GOALS 2000—STATE PLANS

Mr. Porter. A study by the Council of Chief State School Officers indicated that at the time of passage of Goals 2000, virtually all States had curriculum content and pupil performance standards under development. Similarly, a recent article in *Education Daily* indicated that "...The vast majority [of States] will ... pay for curriculum revisions, professional development and technology initiatives [with Goals 2000 funding that] they planned to do anyway." Why should the Federal taxpayer support State activities that they were planning to do without Federal funding?

Secretary Riley. In the past few years, I have become increasingly concerned that the pace of education reform—launched at the 1989 education summit in Charlottesville—has been too slow. Clearly, I am not the only one concerned. At the recent National Education Summit in New York, the Governors and business leaders attending cited the "urgent need for schools to improve and for student achievement to rise." While agreeing that some progress has been made, the Governors and business leaders called for "substantial and focused efforts...to significantly accelerate student performance...." and affirmed that "efforts to set clear, common State and/or community-based academic standards for students...are necessary to improve student performance."

Goals 2000 is helping to provide the resources for States to develop those standards and to carry out portions of their plans for enabling students to meet these standards. It is designed to enable States to carry out their own reforms—faster, on more schools, and with greater parental and community involvement than they have been able to do on their own. For example:

- While setting standards and developing assessments is and must remain a State responsibility, the Federal Government has an important role to play in assisting this process. Since 1992 (starting with the Bush Administration and continued by the Clinton Administration) the Department of Education has provided $56 million to 33 States to support the development of academic standards, curriculum frameworks, and assessments. Many States would not have made the progress they have without this assistance.

- The State of **Illinois** has set challenging standards for student achievement in six core subject areas. Chicago is using Goals 2000 funds to help all students reach those standards. Through this project, **Chicago** plans to have a minimum of 100 schools develop and implement school improvement plans — with the involvement of teachers, parents, and community members — that are responsive to the educational needs of limited-English proficient and economically disadvantaged students.

- Schools in **Springfield, Illinois** see technology as one tool for helping students reach high standards. The Springfield School District is using Goals 2000 funds to provide teams from 15 schools, each made up of four teachers and administrators, with six weeks of intensive training in "Project Lincoln," the district's own approach to using technology throughout the curriculum. Participants spend approximately half their time working in school teams to develop new curriculum units that utilize technology and schoolwide plans to improve student learning.

- The **Gresham-Barlow** School District in **Oregon** is focusing its Goals 2000 funds on helping teachers use technology to teach students the high academic standards reflected in the State's requirements that students earn a Certificate of Initial Mastery prior to proceeding to higher levels.

- In **New Mexico**, the State teacher accreditation system is being completely redesigned to reflect accountability for community-defined learning results. Every community and school is now required to develop its own education improvement plan, with widespread community input, that is tied to challenging academic standards.

- **Kansas** has established content standards that all children in the State are expected to reach. To attain those goals, Wichita has formed a partnership of the schools, higher education, and community members to work together to improve inservice teacher training for the Wichita Public Schools.

- In **Arkansas**, the preservice teacher education and licensure program is being completely restructured at the University of Arkansas at Monticello. Goals 2000 funds are being used by a consortium of nine school districts and the University to establish laboratories in "partner schools" through which prospective teachers learn about effective teaching from master teachers, students, and parents.

- In **Maryland**, the State Superintendent says: "Goals 2000 funds have helped us to make significant strides in a shorter period of time. In the past two years, test scores on State math and reading tests have risen 25 percent."

GOALS 2000—FORWARD FUNDING

Mr. Istook. On page A-2 of your budget justification, you recommend forward funding of Goals 2000. Explain why you have requested this action.

Secretary Riley. Funds for Goals 2000 have always been appropriated on a forward funded basis, as are all State grant programs for elementary and secondary education in the Department of Education. Under this appropriation mechanism, funds are available to States on July 1 of the fiscal year in which they are appropriated and are used primarily for school activities during the following school year. This has proven to be the best approach for States and schools, since, assuming that we receive a timely appropriation, it gives school officials ample notice of the funds they will have for the upcoming school year and enables them to do advance planning, sign appropriate teacher contracts, and make other arrangements.

GOALS 2000—DOES IT WORK?

Mr. Istook. In your testimony you recommend $476 million for Goals 2000, a $136 million increase over the $340 million for Fiscal Year 1996. Is there any evidence, to date, that Goals 2000 works?

Secretary Riley. We are currently conducting a national evaluation of the effectiveness of Goals 2000 and the reauthorized Elementary and Secondary Education Act programs that will tell us about the impact of standards-based reform on content, instruction, professional development, and assessment. Of particular focus will be accountability and flexibility as States, school districts, and schools focus on performance in exchange for greater local decisionmaking over program design and implementation. Interim results will be available on school- and district-level awareness and understanding of standards-based reform in the late fall of 1996.

Goals 2000 has been operating for only two years, but meaningful gains in student academic achievement, which is the ultimate impact we hope for, require a long-term commitment to standards-based reforms. That is why States such as Kentucky and Maryland that are well into comprehensive reform efforts are now beginning to show gains in student achievement.

In 1990, the **Kentucky** State Legislature passed the comprehensive Kentucky Education Reform Act. A central feature of the Act is high academic standards for all students. A curriculum framework provides schools with the tools to develop a curriculum based on the State's high standards and assessments to measure student progress. Schools have been given greater autonomy and authority to manage themselves through councils that include teachers, parents, and community members. While much of the State framework for reform is in place, implementation at the local level is an enormous undertaking, and Kentucky has targeted its Goals 2000 funds toward accelerating local reforms, with a particular emphasis on strengthening parent involvement in schools.

Kentucky's comprehensive school reforms are now showing substantial improvement in student performance—six years after a State judge ruled that the school system was "educationally bankrupted." Kentucky's 4th, 8th, and 12th graders showed substantial improvement on 1993-94 assessments and continued improvement on the 1994-95 assessments, with the most dramatic gains experienced by 4th graders. In all grades, the percentage of students performing at the proficient/distinguished level in mathematics, reading, science, and social studies has increased over time. In grade 4, the average of the scores across all subjects tested rose from 24 points in 1993 to 38 points in 1995, on a scale from 0 to 140. In reading, the percentage of 4th graders scoring at the proficient/distinguished level increased from 8 percent in 1993 to 30 percent in 1995.

Maryland launched a comprehensive reform effort—"Schools for Success"—shortly after the Charlottesville Education Summit in 1989. Maryland has chosen to use its Goals 2000 funds to review and refine its Schools for Success initiative. A 54-member statewide planning panel, co-chaired by a local educator and a business partner, has reviewed current school reform activities and has developed strategies for using Goals 2000 to fill in the gaps. In particular, Goals 2000 funds are being used for local improvement initiatives, to increase public involvement in education, accelerate the development of a high school performance assessment, and develop strategies to improve educational technology throughout schools.

Maryland's school performance assessments are the cornerstone of school reform throughout the State. Initially conducted in 1991, these internationally recognized tests are rigorous and tied to challenging standards. Between 1994 and 1995, 52 percent more schools met or approached the standards for satisfactory performance at the third grade level. At the 5th grade level, the number of schools similarly improving increased by 13 percent; at the 8th grade, the improvement was 32 percent. Individual students have also made gains: 40 percent of all students statewide met the state standards — a 25 percent gain over 1993.

Both Kentucky and Maryland are examples of the depth of activity and long-term commitment to standards that are required to raise student achievement. Both States set high targets for performance, measure progress, and continually refine their strategies. They still have a long way to go, but their gains are mounting and demonstrating to other States and communities the value of sustained effort. Goals 2000 has been an important part of this effort.

Mr. Istook. Is there any evidence that Goals 2000 works better than you are claiming Chapter 2 works?

Secretary Riley. We have not requested funds under Title VI of the Elementary and Secondary Education Act. Studies of Chapter 2, the Title VI predecessor, found that the flexibility under Chapter 2 was not translated into demonstrated reform in schools or classrooms, and that too often the funds were used for general operating expenses without regard to school improvement. Goals 2000 also provides a great degree of flexibility, but, unlike Chapter 2, it ensures that while expenditures may vary widely from State to State, they are always within the context of a State or local plan for education improvement.

Although it's somewhat early to judge the success of Goals 2000, we do know that the kinds of sustained reform supported by Goals 2000 can produce meaningful gains in student performance and in other areas, as we have seen in States like Maryland and Kentucky. And Goals 2000 funds, unlike funds under Chapter 2, are intended to be used as "venture capital," not to create State and local structures and activities that will be dependent upon indefinite Federal support.

