

SEN. LOTT: (Laughs.) Well, the members are going to need to have a chance to understand all that's in this bill. There are many, many provisions. A lot of senators and House members are calling about this provision or that provision. We have some legal language that we've worked on, and so the lawyers are asking about that. But they will need this afternoon to look over it, and I presume there will be votes or final action in the House and the Senate either in the morning or tomorrow afternoon.

Q **Senator**, a lot of congressional conservatives are saying they won't vote for this because they don't think this tax cut -- (off mike). SEN. LOTT: Well, the reason why we didn't get more tax cuts this year is because the Democrats don't like tax cuts. They like tax increases. And I made note when I started up here that at the beginning of the year the president sent up a budget here that had some \$130 billion in tax increases and government fees. Secondly, we're always faced in that area with a threatened Democratic filibuster or veto by the president. But that's going to be right at the top of our party list next year, and it's going to be not just making sure we get rid of the marriage penalty tax, which we should clearly do, we're going to be looking at across-the-board rate cuts and cutting capital gains to 15 percent and continuing to move toward

elimination of the death tax. That will be a high priority.

I might say that we did -- we're down to one small provision still being reviewed by the administration. And once we get that worked out, we should be able to agree to a tax extenders package that includes the R&E tax credit, the work opportunity provisions, the welfare to work, trade adjusted assistance -- about eight or nine provisions which are paid for that are important in a lot of areas in this country. And I believe that we -- it looks -- I thought we weren't going to be able to get that done this week, but it looks like we may actually wind up with a tax extender package in the bill, biomasses not included.

Yes.

Q Senator, you said at the beginning of this Congress that national missile defense was going to be one of your top 10 priorities. Are you satisfied that you made as much progress as you promised at the start of this Congress, or did you fall short?

SEN. LOTT: Actually, I wanted to do more, but the Democrats voted twice against the national missile defense language, and it failed by only one vote. That's how important these elections are this year. One more senator that will vote for missile defense for the American people, and we will get a limit on the filibuster and be able to get this done.

But we did have in these negotiations an agreement for a significant amount of funding for national missile defense. I don't recall the final number, but I think it was maybe around \$700 million. So we did not go out empty-handed. We're going to continue to make progress on that. But the broad national missile defense still needs one more vote, just one more, in the United States Senate.

Yes, sir?

Q Senator, where do we stand on U.N. funding and Internet pornography?

SEN. LOTT: Internet pornography is one of those issues that is still in the final phases. We believe we have an agreement. The administration is reviewing the language. We think it's important that we not leave here with the ability to have this unbelievably gross pornography on the Internet. And we think that what we have is constitutionally compliant, and I think that will be in there.

Now the other question?

Q United Nations funding --

SEN. LOTT: We do have an agreement to move the State Department reauthorization, and we will have some confirmations of State Department officials.

The U.N. arrears question is still tied up to the Mexico City language. The administration is still insisting on using taxpayers' dollars to promote abortions around the world. That's unacceptable to the Congress, just like partial birth abortions is (sic) unacceptable. And until, you know, we find a way to work that out or the president signs that -- you know, living up to our commitments to the United Nations is more important than promoting abortions around the world, that issue will not be resolved.

Yes, sir? Q A couple of transportation issues: What about airline competition? And broadly speaking, where are we on Amtrak?

SEN. LOTT: On Amtrak? I don't think Amtrak was in this. We did agree --

SEN. : The transportation appropriations bill --

SEN. LOTT: The transportation appropriations bill will be in here, of course. And whatever language was agreed to in the conference will be a part of the omnibus bill.

SEN. : But no changes --

SEN. LOTT: No changes that I know of.

The FAA, Federal Aviation Administration -- we couldn't get an agreement on the large bill and the slots question in various places. So we agreed to a six-month extension of FAA, so that, you know, we won't have any problem with those funds falling short.

(Cross talk.)

Yes?

Q What do you say to Democrats who argue that -- (off mike) -- because you shifted the focus in this last week of Congress on impeachment and you've been --

SEN. LOTT: Well, I think what we should be trying to figure out is, did the American people win in this effort? I think the answer is that they did. There was give and take on both sides. It was very tough. And as I told several of you over the past week, it's been very hard to reach agreements when you have such philosophical disagreements. They basically think that more taxes and big government's the answer. We don't agree with that. But we had to bridge our disagreements and come to agreement on very critical issues, like defense and drugs and **education** and agriculture. And I think, as the speaker said last night, America's children are not Democrat or Republican; they're Americans who want to have a future. This bill will help children in America.

Q Senator Harkin is threatening to hold things up with the H-1B visa issue. Can you avoid that kind of problem?

SEN. LOTT: The H-1B visa issue has broad support on both sides of the Capitol -- Republican and Democrat and the White House. It will be in the bill. I mean, look, there are a lot of things that will be in the final package that I don't like. There are a number of things that I wish we could have had in the package, but we didn't get them in there this time. We'll be back another day. Any **senator** or any congressman can try to, you know, wreak havoc with this bill, but I think we have to go forward with it and I believe that members, when they review the whole package, they'll feel like this is something we should do.

Your last question?

Q (Off mike.)

SEN. LOTT: Internet tax freedom -- you know, it was still being discussed -- I can't remember what we did -- I just can't answer that one, because it was one of the things we were talking about last night and I had too many things I was keeping tabs on. But we do need to do that.

Q How about bankruptcy?

SEN. LOTT: Bankruptcy is not in there, although we did take out the Section 12 bankruptcy provision and put that in the bill.

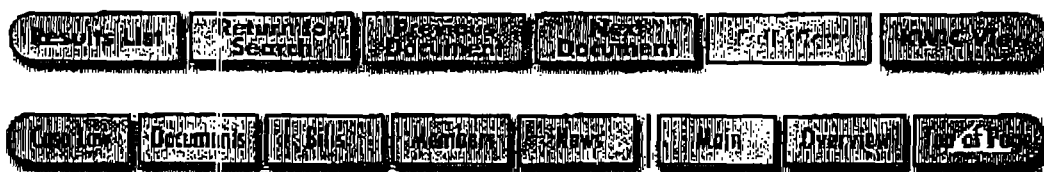
Thank you very much.

Q Thank you.

END

LANGUAGE: ENGLISH

LOAD-DATE: October 16, 1998



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(class! and size) and ?

