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

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May 13, 1997

National Tests Need Congressional Approval!

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Dear Colleague,

MAY 14 1997

This week, when the House considers the supplemental appropriations bill, I plan to offer an amendment that would require the Clinton Administration to put the brakes on its national reading and math test development until it seeks and receives specific and explicit Congressional authorization to develop the tests.

In his 1997 State of the Union message, President Clinton proposed that individualized national tests be given to 4th and 8th graders in reading and math. Rather than seek Congressional approval for this significant change in federal education policy, the Department of Education has chosen to move full-speed-ahead with the development of these tests in 1997 and 1998, and plan to administer the tests beginning in 1999—all without specific or explicit Congressional approval.

Obviously, there is a wide variety of support and opposition to the President's initiative to develop these tests, both among Republicans and Democrats. While I personally oppose federal involvement in developing individualized tests, the real issue here is that the development of individualized, national tests is too controversial and potentially divisive for the President to act without specific Congressional discussion, review, and authorization. Unfortunately, the Administration has no bill, nor has it indicated any intention of seeking enactment of specific legislation. By comparison, the National Assessment of Educational Progress (NAEP), a series of random sampling assessments of American students in several academic subjects every two years, came about only after extensive Congressional consultation and after specific and explicit authority was given by Federal statute.

So, the amendment I will offer would simply slow the process, so that Congress will have more time to hold hearings and thoroughly debate this major proposal. The amendment prohibits the Department from spending any FY1997 funds or any prior years' funds for the development of such tests.

Please join me in upholding the proper role of Congress in reviewing and deciding upon important new directions in federal education policy. Please support the Goodling amendment on National Testing.

Sincerely,

Bill

BILL GOODLING, Chairman

U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON
EDUCATION AND THE WORKFORCE

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FACSIMILE TRANSMISSION

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6/4/97

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Number of Pages (including this sheet):

19

Comments:

Per your request

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STATEMENT OF:

THE HONORABLE FRANK RIGGS

CHAIRMAN,
SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES
OF THE
COMMITTEE ON EDUCATION AND THE WORKFORCE

BEFORE THE

APPROPRIATIONS
SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN SERVICES,
EDUCATION AND RELATED AGENCIES

TUESDAY, JUNE 3, 1997

Good morning, Mr. Chairman. Thank you for giving me the opportunity to appear before you today. As a former Member of the Labor-HHS-Education Appropriations Subcommittee, I know how important it is to have input from the perspective of authorizers as you consider funding levels for programs in the upcoming fiscal year.

Before I begin, I want to comment briefly on what I consider to be one of the difficulties with our current budget process. That is the fact that within this Appropriations Subcommittee, important education, health, job training and other programs must compete with one another for funding. In order to stay within the Subcommittee allocation, you must decide, for example, whether to fund some education programs at the expense of others, or to fund health programs at the expense of training programs.

This is a time of tight budget constraints and pressures. Now that Congress is close to adopting a balanced budget plan, we must make what are sometimes tough choices. We need to focus our scarce Federal resources where they will do the most good for the American people, and fund the programs in which the Federal investment yields the best return. Spending priorities must assure that American taxpayers' dollars are spent wisely, and in ways that can best help all children learn and all people be productive citizens.

I am pleased to testify before you today on priorities I propose as Chairman of the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. I want to begin by referencing a letter that I, along with yourself, Chairman Goodling, Chairman Kasich, and over 50 of my colleagues in the House sent to Speaker Gingrich last Fall outlining four programs that we believe should be the top education funding priorities in this Congress. As you will recall, Mr. Chairman, these are the Individuals with Disabilities Education Act, Pell grants, College Work Study, and the Title VI (formerly known as the Chapter 2) block grant program.

I believe these programs reflect the principles of the Republican party in clear ways. By providing an unprecedented 35 percent increase to the Individuals with Disabilities Education Act last year, we demonstrated our commitment to funding the mandates we place on State and local governments. By increasing the maximum Pell Grant, which is basically a voucher program to enable economically-disadvantaged students to attend the colleges of their choice, to its highest level ever, we encouraged individual responsibility and consumer choice. The 35 percent increase we gave to the College Work Study program will help students develop a strong work ethic and gain valuable experience while working their way through college. And finally, the \$35 million increase the Chapter 2 block grant program received reinforced the principle that States and local governments know best how and where to spend money to meet the unique needs of their area.

Mr. Chairman, I am grateful that these programs received historic increases in the fiscal year 1997 bill and I hope that they will once again be considered priorities for any additional funding that may become available to your Subcommittee through the fiscal year 1998 allocation process. Specifically, I hope that the increases provided to these programs in

fiscal year 1997 might be built into the base upon which additional funding could be provided in fiscal year 1998.

With regard to the College Work Study program in particular, I would like to associate myself with the views of the Chairman of the Education and Workforce Committee. College Work Study enables students to pay for college, gain meaningful work experience and become involved in serving their communities in a far more cost effective and efficient manner than does the AmeriCorps program. I would also like to encourage you and your colleagues on the full Appropriations Committee and in the VA-HUD Subcommittee to consider ways that AmeriCorps funding might be transferred into the College Work Study program.

Charter schools are an area on which my Subcommittee, as well as our Subcommittee on Oversight and Investigations, chaired by Mr. Hoekstra, has focused considerable attention. As you know, Mr. Chairman, charter schools are essentially innovative public schools without the traditional red-tape. They are held accountable for meeting a variety of results, including improved academic achievement. The Federal Charter Schools program provides funds to assist in start-up and implementation costs of opening a charter school. In fiscal year 1997 this program was funded at \$51 million, an increase of nearly \$33 million above the previous year. President Clinton has proposed nearly a doubling of funds for the program next year, up to \$100 million.

During our hearings over the past four months, I have discovered a variety of issues concerning the Federal Charter Schools program that I believe need to be examined more carefully before another large funding increase is provided to this program. Most witnesses have stated that the charter schools movement is making many positive contributions to the quality of public education. However, testimony at field hearings in California and Arizona earlier this year indicated that some charter schools are not receiving their fair share of other Federal program funds. In addition, it is too early to determine the effectiveness of charter schools at raising academic achievement of their students, although early results show high parental, teacher and student satisfaction with the schools. Several studies are underway at the U.S. Department of Education to examine the results of the charter schools movement.

I anticipate moving legislation during the 105th Congress to expand public school choice opportunities. As part of this legislation, I will address some of the issues surrounding charter schools. In light of this, I recommend that any funding increase you provide for the Charter Schools program be contingent on enactment of additional authorizing legislation.

Next I would like to address the Impact Aid program, which President Clinton has proposed to cut by almost 10 percent. The Administration does not believe that this program is focused on schools with the greatest need and has proposed additional reductions, even though in 1997, with no hold harmless, 80 to 85 percent of funds will go to 400 to 450 schools districts out of a total of 1800. These are the school districts which are most heavily impacted by a Federal presence and which rely the most on impact aid dollars.

I oppose the Administration's proposed cuts to the Impact Aid program because it does not consider the true value of Federal property in affected school districts, and because the quality of education for many children of military personnel could be adversely affected by the proposed changes. For example, the Administration's proposal provides zero funding for Section 8002 payments for property, currently funded at \$17.5 million. As a result of changes made during the 103rd Congress, it is estimated that it would take \$140 to \$200 million to fully fund this section. San Diego alone has an assessed federal property value of \$15 billion.

Last year, a hearing was held at Travis Air Force Base in my district to discuss how Impact Aid payments to schools for the children of military personnel would be affected by changes in military housing policies proposed by the Department of Defense. We found that some new homes are partially subject to taxation and, therefore, the children residing on such property are not eligible for higher payments under Impact Aid. This harms the ability of the school system to provide a quality education for these children.

The Administration also opposes payments for so-called military "b" children whose parents live or work on military property. The parents of these children do not necessarily contribute to the education of their children through State taxes or local sales tax. Schools must still provide the same education as for those students whose parents pay State taxes and shop in the community. Yet the amount of funds contributed by these families towards their children's education is not the same as for other students, and the quality of education available to the students can suffer as a result. I therefore hope, Mr. Chairman, that you will not accept the Administration's cuts to the Impact Aid program.

As most of the Members of this subcommittee know, I am a strong proponent of universal early childhood education. I believe that every single child should have the opportunity to make the most of his or her God-given potential, and that by investing in a child when he or she is young, our country will reap the invaluable rewards of an educated and productive workforce, a responsible citizenry that understands how to sustain its democracy, and less poverty and crime.

Congress recognized the importance of investing in children early in their lives when it enacted the Head Start program over three decades ago, and this program has been one of the most popular in these halls since that time. As you may be aware, Mr. Chairman, my Subcommittee will reauthorize the Head Start program in 1998. As part of this process, I will focus on improving the academic component of the program, as well as examining ways to ensure that the gains children receive as a result of their participation in Head Start is sustained throughout their elementary and secondary education. I therefore recommend at least level funding for this program in fiscal year 1998, while we continue to work through these issues and make program changes. I recognize that the Administration has proposed a significant increase in this account, and encourage you to carefully evaluate the benefits that will accrue for children as a result of increased funding.

My subcommittee will be reauthorizing Vocational Education programs this year. This legislation will focus vocational education programs on the dual priorities of strong academics

coupled with solid professional and technical training for the 75 percent of our Nation's high school students who do not complete college. All youth should receive a high quality education whether they are bound for college, the military, further training or directly into the workforce. Our reforms will build on successful State and local initiatives and give States, localities and parents maximum control over decisions. Mr. Chairman, I will keep you and Members of your Subcommittee informed as this legislation moves forward.

One aspect of education which I believe is critical to the success of our children is that of technology. I am aware that this Subcommittee provided \$200 million to the never-before-funded Technology Literacy Challenge Fund last year and that the President has requested a 112 percent increase for the program in fiscal year 1998. I understand that education technology has been made a "protected discretionary priority" under the bipartisan budget agreement, and I simply wish to recommend to you that a larger portion of the funding increase for education technology be given to the Technology Innovation Challenge Grants program rather than the Technology Literacy Fund. I say this because the Technology Innovation Challenge Grants require the grant recipient to bring a wide variety of community resources, including businesses as well as the school district, together in a consortia to meet local education technology needs. As a competitive grant program, I believe the Challenge Grants are better able to target places with innovative ideas and approaches than the formula program.

As Chairman Goodling has noted, the House recently passed the Employment, Training, and Literacy Enhancement Act of 1997. I would like to add my perspective that job training vouchers for adults are an important way of maximizing individual choice in the selection of occupations and job training providers. I believe this will improve the quality of job training, as well as increase employment, and I hope that you will consider adequate funding for both job training and vocational education programs as you make your fiscal year 1998 spending decisions.

I would also like to associate myself with the remarks of Chairman Goodling with regard to literacy initiatives as outlined in the bipartisan budget agreement. I too hope that we can work closely together to ensure that additional funding for literacy activities be focused on what we know works and operate, to the extent possible, through existing program structures. I believe this can be done by looking at ways to enhance classroom instruction and literacy activities in programs such as Title I, Bilingual Education, Even Start and Head Start as well as through existing teacher training programs.

Finally, one other program of personal concern to me, and one which is of particular importance to the State of California, is bilingual education. The Administration has proposed an increase for instructional services to assist school districts in meeting the needs of limited English proficient students. This is another area in which I suggest you seriously consider the Administration's request for increased funding. However, I do have concern that the Department of Education supports primarily one type of instruction, rather than giving local schools the flexibility to determine the best and most effective methods to teach children English.

My Chairman, that concludes my testimony today. I would be happy to discuss any of these matters with you or other Members of your Subcommittee further at your convenience or answer any questions that you may have at this time. Thank you once again for the opportunity to testify before you. I look forward to working with you as the fiscal year 1998 appropriations process continues.

STATEMENT OF:

THE HONORABLE WILLIAM F. GOODLING

CHAIRMAN,
COMMITTEE ON EDUCATION AND THE WORKFORCE

BEFORE THE

APPROPRIATIONS
SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN SERVICES,
EDUCATION AND RELATED AGENCIES

TUESDAY, JUNE 3, 1997

Mr. Chairman, I want to thank you for giving me the opportunity to testify before your Subcommittee today. Members of the Committee on Education and the Workforce look forward to working with your subcommittee to ensure that our Federal education programs focus around what we know works: helping children master basic academics, involving parents in their children's education, and ensuring that dollars reach children in the classroom and make a difference in their learning. On the workforce side of my Committee, we are moving forward to craft common sense solutions to the challenges in today's workplace and to ensure that American workers and their families have security, flexibility and fairness in the workplace.

