

EDUCATION LEGISLATIVE AGENDA FOR THE 105th CONGRESS

⇒ Bill k

SYT

MS

Reauthorizations:

- * Higher Education Act of 1965, as amended.
- * Individuals with Disabilities Education Act
- * Carl D. Perkins Vocational and Applied Technology Education Act
- * Adult Education Act
- * Rehabilitation Act (Vocational Rehabilitation)
- * Education of the Deaf Act

New Initiatives requiring Congressional action:

- * Presidential Honors Scholarships (\$1000 to top 5% of HS graduates)
- * Hope Scholarships (\$1,500 tax credit for full-time college students for first year; credit available second year if student maintains B average)
- * \$10,000 tax deduction for college tuition
- * America's Reading Challenge (\$2.75 B to support national effort to make sure all can read by the end of third grade)
- * School Construction Initiative (\$5 B in Federal Jump-Start Funding over 4 years to provide up to 50% subsidy for interest costs in new construction or repair)
- * Work Study/Tutors (Change the law from 5% of FWS to be used for community service to at least half of all increases beyond FY96 level go to community service, particularly tutoring to reach a goal of 100,000 FWS tutors by FY99.)

Appropriations:

- * President's FY 98 budget request -- due February 1997.

November 26, 1996

Note to Frank and Terry

Attached is the draft outline on the accomplishments/vision paper that is due Dec. 6. Please return your comments to me.

I am lining up folks to help in drafting specific portions of this, and then will be working with David Frank and others in OPA to smooth it out. We hope to have at least some portions of this written by Monday, so the sooner I get your feedback the better.

Thanks.

-- Bill

ED Accomplishments & Vision Paper -- 2nd Draft Outline -- November 26, 1996

I. Introduction/Overview

II. Accomplishments

A. Improving Elementary and Secondary Education

1. *Raising Standards for America's Schools: Grassroots Reforms to Improve Teaching and Learning*
 - a. Goals 2000: Educate America Act
 - b. Improving America's Schools Act
 - (1) Title I
 - (2) Eisenhower Professional Development
 - (3) Safe-and-Drug Free Schools
 - c. ESEA Public Charter Schools
2. *Creating 21st Century Learning Opportunities*
 - a. School-to-Work Opportunities (w/DOL)
 - b. Technology Initiatives
 - (1) National Technology Plan
 - (2) Technology Learning Challenge Grants
 - (3) Regional Technology Consortia
 - (4) Net Days
 - (5) E-rate
3. *Expanding Flexibility and Improving the Federal-State-Local Partnership*
 - a. Schoolwide Programs
 - b. Consolidated Program Plans

- c. Waivers
 - d. Ed-Flex Demonstration
 - e. OESE Regional Teams
 - f. Integrated Review Teams
 - g. CAROI (Cooperative Audit Resolution)
4. *Preserving and Expanding Federal Resources for Improving Education (Appropriations)*
 5. *Non-legislative leadership: Restoring Community and Enhancing Safety, Discipline and Family Involvement in Education*
 - a. Family Involvement Partnership/America Goes Back to School
 - (1) Read*Write*Now
 - b. Guidelines on Religious Expression in Public Schools (w/DOJ)
 - c. Manual on School Uniforms
 - d. Manual on Truancy

Expanding Access to College and Improving Services for Students and Postsecondary Institutions

1. *Improving and Preserving Access*
 - a. Direct Student Loan program
 - (1) Income contingent repayment
 - b. Appropriations
2. *Upgrading Services Through Simplified Programs and Strengthened Management*
 - a. Transforming Loan Servicing and Default Collection
 - b. Removing Ineffective Schools
 - c. Experimental Sites

1993
reduced
feds
interest
rates

This should be a
big part of
this

alot in
Pell
work study

d. National Student Loan Data System

C. Reinventing the Department to Improve Services, Reduce Burden and Save Taxpayer Dollars

1. *Introduction/Hammer Awards*

2. *Improving Access to Information*

a. 1-800-USA LEARN

b. World Wide Web site

3. *Providing Better Customer Service and Reducing Burden*

a. Paperwork Reduction and Regulatory Reinvention/Elimination

b. Office for Civil Rights Reinvention

c. Grants Reengineering

4. *Improving Management and Efficiency*

a. Improving Financial Management and Information Technology Systems

b. Streamlining

c. Direct lending/FTE reduction

III. **Vision for the Second Term**

A. Vigorously Carrying Out Existing Initiatives

1. *Improving Elementary and Secondary Education*

a. Work with States and School Districts to Accelerate Process of Raising Standards

(1) Capitalize on Goals 2000, Reauthorized Title I framework

(2) Use bully pulpit to expand public awareness of TIMSS findings and the need for more challenging curriculum and teaching.

b. Dramatically expand public school choice/charter schools.

2. *Postsecondary Education*

- a. Preserve, expand, and improve Direct Lending
- b. Improve program delivery and management
- c. Improve outreach and linkages

3. *Reinvention*

— *approximations* — *Pell, need study*

B. Passing and Implementing New Presidential Initiatives -- Building on strong foundation laid by first-term initiatives

1. *Helping Every Child Read by Age 8*

- a. America Reads Initiative
- b. College Work Study/Tutors

2. *Helping Every Child Log on to the Internet by Age 12*

- a. Technology Literacy Challenge Grants
- b. E-rate
- c. Net Days

3. *Insuring Every Student Can Attend College at 18*

- a. Hope Scholarships
- b. Tuition Tax Deduction
- c. Presidential Honors Scholarships
- d. Higher Ed Act Reauthorization

4. *School Construction*

5. *Ensuring Excellence and Accountability in Teaching*

6. *Improving Urban Schools*

C. Other Important Legislative Initiatives: Significant Upcoming Reauthorizations

1. IDEA -- Access plus quality
2. Vocational Education
3. Adult Education
4. Rehabilitation Act

IV. **Conclusion**

Need a civil rights/
Disabled Entry/
~~a Civil Rights Immigration~~
~~section~~

U.S. Title IX -
Athletics: let minorities
equality agreement

~~and~~ ~~and~~

Physio. Doc,
Bilingual & appropriate

~~not~~ affirmative action -
inferred discrimination

DRAFT 06/25/96

Education Agenda and Accomplishments Under the Clinton Administration

BUILDING COMMON GROUND FOR BETTER EDUCATION: President Clinton and U.S. Secretary of Education Riley constantly stress and work to build common ground for better education. In America, we need less division and more common action for improved schools and financial aid for qualified college students. For example, their directive on Religious Expression in Public Schools has helped reduce religious tensions and divisiveness according to several education groups. The President and Secretary Riley regularly bring together educators, parents, and religious, business and civic leaders across America to build common ground for common action. Secretary of Education Riley appointed a classroom teacher, Terry Dozier, a former National Teacher of the Year, to make sure the federal education policies are in touch with the realities of America's classrooms -- often a missing link in decision making.



DIRECT CONNECTIONS TO COMMUNITY ACTIONS THAT MAKE A

DIFFERENCE: President Clinton and Secretary Riley strive to make direct connections to actions that will make a difference; give people hope and the inspiration to move forward. They promote community- based actions to make schools disciplined, safe and drug-free and help kids learn the basics. For example, their school uniform guidance is helping empower parents, teachers and principals to make schools orderly and safe. Their efforts to encourage libraries, youth groups, and schools to assist families and caring adults to read with the young children 30 minutes a day, especially in the summer through the Read*Write*Now! initiative will reach almost 1 million children. Their proposals to give a substantial tax break to help families to pay for a college education are winning high marks among parents, students, teachers and many college officials. In August, September and October, when interest in education is strong, they are inviting Americans to get involved in their communities, homes and schools to make education better. This America Goes Back to School initiative has been endorsed by the PTA and every major education organization and has generated support from prominent business, community and religious leaders.

BUILDING PARTNERSHIPS FOR EDUCATION IMPROVEMENT: President Clinton and Secretary Riley advocate a better way of doing business -- bringing people together and building partnerships -- looking to the future while building on what is best about American traditions and American ingenuity -- a can-do spirit. For example, their support for the Partnership for Family Involvement in Education is helping schools be more welcoming and inviting to families; is encouraging employers to provide ways for parents and employees to be involved in improved education and to volunteer in the local schools and is expanding the support that youth, community, cultural and religious groups are giving to support families and better education in the community. In addition, President Clinton and Vice-President Gore have proposed changes in laws to make the workplace more family-friendly to allow families and employees to be involved in their children's education while strengthening our economic productivity.

FOCUS ON THE CRITICAL ISSUES TO IMPROVE EDUCATION IN AMERICA:

President Clinton and Secretary Riley have focused attention on the critical issues that are important to improve schools and to improve access to higher education:

- * Rigorously teaching the basics and core academics
- * Setting high standards of achievement and discipline
- * Recruiting and supporting well-prepared teachers
- * Promoting parent involvement
- * Better student grants and loans for college with more payback options
- * New tax breaks to help make college more affordable for qualified students
- * Getting practical technology and computer into the classroom
- * Preparing young people with clear pathways to work and higher education

Quick fixes and silver bullets don't do anything but distract students, parents, teachers, principals, college faculty and presidents from the hard and steady work of tackling the critical issues in education. The President and Secretary are working hard to focus attention and resources on these core issues in education, not on such "silver bullet" experiments such as using taxpayer dollars for private school vouchers.



MAKING THE U.S. DEPARTMENT OF EDUCATION MORE RESPONSIVE AND

BETTER MANAGED: President Clinton and Secretary Riley are working hard to make the U.S. Department of Education more responsive and better managed. The U.S. Department of Education is striving to be customer friendly, yet a tighter organization, with an emphasis on more effectiveness, but with less employees. They found that when they came into office there was way too much bureaucratic red tape and that technology for employees to use was underdeveloped and out-of-date. The General Accounting Office had just released a report that found serious management problems (and Secretary Riley promptly hired person key to those evaluations to fix the problems). In the previous administration, the turnover of Assistant Secretaries was every 1-1/2 years and the doors to Secretary's outer offices were literally closed. This provided little sustained push or openness to progress. Secretary Riley has started to cut federal red tape in education and give schools and colleges the means to apply for waivers to try effective innovations without compromising accountability (e.g., eliminated almost 50% of elementary and secondary regulations and Ed Flex now in 6 states and new college financial aid experiments), substantially reducing paperwork.



