



Michelle_Doyle @ ed.gov
02/10/98 02:42:00 PM

Record Type: Record

To: Robert M. Shireman, William R. Kincaid

cc:

Subject: NPS participation

The United States Catholic Conference is coming into the Department for a meeting tomorrow AM with Susan, Scott, and Pauline on the new initiatives in education. We would like to have agreement on the participation of non-public school students in each of the initiatives (except school construction) for this meeting.

Please review the attached carefully and send your comments to me by COB today. I will finalize for the meeting tomorrow AM and send each of you a final version. I have tried to clean up the language on equitability. Please pay particular attention to this.

I have put some individual notes below:

Terry, could you suggest a bullet or two that could be added for HEA and carefully check over class size?

OGC folks: please check my language on equitability and see if it makes sense. Bill--see if this is cleaner and more understandable.

Tom: My bullets on EOZ differ from your specs. We should talk about Title XIV.

Judith--please check all the initiatives and be sure that OESE is good to go on these.

My direct dial is 401-1367. I need to leave at 4:00 today, but if you e-mail me your comments, I'll be able to finalize this in the AM. If you need to speak to me, just leave me a voice mail. I'll check it late this afternoon and get back to you.

Michelle

**PARTICIPATION OF PRIVATE SCHOOL STUDENTS
IN PROPOSED INITIATIVES**

DRAFT DRAFT

February 10, 1998

Class Size

- The 10% set-aside for the teacher quality fund will include a provision for the participation of private school teachers. The fund can be used for:
 - training for existing teachers
 - training support for new teachers
 - training teachers in reading (when the LEA uses its funds for this purpose)

Language similar to the equitable participation language under ESEA Title XIV will be used to implement this provision.

Teacher Technology Training

- Teachers in private schools are eligible for the training on an equitable basis with their public school counterparts, based on the relative numbers of children attending public and private schools. Title XIV of ESEA already covers Title III, which would authorize this activity.

Education Opportunity Zones

- Private schools will receive materials, information, etc. developed through this grant.
- Teacher and administrator training under this grant will be provided on an equitable basis to private school teachers and administrators, based on the relative numbers of children attending public and private school in the program area.
- Children attending private schools in the participating public school areas who are determined by their teachers to be failing or at risk of failing to achieve to high standards may participate in the extended learning programs of the grant.

Safe and Drug-Free School Coordinators

- Students attending private schools located in the project area are eligible to receive the equitable services of the coordinator, based on the relative numbers of children attending public and private schools in the project area. Title XIV of ESEA already covers Title IV, which authorizes this program.

21st Century Learning Centers

- Private school students are eligible to participate in LEA programs funded under this grant and their schools can be part of the local partnership. Religious organizations can also be part of the local partnership.
- A new provision reserving up to 10% of the funds for applications by partnerships of community-based organizations can include private schools and religious organizations, provided that the applicant partnership and the fiscal agent are not pervasively sectarian.

High Hopes

- Public schools forming a partnership must invite the participation of private schools located in the project area. Private schools that participate in the partnership will receive the full level of benefits for their students.
- If the private school declines to participate in the partnership, private school students in the project area will still be eligible to equitably participate in the federally-assisted portion of the program, based on the relative numbers of public and private school children in the project area.

America Reads

- We will work with Congressional sponsors to ensure that private schools are able to participate in the partnerships and private school students are able to equitably participate in the America Reads Challenge program.

Called Paul
1/27

**PARTICIPATION OF NON-PUBLIC SCHOOL STUDENTS
IN PROPOSED INITIATIVES**
DRAFT DRAFT

Class Size

- The 10% set-aside for the teacher quality fund will be available on the same basis for private school teachers for:

→ -- training for existing teachers

-- training support for new teachers

-- training teachers in reading (when the LEA uses its funds for this purpose)

- Additionally, LEAs offering incentives to recruit teachers to high poverty schools would offer the incentives for all high poverty schools in the district, including private schools.

only 1/2
of the
time

School Construction

- OGC discussing with DOJ what is permissible.