Let me begin by thanking you, Mr. Chairman, for your efforts in providing historic funding increases in Republican priority programs in last year's appropriations bill. I was particularly pleased that the final bill increased funding under the Individuals with Disabilities Education Act by \$784 million, a nearly 35% funding increase. This is the largest single-year funding increase in the program's history and represents a giant step toward meeting our commitment to help States and school districts provide a free, appropriate public education to children with disabilities under the Federal mandates we placed upon them.

As you know, my Committee has undertaken a thorough examination of all Federal education programs to determine which are working to help students learn and where money may be wasted. Through the "Education at a Crossroads" project, we are listening to Americans from all walks of life to learn about what they think works, and what they think is wasted, through a series of field hearings across the country. Parents, teachers, and local school leaders will have the opportunity to tell us about their local reform efforts, how the Federal government is supporting these efforts, and where Federal programs and regulations may be hindering them. We are also conducting hearings here in Washington to determine how Federal programs can be improved to enhance student learning. Through these efforts, we hope to inform your funding decisions, as well as to improve programs through the authorization process.

I wish to focus my comments this afternoon around those programs that I believe should be given top priority in the FY 1998 appropriations bill. First and foremost, is the Individuals with Disabilities Education Act. The House and Senate recently passed this historic IDEA reform bill, which the President will sign shortly.

With the reforms that we made, IDEA will work even better to educate children with disabilities. The new IDEA reform legislation will help children with disabilities by: focusing on children's education instead of process and bureaucracy; giving parents increased participation; and, giving teachers the tools they need to teach all children.

As you know, when Congress mandated special education programs in 1975, we promised to pay 40 percent of the cost of educating a disabled child. In fact, we currently provide only about 8 percent of this cost, according to the U.S. Department of Education. It is my hope that any additional funding available to this subcommittee would be used to continue

down the path toward paying our fair share for this important program. I can assure you that I have been making the same argument to President Clinton as well, because I believe that before we consider creating new Federal programs, we must first meet the promises we made in IDEA over two decades ago. I would simply add one further note on this issue, that if we put an additional \$1 billion into IDEA this year, local school districts can then begin to reduce what they are spending locally on IDEA. I am sure this would be welcome relief to local taxpayers.

My Committee has begun holding hearings on the Higher Education Act, which we plan to authorize later this year. As part of that process, we are examining ways to address the rapidly increasing price of higher education. We will focus our efforts on making higher education more affordable, simplifying the student aid system, and stressing academic quality. As you know, Federal student aid programs help make the dream of a college education a reality for over 7.5 million students.

Thus, another top priority program that should be considered for funding increases is the Pell Grant program. We can all be proud that the FY 97 Appropriations Bill provided a funding level that allowed us to raise the maximum Pell Grant to \$2700 - the highest amount in the program's history. I can assure you that college students greatly appreciated the increases the bill provided in both the Pell Grant and the College Work Study programs. For Fiscal Year 1998, I would recommend that the Pell Grant maximum be raised to \$3000 per student, consistent with the recommendation of the budget negotiators.

The College Work Study program has also been successful at providing students with real work experience while providing funding for college. Schools participating in the program are required to dedicate five percent of their Work Study funds to students who work in community service. I would like to contrast this with the AmeriCorps program, which the General Accounting Office has found to cost over \$27,000 per participant, once all the benefits are taken into account. The Work-Study program is far more cost-effective; in fact, one AmeriCorps participant could fund almost 27 Work Study students. I would thus encourage you, Mr. Chairman, and your colleagues on the VA-HUD Appropriations Subcommittee to consider shifting funding from the AmeriCorps program into the College Work Study program.

I would like to talk next about another program near and dear to my heart, that is the Even Start program. Even Start provides parents with literacy and parenting skills so they can, in turn, help their children learn to read. I wanted to bring to your attention a report released last month on findings from a follow-up study of Even Start programs.

This report concluded that a high percentage of adults in the Even Start program achieve a GED or high-school certification and become more self-sufficient by reducing their dependence on public assistance. In addition, over 90 percent of children in Even Start are rated as "ready to enter kindergarten" by their teachers based on indicators such as motivation to learn, family support, and behavior, and three-quarters of these children continued to perform at or above average by their teachers and on formal tests. But perhaps one of the most

compelling findings was that four years after exiting the Even Start program, the average savings in welfare benefits from each of the enrolled families was about \$5200 per year – that is about the same amount as it costs to operate an Even Start program for that family. Thus, the program pays for itself for that family, not to mention the many intangible benefits – more involvement in the schools and communities, improved self-esteem, a more responsible citizenry – that have also been documented as a result of participation in Even Start.

In light of these findings, I encourage you to provide a substantial increase for the Even Start program in the Fiscal Year 1998 Appropriations Bill.

The House also recently passed the Employment, Training, and Literacy Enhancement Act of 1997. This bill consolidates over 60 federal programs through the establishment of 3 block grants to States and localities for the provision of employment, training, and literacy services, and through amendments to the Rehabilitation Act of 1973. The bill will accomplish key reforms in this country's job training system by building on the 3 principles of: individual choice; quality training for the 21st Century; and the transfer of resources and authority for employment, training, and literacy programs to States and local communities. The bill also makes important changes to the Adult Education Act.

We know from existing research that adults who participate in family literacy programs tend to remain in adult education classes for longer periods of time. As a result, they are able to achieve academic credentials, get jobs and continue their patterns of improvement. Many adult participants receiving public assistance are able to decrease or totally eliminate their dependence on welfare. Children participating in family literacy programs are consistently rated by their current teachers as well above other children in their classes on academic performance, motivation to learn, relations with other students, attendance, classroom behavior and probable school success. I believe, therefore, that this is an important addition to the Act.

I would also like to point out that under this bill the National Institute for Literacy has been given increased responsibilities. The National Institute for Literacy is a critical part of the national effort to improve the nation's system of adult education and literacy. The research, development, technical assistance, and information that the Institute provides to State and local programs will be even more important as literacy providers work to meet the goals and performance standards required by this legislation. In light of this, I hope you will consider funding the National Institute for Literacy at the President's request in the 1998 appropriations bill.

Let me briefly mention a few other education programs that I believe warrant special attention. One is the Title VI (formerly known as the Chapter 2) block grant program. I was pleased that this program received a \$35 million increase in last year's appropriation. This program, as you know, provides flexible funding to States for things such as teacher training, education reform, and classroom materials. The Administration has once again proposed to eliminate this program and provide a funding increase to the Eisenhower Professional Development Grants program, which focuses primarily on improving teacher preparation in math and science. I encourage you not to combine Title VI funding into the Eisenhower

program, since this would greatly limit the ways in which States and school districts could use the funds. If additional money is available to your Subcommittee in the FY 1998 budget, I hope that the Title VI program would again be given priority for funding increases.

Mr. Chairman, I am sure that you and other Members of this Subcommittee are aware of the dismal state of education in the District of Columbia. Last year, we passed legislation that constituted a good first step in helping to bring about much needed reform in District schools. But there is more work to be done. The Majority Leader, along with Mr. Riggs and myself, will continue to advocate that Congress pass legislation to provide scholarships for low-income children across the District to attend the school of their choice.

In addition to this important proposal, I would also like to ask this Subcommittee to consider setting aside a very small amount of money from the Secretary of Education's Fund for the Improvement of Education account to fund a special teacher training initiative. This small amount of dollars would be used to inform District teachers about some of the revolutionary findings about how children learn to read uncovered by Dr. Reid Lyons, of the National Institute of Child Health and Human Development, which is part of NIH. In my view, these findings should put to rest any debates between the phonics and whole language readings methods. Implementing the finding of Dr. Lyons and enabling teachers to take advantage of this new research in their classrooms will go far toward turning around the dismal rates of illiteracy in the District.

Similarly, I want to point out that the Migrant Education program, which helps children of migratory agricultural workers overcome the education disruption and other problems that result from repeated moves, has not received an increase in funding since 1994 and should also be considered for a modest increase this year.

In addition, I encourage you to consider meeting the National Education Goals Panel's request for funding in your FY 1998 bill. As you know, this Panel provides us with an annual "national report card" to determine how well we are progressing toward the National Education Goals and its work should be continued.

Speaking of progress toward the national goals, we know that many children are not performing as well as they ought to be. A national test, such as President Clinton is suggesting, would only reaffirm that. Even if we test every young person, and have another set of statistics on the poor academic achievement of so many of our children, the question will remain: what do we do about it? How will we improve their achievement? I believe we can improve their achievement by emphasizing basic academics, encouraging parental involvement, and making sure that dollars reach the classroom where children learn. Thus, I believe the focus of our Federal efforts should be upon finding ways to center our existing Federal education programs around these principles, rather than simply finding a new way of showing that they are not performing. As a result, I would urge your Subcommittee to, at the very least, put a moratorium on funding this until my Committee has had a chance to talk about this issue more indepth.

Finally, I'll also comment on one other item that was included in the budget deal, that is funding for literacy programs similar to the President's America Reads Challenge. While all Americans share the President's goal of making sure every American child can read by the end of third grade, I have some concerns about the way in which the President's proposal is currently structured. First, I do not believe it is realistic to think that volunteers can solve the literacy problem on their own. While volunteer tutors can have a positive impact on a child's esteem, getting the federal government involved in managing local volunteers adds no value.

In addition, we already have over 14 federal literacy programs on the books in Washington, DC, spending over \$8.3 billion. We also spend close to \$4 billion on special education and another \$4 billion on Head Start, the Nation's premier school readiness program. I know you will agree with me, Mr. Chairman, that we must do all we can to make current remedial education and early childhood programs work effectively. And as we improve these programs, we must work to give teachers the knowledge and tools they need to fulfill their calling. I hope that the President is willing to work with Congress on this literacy initiative to craft a bipartisan solution that will help children learn at an early age.

Finally, I would strongly urge your Subcommittee not to fund any new programs that have not been explicitly authorized by my Committee. Creating new federal programs raises false expectations and diverts scarce funds away from meeting important federal commitments, like providing a high quality education to children with disabilities. We need to fulfill our current commitments before taking on new ones. I hope that we can work closely together to ensure that additional funding for literacy activities be focused first on improving classroom teaching of reading and strengthening family literacy programs.

On the workforce side of my Committee, we are moving forward to craft common sense solutions to the challenges in today's workplace and to ensure that American workers and their families have security, flexibility and fairness in the workplace. I would like to emphasize that Department of Labor funds should focus on helping employers, employees and unions voluntarily comply with and better understand laws such as the Occupational Safety and Health Act. An outreach effort to help workers understand the Labor Management Reporting and Disclosure Act (LMRDA) and to more easily obtain information required under it similar to the outreach effort established by the Department under the Family and Medical Leave Act would be worth exploring.

I would also like to bring to your attention some activities currently being discussed in the Department of Labor that concern me. First, the President's budget request for activities under the Occupational Safety and Health Act indicates that the agency plans to "develop cost-effective workplace safety and health standards based on common sense." This commendable approach appears in conflict with OSHA's proposal on ergonomics which is based on dubious science that will have an unknown impact on workers and adversely affect millions of workplaces in America. An economic analysis by one affected industry indicated that the annual cost to comply with one proposal would be \$6.5 billion. My Committee recently held a hearing to hear first hand what the medical community understands about the causes and

remedies for musculoskeletal strains, aches, and pains. The hearing showed there is little consensus in the medical community on the causes of, or remedies for, repetitive stress or ergonomic type injuries and illnesses. We need sound scientific research before OSHA attempts to regulate a solution, and support the efforts of my colleague Rep. Henry Bonilla and his amendment to have the National Academy of Sciences study the science of ergonomics.

Similar questions can be raised on OSHA's proposal requiring comprehensive safety and health programs. This innocuous sounding program mandates a government-prescribed safety and health program for all businesses. Some have estimated the cost of the plan to be in the neighborhood of \$25 billion annually. These standards appear to be some of the most intrusive and expensive in the agency's history.