FIGHTING AGAINST CUTS IN EDUCATION IMPROVEMENT: President and Secretary Riley are fighting hard to stop the drastic cuts proposed by the new Congressional leadership in critical education initiatives, like Safe and Drug Free Schools, teaching the basics (Title I), raising standards through Goals 2000, better student college loans through direct lending, and strengthening the basics, teacher training and professional development. Eighteen months ago, who would have thought we would even have a U.S. Department of Education or any of its key programs? The President and Secretary Riley know that in this information age, better education is the key to individual success, community success, and a successful nation. Proposing to eliminate the cabinet-level Department of Education in this information age is short-sighted and political.

Some in the new Congress want to cut education over seven years by almost \$30 billion; the President, within his balanced budget proposal, wants to invest \$70 billion in the basics of better education and to make essential improvements and to provide tax deductions for working and middle-income families to send their children or themselves to college.



A CLEARINGHOUSE OF GOOD IDEAS: President Clinton and Secretary Riley are constantly striving to provide better information and promising ideas to educators, parents, students, policymakers and community leaders so they can improve their education opportunities. Prospective college students, parents and current college students can now get the latest information about student financial aid by calling 1-800-4-FEDAID. Teachers, parents, and community members can find out about promising education programs by participating in a monthly satellite town meeting and/or by calling 1-800-USA-LEARN. The latest research on education and promising practices can be accessed by mail, phone or e-mail (*gopher.ed.gov* or *www.ed.gov*) from the Department of Education's Office of Research and Improvement (OERI).

Millions of Americans now use these resources and information every year, and this is a very positive change from the past. For example, under the previous administration, the toll-free 1-800-USA-LEARN number averaged about 1,000 calls a week; now it averages almost 1,000 a day -- a 500% increase in service to families, teachers, and communities throughout America.

IMPORTANT EDUCATION LEGISLATION TO MOVE AMERICA FORWARD: In

their term of office, President Clinton and Secretary Riley proposed more good education legislation than any time in recent history. For example, in the first two years of their term, all nine pieces of legislation proposed actually passed with strong bipartisan support. The legislation focused on contemporary problems facing America's schools.

In addition to strong academics, the legislation promotes a quality education that stresses discipline, hard work, respect and responsibility where guns, violence and drugs are not present. To promote the highest standards in education, we need to continue to make this a national priority. Improvements in HeadStart, strong teacher training, extra help in the basics, getting computers in the classroom, and streamlined college loans were enacted and are fundamental to helping our children get started on the right course. Along with better financial aid for college, providing specialized courses for career preparation with work-study experiences is also important and this school-to-work legislation passed by wide margins.

We should be making all of these initiatives better, not cutting them back. This legislation provides a foundation to improving education across America. Providing a quality education is our common responsibility and is absolutely necessary to bring us together as Americans and to compete in today's international marketplace of skills, jobs and commerce.

Leslie

English only; Postsec approx?

11/20/96

ED Accomplishments & Vision Paper -- 3rd Draft Outline -- November 27, 1996

I Introduction/Overview

II. Accomplishments

A. Improving Elementary and Secondary Education Bill/Jess

1. Raising Standards for America's Schools: Grassroots Reforms to Improve Teaching and Learning

a. Goals 2000: Educate America Act

b. Improving America's Schools Act

(1) Title I

(2) Eisenhower Professional Development

(3) Safe-and-Drug Free Schools

(a) Pre-IASA passage of Safe Schools.

Try to build
interim-ly
strategy

c. ESEA Public Charter Schools

Tanya + 2 pages, summaries

2. Creating 21st Century Learning Opportunities

a. School-to-Work Opportunities (w/DOL)

Ken / Bill (2 pages)
+

b. Technology Initiatives

(1) National Technology Plan

(2) Technology Learning Challenge Grants

(3) Regional Technology Consortia

(4) Net Days

(5) E-rate

Tanya / Bill

Hill letter
web site

* Frost material

Jessie
Jesse

3. Expanding Flexibility and Improving the Federal-State-Local Partnership

a. Waivers

Bill Tanya

NSBA +
GAO

Joanne Bogert

quick results

Jess with
check w/ or
many

- b. ✓ Ed-Flex Demonstration
- c. ✓ Schoolwide Programs
- d. ✓ Consolidated Program Plans
- e. ✓ OESE Regional Teams
- f. ✓ Integrated Review Teams
- g. ✓ CAROI (Cooperative Audit Resolution)

✓ 4. Preserving and Expanding Federal Resources for Improving Education (Appropriations)

5. Non-legislative leadership: Restoring Community and Enhancing Safety, Discipline and Family Involvement in Education

- a. Family Involvement Partnership/America Goes Back to School
- b. Getting America Reading in the Summer: Read*Write*Now
- c. Guidelines on Religious Expression in Public Schools (w/DOJ)
- d. Manual on School Uniforms
- e. Manual on Truancy

6. Insuring Access to a Quality Education for All Students

- a. Improved and Strengthened Civil Rights Enforcement
 - (1) Title IX
 - (2) Affirmative Action/Higher Education Desegregation
 - (3) PSAT
 - (4) [Title VI/Ohio]
 - (5) Improved and Streamlined Enforcement

b. Improved Educational Opportunities for Students with Disabilities

- (1) Strengthened Enforcement Activities

Resting itself in a advocate

Jessie (MS paper)
Hill letter
PSS
Terry piece
MS paper

Jess will talk w/
Request for Art/Brian

Jess? How to do?
not sure if ty've really done that much about
...Dumb

Testy guide

- (2) Emphasis on Integrating Special Education Services with Broader School Reform Efforts
- c. Bilingual Education
 - (1) Increased funding
 - (2) LAO Enforcement
- d. Immigration
 - (1) Defeat of the Gallegly Amendment
 - (2) Defeat of Higher Ed Deeming

Handwritten notes:
 Lopez? ☒ *equivalent*
 Chapin? ☒ *guidance*
Carolyn
Good - will follow
IP May

B. Expanding Access to College and Improving Services for Students and Postsecondary Institutions

- 1. *Improving and Preserving Access to College*
 - a. ☒ Direct Student Loan program
 - (1) ☒ Income contingent repayment
 - (2) ☒ Reductions in student fees and interest
 - b. Appropriations for Key Student Financial Aid Programs
 - (1) ☒ Increases in Pell Grants -- Making up Inherited Deficit and Moving Forward
 - (2) ☒ College Work Study
 - (3) ☒ TRIO
- 2. *Upgrading Services Through Simplified Programs and Strengthened Management*
 - a. ☒ Transforming Loan Servicing and Default Collection
 - b. ☒ Removing Ineffective Schools
 - c. ☒ Experimental Sites -- Cutting Red Tape
 - d. ☒ National Student Loan Data System

Handwritten note:
 OPE - make sure confirm all

Handwritten note:
 Re-engineered institutional oversight

C. Reinventing the Department to Improve Services, Reduce Burden and Save Taxpayer Dollars

1. *Introduction/Hammer Awards*

2. *Improving Access to Information*

✓ a. 1-800-USA LEARN

✓ b. World Wide Web site

Michelle

3. *Providing Better Customer Service and Reducing Burden*

a. Paperwork Reduction and Regulatory Reinvention/Elimination

b. Office for Civil Rights Reinvention

✓ c. Grants Reengineering

Michelle

Double check
Jomic

part of larger request from AK

4. *Improving Management and Efficiency*

a. Improving Financial Management and Information Technology Systems

Internal Changes to Encourage Employee Productivity

b. ~~Streamlining~~

Michelle

□

c. Direct lending/FTE reduction

ops - large piece

III. **Vision for the Second Term**

A. Vigorously Carrying Out Existing Initiatives to Raise Standards, Make Schools Safe and Drug Free, Promote Family Involvement, Improve Teaching and Learning, Expand Public School Choice and Charter Schools, Increase Options for Moving from School to College and Careers, and Streamline Student Loans

1. *Improving Elementary and Secondary Education*

a. Work with States and School Districts to Accelerate Process of Raising Standards

(1) Capitalize on Goals 2000, Reauthorized Title I framework

(2) Use bully pulpit to expand public awareness of TIMSS findings and the need for more challenging curriculum and teaching.

Bill / Jan

- b. Dramatically expand public school choice/charter schools. *For/Jess*

2. *Postsecondary Education*

- a. Preserve, expand, and improve Direct Lending
b. Increase Pell Grants and Work Study
c. Improve program delivery and management
d. Improve outreach and linkages

*OP2 -
check all
parts*

3. *Reinvention*

*Mr. Hill
D*

B. Passing and Implementing New Presidential Initiatives -- Building on strong foundation laid by first-term initiatives

1. *Support Families in Their Efforts to Find Time With Their Children*

- a. Family and Medical Leave Act -- II
b. Sign-up Employers to be Family Friendly for Learning
c. Expand the Partnership for Family Involvement in Education

Tonyo

2. *Helping Every Child Read by Age 8*

- a. America Reads Initiative
b. College Work Study/Tutors

*OP2 Jess/Hill
letter*

3. *Helping Every Child Log on to the Internet by Age 12*

- a. Technology Literacy Challenge Grants
b. E-rate
c. Net Days

Tonyo/Hill letter

4. *Insuring Every Student Can Attend College at 18 and Provide All Americans with the Opportunity and Incentives to Go to College and Improve Their Skills When They Need to Throughout Their Lifetime*

- a. Hope Scholarships
b. Tuition Tax Deduction

Ken/OP2

c. Presidential Honors Scholarships

d. Higher Ed Act Reauthorization

5. School Construction

Tanya

6. Ensuring Excellence and Accountability in Teaching

Bill Pam Kirk/Terry
Mark/Jen

7. Improving Urban Schools

Bill

8. Guidebook on How to Keep School Open in the Afternoons and Summers
to Make Safe Learning and Tutoring Centers

Michelle
Adrian
JESS PES

C. Other Important Legislative Initiatives: Significant Upcoming Reauthorizations

1. IDEA -- Access plus quality

Jess WR - Jess

2. Vocational Education -- Reinforcing access to School-to-Work
Opportunities for all students.

Ken

3. Adult Education -- Expanding English literacy to an older generation.

Ken

4. Rehabilitation Act

WR WR - Jess

IV. Conclusion

Strategies to Achieve Our Message and Agenda

Terry -
There are some
comments on this. I
will also share with Mike.
Thank a lot.
Bill K.

I. Support families in their efforts to find time with their children and get their children on the right course and avoid drugs.