**PRESIDENT CLINTON:
CALLING FOR ACCOUNTABILITY AND INVESTMENT IN PUBLIC EDUCATION**

September 30, 1999

"We must not only invest more in our public schools - we must demand more from them."

President Bill Clinton

September 30, 1999

Today, in Palisades, New York, President Clinton addressed governors, business leaders, and education leaders at the 1999 National Education Summit. The President outlined his three-part agenda for building a world-class school system: high standards; accountability for results; and investment in proven strategies. The President urged states and localities to redouble their efforts to fix chronically failing schools, and called on education leaders to resist efforts in Congress to cut education spending.

Urging States to Move Ahead on Standards-Based Reform. A national consensus has emerged on the key role of standards in school improvement: 48 of the 50 states have developed statewide standards and have embraced standards-based reform as an effective strategy. However, only 19 states currently use public rating systems to identify low-performing schools, and only 16 apply sanctions to failing schools. Today, President Clinton urged states to take the next step in standards reform by adopting measures to hold schools accountable for results and to turn around failing schools.

Showing National Leadership on School Accountability. President Clinton has sent to Congress his Education Accountability Act, a proposal which requires states and school districts to comply with the following accountability measures in order to receive federal funds:

- * identify failing schools and make critical investments to turn them around, or reconstitute or close chronically under-performing schools;
- * employ qualified teachers assigned in their field of expertise;
- * institute discipline codes;
- * issue school report cards, and
- * end social promotion by making sure students get the help they need to succeed.

Giving Schools the Tools They Need to Succeed. Along with high standards and accountability, the President emphasized the importance of investing in proven strategies which raise student achievement, such as:

- * improving teacher quality;
- * providing opportunities for extended learning in after-school and summer school programs;
- * offering options for public school choice; and
- * reducing class size in the early grades.

Calling on Congress to Get Serious about Education. Despite the national urgency of education reform, Congress has failed to reauthorize the Elementary and Secondary Education Act, the principal vehicle for federal education programs. In addition, last week the House Labor, Health and Human Services, and Education appropriations subcommittee passed a bill that underfunds a host of education priorities and provides none of the funding requested by the President to turn around failing schools. President Clinton again called on Congress get serious about education and enact legislation that both invests in our schools and holds them accountable for results.

John →

518 7241

Steve

(703) 629 0458 cell

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October 20, 1998

A Dictionary of the Senate's Major Accomplishments During the 105th Congress

The Republican-led 105th Congress has made a positive difference in people's lives. We passed the first balanced budget in a generation, enacted sweeping tax reform laws to make our tax system simpler and fairer, improved the safety of the Nation's highways and pushed forward on comprehensive education reform measures to provide America's children more opportunities. Below is a sampling of the Senate's accomplishments over the last two years, listed alphabetically.

Accelerated Crop Insurance Payments

Public Law: P.L. 105-228

Accelerates the fiscal year 1999 crop payments to provide relief to farmers facing recent financial hardships.

Adoption and Safe Families Act

Public Law: P.L. 105-89

Rewards state efforts to reduce the time a child spends in the foster care system, in part by placing greater priority on moving children toward permanent placement with a loving family.

Agriculture Disaster Relief and Market Loss Assistance Cleared for the President

Provides some \$5.9 billion in emergency relief to farmers enduring financial hardships due to weather conditions and declining markets, including tax relief in the form of permanent income averaging; a five-year net operating loss carryback; income deferment on market transition payments; and 60-percent deductibility (up from 45 percent) for health insurance for the self-employed (these provisions included in the omnibus FY99 funding bill).

Agriculture Research, Extension and Education Reform Act

Public Law: P.L. 105-185

Makes significant reforms to the agricultural research system and provides new funding for research to address future food production and environmental protection to reduce risk, improve public health and enhance agricultural competitiveness.

American Missile Protection Act

Stopped by two Democrat Filibusters

Designed to deploy a national missile defense system to defend the United States against limited ballistic missile attacks, whether accidental, unauthorized or deliberate.

Assisted Suicide Funding Restriction

Public Law: P.L. 105-12

Assures that federal funds and facilities will not provide or promote assisted suicides.

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BUSH'S FAILED ACCOUNTABILITY RECORD IN TEXAS

"The President of the United States should insist on accountability. ...

The federal government ought to put a spotlight on results so that parents and educators and citizens see what is happening."

-- George W. Bush [Des Moines Register, 6/10/99]

The keys to education reforms in Texas -- reducing class size and creating accountability systems -- were started 15 years ago and were strengthened by Democratic former Gov. Ann Richards. However, under Bush's watch, the Texas accountability system has been rendered ineffective by cheating, inaccurate reporting of dropouts and problems with the standardized test on which the system is based. In addition, so far in his education proposals, Bush has neither endorsed lowering class size, nor suggested increased funding for public schools. In fact, Bush's Title I proposal would drain money from public schools with a back-door voucher scheme. Here's a look at the Bush accountability record:

Bush Takes Credit for Other's Work: Bush gets credit for the Texas accountability system, but that system was set up 15 years ago under a Democratic governor and was strengthened in the early 1990s by another Democratic governor, Ann Richards.

TAAS Test under Fire: The basis for Bush's accountability system has come under fire recently for being outdated, detrimental to students, discriminatory to minority students and invalid because too many students were exempted.

Dropout Rates under Investigation: The Bush-supported accountability system is also based on dropout rates, which have come under investigation by the Texas comptroller for faulty data reporting by schools.

Charter Schools Are Mismanaged under Bush: The Texas State Board of Education chairman called several Texas charter schools "embarrassments." Despite charter schools' financial mismanagement and other problems, Bush supported increasing the number of charter schools without addressing how to fix the current ones.

Home Schools Are Not Held Accountable: Under Bush, Texas home schooled students are under no requirements for academic standards, attendance or teacher certification.

No Additional Funds: Bush's Previous Federal Education Plan Included Democratic Proposals without Funding: In 1999, Bush offered his first federal education proposal, which would require accountability from Title I schools and Head Start centers, measures that are already adopted or proposed by Democrats. Unlike Democrats, however, Bush included no additional funding for the programs or help for failing schools. In fact, Bush's would drain money from public schools with a back-door Title I voucher scheme.

Funding Cuts? Bush Backs \$800 Billion Tax Scheme that Would Cut Education Funding: Bush supported the risky \$800 billion GOP tax scheme, and said he would offer his own plan of the same size. Tax cuts of that size would require billions of dollars and hundreds of thousands of students to be cut from vital federal education programs like Head Start, Title I and student loans.

