

August 1, 2000

MEMORANDUM TO BRUCE REED AND BARBARA CHOW

FROM: Kendra Brooks
JB Buxton
Caroline Chang
Bethany Little

SUBJECT: Possible Events to Highlight Budget Priorities

Following are some possible deliverables/events that could highlight or offer a platform to discuss our FY 2001 budget priorities. Apparently there has been some discussion with OMB and NEC about the President doing a College Opportunity Tax Credit message on August 9 around the announcement of the cut in the student loan origination fee. The Secretary is reportedly considering announcing the teacher loan forgiveness expansion at a teacher event in Kansas on August 10. The Department is also releasing Middle School Coordinator Grants in New York today with Congressman Forbes. Other upcoming grant releases are in a chart at the bottom of this memo.

Overall Budget Message

- **Blue Ribbon Schools (September 21-23).** This seventeenth-year effort by the Department of Education identifies and gives national recognition to a diverse group of public and private schools. Awards will be given to elementary and middle schools and approximately 300-500 people will participate in this Washington DC event. The President spoke at this event last year, and used the opportunity to remind Americans that the budget debate is not just about how much we spend on education but how wisely we spend it because we know what works to make schools as successful as these Blue Ribbon Schools. This message will likely be apropos again this year given the Conference Report numbers.
- **Secretary Riley's AGBTS Bus Tour (August 27-31).** From August 27 through August 31, Secretary Riley will tour through seven states in the Mississippi Delta; Louisiana, Arkansas, Mississippi, Tennessee, Kentucky, Missouri, and Illinois. At each stop, the Secretary will highlight a few major education priorities. For example in Winnsboro, LA, Secretary Riley will talk about teacher recruitment and training as well as school construction and modernization. In Charleston, Missouri, the focus will be class-size reduction and afterschool programs. Other stops will highlight preparing for college, turning around low-performing schools, using the community as a learning resource, parental involvement and early childhood education.

Class Size Reduction

- **Report (At our request).** If we need a deliverable for a class size reduction event, the Department thinks they can pull together a literature review of recent studies on the effectiveness of class size reduction with some anecdotal evidence on the use of our money. The report could review the second round of California research (which found some

improvement in student achievement), the EEP report (interviewing educators in five NYC schools on the effects of smaller classes), and the RAND report (concluding that class size reduction is an effective use of education spending). This report could also include numbers we've been using in speeches, but haven't officially released on paper (i.e. 1.7 million children in smaller classes; 90,000 teachers now teaching in smaller classes; 29,000 teachers hired with federal dollars; 61,000 other teachers that now have smaller classes; 23,000 schools that were able to hire at least one new teacher; 15,000 school districts that received funds to recruit and hire new teachers or offer professional development; 87% of federal class size funds are being used for teachers' salaries, 8% for professional development and 5% for recruitment). The Department has previously looked at how a few districts are using our money, and they could look for more good stories like this, or they could profile a few schools that are making good use of federal funds.

- **Great City Schools Report on the Effect the Republican Block Grant Would Have on Funds for Cities (early September).** Great City Schools is considering putting together a report that would highlight the difference in the amount of money their districts would get under the Republican Title VI versus our class size reduction and school construction proposals. These numbers would be quite significant if they included the tax proposal. Unfortunately this is a straight money message and doesn't really get to our message of "it's not just how much money, but how it is used." This will also highlight the fact that our proposals are much more targeted than the Republicans ones are.
- **Class Size Reduction Teacher.** Caroline is tracking down good class size teachers in the area (Maryland, Delaware, Virginia, Pennsylvania and D.C.). If all else fails we can always go commiserate with a teacher whose job may be in jeopardy....

