STATE LEADERSHIP IN EDUCATION REFORM

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BEFORE THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

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HEARING ON STATE LEADERSHIP IN EDUCATION REFORM

THURSDAY, MARCH 1, 2001

U.S. HOUSE OF REPRESENTATIVES,

COMMITTEE ON EDUCATION AND THE WORKFORCE,

WASHINGTON, D.C.

The Committee met, pursuant to notice, at 10:40 a.m., in Room 2175, Rayburn House Office Building, Hon. John A. Boehner [Chairman of the Committee] presiding.

Present: Representatives Boehner, Roukema, McKeon, Castle, Greenwood, Fletcher, Isakson, Biggert, Platts, Tiberi, Keller, Osborne, Miller, Kildee, Payne, Andrews, Roemer, Scott, Woolsey, Rivers, Hinojosa, Tierney, Kind, Sanchez, Ford, Wu, McCollum, Solis.

Also present: Representative Morealla.

Staff present: Becky Campoverde, Deputy Staff Director; Pam Davidson, Professional Staff Member; Dan Lara, Press Secretary; Sally Lovejoy, Director of Education and Human Resources Policy; Whitney Rhoades, Staff Assistant; Deborah Samantar, Committee Clerk/Intern Coordinator; Dave Schnittger, Communications Director; Jo-Marie St. Martin, General Counsel; Kent Talbert, Professional Staff Member; Holli Traud, Legislative Assistant; Christie Wolfe, Professional Staff Member.

OPENING STATEMENT OF CHAIRMAN JOHN BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC

Chairman Boehner. Good morning. A quorum being present, the Committee on Education and the Workforce will come to order.

We are meeting today to hear testimony on the role of state leadership in education reform. And under Committee Rule 12(b), opening statements are limited to the Chairman and the ranking minority member of the committee. Therefore, if other members have statements, they will be included in the record.

And with that, I ask unanimous consent for the hearing record to remain open for 14 days to allow members' statements and other extraneous material referenced during the hearing to be submitted in the official record.

Without objection, so ordered.

Let me extend a warm welcome to all of you, especially to my colleague, Mr. Miller, the ranking member, to my colleagues on the Committee and our three witnesses today, Governor Tom Ridge from Pennsylvania, Senator Tom Carper from Delaware, and Dr. Nancy Grasmick, the Maryland state school superintendent. We appreciate your taking time to be with us today.

Over the last several weeks, the Committee has held field hearings in Florida and Georgia to highlight successful accountability and reading programs in those states. We will hold a third field hearing tomorrow in Chicago to spotlight the accountability system that has boosted academic progress there.

But our hearing today will focus on accountability, flexibility and other measures at the state and local level that ensure that a quality education is happening for all of our nation's children.

The federal government has not kept up with the pace of reform and innovations that we are finding in states like Pennsylvania, Delaware, and Maryland. And we need to follow their lead because they are getting results, and it is my hope that, by learning from these examples, we can help make substantive education reform a reality for all children in America.

Recently, President Bush announced his education reform proposal, a plan that provides flexibility but, in exchange, establishes an accountability system that demands results, rewards success, and punishes failure. The message is clear: Public schools must educate our children and we will hold them accountable for how well they accomplish that job, not just for how quickly they spend taxpayers' money.

And it's a pleasure to have three distinguished witnesses today before us. Governor Ridge has agreed to share his thoughts on how education reform is being implemented in Pennsylvania. For most of you who may be relatively new on the Committee, Governor Ridge did spend time in the people's House and I had the pleasure of serving several terms with him.

As governor of Delaware, Senator Carper, also a former House member, who I had the pleasure of serving several terms with, signed one of the nation's toughest education reform laws that established standards for both educators and students.

And under Dr. Grasmick's leadership, Maryland has received national recognition for its work in the area of standards assessment and accountability.

These states have enacted tough accountability standards to improve academic achievement and each relies upon annual testing to monitor student performance. In addition, both Pennsylvania and Delaware have been approved as Ed-Flex states, meaning they have implemented policies of sanctions and rewards to ensure that school districts are held strictly accountable for the academic achievement of their students, especially disadvantaged students, in exchange for more flexibility in operating federal education programs.

The federal government can learn from successful initiatives in these states. In fact, President Bush's education reform plan would establish a rigorous accountability system with annual testing and rewards and sanctions that are tied to the academic performance of school districts and states. His plan also incorporates a flexibility component, which creates new options for states and school districts that are committed to accountability and reform.

There is a growing consensus that giving more freedom to states, school districts and schools while, at the same time, holding them accountable for improving student achievement is the right course of action. We must close the achievement gap for the most disadvantaged of our nation's students and make sure that the American dream is within the grasp of all of our nation's children, not just a selected few. We must ensure, as the president said and is saying, that no child is left behind.

And at this time, I would like to yield to my colleague from California, the distinguished Ranking Member, Mr. Miller.

Mr. Miller. Thank you, Mr. Chairman, and thank you for convening this hearing and giving us an opportunity to hear from Governor Ridge, Senator Carper and Dr. Grasmick, the state superintendent of Maryland's school systems. I think our colleagues should welcome their testimony. All of them have demonstrated both educational leadership and political leadership to bring about changes in their state systems, both in the elementary/secondary systems and in the higher education systems. We welcome that and look forward to their testimony.

Thank you.

WRITTEN OPENING STATEMENT OF CHAIRMAN JOHN BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC – SEE APPENDIX A

Chairman Boehner. We have, as I said before, a distinguished panel of witnesses today and I want to allow some of our colleagues from their home states to do the introductions. And with that, let me recognize the gentleman from Pennsylvania, Mr. Greenwood, to introduce one of our panelists.

Mr. Greenwood. Thank you, Mr. Chairman.

I am pleased to have the opportunity to introduce the Commonwealth of Pennsylvania's Governor Tom Ridge, who has been a leader in education reform in Pennsylvania and who is a good friend of mine.

Governor Ridge began his public service as an assistant district attorney in Erie County before his election to the U.S. House of Representatives in 1982. He was elected as Pennsylvania's 43rd governor in 1994. Governor Ridge was then elected to a second term in 1998, and last month he was named Chairman of the Republican Governors Association.

I am sure the Governor will share with us in greater detail the initiatives he has implemented in Pennsylvania to improve our schools. They include the Education Empowerment Act, which is designed to help struggling school districts make dramatic changes and to enable every school district to seek mandate relief. Legislation which has fostered the creation of public charter schools across the commonwealth; the adoption of rigorous academic standards; implementation of tougher teacher standards to increase the minimum qualifications necessary to enroll in a teacher preparation program and to require prospective teachers to major in the disciplines in which they intend to teach. Also, adoption of a four-year $100 million Read to Succeed Program, designed to ensure that all students learn to read and write by the end of the third grade; and the Link to Learn Technology Initiative, designed to improve the technological capabilities of schools, both public and nonpublic.

In addition, the governor has proposed new initiatives in his fiscal year 2001-2002 budget proposal, including an education support services program to provide eligible families up to $500 to help cover the cost of after-school remedial or educational assistance services. Also, businesses that donate money to schools in the state for scholarship assistance or other innovative public school programs will be eligible to receive a 50 percent education tax credit.

Some of Governor Ridge's initiatives are very similar to components of President Bush's education proposal. We look forward to hearing from Governor Ridge about the impacts his initiatives have had on the education of Pennsylvania students and, I will parenthetically add, including my own. My daughters have had to rise to the level of the governor's standards. I have watched that effort in their homework, in their class work, and I have seen it in the work that students do throughout my district in Bucks and Montgomery County and it is working. It is an honor to have the Governor with us this morning.

Chairman Boehner. Thank you, Mr. Greenwood.

I would like to recognize the gentleman from Delaware, Mr. Castle, to introduce our other distinguished guest this morning.

Mr. Castle. Thank you very much, Mr. Chairman.

I am also pleased to welcome my former governor and present United States Senator, Tom Carper. We are welcoming him back to the United States House of Representatives, where he served for a five-term period, to talk about the success we in Delaware have achieved in improving our children's education.

Before he returned to Congress, I mentioned he was governor of our state for two terms, and he was chairman of the National Governors Association, where he was instrumental in the passage of the Castle-Roemer Bill to expand Ed-Flex waiver authority to all 50 states.

As a former governor, Senator Carper helped to make Delaware one of the first states to implement a comprehensive system of standards, accountability and local control. He also made Delaware the first state to wire every classroom to the Internet and offered parents the most expansive public school choice program in the entire country.

Senator Carper was also instrumental in reducing class size in early grades before the enactment of the 100,000 Teachers proposal, tying teacher pay to performance, and raising math and reading scores across the board in every school district in Delaware.

As he has demonstrated, governors can set high performance standards for all students and measure student achievement in exchange for some flexibility in the use of federal funds.

As such, I believe there are real opportunities for members on both sides of the aisle to put aside our partisan differences and agree on common policies in education. As long as I've known him, Senator Carper has helped to create that consensus, and I am pleased that he is joining us today.

It is my own firm commitment that we, all of us, Republicans and Democrats alike, governors, senators and members of this House need to do everything we can to uplift public education in our country.

And Tom has been a part of that and we appreciate it. We need to all continue to work together to get this job done.

I yield back.

Chairman Boehner. Thank you, Mr. Castle. And with that, Governor Ridge, would you like to begin?

STATEMENT OF HON. TOM RIDGE, GOVERNOR, COMMONWEALTH OF PENNSYLVANIA

Governor Ridge. Mr. Chairman, thank you for the invitation to appear before your committee, and I thank the ranking member, George Miller, and my friend and colleague, Congressman Greenwood, for that nice introduction. I was tempted to ask for my colleague's introduction to be included as part of the record. Suffice it to say, I want to cover some of that material as well, and I thank you for that wonderful introduction.

Mr. Chairman, I have prepared remarks. I would ask unanimous consent they be included as part of the record and just speak to a couple of the issues contained therein?

Chairman Boehner. That has already been dealt with and they will be made part of the record.

Governor Ridge. Good. Thank you.

I truly welcome the opportunity to share with you Pennsylvania's perspective on President Bush's 21st century proposal, education proposal, to leave no child behind. I would daresay, on behalf of many Republican and Democratic governors, including my friend and colleague and former governor, Tom Carper, much of the theory embodied in the legislation, we have seen effectively practiced in our respective states.

And it is from that sense of taking what the president is trying to do at the national level, to focus specifically on some of these initiatives that we have undertaken at the state level in Pennsylvania, that I would like to use my testimony.

There is not a single day where every single governor, every single congressman and senator doesn't worry about what we are going to do to equip our children in the 21st century knowledge-based economy. It is pretty clear that all of us embrace the notion that education is the ultimate tool of empowerment; that, as we enter the 21st century, we have to take a look at how we affect both access and quality to first rate world-class education.

The states have undertaken many of the initiatives contained in the national proposal offered by President Bush. Pennsylvania, I am proud to say, is a leader in so many of these different areas.

But I believe, that there needs to be a shift. I believe that Republicans and Democrats will only argue about some of the details. The first thing the country needs to do is unite itself that the 21st century knowledge-based economy needs 21st century education, which means we have to really reassess how we used to deliver education, reassess our priorities. As President Bush's plan suggests, we need to take our focus from the system to children and teachers. That is the first shift that we have to make. The plan shows us in a very definitive way, as you look at states' experiences, that you can make that shift and in making that shift you make a difference.

I would like to begin just at the heart of the matter, and that is with testing. We changed our standards in Pennsylvania a couple of years ago. We have much more aggressive standards, higher standards in math and reading. We're moving on to science. But elevating standards without some measure of accountability, of performance assessment, means the job would only be half done.

Now, in Pennsylvania, the state administers tests and I know the President is interested in grades 3 through 8. We administer our test in grades 5 and 8, and we will have a Pennsylvania Scholastic Assessment Test in grade 3. So, based on that knowledge and based on that approach, I would suggest to you that I believe most governors and I embrace the notion of testing from grades 3 to 8.

However, please remember that there are centralized systems of public education and Texas is one of them and decentralized systems of public education, Pennsylvania is one of those. We have 67 counties but we have 501 school districts. We have 3,100 schools. With the exception of the school district in Philadelphia, those who run public

schools in Pennsylvania are elected by the community.

Therefore, we need to preserve, not just for historical reasons, 21st century education. That means that we ought to provide more freedom and more flexibility at the local level. That's pretty much the Pennsylvania system.

And so there are some school districts in Pennsylvania that give the Iowa test or the Stanford test in the other grades, fourth, sixth and seventh, which would be covered. But we will embrace the notion, as President Bush has put forward, of testing as part of the accountability system. Teachers and parents should require it. We embrace enthusiastically the notion of testing.

As many states, including Pennsylvania, have changed their standards, it is taking us a little while to change our diagnostic tests. We used to have tests in Pennsylvania where they were just quantitative. You get the report card back and you know that your son or daughter, your kids, ranked this in relationship to someplace in relationship to the other students. They were not diagnostic in nature. They didn't tell the teacher where the child needed more help, they didn't tell the parent and they didn't tell the student.

Therefore, as we go about changing our system of testing, I would hope that one of the things you would consider is that it be phased it in. We are in the process of developing a diagnostic test for reading in the third grade and have infused $100 million. We have a Read to Succeed program similar to the President's, where we test by the end of the third grade the reading levels of our kids and make sure that they are reading at that level and when they graduate from that grade.

But if we are to be serious about this effort and conform new tests to new standards, it takes a little time to phase them in. So please consider that when you are considering the legislation.

There also needs considered, if we work with the Iowan and Stanford people, that they adjust their tests to our new standards and it will take some time. That may very well be the course we take. Again, we need a little time.

But we embrace that notion of grades 3 to 8. I must say, there will be additional expenses involved, ladies and gentlemen. We are prepared to share the cost. We pick up part of the tab now but, again, we think it is a national goal. But in the 21st century world and the 21st century economy, this 21st century partnership, particularly on testing, requires both the federal government, the state government and I think the local school districts to absorb some of that cost. So we will be looking to you, not for all the expenses for administration however, but we are looking for substantial support from you.