As another example, my Committee recently held a hearing under the authority of the Congressional Review Act on a final rule published by OSHA on Occupational Exposure to Methylene Chloride, is a chemical solvent used to remove paint from surfaces, as well as a variety of other uses. OSHA failed to subject the risk assessment undertaken as part of developing this rule to outside peer review, despite the fact that it is being used as the basis for subjecting tremendous costs on workers and employers. OSHA also failed to accurately consider the costs and impact of the rule on small businesses, and to follow the letter and spirit of laws that were passed to ensure that small business concerns are considered in agency rulemaking. This is but one illustration of the kind of expensive and intrusive rulemaking in OSHA that concerns my Committee. The President's budget request asked for \$347.8 million for OSHA, an increase of \$22.9 million. Before additional revenues flow to OSHA, Congress needs to ascertain if the agency's actions match their rhetoric.

Along the same lines, I would urge your subcommittee to consider again prohibiting the National Labor Relations Board from pursuing rulemaking in the area of single location bargaining units. The Board was prohibited from pursuing such a rulemaking in both the fiscal year 1996 and fiscal year 1997 appropriations bills and I continue to feel strongly that the single facility rule that the Board proposed would have sidestepped many factors critical to a comprehensive approach to human resource policies and would have undermined the ability of employers to develop flexible solutions to the needs and demands of their workforce. The Chairman of the Employer-Employee Relations Subcommittee has introduced legislation that will address these issues. As a general matter, I would also add that my Committee continues to receive complaints from the regulated community questioning the decisionmaking process and neutrality of the Board.

While the Administration has retreated on its efforts to require project labor agreements on federal construction contracts, I remain concerned about reports that the Administration intends to issue regulations to amend the government-wide Federal Acquisition Regulations (FARs), to require, for the first time, that any company bidding on a federal contract have a "satisfactory" record of labor relations. Those that do not have a so-called "satisfactory" record would apparently be barred from contracting with the government. This would place the career agency debarring officials, or individual contracting officers, in the position of

determining what constitutes a "satisfactory" record with regard to a specific company—skills that are absent within the federal procurement workforce. It would also provide a fertile field for mischief, as bureaucrats with virtually unreviewable discretion could be directed to intervene in labor disputes where there is any significant conflict between unions and management. Is an ongoing strike evidence of "unsatisfactory" labor relations? Is a previous strike evidence of "unsatisfactory" labor relations? Is a refusal to agree to an automatic cost-of-living increase an "unsatisfactory" treatment of the labor force? What number of unfair labor charges are evidence of "unsatisfactory" relations? What number of settlements? My point is that this area is riddled with problems and needs to be carefully followed.

Let me also note that fraud uncovered in the Davis Bacon Act continues to be a concern for my Committee. An audit by the Office of the Inspector General for the U.S. Department of Labor found that there are substantial problems with the Davis-Bacon prevailing wage process. It seems that much of the data used to determine prevailing wages is inaccurate. The use of this inaccurate data has significant implications for the taxpayer. You may be aware that an investigation by the U.S. Attorney's Office in Oklahoma City and the Federal Bureau of Investigation into allegations of Davis-Bacon fraud in Oklahoma has resulted in a 17-count indictment by a federal grand jury against an official of the International Union of Operating Engineers, Local 627. The official was charged with submitting false statements to the United States Department of Labor under the Davis Bacon Act.

The President's budget request asked for \$2 million for the Wage and Hour Division to "continue to improve Davis-Bacon wage survey and wage determination systems." I would not support additional funding until the Department of Labor gives a clear explanation of the actions they are taking to improve the wage surveys, explain how this year's appropriation for this purpose is being used, explain the future actions the department expects to take, and provide details on why additional funds are needed.

I would also like to point out what may be an excessive increase in the budget of the Office of Federal Contract Compliance Programs (16.5%, \$9.7 million, in funding, and 11%, 84 positions), above that which typifies other increase requests. While some would apparently go to compliance assistance, much of this increase could go to expand the overly bureaucratic and heavy handed enforcement requirements of the OFCCP, which mandates that contractors file lengthy, complex affirmative action plans. These requirements were heavily criticized in hearings as paperwork-driven and actually counterproductive to affirmative action during the last Congress. Their difficulty is also evidenced by the fact that it took the OFCCP itself over one year to submit a sample affirmative action plan based on its own workforce when asked to do so by Members of my Committee. Perhaps some of this increase would be better directed to another of the Department's important programs such as LMRDA enforcement and easier worker accessibility to LM-2 forms.

Thank you once again, Mr. Chairman, for your hard work and dedication to these important priorities and to the wise use of taxpayer dollars. I look forward to working with

you closely as this process continues and would be happy to answer any questions you may have.

STATEMENT OF:

THE HONORABLE BUCK MCKEON

CHAIRMAN,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION, TRAINING
AND LIFE-LONG LEARNING
OF THE
COMMITTEE ON EDUCATION AND THE WORKFORCE

BEFORE THE

APPROPRIATIONS
SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN SERVICES,
EDUCATION AND RELATED AGENCIES

TUESDAY, JUNE 3, 1997

Mr. Chairman, thank you for the opportunity to speak before your Subcommittee this morning. I am pleased to testify this morning with my colleagues on the Committee on Education and the Workforce on the FY 98 funding priorities for postsecondary education and adult training programs.

Mr. Chairman, I want to begin by personally thanking you for the hard work you and your staff put in during the last few weeks to create and fund the Higher Education Cost Commission as part of the 1997 Supplemental Appropriations Bill. The Higher Education Cost Commission will examine the reasons why the price of pursuing a postsecondary education has increased so dramatically over the past 2 decades and make recommendations as to how these trends can be slowed and what legislative actions might be taken to address this issue. I appreciate your efforts to include this so that we can get the Commission's recommendations in time for it to be useful for reauthorization of the Higher Education Act, which we plan to move later this year.

I would like to first associate myself with the remarks of Chairman Goodling with regard to the Pell grant program. Pell grants have proven to be successful in helping needy students attend the colleges of their choice. I want to thank you for your commitment to this program, demonstrated by increases in the maximum Pell grant to the present level of \$2700, the highest in the program's history. I understand that the bipartisan budget agreement includes language stating that the maximum Pell grant would increase by an additional \$300 this year, bringing the maximum grant up to a total of \$3000. I would encourage you to again make this program a top funding priority in fiscal year 1998.

I would also add that I believe the College Work Study program is one of the most successful student aid programs operating. It provides students with work experience as well as financial aid for school and studies have demonstrated that first-year college students who work during the academic year are more likely to complete that year of schooling than students who do not work. I think this program provides a more cost-effective approach to encouraging students to get involved in their communities while working towards their degrees and would also recommend that funding for AmeriCorps be transferred into the College Work Study program.

As you know, my subcommittee has the primary jurisdiction over the Higher Education Act, and we have a great deal of work ahead of us in the coming year. The reauthorization of this Act will clearly be one of the most important accomplishments of the 105th Congress and, as we continue the process I want to let you know the three compelling principles that will guide us:

- making college affordable;
- simplifying the student aid system; and
- stressing academic quality for students.

If we stay true to these principles both in authorizing and appropriations legislation, we can improve on what is already working for students across the country; and do it in a way that ensures that precious taxpayer dollars are spent wisely.

Finally, I would like to briefly mention the Employment, Training, and Literacy Enhancement Act of 1997, recently passed by the House. This bill transforms the current array of Federal employment, training and adult education and literacy programs from a collection of fragmented and duplicative programs into high quality, coherent, and accountable State and local systems. The new system is designed to provide high quality training for today and the 21st century. The House Bill will also empower individuals to choose occupations and training programs that will develop more fully their skills, leading to productive employment and economic self-sufficiency, and a reduction in welfare dependency.

This streamlined system will help both welfare recipients as well as others receive training for jobs and move them into productive employment. I recommend that you give programs included in this bill a sufficient appropriation so we can begin to accomplish this task this year.

Once again, Mr. Chairman, thank you for the opportunity to testify before your Subcommittee this morning. At this time I am pleased to answer any questions.

Meeting with Rep. Goodling
Key Points on Legislative Issues on National Test

1. The Education Department has statutory authority to develop the voluntary national tests, under FIE. This is similar to the authority used by Lamar Alexander to fund the development of voluntary national standards.
2. NAEP was first administered in 1969. The first explicit statutory authorization for NAEP came in 1978. There is clear precedent for operating an assessment program under general authority.
3. We are considering establishing NAGB as the governing board for the national tests, comparable to its role for NAEP. If we do, this will require explicit statutory authority, and we would be prepared to submit the necessary legislation to accomplish this. This would give Congress an opportunity to debate the issue.
4. If Mr. Goodling would support our efforts to continue to develop the tests under current authority, and would support legislation to provide specific authorization for the tests, we would consider seeking such authorization.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

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219 - 1964

Secretary Riley's Meeting with Representative Goodling on the VOLUNTARY NATIONAL TESTS

"I believe that we can improve their (children's) achievement by emphasizing basic academics, encouraging parental involvement, and making sure that dollars reach the classroom where children learn." Representative Goodling's testimony before the Appropriations Subcommittee on Labor Health and Human Services, Education and Related Agencies, June 3, 1997

Secretary Riley's experience with using tests to improve education

- I used to be less supportive of testing than I am now because I saw first hand in my home state -- and now across America what low expectations can do to keep education from moving forward. If you don't know where we are headed we will never get there - good tests like NAEP give meaning to high standards and high expectations.
- As part of my reform efforts in S.C. we put into place more accountability measures including an exit exam in the basics. The first time the exit exam was given in the 10th grade in 1986, only 55% passed all three parts (reading, math & writing) When the results were released -- similar to the recent response in Milwaukee -- students, teachers, principals, parents, schools got serious about improving -- eliminated weak courses, put in after-school and summer programs, better teacher training, homework centers, etc. As a result in South Carolina, 97% of the Class of 1991 met the exit exam standards. That is an huge improvement.
- Today's students will have to demonstrate their competency in the basics to get into college, to get a job, or to get into the military. It is far better to know of short-comings while in school when something can be done to improve than after graduation when a person can't even get in the door for a job, college or the military.
- You have mentioned on several occasions your concerns about comparing schools. I do not think we at the national level should prevent school districts or states from using good information for improvement efforts. Again in S.C., I found all kinds of comparisons being made among schools (football teams, baseball teams, and assumed disciplined problems or not). With clear assessment information, schools know where they are weak or strong so they can do something to improve without such concrete information, comparisons are made often through rumor and TV or newspaper stories highlighting something good or bad based on a few kids or teachers.

Assisty Feb

Using standardized tests to assist failing schools

- As you know, reconstitution is a strategy that several states and cities have developed to turn around failing schools.
- Standardized tests are often used to identify failing schools and to measure progress over time. Schools that are put on probation are often allotted additional resources and technical assistance. Let me share with you some real examples of instances where standardized tests are being used to help failing schools.
- The data available on the successes of actual reconstitution of schools, mainly in San Francisco, suggests that this high stakes strategy can be beneficial for improving not only the level of learning and achievement in troubled schools, but also school drop out and attendance rates. All but 8 out of 24 schools that were notified over the last three years have met the challenge and improved their offerings for students.
- Chicago Public Schools use school-wide performance on the Iowa Test of Basic Skills to identify schools that are eligible for a probationary period, including additional funding and assistance.
- Schools in Maryland that are not meeting all state performance standards on the Maryland School Performance Assessment Program (MSPAP) test, and that are not making improvement on a "school performance index" can be determined reconstitution eligible. The state provides additional resources to schools that are deemed "reconstitution eligible" including funding, monitoring and help in planning.
- Kentucky uses the Kentucky Instructional Results Information System (KIRIS) to assess the success of schools or the necessity to enter the STAR project - School Transformation, Assistance and Renewal.
- Philadelphia has established a teacher accountability plan based on their students' performance on the Stanford Achievement Test.
- So you see that all over our country states and cities are coming up with meaningful ways to use the information that they receive from standardized tests to improve our schools and our educational system. With the voluntary national tests, parents and teachers will have access to information not available now. Currently tests such as the Iowa Test of Basic Skills only provide parents with a score that says how their child compares to other students not against defined, challenging standards. What the national tests will provide is a comparison against challenging national and international standards in the basic subjects of 4th grade reading and 8th grade math

Good news and endorsements

Article from EdWeek April 23, 1997 *Principals' Survey Finds Support for Standards, Voluntary National Tests.*

"Most elementary and middle school principals support national reading and math standards as well as voluntary national 4th grade tests in those subjects. Those are among the findings from a survey of more than 1300 members of the NAESP, released at the group's annual conference. (But the survey also showed that roughly the same percentage don't think those tests alone will improve achievement.)" "There is a prevailing view of educators that we don't want to be held accountable," said Carole L. Kennedy, the president of the 27,000 member organization. "But we do, as long as we don't judge the schools on just one test."