GOALS 2000— "BIGGEST BANG FOR THE BUCK"

Mr. Stokes. When we talked last year about scarce resources, I asked you which education programs offer the "biggest bang for the buck." You responded that you would have to say the biggest bang for the buck is Goals 2000. To what extent do you still stand by that response, and to what extent will the Fiscal Year 1997 budget allow you to further the objectives of Goals 2000?

Secretary Riley. We have many important programs at the Department and, as you know, resources are scarce. Therefore, as I indicated to you last year, one of the things we have been doing as part of our budget process over the past few years is asking the same question you have raised. We have tried to request increases only where they will have the maximum impact.

I continue to believe that Goals 2000 is the program that offers the "biggest bang for the buck." This program reflects over a decade of rethinking about American education and how it can be improved. Goals 2000 is one of our best investments, because it is aimed at helping all students reach high academic standards, and because it offers States, school districts, and schools maximum flexibility in the use of Federal funds to reach this objective. Goals 2000 also has a tremendous impact because it helps Governors and educators develop the strategic map or planning guide for most effective use of all other resources — Federal, State, and local — to improve teaching and learning for all students. The $476 million we have requested in the 1997 budget will help us stay on track and continue the momentum States and schools have begun by mobilizing efforts to help their students meet challenging State standards.

Author: Kay Casstevens
Date: 6/14/96 11:59 AM
Priority: Normal
TO: Mike Cohen
Subject: House Mark Up

-- Message Contents --

Mark-up ended at 1:30.

Cheryl Smith says Istook amendment was accepted to take all of Eisenhower Professional Development (-$275 M), Foreign Language Assistance Program (-$10.039) and Star Schools (-$23 M) and move it into the Title VI old Chapter 2 block grant (+$308 M)

Hoyer and Loewi amendments rejected on roll call votes. Pelosi amendment on Bilingual not adopted. WEEA amendment lost.

Bonilla amendment on Health Professions took $10 million out of Program Innovation Title VI earlier in the day.

All other items appear to be the same as the Chairman's mark, so the total for education is about the same as in the chariman's mark, less the $10 M transfer for Health.

(1) ALL DISTRICTS
(2) their district
(3) STATE overall program

Congressional (Report to Congress) → STATE INFO

HOUSE COMMITTEE IN APPROPRIATIONS

MEMBER	CONTACT	ADDRESS	PHONE #	FAX
1. David Obey (WI)	Ann Georges	2462 Rayburn	225-3365	225-3240
2. Sidney Yates (IL)	Maura Reidy	2109 Rayburn	225-2111	225-3493
3. Louis Stokes (OH) - Cleveland info is good → only some schools may not be in his district b/c Cleveland is split	Fredette West	2365 Rayburn	225-7032	225-1339
4. Tom Bevill (AL)	Claudia Wear	2302 Rayburn	225-4876	225-1604
5. John Murtha (PA)	Carmen Szialabba	2423 Rayburn	225-2065	225-5709
6. Charles Wilson (TX)	Cindy Kohuth	2256 Rayburn	225-2401	225-1764
7. Norman Dicks (WA)	Colin Sheldon	2467 Rayburn	225-5916	225-1176
8. Martin Olay Sabo (MN)	Kirsten Hoeschler	2336 Rayburn	225-4755	225-4886
9. Julian Dixon (CA)	Sally Johnson	2252 Rayburn	225-7084	225-4091
10. Vic Fazio (CA)	Mary Walther	2113 Rayburn	225-5716	225-5141
11. W. G. "Bill" Hefner (NC)	David Perry	2470 Rayburn	225-3715	225-4036
12. Steny Hoyer (MD)	Catriona McDonald	1705 Longworth	225-4131	225-4300
13. Richard Durbin (IL)	Jim Jepsen	2463 Rayburn	225-5271	225-0170
14. Ronald Coleman (TX)	Laurie Rodriguez	2312 Rayburn	225-4831	225-4831
15. Alan Mollohan (WV)	Christopher Lee	2427 Rayburn	225-4172	225-7564
16. Jim Chapman (TX)	Michele Conlon	2417 Rayburn	225-3035	225-7265
17. Marcy Kaptur (OH)	Susan Role	2104 Rayburn	225-4146	225-7711
18. David Skaggs (CO)	David Killion	1124 Longworth	225-2161	226-7840
19. Nancy Pelosi (CA)	Steve Morin	2457 Rayburn	225-4965	225-8259
20. Peter Visclosky (IN)	Dan Sanchez	2464 Rayburn	225-2461	225-2493
21. Thomas Foglietta (PA)	Barbara Zylinski	341 Cannon	225-4731	225-0088
22. Esteban Torres (CA)	Ruth Tintary	2368 Rayburn	225-5256	225-9711
23. Nita Lowey (NY) - not great descriptions. but accurate info	Jenny Luray	2421 Rayburn	225-6506	225-0546
24. Ray Thornton (AR)	Lauren Gaddy	1214 Longworth	225-2506	225-9273

September 7, 1995

GOALS 2000 AND TECHNOLOGY

1. What the Istook amendment to Goals 2000 does:

- This amendment clarifies that local school districts may use their Goals 2000 funds for "...the acquisition of technology and use of technology-enhanced curricula and instruction..." if this use is related to carrying out state and local improvement plans.

- The acquisition of technology was always an allowable use of Goals 2000 funds, because Goals 2000 funds could be used for virtually any purpose that is consistent with state and local improvement plans that are focused on helping students reach academic standards.

- Many school districts and some states have already been using Goals 2000 funds to support the use of technology to improve instruction, including providing teachers with training in the use of technology in the classroom, using technology to support family-oriented learning activities in afterschool programs, and using technology to improve communication between parents and schools.

2. What the Istook amendment doesn't do:

- This amendment does not change the fundamental purposes of Goals 2000: to help states and local communities improve academic achievement by raising academic standards and improving teaching and learning. States and local school districts participating in Goals 2000 are still required to set academic standards and develop comprehensive plans for improving education which describe how they will address such issues as:
  - improving teacher training and professional development so that teachers have the knowledge and skills they need;
  - making sure that students have access to curriculum and instructional materials that will help them learn to more challenging academic standards;
  - increasing accountability of schools for improved academic results;
  - increasing parental and community involvement in schools; and,
  - promoting greater flexibility for schools and local communities

3. Virginia, Goals 2000 and the Istook amendment:

- Virginia has never participated in Goals 2000. In June 1995, the Virginia State Board of Education voted to apply, but its decision was vetoed by Gov. George Allen. Gov. Allen continues to be adamantly opposed to Goals 2000, and has now appointed a majority of the Board members.

- In late May, the Virginia State Board of Education voted to participate in Goals 2000 only if the following conditions were acceptable to the Secretary: (1) that 100% of the funds be used to purchase computers and (2) the Virginia receive written assurances from the Secretary that it would not now or in the future be required to comply with any of the requirements of the Goals 2000 Act. Secretary Riley responded by indicating that Virginia could use Goals 2000 funds for technology if this use were consistent with state and local plans, and if Virginia agreed to meet the requirements of the law.

- Mr. Istook's staff contacted the Secretary's office, expressing concern that the Secretary refused to permit Virginia to use Goals 2000 funds to purchase computers. The Secretary's office provided the attached correspondence to Mr. Istook's staff.

GOALS 2000 TALKING POINTS
MATH & SCIENCE

Once again Republicans seem intent on eliminating the Goals 2000 Act. What I don't understand is why Republicans are opposed to this program that is providing critical support to help students learn academic skills in areas such as math and science.

All over the country, teachers, parents and community leaders are developing their own strategies for improving education. Goals 2000 funds are helping them reach their goals.

To give you a few examples of how Goals 2000 is improving science and math education in America:

In Colorado, Goals 2000 funds are being used to develop hands-on science and math curriculum for all elementary schools in Denver. Teachers in Jefferson County, Colorado are developing new tests that measure student progress toward the county's new math standards.

In my home state of Wisconsin, teachers in Monroe and Monticello school districts are participating in a two-week math, science and technology institute to develop new expertise in strategies which will help students meet rigorous academic standards in math, science, and technology.

In Arkansas, Goals 2000 funds are supporting the development of curriculum for math and science which integrate computer-based instructional approaches.

In Texas, the Mercedes Independent School District is using Goals 2000 funds to implement a new math curriculum geared to help students learn new ways to solve math problems and, in turn, score better on the state achievement test.

In Delaware, the state has new science standards developed by science teachers from across the state. Goals 2000 funds are also supporting the development of a new program of instruction and assessments which measure student progress toward the standards.

In Florida, teachers in Collier School District are developing new hands-on science units geared to helping gifted students, as well as average and special needs students, learn the basics of science through experiments and special projects.