Secondly, the President focused on rewards. I happen to think that's a better way to go. We have a system in Pennsylvania where we award school districts down to the individual school level. I don not think school districts or schools are to compete against one another. They create their own base line by the year's previous performance.

If you do a better job with your teachers and a better job with your kids this year than you did last year in terms of test scores, in terms of attendance, then you qualify for additional money. These kinds of performance goals, based on accountability and

success, I think go a long way to encouraging innovation and rewarding achievement.

I know part of the program is to get more information to the public so that parents have an opportunity to learn and know first hand how their schools are doing, how their kids are doing. We've had profiles on our schools since 1996, all 3,100. You can find out everything you need to know and probably some things you didn't want to know about your school district.

Just click on the web site. And I just checked before I came down here, we had half a million hits on that web site just in January alone, people checking in on what their kids are doing and how their schools are doing.

I mentioned before the Read to Succeed Initiative. Again, conforming our tests with the initiative, particularly at the third grade level, is of the highest importance with Pennsylvania.

Teachers are, I believe there is unanimous agreement, Republicans and Democrats alike, that next to parents, are the most important adults that our kids see as they grow up. We believe that in Pennsylvania. But as we've raised the standards for achievement and academic success for our children, we've also raised the standards for our teachers.

Future teachers in Pennsylvania will need to perform a little bit better in high school in order to get into a program of teaching. They might as well major in the discipline that they are going to teach, because they will be required to have the minimum number of credit hours to have achieved a bachelors degree in that content-driven curriculum. And, obviously, there is a certification test, and we've elevated the bar on that.

I must tell you, I've talked to a lot of young men and women who want to be teachers; they have no problem with that. They believe in their heart of hearts they are going into one of the most important professions in the world. They believe in their own competencies and they feel good about the fact that the federal government and, I might add, the state is not only enhancing requirements to become a teacher but we allow school districts or individual schools to reward teacher performance with these performance grants.

You get the award and if you want to award a teacher or group of teachers for having done something innovative to drive better test scores, to improve education, we let you do that. Again, we think a system of rewards recognizing achievement is very important in a 21st century educational approach.

Two other quick thoughts, and then I will defer to my friend and colleague, Senator Carper.

No matter how hard we try, this goes to the heart of what President Bush is trying to do, and many states have wrestled with this challenge. No matter how hard we try, no matter how much money we infuse into a particular school or school district, from time to time, for whatever reason, and there are a variety of reasons, they don't measure up for the kids, they just don't deliver for the children in the schools.

We have in Pennsylvania an early warning system that says, if a school district over a two-year period, after we have tested six grades, isn't meeting a minimal standard, the school is in academic distress. We do not point the finger of blame and we do not take over the school. We give it more money, we say apply for whatever mandate relief you want, we will provide you technical assistance. And we give them literally three years to just show us some improvement.

Again, that may be unique to Pennsylvania. But, ultimately, 21st century education has to be more about parents, teachers and kids in the school district than bureaucrats in the state in Harrisburg or anybody in the Department of Education in Washington, D.C. Because with 21st century education, that freedom and flexibility will give us very positive results, if we can drive it down.

So the Education Empowerment Act, unfortunately we have about a dozen school districts in that area. But we do give them more money, we give them technical assistance, we give them more flexibility. They are your kids, it's your challenge.

We want to work with you. We don't want to take over the schools. I do not want to be the superintendent of any school district in the Commonwealth of Pennsylvania. And, frankly, these parents and these teachers know their problems and I believe they also know the solutions as well.

Finally, ladies and gentlemen, anything you can do to encourage more charter schools and in Pennsylvania we have two kinds of charter schools. I would have liked to figure out a way to differentiate them, because there's one, I like them both but I prefer, again, thinking 21st century, one a little bit more than the other.

There is a charter school where you take different kids from different schools and put them in a separate school. That's a charter school. But in this budget that hopefully that will be passed in Pennsylvania in the next couple of months, we're going to encourage school districts to think 21st century, drive that freedom and flexibility down to the local school, and we are going to encourage the development of independent public schools.

So your local neighborhood school, so the moms and dads and the teachers and everybody in that community say to these public schools, this is your budget. You do not operate out of the central office, this is your budget and you run the schools. We'll give you the flexibility and if you want mandate relief, we'll give it all to you. But you have to embrace that local public school as an independent charter school. Use the same collective bargaining agreement with the teachers and the same revenue stream. But you control the budget, not the central office.

So we think that these and other reforms that we've adopted in Pennsylvania, show a path that the new education model proposed by President Bush does work. Obviously, they are variations on a theme. The governors borrow from one another every single day.

But I applaud this committee and I congratulate you on your bipartisan effort to rethink in this knowledge-based economy of a 21st century world, how we deliver better education to our kids and how we shift the focus from bricks and mortar and system to

the kids, the children, the parents and the teachers.

I believe we will be able to get over whatever philosophical differences we have and make a real contribution. This is a new opportunity for us to have a different kind of partnership. The states want that partnership with you. Pennsylvania looks forward to working with you as this legislation moves forward to address the interests of our kids in the commonwealth.

I thank you very much for the opportunity to testify this morning.

WRITTEN TESTIMONY OF HON. TOM RIDGE, GOVERNOR, COMMONWEALTH OF PENNSYLVANIA – SEE APPENDIX B

Chairman Boehner. Governor, we thank you for your testimony. And before you begin, Senator, you both know what those bells mean up there. And in the interest of time, especially your time, I would encourage some members who want to go vote now to do so and, when you get back, the rest of us will go vote and we will keep this hearing up and running, because I know that you both have time pressures.

And with that, Senator Carper, you may begin.

STATEMENT OF HON. THOMAS R. CARPER, A UNITED STATES SENATOR FROM THE STATE OF DELAWARE

Senator Carper. Mr. Chairman, thank you very, very much. And I want to thank my friend Mike Castle, Congressman Castle, for inviting me today and for his wonderful introduction.

My job was to succeed a real good governor about eight years ago, and I used to tell people, I said, my responsibility is not to screw up a good thing, because he had done a terrific job. My hope is we took it to the next level, but he got us on the right track in a lot of respects.

To be here with you, Mr. Chairman, and the Ranking Member, George Miller, and some of my old colleagues, and with Tim Roemer over here who, along with Congressman Castle, were the champions for the expansion of education flexibility that Tom Ridge and I as governors pushed real hard for.

T-Bone, I call him T-Bone; I've been calling him that for years, he and I served here together, came here together in '82 and served together for 10 years on the Banking Committee in this building, sat side by side on a lot of issues and worked real closely together as governors. It is a real special privilege to be with him.

I'm not a governor anymore. Somebody said to me the other day, you still think like a governor. I don't think they were complimentary. It wasn't intended as a

compliment, but I accepted it as one.

Though I am not a governor anymore, I am still a father, and as I started to say, Mike and I and Senator Joe Biden, we all commute back and forth to Delaware almost every night on the train. And before I came down here this morning, I got a couple of boys, a fifth and seventh grader, up and breakfasts, lunches packed and took them to school. And last night before we went to bed, we did geography homework and we did English language arts and vocabulary and finished up the evening, before I put them to bed, reading one of the last chapters of the third Harry Potter book, Escape from Azkaban.

And I mentor. I still mentor; we have 10,000 parents and adults mentoring in our schools across our state. I mentored as recently as this past Monday, a boy I've been working with for four years. So this is not just something I do idly. I am involved as a parent, a former governor, and as a mentor as well.

The role of the federal government, as I see it, and as the governor has already alluded to, is really to level the playing field. To try to make sure that all kids, whatever state they come from, and whatever part of our states they come from, they all have a real shot at reaching standards and level of knowledge that will enable them to be successful.

I think all states have plenty of incentive on their own, to raise student achievement. Nobody and no government worth its salt doesn't think it is very important.

The jobs of the last century, many of those jobs were jobs we have on the strengths of our backs. Jobs in the next century, people will get because of the strengths of their minds.

And while it is important for our states to provide nurturing environments for business and for economic growth, good transportation systems, low rates of crime, low taxes and access to elected officials, common sense regulation, that sort of thing, incentives, we could do all those things in every one of our states. However, if we weren't providing our employers with students who could read, who could write, who could think, who could do math, who could use technology, our states aren't going to be very successful with respect to the economy of the 21st century, at least for long.

When Mike Castle was stepping down as governor eight years ago, we had just gone through something called the Gap Analysis. And there was an analysis done by the business community in concert with our educators in the state that said, this is where we need our students to be in terms of their level of achievement in a whole wide range of areas. And for too many of them, this is where they are. There was a gap.

We set out at the end of 1992 and the beginning of '93, to try to close that gap, to make sure that the students who graduated actually had the skills that will enable them to be successful at work and in college.

Eight years ago when I became governor, I do not know of any state that had adopted rigorous academic standards in math, science, English and social studies. Eight years ago, I am not aware of any states that were writing on a regular basis, objective assessments to measure student progress against their academic standards. They just

didn't have the standards. I am not aware of any state eight years ago that had put in place accountability systems for parents, politicians, educators, schools, or kids.

Eight years later, fast forward; 49 states have adopted academic standards. Many of them are like ours, in math, science, English and social studies. Today, over half the states are giving tests every year to measure student progress toward their academic standards. Today, over a third of the states have adopted accountability measures to try to make sure that we are holding somebody responsible for results and not just the teachers, not just the kids, but a whole wide range of us, including politicians and parents.

As important as rigorous standards are, as important as meaningful assessments that reflect those standards, as important as accountability in demanding results is, the real key is to make sure that all kids in our states, all kids, have a real chance of meeting the standards that we've set.

I have been chairman of the National Governors Association and during that time, we made our focus that of raising student achievement. We traveled all over the country and had a chance to see what's working to raise student achievement in Ohio and a bunch of other places that are represented here today.

And we stole ideas. We stole all kinds of good ideas from your states and from Tom's state as well, ideas that work. And that's the way we work as governors.

Here are some of the things that we put in place in our state that work. We don't start when kids walk into kindergarten. Mike Castle knew as governor that kids learn a whole lot before they ever walk into kindergarten. In fact, some of the most important years are zero to five. And if we wait until kids walk into kindergarten to go to work on their education, we've lost maybe the most productive five years of their life.

We start in our state before kids are born to reduce teenage pregnancy, a frontal assault on teenage pregnancy to drive it down every year, because we believe that two parents in a home, particularly moms and dads that are a little bit older, are going to be better parents in helping their kids.

We believe that healthy kids ought to be born. The healthier the kid, the better chance they're going to have to meet their potential.

We believe in our state that there are wellness centers in almost all of our high schools today. We provide prenatal care up to 200 percent of poverty. We provide parenting training, too.

When people come home today from a hospital in Delaware with their first child or any child that's been born, they bring with them something called a Growing Together Portfolio. It is a big packet. It includes books, a five-year calendar. I call it the Cliff's Notes of parenting training.

And you take it home and put it up on your refrigerator, put it up on your wall. Every couple of months, turn over a page. First, second, third, fourth, fifth and sixth month, all the way up to age five. How to stimulate your child's intellect, what to feed your child, there's an immunization schedule for your child, helpful phone numbers to have for your child, books to read to your child, all kinds of stuff. It has been copied by

many of states.

We are proud of that. That's one of the good ideas that we have offered to everybody else. But literally, within 72 hours of somebody coming home with their first child, we've got folks in that home if the parents want them to start parenting training right on the spot.

They offer a physical for mom, physical for baby and say, where is that Growing Together Portfolio, let's get it out and let's get started and start on the parenting training.

We require parenting training of everybody on welfare. We now offer parenting training in all of our prisons. Seventy-five percent of the folks in prisons are parents; 95 percent of them are going to come home. They can come home as better parents or better criminals; we want to make sure they come home as better parents.

We took that Missouri program, Parents as Teachers, took it all over the state, in order to train parents in their homes for up to three years.

We got rid of our waiting list for child care. Many of state money, a fair amount of federal money to provide for child care up to 200 percent of poverty.

Lastly, concerning Head Start, we took a lot of federal money not enough, but a lot and added it to state money. We now cover every four-year-old who lives in poverty in a Head Start program in our state and we are improving the quality.

Mr. Chairman, my former colleagues, I do not know if you all need to go and vote. I just want to cover a little bit on K to 12, and I don't want to put you all in jeopardy of missing your vote. Should I hold my thought right here?

Chairman Boehner. No, you can go ahead.

Senator Carper. Okay.

Chairman Boehner. And we expect that some of our colleagues will be back soon enough for us to go, we hope.

Senator Carper. Okay, good. I will just keep right on going.

I've covered in the last couple of minutes zero to five, the stuff we do before kids walk into kindergarten. Let me just mention some things that are working in Delaware and across the country after kids walk into kindergarten.

Smaller class size. We cap the class size in grades K to three. You provided money at the federal level. We use that. We provide a lot of money at the state level, too. But we think that smaller class size, especially in those early years, is helping raise student achievement.

We provide extra learning time. The state provides it. A third of all of our kids now get extra 20 instructional days. We don't tell schools how to use the extra learning time. We say, figure out what makes sense for you.

You may want to have a longer school day or week for some of your kids, or even a Saturday academy. If you want to bring kids in four weeks or a month early before school starts in the fall, if you want to use your extra time money to provide Head Start, full-day Head Start, if you want to provide full-day kindergarten, we let them decide how to use that extra time money.

What we've done in my state and other states is, we don't want to lower the standards, we don't want do dumb down the standards; we want to keep the standards high and we want to make sure that all kids have a chance to meet those standards. Some kids just need more time on task.

T-Bone here, he may learn faster than Tom Carper. But I can learn; I just might need more time to catch up with him. And we provide that in our state.

Technology. Mike Castle mentioned we wired every public school in our state, not every public school, every classroom in our state, for access to Internet. We have the best ratio of computers to students of any state in America. It's great to have the wiring done, it's great to have the computers, but if you don't have teachers that know how to use the stuff and you don't have the ability to keep it running, it doesn't do you any good.

So we put a whole lot of money in professional development, for teachers, for technology and for professional development for teachers for other things as well.