Taxpayer Browsing Protection Act**Public Law: P.L. 105-35**

Imposes penalties on federal employees for the unauthorized access of tax return information.

Taxpayer Extension Relief**Cleared for the President**

Extends certain expiring tax provisions including the research and development tax credit and the work opportunity tax credit (which includes aid to working women attempting to stay off welfare); makes the self-employed health insurance deduction 100-percent deductible four years faster (by 2003 rather than 2007); and reauthorizes the Generalized System of Preferences (GSP) which enhances private-sector economic development in developing countries, and the Trade Adjustment Assistance Act (TAA), which helps firms and workers adversely affected by changing trade conditions (these provisions all included in the omnibus FY99 funding bill).

Taxpayer Relief Act**Public Law: P.L. 105-34**

Provides \$185 billion in much needed tax relief -- the first tax cut in 16 years -- for taxpayers at every stage of life, including a \$500/child tax credit, capital gains relief, education tax credits, and estate tax relief, and does so while still assuring a balanced budget.

Teacher Quality Initiative**Cleared for the President**

The omnibus FY99 funding bill provides \$1.2 billion in additional education funds-- funds controlled 100-percent at the local level -- to school districts to recruit, hire, train and test teachers. This provision is a major first step toward returning to local school officials the ability to make the educational decisions for our children, rather than the bureaucrats in Washington.

Telemarketing Fraud Prevention Act**Public law: P.L. 105-184**

Strengthens criminal law to require the forfeiture of any profits made from telemarketing fraud; requires the review of sentencing guidelines to determine whether the mandatory minimum sentences for such crimes should be increased; and requires restitution in some cases.

Throttle Criminal Use of Guns Bill**Cleared for the President**

Provides a mandatory minimum sentence for possession of a firearm in furtherance of a crime of violence or drug trafficking.

Transportation Equity Act for the 21st Century**Public Law: P.L. 105-178**

Provides funding for highways, bridges, mass transit and highway safety programs to improve the transportation system for the 21st Century.

Tropical Forest Conservation Act**Public Law: P.L. 105-214**

Gives the President authority to reduce the debt owed to the United States by Latin American and Caribbean countries which conduct activities to preserve or restore tropical forests.



"Lopez, Mark" <Mark.Lopez@mail.house.gov>

10/07/99 02:39:29 PM

Record Type: Record

To: Lana D. Krstich/OPD/EOP

cc:

Subject: FW: eduction bill

> -----

> From: Saks, Jeremy

> Sent: Thursday, October 07, 1999 12:31 PM

> To: Mark Lopez

> Subject: eduction bill

>

> H.R. 1995 is the republican bill that passed the House this summer.

> Essentially, it gives money to the states for teacher training but guts

> Clinton's initiative to hire 100,000 new teachers. You can get info on it

> at the Education and the Workforce Committee website,

> www.house.gov/ed_workforce. Follow the link for legislation. CRS should

> also have a briefing on education issues accessible from their website.

> The democratic side may also have info on it. Finally, the Democratic

> Policy Committee website, which you may not be able to access from the

> district, should have info about why democrats and teachers opposed it.

> At the website, dpc.house.gov, go to the bottom and look in the

> publication index under education. Here is a file from there that might

> be useful. Let me know if you need me to do any more digging.

> <<education.pdf>>

>

>

> Jeremy Saks

> Legislative Correspondent

> Congressman Peter Visclosky

> Jeremy.Saks@mail.house.gov

> 2313 Rayburn HOB

> Washington, D.C. 20515

> (202)225-2461

>



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CONGRATULATING ANDREW ROTHERHAM (Senate - August 05, 1999)

[Page: S10512] *GPO's PDF*

- [Begin insert]

Mr. GORTON. Mr. President, I take this opportunity to congratulate Andrew Rotherham on his new position in the White House as the Special Assistant to the President for Education Policy. Mr. Rotherham was formerly the director of the 21st Century Schools Project at the Progressive Policy Institute, the think tank of the Democratic Leadership Council. Mr. Rotherham has in the past worked closely with my staff on education issues, and I want to wish him success in his new endeavor.

Mr. Rotherham's appointment also may create an opportunity for the Administration to reform its positions on education. Recently, the House passed the Teacher Empowerment Act in a bipartisan fashion, 239-185. I had the opportunity to participate in a press conference earlier this week at which Senator **Gregg** unveiled a slightly different Senate version of the Teacher Empowerment Act. Unfortunately, the President has signaled his intention to veto this legislation because it does not explicitly authorize his **Class Size** Reduction program. I recommend and hope that the President will learn what Mr. Rotherham has said recently about that proposal.

In his position at the Progressive Policy Institute, Mr. Rotherham wrote Toward Performance-Based Federal Education Funding--Reauthorization of the Elementary and Secondary Education Act, a policy paper that in part touched on the merits of the President's **class size** reduction program and the issue of local control of education decisions. In a section of this paper[Page: S10513] *GPO's PDF*

Now a part of Title VI of ESEA, President Clinton's \$1.2 billion **class -size** reduction initiative, passed in 1998, illustrates Washington's obsession with means at the expense of results and also the triumph of symbolism over sound policy. The goal of raising student achievement is reasonable and essential; however, mandating localities do it by reducing **class** sizes precludes local decision-making and unnecessarily involves Washington in local affairs.

Mr. Rotherham goes on to state,

During the debate on the Clinton **class -size** proposal, it was correctly pointed out that research indicates that teacher quality is a more important variable in student achievement than **class size**. In fact, this crucial finding was even buried in the U.S. Department of Education's own literature on the issue. The Committee on the Prevention of Reading Difficulty in Young Children stated, '[Although] the quantity and quality of teacher-student interactions are necessarily limited by large **class size**, best instructional practices are not guaranteed by small **class size**.' In fact, one study of 1000 school districts found that every dollar spent on more highly qualified teachers 'netted greater improvements in student achievement than did any other use of school resources.' Yet despite this, the **class -size** initiative allows only 15 percent of the \$1.2 billion appropriation to be spent on professional development. Instead of allowing states and localities flexibility to address their own particular circumstances, Washington created a one-**size** -fits all approach.

Mr. Rotherham ends this section of the paper by asking the following insightful question,

Considering the crucial importance of teacher quality, the current shortage of qualified teachers, and the fact that **class -size** is not a universal problem throughout the country, shouldn't states and localities have the option of using more than 15 percent of this funding on professional development?