- ▶ Enact the Family Leave Act II to give parents time off for family business such as attending parent-teacher meetings and to take their child to the doctor.
- ▶ Sign-up 10,000 employers to be family friendly for learning.
- ▶ Help keep schools open after school and summers as safe heavens for learning, reading tutors and home-work centers that would also provide enrichment in art, music and computer skills.
- ▶ Enhance efforts to make schools safe and drug free (e.g., drug prevention, uniforms, tough discipline policies)
- ▶ Put the V-Chip and TV rating system in place and push for more children's and educational television programming
- ▶ Expand the opportunity for parents to choose their child's school and/or start-up a public charter school.
- ▶ Encourage parents and schools to enter into agreements or compacts to agree about what they want their children to learn.

in
This needs
to be more
prominent -
should be itself
a strategy
by subjects.

ok, but need to
handle
carefully -
don't want
to feel
parental
rights
infringe
like Colorado

II. Elevate and strengthen the teaching profession and provide better on-going teacher training.

- ▶ Urge states, colleges and schools to overhaul teacher recruitment and put qualified teachers in every classroom and counsel ineffective and burnt-out teachers out of the teaching profession.
- ▶ Support efforts to reinvent teacher training in colleges and strengthen teacher licensing requirements including the development of a variety of high-quality pathways to teaching.
- ▶ Provide better opportunities for current teachers to learn and use effective teaching techniques.
- ▶ Reward and certify 100,000 high quality teachers through tough National Board Certification to be leaders in improving teaching across America.
- ▶ Conduct vital research on teaching such as in-depth studies of how teacher preparation effects student achievement and conduct assessments of teacher supply and demand to clarify where we need teachers.

Promote
Public
Charter schools
Increase public
awareness of
other types of
Public school
choice - open
enrollment, post-
secondary options,
magnet schools,
schools within
schools, etc.
- support information
of good
information
system that
allow parents to
compare schools
"report cards"
etc.

III. Challenge America to help our children read by enlisting 1,000,000 tutors and encourage families, schools and communities to work together to help millions more children to read well and independently by the end of third grade.

- ▶ Urge families to read and write with their children at least 30 minutes each day.
- ▶ Invite caring Americans to volunteer to tutor at their local library, school or youth center.
- ▶ Enact the American Reads Challenge legislation to supply 30,000 reading specialists and tutor coordinators to help schools, libraries and community organizations to recruit 1,000,000 tutors, and give timely information to parents on how they can help their children read.
- ▶ Expand AmeriCorps, Senior Corps and college work study to supply reading tutors and tutor coordinators in communities across America.
- ▶ Build an America Reads Network by encouraging local partnership^s to strengthen reading in schools, after-school, weekends, summers and at home by creating alliances with parent associations, religious and community organizations, education groups, businesses, libraries and schools, literacy associations, senior citizens, college students, cultural and civic groups.
- ▶ Strengthen in-school reading instruction, targeted especially for children with reading difficulties such as Title I, bilingual programs and programs for children with disabilities.

IV. Make sure every classroom and library throughout in America is connected to the information superhighway and Internet and are prepared to use it well.

- ▶ Advocate that the Federal Communication Commission provide deep discounts for all commercially available telecommunication services and provide universal access to all schools and libraries so they can afford to connect to, regularly use and benefit from the information superhighway.
- ▶ Enact the School Construction Fund to help local school districts pay for the interest on school bonds to renovate and build school buildings and include the appropriate connections for technology.
- ▶ Provide greater financial assistance to state and school districts to expand and put in place their use of effective technology to improve teaching and learning.
- ▶ Encourage cutting-edge use of technology and local technology partnerships of schools, colleges, libraries, museums, businesses and cultural and scientific institutions so that all of our students have access to America's rich informational resources.
- ▶ Support technology-literate teachers to train other teachers to better understand and use technology for teaching.
- ▶ Challenge software companies to develop engaging instructional materials geared to rigorous standards of achievement in all the core subjects.

V. Jump start in Science and Math the use of internationally competitive achievement tests, teaching approaches and instructional materials in those schools and communities committed to becoming world-class.

- ▶ Pass legislation and/or appropriations to provide start-up funds to consortia of schools, districts and states which want to compete internationally in teaching and learning, in at least the subjects of math and science.
- ▶ Challenge states and school districts to get rid of watered down math and science courses in middle schools and high schools, and in addition to arithmetic, require that algebra, geometry and measurement become basics by 8th and 9th grade.
- ▶ Form a partnership of national, state and local organization to prepare exceptional teachers during the summer to teach math and science in more effective ways focused on rigorous math and science standards.
- ▶ Urge major commercial textbook and test publishers to each make available at least one text book series and test geared to internationally competitive standards in math and science.
- ▶ Pass an appropriation to allow states and school districts to use the Third International Math and Science Study (TIMSS) test at low cost.

Held a series of regional conference to familiarize the public with the results of TIMSS and to

out in -
Many districts
I read in
I found in
Consortia - also
regional Eisenhower
can be like

helping teaching and learning

through benchmarking to the standards

7

Make available the

for a NAEP from benchmark to TIMSS

VI. Motivate teenagers to make most of their education opportunities so they can go to college and be prepared for successful careers and to enhance their families' lives.

- ▶ Provide a definite college opportunity if students work hard and meet the tough core requirements in secondary schools by enacting the Hope Scholarship and expand Pell Grants, Work Study, and TRIO programs.

- ▶ Provide support and incentives to schools and states to raise standards of achievement in the core subjects so our students are prepared to proceed successfully from school to school and to successfully handle college level work and promising careers.

- ▶ Help build local and state public-private partnerships to help link students with work and study opportunities with employers, study rigorous academic and occupational courses and be prepared for college.

- ▶ Launch a public information campaign for teenagers (and their families) to understand the wide-range of available opportunities in their future if they study hard, stay drug-free and take the rigorous college prep and technical courses in middle schools and high schools.

- ▶ Offer assistance to dramatically increase the number of high schools students taking Advanced Placement courses, thereby increasing their knowledge and reducing their college costs if they score well in the Advanced placement course.

strengthening their college preparation

VII. Make at least 2 years of college universally available and financially possible and create the opportunity for any citizen to upgrade their college education and skills for a life time.

- ▶ Enact the Hope Scholarship to provide up to a \$1,500 refundable tax credit for college tuition to enable millions of working and middle income families to send their children to college.
- ▶ Expand Pell, Work Study, TRIO and AmeriCorps programs to offer more alternatives for financial aid
- ▶ Enact the \$10,000 tax deduction for college cost to enable families to upgrade their education for a life time.
- ▶ Allow for more streamlined loans available to college students by making direct loans more available to all interested colleges. Enable graduates to pay back their loans on an income-contingent payback.

we need to challenge Goals 2000 states to insure that funds are being used for things that we going to help raise student achievement over the long-term - challenging standards & assessments, high-quality, intense/sustained professional development etc. - less by way of discrete "projects".

more than we have so far

Also need to encourage states to join consortia to develop & then compare standards & assessments with each other & with world-class levels of excellence in core subjects.

Also: need a special focus on the problem of urban schools - increasing accountability, choice, excellence in safe, well-managed

Also needs to be more prominent - not solely focus on TIMSS / high school work for raising standards in all subjects

OVERVIEW

From January 1995 through September 1996, Congressional Republicans proposed education cuts in every piece of budget and education-related appropriations legislation. These cuts would have resulted in reducing or eliminating efforts to help states and communities improve the quality of their elementary and secondary schools and in reducing a variety of financial aid opportunities for college students.

Specifically, in calendar year 1995, the Congressional Republicans proposed:

- * The largest education cuts in the nation's history -- a 1/3 cut in the federal investment in education over seven years;
- * Deep cuts in federal student loans and grants for college -- as much as \$18 billion from student loans over seven years;
- * Elimination of bipartisan education initiatives, including Goals 2000, National and Community Service, Direct Student Loans, and School-to-Work.

In calendar year 1996, House Republicans used the appropriations process to try to eliminate funding for Goals 2000 and Perkins Student Loans. They proposed no funding for the new Technology Literacy Challenge Fund, and they threatened the integrity of student loan programs by failing to provide enough money to administer them in a responsible fashion. However, in the negotiations for fiscal 1997 spending bills, Congressional Republicans agreed to the President's recommended spending levels for almost every education program, as well as additional funding for special education and College Work-Study. The total education investment amounted to \$3.5 billion more than the level for fiscal 1996.

APPROPRIATIONS -- 1995

Congressional Republican efforts to rescind fiscal 1995 dollars from the U.S. Department of Education's programs began in earnest in March 1995, when the House approved a measure to cut almost \$1.7 billion from the Department's programs (funds that already had been factored into school district budgets around the nation). (Note: As part of an effort to streamline government and cut the deficit, the President's fiscal 1996 budget included rescission proposals for 1995 of \$188 million for 16 programs that had accomplished their purpose or duplicated other efforts.) The Senate voted to cut \$405 million from education, leading to a conference that produced a compromise bill with \$877 million in cuts from education. The President vetoed that bill in June 1995, and Congress did not attempt to override his veto.

Two rescission bills were signed into law in 1995 that trimmed the Department's budget by \$677 million in 56 programs, but they did not include more than \$1 billion in cuts that were contained in the original House proposal. The affected areas included student loan administration, Goals 2000, Bilingual Education, Javits Gifted and Talented Education, School-to-Work Opportunities, Eisenhower Professional Development for teacher training, Indian Education, and Safe and Drug-Free Schools.

APPROPRIATIONS -- 1996

The President's fiscal 1996 budget proposal for the Department of Education included \$26.1 billion in discretionary funds, a \$1.6 billion increase over 1995. House action on the two bills that fund the Department (the Labor-HHS-Education and Interior appropriations bills) provided \$20.8 billion for discretionary programs. The House bill amounted to a \$3.7 billion, or 15 percent, cut from the previous year's levels. The House cuts included, among other things, the elimination of Goals 2000, a loss of \$1.2 billion in Title I assistance for extra help to learn the basics to schools that serve large numbers of disadvantaged children, and a change to the Pell Grant program that would have disqualified an estimated 200,000 needy students.

The huge gap regarding these and other priorities led to government shutdowns in late 1995 and early 1996. A series of short-term continuing resolutions that financed government agencies on a piecemeal basis called for education cuts as high as \$3.1 billion. President Clinton pledged not to sign a bill that included an inadequate investment in education programs. Ultimately, the adoption of the Harkin-Specter Amendment restored \$2.7 billion in those needed education investments.

One item in the appropriations bill especially worth noting is the amount of the maximum Pell Grant, the primary form of aid to the nation's neediest college students. For many years, the Pell Grant had lost purchasing power as tuition levels grew at a faster rate than the size of the award. To make up some lost ground, President Clinton proposed in his fiscal 1996 budget to raise the largest Pell award from \$2,340 to \$2,620. Congressional Republicans supported a move to set the maximum award at \$2,440. The final agreement set the largest award at \$2,470.