Governor Ridge mentioned professional development for teachers. Maybe the most important professional development we started doing in my state is professional development for school leaders, for assistant principals, for the principals, superintendents and so forth. You show me a school with great teachers and a lousy principal and I'll show you an average school. You show me a school with a great principal and I'll show you a school that's getting better; that's just real important.

Disruption. We have problems with disruptions in our schools. We have them in all the states. We put a disruption prevention program in every single public school. We provide alternative schools for disruptive students, chronically disruptive students. Every county, we can send kids to schools for chronically disruptive students.

This week, 10,000 people will mentor in our schools. I'm one of them. And we've got companies that adopt schools, provide mentors on company time. Governments do that as well through technology partnerships.

The last piece that we do is empowering parents to make choices where their kids go to school. We have public school choice; it is statewide.

My kids go to public schools we have chosen. In Delaware, over 15 percent of the families now exercise public school choice.

As Governor Ridge is a big fan of charter schools, so are we in Delaware. I'll talk about one of them in just a minute.

The results of what we have done, all the stuff, early childhood, zero to five and things that we've done in kindergarten to grade 12 are starting to pay off. I used to say when I was governor, Governor Ridge, I used to say that things we're doing in education

reform are going to make the next governor real smart. And happily, we didn't have to wait quite that long.

In 1995 we adopted in Delaware academic standards. Other states were ahead of us and some came later. We adopted academic standards in math, science, English and social studies, which are the things we expect kids to know in those core subjects. We told the schools and the school districts, start aligning your curriculum, start aligning your lesson plans with respect to these standards because we because we're going to start testing kids with respect to these standards in those subjects.

In '93, three years later, we started doing it. The first year's results were pretty disappointing in grades 3, 5, 8 and 10. Second year's results, there was some progress, particularly in the younger years. The third year, last year, we had across-the-board progress, every grade level. Our tests are a hybrid; they not only measure progress, kids' progress, against our state standards in reading, writing, math and now science and social studies. We also measure us against the rest of the country. We take the Stanford Nine. It is embedded in our test. Therefore, we get an idea of how we are doing against the rest of the country.

Every grade level tested, 3, 5, 8 and 10, every county, we made progress against the rest of the nation and against our own standards. We are very proud of that.

Let me conclude if I may by talking a little bit about ESEA reauthorization. Most of the points I talked about, the early childhood stuff, and even a lot of the K to 12, you could help us. You can help the states, not by putting us in a gridlock or straightjacket, but by giving us more money.

I think we generally agree that we need to invest more money in education at the state level, at the local level and at the federal level.

However, as the money comes from the federal level, just as Governor Ridge said, it ought to come with more flexibility. As you provide more money and you provide it with greater flexibility, you ought to demand results, accountability for results.

I believe we basically agree on these three points. And the fourth point we agree on is we ought to empower parents to be able to choose the schools that that their kids go to. Now, in our state, we are big time into public school choice, as I said, and big time into charter schools.

The couple areas that we don't agree on, we don't see entirely eye-to-eye on, and that is the issue of vouchers, whether your kid is actually better off when you give him a voucher. If you give him a $1,500 voucher in my state, I'll be honest with you, there aren't many places where you can spend $1,500 if you're poor and don't have a fair amount of money of your own and actually get your kid in a private or parochial school. It's sort of an empty promise. As for us, we just decided to put our efforts into public school choice and charter schools and it's working.

Other concerns we have is funding for IDEA. You ask any governor if they would like more funding for IDEA, they all tell you, yes. Therefore, we would ask you to keep that in mind.

Another point I would ask you to keep in mind as you go through ESEA reauthorization, there is a limited amount of federal money. And if you spread it thin and provide it not targeted well particularly to needy kids, schools that have a lot of needy kids, it's not going to make much of an impact.

Concerning the point that Governor Ridge made on testing, we' are going to start testing every year. School year 2001, excuse me, 2002. Part of our education accountability, we will test every year. We are going to do it anyway for every grade level, just about, except for the very early ones.

However, if you are going to require states around the country to test every year grades 3 to 8, you have to help them pay for it. You have to help them pay for it otherwise; it is not a funded mandate.

The last point I want to mention is rewards. T-Bone mentioned rewards and we reward our students. We give them $1,000, $2,000, $3,000 scholarships if they meet certain results on these tests we give them and it's getting a lot of attention and pumping up many kids.

We pay teachers more money, starting this year and we will pay more money, bonuses, for schools that are actually showing good improvement, even if they start at the bottom of the pack.

The last thing I would urge you to keep in mind is governors set up, within the National Governors Association, a clearinghouse for good ideas. We call it the Center for Best Practices. We have a web-based education facet, as well. So anybody around the country, teachers, parents, principals, governors, can inquire on that web-based site and find out what is working to hire substitute teachers, to reduce absenteeism, to reduce disruption, all kinds of stuff.

I would urge you to have the Department of Education to focus not just on writing rules and regulations but on what is working, to be that clearinghouse at the federal level of what is working to raise student achievement.

Let me leave you on a happy note. We have 200 public schools in Delaware. Maybe close to 10 now are charter schools.

Every one of those schools takes tests. State tests will be taken later this month. We test them on reading, writing and math and have been doing that. Now we are going to test them on science and social studies as well.

We measure our schools by poverty. You probably do in your states as well. We use as a way to reduce poverty free and reduced price lunches, the instance of free and reduced price lunches. We have some schools in our state where we have almost no free and reduced price lunches. One school in the heart of Wilmington, in the projects, the toughest part of our city, the toughest part of our state, is a charter school. It is the East Side Charter School, grades K thru 3.

The kids, who come to that school come from disadvantaged backgrounds, were the incidence of poverty last year was 83 percent. It is the highest in our state.

They come to school early and they stay late, have a longer school year and wear uniforms. Their parents are asked to sign sort of a contract of mutual responsibility to participate in their children's education, at school and at home.

Teachers and the administrators are given great flexibility to innovate and initiate. Last spring, it's been about 10 months ago, when the kids in our state took state tests in reading, writing and math, there was one school where every child who took the math test met or exceed the standards, one school out of 200 and guess what school? It was the school with the highest incidence of poverty in Delaware the East Side Charter School.

I would urge you, and I have asked Tim Roemer and I have asked Mike Castle to consider sponsoring legislation that really fosters public school choice, to empower parents to foster public school choice and charter schools, like the East Side Charter School, to help them especially in their startup costs, brick and mortar startup costs. And I would urge you to look at that and consider joining us in that effort.

Judd Gregg is our Republican lead in the Senate and I am the lead on the Democratic side. However, the idea of empowering students is a terrific motivator in our schools and is pushing that decision-making. As you consider that, I would ask you to keep in mind the East Side Charter School.

Thanks a lot for being here and for your commitment to the kids across our country. Thanks and I'd ask that my printed statement be part of the record, if you will.

Mr. McKeon. [presiding] No objection. So ordered.

WRITTEN TESTIMONY OF HON. THOMAS R. CARPER, A UNITED STATES SENATOR FROM THE STATE OF DELAWARE -- SEE APPENDIX C

Mr. McKeon. Senator, your time frame?

Senator Carper. I have about 15 more minutes.

Mr. McKeon. Great. I think one of the things that the President really is focusing on is state control of education. A great example we have is in Delaware and Pennsylvania, a small and large state. I am from California, super-large state and L.A. city schools probably has more students than Delaware.

I remember when I was on a school board, at the state level, when we had our association meetings, we would divide small schools, small districts, medium-size districts, large districts and L.A was totally by itself.

And that is why we really need to have state control, not try to make decisions out of Washington that are going to decide what's done in Delaware or Pennsylvania or California or Wyoming. Every time I get the opportunity to hear people talk about education and I am sorry I didn't hear all of your remarks today, Senator, but I am sure, the part I did hear, you talked about some great, positive things happening as did

Governor Ridge.

I visit schools every time I am home because it is uplifting to me to go in and see good teachers, good principals, and see the children responding. Yet all we hear, it seems, in the media are negative stories about how bad things are. So I guess I am visiting the wrong places or it is happening somewhere else, because I see good things.

I talked years ago to a principal of a high school in L.A. city schools and this was about 25 years ago. He said to the effect, the time it takes for an idea from germination to implementation throughout L.A. city schools is 20 years. So maybe the things we're worrying about now are all fixed and maybe things are doing much better and 20 years from now we'll find out. However, we cannot go on that assumption. We have to go on the assumption that whenever we find things, we need to make them better.

Governor Ridge, you talked about you would embrace the grades 3 to 8 testing, but you wanted a phase-in time, which makes sense to me. How much time do you think that would take to really implement that throughout your state?

Governor Ridge. I think the need will depend very much on how far along individual states are with their own testing protocols. In Pennsylvania, I would tell you that our experience with developing new tests based on new standards, it would take a couple years. I won't explain the process to you.

Therefore, I think as much flexibility as you give the states to respond to where they are individually, though I do not know where California is. My sense is that California may be testing even more frequently with the state test than Pennsylvania. I believe my colleague, Tom Carper, said they test every year.

We will be testing grades 3, 5 and 8. We have some local school districts that use some other tests. So I would think at a minimum of testing every three years. I would hope there would be some kind of flexibility in that regard.

Mr. McKeon. Senator?

Senator Carper. About two years ago, when I gave my State of the State message, I said, you know, it's strange when we evaluate teachers and administrators, we evaluate them when they show up for work, we evaluate them whether they prepare lesson plans and how they behave and stuff like that. The most important thing that they do is raise student achievement. We do not evaluate them on that, it not a component of their evaluation.

I said that it ought to be. It ought to be the only component, but it certainly ought to be a significant component.

We had a big fight over that for about 18 months and finally signed into law, so that educator accountability is the law of the land. We are not interested in sticking it to teachers or administrators. We want to make sure that we help them be better, help them to turn out to be terrific, all of them.

In order for us to be able to evaluate educators and administrators, what we decided to do was figure out are students making progress, objectively measured

academic progress, from the beginning of the school year to the end of the school year, from the beginning of the school year to the end of the school year.

We figured out where they started from and where they end up and to objectively measure that progress. To do that, you have to test on an annual basis.

We think it is helpful for many reasons. The only fair way to evaluate teachers and administrators is to take that approach. We are prepared to implement that in school year 2002. It will be about two or three years in the making.

With what Governor Ridge said about three years, that is not far off. Before, we were doing just testing since '98, grades 3, 5, 8 and 10 with respect to the state's test. We are moving toward annual testing that ties in with educator accountability.

Mr. McKeon. The president has said the states will devise their own tests, implement their own tests. Moreover, it sounds like you both say that three years would be enough time to phase that in.

One of the other things that may be a hang-up here with some of our members is talk of using the NAEP test as an audit to evaluate against the state test.

How does that sound to you? Do you have a problem with that or how do you see that?

Governor Ridge. Well, we would hope that its use would be restricted for comparative purposes. Pennsylvania's test will be geared to Pennsylvania's standards. I just do not know if you can have a national test that can take into account some degree of flexibility or difference, rather, within the standards.

We would not object to it as a reference point on a national level, but to remove the flexibility from us to develop our own standards, our own tests according to our own standards. Interesting, we have a wonderful new Secretary of the Treasury, Paul O'Neill. However, what many people do not know about Mr. O'Neill is that I asked him to take time over an 18-month period to chair the commission that dealt with academic standards in Pennsylvania. Nearly half, 40-some percent of the people involved in the process of creating the standards, were teachers. We had the business community, teachers and community involvement in setting up our standards.

We now are in the process of developing those diagnostic tests which I think are very critical, and I think it's important that they be diagnostic tests, not just a quantitative test to where your child ranks, but as Senator Carper mentioned, do you see improvement, do you see progress, do you see regression?

If you see improvement, you are rewarded and encourage it. If you see that the child has slipped back, then you have to deal with it. Those are the kind of tests needed. That is why we need the flexibility.

I don't mind the NAEP being there and included in the legislation as long as there is a point of comparison generally. However, we have other points of comparison with the standards that other tests have used and if it is in there, fine.

As I recall the legislation, I do admit I have not read it completely, but there was a strict prohibition or very strong language against national tests in Pennsylvania. We do not mind for comparative purposes a standard out there, but we do not want national tests because we set our own standards and we are going to set up our won diagnostic means of assessing our kids' progress.

Senator Carper. I would agree with that.

Mr. McKeon. Thank you very much. Mr. Kildee.

Mr. Kildee. Thank you, Mr. Chairman. I will address this question to both my former colleagues.

One of our efforts here has been to try, in whatever role the Federal Government may have, to make sure that we have fully qualified teachers. The state of California, for example, has about 37,000 teachers who are not certified. I was down in South Carolina. I asked one of the statewide officials how many teachers were not certified or were teaching outside their field. The answer was, too many and for the most part, they're in our poorest school districts.

What is Pennsylvania and Delaware doing to address this issue, and what progress have you made?

Senator Carper. First, there are certified teachers and many are good teachers, however, there are some certified teachers that are not very good. And there are some people who are not certified to be a teacher but they just have a way of connecting with kids and make learning interesting and fun.

In our state, we try to provide alternative routes to certification for those who may be from out of another career, another career field and never thought about being a teacher, maybe, when they were in college or growing up but later in their life decided this is something I want to do, and they're good at it.

One of the things that we do, and I do not know that there is a federal role in that, however I believe there is a federal role in something I call teacher ROTC. I am an old ROTC guy, Navy ROTC, Ohio State. That is how I went to college, and spent some time over in the same part of the world that Governor Ridge did back in the Vietnam War.

Anyhow, I like the idea of a program where we say, particularly to people who may want to go to school to study to be a teacher in math or science, especially in those subject areas, or maybe technology, that if you do that, we'll help pay for your education, loan forgiveness. In particular, if you go to an area where there is a real hunger or need for those who can teach in those critical areas, we will help pay for your education.

So I think there is a real appropriate federal area there, and I call it teacher ROTC. I believe that is the kind of a program we might want to put a little more focus on.

Mr. McKeon. I would agree that not every certified teacher, you know, is great. However, if I'm seeking out an attorney, I would like to make sure the attorney was admitted to the bar and from there, you can move on.

Governor Ridge?

Governor Ridge. You also want the surgeon that graduated the top of the class, not at the bottom of the class, too, I presume. However, you would never know, I guess.