I am hopeful that Mr. Rotherham will prevail upon President Clinton to work with Congress to pass education reform legislation that allows states and local communities the flexibility they need to provide a quality education for all children, while ensuring that they are held accountable for the results of the education they provide. As Mr. Rotherham states, the federal government should not concentrate on '... means at the expense of results ...', and should not allow '... the triumph of symbolism over sound policy,' which the President's **class size** reduction program represents.

My best wishes go out to Mr. Rotherham, and it is my sincere hope that he will be able to have some influence with this administration and that he is able to convince them that Washington does not know best. It's time we put children first, and change the emphasis of the federal government from process and paperwork to kids and learning.

I ask to print in the **Record** the section from Mr. Rotherham's report that discusses his views on the administration's **class size** initiative.

The material follows:

Toward Performance-Based Federal Education Funding: Reauthorization of the Elementary and Secondary Education Act

(BY ANDREW ROTHERHAM)

TEACHER QUALITY, CLASS SIZE , AND STUDENT ACHIEVEMENT

Reducing **class size** is obviously not a bad idea. Quite the contrary, substantial research indicates it can be an effective strategy to raise student achievement. As the Progressive Policy Institute has pointed out, all things being equal, teachers are probably more effective with fewer students. However, achieving smaller **class** sizes is often problematic. For example, as a result of a teacher shortage exacerbated by a mandate to reduce **class** sizes, 21,000 of California's 250,000 teachers are working with emergency permits in the states most troubled schools.

Now a part of Title VI of ESEA, President Clinton's \$1.2 billion **class -size** reduction initiative, passed in 1998, illustrates Washington's obsession with means at the expense of results and also the triumph of symbolism over sound policy. The goal of raising student achievement is reasonable and essential; however, mandating localities do it by reducing **class** sizes precludes local decision-making and unnecessarily involves Washington in local affairs.

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the **class -size** initiative allows only 15 percent of the \$1.2 billion appropriation to be spent on professional development. Instead of allowing states and localities flexibility to address their own particular circumstances, Washington created a one-**size** -fits all approach. Considering the crucial importance of teacher quality, the current shortage of qualified teachers, and the fact that **class -size** is not a universal problem throughout the country, shouldn't states and localities have the option of using more than 15 percent of this funding on professional development?

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William F. Goodling, Committee on Education and the Workforce

“This is a real victory for the Republican Congress, but more importantly, it is a huge win for local educators and parents who are fed up with Washington mandates, red tape and regulation. We agree with the President’s desire to help classroom teachers, but our proposal does not create big, new federal education programs. Rather, our proposal will drive dollars directly to the classroom and give local educators more options for spending federal funds to help disadvantaged children.” [[The San Francisco Examiner 10/15/98](#)]

Gov. John McKernan, Hon. Mike Castle, Hon. Amo Houghton, Hon. Rick Lazio, Hon Fred Upton, The Republican Main Street Partnership Board of Directors

“ Our agenda must be positive; it must be an agenda for governance. On education, we should champion communities and parents, reducing class size and increasing accountability” [[Roll Call 2/22/99](#)]

Dick Armey, House Majority Leader

“We are very pleased to receive the President’s request for more teachers, especially since he offered to provide a way to pay for them. And when the President’s people are willing to work with us so that we could let the state and local communities use this money, make these decisions, manage the money, spend it on teachers where they saw need, whether it be for special education or for regular teaching, with freedom of choice and management and the control; at the local level, we thought this good for America and good for the schoolchildren. We are very excited to move forward on that.” [[The NewsHour with Jim Lehrer 10/15/98](#)]

Sen. Slade Gorton

“On education, there has been a genuine meeting of the minds involving the President and the Democrats and Republicans here in Congress...It will go directly through to each of the 14,000 school district in the United States, and each of those school districts will make its own determination as to what kinds of new teachers that district need most, which kind should be hired. We’ve made a step in that direction that we like. We never were arguing over the amount of money that ought to go into education. And so this is a case in which both sides genuinely can claim triumph.”

Former Speaker Newt Gingrich

“We said the local school board would make the decision, no new federal bureaucracy, no new state bureaucracy, not a penny in the bill that was passed goes to pay for bureaucracy; all of it goes to local school districts...” [[The American Spectator](#), December 1998]

“...a victory for the American people. There will be more teachers, and that is good for all Americans.” [[Washington Times](#), 10/16/98]

Rep. Marge Roukema

“Too many of our schools across the state have class sizes too large to be able to educate children whose skills are different. This is going to improve classroom instruction and give our children an opportunity to compete in the next century.” [The Record (Bergen County, NJ), 10/16/98]

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October 20, 1998

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Agriculture Disaster Relief and Market Loss Assistance

Cleared for the President

Provides some \$5.9 billion in emergency relief to farmers enduring financial hardships due to weather conditions and declining markets, including tax relief in the form of permanent income averaging; a five-year net operating loss carryback; income deferment on market transition payments; and 60-percent deductibility (up from 45 percent) for health insurance for the self-employed (these provisions included in the omnibus FY99 funding bill).

Agriculture Research, Extension and Education Reform Act

Public Law: P.L. 105-185

Makes significant reforms to the agricultural research system and provides new funding for research to address future food production and environmental protection to reduce risk, improve public health and enhance agricultural competitiveness.

American Missile Protection Act

Stopped by two Democrat Filibusters

Designed to deploy a national missile defense system to defend the United States against limited ballistic missile attacks, whether accidental, unauthorized or deliberate.

Assisted Suicide Funding Restriction

Public Law: P.L. 105-12

Assures that federal funds and facilities will not provide or promote assisted suicides.

Taxpayer Browsing Protection Act**Public Law: P.L. 105-35**

Imposes penalties on federal employees for the unauthorized access of tax return information.

Taxpayer Extension Relief**Cleared for the President**

Extends certain expiring tax provisions including the research and development tax credit and the work opportunity tax credit (which includes aid to working women attempting to stay off welfare); makes the self-employed health insurance deduction 100-percent deductible four years faster (by 2003 rather than 2007); and reauthorizes the Generalized System of Preferences (GSP) which enhances private-sector economic development in developing countries, and the Trade Adjustment Assistance Act (TAA), which helps firms and workers adversely affected by changing trade conditions (these provisions all included in the omnibus FY99 funding bill).

