

A Comparison of the New Democrat "Three R's" Education Proposal with the Bush Education Agenda

Issue	"Three R's"	Bush Proposal
Funding	<p>Provides an increase of \$35 billion over five years for education. Increases Title I funding by 50 percent each year from \$8.6 billion to \$13 billion annually.</p> <p>Total annual funding for ESEA under 3R'S: \$24.4 billion</p> <p>Total Funding for ESEA in FY'01: \$17.2 (plus, \$1.2 billion for construction)</p> <p>Total increase:\$35 billion over 5 years.</p>	<p>Unspecified in proposal.</p> <p>Campaigned on an increase of \$25 billion over the next 5 years, which includes tax credits and spending for elementary, secondary and higher education purposes.</p>

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<p>Flexibility</p>	<p>Consolidates approximately 50 programs into 5 performance based grants - Title I, Teacher Quality, English Proficiency, Public School Choice, and Innovation.</p> <p>Class Size program is kept as a separate funding stream and is not consolidated.</p> <p>Unlike block grants, funds are distributed on a targeted formula to district level and tied to performance.</p>	<p>Consolidates approximately 50 Federal programs into several streams of funding - Title I, a "Reading First" Initiative, Teacher Quality, Math and Science, English Proficiency, Choice, Safety and Character Education, and Technology.</p> <p>Consolidates Class-Size Funding.</p> <p>Unclear how funding streams other than Title I will be distributed to states and local districts; current information does not specify targeting of funds to neediest communities.</p> <p>Includes "charter" option for states and school districts to enter into agreements with the Secretary of Education that allow them to further consolidate federal funding in return for meeting specific performance standards. Failure to meet these goals would result in the loss of charter status. To apply for "charter" status, states must have all other required accountability provisions already in place.</p>

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<p>Accountability</p>	<p>States and locals must make Adequate Yearly Progress towards achieving the goal of proficiency for all students within 10 years. Holds states and locals accountable for improving overall performance and teacher quality, as well as closing the achievement gap and improving English proficiency. States who fail to meet goals that they set would after three years lose up to 50 percent of its administrative funding. After the fourth year, States could lose up to 30 percent of its Innovative Title VI funding. Never cuts Title I funds</p> <p>Requires States to continue to disaggregate data on student performance so that we can identify student populations falling behind.</p> <p>Creates a bonus fund to reward states for exceeding their goals for overall performance, closing the achievement gap and meeting the standard of having all teachers fully-qualified. Requires state to pass along bonus funding to locals that meet the same criteria.</p> <p>Requires and supports actions to turn around failing schools (see below).</p> <p>Calls for annual state testing in key grade ranges: 3-5, 6-9 and 10-12.</p> <p>Requires annual school report cards.</p> <p>The 3R's bill takes the approach that accountability is a multi-prong approach: increased funding; greater flexibility; and technical support to help struggling schools turn themselves around. After all of these options have been implemented, there needs to be a mechanism that says enough is enough.</p>	<p>States and locals must make Adequate Yearly Progress towards state performance standards. States who fail to make adequate yearly progress for disadvantaged students or improving English proficiency will lose a portion of their administrative funds students.</p> <p>Allows Title I funds to be used as private school vouchers after three years.</p> <p>Requires progress to be confirmed against annual NAEP results.</p> <p>Requires States to continue to disaggregate data on student performance</p> <p>Provides bonuses to states and schools that make significant progress in closing the achievement gap.</p> <p>Requires states to set additional standards in history and science.</p> <p>Requires annual testing for every child in grades 3-8</p> <p>Requires annual school report cards.</p> <p>While expected to provide an unspecified increase in funding for education, public information does not indicate that the Bush plan would increase funding for Title I or English proficiency, the two areas for which schools and states would be held accountable.</p>

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<p>Vouchers School Choice</p>	<p>Does not support private vouchers. Maintains federal commitment to public schools; providing greater investment and flexibility, and return holding them accountable for higher results.</p> <p>Increases funding for charter schools to \$200 million, increases funding for magnet schools to \$130 million, and provides an additional \$200 million for the creation of innovative public school choice programs.</p> <p>Places heavy emphasis of parental choice within the context of public schools.</p> <p>Guarantees parents of children in schools identified as being in need of improvement the option to transfer to a higher performing school, including a public charter or a magnet school.</p>	<p>Supports Title I money to be used for vouchers.</p> <p>Supports Education Saving's Accounts for K-12 use.</p> <p>Allows funds under "innovative programs" grant to be used for school choice.</p> <p>Provides funding to assist charter schools with start-up costs, facilities and other needs.</p> <p>Creates a school choice fund for the Secretary of Education to demonstrate, develop, implement, evaluate and disseminate information on innovative practices that promote school choice.</p> <p>Requires districts to offer public school choice to all students in a failing school after 2 years. Allows funds to be used for private school vouchers after 3 years.</p>