I think most of the states are moving toward content-based certification requirements and that is the direction Pennsylvania has gone.

Historically, again, I think we have to think about 21st century standards for 21st century teachers and classrooms. Historically you could get a job teaching in Pennsylvania if you majored in educational history or educational philosophy and those are wonderful things to major in. However, if you are teaching math, science, civics, I think it is better that your degree be in the subject matter you are going to teach.

I believe that the states, who I think are uniquely situated to determine what certification standards should be required, should be given that freedom and flexibility. As I mention in my statement, future teachers in Pennsylvania will be required to take the minimum number of credit hours that they would have been required to take to get a bachelors degree in that subject matter.

They may major in education philosophy or education history, but if they are going to teach biology, they are going to have to have the minimum number of credit hours as well. It may end up being close to a dual major.

Secondly, we have in Pennsylvania, and I admit that it has not been embraced as enthusiastically as I had hoped it would be, but we have alternative certification in Pennsylvania. We would say to a school district, if there were someone out there, in that community, the retired engineer, the retired public servant, the lawyer, or someone who may have a history degree that wants to teach history but does not have the certification, you are allowed to hire him or her for a year. If they prove to connect with the kids, they prove to be effective teachers, then there will be a certification process and we can bring them along.

So while certification, I think, is important, as Senator Carper mentioned, just from time to time we run into people who just connect with kids. They do not have a certificate but we let the school districts assess them on an annual basis. If they work out, we can put them into a program to get them certified. We want to create that option.

So I think, again, the states are more uniquely qualified to set the certification requirements. I believe most are moving toward content-based requirements.

Mr. Kildee. What are we doing on retention of teachers? I see a phenomenon in Michigan where at age 22 or 23, individuals enter teaching and quite a number leave by the time they are 30. What can we do to help retain teachers?

Senator Carper. Sometimes, you are a new teacher, you get in a classroom, it is a tough situation and you are thrown to the wolves. And what we have found is helpful in reducing the turnover and people becoming discouraged is to give them a mentor teacher, somebody who will be their mentor and work with them to help them through the tough times.

Last year we went through a big fight on educator accountability, as I said earlier, and now people have to re-certify every five years unless they are nationally board certified, and then we let them go 10 years between certifications.

One of the things we have done is we have raised pay for new teachers and we also begun paying teachers more money for more work. For example, teachers that are lead teachers, mentor teachers, we pay them more money. When teachers become nationally board certified, we pay them an extra 12 percent per year.

Starting this year, this is the fourth year of our test, flowing out of the fourth year of our state tests, for schools that are making good progress, even if they start at the bottom but they are making good progress, they can earn bonuses and everybody in that school will get that bonus. It is kind of like the World Series. You know, you win the World Series and declare the bonus for your team. It is sort of a similar approach. Those are some things that we are doing to try to attract and retain good teachers.

The other thing we do is we make it very clear, whether it is teachers of the year; we make a big deal about the teachers that are outstanding in our state. As governor, every June, as soon as school was out, I would host a luncheon in the governor's house, for all the teachers of the year from every school district. We would just have a good two-hour discussion in the governor's mansion to talk about what is working in their states and their schools and their school districts.

Mr. Kildee. Governor Ridge?

Governor Ridge. Because we have the 501 school districts, how they reward; pardon me?

Senator Carper. That would be a big lunch.

Governor Ridge. A very big lunch.

It really depends, more often than not, on the local school district. As far as the aggregate, our teachers probably rank in terms of pay fourth or fifth highest in the country. With our performance program, we do allow school districts and schools to use those dollars to reward successful teachers. We try to provide as much flexibility in these programs to recognize the teacher.

In Pennsylvania, we have nearly 150 public and private colleges and universities and we graduate some of the best teachers in the country. We do not have a shortage of teachers in Pennsylvania; we have a shortage of opportunities.

We also have tenure that says, within a school district; once you have been there for three years you have tenure within that system. We export teachers. We try to keep, and they are all very good, but we export many good teachers around the rest of the country.

Mr. Kildee. Thank you very much. And thank you, Mr. Chairman.

Chairman Boehner. Thank you, Mr. Kildee.

Senator, I know that you have a time commitment and this is your chance, if you need to go.

Senator Carper. Thanks, sir. I want to hang in just for a few more minutes, but thank you.

Chairman Boehner. Okay. With that, the Chair recognizes the gentleman from Delaware, Mr. Castle.

Mr. Castle. Thank you, Mr. Chairman.

The subcommittee that I chair is Education Reform, and I have taken the President's ``No Child Left Behind," that 28-page document, and we are trying to turn it into a piece of legislation. Had the Bible never been written it is sort of like being handed an outline of the bible and saying, could you write the Bible. It has become a very difficult work of art.

There are three areas, and I may not be able to get to them all, but I would like to get, and you touched on them when I was away for a little bit voting. In particular, Governor Ridge was talking about one of them when I came in, that are of concern is testing, vouchers, and the whole subject of block grants and flexibility.

I would like to turn to testing first. I am going to generalize and if you disagree with my generalization correct me. I believe in the President's proposal as he essentially is talking about testing of all students, grades 3 through 8, based on standards adopted by the states. Tests which are administered by the states and are obtained however the states wish, and then using the NAEP testing which, of course, is the only federal testing, as a sampling unit amongst individuals from the various states but not tested as individuals; tested as a compilation of the states to see how you're doing compared to the other states.

I always thought when I was a governor that that was a good deal. I know when we didn't do well in Delaware on NAEP tests, I would sit there and say, what's going on, let's do something about it. I never felt that these were national tests or national standards being imposed or whatever.

However, that is one of the problems we are having in the drafting, is the politics. I would welcome your comments about that approach to testing and your view of it. This is really a question for both of you.

Governor Ridge. First, I think again if it is used as just an evaluative tool to confirm the quality of your state assessments that is fine. We know they are conducted from time to time in Pennsylvania. To my knowledge, they have never conducted enough tests within Pennsylvania to be scientifically reflective. We think the pool has never been large enough in Pennsylvania.

We can look at it is a point of reference and if it is going to be used for that purpose, that is fine. If it were going to be used for justification or rationale that somehow we ought to be subjected to national testing, we would vigorously oppose that notion. It is not bad to have a couple points. We compare each other's standards and assessment tools every day, the governors do that, as you did, I' am sure.

So including in the legislation to confirm or use, as a barometer comparative tests is fine. However, to use it to try to dictate a national approach, we would vigorously oppose.

Senator Carper. I believe we talked a little bit about this issue, maybe when you were out voting. I again agree with what Governor Ridge has said.

There is not a lot of enthusiasm in our state and school districts for taking the NAEP and one of the reasons why is they don't get a lot of feedback out of it. It is just not a whole lot of value to them.

There, the question you ask, with respect to testing, if I could just make two related points. One of them, not every state has the same standards. That is not bad. If you look at the math standards for different states, they are similar. Because there is only one, I like to say there is only one Pythagorean theorem; math standards are similar. We have different standards somewhat on social studies, for example, maybe a little bit on reading and science as well.

For states, and for using the NAEP as kind of an audit, for states that want to have low standards and then test to those lower standards and then maybe look good with respect to the low standards, in the short run, you may come out ahead. However, in the end you will not, because the word will get out that your standards are no good and that you are testing off a lower standard. The people are smart in states that are running the states and in the schools in the school districts, and employers. They want to have smart kids coming out of those schools. You do not get smarter kids by having dumb-down standards.

Mr. Castle. Thank you. I tend to agree with both your answers.

Let me turn to vouchers and preface this by saying that I am a Republican who has not necessarily favored vouchers. But the President's program, if we look at it carefully, is a program in which you take schools, by some standards that have failed. And then we have an obligation, the Federal Government as well as local and state, to help that school get up to whatever it has to be, to be a successful school. It goes through one year of that, a second year of that and then a third year of that. After the third year, if the school is still deemed to be in failure, bankruptcy, whatever you want to call it, at that point, the so-called aspect of vouchers would kick in, meaning the kids could choose to go to another public school, a charter school, or could actually use the money in a voucher situation.

I believe Texas did this and they had a big group of schools the first year, they had a smaller group of schools the second year. The third year, they ended up with one school.

What you have are kids who are in lower income circumstances almost every time, who have tremendous educational needs, perhaps greater than kids in the higher income circumstances, going to schools which are not producing the results that we would like. We are saying we are going to help rescue those kids.

I am going to tell you, as somebody who has never been a great fan of vouchers that starts to get my attention. All of a sudden, we are helping the kids and not just paying

for a wealthier child to go to a private school or whatever it may be.

I think we need to understand this. It may apply to very few schools in the entire country. Yet, many people are still saying, the President's plan has vouchers, we cannot support it. To me, that is vouchers real light, is what we are dealing with here.

I would be interested in your comments on it.

Senator Carper. As I said earlier, with respect to four things I think most of us will agree. One, some extra federal investment, more dollars, two, the idea of providing that money more flexibly, three, if we are going to provide more money, if you are going to provide more money, you are going to provide it more flexibly, you ought to demand more results. Lastly, four, I think we will generally agree that parents ought to have greater choices for the schools that their kids attend.

And the point that you raise, Mr. Congressman, is the one where we kind of fall apart. There are ways around this and there are some good compromises, and I ask you to keep this in mind. Encourage people to do what we have done in our state and to exercise public school choice.

In our state, if you are in a school district and you want to go to a different school outside of your feeder pattern in your school district, kids can go and the transportation costs are borne by a combination of state and local funds.

If you want to go your kid to go to a school district outside of your school district, parents have an obligation to get their child inside the receiving school district, on a bus route, and then the receiving school district takes over.

However, you have to make sure that there is really a chance for kids to go to the school that you choose in your district or outside of your district.

The other thing is charter schools. We are both big believers in charter schools. We are seeing good results. They are not all perfect; some of them fail. But one of the problems charter schools have, they don't get help on their start-up costs, for the most part, not in Delaware. They do not get any help on brick and mortar money, they can not issue tax-exempt bonds, they don't get any loan guarantee from the Federal Government.

The legislation that Judd Gregg and I have introduced in the Senate, that we are encouraging my congressman and my friend over here from Indiana to introduce in the House is one that says charter schools can issue what amounts to tax-exempt bonds to get their brick and mortar started. The Federal Government would provide some loan guarantees. We would provide a matching grant program to encourage states to provide some start-up money as well for charter schools.

I met with a bunch of charter school people from throughout our state during our recess last week and time after time after time they said, you know, when we get the kids, we get our school, we get started and everything, we are fine. However, what is killing us is paying 25, 30, and 35 percent of our costs for a place to work.

With respect to vouchers, just let me say this. We have 50 states, the laboratories of democracy, and we ought to let them be laboratories. The idea of trying on a limited

basis, a limited voucher demonstration project while we do public school choice and charter schools and see what works to raise student achievement. I do not see any harm in that.

My problem with vouchers is this, in our state if you give somebody a voucher for $1,500, it is just hard to find a school for them to go to if they are poor and that is the only money they have to work with, to get a good education. You just cannot get it. It is kind of an empty promise. That is my concern with vouchers.

I am not convinced vouchers help public schools succeed. I am convinced that the competition and the market forces that come out of public school choice and charter schools help public schools succeed and get better. What is the old adage about competition? It is like cod liver oil: First it makes you sick, then it makes you better.

Chairman Boehner. Thank you, Mr. Castle.

Governor Ridge. Can I just respond very briefly, Mr. Chairman? I'm sorry about that, but particularly on the point of vouchers, first of all you should know, Congressman, that I am a strong proponent of giving the parents of children the opportunity to take their tax dollars wherever they want to go. I should also note to my friends on both sides of the aisle that I am 0 for 2. I have tried it in my legislature a couple of times but I think sometime in the 21st century, hopefully we will get to the notion that these parents, their tax dollars, their kids, why not at some point in time recognize that it ought to be their choice.

Clearly, were not there yet, as a country. We are certainly not there as a state. I have not been successful in promoting this. However, I do like the notion that to begin the discussion around a plan that suggests to the parents whose children are in schools that aren't delivering a quality education, that once the school has been identified as failing to meet minimum academic standards and providing that education, it is given three years to improve the quality of education. Therefore, the kids have been in it, they are not getting good education; they have three more years to improve the quality of education. There has to be some point when America says and when we all say to that child and to that parent, here is the money and go find something that you think best fits the needs of your child.

I think the best way to at least test that proposal, because there is a narrowing down, that has happened in some states. There is a huge pool of schools that are not doing very satisfactory work and just are not delivering. We are not pointing the finger of culpability at anybody. We are just saying, you are not meeting these standards. Then you work with the school districts and the numbers reduce, and in the following year, the number reduces.

But to say to keep a child in a school because you want to protect the system rather than the child after a prolonged period of time doesn't seem to be the right thing to do. Therefore, I think you end up with a very limited and narrow opportunity.

Let me say to my friend, with regard to the dollar amount and vouchers, a couple years ago I was in a community in Pennsylvania, Chester, Pennsylvania. It is a very poor community, the school district struggles. There are a many minorities in the community. I spent a little time with a mom who was working two part-time jobs to send her kids at

that time to private schools. I do not know where they were, but they are her kids, her choice, none of my business where she sends them.

At the time, we were talking about $1,000 or $1,500 a person. And she said to me she would hope that at some point in time, elected officials, regardless of their party affiliation, would understand that to her, $2,000 or $3,000 was a lot of money. And that when she was working at slightly above minimum wage, $2,000 to $3,000 after-tax dollars would help her keep these kids in the schools that she wanted for them.

So the notion that it is never quite enough for the voucher, that I think we have to also leave up to the parents. If $1,000 or $1,500 or $2,000 in addition to what the parents are willing to sacrifice will make a difference, again, I think you drive that freedom and that flexibility down to the moms and dads, their tax dollars, their children, their choice.

We are never going to get that nationally, at least in the near future. However, I think that the President's proposal gives us on opportunity, frankly, to see if it works.

Chairman Boehner. The gentleman from New Jersey, Mr. Andrews.

Mr. Andrews. Thank you, Mr. Chairman. I welcome our two colleagues and thank them for their testimony this morning.