In Rowan County, Kentucky, Goals 2000 funds are paying for two math resource teachers to help elementary and secondary math teachers better measure student progress in math. These resource teachers are also training parent volunteers to help coach fifth and eighth grade students with their math studies.

In Fitchburg, Massachusetts Goals 2000 funds are being used to create a math and science integrated learning laboratory where teachers use computers, laser disc players and other equipment to develop interactive science and math lessons. Teachers in the New Bedford Public Schools have developed a partnership with the Massachusetts Institute for Technology (MIT) and are participating in a math and science training course developed by some of the most noted scientists and professors in the country.

These examples illustrate how Goals 2000 is supporting students and schools all over the country in their efforts to help students learn the basics of math and science.

Why do Republicans insist on cutting support for math and science education at a time when more than ever, gaining a solid education is essential for success in today's competitive world?

But don't take my word for it, listen to what some business leaders say...

Lou Gerstner, CEO, IBM:
"Goals 2000 is only a small portion of what I think we need, but it is a very critical portion...If we lose Goals 2000 it would be an incredibly negative setback for this country.
Education Daily, September 7, 1996

David Whitwam, Chairman of the Board and Chief Executive Officer, Whirlpool:
"Without Washington's leadership and budgetary support education reform in America will die. Defunding Goals 2000 would be wrong and short-sighted."
Quote from a letter to Senator Christopher Bond, September 11, 1995

John Pepper, Chairman of the Board and Chief Executive, Procter & Gamble:
"We are still in the early stages of communicating to the American public and, indeed, to many in the educational community, the importance of meeting high standards and taking accountability for doing so. Failure to continue the Goals 2000 Act would represent a tremendous setback to this effort."
Quote from a letter to Senator Judd Gregg, September 8, 1995

John Zimmerman, Senior Vice President, MCI Communications Corporation:
"I'm writing to ask for your support to continue the funding for Goals 2000 education grants. By supporting a continuation of Goals 2000 funding you will show your resolve to vote for our children and our nation's future. Don't turn your back on this investment."
Quote from a letter to Speaker Gingrich, December 11, 1995

While students are benefitting all over the country from Goals 2000 funds, our schools are a long way from being the best in the world. The investment in Goals 2000 is critical to keep education improvement efforts moving forward.

The President has asked for $491 million for Goals 2000 in 1997 and if members of this subcommittee were truly committed to helping children gain the skills necessary for success, they would support this request.

Author: Thomas Skelly at WDCT02
Date: 6/14/96 10:58 AM
Subject: House Mark Up

------------------------------------ Message Contents ------------------------------------

Mark-up ended at 1:30.

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ERNEST J. ISTOOK, JR.
5TH DISTRICT, OKLAHOMA

COMMITTEE:
APPROPRIATIONS
SUBCOMMITTEES:
TREASURY, POSTAL SERVICE AND GENERAL GOVERNMENT
VICE CHAIRMAN, LABOR, HHS, AND EDUCATION
NATIONAL SECURITY

AT LARGE WHIP
REPUBLICAN POLICY COMMITTEE

[redacted]

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ISTOOK@HR.HOUSE.GOV

June 3, 1996

CHOOSE KIDS OVER BUREAUCRATS!
SUPPORT TRANSFER OF FUNDS TO THE TITLE IV BLOCK GRANT!

I am considering an amendment that will transfer more money into Title IV (Chapter 2) block grants for the upcoming subcommittee markup.

Education Title IV (Chapter 2) Block Grants were created in 1981. 42 programs were combined into the block grant. 350 Full Time Equivalent (FTE) positions administered these 42 programs. Today, 6 FTE can administer Title IV. **Block granting these programs in 1981 has saved 344 FTEs each and every year since then.**

- The Clinton budget wants us to move $275 million out of educational programs that have no strings attached and into programs with more strings. They would thus terminate all Title IV funding, shifting the money to the Eisenhower Professional Development program, which has more strings attached, in spite of the fact that $36 million of Title IV funds are already going to professional development. Our philosophy should be the opposite, emphasizing that state and local educators need more flexibility, not more restrictions.

- Responding to my questions about Title IV (Chapter 2) the administration stated: "...[D]istricts tended to use their Chapter 2 monies for routine costs and services. For example, in fiscal year 1991, they [the LEAs] spent 40% of their allocations to acquire library books and other instructional materials." The U.S. Dept of Education describes the current use of Title IV funds this way:
  a. 40% of funds are used for library books and instructional materials
  b. 13% for professional development
  c. 9% for innovative school programs
  d. balance for programs for at-risk students, student achievement and school enhancement programs.

- **There is no good reason to zero Title IV (Chapter 2).** That would blow a huge hole in the budgets of local schools. Instead, school administrators have repeatedly asked for more flexibility in how they use Federal funds. To put more money into classrooms instead of funding bureaucrats, we can move all funding for the programs in the attached Table into Title IV (Chapter 2). This permits funding for the same purposes as before, but trusts state and local educators to determine the proper mix, and to set their own priorities.

- Students are far better off with one program that works and is fully funded than 8 programs that each have their own administrative costs. It would also mean fewer federal bureaucrats would be needed. Let's fund classroom learning rather than bureaucrats!

Rep Istook's Title IV Blockgrant Proposal

Lineno	Program	FY96 Spending (In Thousands)	Amt to Transfer to Title IV	
51157	Title IV Program Innovation	$275,000	$0	$275,000
48000	Goals 2000	$350,000	$0	
52250	Magnet Schools	$95,000	$95,000	
52300	Education for Homeless	$23,000	$23,000	
52400	Training & Advisory Svc	$7,334	$0	
52550	Ed for Native Hawaiians	$12,000	$12,000	
52600	Foreign Lang Assistance	$10,039	$10,039	
66900	Fund for Improve of Education	$37,624	$37,624	
66950	Intl Education Exchange	$5,000	$5,000	
67200	21st Century Community Lrng	$750	$750	
67350	Eisenhower Profess Develop	$18,000	$0	
67500	Eisenhower Regional Math & Sci	$15,000	$0	
67650	Javits Gifted & Talented	$3,000	$0	
68200	Star Schools	$23,000	$23,000	
68250	Ready to Learn TV	$6,440	$0	
68300	Telecomm demo for Math	$1,035	$0	
	Title II (CDC Injury Prevention)		$2,600	
05-Jun-96 05:25 PM	**Total Title IV Funding**	$607,222	$209,013	$209,013
				$484,013

16

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645-6000

All Line Numbers are from Table 38. All Amts are FY96 numbers in Thousands of Dollars

TITLE VI INNOVATIVE EDUCATION PROGRAM STRATEGIES
FY 1996 Preliminary State Allocations

	GRANT AMOUNTS
TAL GRANTS	$275,000,000
GRANTS TO STATES	$273,075,000
ALABAMA	$4,219,878
ALASKA	$1,365,375
ARIZONA	$4,311,722
ARKANSAS	$2,540,789
CALIFORNIA	$31,703,321
COLORADO	$3,796,680
CONNECTICUT	$3,019,837
DELAWARE	$1,365,375
FLORIDA	$12,480,021
GEORGIA	$7,289,326
HAWAII	$1,365,375
IDAHO	$1,366,321
ILLINOIS	$11,762,575
INDIANA	$5,783,894
IOWA	$2,936,976
KANSAS	$2,747,571
KENTUCKY	$3,844,544
LOUISIANA	$4,870,039
MAINE	$1,365,375
MARYLAND	$4,795,316
MASSACHUSETTS	$5,430,840
MICHIGAN	$9,893,750
MINNESOTA	$4,956,984
MISSISSIPPI	$2,977,967
MISSOURI	$5,442,010
MONTANA	$1,365,375
EBRASKA	$1,768,454
EVADA	$1,416,957
EW HAMPSHIRE	$1,365,375
NEW JERSEY	$7,333,349
NEW MEXICO	$1,940,923
NEW YORK	$16,972,789
NORTH CAROLINA	$6,759,268
NORTH DAKOTA	$1,365,375
OHIO	$11,232,039
OKLAHOMA	$3,485,870
OREGON	$3,112,391
PENNSYLVANIA	$11,384,773
RHODE ISLAND	$1,365,375
SOUTH CAROLINA	$3,680,061
SOUTH DAKOTA	$1,365,375
TENNESSEE	$5,048,882
TEXAS	$20,300,456
UTAH	$2,661,363
VERMONT	$1,365,375
VIRGINIA	$6,151,443
WASHINGTON	$5,499,178
WEST VIRGINIA	$1,742,317
WISCONSIN	$5,406,173
WYOMING	$1,365,375
D.C.	$1,365,375
PUERTO RICO	$4,623,953
ITLYING AREAS:	$1,925,000
AMERICAN SAMOA	$330,472
GUAM	$771,003
NORTHERN MARIANA	$188,308
VIRGIN ISLANDS	$635,217