NAESP Survey (used in article above)

Public schools should adopt and follow rigorous national standards in reading and math

Strongly Agree	22.7%
Agree	46.9%
No Opinion	3.2%
Disagree	20.3%
Strongly Disagree	6.8%

Voluntary national tests, which will test 4th graders in reading and 8th graders in math, will be welcome in my district and state:

Strongly Agree	13.4%
Agree	44.6%
No Opinion	10.2%
Disagree	25.2%
Strongly Disagree	6.6%

National tests in reading and math will boost student achievement in these subjects:

Strongly Agree	6.0%
Agree	28.0%
No Opinion	13.2%
Disagree	41.7%
Strongly Disagree	11.2%

American Association of School Administrators (AASA) poll

An AASA poll of educators shows that 59% support voluntary national tests of 4th grade reading and 8th grade math. *USA Today*, February 17, 1997

AFT study: According to a report by the American Federation of Teachers, 75% of the union's members support Clinton's call for national standards, which would give states the option of administering national fourth-grade reading tests and eighth-grade math tests. *Los Angeles Times*, May 22, 1997

Chester E. Finn, Jr. and Diane Ravitch

"President Clinton's proposal for national testing makes sense. As former assistant secretaries of Education in the Reagan and Bush administrations, we urge Congress to support it. ... According to every major poll, an overwhelming majority of the American people want national standards and tests. Until now, there has been no way for parents or public officials to get good information about how students are doing. ... To those worried about "local control," we say these tests are a yardstick, not a harness. They give the federal government no new powers."

Letter from Robert Spillane, Superintendent, Fairfax Education Association to the Washington Post, May 13, 1997.

"There are a number of strong arguments in favor of such standards and examinations... Every other industrialized country has such exams, not just for the elite... Such standards and exams are a good idea (if) they hold everyone involved in the educational process, including students and their parents as well as teachers and administrators - to clear outcome measures that cannot be finessed... Recent studies indicate that students recognize they are not being challenged and that they know they could learn much more if pushed... such exams would allow them, and their teachers to show how much they are actually capable of learning. High-quality national standards and examinations, established by non-governmental bodies, would provide state and local educational agencies with the competitive goals they need to do their best. For the sake of our students, our communities, and our nation, we should move ahead with national student-achievement standards and exams."

Investor's Business Daily: "Of President Clinton's 10 ideas to improve the schools, one holds real promise: his call for national standards and testing." April 17, 1997

Endorsements:

- Business Roundtable
- National Alliance of Business
- 240 hi-tech leaders - "It's the biggest, broadest, bipartisan endorsement ever from the high technology industry," said John Doerr, a partner in the venture capital firm of Kleiner, Perkins, Caulfield & Byers. "We all agree that we need national education standards." Among the 240 high-tech executives national wide who support the proposal are Jim Barksdale, CEO and President of Netscape Communications; Gilbert Amelio, CEO and Chairman of Apple Computer, and Steve Case, Chairman and President of America OnLine.
- Governors of Massachusetts, West Virginia, North Carolina, Michigan, and Maryland

Konrad

APRIL 23, 1997

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Reporter's Notebook

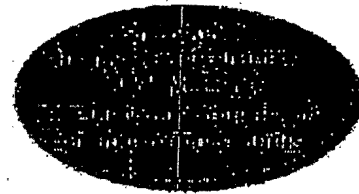
Principals' Survey Finds Support for Standards, Voluntary National Tests

San Antonio

Across the Nation

Most elementary and middle school principals support national reading and math standards as well as voluntary national 4th grade tests in those subjects.

Those are among the findings from a survey of more than 1,300 members of the National Association of Elementary School Principals, released last week at the group's annual conference here. But the survey also showed that roughly the same percentage don't think those tests alone will improve achievement.



"There is a prevailing view of educators that we don't want to be held accountable," said Carole L. Kennedy, the president of the 27,000-member organization. "But we do, as long as we don't judge the schools on just one test."

The annual survey, mailed to 3,000 randomly selected NAESP members, summarizes what principals are thinking about current education issues and trends. For example, nearly 80 percent of the respondents said schools should offer full-day kindergarten programs. More than 60 percent agreed that their communities would benefit from year-round school schedules, but fewer than 30 percent expressed support for single-sex education.

About 75 percent of principals responding to the survey said parents are less involved in their children's education than in the past. But Ms. Kennedy, the principal of New Haven Elementary School in Columbia, Mo., said she has doubts about those findings. Parents are showing more interest in school activities and curriculum, she argued, but administrators are still struggling to make parents part of the decisionmaking process.

"If you teach parents how to use the system, then you're going to have some very powerful allies," she said.

The principals in the survey also cited discipline as a big concern--especially as it relates to special education students.

More than 80 percent of the principals said they spend too much time on discipline, and 78 percent agreed that federal special education law unreasonably limits their ability to manage disruptive or dangerous special education students.

Parent involvement and discipline were recurring themes--and popular

session topics--throughout the April 12-15 conference. A crowd crammed into a session led by Esther Wright, a former teacher and principal who now runs a San Francisco-based consulting company called Teaching From the Heart. She encouraged principals to look for the good qualities in children, even if they cause problems in the classroom.

Her message focused on teaching children the consequences of their actions, instead of constantly meting out punishments.

"Some of you are burned out because you think your job is to solve problems," Ms. Wright said. "Your job is to teach people to solve problems."

For the eighth year in a row, about 150 principals attending the convention donated two hours of their time to answer questions and advise parents who called the National Principals' Hotline.

School psychologists were also on hand to tackle questions that might need their attention, and a special line was set up for Spanish-speaking parents.

During her two hours at the phones, Elcendia Nord, the principal of Milwaukee's Silver Spring Elementary School, received three calls from parents of children with attention-deficit disorder. "I have a child with ADD, so I can identify with some of the problems and frustrations they are having," said Ms. Nord, who has been working with the hot line for five years.

Another parent called with concerns over her 4-year-old daughter, who was having night terrors, and a female student called saying she was being sexually harassed by a male teacher. The teacher who took the call urged the child to report the behavior to an adult immediately.

Many of the calls from parents focused on conflicts with teachers or administrators. And several volunteers said they have a sense that parents sometimes want to talk through an issue before they actually go to their own principals.

"A lot of people just need to be listened to," said Herbert Burrell, the principal of Dacula Middle School in Dacula, Ga., who has been volunteering for four years. "You have to be a good listener."

--LINDA JACOBSON

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6-09-1997 2:23PM

FROM NAESP 7035486021

The National Association of Elementary School Principals 1997 Survey of Principals

3/15/97

Total Count = 1350

	COUNT	PERCENT
1. Your school is:		
Rural	476	36.7
Urban	252	19.4
Suburban	569	43.8
Public	770	98.0
Private	16	2.0

2. The numbers of years you have been principal:		
0-5	25	1.9
6-10	116	8.7
11-20	694	51.9
More than 20	502	37.5

3. The approximate percentage of your students who qualify for free-or-reduced lunch is:		
0-10	285	21.4
11-25	387	29.1
26-50	389	29.2
51-75	197	14.8
76-100	74	5.6

4. The approximate percentage of your students who do not have English as their primary language is:		
0-10	1171	87.5
11-25	99	7.4
26-50	35	2.6
51-75	15	1.1
76-100	19	1.4

Please give your opinion of the following issues in your school or district:

5. Public schools should adopt and follow rigorous national standards in reading and math		
Strongly Agree	302	22.7
Agree	623	46.9
No Opinion	43	3.2
Disagree	270	20.3
Strongly Disagree	90	6.8

6. Voluntary national tests, which will test 4th graders in reading and 8th graders in math, will be welcome in my district and state.		
Strongly Agree	179	13.4
Agree	596	44.6
No Opinion	136	10.2
Disagree	337	25.2
Strongly Disagree	88	6.6

7. National tests in reading and math will boost student achievement in these subjects		
Strongly Agree	80	6.0
Agree	374	28.0
No Opinion	176	13.2
Disagree	558	41.7
Strongly Disagree	150	11.2

8. Increasing numbers of children are attending charter or private schools or being schooled at home.

Strongly Agree	64	4.8
Agree	739	55.1
No Opinion	135	10.1
Disagree	325	24.3
Strongly Disagree	77	5.7

9. As more children are educated at home, in charter or private schools, the pool of "high achieving" students is going down steadily.

Strongly Agree	70	5.2
Agree	323	24.1
No Opinion	251	18.7
Disagree	597	44.6
Strongly Disagree	98	7.3

10. Changes in the welfare system that limit benefits will hurt my school's children.

Strongly Agree	94	7.1
Agree	369	27.8
No Opinion	266	20.0
Disagree	481	36.2
Strongly Disagree	119	9.0

11. Full-day kindergarten should be offered by all elementary schools.

Strongly Agree	631	47.3
Agree	395	29.6
No Opinion	66	4.9
Disagree	198	14.8
Strongly Disagree	45	3.4

12. Increased student enrollment and overcrowding are seriously impacting schools in my district.

Strongly Agree	323	24.1
Agree	439	32.8
No Opinion	43	3.2
Disagree	435	32.5
Strongly Disagree	98	7.3

a. To combat overcrowding, my district plans to expand existing schools and/or build new ones.

Strongly Agree	268	20.1
Agree	488	36.7
No Opinion	179	13.4
Disagree	271	20.4
Strongly Disagree	125	9.4

b. Financing to expand school buildings and/or new ones is a problem in my community.

Strongly Agree	480	35.9
Agree	471	35.2
No Opinion	70	5.2
Disagree	249	18.6
Strongly Disagree	67	5.0

13. Single-sex education should be an option for public schools.

Strongly Agree	68	5.1
Agree	284	21.3
No Opinion	236	17.7
Disagree	459	34.4
Strongly Disagree	287	21.5

6-09-1997 2:24PM

FROM NAESP 7035486021

P. 5

14. Students and communities would benefit from a year-round school schedule.

Strongly Agree	266	20.1
Agree	543	41.1
No Opinion	157	11.9
Disagree	292	22.1
Strongly Disagree	53	4.6

15. The benefits of school uniforms outweigh the drawbacks.

Strongly Agree	143	10.9
Agree	386	30.2
No Opinion	370	28.2
Disagree	317	24.2
Strongly Disagree	85	6.6

16. The costs of special education noticeably reduce the budget available for teaching general education students.

Strongly Agree	385	29.1
Agree	575	43.4
No Opinion	71	5.4
Disagree	270	20.4
Strongly Disagree	23	1.7

17. Regardless of higher costs, special education is an essential, productive investment.

Strongly Agree	327	24.8
Agree	728	55.3
No Opinion	56	4.3
Disagree	170	12.9
Strongly Disagree	35	2.7

18. Disciplining disruptive (or dangerous) students requires a disproportionate amount of time.

Strongly Agree	527	40.2
Agree	550	42.0
No Opinion	17	1.3
Disagree	184	14.0
Strongly Disagree	32	2.4

19. Freedom to discipline disruptive (or dangerous) special education students is unreasonably limited by federal law.

Strongly Agree	465	35.8
Agree	547	42.1
No Opinion	90	6.9
Disagree	185	14.2
Strongly Disagree	13	1.0

20. Adherence to strict regulations (such as zero tolerance policies for weapons, harassment, drugs, etc.) is significantly increasing suspensions of students.

Strongly Agree	164	12.3
Agree	603	45.2
No Opinion	228	17.1
Disagree	317	23.7
Strongly Disagree	23	1.7

21. Regardless of the increase in suspensions, strict policies are necessary and good for the safety of the school community.

Strongly Agree	655	49.1
Agree	601	45.1
No Opinion	38	2.9
Disagree	36	2.7
Strongly Disagree	3	0.2

22. In my district, there is a serious gap between rich and poor schools in the amount or quality of educational technology available to students.