Taxpayer Relief Act**Public Law: P.L. 105-34**

Provides \$185 billion in much needed tax relief -- the first tax cut in 16 years -- for taxpayers at every stage of life, including a \$500/child tax credit, capital gains relief, education tax credits, and estate tax relief, and does so while still assuring a balanced budget.

Teacher Quality Initiative**Cleared for the President**

The omnibus FY99 funding bill provides \$1.2 billion in additional education funds-- funds controlled 100-percent at the local level -- to school districts to recruit, hire, train and test teachers. This provision is a major first step toward returning to local school officials the ability to make the educational decisions for our children, rather than the bureaucrats in Washington.

Telemarketing Fraud Prevention Act**Public law: P.L. 105-184**

Strengthens criminal law to require the forfeiture of any profits made from telemarketing fraud; requires the review of sentencing guidelines to determine whether the mandatory minimum sentences for such crimes should be increased; and requires restitution in some cases.

Throttle Criminal Use of Guns Bill**Cleared for the President**

Provides a mandatory minimum sentence for possession of a firearm in furtherance of a crime of violence or drug trafficking.

Transportation Equity Act for the 21st Century**Public Law: P.L. 105-178**

Provides funding for highways, bridges, mass transit and highway safety programs to improve the transportation system for the 21st Century.

Tropical Forest Conservation Act**Public Law: P.L. 105-214**

Gives the President authority to reduce the debt owed to the United States by Latin American and Caribbean countries which conduct activities to preserve or restore tropical forests.

To: ~~Robert~~ Fredrick
 from: Liff



**COMMITTEE ON EDUCATION & THE WORKFORCE
 U.S. HOUSE OF REPRESENTATIVES**

**FOR IMMEDIATE RELEASE
 Oct. 14, 1998**

**CONTACT: Jay Diskey
 or Bill McCarthy
 202/225-4527**

WHITE HOUSE ACCEPTS REPUBLICAN EDUCATION FUNDING PROPOSAL

***GOP Proposal Sends 100 percent of Funds
 to Local Schools - Not Washington Bureaucrats;
 Emphasis Placed on Special Education***

WASHINGTON - The White House today dropped its demands for new federal education mandates and accepted a House Republican proposal to send \$1.1 billion directly to local school districts to help reduce class size and to train, test, recruit and hire new teachers.

"The Clinton Administration has acknowledged that local control is the name of the game," said Chairman Bill Goodling (R-PA), who designed the GOP proposal. "President Clinton has acceded to our proposal to bypass the U.S. Department of Education and to send 100 percent of the funds directly to the local level."

"This is a real victory for the Republican Congress, but more importantly, it is a huge win for local educators and parents who are fed up with Washington mandates, red tape and regulation," Goodling said. "We agree with the President's desire to help classroom teachers, but our proposal does not create big, new federal education programs. Rather our proposal will drive dollars directly to the classroom and gives local educators more options for spending federal funds to help disadvantaged children."

Speaker Newt Gingrich and Chairman Goodling gave the proposal to White House Chief of Staff Erskine Bowles Tuesday. Today's agreement removes one of the final stumbling blocks to final approval of the federal budget for fiscal year 1999.

House Republicans also stood fast on the existing prohibition on the President's proposed federal tests in 4th grade reading and 8th math. "And, we did not agree to the President's request to create a massive federal school construction program that would ultimately lead to the U.S. Department of Education acting as a national school board determining local school construction and maintenance issues," Goodling said.

While the Administration's initiative centered primarily on the hiring of new teachers, the Republican proposal would allow funds to be used not only for reducing class size, but also for the recruiting, hiring, training and testing of regular teachers, special education teachers and teachers of special needs children.

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Republican Support For 100,000 New Teachers

On October 15, 1998, President Clinton and Congressional budget negotiators reached agreement on a spending bill for 1999. Among the programs included in that agreement was a \$1.1 billion investment to hire 100,000 teachers to reduce class sizes across America. Here is how Republican leaders described the 100,000 teachers legislation at the time.

Former Speaker Newt Gingrich:

- ☐ "We said the local school board would make the decision, no new federal bureaucracy, no new state bureaucracy, not a penny in the bill that was passed goes to pay for bureaucracy; all of it goes to the local school districts...." [The American Spectator, December, 1998]
- ☐ House Speaker Newt Gingrich, Georgia Republican, called it "a victory for the American people. There will be more teachers, and that is good for all Americans." [Washington Times, 10/16/98]

House Majority Leader Dick Armey:

- ☐ Asked "what would [you] say are the key Republican achievements in this bill?" -- Armey responded:

...Well, I think, quite frankly, I'm very proud of what we did and the timeliness of it. We were very pleased to receive the President's request for more teachers, especially since he offered to provide a way to pay for them. And when the President's people were willing to work with us so that we could let the state and local communities take this money, make these decisions, manage the money, spend the money on teachers as they saw the need, whether it be for special education or for regular teaching, with a freedom of choice and management and control at the local level, we thought this was good for America and good for the schoolchildren. We were very excited to move forward on that. [The NewsHour with Jim Lehrer, 10/15/98]

Rep. Bill Goodling, R-Pa, Chairman of the House Education and the Workplace Committee

- ☐ "It is a huge win for local educators and parents who are fed up with Washington mandates, red tape and regulation." [The San Francisco Examiner, 10/15/98]

10/14

The Record (Bergen Co., NJ)

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An Open Letter to Republicans in Congress

Dear Colleagues & Friends:

The Republican Main Street Partnership was founded in 1998. Our goal is to demonstrate that the Republican Party can govern and achieve our goals of bipartisan cooperation in enacting centrist policies. We are focused on speaking out, setting the agenda and demonstrating a new discipline for reaching consensus on difficult issues; without that, we believe that we will not be a Majority Party by the close of the Year 2000.

Immediately, the rhetoric of partisan hostility must stop. Our language too often has been heard as mean, judgmental and partisan. That "the other side does it" is no excuse. We need Republican unity to replace division or our statistical majority will never become a governing majority. We must restore dignity to our debate, civility to our conversations and compassion to our perspective. We need a new language and a new voice.

Our agenda must be positive; it must be an agenda for governance. On education, we should champion communities and parents, reducing class size and increasing accountability. On Social Security, we should press for personal choice, not 100% governmental custody of our retirement funds. On health care, Medicaid and Medicare we must legislate with compassion as well as prudence. On taxes, we must work to reduce the burden on hardworking middle-class American families. And when we discuss our agenda, we must do it in terms that dispel the fears and inspire the hopes of American families and businesses.