School Construction

- **Baby Boom Echo Report (August 21).** This year's report will describe another record-setting enrollment, and will support our school construction message. Secretary Riley is planning to release this report on August 21 in Las Vegas, which is the beginning of "Building Better Schools Week".
- **Building Better Schools Week (August 21-26).** In addition to the Baby Boom Echo release, the Department is also planning a Summers-Riley school construction event on August 22. Also, Karen Tramontano may be planning a POTUS school construction event for August 23, possibly in New Jersey.
- **Prisons v. Schools (At our request).** Given recent interest in the number of prisons we are building, it may be effective to have the Department of Justice compare the amount Republicans have spent and/or proposed spending on building prisons over the past decade with the amount they have spent and/or proposed spending on building schools. This could make for an interesting graphic and a strong "money where your mouth is" statement.

Accountability

- **Low-Performing Schools Report (September).** This report (in response to the President's Executive Order in May) will provide information on the numbers of low-performing schools, what states are currently doing to turn them around, research on how to turn them around, and what the Administration is doing to help. There is some feeling that we can handle the bad number (probably around 10,000 failing schools) by including other chapters on what is working to turn around failing schools, what the state trends are in identifying and

addressing failing schools, and what the federal government is doing to help turn around failing schools. In addition to our Accountability Fund, the latter includes the Department's conference on using federal money effectively, a plan for a bilateral arrangement with Great Britain around what works in fixing failing schools, and a project the Department is putting together that would network 14 "leading states" with each other and with federal folks to share information, research, best practices, etc. on fixing failing schools. Unfortunately a more in-depth report on how our money is being spent looks unfeasible at this point. The applications are from the states and detail only how the state will give out the money to districts (i.e. by formula, competitively or targeted competition). Decisions about how the money will be used will be made at the district level, and districts haven't received any of that money yet.

- **Second Round of Accountability Grants (September 1).** The next 13 grants totaling about \$19.3 million will be ready to release around September 1. The grants will go to AZ, AR, DE, IA, ME, MS, NJ, NC, PR, SD, UT, VT, WY. Seven states have yet to apply for funding.
- **Charter Schools Accountability Study (mid-August).** This report is based on case studies of states, districts and universities granting charters. The study found that states and universities did a slightly better job of holding schools accountable. It will demonstrate some shortcomings of accountability, but also describes the steps being taken to ensure accountability in charter schools. The study was funded by the Department and undertaken by Paul Hill and a team at the University of Washington. This muddies the message a bit with charter schools, but could give us an accountability hit.
- **Charter Schools Impact (late August).** This report is in final clearance and should go to print in the next week. The study found that 50 percent of districts made positive changes when charters open in their districts, and that the amount and extent of change increases as districts feel more competition.

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Grants - seek to make lasting changes in the ways we recruit, prepare, license, and support teachers. States are eligible to apply for grants under both the State Grants and Teacher Recruitment Grants programs. The Department plans to award seven grants at \$7,899,330.

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- **The National Commission on Mathematics and Science Teaching for the 21st Century's Report (September/October).** This year-long Commission was established by Secretary Riley in July, 1999 to address the need to improve student achievement in math and science. John Glenn is the chair of the Commission and this report will detail the conclusions of their study and provide a recommended strategy to the Secretary on how to raise the quality of math and science instruction in all levels of education.
- **Teacher Loan Forgiveness Regulation (August 10?).** This reg change will implement the loan forgiveness provisions included in the 1998 HEA reauthorization retroactively in order to forgive loans for more new teachers. The Department is determining how many people this would effect and how long it can be held.
- **FHA/HUD Teacher Housing Executive Order.** JB has found some information that looks like we could do an Executive Order that would expand programs to lower prices, down payments or interest rates for teachers. He will have a memo on this by the end of the week.

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- **Smaller Learning Communities Program Grants (Late August Possible/By September 15).** This program provides competitive grants to local educational agencies to plan, develop, implement or expand smaller, more personal learning communities in large high schools and funds can be used to: restructure schools, enhance professional development, build partnerships, solicit technical assistance, build data collection and evaluation systems, and provide extended learning time and support services for students. The Conference Report provides none of the requested \$120 million. The first award of planning and implementation grants to reduce the size of large high schools grants include 200 awards at \$10,000,000.