APPROPRIATIONS -- 1997

In the weeks preceding the annual September focus on appropriations legislation, the Republican leadership reiterated its intentions to abolish the U.S. Department of Education. Congressional Republicans continued their assault on federal education programs for school improvement and student financial aid for college through the fiscal 1997 appropriations process.

The President's fiscal 1997 budget proposal included \$25.6 billion in discretionary spending for education, a \$2.8 billion increase over the previous year. On July 12, the House approved a bill that provided \$22.8 billion in discretionary funds -- a so-called freeze at the previous year's level, but actually \$1.1 billion below the level approved for fiscal 1995 before the Republicans took control of Congress. This move coincided with an all-time record for enrollment in the nation's K-12 classrooms -- 51.7 million students in academic 1996-97 -- eclipsing the mark set by the Baby Boomers in 1971.

The House bill would not fund Goals 2000, Eisenhower Professional Development for teacher training, Perkins Student Loans, and the Star Schools Program for distance learning. It provided no funds for two new Administration initiatives -- the Technology Literacy Challenge Fund and the Presidential Honors Scholarships. It cut fiscal 1996 funds for Safe and Drug-Free Schools, Bilingual Education, School-to-Work, and the administrative funds for student loans.

On September 12, the Senate Appropriations Committee approved a fiscal 1997 spending bill with \$2.2 billion less than the President proposed in his budget. The Democratic leadership responded the next day by announcing its intention to offer an amendment to restore education spending at the President's recommended level. On September 17, the Senate Republican leadership blocked Democratic efforts to introduce that amendment and announced its own amendment for education spending -- meeting the President's overall spending level but rearranging the allocations. Negotiations led to the September 30 enactment of a \$26.3 billion appropriations bill for education for fiscal 1997 -- an increase of \$3.5 billion over the previous fiscal year.

* * *

Note: Most education programs are funded through appropriations legislation. Funding for student loan programs, however, is mandatory under a separate law known as the Higher Education Act. Funding assumptions and student loan program

changes are spelled out in Congressional budget plans and reconciliation bills. Unless Congress passes a reconciliation bill which changes the program, the provisions of the Higher Education Act determine which students qualify for loan benefits and what benefits they get.

CONGRESSIONAL BUDGET PROCESS -- FY 1996

In 1995, the seven-year budget plans approved by both the House and Senate called for cutting the federal investment in education by as much as one-third by the year 2002 -- the largest such cut to education in the nation's history.

The House supported changes that were especially punitive. Its budget resolution included deep cuts in federal student assistance for college, most notably the assumed loss of \$10.6 billion in student loan benefits (likely through the elimination of the interest subsidy paid while low- and middle-income borrowers are still in college). These cuts would have increased the indebtedness of the average student borrower by 20 percent or more.

The House's budget reconciliation bill called for the elimination of the six-month interest grace period after leaving school, and it proposed raising the maximum interest rate that could be assessed on loans available to parents.

A preliminary Senate version of the reconciliation bill included a provision that would have penalized colleges and universities for serving low- and middle-income students by imposing a 2 percent tax on new student loan volume. That proposal was later dropped.

The joint House-Senate budget plan that ultimately emerged was a compromise between the Senate and the more severe House reductions. One noteworthy issue in the plan is the treatment of student loans, and the Direct Student Loan Program in particular.

The proposal to cap the program at 10 percent of national student loan volume came at a time when more than 35 percent of the new student loans issued were direct loans. If the proposal had been enacted, the cap would have forced hundreds of colleges and universities out of a program that those institutions chose to use; as well as prevent the enlistment of more than 300 institutions that joined direct lending for academic 1996-97. Republicans supported this move by creating special budget scoring rules under which the elimination of direct loans would appear to save money. When calculated under the standard rules that apply to every other federal

credit program, the maintenance of the Direct Student Loan Program saves taxpayers billions of dollars over the seven-year period.

CONGRESSIONAL BUDGET PROCESS -- FY 1997

The gap between the President's proposed investment in education and training and Congressional Republican proposals in this area is most visible in the differing commitments to the Function 500 (Education, Training, Employment, and Social Services) portion of their respective budget plans. While the President supports investing an additional \$33 billion from 1997 to 2002, the Congressional Republican leadership proposed cutting \$24 billion from education and other Function 500 investments.

The House Republican budget, which includes more specific numbers than budget plans from past years, called for a cut in education spending of 20 percent over the six-year period. The plan eliminated support for National and Community Service, Goals 2000, and Bilingual Education.

Department of Education Discretionary Funding
FISCAL YEAR 1994-1997
(in thousands of dollars)

November 8, 1996

	FY 93 Approp- riations	FY 94 President's Request	FY 94 Approp- riations	FY 95 President's Request	FY 95 Approp- riations	FY 96 President's Request	FY 96 Approp- riations	FY 97 President's Request	FY 97 Approp- riations
GOALS 2000	-----	420,000	97,000	700,000	371,870	750,000	350,000	491,000	491,000
School-to-Work	-----	135,000	50,000	150,000	122,500	200,000	180,000	200,000	200,000
Title I (Grts to LEAs)	6,125,923	6,500,000	6,336,000	7,000,000	6,698,356	7,000,000	6,730,348	7,165,000	7,194,099
Eisenhower (State Grts)	246,016	252,658	250,998	752,000	251,298	735,000	275,000	610,000	310,000
Safe and Drug-Free	598,227	673,227	487,162	659,209	465,981	500,000	465,971	540,000	555,978
Charter Schools	-----	-----	----	15,000	6,000	20,000	18,000	40,000	51,000
Bilingual Education	225,745	232,251	240,155	253,920	206,700	300,000	178,000	261,700	261,700
Voc Ed (all)	1,176,673	1,139,007	1,183,423	1,131,872	1,110,766	1,178,088	972,750	1,087,815	1,120,000
Adult Education (all)	304,718	315,707	304,908	322,541	278,943	304,302	259,583	300,000	354,562
Pell Grants (maximum grant)	6,491,970 (\$2,300)	6,330,461 (\$2,300)	6,636,731 (\$2,300)	6,514,185 (\$2,400)	6,146,845 (\$2,340)	6,601,503 (\$2,620)	4,913,560 (\$2,470)	5,919,000 (\$2,700)	5,919,000 (\$2,700)
Special Education (all)	2,965,602	3,124,921	3,108,702	3,294,959	3,252,846	3,342,126	3,245,415	3,552,913	4,036,000
College Work Study	616,508	526,941	616,508	716,508	616,508	616,508	616,508	679,000	830,000
SEOG	583,407	499,892	583,407	583,407	583,407	583,407	583,407	583,407	583,407
Perkins	165,780	144,037	158,000	0	158,000	158,000	93,297	158,000	158,000
TRIO	388,048	398,525	418,525	436,293	463,000	463,000	463,000	500,000	500,000
Tech. Challenge Grants	----	----	----	70,000	9,500	50,000	38,000	60,000	56,765
Tech. Challenge Fund		----	-----	-----	----	-----	----	250,000	200,000
Total Discretionary	23,693,805	26,556,903	24,532,552	26,052,307	24,517,164	26,146,442	22,826,754	25,598,177	26,348,788

Department of Education Discretionary Funding
FISCAL YEAR 1994-1997
(in thousands of dollars)

November 8, 1996

	FY 93 Approp- riations	FY 94 President's Request	FY 94 Approp- riations	FY 95 President's Request	FY 95 Approp- riations	FY 96 President's Request	FY 96 Approp- riations	FY 97 President's Request	FY 97 Approp- riations
GOALS 2000	-----	420,000	97,000	700,000	371,870	750,000	350,000	491,000	491,000
School-to-Work	-----	135,000	50,000	150,000	122,500	200,000	180,000	200,000	200,000
Title I (Grts to LEAs)	6,125,923	6,500,000	6,336,000	7,000,000	6,698,356	7,000,000	6,730,348	7,165,000	7,194,099
Eisenhower (State Grts)	246,016	252,658	250,998	752,000	251,298	735,000	275,000	610,000	310,000
Safe and Drug-Free	598,227	673,227	487,162	659,209	465,981	500,000	465,971	540,000	555,978
Charter Schools	-----	-----	-----	15,000	6,000	20,000	18,000	40,000	51,000
Bilingual Education	225,745	232,251	240,155	253,920	206,700	300,000	178,000	261,700	261,700
Voc Ed (all)	1,176,673	1,139,007	1,183,423	1,131,872	1,110,766	1,178,088	972,750	1,087,815	1,120,000
Adult Education (all)	304,718	315,707	304,908	322,541	278,943	304,302	259,583	300,000	354,562
Pell Grants (maximum grant)	6,491,970 (\$2,300)	6,330,461 (\$2,300)	6,636,731 (\$2,300)	6,514,185 (\$2,400)	6,146,845 (\$2,340)	6,601,503 (\$2,620)	4,913,560 (\$2,470)	5,919,000 (\$2,700)	5,919,000 (\$2,700)
Special Education (all)	2,965,602	3,124,921	3,108,702	3,294,959	3,252,846	3,342,126	3,245,415	3,552,913	4,036,000
College Work Study	616,508	526,941	616,508	716,508	616,508	616,508	616,508	679,000	830,000
SEOG	583,407	499,892	583,407	583,407	583,407	583,407	583,407	583,407	583,407
Perkins	165,780	144,037	158,000	0	158,000	158,000	93,297	158,000	158,000
TRIO	388,048	398,525	418,525	436,293	463,000	463,000	463,000	500,000	500,000
Tech. Challenge Grants	----	----	----	70,000	9,500	50,000	38,000	60,000	56,765
Tech. Challenge Fund		----	-----	-----	----	-----	----	250,000	200,000
Total Discretionary	23,693,805	26,556,903	24,532,552	26,052,307	24,517,164	26,146,442	22,826,754	25,598,177	26,348,788

FISCAL YEAR 1997 DEPARTMENT OF EDUCATION BUDGET

Except as noted, all comparisons are with the 1996 enacted level.

Overall Department Budget: P.L. 104-208, the Omnibus Appropriations Act for Fiscal Year 1997, provides \$26.3 billion in discretionary funds for Department of Education programs, an increase of \$3.5 billion or 15.4 percent over the 1996 level. This increase greatly strengthens the Federal investment in education at a time of record high enrollments nationwide, and will permit the Department to continue building effective partnerships with States and communities in such vital areas as reforming teaching and learning in the Nation's schools, improving the quality of teachers, creating safer school environments, and providing innovative technology in classrooms.