Chapter 2 Operations

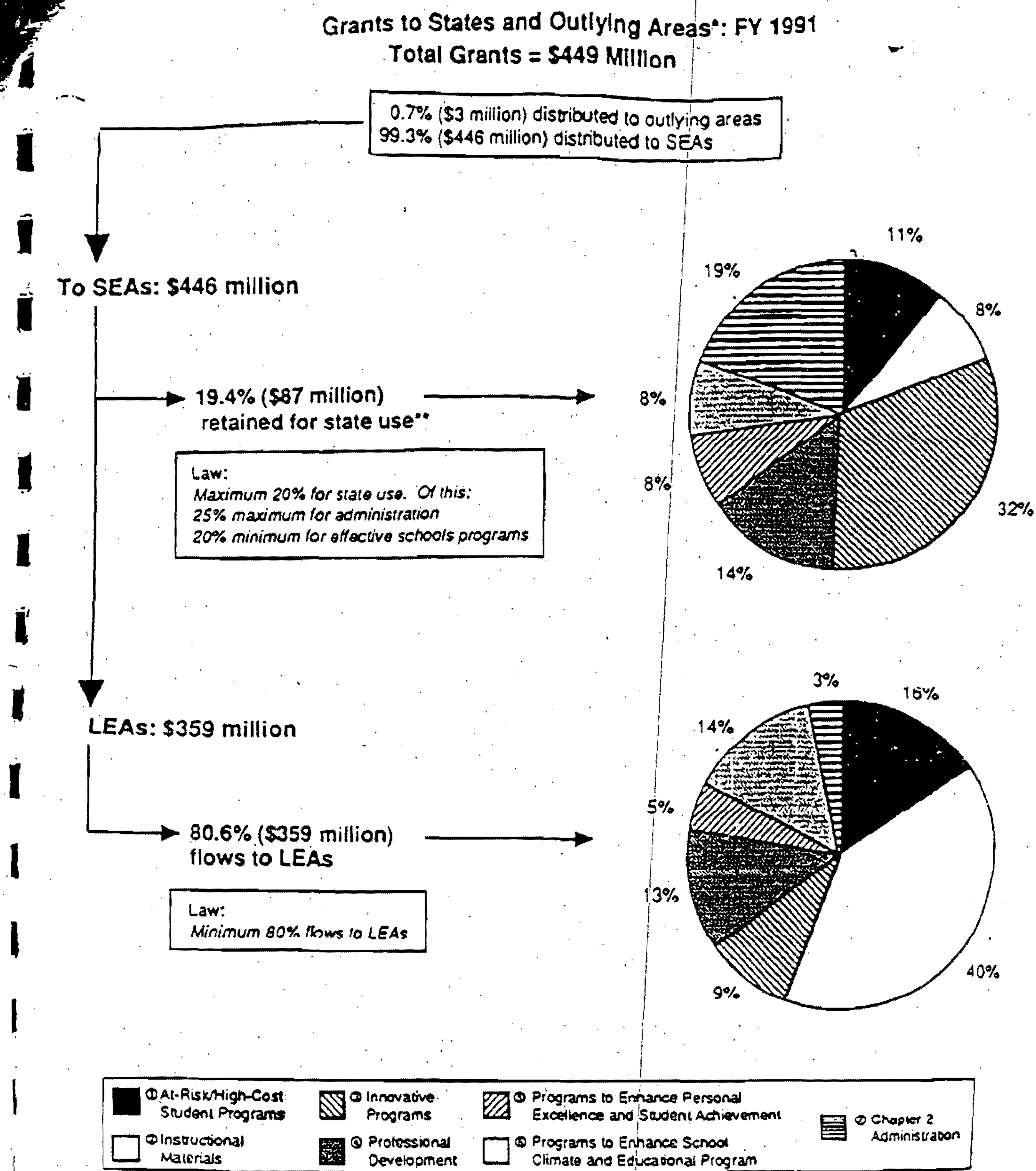
The Chapter 2 program is administered by the Chapter 2 program office within School Improvement Programs of the U.S. Department of Education (ED). The Chapter 2 program office retains less than 1% of the Chapter 2 grant appropriation to distribute to outlying areas and distributes the rest as Chapter 2 grants to states according to the size of their school-aged populations (i.e., ages 5 through 17) (see Figure 1). However, each state is guaranteed a minimum of 0.5% of the total amount allocated for states (a minimum of $2.2 million in 1991-92).

Federal regulations stipulate that at least 80% of the state grant be allocated for grants to school districts. Of the 20% or less reserved for state use, up to 25% may be used for state Chapter 2 program administration and at least 20% must be spent to support effective schools programs. The remaining funds may be used for programs related to seven targeted assistance areas.

Funds to LEAs are distributed according to their enrollments, with adjustments made by the states to provide higher per-pupil allocations to LEAs that serve the greatest numbers or percentages of children whose education entails a higher-than-average cost.

Since the program's reauthorization in 1988, Chapter 2 allocations have remained somewhat stable, ranging from a high of $463 million in 1989 to a low of $415.5 million, which has been proposed by the Clinton administration for 1994. When adjusted for inflation, however, funding has declined by 22.5% since the high in 1989. Because allocations are based on the school-age population, the sizes of Chapter 2 grants to states varied widely in 1991-92 (from a minimum of $2.2 million up to $49.1 million). Despite the fact that the total Chapter 2 allocation represents a substantial sum, Chapter 2 funds comprise a very small proportion (less than 0.5%) of any state's education budget, regardless of the size of its grant award.

In 1991-92, $446 million in Chapter 2 funds were allocated to SEAs and local school districts. Local agencies received 81% of these funds, the rest were retained at the state level. States distributed funds to districts on a formula basis particular to each state. The formula took into account student enrollment (this factor was weighted, on average, 71%) and high-cost factors, including concentration of low-income families (weighted, on average, 8%), number of students from low-income families (weighted, on average, 16%), and population density (weighted, on average, 4%).



*Outlying areas include American Samoa, Guam, Northern Mariana Islands, Palau, and the Virgin Islands.

**SEAs retained between 14% and 20% of Chapter 2 funds for state use. The mean retained for state use was 19.4%. SEAs, on average, distributed 80.6% of Chapter 2 funds to their school districts. Distributions ranged from 80% to 86%.

FIGURE 1 THE CHAPTER 2 PROCESS

The median level of Chapter 2 funds retained for state use was $1,188,209. More than half of the states elected to allocate a portion of their state funds for discretionary grants to districts (median amount $52,500), primarily to encourage educational innovation. Across districts of all sizes, the median amount of Chapter 2 funds at the local level was $8,410. However, the median amount for very large districts (enrollment of 25,000 or more) was $359,771, while the median amount for small districts (enrollment under 2,500) was just $5,252.

States allocated the highest percentages of their state Chapter 2 funds to innovative programs (35%), including effective schools programs (22%), and to Chapter 2 program administration (20%). These funding levels met the Chapter 2 requirement that states must allocate at least 20% for effective schools programs and no more than 25% for administration.

Local agencies, on the other hand, allocated the highest percentage of their funds for programs to acquire and use instructional materials (40%), followed by programs to serve students who are at risk or whose education entails higher-than-average costs (16%) When districts provided services for private school students, the services also tended to be related to the purchase of instructional resources (e.g., materials and equipment) and computer hardware and software (92% of districts).

Summary of Research Findings

Study Purpose I—Activities Supported by Chapter 2 and Degree to Which They Contribute to Educational Improvement

Chapter 2 supports a wide array of activities—programs of professional development, programs using library or other instructional materials, and programs and services for students. As noted in the section above, however, the majority of expenditures at the state level go toward innovative programs, including effective schools programs. Local agencies, on the other hand, tend to concentrate their Chapter 2 expenditures in instructional materials. Other than trends in expenditures, there is no defining characteristic or theme across Chapter 2 activities. Virtually all types of educational programs, activities, positions, and purchases have been funded by Chapter 2.

UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

FOR IMMEDIATE RELEASE
June 13, 1996

Contact: David Frank
(202) 401-3026

STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY
regarding proposed freeze on education funding
by the House Labor, HHS & Education Appropriations Subcommittee

FREEZING EDUCATION LEAVES AMERICA'S CHILDREN OUT IN THE COLD

Yesterday, the House Appropriations Committee announced the FY '97 education bill of its Labor, HHS & Education Subcommittee. The bill freezes overall education funding at FY '96 levels. This is a freeze that will leave America's schools and students out in the cold.