Both governance and civility will demand discipline. Challenges will rise from partisan and ideological quarters. That is when we must stay the course with unity, courage – and discipline.

If we can stand tall within our own tradition – if we can bring to the 106th Congress Lincoln's urgency for justice, Roosevelt's commitment to the environment, Eisenhower's vision of public education – then the finest elements of our party's legacy, the tone of our speeches, the content of our legislation and the discipline of our behavior will make this a season of triumph for the Republican Party, and for the nation!

Sincerely,

The Republican Main Street Partnership Board of Directors

Gov. John McKernan
Hon. Mike Castle
Hon. Arno Houghton
Hon. Rick Lazio
Hon. Fred Lipton
Mr. Allan Cors



Republican Main Street Partnership; Steve Gunderson, Executive Director;
1601 N. Kent Street, Suite 1003, Arlington, VA 22209; Ph: 703.527.6388 Fx: 703.243.8377

Roll Call - 2/22/99

size program, and they deserve to know that we will live up to our commitment to fund a second year, and a total of seven years.

Communities do not understand why, just a year ago, we joined hands to help them reduce class size -- yet abandon our commitment now. Last October, Congressman Goodling, Chairman of the House Education and the Workforce Committee, declared that the Class Size Reduction Act was "...a real victory for the Republican Congress, but more importantly, it is a huge win for local educators and parents who are fed up with Washington mandates, red tape, and regulation. We agree with the President's desire to help classroom teachers, but our proposal does not create big, new federal education programs."

House Majority Leader Dick Armey supported it. He said, "We were very pleased to receive the President's request for more teachers, especially since he offered to provide a way to pay for them. And when the President's people were willing to work with us so that we could let the state and local communities use this money, make these decisions, manage the money, spend the money on teachers where they saw the need, whether it be for special education or for regular teaching, with freedom of choice and management and control at the local

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level, we thought this good for America and good for the schoolchildren. We were very excited to move forward on that."

Senator Slade Gorton said about the Class Size Reduction Act, "On education, there's been a genuine meeting of the minds involving the President and the Democrats and Republicans here in Congress...It will go directly through to each of the 14,000 school districts in the United States, and each of those school districts will make its own determination as to what kind of new teachers that district needs most, which kind should be hired...We've made a step in that direction that we like. We never were arguing over the amount of money that ought to go into education. And so this is a case in which both sides genuinely can claim a triumph."

Research has documented what parents and teachers have always known intuitively -- smaller classes improve student achievement. In small classes, students receive more individual attention and instruction. Students with learning disabilities are identified earlier, and their needs can be met without placing them in costly special education. In small classes, teachers are better able to maintain discipline. Parents and teachers can work together more effectively to support

THE REPUBLICAN VS. DEMOCRATIC EDUCATION AGENDAS:

Although Their Rhetoric Has Changed, GOP Still Doesn't Support Policies to Improve Public Education

When Republicans took control of Congress in 1995, they began attempting to implement their beliefs in the area of education. Fundamentally, most believe that there is no appropriate role for the federal government in the area of elementary and secondary education — which is solely the responsibility of state and local governments. Beginning in 1995, Republicans began to vote these beliefs. Hence, over the last four years, congressional Republicans have voted to:

- Abolish the Department of Education;
- Slash overall federal spending on education by \$31 billion over a seven-year period;
- Cut the Safe and Drug-Free School program by 57%;
- Cut Title I Aid to Disadvantaged Students by 17%;
- Eliminate the Goals 2000 School Reform program;
- Eliminate Eisenhower Teacher Training;
- Cut bilingual and immigrant education by 50%;
- Cut School-to-Work by 23%;
- Cut Vocational & Adult Education by 16%; and
- Provide no funding for the Educational Technology Challenge Fund.

However, in 1999, congressional Republicans are becoming increasingly nervous.

They have learned over the last four years that the public doesn't like their anti-education agenda and rhetoric. Typical of recent public opinion polls is the *Washington Post*/ABC News poll released on March 17 that shows that Americans trust Democrats over Republicans on the issue of education **by 16 points** — 51% to 35%. Other public opinion polls, published by a wide range of different polling organizations, have shown similar results.

So, Republicans have decided that they need to change the way they talk about education. The House Republican Conference is now sending out "Talking Points" that urge that Republicans begin talking about ***Republican plans for "strengthening our public schools."***

Republicans have also responded to the national polls by deciding that they can no longer be perceived as a party that wants to cut federal support for education — therefore, after spending four years voting to cut federal support for education, the GOP has now reported out a budget resolution calling for increases in education spending.

Democrats will be delighted to sit down with Republicans this year and finally receive GOP cooperation in efforts to increase critical federal investments in the area of improving education.

However, despite this new GOP budget resolution, the GOP education agenda that has been laid out by the House Republican Conference continues to call for proposals that would have the result of *undermining* public education in this country. These proposals include the following:

- Eliminating many key federal elementary and secondary education programs by rolling them into an education block grant to the states; and
- Providing education savings accounts to pay for tuition at private and religious schools.

If Republicans were serious about “strengthening public education,” they should be joining hands across the aisle and vowing to work with Democrats to enact several important new initiatives that would actually help the nation’s public schools — including initiatives to modernize our school facilities, hire 100,000 more teachers, institute new accountability measures, bring more technology into the classroom, improve the quality of teaching, and expand after-school learning opportunities.

Instead, there seems to be every indication that — in a harshly partisan manner and in a way that ignores the pressing needs of America’s schoolchildren — Republicans will continue to refuse to act on these important initiatives to improve the nation’s schools.

Following is an overview of the 1999 GOP education agenda, as outlined by the House Republican Conference, and the 1999 Democratic education agenda.

THE REPUBLICAN EDUCATION AGENDA

House Republicans wanted to begin promoting their 1999 GOP education agenda during the week of March 8 — as the House was considering the “Ed-Flex” bill (H.R. 800). As a result, on Monday, March 8, the House Republican Conference issued a number of “Talking Points” papers on key elements of the GOP education agenda for the year.

As outlined by the House Republican Conference in these “Talking Points,” three key components of the 1999 GOP education agenda will be the following:

- The GOP Education Block Grant Proposal;
- Education Tax Breaks for the Wealthy; and
- “Ed-Flex” Without Important Accountability Provisions

Below is a description of these key components.