71001

Teacher Technology Training

- Teachers in non-public schools would be eligible for the training on the same basis as their public school counterparts.

Urban Initiative (Education Empowerment Zones)

- Non-public schools will receive materials, information, etc. developed through this grant.
- Teacher and administrator training under this grant will be provided on an equitable basis to non-public school teachers and administrators.

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- Eligible students attending non-public schools will be invited to participate in extended learning programs on the same basis as their public school counterparts.

Safe and Drug-Free School Coordinators

- Students attending non-public schools will be eligible to receive the services of the

Michelle L. Doyle
January 23, 1998

coordinator on the same basis as their public school counterparts.

Michelle L. Doyle
January 23, 1998

21st Century Learning Centers

- New provision reserving up to 10% of the funds for applications by a community-based organizations serving non-public school students or with programs located at non-public schools.
- Non-public school students are eligible to participate in LEA programs funded under this grant.

College-School Partnerships

- Public schools forming a partnership must invite the participation of eligible non-public schools. Non-public schools that participate in the partnership will receive the full level of benefits for their students.
- If the non-public school declines to participate in the partnership, eligible non-public school students will still be eligible to participate in the federally-assisted portion of the program on an equitable basis.

America Reads

- We will work with Congressional sponsors to ensure that private schools are able to participate in the partnerships and private school students are able to equitably participate in the America Reads Challenge program.

*Michelle L. Doyle
January 23, 1998*



UNITED STATES DEPARTMENT OF EDUCATION

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Urgent

FAX COVER SHEET

TO: Bill Incard

FAX: 456-7028

FROM: _____

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: _____

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-1000.

MESSAGE:

OVERVIEW**Participation of Non-Public School Students
in Proposed Initiatives**

<u>Initiative</u>	<u>NPS Student Participation</u>	<u>Comments</u>
<i>Teachers</i>		
Class size —funds salary for new teachers to reduce class size; provides 20% above teacher cost for teacher quality fund; limits hiring unqualified teachers.	Non-public school teachers teaching in nps located in participating public school attendance areas can participate on an equitable basis in the training for existing teachers, provision of mentors for new teachers, and incentives to recruit teachers to high poverty schools.	NPS teachers currently participate in teacher training under Titles I, II, III, VI of ESEA; mentors can observe and work with nps teachers in the nps setting provided they do not teach in the nps. The incentives can be given on the same basis as loan forgiveness for nps teachers teaching in high poverty schools. Title XIV Uniform Provisions can govern participation.
Teacher Technology Training	Teachers in non-public schools located in the attendance area of participating public schools would be eligible for the training.	Title XIV Uniform Provisions can govern participation.
Urban Initiative --competitive grants to urban LEAs to make significant systemic changes in their schools.	Upon request, nps can receive information, materials, research, etc. and teacher and administrator training will be available on an equitable basis.	These provision mirror the Goals 2000 provisions for the participation of nps students, teachers, and personnel.

Safe and Drug-Free Coordinator--several middle schools will share a Safe and Drug-Free Coordinator

Partnerships

21st Century Learning Centers--grants are given to a public school or group of public schools in partnership with other community agencies, businesses, and organizations.

Students attending nps located in the attendance areas of participating middle schools would be eligible to receive services under this program.

Currently, religious organizations and non-public schools can be members of the partnership.

Improvements: Require that public schools applying for a grant invite the participation of nps students whose schools are located in the participating public school attendance area; allow after school learning centers to be located in buildings owned by faith communities and in non-public schools in addition to the public school location; provide for the equitable participation of nps students in benefits of the program.

Title XIV Uniform Provisions can govern nps participation.

Title XIV can govern the equitable participation of nps students.

School-College Partnerships-

-Local colleges form a partnership with one or more middle schools to provide mentoring, information, and follow through.

Public schools forming a consortium must invite nps located within their attendance area(s) to participate as a member of the partnership. If the nps chooses to become a member of the partnership, it participates on the same basis as other members. If the nps chooses not to become a member of the partnership, nps students are eligible to receive equitable benefits under the federally-assisted portion of the program.