The subcommittee's plan would mean cutting the President's 1997 education budget request by $2.8 billion. At a time when a record number of students -- nearly 52 million -- will be in our nation's classrooms in the fall, such a cut shows that the subcommittee is out of touch with the sharply rising educational needs of the American people.

But the subcommittee is apparently hooked on the failed policies of the 1996 budget fight. If that fight taught us anything, it is that the American people overwhelmingly support the President's plan to protect and increase investments in education within a balanced-budget plan. A bipartisan majority in the Congress ultimately supported such an approach. But here go the leaders of the Congress again.

At a time when the Goals 2000: Educate America initiative is supporting school improvement efforts in more communities than ever before, the Subcommittee has chosen to zero it out. The President has called for $491 million in funding, which would support better education and higher standards in 12,000 schools.

At a time when drug use among young people is growing and the American people say that violence is the number one problem in our schools, the subcommittee seeks to cut Safe and Drug-Free Schools programs by $25 million. The President has called for an additional $74 million.

At a time when improving stagnant reading scores is the most urgent task facing American education, the Subcommittee seeks to freeze funding for Title I, which helps seven million children to learn basic reading, writing, and math skills in 50,000 schools. The President has called for an additional $74 million.

We are pleased that the subcommittee has moved to support the President's request for increased funding for college work-study programs. But its plan to increase the maximum Pell Grant award by only $30 is totally inadequate--$30 hardly meets the needs of today's working families and students. The President has called for a $230 increase, to $2,700 for 1997, and ultimately to $3,128 in five years. This is an increase that can really open the doors of college and opportunity to many more Americans.

###

ERNEST J. ISTOOK, JR.
5TH DISTRICT, OKLAHOMA

COMMITTEE:
APPROPRIATIONS
SUBCOMMITTEES:
TREASURY, POSTAL SERVICE AND GENERAL GOVERNMENT
VICE CHAIRMAN, LABOR, HHS, AND EDUCATION
NATIONAL SECURITY

AT LARGE WHIP
REPUBLICAN POLICY COMMITTEE

[redacted]

Congress of the United States
House of Representatives
Washington, DC 20515–3605

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WASHINGTON, DC 20515–3605
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FAX (405) 942–3792

FIRST COURT PLACE
SUITE 205
BARTLESVILLE, OK 74003
(918) 336–5546
FAX (918) 336–5740

5TH & GRAND
PONCA CITY, OK 74601
(405) 762–6778
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ISTOOK@HR.HOUSE.GOV

June 3, 1996

CHOOSE KIDS OVER BUREAUCRATS! SUPPORT TRANSFER OF FUNDS TO THE TITLE IV BLOCK GRANT!

I am considering an amendment that will transfer more money into Title IV (Chapter 2) block grants for the upcoming subcommittee markup.

Education Title IV (Chapter 2) Block Grants were created in 1981. 42 programs were combined into the block grant. 350 Full Time Equivalent (FTE) positions administered these 42 programs. Today, 6 FTE can administer Title IV. **Block granting these programs in 1981 has saved 344 FTEs each and every year since then.**

- The Clinton budget wants us to move $275 million out of educational programs that have no strings attached and into programs with more strings. They would thus terminate all Title IV funding, shifting the money to the Eisenhower Professional Development program, which has more strings attached, in spite of the fact that $36 million of Title IV funds are already going to professional development. Our philosophy should be the opposite, emphasizing that state and local educators need more flexibility, not more restrictions.

- Responding to my questions about Title IV (Chapter 2) the administration stated: "...[D]istricts tended to use their Chapter 2 monies for routine costs and services. For example, in fiscal year 1991, they [the LEAs] spent 40% of their allocations to acquire library books and other instructional materials." The U.S. Dept of Education describes the current use of Title IV funds this way:
  a. 40% of funds are used for library books and instructional materials
  b. 13% for professional development
  c. 9% for innovative school programs
  d. balance for programs for at-risk students, student achievement and school enhancement programs.

- **There is no good reason to zero Title IV (Chapter 2).** That would blow a huge hole in the budgets of local schools. Instead, school administrators have repeatedly asked for more flexibility in how they use Federal funds. To put more money into classrooms instead of funding bureaucrats, we can move all funding for the programs in the attached Table into Title IV (Chapter 2). This permits funding for the same purposes as before, but trusts state and local educators to determine the proper mix, and to set their own priorities.

- Students are far better off with one program that works and is fully funded than 8 programs that each have their own administrative costs. It would also mean fewer federal bureaucrats would be needed. **Let's fund classroom learning rather than bureaucrats!**

Rep Istook's Title IV Blockgrant Proposal

Lineno	Program	FY96 Spending (In Thousands)	Amt to Transfer to Title IV	
51157	Title IV Program Innovation	$275,000	$0	$275,000
48000	Goals 2000	$350,000	$0	
52250	Magnet Schools	$95,000	$95,000	
52300	Education for Homeless	$23,000	$23,000	
52400	Training & Advisory Svc	$7,334	$0	
52550	Ed for Native Hawaiians	$12,000	$12,000	
52600	Foreign Lang Assistance	$10,039	$10,039	
66900	Fund for Improve of Education	$37,624	$37,624	
66950	Intl Education Exchange	$5,000	$5,000	
67200	21st Century Community Lrng	$750	$750	
67350	Eisenhower Profess Develop	$18,000	$0	
67500	Eisenhower Regional Math & Sci	$15,000	$0	
67650	Javits Gifted & Talented	$3,000	$0	
68200	Star Schools	$23,000	$23,000	
68250	Ready to Learn TV	$6,440	$0	
68300	Telecomm demo for Math	$1,035	$0	
	Title II (CDC Injury Prevention)		$2,600	
		$607,222	$209,013	$209,013
05-Jun-96 05:25 PM	**Total Title IV Funding**			**$484,013**

16

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200
545-6200

All Line Numbers are from Table 38. All Amts are FY96 numbers in Thousands of Dollars

TITLE VI INNOVATIVE EDUCATION PROGRAM STRATEGIES
FY 1996 Preliminary State Allocations

	GRANT AMOUNTS
TAL GRANTS	$275,000,000
GRANTS TO STATES	$273,075,000
ALABAMA	$4,219,878
ALASKA	$1,365,375
ARIZONA	$4,311,722
ARKANSAS	$2,540,789
CALIFORNIA	$31,703,321
COLORADO	$3,796,680
CONNECTICUT	$3,019,837
DELAWARE	$1,365,375
FLORIDA	$12,480,021
GEORGIA	$7,289,326
HAWAII	$1,365,375
IDAHO	$1,366,321
ILLINOIS	$11,762,575
INDIANA	$5,783,894
IOWA	$2,936,976
KANSAS	$2,747,571
KENTUCKY	$3,844,544
LOUISIANA	$4,870,039
MAINE	$1,365,375
MARYLAND	$4,795,316
MASSACHUSETTS	$5,430,840
MICHIGAN	$9,893,250
MINNESOTA	$4,956,984
MISSISSIPPI	$2,977,967
MISSOURI	$5,442,010
MONTANA	$1,365,375
'EBRASKA	$1,768,454
:VADA	$1,416,957
.EW HAMPSHIRE	$1,365,375
NEW JERSEY	$7,333,349
NEW MEXICO	$1,940,923
NEW YORK	$16,972,789
NORTH CAROLINA	$6,759,268
NORTH DAKOTA	$1,365,375
OHIO	$11,232,039
OKLAHOMA	$3,485,870
OREGON	$3,112,391
PENNSYLVANIA	$11,384,773
RHODE ISLAND	$1,365,375
SOUTH CAROLINA	$3,680,061
SOUTH DAKOTA	$1,365,375
TENNESSEE	$5,048,882
TEXAS	$20,300,456
UTAH	$2,661,363
VERMONT	$1,365,375
VIRGINIA	$6,151,443
WASHINGTON	$5,499,178
WEST VIRGINIA	$1,742,317
WISCONSIN	$5,406,173
WYOMING	$1,365,375
D.C.	$1,365,375
PUERTO RICO	$4,623,953
ITLYING AREAS:	$1,925,000
AMERICAN SAMOA	$330,472
GUAM	$771,003
NORTHERN MARIANA	$188,308
VIRGIN ISLANDS	$635,217

Chapter 2 Operations

The Chapter 2 program is administered by the Chapter 2 program office within School Improvement Programs of the U.S. Department of Education (ED). The Chapter 2 program office retains less than 1% of the Chapter 2 grant appropriation to distribute to outlying areas and distributes the rest as Chapter 2 grants to states according to the size of their school-aged populations (i.e., ages 5 through 17) (see Figure 1). However, each state is guaranteed a minimum of 0.5% of the total amount allocated for states (a minimum of $2.2 million in 1991-92).