Strongly Agree	133	10.0
Agree	210	15.8
No Opinion	102	7.7
Disagree	582	44.8
Strongly Disagree	290	21.9

23. There is a growing shortage of candidates for the job of principal in my district and state.

Strongly Agree	198	15.0
Agree	436	33.1
No Opinion	199	15.1
Disagree	389	29.5
Strongly Disagree	56	7.3

24. The ability of first-year teachers today is equal to or better than 10 years ago.

Strongly Agree	244	18.5
Agree	759	57.7
No Opinion	98	7.4
Disagree	191	14.5
Strongly Disagree	24	1.8

25. Parents today devote less energy and interest to the schooling of their children than years past.

Strongly Agree	408	31.1
Agree	572	43.6
No Opinion	42	3.2
Disagree	267	20.3
Strongly Disagree	24	1.8

26. How often do your students use a computer at school?

Daily	424	32.0
2-3 times a week	617	46.5
Weekly	240	18.1
2-3 times a month	42	3.2
Not at all	3	0.2

27. Please rate the maintenance of your school facility.

Very poor	35	2.6
Poor	102	7.6
Adequate	290	21.7
Good	519	38.8
Excellent	391	29.2

28. How would you characterize your school's maintenance schedule?

Regularly scheduled	540	40.9
As needed	548	41.6
Over the summer	118	8.9
When falling apart	113	8.6

29. How old is your school building?

Under 5 years	98	7.4
6-10 years	98	7.4
11-20 years	165	12.4
Over 20 years	966	72.8

30. Is your school air-conditioned?

Yes	518	39.1
Partially	308	23.2
Not at all	499	37.7



FAIRFAX COUNTY
PUBLIC SCHOOLS

School Board Members
Leadership Team Members
Principals' Associations
Assn. of Professional Educators
Fairfax Education Association

Robert R. Spillane, Superintendent

Burtholder Administrative Center
10700 Page Avenue
Fairfax, Virginia 22030

May 13, 1997

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

Letter to the Editor:

Your May 11, 1997, story about reactions to President Clinton's national testing proposal gave the impression that state and local education leaders oppose national standards and testing. This is certainly not true in my case. There are a number of strong arguments in favor of such standards and examinations. Unfortunately, there are also pitfalls -- the greatest of which are strong traditions of state and local control that have, so far, kept national standards and examinations from being implemented.

Why should we have national standards and examinations? One reason is that our competition has them. Every other industrialized country has such exams, and not just for the elite. (There is some variation on the "national" characteristic of exams; for instance, Germany has "Land" or state exams, but these are coordinated among the states.) This means that the frontline workforce graduated by the equivalent of high schools in these countries is guaranteed academically competent. In the words of a 1993-94 Organization for Economic Co-operation and Development (OECD) study of education in several countries, "there are few requirements that students demonstrate that a given standard has been achieved: 'high stakes' exit tests -- which most other countries require young people to pass before obtaining their secondary school diploma -- are rare in the United States."

Another reason such standards and exams are a good idea is that they hold everyone involved in the educational process -- including students and their parents as well as teachers and administrators -- to clear outcome measures that cannot be finessed. Again in the words of the OECD study, in the U.S. "the general impression left by the primary and secondary education system is that, for most students, it is neither demanding nor motivating and that the stakes riding on performance are not high." With external exams to be passed, everyone involved will pay more attention to learning what needs to be learned in order to pass them. Actually, we already have, in the U.S., examples of exams of this type -- the Advanced Placement, or "AP" exams. These were designed as a way for high school students to receive college credit for learning they achieve in high school, but they are increasingly used as a means to set high standards for students, and especially for minority students (Jaime Escalante, portrayed in the movie "Stand and Deliver," is the prototype for this use of the AP.) What we need is exams like this for all students and at other levels than high school graduation. It is the students now achieving at the "average" and "below-average" level, not the high achievers who have traditionally taken the AP exams, who most need national exams.

Letter to the Editor
Page 2

Why should the exams be national? Some states and school systems (including Virginia and Fairfax County Public Schools) have recently made good progress toward high level standards and exams. But American families (with their students) move frequently, and a high quality education (meaning one that results in high achievement) should be the birthright of every American child. From the economic perspective, the American frontline workforce should be as well prepared as those of other countries.

Unfortunately, too many educators are afraid of strong standards that would require students to actually show how much they know and are able to do. Some argue that there are no facts that every student should understand or even skills that all should have. Many parents are equally fearful of standards that would push their students to work harder on schoolwork. Recent studies indicate that students recognize they are not being challenged and that they know they could learn much more if pushed. Among the more dangerous arguments against high-stakes standards and exams is that such exams would hurt low-achieving students. On the contrary, such exams would allow them, and their teachers to show how much they are actually capable of learning.

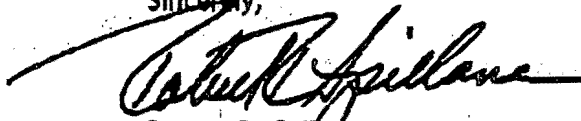
Perhaps the biggest pitfall is that the standards and exams may be so vague as to be meaningless. In many school subjects, teachers and other "specialists" shy away from specifying what students should know and be able to do. The vagueness of some recently promulgated "standards" shows a penchant for amorphousness.

Local control of everything is much in fashion and, in the case of education, is a tradition in the US. There is much to be said in favor of local control of education, but high-quality national standards and examinations, established by nongovernmental bodies, would provide state and local educational agencies with the competitive goals they need to do their best. Innovation in methods to achieve the goals would flourish, but there would be much less mushiness about what schools are about.

The students who would most benefit would be those who are currently low-achieving, because schools and parents and students themselves could no longer fool themselves that the students were achieving well because they were getting good (or at least passing) grades in undemanding schools.

For the sake of our students, our communities, and our nation, we should move ahead with national student-achievement standards and exams.

Sincerely,



Robert R. Spillane
Superintendent of Schools

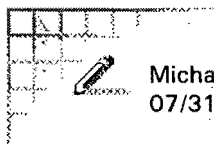
RRS/pr

Home Schoolers and the National Test

- The National Tests will measure student performance in the basic skills -- 4th grade reading and 8th grade math. These rigorous tests will provide parents, students and teachers -- for the first time -- scores for individual students measured against widely accepted national and international standards of excellence. They will also let parents know how well their children are doing compared to students in other schools, states or countries.
- The National Test is voluntary. No state, school district, school, or child in home schooling is required to participate in the testing program.
- The federal government will not do anything to compel home schoolers to take this test. If parents who are educating their children at home do not want their children to participate in this testing program, they do not have to. But they should not deny other parents the right to have important and useful information about their own students.
- The National Tests can be a useful tool for parents of home schoolers if they wish to take advantage of it. Once the tests are administered, they will be put up on the Internet. Parents will be able to have their children take the test in the privacy of their own home, and find out if their children are on track to master the basics of reading and math. Where students are on track, parents can be reassured that they are providing their children with a good foundation. Where they are not, parents can take whatever additional steps they determine are appropriate to help their children.

Home Schoolers and the National Test

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Michael Cohen
07/31/97 12:11:27 PM

Record Type: Record

To: April K. Mellody/WHO/EOP

cc:

Subject: REVISED GOODLING Q&A

Background

Bill Goodling was planning on offering an amendment to the Labor/HHS appropriations bill that would prohibit the Education Department from using any FY98 funds for developing, pilot testing or administering the national tests. We are adamantly opposed to this provision, because it would stop our testing work dead in its tracks.

John Porter has a substitute amendment, which would simply prohibit ED from using FY98 funds for the administration of the tests, but would still permit development and pilot testing to continue. Since we were not planning on administering the tests until April 1999, this friendly substitute will have no practical impact on our initiative, and is acceptable to us

Q. What is your position on the Goodling amendment to the House Labor-HHS-Education appropriations bill, that would prevent the Administration from developing or administering the national tests?

A. We are opposed to the Goodling amendment, precisely because it would prevent us from moving forward on this very important initiative, of developing national tests in the basic skills of reading and math.

Q. Will the President veto the appropriations bill if this provision is included in it.

absolutely opposed [A. If the appropriations bill contains any provisions that stops our efforts to develop national tests, the President ~~will veto it~~. The President feels that having national standards and tests in the basic skills of reading and math is essential to prepare our children for the 21st century.

My understanding is that the appropriations bill has been pulled from the floor because of a dispute about a possible abortion provision. So this will probably not come up until September. A lot can happen between now and then, and we hope that Mr. Goodling will reconsider his opposition.

Q. We understand that Mr. Porter is prepared to offer a substitute amendment. What is your position on that.

A. Mr. Porter's amendment would allow the Education Department to do exactly what it is planning on doing--work on developing and pilot testing these national tests. We have no problem with Mr. Porter's amendment.

Q. Why does the Administration believe it can develop these tests without Congressional approval?

The Education Department has general statutory authority to conduct research, development and support innovations that would improve American education. Clearly, the development of these

tools -- national tests in basic skills, is covered by this authority.

This is also similar to the authority that former Secretary of Education Lamar Alexander used when he proposed national standards and national tests.

Q. What is your response to Lamar Alexander's attack on the President's national testing initiative at the NGA meeting yesterday >

It seems very odd coming from the former Secretary of Education. When he was Secretary in the Bush Administration, he proposed an entire system of national standards and national test, in many more subject areas and grade levels. I don't know how to account for his about face on this issue. President Clinton thinks it was a good idea then, and a good idea now.

456-5581

Wednesday, July 29, 1997

Legislative Day

amendment provides these funds by transferring \$10.8 million from the Office of Director of the National Institutes of Health (NIH) and \$23 million from the NIH Buildings and Facilities accounts to the Community-Based Family Resource and Support account. (The bill provides no appropriation for this program.). (Staff Contact: Jessica Zufolo, 225-6416)

REPS. ENGEL (D-N.Y.) and McCARTHY (D-N.Y.) will offer an amendment to increase the bill's appropriation for the Education Department's general management account by \$100,000 to be used to expand the Education Department's web site to include enhanced information on private and public scholarships as well as on federal financial aid programs. (Staff Contacts: David Toomey, 225-2464, and Andrew Goldberg, 225-5516)

REP. EVANS (D-ILL.) will offer an amendment that sets aside \$10 million of bill's \$5.2 BILLION appropriation for training and employment services for homeless veterans reintegration projects. (Staff Contact: 225-5905)

REP. GOODLING (R-Pa.) may offer an amendment to increase the bill's appropriation for special education by \$155.5 million. The amendment offsets this increase by reducing the bill's appropriations for education research, statistics, and improvement by \$113.6 million, for education reform by \$35 million, and for higher education by \$6.9 million. (Staff Contact: 225-4527)

REP. GOODLING (R-Pa.) may offer an amendment to prohibit the use of funds made available by the bill to develop, plan, implement, or administer any national testing program in reading or mathematics. This amendment exempts the National Assessment of Educational Progress and the Third International Math and Science Study from this prohibition. (Staff Contact: 225-4527)

REP. HYDE (R-ILL.) will offer an amendment —made in order by the rule — that eliminates the bill's language limiting abortion funding and replaces it with a provision that prohibits the use of funds in the act to pay for any abortion, or to pay for health benefits coverage that includes coverage of abortion. The amendment further provides that these prohibitions would not apply if the pregnancy is the result of rape or incest, or if the woman suffers from a physical disorder, injury or illness, including a life-endangering physical condition caused by or arising from the pregnancy itself, that places the woman in danger of death unless an abortion is performed. (Staff Contact: 225-4561)

B-52. Standardized Testing of Students

[The National Education Association opposes standardized testing that is mandated by local, state, or national authority. The Association also opposes the use of these tests to compare one student, staff member, school, or district with another, especially when the threat of loss of compensation, prestige, control, or resources is attached.

[The Association urges its affiliates to work to eliminate the misuse of standardized tests and high-stakes testing wherever they currently exist. Instead, affiliates should advocate the design and use of a variety of developmentally appropriate assessment techniques that are bias-free, reliable, and valid. These assessment measures must be viewed within the context of a continuum of education strategies for the individual student. Such assessments are best developed on site as an integral part of an instruction plan.]

The National Education Association believes that standardized tests should only be used to improve the quality of education and instruction for students. Standardized tests are most useful when selected by educational professionals closest to the classroom and integrated with assessment information specific to local programs. Affiliates should advocate the design and use of a variety of developmentally appropriate assessment techniques that are bias-free, reliable, and valid. When a test is mandated at the state or national levels, it should only be used to evaluate programs toward meeting state or national standards and/or goals.

The Association opposes the use of standardized test when—

- a. Used as the criterion for the reduction or withholding of any educational funding*
- b. They inappropriately compare students, teachers, programs, schools, communities, and states*
- c. Used as a single criterion for high-stakes decision making*
- d. They do not match the developmental levels or language proficiency of the student*
- e. Student scores are used to evaluate teachers or to determine compensation or employment status*
- f. Programs are specifically designed to teach to the test.*

The administration of a standardized test includes the responsibility to educate the stakeholders in the purpose of the test, the meaning of test results, and the accurate interpretation of conclusions. (78, 97)



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

September 12, 1997

Dear Member of Congress:

Next week, you will be voting on an amendment to H. R. 2264, the Labor-Health and Human Services-Education Appropriations bill, that would prohibit the use of funds to develop or implement the voluntary national tests of fourth grade reading and eighth grade mathematics skills proposed by the Administration. I am writing to urge you to oppose that amendment.