Challenge Grants under Title III ESEA work in this way. Equitable participation is governed by Title XIV Uniform Provisions of ESEA.

America Reads—Funds an Americorps position to organize and operate a tutoring program for children through grade 3 and a reading specialist to design the program and train volunteers.

Currently, non-public schools can participate in the partnership if invited by the public school or LEA applying for the grant.

The change would mirror the Title III Challenge Grants.

Improve to require that public schools or LEAs applying for an America Reads grant invite npschools located in the participating attendance areas to become a member of the partnership. If nps does not become member of the partnership, ensure equitable participation of eligible children attending nps.

Other

School Construction--pays a portion of the interest on local bonds for school construction

Opt. 1: Allow payment of portion of the interest on bonds or loans for non-public school remodeling.

Opt. 2: Allow payment of portion of the interest on bonds or loans for non-public school remodeling done to meet federal standards, i.e. section 504 handicap accessibility.

While the federal government is prohibited from paying for the construction of non-public schools, this payment is indirect--paying interest on the loan to the bond holder or lending institution. In the past, Dept. of Energy has matched non-public school funds to pay for building improvements that led to lower energy consumption; EPA has loaned and granted money to non-public schools for the removal or containment of asbestos. The second option ties more directly to child safety and health.



Kevin_Sullivan @ ed.gov
01/11/98 03:00:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re[3]: Catholics

fyi, kevin

Forward Header

Subject: Re[3]: Catholics

Author: Michelle Doyle at WDCB03

Date: 1/14/98 2:09 PM

Re: Class size--Tom's analysis correctly indicates that LEAs will receive \$\$ from the state based on public AND private school Title I students. However, this money will be for the total program. The private school students will only benefit from the portion of the program allotted for teacher training, etc. In the participation language, would we allocate a proportion of the TOTAL funds which matches the proportion of Title I private school students to Title I public school students which could be used ONLY for teacher training for private school teachers as a benefit to private school students? OR, would we allocate a proportion of the teacher training funds which matches the proportion of Title I private school students to Title I public school students and would only be used for teacher training activities? The latter option would seem to make sense, except when you consider that the total dollars generated are based on the count of BOTH public and private school Title I students.

Re: Susan's comment on the Catholics visiting with Mike Cohen. I heard this from Pat Canan yesterday afternoon also. Pat mentioned some interesting things. First, regarding school construction, there are instances (although I am sure they are few in number) of Catholic schools floating bonds for school construction. He would like to see the language at least allow participation when the state/locality allows bonds for religious/private school construction. I know they would also like to explore other possibilities for private school participation, particularly if the construction is for federally required construction, re: for asbestos removal or containment or for Section 504 of the Rehab Act compliance. Something to talk about.

Second, regarding America Reads Challenge, Pat reiterated what was discussed with the Secretary when our language was originally being developed. While they do not disagree that the fiscal agent would need to be the LEA and not a pervasively sectarian institution, without language that private schools must be invited to participate as part of the consortium, LEAs leave out private schools and other religious institutions that want to participate. They would like to

see the inclusion of private school students in requirement language rather than private schools as allowable participants.

Kevin also asked about a couple of the other programs that are possible proposals either in or before the State of the Union and how private school students could (or why they could not) participate. Without having details on the proposals, I offer the following thoughts.

Safe and Drug-Free School Counselors: If counselors are going to serve a group of middle schools, the standard language on participation of private school students could apply--either to students who attend private school and reside in a participating public school attendance area or to students who attend a private school that is located in a participating public school attendance area.

Teacher Training for Technology--The same participation that now occurs under ESEA (Titles I, II, III, IV, VI, VII) could occur.

The School-College Partnerships are included in a different e-mail on the subject.

If Title V of HEA is for pre-service of teachers, it is not a public/private school issue.

I need more info on the Urban Initiative before I can comment.