Federal regulations stipulate that at least 80% of the state grant be allocated for grants to school districts. Of the 20% or less reserved for state use, up to 25% may be used for state Chapter 2 program administration and at least 20% must be spent to support effective schools programs. The remaining funds may be used for programs related to seven targeted assistance areas.

Funds to LEAs are distributed according to their enrollments, with adjustments made by the states to provide higher per-pupil allocations to LEAs that serve the greatest numbers or percentages of children whose education entails a higher-than-average cost.

Since the program's reauthorization in 1988, Chapter 2 allocations have remained somewhat stable, ranging from a high of $463 million in 1989 to a low of $415.5 million, which has been proposed by the Clinton administration for 1994. When adjusted for inflation, however, funding has declined by 22.5% since the high in 1989. Because allocations are based on the school-age population, the sizes of Chapter 2 grants to states varied widely in 1991-92 (from a minimum of $2.2 million up to $49.1 million). Despite the fact that the total Chapter 2 allocation represents a substantial sum, Chapter 2 funds comprise a very small proportion (less than 0.5%) of any state's education budget, regardless of the size of its grant award.

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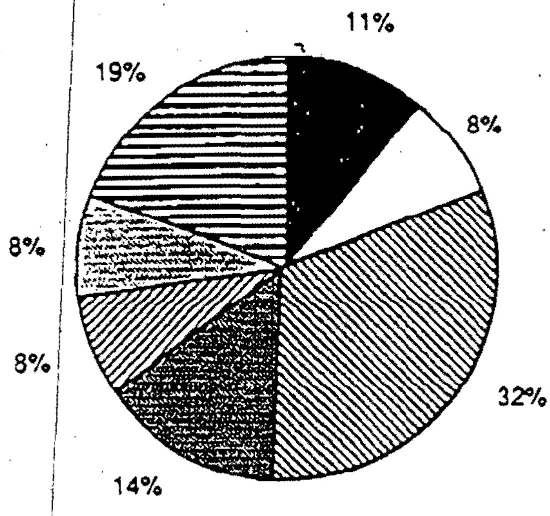
Grants to States and Outlying Areas*: FY 1991
Total Grants = $449 Million

0.7% ($3 million) distributed to outlying areas
99.3% ($446 million) distributed to SEAs

To SEAs: $446 million

19.4% ($87 million) retained for state use**

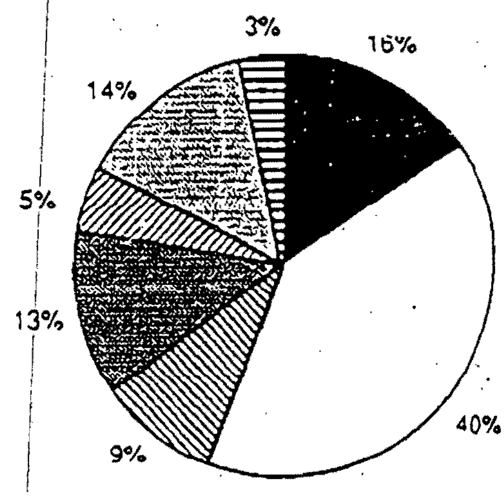
Law:
Maximum 20% for state use. Of this:
25% maximum for administration
20% minimum for effective schools programs



LEAs: $359 million

80.6% ($359 million) flows to LEAs

Law:
Minimum 80% flows to LEAs



① At-Risk/High-Cost Student Programs
② Instructional Materials
③ Innovative Programs
④ Professional Development
⑤ Programs to Enhance Personal Excellence and Student Achievement
⑥ Programs to Enhance School Climate and Educational Program
⑦ Chapter 2 Administration

*Outlying areas include American Samoa, Guam, Northern Mariana Islands, Palau, and the Virgin Islands.

**SEAs retained between 14% and 20% of Chapter 2 funds for state use. The mean retained for state use was 19.4%. SEAs, on average, distributed 80.6% of Chapter 2 funds to their school districts. Distributions ranged from 80% to 86%.

FIGURE 1 THE CHAPTER 2 PROCESS

The median level of Chapter 2 funds retained for state use was $1,188,209. More than half of the states elected to allocate a portion of their state funds for discretionary grants to districts (median amount $52,500), primarily to encourage educational innovation. Across districts of all sizes, the median amount of Chapter 2 funds at the local level was $8,410. However, the median amount for very large districts (enrollment of 25,000 or more) was $359,771, while the median amount for small districts (enrollment under 2,500) was just $5,252.

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Chapter 2 supports a wide array of activities—programs of professional development, programs using library or other instructional materials, and programs and services for students. As noted in the section above, however, the majority of expenditures at the state level go toward innovative programs, including effective schools programs. Local agencies, on the other hand, tend to concentrate their Chapter 2 expenditures in instructional materials. Other than trends in expenditures, there is no defining characteristic or theme across Chapter 2 activities. Virtually all types of educational programs, activities, positions, and purchases have been funded by Chapter 2.

TO: Mr. Michael Cohen

RECIPIENT REF: U.S. Department of E

TO FAX PHONE #: 12024010596

FROM: THE BUSINESS ROUNDTABLE/PH#(202)872-1260

4 PAGES INCLUDING COVER SHEET
MSG REF#: TBR01850.0005
DATE/TIME: May 30, '96 14:39 (ET)

The Business Roundtable

TO: Education Task Force Working Group Members

FROM: Buzz Bartlett, Director, Corporate Affairs, Lockheed Martin and Chairman, Education Task Force Working Group

Susan Traiman, Director-Education Initiative
The Business Roundtable

DATE: May 30, 1996

RE: **URGENT ACTION NEEDED ON THE FY 1997 GOALS 2000 APPROPRIATION**

Despite the extended delays last year in reaching an agreement on the Federal Budget for the current 1996 fiscal year, Congressional leaders and the Clinton Administration preserved funding for the "Goals 2000: Education America Act" in the amount of $350 million. This accomplishment could not have been made without support from the business community and many Roundtable member companies.

The Administration's overall budget request for Goals 2000 for the 1997 fiscal year is $491 million. These funds will be used to continue to help states set high academic standards without any federal intervention or interference.

The House Education Appropriations Subcommittee is scheduled to mark-up the FY '97 appropriations bill containing Goals on June 3. Given the importance of the Goals 2000 program to our state-level reform efforts nationwide, it is important that each of us communicate with key members of the Appropriations Committee (list attached) as soon as possible. The members highlighted are those who need additional encouragement to support the appropriation.

Some key points to consider raising in your communications include:

- Continued funding for Goals 2000 is critical to the successful on-going implementation of state and local school improvement;

- All Goals 2000 funds are used at the discretion of each state to help schools without federal mandates on how the funds must be used;

- It is important that the funding be maintained at the 1996 fiscal year level of $350 million or greater in order to further accelerate state and local reform activity.

Please call or write to members of the Appropriations Committee as soon as possible. A sample letter is attached for your use. We also would appreciate hearing back from you once you have made your contacts.

Please call either of us (Buzz at 301-897-6293 or Susan at 202-872-1260) if you have any questions.

HOUSE COMMITTEE IN APPROPRIATIONS

MEMBER	CONTACT	ADDRESS	PHONE #	FAX
1. David Obey (WI)	Ann Georges	2462 Rayburn	225-3365	225-3240
2. Sidney Yates (IL)	Maura Reidy	2109 Rayburn	225-2111	225-3493
3. Louis Stokes (OH)	Fredette West	2365 Rayburn	225-7032	225-1339
4. Tom Bevill (AL)	Claudia Wear	2302 Rayburn	225-4876	225-1604
5. John Murtha (PA)	Carmen Szialabba	2423 Rayburn	225-2065	225-5709
6. Charles Wilson (TX)	Cindy Kohuth	2256 Rayburn	225-2401	225-1764
7. Norman Dicks (WA)	Colin Sheldon	2467 Rayburn	225-5916	225-1176
8. Martin Olay Sabo (MN)	Kirsten Hoeschler	2336 Rayburn	225-4755	225-4886
9. Julian Dixon (CA)	Sally Johnson	2252 Rayburn	225-7084	225-4091
10. Vic Fazio (CA)	Mary Walther	2113 Rayburn	225-5716	225-5141
11. W. G. "Bill" Hefner (NC)	David Perry	2470 Rayburn	225-3715	225-4036
12. Steny Hoyer (MD)	Catriona McDonald	1705 Longworth	225-4131	225-4300
13. Richard Durbin (IL)	Jim Jepsen	2463 Rayburn	225-5271	225-0170
14. Ronald Coleman (TX)	Laurie Rodriguez	2312 Rayburn	225-4831	225-4831
15. Alan Mollohan (WV)	Christopher Lee	2427 Rayburn	225-4172	225-7564
16. Jim Chapman (TX)	Michele Conlon	2417 Rayburn	225-3035	225-7265
17. Marcy Kaptur (OH)	Susan Role	2104 Rayburn	225-4146	225-7711
18. David Skaggs (CO)	David Killion	1124 Longworth	225-2161	226-7840
19. Nancy Pelosi (CA)	Steve Morin	2457 Rayburn	225-4965	225-8259
20. Peter Visclosky (IN)	Dan Sanchez	2464 Rayburn	225-2461	225-2493
21. Thomas Foglietta (PA)	Barbara Zylinski	341 Cannon	225-4731	225-0088
22. Esteban Torres (CA)	Ruth Tintary	2368 Rayburn	225-5256	225-9711
23. Nita Lowey (NY)	Jenny Luray	2421 Rayburn	225-6506	225-0546
24. Ray Thornton (AR)	Lauren Gaddy	1214 Longworth	225-2506	225-9273