As you are aware, yesterday the Senate approved -- by a strong bipartisan vote (87-13) -- an amendment that designates the independent National Assessment Governing Board (NAGB) as the entity responsible for guiding the development and implementation of the tests and makes a number of changes in NAGB's composition. During the debate on that amendment, Senator Coats of Indiana stated what this issue is all about when he said, "A voluntary national test, which states and parents may choose to participate in, will give parents another tool to measure their children's academic achievement and hold local schools accountable." I hope, as you cast your vote, you will consider Senator Coats' remarks.

Over the last several weeks, a number of arguments have been raised in opposition to these proposed tests. I would like to address these issues:

*** The tests will NOT lead to a national curriculum.** They are to be based on accepted standards that reflect widespread agreement on what students should know and be able to do. They would not define the approach to teaching that should be used in reaching those levels of academic achievement. States and local communities will continue to determine their curriculum. I vigorously oppose any movement toward a national curriculum. Making sure every child can read well and do algebra is not a national curriculum. It is a very old-fashioned idea of making sure that every child has mastered the basics once and for all. These tests are voluntary and are not a condition for receiving other Federal education funds.

*** There is a very important need for these tests: America's parents and educators deserve to know the truth about how our children are doing in meeting agreed upon academic standards regardless of where they live.** Other tests administered by states to students have widely different standards of performance. The attached graph compares the results of state assessments with the results from the National Assessment of Educational Progress (NAEP). While state standards are improving, they remain very uneven. In our mobile society, parents need to be able to determine if their children are learning the basics so they can compete with students throughout the nation and around the world. Furthermore, the design of these tests will provide for much more effective feedback to students, parents and teachers, as to the specific areas that need to be addressed in individual students' educational progress.

*** The tests will not be developed by Department of Education staff, nor will they be designed to promote some particular philosophy.** Reading is reading and mathematics is mathematics no matter where you live and no matter what your political philosophy. These tests do not endorse or

600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202-0100

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

encourage any specific form of instruction. This is a local decision made by local educators. The Senate's action yesterday supports the Administration's recommendation that NAGB, not the Department, oversee development and administration of the tests. NAGB also oversees the development and administration of the widely respected NAEP tests.

* We are proposing to spend only \$16 million in 1998 for test development. A request for funds to administer the tests would come in the fiscal year 1999 appropriation, not in this bill. Some have argued that the Department already spends over \$500 million in test development. This is incorrect. Approximately 90% of the funds included in that estimate are Goals 2000 funds which are used, as each state determines, for a wide variety of purposes including teacher professional development, promoting parental and community involvement in schools to bolster standards, and bringing educational technology into the schools. Only a very small part of Goals 2000 funding goes to tests. We estimate that the costs of administering the test will range from \$10 to \$12 per student tested. Decisions as to who will be tested depend entirely on voluntary decisions by states, local education agencies, and families.

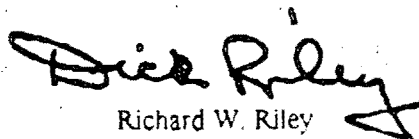
Some individuals are concerned that these tests will place low-income and minority students at a disadvantage. I understand and appreciate these concerns. However, I am very firmly convinced that one of the biggest obstacles to improved educational opportunities and results for those students has been the widespread and mistaken belief that students from these backgrounds cannot learn to the same high levels as other, more advantaged students. This belief -- the foundation of what I have called a tyranny of low expectations -- has pervaded the schooling experience of our most disadvantaged youngsters, and resulted all too often in watered down curricula, poorly prepared teachers, and under-investment in their schooling. Challenging national standards and tests are a fundamental tool for overcoming these obstacles.

We also know that changing expectations and setting higher standards lead to results. Test scores are up in New York City, Chicago, Detroit, and San Francisco to name a few cities. Philadelphia students made significant gains in reading, math, and science at the 4th, 8th, and 11th grade levels, and they did so at the same time that student participation increased substantially among students with disabilities, limited-English-proficient students, and low-income students. In Milwaukee, only 21% of the school district's eleventh grade students passed a rigorous mathematics proficiency examination. After an intense community-wide effort to bolster student achievement, 98% of the class of 1996 students passed the test.

When you cast your vote, I urge you to put partisan politics aside and permit funding of this critical education reform tool. America's parents deserve a dependable means of finding out how their children are doing in reading and mathematics. America's students deserve to be given the challenge to perform to high standards of academic achievement and the support it takes from all of us to succeed. Local school officials should have the opportunity to decide for themselves whether to use these voluntary national tests.

I ask that you support the continued development of the voluntary national tests.

Yours sincerely,


Richard W. Riley



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

September 12, 1997

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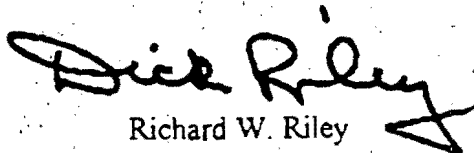
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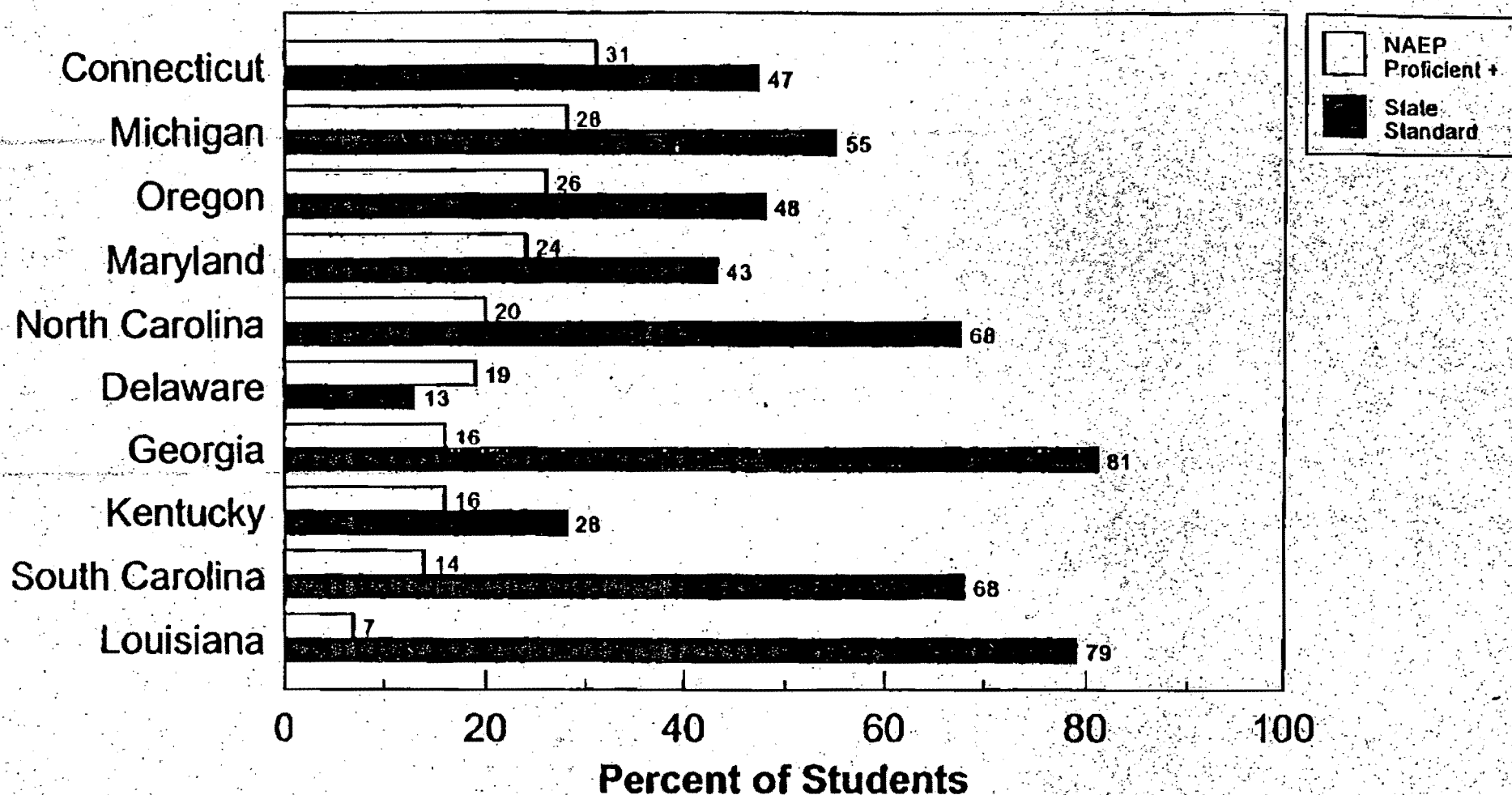
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I ask that you support the continued development of the voluntary national tests.

Yours sincerely,


Richard W. Riley

State 1996 NAEP Scores for 8th Grade Math Compared to States' Own Assessments*



★ State assessment results are for the 1995-96 school year. All are for grade 8 except for Michigan which is for grade 7. NAEP results are percentages of students scoring at the proficient or advanced level, state results reflect the state's standards.

Source: U.S. Department of Education and State Departments of Education: Individual State Reports.



COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001-1431 • 202 408-5505 • FAX 202 408-8072
Resource Center on Educational Equity State Education Assessment Center

Office of Federal-State Relations
Council of Chief State School Officers
One Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20001-1431
Telephone: (202) 336-7009
Fax: (202) 408-8072

FACSIMILE TRANSMITTAL SHEET

Attention: Mike Cohen
Susan Frost From: Mark Schneiderman

Company: _____ Date: _____

Facsimile: 456-5581 Pages: 2
401-0596 (including cover)

Message: Mike / Susan -

Attached is the fax cover sheet sent to seven ed. organizations seeking their sign-on to the CCSSO national test letter.

The draft letter is the same as the letter sent to you late last week.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS**Office of Federal-State Relations**

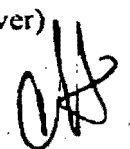
Telephone: (202) 336-7009

Fax: (202) 408-8072

Facsimile Transmittal Sheet

Pages: 4 (including cover)

Date: 8/11/97

From: **Carnie Hayes** 

Attention: ✓ AFT - Jane Usdan, Cheryl Birdsall

202-879-4402

✓ NSBA - Anne Bryant, Mike Resnick

703-548-5613

NEA - Dale Lestina

202-822-7309

NAESP - Sam Sava, Sally McConnell

703-518-~~6263~~ 6021

NASSP - Tim Dyer, Steve Yurek

703-476-5432

✓ NASDSE - Martha Fields, Myrna Mandlawitz

703-519-3808

✓ NASBE - Brenda Welburn, Dave Griffith

703-836-2313

Message:

As you know, Chairman Goodling will offer an amendment when the FY98 Labor-HHS-Education Appropriations bill comes before the full House of Representatives in early September to prohibit the use of any USED funds to develop, field test, administer or implement national tests for students in reading and math.

We have drafted the following letter to all Members of the House to explain the rationale for developing such tests and the safeguards in the appropriations bill, focusing on the need to oppose restrictions of its being developed for voluntary use by those states and school districts that wish to.

Please indicate your interest in signing on the letter by COB Friday, August 15 by contacting myself or Mark Schneiderman at (202) 336-7009.

WILLIAM F. GOODLING, PENNSYLVANIA
 THOMAS E. PETIL, WISCONSIN
 VICE-CHAIRMAN
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 JOHN E. PETERSON, PENNSYLVANIA
 FRED UPTON, MICHIGAN
 NATHAN DEAL, GEORGIA
 VAN HILLARY, TENNESSEE
 JOE SCADRONOUGH, FLORIDA



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 AND THE WORKFORCE
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2161 RAYBURN HOUSE OFFICE BUILDING
 WASHINGTON, DC 20515-6100

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 ROBERT C. "BOBBY" SCOTT, VIRGINIA
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 LONETTA SANCHEZ, CALIFORNIA
 HAROLD E. RHO, TENNESSEE
 DENNIS J. KUCINICH, OHIO

MAJORITY — (202) 225-4527
 ITTY — (202) 225-3372
 MINORITY — (202) 225-3176
 ITTY — (202) 225-3116

July 29, 1997

ONE MORE TEST?