Before I ask my question, I did want to add one other misgiving a lot of us have about vouchers, in addition to Senator Carper's concern about the amount of the voucher. And that is about the consequences of the private school voucher decision for the children who remain in the failing school. Now, why they remain there is a question of some dispute. But I am not really interested in why they remain there; I am interested in the reality that they do remain there.

And even if you accept the rather dubious proposition that $1,500 is enough to make a substantial contribution toward a private school voucher for a child who leaves the school_which, in New Jersey, is far insufficient, far insufficient_there is the reality that many children will still be there in the failing school.

And if the premise of this idea is that it is going to lift up failing schools, I don't understand how it does this. Because, what it in fact will do is let what I think is the root cause of the failing school, which is a school administration that is either not sufficiently committed to make the school succeed or not sufficiently empowered to make the schools succeed, it is going to keep failing, anyway.

So one of the grave concerns that we have is about the children_and I think it will be the vast majority of the children_who would remain in one of these so-called failing schools, after a few people have trickled out with their $1,500 voucher in their hand.

I want to ask a question, though. Dr. Grasmick in her testimony, which we are going to hear shortly, talks about the vital importance of learning that takes place between birth and age six, and points out that in Maryland a very recent study is going to show that 40 percent of Maryland's kindergartners come to school unready to learn. I assume the number is considerably higher in many other states, probably in mine.

What do you, Governor Ridge and Senator Carper, think that we ought to do in this elementary and secondary bill to provide greater opportunities for quality pre-kindergarten education for parents around the country?

Senator Carper. That is a good question. You have already done one important thing in the last Congress, when you passed the expansion of education flexibility, to give states the ability to use funds from disparate federal sources to, among other things, provide for full-day kindergarten for some of the kids and provide for pre-K training for more kids, especially kids from a tough background.

I grant you, the Federal Government does not provide enough money for Head Start, either. They do not fully fund Head Start, and even for four-year-olds, they certainly do not fund it for three-year-olds. And when you see those five-year-old kids walking to kindergarten and they are sitting next to a kid who can read, who knows their ABC's, who knows their numbers, knows their colors and you don't, that happens too often. However, it does not have to happen.

If we were providing throughout the country better quality child care, eliminate the waiting lists and cover more people, if we were covering all the kids eligible for Head Start, I think it would make a huge difference. The President is right; Head Start can be babysitting. It has to focus on things that actually lead to improved academic performance. That is so important.

The other thing I would say that is helpful, it is tough to get people who want to teach at the pre-K level. We do not pay them very well. We give them our little babies, our little kids, but we don't value them very much with what we pay them, and sometimes we need to put our money where our mouth is. We are trying to do that in Delaware with some state money. However, when you raise the minimum wage, you actually will help provide incentive for people to work there or stay working there. It probably sounds strange, but it is actually the case.

These are some things that come to mind however, we should not waste the first six years of a kid's life, and we do not have to. In the states where we are addressing in a serious way and Mike Castle started in our state when he was governor, they will pay huge dividends. Unfortunately, as politicians, we are not real good doing things that don't pay off for like 10, 12, 15 years. Businesspeople aren't that good, either.

However, as it turns out, investment in those first five years will pay off hugely in 10 or 15 years.

Governor Ridge. During the course of this year's budget within Pennsylvania, we looked at the amount of dollars we are spending on education, childcare and the like before kindergarten. Because of the generosity of the Federal Government and the commitment of the state, we are well over $2 billion in infancy to preschool. Ed-Flex helps a great deal. Continued support of Head Start helps a great deal.

One of the things we have done in Pennsylvania is a program called Cyber Start. Because of welfare reform and our ability to use TANIF money, we have dramatically increased the amount of money that we have going to childcare in Pennsylvania. As a result, we now have over 4,000 registered day-care centers. With Cyber Start, we are working with both the public sector and we have a lot of money involved in it in the

private sector. It is my hope that before I leave as governor in two years that all 4,000 of these day-care centers will be hooked up to the Internet.

We are developing software for use and instruction material for the folks in the day-care centers, so the kids can learned about the alphabet and learned some rudimentary fundamental reading skills, some basic math skills. So I think again, as you look at the individual states, you have given us some flexibility with the federal dollars. As you reform welfare, a lot of those dollars have found their way into supporting these kind of initiatives that help prepare kids for kindergarten.

Therefore, we thank you. The governors cannot thank you enough for the flexibility. We do not mind being held accountable if you give us the flexibility. I think there are plenty of instances in Delaware and Pennsylvania that we can show that flexibility has made a difference. We are not taking the crayons out of the kids' hands; we do not want the screen to replace the teacher. You do not want to replace the naps, the social interaction.

However, we think we can go a long way to helping these kids, most of who are coming out of some difficult circumstances. They do not have a computer at home. However, I have seen them. Children will take as much time as adults are willing and children will learn as much as adults are willing to teach them early on. We just have to get new teaching tools and your flexibility is helping us do that in Pennsylvania.

Mr. Andrews. Thank you.

Senator Carper. Could I just add a real quick P.S. here and then I have to go. I mentioned in my testimony, you may have been out of the room. I talked about parenting training. In our state and in a bunch of states now, when people come home with a new baby, they bring home a packet of information. We call it the Cliff Notes of parenting training, five-year calendar, really a how-to.

Mr. Andrews. Could you send me a copy of that?

Senator Carper. I would love to.

We offer parents as teachers in every part of our state. I don't know if anybody knows about this program, I don't think anybody here is from Missouri, but the idea is to send a trained parenting person into a home for three years every month. They are available by phone in between visits and they work with the parents and with the kids. It is a huge help.

You cannot forget how important the parents are in all of this. I do not know that the Federal Government needs to be in the business of designing and offering parenting training. However, I will tell you this, if this idea of a clearinghouse, sharing information, what is working, that works, that works. To the extent that the Federal Government is out there saying this works and here are some good models, this could be helpful.

I see Congresswoman Connie Morella is in the room. Mr. Chairman, let me say a point of personal privilege. When my wife and I were married, we went on our honeymoon almost 16 years ago. We met Connie Morella and her husband on our

honeymoon in Jamaica and she has been a great friend ever since.

Mrs. Morella. I was elected that year.

Senator Carper. That is right.

Chairman Boehner. Let me apologize to the members who have not had an opportunity to ask a question. Our two witnesses have been very generous with their time, but they have to leave at this point.

I want to thank you, Governor Ridge, and you, Senator Carper, for sharing your experiences with us. I am sorry that I did not have a chance to ask several questions, but I know where to find you.

Thank you again. You are excused.

[Recess.]

Chairman Boehner. The Committee will be in order. The Chair recognizes the gentle lady from Maryland for the purposes of introducing our next guest.

Mrs. Morella. Thank you. Thank you, Mr. Chairman, for this extraordinary courtesy offered to me, since I am not on this committee. However, when I knew that you had invited the superintendent of schools from Maryland, a woman I know very well, I asked the opportunity to say a few words about her. Again, I thank you for that courtesy and I thank the Committee.

You know, I find Nancy Grasmick is not only a Renaissance woman, but I am absolutely in awe of her credentials. She is well known in education throughout the nation. Let me tell you, she started her career as a teacher of deaf children in Baltimore city. Then she served as a classroom teacher, a resource teacher, a principal, a supervisor, an assistant superintendent, associate superintendent with the Baltimore County Public Schools. With the state of Maryland, she served as Secretary of Juvenile Services and as Special Secretary for Children, Youth and Families, two cabinet posts at the same time. This is extraordinary, probably extraordinary in the nation. Of course, you give it to a woman and you know it is going to be done.

Throughout her career, she has worked ardently to make sure that agencies provide high-quality services for children and their families. I will not go into all of the awards and recognitions that she has received repeatedly, all very well deserved. She is a very modest woman who is very committed to education of all of our children.

I just want to point out that I was curious about the fact she was a teacher of deaf children, but then I noted that she received her Ph.D. from Johns Hopkins University, her MS degree at Galudet University, and a BS degree from Towson and has had many, many honorary doctorates.

It is a pleasure for me to introduce to this committee somebody who is well known in educational circles and is somebody that we can be very proud of. As Shakespeare said, those about her from her shall learn the perfect ways of honor. Nancy

Grasmick.

Thank you, Mr. Chairman.

Chairman Boehner. Connie, thank you. Dr. Grasmick, we welcome you to the Committee, and you may begin.

STATEMENT OF NANCY S. GRASMICK, SUPERINTENDENT OF SCHOOLS, MARYLAND STATE DEPARTMENT OF EDUCATION

Dr. Grasmick. I am delighted to be here with you and to speak about the standards, accountability and assessment in the state of Maryland. I would like to say with a sense of pride that this system in Maryland has endured for 10 years. It is the longest standing, with Kentucky, and the most comprehensive in the nation. Moreover, in the recent report of Education Week, Quality Counts, Maryland received a perfect A for its standards, accountability and assessment system; the highest market in the entire nation.

I believe there is something important to be said about a system enduring for 10 years in a state. It talks about sustainability, it talks about bridging various governors and members of the general assembly, and it is the framework of the educational organization within the state of Maryland, which has enabled this system to develop, to flourish and to be sustained through those 10 years.

I would like to speak today for a few moments about why federal funding is critical to the continued support of a very excellent accountability system, which includes a testing program that has set very high standards, which is aligned with contents standards, for the test alone does not ensure quality instruction. A reporting system that communicates key performance measures to parents, to the public and to educators, sanctions for failing schools that are significant, and I will speak to those, rewards for schools that are improving. I believe the only state in the nation to look at international benchmarking of our assessments by way of administering them in Taiwan, a premiere educational system in this world.

We administer our performance assessments at grades 3, 5 and 8, and standardized testing at grades two, four and six. We have at this time, being field tested, rigorous high school assessments for grades 9 through 12, which will be linked to a Maryland high school diploma. Again, unique in this nation, we have developed a work sampling system for young children, which did yield about 40 percent of the children entering school ready to learn in Maryland. A work sampling system that is extremely precise and enables us to do an assessment of our kindergarten and first grade children to be able to make those kinds of judgments.

We have very few children in the state of Maryland who are exempted from assessment, and that is not true in many other states in this nation. We do not exempt children who are limited English proficient or those with disability without extraordinary documentation. Even the children who have learning disabilities or any kind of special needs take an alternative assessment.

Maryland publicly reports all of the results from our state assessments as well as the attendance in each school and supporting demographic data. We do a disaggregation of every result by race, by ethnicity, and by gender. Moreover, just this week, we reported and compiled a report that I do not think would be available in many states in this nation, and that is a millennium report on the achievement of minority students in every school and every system in the state of Maryland.

Therefore, those who wish to access the information that we have been Maryland, which is considerable, may do that through a website. Since January, we have had more than 2 million hits on that website in the state of Maryland.

I think our success is beyond testing, because the testing assessments inform quality instruction that provides information about adjustments that need to be made. I believe that it targets our lowest performing schools and enables us at the state level to categorize those schools in a way that requires approval of a principal for those schools, credentials of the individuals who will lead those schools; a school improvement plan that is highly substantive, setting benchmarks for incremental improvement in those schools; and using research-based programs in each of those low performing schools.

Now, what happens if those schools do not improve? What happens is what happened this year in Baltimore City. We identified three schools that had been on that list for four years and we said, there is no accountability unless there is a bottom line to it. It is based on a belief system that no child should have to attend a failing school by accident of where that child lives.

We carved those schools out of the governance structure of the local school system and it was mandated that they be operated by a third party provider. Those schools are flourishing in this new governance structure and with new leadership and a new design program within those schools.

It is an exciting thing to see a school which had a population of 600 children and had parent participation maximum of 50 parents, and now has the participation of more than 700 adults, parents, those who are engaged in education in the community. We have energized them. It was not necessary to give a voucher. We restructured those schools within the entire Maryland system.

I applaud the President for proposing that all states develop comprehensive systems and standards and accountability. I have a document which you have not received, although you have received copies of my written testimony, that aligns every aspect of the President's plan with the initiatives occurring in Maryland, and I am delighted that there is so much alignment with Maryland.

[Refer to Appendix D for the above-mentioned document]

I do say that, as we look at establishing high-quality assessment programs, that this is an extremely expensive process. I would strongly recommend that you think in terms of either regional or national consortia to work together so that each one of our states is not duplicating effort, but rather there is efficient effort around high-quality assessments which we are subjecting our children.

I believe that we could support and wish to participate in such an effort. It would be very cost effective for the federal dollars you are giving us. The only grade where we do not have assessments in the state of Maryland is grade 7 and we intend to develop that assessment in conjunction with the President's plan, show that pass.

We also encourage you not to lose focus on the use of federal dollars for our most disadvantaged children. Those dollars on to be directed to assisting those children through after school programs, summer programs, tutoring, mentoring, parent outreach and training.

We were one of the early waiver states, federal waiver states, and we have used that waiver effectively, we believe, in the state of Maryland. We have also tried to eliminate this notion of parallel and fragmented programs from Title I to limited English proficiency, education for homeless children, safe and drug free schools. We insist that every system in the state of Maryland have an integrated plan, as opposed to having parallel programs, which often do not create any kind of critical mass for positive change. We are pleased about the technology, literacy challenge funds and funds from that E-rate, and we now have a ratio of 6:1 in terms of our technology with our goal being 5:1.

I would like to say that it is imperative that we think in terms of pre-K to 26. We are the consumers of the teacher preparation programs that are done in this nation, and often there is a "disconnect" between those teacher preparation programs and those we receive and must retrain in the pre-K to 12 arena.

I believe Maryland has taken a very strong step forward by formalizing that structure, by insisting upon a teacher education redesign, and by a certification process which we handle, which will place an institution of preparation on probation, as I did just two weeks ago, because they have not fully implemented those kinds of redesign programs.

WRITTEN TESTIMONY OF NANCY S. GRASMICK, SUPERINTENDENT OF SCHOOLS, MARYLAND STATE DEPARTMENT OF EDUCATION – SEE APPENDIX D

Chairman Boehner. Dr. Grasmick, if I could interrupt you, we are being rather generous with the clock today but I have to go in a few minutes to go testify at another committee for our committee budget. Therefore, I am going to have to run.