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<p style="text-align: center;">Title I</p> <p>Turning Around Failing Schools</p>	<p>Protects Title I funding.</p> <p>Increases funding for Title I by 50 percent.</p> <p>Calls for improved targeting of funds to the neediest communities.</p> <p>Requires States to continue to disaggregate data on student performance so that we can identify student populations falling behind.</p> <p>Requires states to set-aside 2.5% of Title I funding to intervene and assist low-performing schools. Requires schools to develop improvement plan and take certain demonstrated effective measure to improve performance, such as focus on professional development for teachers.</p> <p>Schools that fail to improve after three years would be forced to implement a new curriculum, undergo reconstitution, or be closed down and reopened as a charter</p> <p>Provides \$150 million federal funds to help states and districts turn around failing schools.</p>	<p>Allows Title I funds to be used for vouchers after 3 years</p> <p>Does not specify any increase of funding for Title I.</p> <p>Does not call for improved targeting.</p> <p>Requires States to continue to disaggregate data on student performance.</p> <p>Requires schools that have not met adequate yearly progress after two years to implement corrective action and offer students the option of transferring to another public school.</p> <p>After three years, Title I funds may be used for vouchers for private school or other private educational services. Would allow Title I funds to be directed away from low-income schools to private schools.</p> <p>Portability means funding follows the child, which would dilute targeting of federal funds on the poorest communities and schools when the program is not fully funded and no additional funds are provided for portable grants.</p> <p>Provides unspecified federal funds to states and districts to turn around failing schools.</p>

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Teacher Quality and Professional Development	<p>Provides \$2 billion, annually for a performance-based grant focused on raising teacher and principal quality, providing professional development and recruiting high qualified teachers and principals.</p> <p>Requires states to have all teachers "fully-qualified" by the year 2006, with fully-qualified defined as being state certified, and either having a bachelor's degree in the area that they teach or demonstrating a high level of competency on a rigorous subject area test.</p> <p>Focuses on raising student achievement by holding states accountable for increasing teacher quality - the single most important factor in student achievement.</p> <p>Gives states and localities flexibility on spending funds in the areas of professional development for teachers and principals; and recruitment and retention of fully qualified teachers.</p> <p>Encourages innovative training and mentoring partnerships.</p> <p>Maintains the commitment to the Class Size Program.</p>	<p>Does not specify funding levels. During campaign, supported providing \$2.9 billion over five years for teacher quality.</p> <p>Consolidates existing teacher quality and class size reduction programs into a grant to states and localities. Targeting not specified.</p> <p>Requires states to develop plans to ensure that all children are taught by effective teachers. Definition and accountability mechanism not specified.</p> <p>Requires schools to provide parents information on teachers' qualifications.</p> <p>Focuses on measuring teacher quality by measuring student achievement. Provides for grants to states that develop such systems.</p> <p>Supports a \$400 tax deduction for teachers who buy school supplies with their own money. Note: This is similar to a Collins Amendment which passed the Senate in the 106th Congress on a 98 to 0 vote.</p> <p>Creates a new federal program to provide grants to states and local districts to form partnerships with universities to improve math and science teaching.</p> <p>Consolidates the Class Size Program.</p>

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<p>Immigrant Education</p>	<p>Streamlines current bilingual education programs into one performance-based grant focused on ensuring that immigrant children learn English as well as achieve a high level of learning in other core subject areas.</p> <p>Holds states accountable for annual increases in English proficiency and student achievement in core subjects for LEP students.</p> <p>Triples funding for LEP students by providing \$1 billion.</p>	<p>Streamlines current bilingual education programs and places focus on English acquisition.</p> <p>Requires states to set performance objectives for LEP children to achieve English fluency in 3 years and meet standards in core content areas. States that do not meet performance objectives could lose up to 10% of funding for all ESEA state administered formula grants programs.</p> <p>Does not call for increased investment for limited English proficient students.</p>

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<p>Reading Program</p>	<p>3R's takes the approach that we need to reform existing federal programs before immediately adding new ones. Currently, the Title I program is funding at \$8.6 billion and much of this funding goes to support reading instruction. This funding level is too low to accomplish the goals of Title I. That is why 3R's increases Title I funding by 50% while increasing accountability for results.</p> <p>How teachers teach reading is essential to student success, which is why the 3R's also focuses on improving teacher development and quality to ensure that all teachers are able to teach reading in the most effective and research-based ways.</p> <p>3R's also highlights First Grade Literacy Assessments. States, as part of their State Plans, must describe what reasonable steps it is taking to assist schools in measuring literacy skills of first graders. States and localities may utilize, title I, II and VI funding to focus on reading and early literacy needs.</p>	<p>Consolidates the Reading Excellence Act to give block-grants to states for reading programs. Some states may receive funding for early childhood reading activities.</p> <p>Does not specify funding level for these programs. In campaign, promoted a \$5 billion reading program.</p>

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<p>Safe Schools Character Education After School Initiatives Education Technology</p>	<p>Consolidates/streamlines numerous federal programs into an innovative performance-based grant focused on preserving our national priorities of after-school, educational technology, safe learning environments and academic innovation.</p> <p>For the first time, links these priorities directly to student achievement and holds states and districts accountable for raising student achievement.</p> <p>Invests \$3.5 billion in these key priorities while allowing localities greater flexibility in developing programs and initiatives that address these core areas as best meet their specific needs.</p> <p>Requires districts to spend 30% of funds on school improvement activities; 25% on before-, after- or summer school activities; 15% on establishing safe learning environments; and 30% on educational technology.</p> <p>Allows localities to use funds to seek technical assistance from numerous experts; design scientifically-based programs and solutions best suited for their local needs; and focus more resources on critical areas than is currently allowed under rigid categorical funding streams.</p>	<p>Consolidates numerous programs into one title focused on safety and character education.</p> <p>Requires states to develop a definition of a "potentially dangerous school" and report on safety on by school basis.</p> <p>Provides option for students to transfer out of unsafe/dangerous schools into other schools, including private schools.</p> <p>Proposes a federal-state partnership to prosecute juvenile bringing guns to school. Establishes zero tolerance policy on classroom disrupters.</p> <p>Allows states and school districts to award grants to faith- and community-based organizations. Does not hold such groups accountable for increasing student achievement.</p> <p>Funding not specified.</p>