Dear Colleague:

Question: Did you know that in 1997 the Federal government spent about \$540 million just to test students?

Answer:

National Assessment of Educational Progress (NAEP)	\$30 million
National Assessment Governing Board (NAGB)	\$3 million
International Assessments such as the Third International Math and Science Study	\$6.5 million
State Assessments Development under the Fund for the Improvement of Education	\$10.1 million
Goals 2000 (a substantial amount of the \$476.0 million for State and Local improvement is used for state standards and state assessment development)	\$476.0 million
National Institute on Student Achievement, Curriculum and Assessment (research through the Office of Educational Research and Improvement at the Department of Education)	\$14.75 million
TOTAL	\$540.35 million

In addition, the federal government spent about \$2 million several years ago for the development of National History Standards, and we know the problems which resulted.

Question: Did you know that the Federal government conducts random sample tests of students (i.e. the "Nation's Report Card") all over the country in reading, math, science, history and other subjects every two years at 4th, 8th, and 12th grades to obtain a snapshot of the academic achievement of students?

Answer: This is known as the National Assessment of Educational Progress (NAEP), mentioned above, which received \$30 million of Federal tax dollars in 1997.

It's not a matter that students aren't tested enough. Right now they're tested over and over at the national, state, school district, and classroom levels. Just ask any parent.

We simply don't need any more tests. Since we know the problem, it would be more prudent to be spending Federal tax money to correct the problem through reading readiness, pre-school readiness, and better teacher training.

That's why I am offering an amendment to the Labor, Health and Human Services and Education appropriations bill to prohibit funding for the Administration's national testing program in 4th grade reading and 8th grade math.

Please join me in opposing yet another test. If you or your staff have any questions, contact Kent Talbert at 225-6558.

Sincerely,

Bill

BILL GOODLING
 Chairman



Missy_Kincaid @ ed.gov
08/02/97 02:13:00 PM

Record Type: Record

To: Michael Cohen

cc:

Subject: Re: TEST STRATEGY

FYI Bill Kincaid appears on the Ed Email address list, but you need to send email to him via internet. His internet address is KINCAID_W@A1.EOP.GOV

I will forward this to him.

Thanks

Reply Separator

Subject: TEST STRATEGY

Author: Susan Frost at WDCB01

Date: 8/1/97 4:09 PM

DAN will send an e-mail to confirm meeting on AUGUST 12th 3:30 to 5:00 (we may not need all that time) in Secretary's Conference Room. I'm inviting TERRY P. to join us ---- (Mike S. is still away)

We agreed on the following materials --- I've taken the liberty of putting names by each piece so someone is "in charge" --- :

(1) Talking Points for Hill specifically on the TEST and where things stand in the House Labor, HHS, ED APPROPS BILL --- the language in now and the Goodling amendment. These talking points should include our best overall arguments in addition to the facts. JENNIFER/MISSY/TOM

(2) Fact Sheet ----- on the TEST and the current status of legislation including the pending Goodling amendment --- nothing but the facts!!! JENNIFER/MISSY

(3) Q and As for the Hill and GROUPS --- can use the ones we have as a start and see what needs to be added. Should include an interim statement on the LEP issue per today's conversation. MISSY

(4) CCSSO/NAB/ROUNDTABLE/AFT/COUNCIL will work on a one or two pager from them.

Did I miss anything?

We should have materials done so we can start using them NO LATER than the meeting on August 12th. If you need anything DAN BERNAL is here--- I'll be in the 12th. THANKS... SUSAN b

LIST OF NAB CALLS ON GOODLING ANTI-TEST AMENDMENTS

7/29/97

Vernon Ehlers (R-MI)	Will Plaster	5-3831 - VM	<i>supports test - but comm. should have in-put</i>
Fred Upton (R-MI)	Kate Sharrock	5-3761 - on Goodlings committee	
Nick Smith (R-MI)	Paul Borchers	5-6276 - pass on info, no position	
Joe Knollenberg (R-MI)	Deron Zeppelin	5-5802 VM	
Wayne Gilcrest (R-MD)	Melvin Thompson	5-5311 VM	
Constance Morella (R-MD)	Sandy Zimmert	5-5341 VM	
Robert Ehrlick, Jr. (R-MD)	Marjorie Kuwah <i>Steve Krieger</i>	5-3061 - pass on info, no position, <i>sounded uniform</i>	
Roscoe Bartlett (R-MD)	Jeff Jones	5-2721 VM	
Ron Lewis (R-KY)	Elizabeth Kavalich	5-5861 VM	
Ed Whitfield (R-KY)	Beth McAree	5-3115 VM	
Anne Northrup (R-KY)	Juliane Carter	5-5401 VM	
Jim Bunning (R-KY)	Kim Joiner	5-3465 - no position, <i>sounded sympathetic</i>	
Harold Rogers (R-KY)	Mary Miller	5-4601 - supports tests, <i>member?</i>	
Christopher Shays (R-CT)	Kristin Miller	5-5541 VM	
Nancy Johnson (R-CT)	Margo Nousen	5-4476 - pass on info - <i>supportive</i>	
Jim Kolbe (R-AZ)	Jason Isaak	5-2542 VM	
Jim Leach (R-IA)	Christy Stoketee <i>MARY HARRIS</i>	5-6576 - <i>leave to Goodling because of no authorization</i>	
Tom Petri (R-WI)	Carlos Maxwell	5-2476 VM	
Susan Molinari (R-NY)	Eugene Patrone	5-3371 VM	
Rick Lazio (R-NY)	Mary Angelini <i>[5-4669 FX]</i>	5-3335 no position - <i>forced NAB statement</i>	
Sue Kelly (R-NY)	Al Garesche	5-5441 VM	
Scott Klug (R-WI)	Gretchen Kram <i>Katie Kram</i>	5-2906 VM	
Michael Castle (R-DE)	Booth Jameson <i>MARZELL</i>	5-4165 <i>with me, wants NAB statement he can use</i>	
	<i>FAX 5-2291</i>		
[Bob Livingston (R-LA)]	Stan Skocki <i>5-3015</i>	<i>3915</i> <i>VM home-schoolers calling</i>	
[John Porter (R-IL)]	Tony McCann	5-3508 <i>to floating another option</i>	
Sherwood Boehlert (R-NY)	Natalie DiNocola	5-3665 no position, <i>will pass on info</i>	
Steve Horn (R-CA)	Leigh Ann Gadenas <i>Kelly Vanbough</i>	5-6676 no position, <i>leave toward Goodling</i>	
Amo Houghton (R-NY)	Bob Van Wicklin <i>FAX 6-2279</i>	5-3161 <i>supportive of tests, position?</i>	
Peter King (R-NY)	Jennifer Noyes McCulloch	5-7896 no position, <i>sympathetic to me</i>	
Jack Quinn (R-NY)	Cassandra McClam	5-3306 pass on info - no position	
William Thomas (R-CA)	Teresa Houser	5-2915 VM	

FAX 456-5581

**COUNCIL OF CHIEF STATE SCHOOL OFFICERS**

One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431 • 202/408-5505 • FAX 202/408-8076
<http://www.ccsso.org>

FACSIMILE TRANSMITTAL FORM**TO:** Mike Cohen**FROM:** Gordon M. Ambach**DATE:** August 1, 1997**Number of total pages:** 5**FAX:** 202.456-7028**PHONE NO:** 202 336-7015**FAX NO:** 202.408-8076

=====

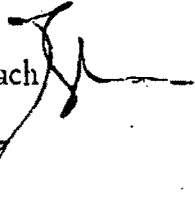
For 1:00 pm meeting today, August 1, 1997

**COUNCIL OF CHIEF STATE SCHOOL OFFICERS**

One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431 • 202/408-5505 • FAX 202/408-8111
<http://www.ccsso.org>

MEMORANDUM

TO: Mike Cohen

FROM: Gordon Ambach 

DATE: August 1, 1997

SUBJ: Meeting re: discussion of amendments in the House of Representatives on appropriations re: National Tests

Because of prior commitments, I will not be able to join you at the 1:00 pm session. Carrie Hayes will be there for CCSSO.

One suggestion I offer for establishing support by governors and, perhaps, state legislatures: I strongly recommend the development of a draft statement for governors, both Republican and Democrat, that supports funding for the development of the tests.

Up to this point the request of governors, et. al has been to endorse the use of the tests. Many governors and many legislators and chiefs are very much interested in using the tests, but they are in the "unsure" or "probable" use category because they want to see the specifications for the tests and the trials for next year. Indeed, with the agreement for the National Academy of Sciences review of the development work, the likelihood of a governor and other state representatives formally stating a commitment to use of the tests is diminished. State officials will now take the position that until they see the trials of the tests next spring and, also, the report of the National Academy of Sciences, they will not actually commit to use of the tests.

This opens the way for a fresh approach to governors and, perhaps, others to focus on support for development of the tests. The principal argument that governors can make in supporting the development is that they want to have the option for their state to use the tests and if there is no development, they have no option. There is no other alternative on the horizon for the establishment of a pair of national tests in 1999 that will provide a benchmarking to state, national and international student results. The current plans for the development of these tests, hinged to NAEP, provides the only possibility for such individual testing by 1999. Therefore, the development must proceed and they support the commitment of federal funds to do so.

Mike Cohen
Page two
August 1, 1997

The support for the development of the tests is the approach that CCSSO took back in March. In so doing, we were able to generate very substantial and widespread support for endorsing the development with the choice of use of the tests to come as the states examined the specifications and the trials. An effort by President Clinton and Secretary Riley to advance a statement of support for development is an important August strategy.

[A copy of the CCSSO statement of March 17, 1997 as a reminder. A copy of our letter of July 29, 1997 to all U.S. Representatives urging defeat of the test amendment is also attached for your information.]

GMA:djb

Attachments (2)



NEWS

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Avenue, NW • Suite 700 • Washington, DC 20001-1431 • tel. (202) 408-5505 • fax. (202) 408-8072

CONTACT: Paula Delo
(202) 336-7005
paulad@ccsso.org

For immediate release

COUNCIL BOARD SUPPORTS BENCHMARKING OF INDIVIDUAL STUDENT ACHIEVEMENT

Washington, D.C., March 17, 1997—The members of the Council of Chief State School Officers today met at the White House at the invitation of President Clinton. Due to the President's injury, they met with Vice President Gore and Secretary Riley to discuss their education agenda for 1997.

On behalf of the Council President Henry Marockie, West Virginia Superintendent of Schools, advanced a five-point program to promote quality and equality of education for all students in America.

The Council members stressed the importance of developing rigorous students standards and assessments in the state. In a special statement, the Council became the first national organization to support development of voluntary individual student 4th grade reading and 8th grade mathematics tests. The full text follows:

"To open new ways for students to strive toward world class performance, the Board of Directors of the Council of Chief State School Officers states its support for development of voluntary tests which can enable students to benchmark their 4th grade reading and 8th grade mathematics achievement to scores of students throughout the nation and internationally.

The Board's action is based on the judgement that availability of these tests could enhance state efforts to expand assessment and accountability systems now in place or planned. The action is based on the understanding the tests would be used only at state discretion. Any state's decision would be taken only after extensive consultation with key stakeholders.

For more than a decade, members of the Council have promoted development of achievement tests in reading, mathematics and other subjects, which enable states to compare their performance with one another and with the nation as a whole. During this period, the states have made extensive efforts to develop their student standards and individual student tests and worked to link their tests with the National Assessment of Progress (NAEP). In 1995, the NAEP was opened up to enable state-by-state comparisons based on samples of students; more than 40 states have participated in these tests which provide the best available information on achievement trends. These NAEP tests, however, are not designed to yield individual student scores—the 4th and 8th graders who take them cannot benchmark their own performance to either state or national NAEP results or to state and local test results.

President Clinton proposes to develop individual student tests of reading and mathematics based on the content and design of NAEP tests. These tests can open new options for the states. Each state's choice about using the tests will depend on whether they are aligned with the state's standards and have the technical merit to satisfy the state's assessment objectives.

page 2

State decisions to use the tests can be made only after test design and administrative procedures are completed. Our Council needs to be involved deeply in the design work. In particular, we need assurance the use of these tests does not duplicate state testing efforts or erode commitments to state testing; the schedule for development is sufficient to yield high quality tests; the cost of the testing is manageable; and the long term test schedule sustainable. These tests must genuinely complement state assessment efforts.