Before I do that, if there were two lessons that you have learned over the last five years, having been involved in the high standards and assessments in Maryland, what two lessons would you like to share with us that you have learned that would help us as we plod through this minefield?

Ms. Grasmick. That there are no silver bullets in terms of developing high-quality assessment, that this is a tedious and substantive process and that it must be linked to quality instruction and building capacity in terms of teachers and principals. Because, otherwise, we can have all of the standards in the world, but we will have to concede ultimately that we cannot reach them without that kind of linkage.

Chairman Boehner. The Chair would appoint and ask the gentleman from Georgia, Mr. Isakson, to take the Chair and recognize the gentleman from Michigan, Mr. Kildee, for any questions that he might have.

Mr. Kildee. Thank you very much, Mr. Chairman.

Dr. Grasmick, it is good to have you back before this committee.

Ms. Grasmick. It is good to be here.

Mr. Kildee. You have been very helpful to us in the past.

Please tell us how class size reduction has helped or affected Maryland public schools? Flint, Michigan, about 12 years ago started such a program in the city of Flint, Michigan, and the results there have been very, very effective. We have some longitudinal studies that show that. They reduceed the class size to 18 from kindergarten through third grade.

We have had class size reduction for a few years with federal funding. How has that worked in your state?

Ms. Grasmick. It has worked very well and it has worked in tandem with state initiatives on class size reduction and we are very hopeful that it will continue, because it has placed a great deal of emphasis on early literacy, reading skills particularly.

We tested our students in third grade and we have a very important initiative in Maryland called ``Reading by 9." We were concerned about the rapidity of progress in reading for our young children. Therefore, the class size initiative has made a difference in terms of a particular emphasis on those fundamental skills for our youngest children.

Mr. Kildee. You know, we have always believed, and maybe it is a mantra, that kindergarten through third grade, give or take a little time there, kindergarten through third grade, a child learns to read. And after that, pretty well, they read to learn. And if they have not done that well in kindergarten through third grade, they are going to have difficulty throughout the rest of their school career.

Would you emphasize the class size reduction in those early grades?

Ms. Grasmick. Absolutely. That is where we have emphasized it, and we are struck by some of the research that says if a child is not skill level appropriate in first grade, that child has a one in eight chance of catching up. We see reading particularly as fundamental to all subsequent academic success.

Mr. Kildee. I think that is so essential, that is almost an essential. I think that when the Federal Government wants to be a helpful partner in education in this country, that is one area where we can be a helpful partner. And it is really not interfering with school philosophy. It is really giving you a chance to do something significant in those early grades.

Some need it more than others. Some disadvantaged students need it more than others. Those who come from poor neighborhoods very often needed more than others because there is not that tradition of help within the family. With my wife and I both being teachers, we had our children reading before they went to school. But there are so many children who come to kindergarten without any reading ability at all. If we really reduce the class size, that is one way the Federal Government can be very, very helpful.

Let me ask one other question. I was very edified by your statement that you had very few limited English proficient and disabled children exempted from state assessment. How did you succeed in maximizing inclusion in your state assessments?

Ms. Grasmick. Well, we have a philosophy of inclusion for our special needs students and we have a very strong program, given our proximity to Washington, D.C., and the number of children that we have an our Washington suburb school systems who are speakers of other languages, a very strong program of support for those children early on.

We do offer accommodations in our testing program, which is perfectly appropriate. We feel very strongly that if a child is moving toward receiving a Maryland high school diploma, that child participates in the assessment program. Moreover, for children with special needs who are not moving toward a Maryland high school diploma but rather a certificate program, then that is reflected on the child's IEP. So that we know, that child is exempt and parents as well as school personnel and other professionals agree.

So we have looked that other states, and this is often a concern to us, that you are not comparing apples to apples. Because if children with special needs are exempted in other states, whereas we do not do that exemption_as a matter of fact, we track every exemption and if we see an acceleration of exemptions in a particular jurisdiction, we do a full investigation of that, we feel so strongly about the inclusion opportunity.

Mr. Kildee. I wish some other states would look at what you are doing. We think what you are doing is very commendable. Thank you for your continuing help to this committee.

Ms. Grasmick. You are very welcome.

Mr. Isakson. [presiding] I recognize the gentleman from Nebraska, Mr. Osborne.

Mr. Osborne. One thing that has occurred to me is that oftentimes one of the major deterrents to learning is what goes on outside of the school. Having been in education for a long time, I am sure you have seen what I would call some deterioration of the culture and less parental supervision, less parental involvement.

I just would appreciate your comments on anything that you feel has been effective in counteracting this. I know you have talked about early learning and some of those issues. Have you looked at all at mentoring programs, anything of that nature that you feel might be of benefit?

Ms. Grasmick. We have a number of initiatives to address the concerns that you have spoken to, which are legitimate and real. We have a very strong outreach program from our schools to parents, including home visitation in many communities to engage parents.

We have the establishment of one of your colleagues, who has been so helpful to us in the Judy Hoyer Centers, Congressman Hoyer is memorializing. We have memorialized his wife, who is a very strong early childhood person in Maryland.

And we reach out to parents, particularly parents of disadvantaged children, to bring those parents into a setting where not only are they learning parenting skills and the importance of their involvement, but are also developing workforce skills that can move them toward more independence.

I have created for my own self an advisory group that represents the entire state of Maryland, of parents who are committed to helping, using sort of a trainer of trainers model, to helping parents throughout the state of Maryland become engaged in education. We have Parents as the First Teachers Programs in the state of Maryland. We have taken the program the HIPE Program, which you may have heard about, which has originally came from Israel. It has been implemented in the state of Maryland. We actually trained parents to be those first teachers.

We have joined forces with our public libraries in our communities throughout the state of Maryland to engage in parent education programs as well as parent reading programs, to teach parents how they can read to their children effectively. So we are trying to use the resources beyond the schools to create those linkages with families, to mobilize them in terms of their children's education.

However, I will tell you, it is the outreach efforts from the school itself as the hub of that community which becomes so powerful. The school I spoke to you about where we actually carved it out from the governance structure of the city school system and are using a third party provider, the involvement of parents 600, to 700 parents in a community which is 100 percent poverty, based on free and reduced meals, is remarkable. It can be done.

Mr. Isakson. The Chair recognizes Mr. Roemer from Indiana.

Mr. Roemer. Thank you, Mr. Chairman. You look mighty good in that chair there.

Mr. Isakson. You look mighty good down there, too. There are only three of us left. However, she looks better than all three of us.

Mr. Roemer. That's right, that's right.

Dr. Grasmick, thank you for your time and thank you for your excellent testimony.

We have a bill that we have introduced as a group of new Democrats that agrees with President Bush's proposal on about 80 percent of what he has outlined. We believe that there should be some consolidation. We believe that there should be more flexibility for our local schools to make decisions and decide where to spend money. We believe that there should be higher standards and more results.

I am not going to ask you about where we agree. I want to concentrate on the spirited debate that we will have in this committee on two areas that we will disagree on with the President. One will be_and you have talked a little bit about this, but I want to

find your opinion on this_one will be on, how do we address failing schools? The President has proposed that if a school is failing, that you are ultimately given a $1500 voucher to extend to the child and the parents, to then walk away from that school.

Now, the $1500 for a school of 500 kids, and let's be very generous and say 50 kids walk away from that public school taking $75,000 with them, that's one problem. But the more compelling problem to me, I might be open to vouchers, but the more compelling problem to me is there are 450 kids left in that school and they have the same doom and disaster ahead of them because we are not addressing fixing the school; we are encouraging flight from the school and money to be drained from the school. The slogan, ``Leave no child behind," well, we are leaving an entire school behind.

We have proposed public school choice, expanding more opportunities for the parent to pick any school within the public school system, to expand charter schools as Senator Carper has talked about, to try to make sure the startup costs are not difficult for charter schools, to look at options of magnet schools and other kinds of alternative schools, and to fix the schools that are broken with remediation, with probation, with firing people that are not doing the job. We cannot tolerate failing schools.

What is your opinion on vouchers? Do you support them or do you oppose them?

Ms. Grasmick. I do not support them and I will not be redundant in articulating the things you have already articulated. I do not support them because of the fact that I believe children will still attend a failing school and, therefore, I believe we have to fix the failing school. Although I support charters and public charters and public school choice, I still believe that we have the responsibility to fix the failing school, which is precisely the action we have taken with the three schools I mentioned.

Mr. Roemer. In Baltimore?

Ms. Grasmick. In Baltimore.

Mr. Roemer. Let me ask you another question on tests. The President has proposed that we test and that we mandate that we test from the national level to our states. I have always been concerned about unfunded mandates as a conservative Democrat, whether it be to our businesses, whether it be to our schools. We are testing in Indiana at grades 3, 6, 8 and 10, the I-Step test.

The President will propose that we in Indiana now have to test in every single grade and the money to implement, to devise the test, to remediate the test is not included in this bill.

Now, I may be open to some more testing. I think we need high standards. But what do you do with children, five of the 25 in the third grade that fail the test, if you do not provide the money in the bill to remediate these children with tutoring programs, with after school programs, with summer school programs? They then fall back into the previous grade and we have a bigger problem in the third grade with 30 kids in that class rather than 25.

What do we do to really try to improve this bill that the President has proposed, on the idea of testing, the kinds of tests, and what you do with the tests then to remediate?

Ms. Grasmick. Well, I would hope that the bill would reflect the imperative for high-quality tests. A test is not a test is not a test. Therefore, I think, for testing to be effective in this country and influence public policy and intervention for children, it needs to be a high-quality test. That is number one.

We in Maryland, as I indicated, have a very strong testing program. The only grade where we are not testing is grade 7 so, for us, this will not be a great leap. I do believe the subsequent conversation has to be around capacity and intervention. This is a document called ``Every Child Achieving," and this is about that kind of intervention. Once we have looked at the results of that testing and know which children are not achieving, what are we going to do about it? This gives us a very strong framework in the state of Maryland to provide for that intervention.

However, I think even with intervention, there is a subsequent point, which I hope will be considered, and that is the capacity of the educators to deliver that kind of high-quality intervention program, both principals and teachers.

Mr. Roemer. Thank you.

Mr. Isakson. In light of my distinguish friend's questions with regard to the two most appropriate and probably debatable issues on this bill, I would like to take the other side for a second and get your response. I must admit, I admire greatly what you have done in Maryland and agree with Ms. Morella and her comments. I followed it from my position back in Georgia before I came here.

Ms. Grasmick. Thank you.

Mr. Isakson. First, let me ask you this question. We worry about the kids that might remain in a failing school if a child's parents parent or parents was given $1500 and that child went to another public school or to a private school. Is it not true that today in America, in failing schools, which each state has some, those kids are already stuck?

Ms. Grasmick. I think it is true. I think there is a remedy and, to me, the better remedy is the one of totally restructuring that school. When I said we restructured those schools with a third party provider, there was no obligation to hire the people who were there. It was an entirely different program implemented, et cetera. Those schools are totally restructured, not a small increment of change, but a total change.

I feel excited about that, because the children who attend there live in those communities, and it is more than the movement of the children. I believe that schools, particularly elementary schools, are hubs of their community.

Mr. Isakson. I appreciate your answer and agree. You answered two questions; you answered the first one, which I want to go back to and just reaffirm. That is, today in America, it is true that there are kids stuck in failing schools and there are no options.

Then your second answer was, because of that fact, you believe that states should do things like what the state of Maryland has done.

Ms. Grasmick. I do.

Mr. Isakson. Okay. Now to my second question, just to foster my thought process as well as Mr. Roemer's, Mr. Kildee's and others. Would you agree that the discussions fostered since the President introduced during the campaign his concept of choice after the third year, that there are many systems now looking at doing things they were not doing before his bringing that out?

Ms. Grasmick. I think it has been a very stimulating discussion and I think it has placed a spotlight on the fact that it is intolerable to think that children remain in failing schools, and it should be an imperative that things have to be done. I think the only question is what should be done. We have a point of view in Maryland that is working for us, that says we have done something, we did it before this discussion and we believe it is the right way to go. Was it controversial? Was it painful? Absolutely. Nevertheless, we are encouraged by the progress that is being made.

Mr. Isakson. One last question maybe with a follow-up. Dr. Grasmick, in the state of Maryland, as the superintendent, do you know how many Maryland children go to a private school paid for in total by the state of Maryland due to their disability?

Ms. Grasmick. We have several categories of those, so I want to be accurate.

Mr. Isakson. I would never hold you to the number.

Ms. Grasmick. Well, we have 12 percent of our student population identified as special needs and, for the most part, most of those students are attending the public schools. We do have a small number, and actually it has dwindled in the last few years because of the strength of the programs we developed in the public schools, that go to either day or residential nonpublic schools. We only have a handful of children in Maryland go outside of the state of Maryland any longer.

So in terms of those who are in the state of Maryland in a nonpublic or residential or day school, we are probably talking about may be $50 million a year for that population. Those tuitions are extremely high, as you know.

Mr. Isakson. I thank you for that answer because I am going to kind of close with a comment. You have been extremely helpful and Mr. Roemer's questions were very insightful in terms of the real heart of this issue.

The federal government determined when it passed IDEA and subsequently the courts upheld that if a child is school-age eligible, and in Georgia that is 7 to 17; I don't know what it is in Maryland.

Ms. Grasmick. Twenty-one.

Mr. Isakson. The child that is identified with disabilities and qualifies, and the school system cannot meet their needs, then the state has to send them to a school that does, even if it is private. It is true that in the state of Georgia, when I left the Board of

Education, we were paying over $100,000 a year for three children and there were others where we were paying a significant amount. They were a handful but, in fact, we had the obligation to pay that voucher, if you will, because we could not provide for their need.

Now, I am not making a direct analogy but I am saying this, you hit the nail on the head. Georgia and Maryland have, dramatically reduced the number of children they are sending to private schools over the last 15 years, particularly since the court decision that said you had to do it, and they raised the services to students in the public schools.

