



Center for Community Change

March 24, 1999

Ms. Tanya E. Martin
Associate Director for Education and Policy Planning
Domestic Policy Council
The White House
Washington, DC 20502

Dear Ms. Martin,

Thank you so much for meeting with representatives of grassroots groups on Monday, March 22 regarding reauthorization of ESEA. We were glad to have the opportunity to share our concerns and experiences with you.

As you recall, we raised just a few concerns with you, which we will continue to address at the local level, as well as to advocate for during this year's Congressional debate:

- *We oppose the expansion of "ed-flex" on the grounds that states have not shown a good faith effort to engage parents, nor have they demonstrated (on a wide scale) the ability to turn around low performing schools. We believe that more not less accountability is required. If ed-flex is to be expanded, we will support broad exclusion of Title 1 provisions from the law and requirements that states adequately notify and hear from parents before seeking waivers.*
- *We support (especially in anticipation of ed-flex expansion) increased reporting requirements on all school districts that receive Title 1 funding. We are in the process of developing for your office, a list of information which we believe should be required on school "report cards." Giving parents access to data will help engage and provide them with the information they need to fully understand how their children's schools are doing.*
- *We will support a proposal to establish an independent funding stream for community-based organizations to educate and support parents who want to be involved in their schools. The Title 1 parent involvement provisions are strong and should be maintained. But there should also be a mechanism for parents to engage in school reform outside of programs established by school principals.*
- *We strongly support and will work hard for increased federal funding for school construction. Efforts to reduce class size will only be successful if new teachers hired under such proposals have classrooms to teach in!*

We are also interested in supporting the President's proposals on fair and effective discipline policies, but are concerned that those policies not continue to move schools towards

increased police presence or so-called "zero tolerance" programs. School officials must be given discretion to establish policies that work in their own environments.

In the next couple of weeks, we will be providing your office with additional materials to support our positions on these issues. In addition, we are now in the process of collecting the kinds of stories and examples of the issues we raised which you expressed an interest in. We will send you a packet of stories within two weeks.

We look forward to working with you further on these issues. Again, thank you for meeting with us. If you have any questions for the Center, or for any of the group representatives who you met with, please don't hesitate to give me a call.

Sincerely,


Leigh Bingerson,

Leadership Development Information Specialist
Center for Community Change

DRAFT

MEMORANDUM FOR: BRUCE REED
ELENA KAGAN

FROM: TANYA MARTIN

SUBJECT: ESEA OUTREACH

You asked for some recommendations on ESEA Outreach. Below is a summary of proposed and on-going outreach activities as we ramp up to the transmittal of the administration's bill.

1. Constituency Outreach

The Education Department has conducted briefing with all of the key education group, the civil rights community, special education groups, and other constituencies with strong interest in ESEA. There are at least two groups that we should meet with both to brief them on any new developments in our proposal and to allow an additional opportunity for input before we transmit the bill.

We should schedule meetings the week of 3/29-4/2 with the following:

- Civil rights groups -- LCCR, NAACP Legal Defense Fund, etc around accountability issues.
- Hispanic education groups -- Council of Great City Schools (urban districts), MALDEF, Nat'l Assoc of Bilingual Educators, etc. (note: outstanding internal issue around use of "three year goal" language)

ED thought that we might also want to consider one additional outreach meeting with the NEA and AFT, before we complete our consideration of the open issues in this bill.

2. Legislative Outreach

WH Leg affairs is working with ED's legislative affairs office to set up a series of discussions with key House and Senate staff over the Congressional recess. ED has suggested the following members as possible sponsors for key aspects of the legislation (they also have a list of sponsors for other parts of the bill that the WH will probably not be involved with e.g., technical assistance section). Broderick is reviewing this list and will work with Scott Fleming on setting up these meetings over the next two weeks.

Accountability -- Overall

Miller/Kildee/Clay
Kennedy/Harkin/Bingaman

Accountability -- \$200 million intervention

Kildee/Clay
Kennedy/Harkin/Bingaman

Class Size

Clay/Wu
Kennedy/Murray

Teacher Quality

Roemer

Reed/Bingaman

After-School

Holt

Dodd

Choice/Magnet Schools

Scott

Bingaman/committee

Bilingual

Hinojosa

Kennedy

Safe and Drug-Free

McCarthy

Dodd

Early Childhood

Woolsey

Dodd

Technology

Tierney

Murray/Bingaman

Defending Title I Formula/School-Wides

Clay/Woolsey/Scott

3. Governors

This week, Mike Cohen and Bill White (IGA) met with Democratic governors' staff to brief them on our ESEA proposals. (I haven't had the opportunity to follow-up with him yet from yesterday's meeting to find out what issues were raised). Bill White has raised the question of whether we should do a briefing with staff from both parties as we get closer to transmittal.

4. Mayors/Local Officials

Lynn Cutler has arranged a series of briefings on our ESEA proposal with various groups of local officials. Her staff is working with me to determine whether additional briefings would be useful with the US Conference of Mayors staff and other local elected groups. These meetings would also be scheduled between 3/29-4/2.