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they have gotten some of the federal money). Also, a strength of the DoD schools appears to be greater uniformity in student achievement, that is, smaller achievement gaps between groups of students and between schools. DoD's African American and Hispanic students, in particular, score in the top few jurisdictions when looking at these subgroups in the 43 states and jurisdictions that participate in NAEP. Nonetheless, the achievement gap is still an area that they are very concerned about and have been trying to improve further. Apparently the Today Show has filmed a segment on the DoD schools, but it has not aired yet; also, the National Education Goals Panel recently contacted the DoD schools, and will be doing an analysis on their success with some results expected in December.

BIA Schools. BIA schools are making an effort to implement Administration policies, but because of a lack of resources they are very behind in that effort. An Executive Order directing them to come into compliance with the Administration's ESEA proposals around ensuring qualified and certified teachers, issuing school report cards, and identifying and fixing failing schools would likely set an impossibly high bar for these schools and highlight their inadequate funding.

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- **Back to School/Back to Work (early September).** The groups have asked that Secretary Summers, Secretary Riley and Congressman Rangel and other members hold a school construction event as soon as the House is back in session. Summers and Riley have agreed, so we are looking for a good venue.

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- **Accountability Speech.** A major speech by the President could provide a legacy message, a budget message, and a big ideas message. He could start by talking about the importance of standards-based reform and accountability and argue that it is the only reform strategy that is showing results and the country needs to move forward on it. He could go on to say that although we have to make sure testing is appropriate and fair, we shouldn't abandon testing because that is how we hold schools accountable. We can fiddle with testing, but not the accountability agenda. Rather than "slowing down" the reform (like Riley's "mid-course review"), he could argue that we should be "speeding up" reform and get schools and students the resources they need to reach high standards – smaller classes, after-school, fixing failing schools, school construction, and teacher quality.

The President could also present some "vision for the future" type items to give this speech a hook and to add to the list of resources that kids need to meet high standards, i.e.:

- move to year round schooling. Message is to increase days in school so that we ensure that our kids and our country can compete in years to come. He could argue that school days are critical to helping children--especially poor and low-performing children --meet high standards. We could say that the U.S. should move towards a 220 school day year over the next 10 year to be on par with other educationally successful countries.
- making the school day 8-5. We've essentially campaigned for that with our after-school agenda but never in terms of outright lengthening the school day. In addition to student achievement, this would be a good after-school safety and supporting working families message.
- dramatically increasing public school options and making public school choice universal.
- offering universal preschool and early childhood support in terms of education needs, health needs, etc to make sure kids start school ready to learn.

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Arts in Education Program	September 24	\$50,000-\$150,000	52/not all counted	8-10
Teacher Quality Enhancement Program	Partnerships-Sept. 15 State- August 4	\$1.5m	25-partnerships 17 state	5-6

used police firearms on the civilian markets. The grant provides funding to agencies on a one-time basis on the condition that they agree to end the practice. The President's announcement could be held in conjunction with the release of new statistics from the ATF on the number of used police guns that were sold on civilian markets and later used in crimes, and the release of statements made by national law enforcement organizations encouraging their members to end the practice as well.

Youth Crime Gun Interdiction Report (September). The President could release ATF's annual Youth Crime Gun Interdiction Initiative Report (YCGII) on the results of their comprehensive gun tracing programs in 38 cities. The President's budget request calls for this program to be expanded to 50 cities. YCGII provides resources to localities to help law enforcement crack down on illegal gun traffickers that supply firearms to juveniles, criminals and other restricted persons. The report provides regional data on the success of the program.

EDUCATION

Teach For America (July/August/October). There are several opportunities for the President to address Teach For America corps members or guest teach at a school in D.C. or another TFA site. Ideally the President could teach during "Teach For America Week" in October, which has attracted national press coverage and a variety of guest teachers, such as Henry Kissinger, Janet Reno, famous authors and actors. In addition, the President could address a regional site (there are 15 nationwide) at a time or location that works with his schedule.