Goals 2000 State and Local Grants: Up \$141 million or 40 percent, for a total of \$491 million for Goals 2000 grants, the same as the President's request. These funds will support efforts in virtually all States and thousands of communities to help improve teaching and learning and to increase parent involvement in education. The number of schools receiving Goals 2000 awards will rise by an estimated 3,500 for a total of 12,000.

School-to-Work: Up \$40 million or 11 percent for a total of \$400 million divided equally between the Departments of Education and Labor. This increase will expand implementation grants to nearly all States working to create systems to help the Nation's youth acquire the knowledge and skills needed to make the transition from school to career-oriented work and further education.

Title I Grants to LEAs: Up \$464 million or nearly 7 percent for a total of \$7.2 billion, the same as the President's request. The increase includes a \$315 million or 46 percent increase for Concentration Grants, and will help an additional 470,000 disadvantaged children learn to the same high standards as other children.

Eisenhower Professional Development: Up \$35 million or 13 percent to provide \$310 million for Eisenhower State grants, which will help 375,000 teachers and other educators teach to higher standards in all the core academic subjects — a critical need recently highlighted by the findings of the National Commission on Teaching and America's Future.

Innovative Education Program Strategies State Grants: Up \$35 million or 13 percent for a total of \$310 million for the Title VI Block Grant, which provides funds to school districts to carry out a broad range of educational improvement activities.

Safe and Drug-Free Schools and Communities: Up \$90 million or 19 percent for a total of \$556 million to help schools and communities develop comprehensive approaches to the growing problems of youth drug use and violence in America's schools. These funds will reach 40 million students in 97 percent of the Nation's school districts.

Charter Schools: Up \$33 million or 183 percent, for a total of \$51 million to support more than 900 Charter Schools, which respond to the growing demand for greater parental choice in public education.

Indian Education: Up \$8.2 million or 16 percent, for a total of \$58.2 million, for grants to local educational agencies aimed at helping to reform elementary and secondary education programs that serve Indian students. The increase will raise the per-child payment by an estimated \$25.

Bilingual Education: Up \$29 million or 22 percent for a total of \$157 million, the same as the President's request, to help school districts serve the growing number of limited English proficient children in America's schools.

Immigrant Education: The bill doubles Immigrant Education funds from \$50 million in 1996 to \$100 million in 1997, the same as the President's request. This increase will roughly double the per-student payment from \$61 to \$122 to help school districts enrolling large numbers of immigrant students pay the costs of educating these students.

Special Education Grants to States: Up \$784 million or 34 percent, for a total of \$3.1 billion for Special Education Grants to States. This increase will raise the Federal contribution toward meeting the excess costs of educating children with disabilities from 6 percent to 8 percent and will support State efforts to improve the academic achievement of the nearly 6 million children with disabilities.

Vocational Education: Up \$43 million or 4.4 percent, for a total of \$1.1 billion for Vocational Education State Grants, to help States and communities improve their programs for preparing millions of youth and adults for productive careers in a changing economy.

Adult Education: Up \$93 million or 38 percent, for a total of \$340 million for Adult Education State Grants, a significant increase that responds to the Nation's ongoing literacy crisis by giving States and communities new resources to help 4 million adults achieve literacy, develop basic skills, and complete certification of high school equivalency.

Pell Grants: Up \$1 billion or 20 percent, the same as the President's request, to support a \$230 increase in the maximum Pell award to \$2,700. The number of recipients will grow to 3.8 million, up 126,000 over the 1996 level.

Perkins Loans: Up \$65 million or 69 percent to restore Federal Capital Contributions for Perkins Loans to the 1995 level of \$158 million and provide low-interest loans to 788,000 needy college students.

Work-Study: Up \$213 million or 35 percent for a total of \$830 million, which will support some 960,000 jobs for needy college students, or 247,000 more than in 1996.

TRIO: Up \$37 million or 8 percent for a total of \$500 million, the same as the President's request. About half of the new funds will be used to increase participation in the Student Support Services program, which focuses on improving college retention and graduation rates of disadvantaged college students, with the rest of the funds helping to maintain the current level of services for TRIO's other postsecondary outreach activities.

Student Loan Administrative Costs: The bill provides \$491 million in mandatory funds provided under permanent authority to pay student loan costs, as well as \$47 million for discretionary administrative costs. These funds will maintain choice and competition in the Federal student loan programs, and help prevent defaults and ensure the integrity of the student aid programs.

Research: Up \$17 million or 16 percent, for a total of \$124 million, to strengthen and expand education research, including the five national research institutes, the regional laboratories, and the research and development centers, in order to improve teaching and learning in schools.

Educational Technology: The bill sharply increases funding for Educational Technology from \$48 million in 1996 to \$267 million in 1997. This increase includes \$200 million for the President's proposed Technology Literacy Challenge Fund, which would provide formula grants to all States aimed at stimulating State, local, and private sector partnerships that would provide school districts with the equipment and training needed to fully integrate technology into teaching and learning. The bill also provides \$57 million for the Local Innovation Challenge Fund, which will permit new awards supporting the development of innovative applications of technology through competitive awards to consortia that include districts serving many poor students.

Star Schools: Up \$7 million or 30 percent, for a total of \$30 million to support additional distance learning projects aimed at improving instruction in specific subjects and at serving disadvantaged students.

Javits Gifted and Talented Education: Up \$2 million or 66 percent, for a total of \$5 million for projects drawing on the experience and knowledge of what works for gifted and talented children to help raise standards for all children.

October 3, 1996
ED/OUS/Budget Service

PRESIDENT CLINTON: FIGHTING FOR EXPANDED OPPORTUNITY THROUGH EDUCATION

PREPARE EVERY CHILD TO LEARN AND EQUIP THEM WITH THE SKILLS NEEDED FOR THE 21ST CENTURY.

- **President Clinton's Balanced Budget provides \$57 billion more for Education and Training over 6 years than the current Republican budget plan.** Their budget cuts education and training by \$24 billion, while the President increases funding by \$33 billion.
- **"America Reads" – A New American Mission to Make Sure that Every Child Can Read Well by the End of the 3rd Grade.** Today, 40% of 4th graders cannot read as well as they should. President Clinton's new initiative will:
 - (1) Offer "Parents as First Teachers Challenge Grants" to support effective and proven efforts that help parents help their children to learn to read;
 - (2) Help Mobilize 1 million tutors to provide individual attention to more than 3 million young children before and after school; and
 - (3) Major Expansion of Head Start to 1 million children in FY2002.
 - President Clinton has increased Head Start funding 43% from fiscal 1993 to fiscal 1997, reaching 800,000 children this year alone.
 - His balanced budget plan includes a new commitment to fund 1 million Head Start opportunities for preschool children in 2002.

*President Clinton's new initiative is founded on the notion that parents must be the bedrock of any child literacy effort. This new "America Reads" initiative builds on Clinton Administration efforts to work with the Private Sector in helping parents help our children learn how to read, such as the "Partnership for Family Involvement in Education" and Read*Write*Now.*

- **Technological Literacy for the 21st Century:** On February 15, 1996, President Clinton proposed the creation of a \$2 billion, 5-year Technology Literacy Challenge -- the federal government will match state and local dollars to spur efforts to get connections to the Information Superhighway, computers, well-trained teachers and challenging educational software into every classroom in every locality. He successfully secured funding for the first year.

- **Major Pell Grant Expansion.** The Pell Grant is the main federal grant that allows millions of low-income and moderate-income families to have access to college. The President's balanced budget builds in a 33% increase in the maximum Pell Grant award from FY1995 to FY2002. In FY97 alone, the President won the largest increase in the maximum Pell Grant in two decades, providing Pell Grants to 3.7 million students.
- **Strong Commitment to National Service:** President Clinton's balanced budget increases funding for AmeriCorps each year. By next year, nearly 100,000 young people will have served their communities while earning money toward college.
- **National Service High School Scholarships:** President Clinton called on all high schools to make service part of their basic ethic and to raise \$500 to reward a high school student who has done significant work to help his or her community. The federal government would match the \$500 to help the student go to college.
- **College Honor Scholarships:** In his 1996 State of the Union Address, President Clinton called for the creation of the largest-ever merit-based scholarship program, rewarding the top 5% of high school graduates in every school with \$1,000 grants toward the cost of college. If this proposal were enacted this year, 128,500 graduating high school seniors would receive a scholarship to help finance their college education.
- **Expand and Transform Work Study:** President Clinton's balanced budget increases the number of students involved in work study from 700,000 to over 1 million students over the next five years.
- **Expand School-To-Work To Every State.** Help states ensure that high school students not immediately going on to college successfully make the transition from school to work.
- **New GI Bill For America's Workers.** President Clinton has proposed a fundamental reform of the federal job-training system that would provide a \$2,600 skill grant for dislocated and underemployed workers who need one, to return to school or get the training they need. The President's proposal would eliminate more than 70 separate job training programs and replace them with an integrated system that minimizes red tape and maximizes individual choice in each local community.
- The President's proposal would also provide workers access, through networks of One-Stop-Career Centers already under construction in the States, to reliable computerized data on jobs, careers, what skills are in demand, and the success records of training institutions, so that workers can make good choices to improve their futures. States and localities would have flexibility to work in partnership with the private sector to tailor training programs and delivery systems to reflect local conditions and priorities.

- **School Construction Initiative.** President Clinton's new School Construction Initiative provides up to a 50% interest subsidy to school districts repairing existing K-12 schools or building new schools to replace old ones or to accommodate increased enrollments or new demands for 21st century schools. The President's plan provides \$5 billion in federal subsidies over the next four years. Given the range of subsidy rates, \$5 billion should support \$20 billion or more in school construction and renovation.
- **Higher Standards for Students & Teachers:** In his March 27, 1996 speech to the NGA Education Summit President Clinton specifically called for higher tough and meaningful standards for students and teachers. Students should have to pass a test in order to graduate from school to school. States, schools, and teachers unions need to work together to make it tougher for teachers to get licensed and recertified, easier and less costly to get teachers who can't teach out of the classroom, and clearly set rewards for teachers who perform well.
- **Public School Choice and Charter Schools:** Parents who are dissatisfied with their child's performance or the school's performance should have the opportunity to choose a public school that will do better. To ensure that parents have the opportunity to choose a school for their children, the President has called on all 50 states to enact charter school laws -- public schools, created and managed by parents, teachers and administrators. 21 states currently have laws providing for the creation of charter schools. Charter schools have greater flexibility, but are held accountable for their results through a performance-based contract with a local school board, state or other public institution.