The GOP Education Block Grant Proposal

First, on March 8, the House Republican Conference issued "Talking Points" indicating that one of the key components of their 1999 education agenda will be reviving their "Dollars to the Classroom" block grant bill, which they tried to enact in September 1998. According to the House Republican Conference publication, "The Dollars to the Classroom Act consolidates 31 education programs into a single, flexible grant program." This appears to be identical to the bill (H.R. 3248) that House Republicans passed by a vote of 212 to 198 on September 18, 1998 — but which died in the Senate.

This GOP proposal — misleadingly labeled "Dollars to the Classroom Act" — eliminates these 31 key elementary and secondary education programs by rolling them into an Education Block Grant to the states.

This GOP bill is based on the false premise that too few federal education dollars go to the classroom — but instead are wasted on federal bureaucrats. Indeed, in its "Talking Points," the House Republican Conference claims that an education block grant is needed because currently, in many programs, "as little as 65 cents of every federal education dollar ultimately reaches the classroom" — with the rest spent on the federal bureaucracy.

This GOP claim is simply inaccurate. The facts are that more than 98% of federal education dollars go directly out to states, school districts, and local communities — with less than 2% of the Education Department's budget spent on federal administrative costs. In addition, nearly all major elementary and secondary education programs include a 5% cap on funds that may be used by state and local educators for administrative purposes.

The education block grant proposal is one more in a long list of Republican attempts over the years to undermine the federal commitment to aid local communities across the country in improving education. As part of the long-term GOP effort to undermine federal support for education, the proposal rolls into the block grant the very same education programs that Republicans have been trying to cut or eliminate over the last several years. For example, in 1995, Republicans voted for a 23% cut in the School-to-Work program and the elimination of funding for the Eisenhower Teacher Training Program. Now, in 1999, the Republicans are once again proposing rolling these very same programs into an overall block grant — effectively terminating all of these programs.

Among the federal education programs eliminated by the Republican block grant are:

- Educational Technology Challenge Fund;
- Eisenhower Teacher Training;
- School-to-Work;
- 21st Century After-School Learning Program; and
- Goals 2000 School Reform.

In other words, the Republican education block grant proposal would eliminate some of the most effective programs that have been created by Congress over the last two decades.

Education Tax Breaks for the Wealthy

On March 8, the House Republican Conference also issued "Talking Points" indicating that a second of the key components of their 1999 education agenda will be reviving their "Education Savings Account" proposal (H.R. 2646), which President Clinton vetoed in July 1998. This GOP proposal permits families to place \$2,000 per year, per child, in an education savings account. Parents would then be allowed to withdraw funds from this account on a tax-free basis to pay for tuition at public, private and religious elementary and secondary schools. This GOP proposal has been re-introduced this year as H.R. 7 — highlighting its importance to the House GOP Leadership.

The House Republican Conference makes the claim that this proposal "strengthens public schools"!! And yet nothing could be further from the truth.

To the contrary, this GOP proposal involves diverting scarce taxpayer dollars to subsidize private and religious schools. Furthermore, it disproportionately benefits the wealthiest American households.

Following is how President Clinton summarized some of the flaws of this GOP proposal in his July 1998 veto message:

"The bill would divert limited federal resources away from public schools by spending more than \$3 billion on tax benefits that would do virtually nothing for average families and would disproportionately benefit the most affluent families. More than 70 percent of the benefits would flow to families in the top 20 percent of the income distribution, and families struggling to make ends meet would never see a penny of the benefits. Moreover, the bill would not create a meaningful incentive for families to increase their savings for educational purposes; it would instead reward families, particularly those with substantial incomes, for what they already do."

That this Republican proposal provides virtually no benefit to those who need it most is highlighted by the following additional facts:

- An analysis of the Republican proposal by the Joint Committee on Taxation found that more than 50% of its tax benefits go to the 7% of families who send their children to private and religious schools.
- The Joint Committee on Taxation (JCT) analysis also found that, for the average family — whether or not their children go to private or public school — the tax benefits under this proposal would be almost minuscule. Specifically, the JCT found that the tax benefit for the average family with children in private schools would be \$37 even in FY 2002, five years into the program. Similarly, the JCT found that the tax benefit for the average family with children in public schools would be only \$7 in FY 2002.

“Ed-Flex” Without Important Accountability Provisions

Furthermore, on March 8, the House Republican Conference also issued “Talking Points” indicating that they were going to highlight the modest, bipartisan “Ed-Flex” bill (H.R. 800) as a third key component of the 1999 GOP education agenda. The House Republican Conference urges Members to go home and talk about how Republicans want to “give local schools and school districts more flexibility to spend education dollars as they see fit.”

The fact is that both Democrats and Republicans support giving local school districts flexibility in administering federal elementary and secondary education funds — but Democrats also insist upon strong accountability provisions — in order to ensure that local school districts use their new flexibility in order to raise student performance.

Unfortunately, on March 10, when the “Ed-Flex” bill was considered on the House Floor, all 219 Republicans voting voted against an amendment — offered by Rep. Miller (D-Calif.) and Rep. Kildee (D-Mich.) — which would have added important accountability provisions to the bill — accountability provisions based on what GOP Governor George W. Bush is currently doing under the “Ed-Flex” pilot program in the State of Texas!

The “Ed-Flex” bill extends eligibility for the “Ed-Flex” program from the current 12 states to

THE DEMOCRATIC EDUCATION AGENDA

In sharp contrast to the 1999 GOP education agenda which provides no new resources or initiatives to improve public education, Democrats are once again promoting an aggressive comprehensive agenda to strengthen and improve the nation's public schools.

Democrats believe that every public school must be a school where children are mastering the basics; where classrooms are not overcrowded; where the environment is safe, disciplined, and drug-free; where there are adequate textbooks and equipment; where teachers are well-qualified and dedicated; and where facilities are up-to-date and in good repair. That is why Democrats have laid out a comprehensive, multi-pronged education agenda to help local school districts improve education. Some of the key components in this 1999 Democratic education agenda are the following:

- School Modernization;
- Smaller Classes;
- Accountability Measures;
- Teacher Training and Recruitment;
- Educational Technology; and
- After-School Learning Programs.

Below is a description of these key components.

School Modernization

One key component of the 1999 Democratic education agenda is a major school modernization initiative — an initiative that will provide significant help to local school districts and states in meeting their needs both to build new classrooms in order to keep up with skyrocketing school enrollments and to renovate and modernize their existing school facilities.