Safe and Drug Free Schools Annual Report (August). The Gun-Free Schools Act (GFSA) requires states to report information about the implementation of the act annually to the Secretary of Education, and the data for 1998-1999 school year will be ready for release sometime this August. In order to meet this requirement and to monitor compliance with the GFSA, the Department of Education (the Department) requires each state to submit an annual report that provides: 1) the number of students expelled (by type of firearm and school level); 2) the number of expulsions that were modified on a case-by-case basis; 3) the number of modified cases that were not for students with disabilities; and 4) the number of expelled students who were referred to an alternative school or program.

Mott/JCPenney After-School Survey (August). This is a comprehensive survey of registered voters on their views/support of after-school programs. Not a stand-alone deliverable, but one that could be referenced in the context of a larger budget or education event.

Additional Guidelines for Charter Schools^{late} (Mid-August). Updated guidance to address participation of religious organizations and businesses to respond to Executive Memorandum from May 4. The Department should have a draft report within the next two weeks and then will meet with state and religious education leaders to get feedback before finalizing the report around the middle of August.

Baby Boom Echo Report (August 22). This year's report will describe another record-setting enrollment, and will support our school construction message. Secretary Riley is planning to release this report on August 21 in Las Vegas, which is the beginning of "school construction week". The Department is also planning a Summers-Riley school construction event on August 22.

Low-Performing Schools Report (September). This is a report that the Department of Education is compiling in response to the President's Executive Order in May and will provide information on the numbers of low-performing schools, what states are currently doing to turn them around, research on how to turn them around, and what the Administration is doing to help.

Blue Ribbon Schools (September 21-23). A seventeenth-year effort by the Department of Education identifies and gives national recognition to a diverse group of public and private schools. The President spoke last year at this event. This year awards will be given to elementary and middle schools and approximately 300-500 people will participate.

The National Commission on Mathematics and Science Teaching for the 21st Century's Report (September/October). This year-long Commission was established by Secretary Riley in July, 1999 to address the need to improve student achievement in math and science. John Glenn is the chair of the Commission and this report will detail the conclusions of their study and provide a recommended strategy to the Secretary on how to raise the quality of math and science instruction in all levels of education.

Grants:

Middle School Drug Prevention Coordinators Grants (End of July). The Middle School Coordinator initiative allows school districts to recruit, hire and train full-time school drug prevention and school safety coordinators to improve the quality of drug and violence prevention programs in middle schools that can have a long-term impact on reducing youth drug use and creating safer schools. Grants will support coordinators to help identify and assist schools in adopting successful research-based drug and violence prevention programs in middle schools across the country, and eligible applicants are local education agencies with significant drug, discipline, or school safety problems in their middle schools. The program is still evaluating the applications, and recommendations are in the Grants Administration and Payments System, but no commitment of funds have been made yet. The plan is to award 136 grants at \$44,000,000 by July 31.

Reading Excellence Act State Grants (July 19). These grants are part of the President's America Reads Challenge to ensure every child can read by the end of the third grade and consist of 10 grants for three years to help states provide professional development in reading, tutoring for children, and family literacy programs. Congressional notifications are expected to go out Wednesday, July 19, and the grants are scheduled to be released on Tuesday July 25. *[Note: The Department has requested that we not release a separate press statement, but we will provide a*

quote from the President for the Secretary's release.]

Alternative Ed Strategies for Expelled/Suspended Youth Grants (July TBD). We can announce 19 grants at \$10,000,000 sometime during July. This effort will fund projects to enhance, implement, and evaluate strategies to reduce the number and duration of suspensions and expulsions and ensure continued educational progress through challenging course work for students that are suspended or expelled. Eligible applicants under this competition are public and private non-profit organizations and individuals.