OPEN WIDE THE DOORS OF COLLEGE AND PROVIDE TRAINING TO EVERY SINGLE AMERICAN WHO WANTS IT.

PRESIDENT CLINTON'S PLAN: MAKE AT LEAST 2 YEARS OF COLLEGE AS UNIVERSAL AS HIGH SCHOOL EDUCATION IS TODAY AND USE TARGETED TAX CUTS TO DO IT.

- **America's \$1,500 HOPE Scholarships.** On June 4, President Clinton proposed America's HOPE Scholarships to make access to two years of college universal by providing students with a \$1,500 refundable tax credit for full-time tuition in their first year of college and another \$1,500 credit in their second year if they stay off drugs and earn at least a B average in their first year. Part-time students are eligible for a \$750 tax credit. The \$1,500 tuition tax credit will pay for more than the full cost of tuition at the national average-priced community colleges.
- **\$10,000 Tuition Tax Deduction:** President Clinton's balanced budget contains a tax deduction of up to \$10,000 per year for the cost of college tuition and training throughout one's life. The \$10,000 tuition tax deduction is available any year a family has education expenses. For joint filers, the deduction would be phased out at incomes between \$80,000 and \$100,000.



UNITED STATES DEPARTMENT OF EDUCATION
PUBLIC AFFAIRS

FOR RELEASE
September 30, 1996

Contact: Rick Miller
(202) 401-3026

**STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY
regarding House passage of omnibus appropriations bill**

The overwhelming vote by the U.S. House of Representatives to increase investments in education is very good news for our country. While recognizing that education is primarily a state and local responsibility, I am delighted that the House has joined the president in making quality education a national priority. This vote signals a greater commitment to help local schools raise academic standards and lift student achievement, to rigorously teach the basic skills, to prevent drug use and violence, to provide better teacher training, and to get technology in the hands of teachers and students in the classroom. The vote also powerfully reinforces the president's message to make college financial aid more available to our students.

Parents and indeed all of the American people believe strongly in this pro-education agenda. We need to build on this opportunity and, working together, carry out our responsibility to improve education. Our challenge now -- from the local level to the federal level -- is to make sure these new resources are applied effectively to help prepare our students to get on the right course.

###

FROM EXTREME EDUCATION AND TRAINING CUTS TO COMMON GROUND INVESTMENTS IN EDUCATION AND TRAINING

September 30, 1996

Head Start: Last Year Republicans Tried To Deny Nearly 50,000 vs. This Year a 50,000 Increase. Last year Republicans tried to deny Head Start to up to 48,000 children [House-passed FY96 Labor-HHS appropriations bill would have cut it by \$137 million; Senate FY96 appropriations bill would have cut it by \$133 million compared for FY95]. This year, the President won his increase in Head Start, providing 50,000 more children a Head Start and moving towards the President's goal of serving 1 million children in 2002 [FY97 Omnibus Bill and President's FY97 Budget].

Safe and Drug Free Schools: Last Year Republicans Tried to Deny 23 Million Children Safe and Drug-Free Schools vs. a 19% Increase This Year. Last year Republicans tried to cut the Safe and Drug Free Schools program twice [House-passed FY96 Labor-HHS appropriations bill cut it by \$266 million or more than half and voted FY95 rescissions bill would have cut it by \$236 million or half from FY95], which could have denied up to 23 million children help in keeping crime, drugs, and violence out of their schools. This year, the program was expanded 19% to help communities reduce youth drug abuse and prevent violence. [FY97 Omnibus Bill].

Basic Skills Assistance (Title I): Last Year Republicans Tried to Deny 1.1 Million Children vs. Nearly Half a Million Increase This Year. Last year Republicans tried to deny basic and advanced skills assistance to 1.1 million in our poorest communities [FY96 House-passed Labor-HHS appropriations bill would have cut it by \$1.1 billion or 17% from FY95]. This year the President won his requested increase which will enable states to provide assistance to almost 470,000 more children. [FY97 Omnibus Bill].

Goals 2000 Education Reforms: Last Year Republicans Tried to Eliminate vs. 40% Increase This Year To Reach 11,000 Schools with 6 Million Students. Last year Republicans tried to eliminate the President's Goals 2000 program that supports state and local education reforms aimed at raising academic standards and achievement [FY96 House-passed Labor-HHS appropriations bill]. This year, the President won his requested 40% increase which will accelerate adoption of state reforms and help reach thousands more schools and children [FY97 Omnibus Bill].

AmeriCorps National Service: Last Year Republicans Tried To Eliminate AmeriCorps vs. This Year 24,000 More Young People Will Serve Their Communities While Earning Money For College. Last year Republicans tried to eliminate the President's AmeriCorps National Service programs, denying 24,000 young people the opportunity to serve their communities while earning money toward college [Voted VA-HUD FY96 appropriations bill]. This year, the program continues and another 24,000 young people will be serving their communities, although this is 6,000 fewer than the President requested [FY97 VA-HUD appropriations bill].

Direct College Loans: Last Year Republicans Tried to Effectively Eliminate Direct College Loans vs. Fully Fund This Year. After Republicans tried last year to deny 2.5 million students direct lending opportunities by effectively ending direct college loans by capping it at 10% of loan volume, the President won full funding of direct college loans this year, continuing to enable students to repay their loans as a share of their income [Voted 1995 GOP Reconciliation Bill and FY97 Omnibus Bill].

Pell Grants: Last Year Republicans Tried to Deny At Least 100,000 vs. This Year Assistance to 126,000 More Needy College Students and Largest Increase in the Maximum Pell Grant in Over 20 Years. Last year Republicans tried to cut the Pell Grant program, denying assistance to at least 100,000 needy students in 1996 and to 380,000 students compared to the President's request for 1996 [FY96 House-passed Labor-HHS appropriations bill]. Republicans also voted to freeze Pell Grant funding over 7 years, denying assistance to hundreds of thousands more students [FY96 Senate GOP budget resolution]. This year, the President won his requested increase in the maximum Pell Grant to \$2,700 – the largest increase since 1975 – which will help about 3.8 million students go to college [FY97 Omnibus Bill].

Charter Schools: Funding Tripled. Nearly tripled funding this year to help more parents, teachers, and communities establish charter schools and accelerate progress towards the President's goal of establishing 3,000 new charter schools [FY97 Omnibus Bill increases funding from \$18 million in FY96 to \$51 million in FY97].

Educational Technology: Over Five-Fold Increase in Funding and Established President's Technology Literacy Challenge. Over five-fold increase in funding for educational technology from the 1996 level and funded the President's new Technology Literacy Challenge which to leverage state, local, and private sector efforts to ensure that all children are technologically literate by the dawn of the 21st century. The goal is to ensure that every classroom in America is connected to the Internet and has access to modern computers, engaging software, and trained teachers [FY97 Omnibus Bill].

Summer Jobs: Last Year Republicans Tried to Eliminate Summer Job Opportunities vs. Providing 530,000 Youths Summer Job Opportunities. The President won continued funding for the Summer Jobs program, providing 530,000 youths summer job opportunities next summer [FY96 House and Senate Labor-HHS appropriations bills and FY97 Omnibus Bill].

Dislocated Workers: Last Year Republicans Tried to Deny 155,000 Dislocated Workers Assistance vs. Assisting Nearly 50,000 More Workers This Year. After Republicans tried to cut dislocated worker training and assistance funding 31% last year, the President won his request for \$1.3 billion to assist 637,000 dislocated workers, 49,000 more than in 1996 [FY96 House-passed Labor-HHS appropriations bill and FY97 Omnibus Bill].

November 20, 1996

FIELD(1)

FIELD(2)

Dear FIELD(3):

Congratulations on your election to the 105th Congress. As you embark on your new responsibilities, you will encounter important new challenges and opportunities. I hope you agree with me that of the many issues you will face, none will be more important to the future of our nation than education.

As I travel across America, visiting communities, schools, and colleges, I have seen a dramatic increase in the public's commitment to improving our schools and expanding access to higher education. That was reflected in the final budget approved by the 104th Congress. Passed with strong bipartisan support, it provided increased investments in education sought by President Clinton. The U. S. Department of Education is looking forward to working with you and all of your colleagues in the 105th Congress to again strengthen education at every level.

Education in America is, for the most part, a local and state responsibility. But it is also an important national priority. The U. S. Department of Education works to improve education through such initiatives as:

- *Safe and Drug-Free Schools*, which help fight violence and drug abuse in nearly every school district in the nation;
- *Title I*, which helps over seven million poor and disadvantaged children to improve their skills in the basics -- reading, writing, and math;
- *Grants, Loans, and Work-Study Opportunities*, which help over seven million Americans attend college every year;
- *School-to-Work Opportunities*, which prepare young people for good jobs and further education after graduation from high school;
- *Goals 2000: Educate America*, which helps states and communities to raise academic standards and carry out local school improvement strategies;

- *Special Education*, which improves educational opportunities for six million children with disabilities;

- *Eisenhower Professional Development*, which improves teachers' skills;

- *Adult, Vocational, and Bilingual Education*;

- *Technology*; and

- *Charter Schools*, public schools created and managed by teachers, parents, and other community groups, which provide students and their families with more choices in public education.

The education agenda of the 105th Congress will be a full and busy one, and it will give you a chance to improve our citizens' ability to meet the challenges of the 21st century. Some of the upcoming issues facing the Congress will be:

- *Reading*. We have proposed an initiative to help ensure that many more children read well by the age of 8 or by the end of third grade. This initiative would provide resources for the recruitment, training, and coordination of one million volunteer reading tutors nationwide. The tutors would work with students who need help, after school and over the summer.

- *Technology*. We must make sure that computers are available to help students learn in every classroom and that every school is linked to the Information Superhighway. Proposed initiatives would help school districts enlist community and business support to provide schools with computer hardware and high quality educational software and train teachers to use educational technologies to improve student performance.

- *Access to College*. America must help middle-income and working families to realize the dream of a college education for their children. Initiatives to achieve this include Hope Scholarships, which would provide a refundable tax credit of up to \$1,500 per year per person for the first two years of college (equivalent to tuition at most community colleges); a tax deduction of up to \$10,000 that each family could use each year for post-high school education expenses; IRAs that would give individuals and families the chance to save for college; and increased Pell Grants and Work-Study opportunities.

- *School Infrastructure*. Many of America's schools are in poor physical condition or overcrowded. The President's school construction initiative would help school districts pay for up to half of the interest on bonds for construction or renovation projects.