Democrats know that, in order for students to learn and compete in the global economy, America's schools must be well-equipped and up-to-date — and they must be able to accommodate smaller class sizes.

As a result, Democrats are supporting an initiative providing federal resources to help build and renovate public schools. This new initiative would provide significant help to local school districts in meeting their needs both to build new classrooms to keep up with skyrocketing school enrollments and to renovate and modernize their existing facilities. Indeed, it would help meet the documented \$112 billion backlog in unmet school needs.

Smaller Classes

The second key component of the 1999 Democratic education agenda is finishing the job of hiring 100,000 new teachers to reduce class size in the early grades to a national average of 18.

In 1998, Democrats put forward a Class Size Reduction Initiative — which involves helping local school districts hire 100,000 new teachers over the next seven years (FY 1999-FY 2005) in order to reduce the average class size in the early grades to 18 students per classroom. Throughout 1998, Republicans worked to block this initiative. Finally, in October 1998, in a major victory for Democrats, Republicans backed down and agreed to a downpayment of \$1.2 billion in FY 1999 for the initiative.

However, not only have congressional Republicans so far refused to authorize the full seven-year initiative, but on March 11, **Senate Republicans went even further and voted to renege on the commitment made in 1998 for \$1.2 billion for the first year of Class Size Reduction** — instead rewriting the 1998 provisions to allow school districts to use the \$1.2 billion for special education programs rather than for reducing class size, as the Senate was considering the bipartisan “Ed-Flex” bill. Democrats will work to remove this provision in conference.

In sum, Democrats will fight in 1999 to protect the Class Size Reduction Initiative from Republican attempts to undermine it — as well as fight to secure the full seven-year authorization for the program, which will guarantee helping local school districts with the hiring of 100,000 new teachers over the next seven years.

Accountability Measures

Democrats believe that all children deserve to attend high-quality public schools. Therefore, the third key component of the 1999 Democratic education agenda is a series of new Accountability Initiatives. These accountability initiatives are being designed to hold students, teachers, and schools accountable to high standards and ensuring that school districts and states obtain results in their efforts to provide a high-quality education.

One key accountability initiative will be working to help put an end to social promotion through stronger student remediation programs, including providing extra summer school help for those students falling behind. Other key accountability initiatives will include: strict entry-level standards and mentoring for new teachers; peer assistance and rigorous professional development for experienced teachers; assisting states to identify and intervene in low-performing schools; providing information to parents about the quality of their schools; and requiring schools to adopt discipline codes and making sure they are enforced.

Teacher Training and Recruitment

Democrats are committed to the goal that children in every community have highly-qualified and well-trained teachers. Therefore, the fourth key component of the Democratic education agenda is increasing support for teacher training, including supporting initiatives designed to help improve the quality of teacher preparation programs at colleges and universities; initiatives designed to improve teachers’ subject matter knowledge; and initiatives designed to hold states accountable for having high-quality teacher preparation and professional development programs.

Democrats are also proposing new incentives to recruit highly qualified teachers, including seeking funding for 7,000 scholarships to help recruit teachers to teach in areas with a shortage of well-prepared teachers, such as inner-city and rural areas, as well as seeking to extend the Troops-to-Teachers program, which recruits and trains retiring military personnel and other mid-career professionals to serve as new teachers in public schools.

Educational Technology

The fifth key component in the Democratic education agenda is seeking increased funding to meet the goal that every classroom and school library across the country has computers and every classroom and school library across the country is connected to the Internet by the year 2001. As President Clinton has pointed out, if we achieve this goal, "For the first time in our history, children in the most isolated rural town, the most comfortable suburb, and the poorest inner-city schools will have the same access to the same universe of knowledge."

The agenda also calls for enhanced resources for technology training for teachers, so that teachers can teach effectively using the new educational technologies, as well as enhanced resources to help schools develop strategies for successfully integrating technology into the curricula. In addition, the agenda includes ensuring Internet access for schools and libraries by protecting their "E-rate" discounts.

After-School Learning Programs

Finally, the sixth component of the Democratic education agenda is a major expansion in the availability of after-school learning programs. Specifically, the agenda calls for tripling the funding for the 21st Century Community Learning Center Program — from \$200 million in FY 1999 to \$600 million in FY 2000 and subsequent years. This program gives local school districts funds to operate academically-enriched after-school and summer school programs. This initiative would help roughly 1.1 million children each year participate in these programs. This program provides students with such adult-supervised, after-school activities as academic enrichment, tutoring, recreation, and other similar activities.

This Democratic initiative responds to the millions of parents across the country who want their children to meet high standards and to stay safe and secure when the school day ends. Today, over 28 million school-age children have both parents or their only parent in the workforce. Of these, at least five million children are "latchkey children," with no adult supervision in the after-school hours.

How to Strengthen Title I

Democrats and Republicans in Congress are thrashing out changes to Title I of the Elementary and Secondary Education Act, a program that has traditionally assured impoverished children special courses like remedial reading and math that they desperately need to succeed. Republicans are hoping to expand on a dismal proposal passed last year that gives the states too much discretion to redirect Federal education financing that was traditionally targeted at the poorest students. The Democrats, led by Representative George Miller of California, are fighting to maintain targeted financing and to strengthen Title I by requiring that states phase out the widespread use of uncertified teachers and close the yawning achievement gap that now exists between poor and middle-class students.

The impulse toward holding the states accountable for reducing gaps in both teacher quality and student performance is timely and important. The pending plan would reward states that do so and punish states that fail to make a good-faith effort.

Under Title I of the Elementary and Secondary Education Act, which distributes money based on

the percentage of low-income students, about \$8 billion is spent each year on special courses like remedial reading and math as well as counseling services. Such financing can make up as much as a third of the budget in the nation's poorest schools. It is vital to education for the poor.

Unfortunately, states often waste the money by allowing poor districts to fill their schools with teachers who are either uncertified or who teach subjects they never studied. Nationwide, disadvantaged children are two to three times as likely as other children to be taught by uncertified teachers — a fact that contributes heavily to the growing achievement gap between children in poor schools and those from middle-class districts.

A few states are considering pay raises, housing benefits and other incentives to get qualified teachers to go where they are most needed. But most states are expected to do comparatively little unless Congress nudges the country in the right direction. The proposal to condition Title I money on hiring better teachers and closing the achievement gap is a step toward improvement.