I would submit that the President's motivation and what has compelled me to be supportive of his motivation, and having watched educators is that when there is a consequence, and there has always been a consequence to failure for the kids; they drop out, they are left behind. There has never truly been a consequence on reading and math in early yearning learning years to the schools. The fear, or the standard and I like to say standard or expectation; that a child is going to have an option if that school is failing, and should have the intended consequence of not establishing a broad range of vouchers. Not 50 in a school at 75,000 but rather what has happened in Texas, which is less schools that are failing so the vouchers never exist.

I just wanted to say we have a history of a federally mandated program that actually mandated a voucher if a school system did not meet the standard and that it has in fact reduced in its number because schools raised their standards. It is not very analogous because IDEA and those type disabilities are far different from reading or math. I understand that.

However, in principle, the results I think are the same as what the President intended, and that is to make America's public schools better and make them the best choice for the parents.

With that said, I did not want to make a speech but that is the other side of that coin.

Mr. Payne, you left. Would you like to ask a question?

Mr. Payne. Yes.

Mr. Isakson. Let me introduce the gentleman from New Jersey, Mr. Payne.

Mr. Payne. Thank you very much. Just in regard to the three failing schools in Baltimore, how long has the Edison project been at those schools?

Ms. Grasmick. Actually, we made this decision January a year ago and they are now operating beginning in August under the Edison program.

Mr. Payne. In the state of Maryland, do you have an equaled funding of schools throughout the state, or is it like in New Jersey, where school districts of course are only responsible for their individual municipalities and therefore the level of funding, up until a recent Abbott decision_but do you have equalized funding or has that been in Maryland before?

Ms. Grasmick. We have a wealth-based system of state contribution, so in one jurisdiction may be 20 percent of the per pupil expenditure and in another jurisdiction it may be 80 percent. However, there is a disparity in terms of the per pupil expenditure that probably in the entire state, we only have 24 school systems. That would probably be about $1500, $1600 of disparity per pupil expenditure.

Mr. Payne. That is interesting that you only have 24 school districts.

Ms. Grasmick. That is correct. They do not have taxing authority.

Mr. Payne. How is the base of the revenue_

Ms. Grasmick. It is property tax, primarily. However, there is a piggyback tax at the local jurisdictional level, which contributes to the determination of the wealth base of the individual jurisdiction. Then the state contribution is calibrated against the wealth of the individual jurisdiction. So Montgomery County probably receives about 25 percent of its funding from the state, whereas Baltimore City receives about 80.

Mr. Payne. What is the overall population of Maryland, may be about 5 million people, do you think, something like that?

Ms. Grasmick. Yes.

Mr. Payne. Because I am just in my head trying to see what is wrong with New Jersey. I mean, there are a lot of things wrong with New Jersey. We used to dislike some of the jokes that went around about New Jersey. New Jersey is a wonderful place, and we invite you all to come to New Jersey to visit.

Ms. Grasmick. We like New Jersey.

Mr. Payne. However, we have 567 school districts in New Jersey. Every municipality has their own school district. They have their own police chief, they have their own fire chief. I mean, it is absolutely unbelievable. They have 567 building codes, as a matter of fact, at one time. If a builder wants to come into this municipality, you have to be, you know, three feet from the house, in the other it might be two feet, one place might say you've got to have a backyard. And so it was just nightmarish. I think they have worked at trying to standardize that.

But with our 567 school districts, at one time when Jonathan Kozol wrote the book Children in Trouble, a Natural Scandal, there was actually a 100 percent difference in some school districts. Camden was at about 4,000 per student, Princeton was at about 8,000, 9,000 per student. It is based on the wealth of that particular town.

And so, I hear a lot about no child being left behind, testing kids on every grade. Until they are 10:1 and your state has done into some degree, therefore the disparity is not nearly as great as it was in New Jersey, as I indicated, a hundred percent difference_until there is some way to equalize school districts, and I can see why there is less than a variance because you have less and it is easier to_and also the mechanisms, we now have a court decision, the Bonner decision, that is Cahill versus someone, when Governor Cahill was in as our governor 30 years ago, the case went in. It finally has

been concluded.

In our Constitution, it says that every child_it is probably the only Constitution in the country that says that every child in the state is entitled to a thorough and sufficient education. And so that is what the court case was on. This child said he did not get a thorough and efficient education. So now we have what we call the 30 Abbott districts that will get additional funds. Finally, a school modernization program where the Abbott districts will get a substantially higher amount of money, although it was supposed to be only for the 30 Abbott districts. But the state legislators felt that they've got to give some money to their own place. So every school district in New Jersey now will get some of this modernization money, even though some don't need it and don't know what to do with it.

But we all want to see public education work. I just do not support the voucher concept. I certainly don't support children not being taught either. So we have got to figure out some way, and being a product of the public school system, I think that that is what has made America different than all the other countries in the world because we have had a strong public education system. We have to get back to it being uniformly strong for all children.

But I certainly feel that the best way to destroy the public school system is to simply give vouchers that will simply be taken by those who are more mobile and more committed to seeing that their child gets an education, and every parent should be that way. But everyone doesn't do everything that every person is supposed to do. And I don't think therefore the child should be left behind because they have a bad parent.

So I really don't have a question, but I just wanted to_certainly I am impressed by what has happened with this Edison school. I know that throughout the country there has been sort of checkered_the jury is still out on the Edison system.

I know in some places that tried it, it worked; in some places it didn't work. But I am happy to hear that at least after the first year_and that is another thing. The initial bump. We find that in Texas, when they had standardized testing, they taught to the test, there was an initial bump up. But then after time passed, it was almost a one-shot quantum leap, which then was not sustained. And it also pushed the dropout rate up in Texas because of this exit test and so forth.

So it is a complicated system. I certainly don't have the answer, but I really appreciate your testimony.

If you have any comment, I would be glad to hear it.

Ms. Grasmick. Yes, I do. I worry about the same things as you. I would like to say; we did not just randomly select Edison. We go through a very rigorous procurement process. We have set the strictest benchmarks for performance of the student, including the percentage of teachers, which must be certified. So the standards we have set for them are rigorous and we can terminate the contract for what we called convenience, our convenience, if we do not feel they are measuring up to what should be done to improve those schools.

I really present this today as another model. I don't think this particular action, this particular way, has been done anywhere else in the country. And I wanted to integrate this into your thinking, because it makes the statement that failing schools are unacceptable and children should not have to attend them by accident of where they live. And yet, within the general education structure of a state, with the will and the rigor, that you can make some very dramatic steps to improve those schools.

Mr. Isakson. I would like to thank Dr. Grasmick for her valuable testimony and her valuable time. I would like to thank the members for their participation today. If there is no further business to come before the committee, the committee stands adjourned.

[Whereupon, at 12:50 p.m., the committee was adjourned.]

APPENDIX A -- WRITTEN OPENING STATEMENT OF CHAIRMAN JOHN BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC

OPENING STATEMENT OF REP. JOHN BOEHNER (R-OH), CHAIRMAN

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

HEARING ON "STATE LEADERSHIP IN EDUCATION REFORM"

THURSDAY, MARCH 1, 2001

2175 RAYBURN HOUSE OFFICE BUILDING

Good morning. Let me extend a warm welcome to all of you, to Congressman George Miller -- the ranking member, to my other colleagues, and to our three witnesses -- Governor Tom Ridge from Pennsylvania, Senator Tom Carper from Delaware, and Dr. Nancy Grasmick, the Maryland State Schools Superintendent. Thank you very much for being here.

Over the last several weeks, the committee has held field hearings in Florida and Georgia to highlight successful accountability and reading programs in those states. We will hold a third field hearing tomorrow in Chicago to spotlight the accountability system that has boosted academic

progress there. Our hearing today will focus upon accountability, flexibility, and other measures at the state and local level that ensure a quality education for all our nation's children.

The federal government has not kept up with the pace of reform and innovations that we are finding in states like Pennsylvania, Delaware, and Maryland. We need to follow their lead because they are getting results. It is my hope that by learning from these examples we can help make substantive education reform a reality.

Recently, President Bush announced his education reform proposal -- a plan that provides flexibility but in exchange establishes an accountability system that demands results, rewards success, and punishes failure. The message is clear: public schools must educate our children, and we will hold them accountable for how well they accomplish that job -- not just for how quickly they spend taxpayer money.

It is a pleasure to have three distinguished witnesses before us. Governor Ridge has agreed to share his thoughts with us on how education reform is being implemented in Pennsylvania. As Governor of Delaware, Senator Carper signed one of the nation's toughest education reform laws that established standards for both educators and students. Under Dr. Grasmick's leadership, Maryland has received national recognition for its work in the area of standards, assessment, and accountability.

These states have enacted tough accountability standards to improve academic achievement and each relies upon annual testing to monitor student performance. In addition, Pennsylvania, Delaware, and Maryland have been approved as "Ed-Flex" states, meaning they have implemented policies of sanctions and rewards to ensure that school districts are held strictly accountable for the academic achievement of their students, especially disadvantaged students, in exchange for more flexibility in operating federal educational programs.

The federal government can learn from successful initiatives in these states. In fact, President Bush's education reform plan would establish a rigorous accountability system, with annual testing and rewards and sanctions that are tied to the academic performance of school districts and states. His plan also incorporates a flexibility component, which creates new options for states and school districts that are committed to accountability and reform.

There is a growing consensus that giving more freedom to states, school districts, and schools, while at the same time holding them accountable for improving student achievement, is the right course of action. We must close the achievement gap for the most disadvantaged and make sure that the American dream is within the grasp of all our nation's children -- not just a selected few. We must ensure that no child is left behind.

At this time, I will yield to my friend and Ranking Member, Congressman George Miller for any statement he may have.

APPENDIX B -- WRITTEN TESTIMONY OF HON. TOM RIDGE, GOVERNOR, COMMONWEALTH OF PENNSYLVANIA

Testimony of Gov. Tom Ridge (Pennsylvania)
Committee on Education and the Workforce
U.S. House of Representatives
March 1, 2001

Chairman Boehner, Members of the Committee:

Good morning. Thank you for the opportunity to share with you the Pennsylvania perspective on President Bush's bold education proposal, "No Child Left Behind." I'm honored to be here with many of my former colleagues from the House of Representatives.

President Bush knows that giving all our children a quality education is the key to our nation's prosperity. That's why my fellow governors and I are glad that he made education his top priority. It's ours, too.

President Bush's plan focuses on the needs of our children, not on the needs of the system of public education. He wants to give states more flexibility along with federal dollars, because he knows that those closest to the people are best suited to solve the people's challenges.

President Bush believes in local control. His Presidency and his education plan give this Congress the chance to put an end to what I believe was the heavy-handed education policy of the previous administration. Too often, new federal education initiatives required local school districts to focus on that administration's priorities, rather than their own. For instance, a federal initiative to add 100,000 new teachers was great for those Pennsylvania districts that needed more teachers. But we have 501 districts in Pennsylvania – and many of those districts told us they would have preferred to spend that money on special education, or technology, or professional development for the teachers they already have. President Bush understands that, and his budget reflects it. His plan demands accountability and rewards results. He wants to empower parents with information about their schools. His proposal focuses on what works to educate our children, and offers opportunities to strengthen our teaching force. And he wants to give children in failing schools a chance for a quality education in another school.

In Pennsylvania, we know these ideas work!

We welcome President Bush's promise of flexibility. Last year, our General Assembly passed my top legislative priority: the Education Empowerment Act. Now, Pennsylvania gives more flexibility and authority to school districts. All our schools can apply for waivers from state mandates if they believe the waiver will enable them to operate more effectively, efficiently or economically.

We also agree with the President's call for accountability. Later this year, Pennsylvania will become one of the first two states to provide taxpayers an independent, Standard and Poor's analysis of every public school's academic "return on investment."

And the linchpin of our accountability system is the Pennsylvania System of School Assessment. These challenging tests tell us how well our students meet our rigorous reading,

writing and math standards. The results help us find and fix problems and reward success. Some say it's not fair to judge schools or students on test performance. I say it's unfair *not* to. Without tests, it's almost impossible to know how well – or poorly – our students are learning. Although the President's plan will ensure states and local school districts have in place a reliable system of assessments to measure student achievement, the President will allow states latitude to decide which tests to use. The President also recognizes that it's important that the federal government share the cost of the system.

President Bush believes in rewarding schools and teachers for a job well done. We do, too! For the past three years, we've given cash awards to individual schools for higher test scores and better attendance. Students at Dunmore High School in Lackawanna County, for example, won more than $17,000 for improving their test scores. This year alone, we will invest more than $30 million in school rewards as part of our $6.1 billion investment in our public schools.

And Pennsylvania is the first state in the nation to offer money to school districts that create merit-pay programs for educators. We're helping districts like the Colonial School District in Montgomery County give outstanding teachers the recognition they deserve.

Like President Bush, we believe in empowering parents with information to help them make decisions about their schools. Since 1996, we've offered parents profiles of Pennsylvania's 3,100 public schools online. Now, moms and dads have around-the-clock access to powerful information such as test scores, school spending, technology resources, and much more. We know our taxpayers want these profiles – in January, this website scored half a million hits!

President Bush recognizes that strong reading skills are the foundation for all learning. As a governor, he worked hard to boost students' reading skills. Now he wants to do the same for all of America's children. In Pennsylvania, we know this works! Our $100 million Read-to-Succeed initiative gives schools grants to help them ensure that all their third-grade children can read at grade level.

Our children's education also depends on qualified, committed teachers. President Bush offers states and local school districts the funds and flexibility to give our teachers professional development and training opportunities.

In Pennsylvania, we share these goals. Over the past few years, we've developed one of the strongest teacher-quality programs in the nation. Our new teachers must earn higher grades, take more courses in the subjects they plan to teach, and score higher on certification exams. We offer professional development, and we're targeting it where the needs are greatest. We're opening the door to Pennsylvanians who want to teach, but didn't major in education. These folks are qualified – but not certified. Now, a scientist could teach chemistry. Who knows, maybe a former governor could teach high school civics!

Above all, the President wants to ensure all our children get the quality education they need to succeed – no matter where they go to school. In Pennsylvania, we share this concern.

Our Education Empowerment Act gives our struggling school districts – schools where half or more of the students are failing reading and math – more flexibility, more money and more technical assistance to help them turn around their poor performance. If these schools don't improve, the state will take them over. We do not relish that drastic measure, but we do not shrink from it.