Reply Separator

Subject: Ref[2]: Catholics

Author: Thomas Corwin at WDCT02

Date: 1/14/98 9:00 AM

I missed the last meeting on the class-size initiative. But Jim Butler of my staff returned with the message that the powers that be (I believe mainly OMB powers that be, although maybe White House as well) want the money to flow all the way to LEAs under the Title I formula. This doesn't make a whole lot of sense (first, because there really isn't a Title I LEA-level formula, although we could take care of this problem by requiring States to allocate the money according to LEA shares of Title I money; second, because the correlation between Title I shares and overcrowded classes is likely to be weak; and third, because if the money goes all the way to LEAs by formula, many LEAs will get too little to do much with in terms of lowering class sizes.)

But no matter: if we do something like LEA shares, those shares are based on counts of poor kids, whether or not those kids attend public or private school (or no school at all). Thus the Catholic school kids would be counted in the allocation base.

If our intent is to ensure that private school teachers have the opportunity to participate in training activities carried out under the initiative, we could take care of this through standard private-school participation language.

Reply Separator _____

Subject: Re: Catholics
Author: Susan Frost at Wdcb04
Date: 1/13/98 8:26 PM

Per our conversations today..... Mike C. is looking at the participation of privates in Class size under the training category. We shared Steve W.'s feedback with him. Seems clear this is a policy decision but believe we have little to lose and a lot to gain from making sure new private school teachers (who teach in schools with high concentrations of poor kids) are well trained --- especially to teach reading in Grades 1 and 2. Question: TOM C., Michele -- Given our discussions to date on substate formulas etc. how would we do this? If we can figure out the options before the Secretary and Terry return, we should talk to them as soon as they are back. AND talk to both Mikes.

Thanks for all the information below Michele --- helps to know how we are communicating with these folks. Pretty impressive. ALSO, you should know, Mike Cohen met with Frank Monahan, Father McDade and Pat Canan last Friday. They wanted to know how they could be included in School Construction and America Reads. We should revisit these as well. susan

Reply Separator _____

Subject: Catholics
Author: Michelle Doyle at WDCB03
Date: 1/13/98 2:34 PM

I went upstairs following Kevin's voice mail, but Kevin, you were out of your office and Susan, you were on the phone. So...I thought I would tell you a little about the contacts that Catholics receive about our initiatives. I hope this answers your questions.

Every month, the Office of Non-Public Education mails to 600 private school leaders on the national, regional and state levels. This list includes all Catholic school superintendents, the government program coordinator in each Diocese, and all State Catholic Conference Directors and Education Directors.

As an example, they have recently received information on the following:

November:
e-rate
IDEA
Technology Literacy Challenge Fund
America Reads Challenge
Satellite events: VP's Preparing Teachers and Financial Aid Night
NCES new pub on nps stats

December:

Labor-HHS-Education Appropriations bill

e-rate

VP's Computers for Learning program

federal workplace laws

Partnership for Family Involvement in Education

Mathematics Equals Opportunity

I am holding the January mailing for documents from the Schools and Libraries Corp that they want me to include. If there is something specific you want them to receive now, just let me know and I'll include it. They will be receiving info on the Secretary's State of American Education in January as well as 21st Century Learning Centers.

In the past, they have been encouraged to sign up for EDInfo, which I know many have done. This keeps the information flow going to them.

I'm in the process of collecting e-mail addresses and web sites for all of my private school contacts. When this is completed, I'll be sending e-mail messages in between mailings and checking on web site links that those with home pages could make.

Finally, national private school leaders, particularly those based in DC, are regularly invited to meetings, briefings, etc. Whenever we build an audience on the road, we make sure that key private school leaders are included.

With all of this said, however, I don't think there is any combination of initiatives that is going to dissuade the Catholics from vouchers. They have been fighting for this and/or tax credits for more than 20 years and they believe it is only a matter of time before a bill passes. HOWEVER, what we can achieve is support from the Catholics for our initiatives, which I believe we have gotten.