September 7, 1995

HOUSE COMMITTEE IN APPROPRIATIONS

MEMBER	CONTACT	ADDRESS	PHONE #	FAX
1. David Obey (WI)	Ann Georges	2462 Rayburn	225-3365	225-3240
2. Sidney Yates (IL)	Maura Reidy	2109 Rayburn	225-2111	225-3493
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24. Ray Thornton (AR)	Lauren Gaddy	1214 Longworth	225-2506	225-9273

September 7, 1995

Dear Rep. ______:

On behalf of (insert company name), I am writing to urge you to support continued funding for the "Goals 2000: Educate America Act" for the 1997 fiscal year. We believe the $350 million that was appropriated for the 1996 fiscal year needs to be maintained – if not increased – in order to accelerate the progress that many governors and state legislators are making toward state and local school improvement.

We also believe the resources that Goals 2000 offers to states for local school improvement provide incentives for schools to raise academic standards, hold themselves accountable for actual results, and make the changes that need to be made to help children succeed in school.

We commend the action taken earlier this year during the budget debate to keep this critical education reform program alive. We hope that you will maintain this position as this year's budget negotiations move through both houses of Congress.

Sincerely,

HOUSE APPROPRIATIONS COMMITTEE
GOALS 2000 CONTACT LIST

MEMBER	CONTACT	PHONE #
Robert Livingston (R-LA)-Chair	Stan Skocki	(202) 225-3015
Joseph McDade (R-PA)	John Enright	(202) 225-3731
John Myers (R-IN)	Eric Klos	(202) 225-5805
C.W. Bill Young (R-FL)	Harry Glenn	(202) 225-5961
Ralph Regula (R-OH)	Richard Graves	(202) 225-3876
Jerry Lewis (R-CA)	Alex Heslop	(202) 225-5861
John Edward Porter (R-IL)	Suzzane Connoly	(202) 225-4835
Harold Rogers (R-KY)	Sissy Presnell	(202) 225-4601
Joe Skeen (R-NM)	Quin Dodd	(202) 225-2365
Frank Wolf (R-VA)	Lori-Beth Feld Hus	(202) 225-5136
Tom DeLay (R-TX)	Glenn LeMunyon	(202) 225-0197
Jim Kolbe (R-AZ)	Jason Isaak	(202) 225-2542
Barbara Vucanovich (R-NV)	Cathy Besser	(202) 225-6155
Jim Lightfoot (R-IA)	Bill Deere	(202) 225-3806
Ron Packard (R-CA)	Eric Mondero	(202) 225-3906
Sonny Callahan (R-AL)	Sean Murphy	(202) 225-4931
James Walsh (R-NY)	Ron Anderson	(202) 225-3701
Charles Taylor (R-NC)	Kevin Murphy	(202) 225-6401
David Hobson (R-OH)	Jenifer Cutcher	(202) 225-4324
Ernest Jim Istook (R-OK)	Bill Duncan	(202) 225-2132
Henry Bonilla (R-TX)	Eric Fox	(202) 225-4511
Joe Knollenberg (R-MI)	Deron Zeppelin	(202) 225-5802
Dan Miller (R-FL)	Danielle Doane	(202) 225-5109
Jay Dickey (R-AR)	Brian Williams	(202) 225-3772
Jack Kingston (R-GA)	Karen Roberson	(202) 225-5831
Frank Riggs (R-CA)	Valarie Rogers	(202) 225-3311
Rodney Frelinghuysen (R-NJ)	Lisa Smith	(202) 225-5034
Roger Wicker (R-MS)	Spence Flatguard	(202) 225-4306
Michael Forbes (R-NY)	Mike Fanuele	(202) 225-3826
George Nethercutt (R-WA)	Amy Flachbart	(202) 225-2006
Jim Bunn (R-OR)	Craig Kennedy	(202) 225-5711
Mark Neumann (R-WI)	Christi Shortridge	(202) 225-3031
David Obey (D-WI)	Paul Carver	(202) 225-3365

Note: Highlighted names indicate members who need additional encouragement to support the appropriation.

HOUSE COMMITTEE ON APPROPRIATIONS

MEMBER	CONTACT	ADDRESS	PHONE #	FAX
1. Robert Livingston (LA)-Chair	Stan Skocki	2406 Rayburn	225-3015	225-0739
2. Joseph McDade (PA)	John Enright	2107 Rayburn	225-3731	225-9594
3. John Myers (IN)	Eric Klos	2372 Rayburn	225-5805	225-1649
4. C. W. Bill Young (FL)	Harry Glenn	2407 Rayburn	225-5961	225-9764
5. Ralph Regula (OH)	Richard Graves	2309 Rayburn	225-3876	225-3059
6. Jerry Lewis (CA)	Alex Heslop	2112 Rayburn	225-5861	225-6498
7. John Edward Porter (IL)	Suzzane Connolly	2373 Rayburn	225-4835	225-0157
8. Harold Rogers (KY)	Sissy Presnell	2468 Rayburn	225-4601	unpublished
9. Joe Skeen (NM)	Quin Dodd	2367 Rayburn	225-2365	225-9599
10. Frank Wolf (VA)	Lori-Beth Feld Hua	241 Cannon	225-5136	225-0437
11. Tom DeLay (TX)	Glenn LeMunyon	H-107 Capitol	225-0197	225-5241
12. Jim Kolbe (AZ)	Jason Isaak	205 Cannon	225-2542	225-0378
13. Barbara Vucanovich (NV)	Cathy Besser	2202 Rayburn	225-6155	225-2319
14. Jim Lightfoot (IA)	Bill Deere	2161 Rayburn	225-3806	225-6973
15. Ron Packard (CA)	Eric Mondero	2162 Rayburn	225-3906	225-0134
16. Sonny Callahan (AL)	Sean Murphy	2418 Rayburn	225-4931	225-0562
17. James Walsh (NY)	Ron Anderson	1330 Longworth	225-3701	225-4042
18. Charles Taylor (NC)	Kevin Murphy	231 Cannon	225-6401	225-0519
19. David Hobson (OH)	Jenifer Cutcher	1514 Longworth	225-4324	225-1984
20. Ernest Jim Istook (OK)	Bill Duncan	119 Cannon	225-2132	225-1463
21. Henry Bonilla (TX)	Eric Fox	1427 Longworth	225-4511	225-2237
22. Joe Knollenberg (MI)	Deron Zeppelin	1221 Longworth	225-5802	225-2356
23. Dan Miller (FL)	Danielle Doane	117 Cannon	225-5015	225-0828
24. Jay Dickey (AK)	Brian Williams	230 Cannon	225-3772	225-1314
25. Jack Kingston (GA)	Karen Roberson	1507 Longworth	225-5831	225-2269
26. Frank Riggs (CA)	Valarie Rogers	1714 Longworth	225-3311	225-3403
27. Rodney Frelinghuysen (NJ)	Lisa Smith	514 Cannon	225-5034	225-3186
28. Roger Wicker (MS)	Spence Flatguard	206 Cannon	225-4306	225-3549
29. Michael Forbes (NY)	Mike Fanuele	502 Cannon	225-3826	225-3143
30. George Nethercutt (WA)	Amy Flachbart	1527 Longworth	225-2006	225-3392
31. Jim Bunn (OR)	Craig Kennedy	1517 Longworth	225-5711	225-2994
32. Mark Neumann (WI)	Christi Shortridge	1725 Longworth	225-3031	225-3393

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: SUSAN TRAIMAN

ORGANIZATION:

PHONE NUMBER:

FAX NUMBER: 202/466-3509

FROM: Mike Cohen

TELEPHONE: 401-3070

FAX NUMBER: 202-401-2098

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5 **PAGE(S) TO FOLLOW**

NOTE TO SUSAN TRAIMAN AND MICHAEL JACKSON

Thanks for agreeing to help once again on Goals 2000. Attached you will find the following:

1. A list of Appropriations committee members. We have marked those we think it would be most helpful to focus on--they are the ones on the subcommittee or in the leadership.