- *Parental Involvement*. Expansion of the Family and Medical Leave Act would enable working parents to participate in parent-teacher conferences, attend PTA meetings, or participate in other school activities.

Page 3 - Honorable Loretta Sanchez

In addition to this agenda, a number of important education programs need to be reauthorized, including the Individuals with Disabilities Education Act, the Higher Education Act, the Adult and Vocational Education Acts, and the Rehabilitation Act.

We value your involvement and contributions in these and all other education matters.

Enclosed you will find fact sheets on several of the initiatives described in this letter, plus a description of how the U.S. Department of Education works to improve education. You will also find a chart showing your state's funding allocations from the Department's major programs.

We at the U.S. Department of Education look forward to working with you. Early in the new Congress, representatives of our Office of Legislation and Congressional Affairs will contact your office to arrange an opportunity to brief you and your staff and to provide information on how we can serve you. In the meantime, if you have any questions about the Department or its programs, please call Assistant Secretary Kay Casstevens at 202-401-1028.

Again, congratulations.

Yours sincerely,

Richard W. Riley

Enclosures

HOW THE U.S. DEPARTMENT OF EDUCATION HELPS AMERICA LEARN

An educated America is a more prosperous, democratic, and stronger America. Improved education can lead to better wages and a growing economy; less crime and dependence on welfare; stronger national defense; and a nation of citizens who are ready to carry out the responsibilities of good citizenship.

The U. S. Department of Education helps the nation to achieve these goals by improving the quality of education available to all Americans. The Department:

- * Supports States and communities in their efforts to increase student academic achievement;
- * Supports school efforts to reduce violence and drug abuse in schools;
- * Provides access to college and opportunities for lifelong learning;
- * Serves as a clearinghouse for educational “best practices” and educational information, research, and statistics;
- * Provides resources to improve the quality of teaching and helps parents to get more involved in their children’s education; and
- * Provides a national voice for quality education.

The Department’s elementary and secondary education programs annually serve 15,000 local school districts and over 50 million students attending more than 84,000 public schools and 24,000 private schools.

Department programs provide grant, loan, and work-study assistance to approximately seven million postsecondary students each year. Over the past 20 years, the Department’s financial aid programs have helped approximately 40 million students attend college.

The Department assists four million adults annually to become literate and upgrade their skills.

The Department manages the world’s largest database on education research, used by over half a million people each year, enabling educators, students, parents, and others to access information and research to improve education in their communities. Through its regional laboratories and research centers, the Department also supports long-term research and development, and through the National Center for Education Statistics, it gathers vital information on educational achievement.

These cooperative endeavors will need to continue. Student enrollment in our nation's schools is already at an all-time high -- 51.7 million. And the number will continue to grow throughout the next 10 years, reaching 54.6 million by the year 2006. At the same time, college enrollments are projected to increase by 14 percent over the next decade.

The Department has moved aggressively to fulfill its mission in the most efficient manner possible. In 1979, the Department of Health, Education, and Welfare's Office of Education employed 7,700 workers. Today, the Department of Education employs 4,700, with the goal of reaching less than 4,500 by 2000. Furthermore, the Department's administrative budget -- much of which focuses on accountability and quality improvements -- is only 2% of the total discretionary budget, less than any other cabinet department. Ninety-eight percent of funds appropriated to the Department help states, local education agencies, other educational institutions, and students to reach their educational goals.

***HELPING AMERICANS GO TO COLLEGE:
AMERICA'S HOPE SCHOLARSHIPS, INCREASED STUDENT AID,
AND DIRECT LENDING***

America's Hope Scholarships: Making two years of college as universal as a high school education

Most of the good jobs that are being created today require more skills and training than a high school diploma affords. At the same time, the rising cost of college discourages many Americans from continuing their education.

Driven by those concerns, President Clinton has put forth a proposal to make two years of college financially available to every American who is interested and qualified. The America's Hope Scholarship, patterned after a successful program in Georgia, is a refundable tax credit to working and middle-income families for up to two years of college tuition. The credit would provide up to \$1,500 for full-time students in their first year of college and \$750 for half-time students. Freshmen who earn at least a B average and remain drug free would receive the same assistance for a second year.

The credit covers the average community college tuition, but it can be used at any public or private institution. Full assistance would be available to single tax filers with incomes up to \$50,000, with smaller benefits available up to incomes of \$70,000. For families, the full benefits are available for incomes up to \$80,000, with smaller benefits available up to an income level of \$100,000.

This initiative is coupled with a proposal for a tax deduction of up to \$10,000 per family per year for tuition for college, graduate school, community college, or a certified technical program. Families could claim the credit or the deduction but not both at the same time for the same student. The tax credit is available for each student, while the deduction is available for each family unit.

There are three keys to why this targeted tax relief package is a good deal for students, families, and America. First, it ensures that the first two years of college study are financially accessible for every American. Second, it offers real tax relief while encouraging investment in people. It helps working and middle-income families who earn too much to qualify for aid that goes to the most needy but who need assistance in affording the rising cost of college. And third, the tax benefits are available to students of all ages, young and old, helping to make lifelong learning a reality for all Americans.

Increased Student Aid

The Department of Education has a comprehensive system to make college more affordable for students of all ages. It includes increasing investments in Pell Grants for needy college students, rising to \$3,128 per year by 2002; more college work-study opportunities; skill grants for those who want to upgrade their job skills; and Presidential merit scholarships for students who graduate in the top 5 percent of their high school class.

Direct Lending: Making it easier to borrow for college and begin careers

The direct loan program makes it easier for students and families to meet the costs of college. Direct lending gives borrowers the choice of setting monthly loan payments as a percentage of their income, an important option that makes their debts more manageable when their incomes are low, their families are young, or their careers are just beginning. Direct lending delivers federal loan funds to students through their campus financial aid office in days, compared to turnaround times of six weeks or more in the existing guaranteed student loan program.

In recent years, the GAO and other evaluators have found that the guaranteed student loan program has grown cumbersome for some students and colleges to use and unduly expensive for taxpayers. The need for improvement led the Administration and a bipartisan coalition in Congress to create direct lending -- a simpler, faster, more efficient means of delivering loan funds to students that also offers students more choices in how they repay their loans.

Colleges, which administer student borrowing through their financial aid offices, can choose to use direct lending or the guaranteed student loan program. Now in its third year of operation, direct lending gets high marks from administrators and student borrowers at approximately 1,600 participating colleges, including Ohio State, Oregon, Harvard, Virginia, Florida, Rice, Michigan, University of Southern California and hundreds of other universities and community and technical colleges.

Direct lending helps ensure accountability for taxpayer dollars. It allows the Department of Education to scrutinize a few private contractors, rather than the operations of 7,000 financial institutions involved in the guaranteed student loan program.

STRONG FAMILIES, STRONG SCHOOLS: INITIATIVES TO SUPPORT FAMILY AND PARENTAL INVOLVEMENT

Thirty years of research clearly shows that family involvement is the key to children's success in school. When both parents in a family work, or a family is headed by a single working parent, the "time crunch" can make it hard for family members to get involved in their children's learning.

To help alleviate the problem, the U. S. Department of Education has urged businesses to be family-friendly and help their employees find the time to help their children learn. Many businesses have signed the "Employer's Promise for Learning" -- a pledge to support family involvement in education.

Many of these businesses offer leave time to employees so they can volunteer in school. Others allow flex-time so family members can attend school conferences during the day.

The Department has also asked schools to become more family-friendly -- and community-friendly, too. Our annual initiative, *America Goes Back to School: Get Involved!*, offers family members and citizens good ideas for supporting their local schools. And it helps schools to reach out and break down the barriers that often separate them from families and communities.

To help more parents and family members take an active role in school and children's learning, the Administration has recommended an expansion of the Family and Medical Leave Act.

- * Family members would be allowed to take up to 24 hours of unpaid leave per year to attend parent-teacher conferences or PTA meetings, volunteer for school activities, take children to the doctor, or participate in other educational or child-rearing activities.
- * Family members who work overtime would also be allowed to choose between getting paid or taking time off. They could take 1-1/2 hours off for each hour of overtime they work, up to 80 hours of overtime per year. They could use this time for family matters, including getting more involved in their children's education. In effect, workers would be able to choose between money in the bank, or time on the clock. This would require a change in the labor laws.

A STRONG FOCUS ON THE BASICS: THE "AMERICA READS CHALLENGE"

The America Reads Challenge is a major new initiative to help ensure that many more American students can read independently by the end of third grade.

Why the America Reads Challenge?

40% of America's fourth graders cannot read as well as they should. Research shows that students who cannot read well by the end of third grade are more likely to become school dropouts and truants and have fewer job options.

The *America Reads Challenge* calls on all Americans and organizations -- parents, teachers, librarians, religious institutions, universities, college students, the media, community and national groups, business people, workers, and senior citizens -- to get involved in the effort to help children read. Reading is a skill that is developed not only in the classroom but outside of school and in the home. At the same time that we need to improve instruction in our schools, some students will require extra time and reinforcement during after-school hours.

What is the America Reads Challenge?

The *Challenge* includes these initiatives:

America's Reading Corps. 30,000 reading specialists and coordinators will be mobilized to recruit and train one million volunteer reading tutors nationwide. These tutors, working with school reading teachers and principals, will provide individualized after-school, weekend, and summer tutoring to more than three million children a year in grades K-3 who want and need the extra help.

Parents as First Teachers Challenge Grants. Grants will be available to national and regional nonprofit groups, as well as local communities and organizations, for assistance to parents who request it to help their children improve their reading.

Head Start Expansion. One million 3- and 4-year-olds will be reached through the expansion of Head Start programs. Funds for this expansion are already included in the President's proposal for a balanced budget by the year 2000.

Work-Study. President Clinton has also called for half of all new work-study funds to support 100,000 slots for reading tutors, thereby providing a unique opportunity for college students to be involved in helping children learn to read.

GETTING AMERICA'S SCHOOLS INTO GOOD CONDITION: THE SCHOOL CONSTRUCTION INITIATIVE

A \$5-billion school construction initiative has been proposed to meet three challenges: to repair schools that need fixing; to provide schools with the infrastructure needed for computers; and to help schools meet the challenges of record-high student enrollments.

Many of America's schools need fixing. One-third of all schools in our country need extensive repairs or replacement, and a recent study found that about 60 percent of all schools have at least one major repair problem, such as leaky roofs and crumbling walls.