Teacher Quality Enhancement Grants (July 31). The three Teacher Quality Enhancement Grant Programs authorized by Title II of the Higher Education Amendments of 1998 -- State Grants, Partnership Grants for Improving Teacher Education, and Teacher Recruitment Grants -- seek to make lasting changes in the ways we recruit, prepare, license, and support teachers. States are eligible to apply for grants under two of the Teacher Quality programs: State Grants and Teacher Recruitment Grants. Awards under both of these programs may be made for up to three years. The Department plans to award 7 grants at \$7,899,330 by August 3.

Teacher Quality Partnership Grants (Late August/September). The Partnership Grants for Improving Teacher Education are designed to improve student learning by bringing fundamental change and improvement in traditional education programs through partnerships between one or more college or university teacher preparation programs, the school of arts and sciences at the school, and a high need school district. In order to make effective changes in teacher training, the partnership will need to address several critical weaknesses in teacher training and preparation. The plan is to award 7 Partnership Grants at \$6,381,814 by September.

Learning Anytime Anywhere Program Grants (July 31). The LAAP program will provide 13 competitive grants at \$4,300,000 to increase student access to high quality, technology-mediated learning opportunities that are not limited by time and place. Grants will be awarded to partnerships among colleges, businesses, community organizations, and others in order to encourage cooperation and resource sharing that would otherwise not happen, to provide needed variety of education options for students, and to develop new means of ensuring accountability and quality of innovative educational methods.

Elementary School Counselors Grants (August 7). The plan is to award 80 grants at \$20,000,000 by August 7 to local education agencies to establish or expand counseling programs in elementary schools. Grants will be given to applicants that demonstrate the greatest need for counseling services in the schools served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination. The funds have not been committed to date.

Smaller Learning Communities Program Grants (Late August Possible/By September 15). This program provides competitive grants to local educational agencies to plan, develop, implement or expand smaller, more personal learning communities in large high schools and funds can be used to: restructure schools, enhance professional development, build

partnerships, solicit technical assistance, build data collection and evaluation systems, and provide extended learning time and support services for students. This could be an announcement at a back-to-school event in late August and used as a call on Congress to fully fund this program. As of now, the Senate has provided zero funding and the House has appropriated \$45 million of the requested \$120 million. The first award of planning and implementation grants to reduce the size of large high schools grants include 200 awards at \$10,000,000.

Arts in Education Grants (September 15). This program supports student competency in the arts, a core academic subject as defined by the National Education Goals, by encouraging the integration of arts education into elementary and secondary school curricula. The plan is to award 10 grants at \$1,000,000 by September 15.

HATE CRIMES

Roundtable with College Presidents (July/August TBD). The President and Secretary Riley could meet with several college presidents to talk about hate crimes on college campuses. There are a couple of tentative deliverables that could be announced: 1) a directive to the Department of Justice to develop a hate crimes program for schools including a hate crimes curriculum, instructor training guide, and "train the local trainers program." This training curriculum will complement the law enforcement training program that the Department of Justice has already developed, and 2) guides/manuals developed by the Education Development Center, Inc. through funds from OJJDP and the Department of Education to address various means to prevent, respond and educate about hate crimes. The publications include:

Preventing Youth Hate Crime. This is a training manual on hate crime response and prevention, which includes best practices in juvenile and criminal justice, education, law enforcement, victim assistance, and community organization, and has a broad target audience. It consists of training sessions such as "Introduction to Hate Crime" where participants use case studies to explore issues surrounding hate speech and learn about federal and state hate crime laws.

Preventing Hate Crime Through Community Action (Date TBD). This guide presents strategies for community action to respond to and prevent hate crimes, and is written for professionals and lay people in fields such as juvenile justice, education, law enforcement, and social services. This guidebook presents real-world examples of successful hate crime prevention strategies from communities across the country.

Reviving Hope in the Face of Hate: A Guide for Countering Juvenile Hate Crime (Date TBD). This publication addresses how juvenile justice professionals and educators can intervene with disaffected youth before their prejudices become destructive. The average hate crime offender is not a member of an organized hate group, and most hate crime offenders are young people between the ages of 16 and 24. This guide examines offender motivations and sentencing issues, details the essential