2. Among the Republicans on the subcommittee, Bonilla from Texas and Istook from Oklahoma appear to be the most favorably disposed, though all need to hear from the business groups.

3. The Administration's request for Title III of Goals 2000 is $476,000,000. Current funding is $350 million. You should be aware that the Administration's overall request for Goals 2000 is $491 million; this includes $15 million for Parent Resource Centers that were established under Title IV of Goals. All of these funds go to local, community-based organizations around the country to help parents become more involved in schools and in school improvement.

4. I am attaching a table with state-by-state allocations for the Goals 2000 funds. The column headings may be a little confusing to you, so here is the code: the third column is the FY 97 appropriations request from the Administration--for school year 1997-1998. The figures show what each state will receive if we get the funds we are asking for. The middle column is the FY 96 apprioriations, just passed last month. That money is available to states July 1 1996. The first column shows FY 95 funding; the money states have right now from us.

5. I've also attached a copy of a letter Secretary Riley has sent to the editor of the Washington Post in response to David Broder's op-ed. I thought you might find this helpful in case you get questions based on his piece. It also provides a few brief illustrations of how Goals funds are being used. If you want more examples, or more detail, let me know. **Since this has not been accepted for publication yet, please do not distribute this. If it gets around, it will become a reason for the Post not to publish.**

Thanks again for your help. Call if you need anything else, and please keep mo posted on your progress.

Mike Cohen

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

May 20, 1996

Editor
The Washington Post
1150 15th Street, NW
Washington, DC 20071

Dear Editor:

I agree with David Broder's assessment of the potential of Goals 2000, but I disagree with his analysis that recent changes have watered down its benefits.

Goals 2000 retains its focus on raising standards in America's schools, encouraging states and communities to improve their schools and promoting more grass-roots involvement in making schools better. These basic principles remain unaltered after recent Congressional action.

Mr. Broder's analysis is based on three misunderstandings. First, he assumes that as Goals 2000 was originally enacted, states were required to use nationally developed academic standards in their education improvement plans, but that there is no longer such a requirement. In fact, Goals 2000 has always been anchored in academic standards that each state sets for itself. There was never any requirement that states use national model academic standards as a condition of participating in Goals 2000 or receiving any federal funds.

Second, he assumes that Goals 2000 originally involved a federally-sponsored review of state academic standards as a condition of participation, but there is no longer such a provision. In fact, there never was such a review. Goals 2000 maintains a long-standing and appropriate prohibition on federal control over state curriculum and instructional matters. From the Charlottesville Summit forward, there has been widespread, bipartisan agreement among elected officials, business leaders and educators that academic standards ought to be set by states, without federal review or interference, and without federal funds tied to approval of these standards.

While the federal government should not review and approve state curriculum standards, there must be accountability along with the investment of federal funds. Goals 2000 originally provided for that accountability through U.S. Department of Education review of state education improvement plans. An amendment included in the appropriations bill retains this approach, but also gives governors and state education officials another option to provide public accountability. It requires governors and state education officials to make their state education improvement plan widely available for public review and comment, and to report to the public each year on the progress they make in improving student achievement.

Third, he assumes that under Goals 2000 as originally enacted, states and schools could not use Goals 2000 funds to purchase education technology, but now they are able to use the funds in this way. In fact, states are accountable for how they use Goals 2000 funds. States and schools could always use Goals 2000 funds for technology, as long as this use fit into an overall plan for raising academic standards and improving student achievement. Wyoming has been focusing its Goals 2000 funds entirely on the introduction of computers in classrooms since last year. School districts in Kentucky have been using technology to help students and parents learn together, and schools in Illinois and many other states have been using these funds to train teachers in the use of technology and for a wide range of other technology-related purposes.

Other states and communities are using Goals 2000 funds in other positive ways. In Windsor, Colorado, the local school district has used Goals 2000 funds to enable parents, educators and school staff to be deeply involved in establishing local academic standards. Delaware is using Goals 2000 funds to enable local schools to develop model curricula based on state academic standards, and to develop assessments tied to those standards. Ohio uses Goals 2000 funds as an integral part of its overall accountability system, targeting the funds to assist schools with large numbers of students who do not yet meet state standards.

There are scores of other examples of states and local communities using Goals 2000 funds to accelerate their drive to set and meet tough academic standards. Mr. Broder's concern that the new amendments weakened Goals 2000 is not warranted.

Yours sincerely,

Dick Riley

Richard W. Riley

EDUCATION REFORM

Goals 2000: State and Local Education Systemic Improvement

State or Outlying Area	1995 Appro. for 1996	1996 Estimate for 1997	1997 Request for 1998
Alabama	$5,941,766	$5,675,986	$7,895,690
Alaska	1,547,345	1,437,296	2,015,509
Arizona	5,450,582	5,038,557	7,220,860
Arkansas	3,650,495	3,434,819	4,800,139
California	42,111,706	39,211,219	54,798,618
Colorado	4,288,514	3,922,624	5,585,002
Connecticut	3,460,756	3,149,595	4,453,445
Delaware	1,291,544	1,242,928	1,742,164
Florida	15,861,034	14,713,635	20,880,761
Georgia	8,959,402	8,515,014	12,097,369
Hawaii	1,381,641	1,307,668	1,830,605
Idaho	1,568,397	1,478,175	2,072,739
Illinois	15,992,571	15,050,826	20,965,086
Indiana	6,557,145	6,280,894	8,734,445
Iowa	3,219,618	3,077,877	4,261,417
Kansas	3,193,916	3,099,621	4,350,864
Kentucky	5,775,274	5,549,490	7,709,898
Louisiana	7,968,128	7,642,099	10,577,254
Maine	1,647,540	1,535,403	2,147,204
Maryland	5,379,938	5,016,113	7,070,017
Massachusetts	6,990,859	6,242,461	8,845,858
Michigan	14,371,488	13,653,547	19,081,265
Minnesota	5,377,078	5,062,092	7,103,635
Mississippi	5,094,972	4,864,881	6,746,306
Missouri	6,525,935	6,132,073	8,574,360
Montana	1,560,150	1,459,914	2,044,513
Nebraska	1,986,104	1,834,350	2,661,199
Nevada	1,419,052	1,303,042	1,868,241
New Hampshire	1,290,294	1,232,612	1,728,084
New Jersey	8,792,536	7,904,169	11,130,562
New Mexico	2,782,261	2,610,240	3,691,669
New York	27,112,296	25,358,328	35,384,033
North Carolina	7,745,087	7,280,313	10,327,046
North Dakota	1,340,576	1,259,984	1,765,253
Ohio	14,833,684	14,226,873	19,844,608
Oklahoma	4,396,613	4,176,732	5,822,424
Oregon	4,012,392	3,799,963	5,312,803
Pennsylvania	15,529,194	14,464,447	20,258,933
Rhode Island	1,480,004	1,359,668	1,902,901
South Carolina	4,710,359	4,511,625	6,263,574
South Dakota	1,412,549	1,309,917	1,836,220
Tennessee	6,387,802	5,999,453	8,432,635
Texas	29,228,279	27,187,479	38,181,904
Utah	2,587,039	2,452,958	3,429,258
Vermont	1,272,847	1,225,743	1,717,476
Virginia	6,658,924	6,200,305	8,704,627
Washington	6,328,974	6,056,946	8,492,110
West Virginia	2,799,259	2,788,423	3,829,992
Wisconsin	6,582,097	6,320,177	8,806,412
Wyoming	1,262,907	1,224,150	1,715,593
District of Columbia	1,523,409	1,353,218	1,895,093
Puerto Rico	9,608,968	9,064,078	12,632,327
American Samoa	184,247	173,864	247,560
Northern Marianas	102,549	96,770	137,787
Guam	194,658	183,688	261,548
Virgin islands	380,157	358,732	510,788
Palau	102,549	79,187	52,791
Marshall Islands	102,549	96,770	137,787
Micronesia	302,433	285,389	406,357
BIA & Alaska Federation of Natives	2,249,558	2,125,600	3,005,382
Peer Review	0	300,000	0
Total	361,870,000	340,000,000	476,000,000

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