In addition, almost half of all schools do not have the physical infrastructure needed to help students meet the learning challenges of the 21st century. About 46 percent do not have the right wiring for computers, and over half cannot use new educational technologies because of infrastructure problems.

Record-breaking school enrollment places additional burdens on schools. Today, there are more students in our schools than at any time in our nation's history. And the number will continue to grow throughout the next decade. Many school districts face the need to build new facilities to accommodate enrollment growth.

What the school construction initiative would do:

- * Provide \$5 billion in federal funds over four years to help schools and communities meet these challenges.
- * The federal funds would pay for up to half the interest that local school districts must pay on school construction bonds.
- * Over the four-year life of the initiative, \$20 billion in construction and renovation activity could be generated nationwide, which would increase construction by 25 percent over current levels.
- * The states would administer the bulk of the subsidies and decide how to disburse them among their school districts. The 100 largest school districts would be able to apply directly to the U. S. Department of Education for grants.

**GETTING AMERICA READY FOR PROSPERITY AND LEADERSHIP
IN THE 21st CENTURY:
INITIATIVES IN EDUCATIONAL TECHNOLOGY**

Technology is the new "basic" in education. Today's students must learn how to use computers and other new technologies to meet the challenges of the 21st century. Every school must be wired and linked to the Information Superhighway by the year 2000.

National Plan for Technology in Education: The national technology plan, *Getting America's Students Ready for The 21st Century: Meeting the Technology Literacy Challenge*, was submitted to Congress in June 1996. Four elements of the plan include: providing all teachers with the training and support needed to help students learn through educational technology; developing effective software that supports curricula; providing access to modern computers for all teachers and students; and connecting every school and classroom in America to the Internet.

Affordable Access: Education Secretary Riley urged the Federal Communications Commission's Federal/State Joint Board on Universal Service to help make access to the Information Superhighway affordable for schools and libraries. The Board recommended that almost 70 percent of all schools should get at least a 50 percent discount on a wide range of telecommunications services.

America's Technology Literacy Challenge Fund: This is a five-year, \$2-billion fund that will support grass-roots partnerships to bring technology into classrooms.

The Technology Innovation Challenge Grant Program: Challenge grants foster partnerships among local school systems, colleges, universities, and private businesses to develop creative new ways to use technology for learning.

Regional Technology in Education Consortia: The Department of Education's Regional Technology in Education Consortia help states, local educational agencies, teachers, administrators, and others to integrate advanced technologies into classrooms, libraries, and other educational settings.

Star Schools Program: The Star Schools distance learning projects have helped to improve instruction in math, science, foreign languages, literacy, and vocational education. More than one million students in 50 states and territories participate in this program.

NetDays: The Department of Education has supported citizens in many states who designate special days to go into schools and wire them for computers and other technologies.

21st Century Teachers: This is a national volunteer partnership in which teachers are training other teachers to learn and use educational technologies to improve student performance.

ATTACHMENT

TOWARD HIGH ACADEMIC STANDARDS FOR ALL STUDENTS -- TOWARD A NATIONWIDE SYSTEM OF EDUCATION INFORMATION AND ASSISTANCE

To help all children reach high academic standards, many States, school districts, and schools need a new kind of assistance. They need assistance that is driven by the needs of their families and children — assistance that is designed to help States, school districts, and schools use *all* their resources in ways that enable them to improve teaching and learning for all children. They need assistance that:

- Is integrated, not fragmented, so that schools and communities are helped to use all their resources to pursue reform plans in ways that add up to more than the sum of the parts.
- Serves as a catalyst for change.
- Makes sense in terms of State and local plans to help all students reach high academic standards set by the State and district.
- Promotes access to a challenging curriculum for all students as one essential step for helping all students reach high standards.
- Helps schools build on the strengths of diverse children and families.
- Develops local capacity.
- Offers sustained support, as needed.
- Responds to customer needs and to the special characteristics of the populations in the geographical area being served.
- Builds networks with other organizations, including those that influence teacher preparation, credentialing, and professional development.

Such high-quality assistance must become the norm if we are to reach the National Education Goals and help all children reach high academic standards. Our conception of "assistance" includes making information available on demand and in various forms, not just in prepackaged reports. It means then customers getting information and services when they want it and however they want then — whether face-to-face, by telephone, fax, mail, or Internet. And it means high-quality information drawn from statistics and findings from research, evaluation, demonstration projects, and other promising and exemplary efforts. No single

organization by itself has the knowledge, skills, or capacity to deliver this kind of assistance. That is why we need a *system* of organizations, national in scope, working together as a team to provide high-quality education assistance and information.

Our vision of this system is straightforward. It will be a system that is easy to use and that delivers quality assistance and research-based information efficiently. It will be a system supported by technology and will appear seamless to the customer. It will be a system that, wherever the customer touches it, he or she gets the best the system has to offer.

Federally supported providers of education information and assistance should plan to help build this system in several ways. First, because States are a fundamental unit of education decision-making and reform, the system must evolve to serve States in developing and building on their own comprehensive efforts to support schools and communities in moving all students toward high standards. For that to happen, providers will want to organize themselves around serving the needs of individual States, as well as school districts and schools within those States. Based on those needs, each provider should expect to determine — in concert with other providers in the region and with each State's emerging support system — what services it will provide. State meetings will bring the full team of federally supported assistance providers in each region together, so that they can coordinate and delineate their respective roles in helping each State individually. Technology-based forums, such as online reporting of planned activities, will facilitate teamwork among providers organized around serving individual States.

While the role of each provider in building this system depends on the needs being served and on the strengths of other providers in its region — as well as on that organization's own strengths — there are a number of federally supported efforts that we expect to work together as a team in helping States, school districts, and schools move all children toward high standards, including:

Comprehensive Regional Assistance Centers. The Comprehensive Centers will help States, school districts, and schools use grants they receive under ESEA not as "add ons," but as integral parts of their comprehensive efforts to move all children toward high academic standards. Comprehensive Centers will assist States, school districts, and schools in "meeting the needs of children served under ESEA, including children in high-poverty areas, migratory children, immigrant children, children with limited-English proficiency, neglected or delinquent children, homeless children and youth, Indian children, children with disabilities, and, where applicable, Alaska Native children and Native Hawaiian children" (Title XIII of ESEA). The Comprehensive Centers network will focus on two priorities, as required by ESEA: They will assist Title I schoolwide programs, and they will help local

educational agencies — and schools funded by the Bureau of Indian Affairs — that have the highest percentages or numbers of children in poverty.

Regional Education Laboratories (Labs). The Labs will focus on conducting extensive programs of development and applied research resulting in well-tested programs, tools, and materials that support State and local systemic reform efforts. Labs will also work with States and a limited number of localities as they seek to promote implementation of broad-based comprehensive school improvement strategies designed to move all children toward high academic standards.

Regional Technical Support and Professional Development Consortia for Technology (Regional Technology Consortia -- RTCs). The RTCs will help States, local educational agencies, teachers, school library and media personnel, administrators, and other education entities integrate advanced technologies into K-12 classrooms, library media centers, and other educational settings, including adult literacy centers. They will do so by conducting regional activities to ensure that expert and objective advice is available to States and local communities as those States and communities make substantial investments in advanced technologies, improve the use of advanced technology through preservice and inservice, and leverage the regional expertise and resources of business, science, technology, and education organizations to increase the impact of the consortia activities in each region.

National Diffusion Network (NDN). NDN identifies and disseminates promising and exemplary education programs through a State-based dissemination system. "NDN's role was recently expanded to help states, school districts, and schools assess their technical assistance needs and secure services from the range of federally-funded technical assistance providers. NDN State Facilitators will provide a single point of contact in each State for the entire technical assistance system and will work closely with the new Comprehensive Centers to deliver high quality, sustained service." Curriculum materials, training, and technical assistance for teachers using NDN programs are available. Within each State, NDN State Facilitator serve as links between NDN programs and teachers, administrators, and others who are interested in implementing NDN projects and accessing professional development services. The annual NDN catalogue, which is also available in the Department's Online Library, describes NDN programs and claims of program effectiveness.

Eisenhower Regional Mathematics and Science Education Consortia. The 10 Eisenhower Consortia serve states in their regions by disseminating exemplary mathematics and science education instructional materials and by

providing technical assistance for the implementation of teaching methods and assessment tools for use by elementary and secondary school students, teachers and administrators. Our hope is that a number of others will also help build this system — OERI research institutes, demonstration and capacity-building programs (such as Star Schools, parent resource centers under the Goals 2000: Educate America Act, and others), assistance providers in special education, vocational education, literacy programs, and the desegregation assistance center programs, as well as education assistance providers supported by other Federal agencies and by State and local agencies. The National Research and Development Centers, which conduct basic and applied research on emerging and enduring issues in education, will be important contributors in the creation of this system.

Other key builders of this system include federally supported providers of *information* about education. The Educational Resources Information Center (ERIC) clearinghouses collect, organize, and synthesize findings from research. So do the National Clearinghouse for Bilingual Education (NCBE), the National Clearinghouse for Alcohol and Drug Information, and other clearinghouses. The Eisenhower National Clearinghouse serves as a repository for math and science education materials, which are available through the Internet. Also accessible through the Internet is the AskERIC Virtual Library, which features lesson plans, ERIC information, and more, including an online question-answering service. The Department's Online Library, which is part of the National Library of Education, offers Internet access to hundreds of ED publications and information on ED initiatives, including Goals 2000, School-to-Work Opportunities, the Elementary and Secondary Education Act, family involvement, academic standards, technology, and more.

Each of these providers of education assistance and research-based information — and others — must be part of the effort to build a nationwide education assistance and information system. And we in the U.S. Department of Education aim to do our part. We are working *Department-wide* to create a new culture that supports high-performance assistance — a culture rich in communication and information-sharing, a culture that is focused on continuous learning and capacity building and putting "what is best for the customer and their students" above all else. We will be supporting face-to-face meetings among providers of assistance, online communication about planned activities and services, and other forums to encourage teamwork among providers of assistance.

Together, we in the Department — and providers of education assistance and information across the nation — can build a system in which everyone knows what everyone else does well, so that every one of us routinely brings the best assistance and information to bear on the bottom line: what parents, teachers, and other decision-makers need in order to enable all children to meet high standards.

Final

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
WASHINGTON, D.C. 20202-6140**

APPLICATION FOR GRANTS UNDER COMPREHENSIVE REGIONAL ASSISTANCE CENTERS

CFDA Number: 84.283A

**FORM APPROVED
OMB No., Exp. Date:
ED Form 436-1**



DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: August 4, 1995