We look forward to working with President Clinton and Members of the United States Senate and House Representatives in the development of these tests. Together we must make certain the tests are of highest quality and serve our students well."



COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431 • 202/408-5505 • FAX 202/408-8077
<http://www.ccsso.org>

July 29, 1997

Members of the U.S. House of Representatives

Dear Representative:

Subj: Opposition to amendments to the FY 98 Education Appropriation which would prohibit development of National Tests in Mathematics and Reading

On behalf of the chief state school officers, I write to urge your support of the provisions in the FY 98 Labor/HHS/Education Appropriations bill (H.R. 2264) concerning development of National Tests in Mathematics and Reading, and to oppose amendments which would impede development of the tests.

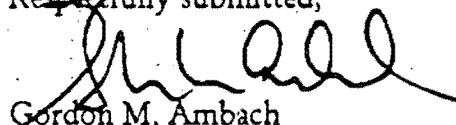
Development of the voluntary national tests opens an unprecedented opportunity for students, their parents, and teachers to know about individual student progress compared with state, national and international benchmarks. These tests are based on the content already used in the National Assessment of Educational Progress (NAEP) by more than forty states. Using tests based on the NAEP enables an effective and very efficient testing system.

State superintendents and commissioners strongly support the development of the tests so they are available for states to use on a voluntary basis. They support these tests because there is no other testing system which will enable this kind of benchmarking and urge the tests be available in 1999.

The House Appropriations Committee bill includes funds for development of the tests. The House Committee report includes safeguards for the development of the test by requiring a substantial review by the National Academy of Sciences before the tests are available for use in 1999.

States and localities are now making substantial decisions on their testing programs. They need to know whether or not there is a real option of using national tests. They want to have the efficiency of nationally developed tests which provide comparisons across the states, the nation and internationally. It is imperative for state planning to know whether these tests will be in place in 1999 for states and localities to use on a voluntary basis. We urge your action to support the provisions in the House Committee bill and Committee report.

Respectfully submitted,



Gordon M. Ambach

AUTOMATIC COVER SHEET

DATE: AUG- 1-97 FRI 10:09

TO:

FAX #: 4567028

FROM: AC

FAX #: 2024088072

07 PAGES WERE SENT

(INCLUDING THIS COVER PAGE)

**SOUTHEASTERN LA UNIVERSITY
OFFICE OF THE PRESIDENT**

SALLY CLAUSEN

SLU 784
HAMMOND, LA 70402

PHONE: (504) 549-2280
FAX: (504) 549-3595

Facsimile Memorandum

DATE: 7/31/97

TO: Mike Cohen

PHONE: 202-456-5575

FAX: 202-456-5581

Total Number of Pages: 2

REMARKS: FYI -- Hope this helps. Please feel free to call.

Thanks.

Sally



STATE OF LOUISIANA
BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DONNA G. CONTOIS
Member, 1st BESE District
5716 Meadowdale Street
Metairie, LA 70003
Tel. (504) 456-1924
FAX (504) 456-1943

FACSIMILE TRANSMITTAL COVER SHEET

DATE: Thursday, July 30, 1997

NO. PGS. INCLUDING COVER: One

TO: CONGRESSMAN BOB LIVINGSTON

FAX: 589-2607 (METAIRIE) AND 202-225-0739 (WASHINGTON OFC.)

FROM: DONNA CONTOIS, BESE, 1ST CONGRESSIONAL DISTRICT

Dear Bob,

I understand that an issue regarding National Testing is to be voted on in the House very soon. Even though the issue of national standards has been a very controversial one -- one in which I agree there are serious questions, the issue of national testing has been strongly supported here in the last Legislative session, particularly by the extremely conservative education representatives -- such as Senator Phil Short and Representative Roy Brun. I don't disagree with them. We must begin to compare our students in Louisiana with their peers in other states around the country. Inasmuch as Louisiana ranks close to the bottom in most education polls, perhaps a strong dose of good ol' republican competition would be best for us. As an elected official, I am willing to bite the political bullets to stand behind higher standards for our state -- including being tested and compared at the national level. I hope you will consider voting in favor of national testing -- let's try it!!

Many thanks for all your support. Keep up the good work.

Donna

A handwritten signature in dark ink, appearing to read "Donna", with a stylized flourish extending from the end.

**Council of Chief State School Officers**

One Massachusetts Avenue, N.W., Suite 700

Washington, D.C., 20001-1431

Tel. (202) 408-5505

Fax. (202) 408-8072

FACSIMILE TRANSMITTAL SHEETAttention: *Mike Cohen*From: *Gordon Ambach*

Company:

Date: *July 29, 1997*Fax Number: *456-7028*Total Pages: *two*
(Including cover page)MESSAGE: _____



COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431 • 202/408-5505 • FAX 202/408-8072
<http://www.ccsso.org>

July 29, 1997

Members of the U.S. House of Representatives

Dear Representative:

Subj: Opposition to amendments to the FY 98 Education Appropriation which would prohibit development of National Tests in Mathematics and Reading

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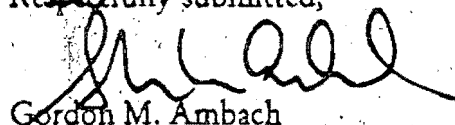
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State superintendents and commissioners strongly support the development of the tests so they are available for states to use on a voluntary basis. They support these tests because there is no other testing system which will enable this kind of benchmarking and urge the tests be available in 1999.

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Respectfully submitted,



Gordon M. Ambach

AUTOMATIC COVER SHEET

DATE: JUL-29-97 TUE 13:23

TO:

FAX #: 4567028

FROM: AC

FAX #: 2024088072

03 PAGES WERE SENT

(INCLUDING THIS COVER PAGE)

**Council of Chief State School Officers**

One Massachusetts Avenue, N.W., Suite 700

Washington, D.C., 20001-1431

Tel. (202) 408-5505

Fax. (202) 408-8072

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Company:

Date: *July 29, 1997*Fax Number: *456-7028*Total Pages: *two*
(Including cover page)MESSAGE: _____



COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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Respectfully submitted,



Gordon M. Ambach

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DATE: JUL-29-97 TUE 13:23

TO:

FAX #: 4567028

FROM: AC

FAX #: 2024088072

03 PAGES WERE SENT

(INCLUDING THIS COVER PAGE)



555 NEW JERSEY AVENUE, N.W.
WASHINGTON, D.C. 20001-2079
202-879-4400

SANDRA FELDMAN
PRESIDENT

EDWARD J. McFARLEY
SECRETARY-TREASURER

July 29, 1997

Members
U.S. House of Representatives
Washington, D.C. 20515

Dear Representative:

On behalf of the 940,000 members of the American Federation of Teachers (AFT), I ask you to consider the following recommendations during House action on the Labor, Health and Human Services, Education, and Related Agencies Appropriations bill, H.R. 2264.

The AFT believes that an essential part of improving public education is investment in federal education programs that support the achievement of higher academic standards. This will be accomplished by encouraging rigorous academic programs that are solidly based on research, have demonstrated effectiveness, and are replicable in diverse conditions -- not by gambling with fads such as vouchers and privatization. For these reasons the AFT supports, in particular, investments in Title I, Goals 2000, Eisenhower Professional Development State Grants and the National Board of Professional Teaching Standards. These complementary programs provide resources that are essential to producing meaningful improvement in public education.

The AFT strongly supports raising the maximum Pell Grant and expanding Pell Grant eligibility for non-traditional students. The AFT is disappointed that additional funding has not been provided for the International Education Exchange, Safe and Drug-Free Schools and Communities, Special Education, School-to-Work Opportunities, Vocational and Adult Education, and Work Study.

The AFT must oppose an amendment by Rep. Goodling (R-PA) that would prohibit the use of federal funds to develop, plan, implement, or administer any national testing program in reading or mathematics. The AFT believes that the development of new, national measures of student achievement, while voluntary to the states, is an important part of attaining higher academic standards.

The AFT also must urge you to oppose an amendment sponsored by Reps. Riggs (R-CA) and Roemer (D-IN) that would increase the appropriation for Charter Schools by \$25 million at the expense of the Technology Literacy Challenge Fund. The AFT believes that further expenditures for charter schools, without a strengthening of academic and other standards of public responsibility, is not an appropriate use of federal funds.

In addition, the AFT supports programs that strengthen the rights and protections of America's workers and their families, such as the Occupational Safety and Health Administration and the National Labor Relations Board. The AFT opposes all attempts to reduce funding in these areas.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gerald D. Morris', is written over a horizontal line.

Gerald D. Morris
Director of Legislation

GM/jf
opeiu#2aficio

456-5581

Today, July 29, 1997

Legislative Day

amendment provides these funds by transferring \$10.8 million from the Office of Director of the National Institutes of Health (NIH) and \$23 million from the NIH Buildings and Facilities accounts to the Community-Based Family Resource and Support account. (The bill provides no appropriation for this program.). (Staff Contact: Jessica Zufolo, 225-6416)

REPS. ENGEL (D-N.Y.) and McCARTHY (D-N.Y.) will offer an amendment to increase the bill's appropriation for the Education Department's general management account by \$100,000 to be used to expand the Education Department's web site to include enhanced information on private and public scholarships as well as on federal financial aid programs. (Staff Contacts: David Toomey, 225-2464, and Andrew Goldberg, 225-5516)

REP. EVANS (D-ILL.) will offer an amendment that sets aside \$10 million of bill's \$5.2 BILLION appropriation for training and employment services for homeless veterans reintegration projects. (Staff Contact: 225-5905)

REP. GOODLING (R-Pa.) may offer an amendment to increase the bill's appropriation for special education by \$155.5 million. The amendment offsets this increase by reducing the bill's appropriations for education research, statistics, and improvement by \$113.6 million, for education reform by \$35 million, and for higher education by \$6.9 million. (Staff Contact: 225-4527)

REP. GOODLING (R-Pa.) may offer an amendment to prohibit the use of funds made available by the bill to develop, plan, implement, or administer any national testing program in reading or mathematics. This amendment exempts the National Assessment of Educational Progress and the Third International Math and Science Study from this prohibition. (Staff Contact: 225-4527)

REP. HYDE (R-ILL.) will offer an amendment —made in order by the rule — that eliminates the bill's language limiting abortion funding and replaces it with a provision that prohibits the use of funds in the act to pay for any abortion, or to pay for health benefits coverage that includes coverage of abortion. The amendment further provides that these prohibitions would not apply if the pregnancy is the result of rape or incest, or if the woman suffers from a physical disorder, injury or illness, including a life-endangering physical condition caused by or arising from the pregnancy itself, that places the woman in danger of death unless an abortion is performed. (Staff Contact: 225-4561)

August 1, 1997

MEMORANDUM FOR: BRUCE REED
ELENA KAGAN

FROM: MIKE COHEN

SUBJECT: PROCESS FOR RESOLVING HISPANIC CAUCUS
CONCERNS ON NATIONAL TESTING INITIATIVE

It is critical that we have a final Administration position on the concerns raised by the Hispanic Caucus by the beginning of September, when Congress returns. Earlier would be preferable, though difficult. Below are my recommendations for how to proceed:

1. Education Department produces options memo

I have asked Secretary Riley to develop an options memo which can form the basis of a decision memo to the President.

- preliminary draft by August 8
- feedback from DPC, OPL, Leg affairs by August 11
- final by August 13

2. Internal White House review

I think we should plan on two internal meetings, including DPC, NEC, OPL, Leg. Affairs, Political Affairs, Intergovernmental, Communications, etc.

August 18: review and discussion of ED options, and assignments for external consultations

August 22: review feedback from outside groups, determine views of key offices, and agree on basic themes for decision memo

3. Consultations during week of 18th

- Hispanic Caucus
- Hispanic groups
- urban districts
- other supporters (e.g., business groups, AFT, NEA,)
- states that have signed up or are likely to
- key governors (e.g., Romer)

4. DPC Decision Memo to POTUS

By August 25, we should send a decision memo to POTUS that presents all options for which there is significant support, and which lays out pro's and con's, including education impact, likely impact on overall testing initiative, likely impact on race initiative, and other political considerations.

By And Hingora shared

Mary

clock mon

1st reading
- optimistic

Legal counsel

waivers →
↳ for LOR kids

for the

(waive) Title 1
req

If we don't have all

- If national tests are needed then
we don't have all

- waivers

Some challenges

Mary Jean LeTendre
not happy
↳