President Bush's plan offers our children and their parents more educational choices, such as charter schools and scholarships for children in failing schools.

In Pennsylvania, we know charter schools work -- 65 charter schools now serve more than 20,000 students – with thousands more on waiting lists.

And for children who score below average on state or national tests, my new budget proposes more than $23 million to help parents cover the costs of remedial or tutorial programs.

I also believe that school choice is integral to improving education for our children. We can give parents choices and strong public schools. Visionary, effective, 21st-century education must include school choice. Simply put – parents, not government, should have the final word on where their children go to school. Their children. Their tax dollars. Their responsibility. Their choice. Creating options for parents and their children will introduce in a fundamental way the notion of accountability in public education. And greater accountability means stronger public schools.

You can be confident that President Bush's plan will work because much of it already is working in Pennsylvania. The President knows that education takes place in local communities, not in Washington. He does not aspire to be the nation's school superintendent. He wants to give the states and our local school districts the tools and flexibility to get the job done.

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APPENDIX C -- WRITTEN TESTIMONY OF HON. THOMAS R. CARPER, A UNITED STATES SENATOR FROM THE STATE OF DELAWARE

TESTIMONY BEFORE THE HOUSE EDUCATION AND WORKFORCE COMMITTEE

Senator Thomas R. Carper, D-DE

March 1, 2001

Thank you, Mr. Chairman. I am honored to be here today. It is always a pleasure for me to talk about the efforts that states are making to raise student achievement in our public schools. I welcome the additional opportunity to discuss with the committee the significance of state efforts in this area to our own efforts here in Washington, D.C., as we work to redefine the appropriate federal role in public education.

As of eight weeks ago, my primary place of work moved to the United States Senate here in our nation's capital. For the last eight years, however, my place of work was the State of Delaware, where I was privileged to serve the people of my small state as their governor. For a year during that period, I also had the honor

of leading our nation's governors as chairman of the National Governors' Association.

I believe that Governor Ridge will understand well what I mean when I say that we were blessed to serve as governors at the time that we have served. Particularly in the area of education, it has been a time of significant reform in my state and in states all across the country. Eight years ago, I'm aware of no state that had adopted rigorous academic standards of what students were expected to know and do in subjects like math, science, English and social studies. Today, 49 states have adopted such standards. Eight years ago, virtually no states were administering tests to measure student progress against academic standards. Today, half of all states administer such tests. And eight years ago, no state had put in place systems attempting to hold parents, politicians, students or schools accountable for improving student performance. Today, roughly one-third of the states have put such systems in place.

I believe that Delaware was the first state to put in place a comprehensive system of academic standards, annual assessments of student progress, accountability, site-based management, and public school choice. In recent years, however, we've had plenty of company in pursuing this path. We've witnessed a nationwide movement for change – a movement of parents and educators, business leaders, governors and legislators, who believe that our public schools can be improved and that every child can learn. From North Carolina to North Dakota, from New England to New Mexico, more and more states have been responding to the call for higher standards, more rigorous accountability, broader local control, and greater choice in our public schools.

In Delaware, we've followed a five-pronged approach to raising student achievement:

- First, we focus on ensuring that all children have an opportunity to achieve early success, so that they enter kindergarten ready to learn. We are reducing teen pregnancy. We begin parenting training when parents bring their first-born children home from the hospital. We mandate parenting training for those on welfare and offer that training at every Delaware prison. We've fully funded Head Start for every four-year-old in poverty and used money from the Child Care and Development Block Grant to provide subsidized childcare to families up to 200 percent of poverty.

- Second, we work to promote safe and disciplined learning environments in our schools. We provide flexible, site-based grants directly to schools with incentives to encourage parental involvement. We also fund disruption-prevention programs in every public school and have established alternative schools for disruptive students in each of our counties.

- Third, we've lowered class size in K-3 and provided an extra 20 instructional days for a third of all of our students. We have invested heavily in technology and in professional development of teachers and school leaders. Education in the use of technology is the great equalizer in today's high-tech economy. We became the first state to wire every classroom to the Internet, as well as the state with the highest ratio of students to computers in the country.

- Fourth, we adopted academic standards in 1995 of what we expect kids to know and be able to do in core subjects – math, science, English and social studies. Then, we started giving annual tests in the spring of 1998 to measure how students were doing. Now, we are beginning to hold students, teachers, schools and districts accountable for results. Our tests incorporate a short form of the Stanford Nine, allowing us to measure our students against the rest of

the country in reading and math as well as against Delaware's academic standards.

- Fifth and finally, we have empowered parents to make choices to send their students to a variety of schools. In legislation passed on consecutive days, with one bill sponsored by a Republican and the other by a Democrat, we created charter schools and statewide public school choice. In doing so, we injected a healthy dose of competition into our public schools and provide real choices to parents with children trapped in failing schools. We did this, moreover, all while retaining the public accountability and equal access that are the hallmarks of high-quality public education.

The good news is that all these reforms appear to be working, raising student achievement in Delaware and narrowing the achievement gap between students of different racial and ethnic backgrounds. Students tested last spring at every grade level tested

and in each county made significant progress when measured against their peers throughout the country, as well as against Delaware's own academic standards.

When I chose to run for the United States Senate, I did so in part because I believe that the reforms that have been achieved on a bipartisan basis at the state level can and should serve as a model for bipartisan reform here in Washington. I also ran because I believe we need more people in Washington generally who think and act like governors – people who have a healthy impatience for partisan gridlock and who are not only willing, but actually quite anxious, to work across the aisle to get things done. I am encouraged by the fact that our new President was motivated to run for the highest office in the land for some of the very same reasons that I chose to run for United States Senate.

As might be expected, given our common experience as governors during a time of significant state-led reform in public

education, there is much in the President's education proposal that I agree with. I agree with him that we need to invest more resources in our schools, particularly in those schools that serve the neediest students. I agree with him that the dollars that we provide to schools should be provided more flexibly. I also agree with the President that if we're going to provide more money, and if we're going to provide that money more flexibly, we should demand results. Finally, as my record as governor indicates, I agree wholeheartedly with the notion that parents – particularly parents with children in failing schools – should be empowered to make choices to send their students to a variety of schools that are not failing.

Let me mention briefly, though, a few areas where we may have some differences down the road. First, if we are going to create a federal mandate that states test students on an annual basis in grades three through eight, we simply must come up with the money to pay for it. As chairman of the National Governors'

Association, I came before the Congress on numerous occasions to testify against unfunded mandates. The requirement to move to annual testing will not place undue burdens on my particular state, since we have already made the decision in Delaware to move in that direction. However, it should be noted that we expect to spend $13.10 per pupil per content area in Delaware to make the move from testing in key grades to annual testing. For states that have intentionally chosen to stick with testing in key grades, an unfunded federal mandate requiring annual testing could be very burdensome at a time when many states are already facing significant budget shortfalls.

Second, it is vitally important that Title I dollars be better targeted to the neediest students. Currently, nearly 60 percent of schools receive Title I dollars, even though one of every five schools with poverty levels between 50 and 75 percent don't receive a dime of Title I funding. The role of the federal government in public education is, above all else, to help level the

playing field for kids from tough, disadvantaged backgrounds. Part of the reason that we are talking about consolidating scores of federal programs into five broad performance-based grants is so that we can provide schools with pools of dollars that are actually large enough to be useful in raising student achievement. If we are really serious about leaving no child behind and about making certain that no child is left trapped in a failing school, we simply must stop spreading Title I dollars so thin that they fail to make a difference in the lives of the children the program was originally intended to help.

Finally, we need to ensure that parents with children trapped in failing schools are offered what they want for their children and that if their children are not getting what they want and need, they have the choice – and most importantly the ability – to go somewhere else. The President believes that we can best accomplish this by giving families a voucher of $1,500 so they can go find a school, whether a public or a private school, to send their

child to educate them with that $1,500. With all due respect, that's an empty promise. At least in my state, you can't get your kid in to get an education at a private or parochial school for $1,500.

Allow me, if you would, to return for a moment to what we've done in Delaware. In a truly bipartisan effort, we've created charter schools in every county and introduced public school choice statewide. I knew this was going to work when I heard the following conversation between a school administrator and some of his colleagues several years ago. He said, "If we don't offer parents and families what they want, they'll send their kids somewhere else." And I said to myself, "That's right! He's got it!"

Let me tell you about the school that has the highest incidence of poverty in our state. The incidence of poverty at the East Side Charter School, reflected by free and reduced-price lunches, is 83 percent. It's an almost all-minority school. It's right in the middle of the projects in Wilmington, Delaware. Last spring, however,

East Side Charter School was the only school in our state in which every student taking our state test met or exceeded Delaware's standards in math. At the East Side Charter School, kids can come early; they can stay late. They have a longer school year; they wear school uniforms. Parents sign something akin to a contract of mutual responsibility. Teachers and administrators are given considerable flexibility and authority to innnovate and initiate. With highly qualified and highly motivated educators and with strong leadership from active citizens who care about the community, the East Side Charter School is providing parents in one of our poorest neighborhoods with real choice and real hope.

I firmly believe that at least part of the answer to the question of how we help children trapped in failing schools is to help create broad public school choice programs in areas with low-performing schools and to help expand the supply of charter schools, particularly in disadvantaged communities. The ideal of parents choosing among a range of diverse but publicly-accountable

schools is still the exception rather than the rule across the country, particularly for families in our poorest inner-city and rural communities. Capacity constraints and administrative hurdles currently prevent many students in failing schools from exercising the right to choice recently granted to them under Title I. Moreover, seven in ten charter schools across the country currently have waiting lists of students they are forced to turn away. A lack of parity between charter schools and district schools in their access to traditional modes of financing has prevented the supply of new charter schools from keeping pace with the growing demand among parents and students.

These are limitations on parental involvement and choice in public education that we can and should address. That's why I've teamed up with another former governor, Senator Judd Gregg of New Hampshire, to offer the Empowering Parents Act in this Congress. We will be introducing this bipartisan legislation in the Senate early next week. Representative Roemer is sponsoring this

initiative here in the House and I hope he will have the support of members of this committee on both sides of aisle, including Delaware's own, my good friend Mike Castle.

The Empowering Parents Act is designed to help ensure that parents – particularly parents with children in low-performing schools – are empowered with real choices for their children within the public school system. It provides grants to states and districts with low-performing schools to help them implement broad and effective public school choice programs. Additionally, it helps to level the playing field between charter schools and traditional district schools by increasing funding for initiatives that help charter schools leverage private funds, providing charter schools with the same tax-exempt bonding authority as traditional school bonding authorities, and establishing new incentives for states to provide facilities financing assistance to charters on par with the assistance they provide to traditional public schools.

Mr. Chairman, I commend the President and members of this committee for your commitment to pursuing bold reforms to improve our public schools and to raise student achievement. I am hopeful that we can work together to translate our common goals into common ground legislation that will help every child in America reach high standards, so they can go on to live full, productive lives in the future. Bipartisan agreement is well within our reach. I look forward to working with all of you over the coming weeks and months to make sure that we do reach it. Thank you, Mr. Chairman.

APPENDIX D -- WRITTEN TESTIMONY OF NANCY S. GRASMICK, SUPERINTENDENT OF SCHOOLS, MARYLAND STATE DEPARTMENT OF EDUCATION

REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT

TESTIMONY BEFORE THE COMMITTEE ON EDUCATON AND THE WORKFORCE UNITED STATES HOUSE OF REPRESENTATIVES

March 1, 2001

Dr. Nancy S. Grasmick
Maryland State Superintendent of Schools

Mr. Chairman and Member of the Committee, I am Nancy Grasmick, Maryland State Superintendent of Schools. I appreciate your invitation to testify on the Reauthorization of the Elementary and Secondary Education Act.

I am very pleased to report on the development of the state standards and assessments and the steps we are taking in Maryland to assure a quality educational opportunity for all of our students. Over the past decade, Maryland has developed an accountability system widely recognized as one of the most comprehensive and long-standing in the nation. In fact, in *Education Week's* Quality Counts 2001 Report, Maryland received an "A", the highest grade in the nation, for our system of standards and accountability.

Today, I would like to speak about our accountability system and how federal funding for education is critical in supporting our efforts. Our comprehensive accountability system includes:

- A testing program aligned with state content standards;
- A reporting system that communicates key performance measures to parents, educators, policymakers and the public;
- Sanctions for failing schools; and
- Rewards for schools that are improving.

State-level performance-based assessments commonly known as the Maryland School Performance Assessment Program (MSPAP) are given in grades 3,5 and 8. The

Comprehensive Test of Basic Skills (CTBS/5), a national standardized test is given in grades 2,4,and 6. Next year, we plan to begin testing with the Maryland High School Assessments, rigorous end-of-course exams for high school students. We have worked very hard to include all students in our state assessments. Very few are exempted from testing due to limited English proficiency or disability. And those disabled students exempted from MSPAP must take our alternative assessment, the IMAP.

Maryland publicly reports results from state assessments, as well as attendance and supporting demographic data, in our annual state "report card." We disaggregate our data by race and gender so that we are certain that all students are achieving. We cannot let average student achievement hide the performance of our most disadvantaged students. We publish and distribute widely state, district, and school data. Results, by school, district and statewide are available on our website together with tools that help schools analyze test data and refine instructional programs.

We have succeeded by focusing on good instruction, by using tests that model good instruction, and by putting academics at the center of every school's plan. We work closely with instructional staff and local educators to identify and understand performance problems, and our state education agency helps them in remedying these problems through good collaborative leadership. We will not take failure as an answer. We intervene when schools fail and reward them when they succeed.

Dealing with failing schools is perhaps the hardest part of accountability. I believe that parents should have access to high quality schools regardless of where they live. Maryland has found hope in a process that is called "reconstitution." Its goal is to strengthen weak schools and to help turn around failing schools. In Maryland, we do not believe in systems that allow students to transfer from failing schools. Where does that leave those schools? We believe in directing extra effort and resources and dollars to improve those schools and make them successful for every student.

I applaud the President for proposing that all states develop comprehensive systems of standards and accountability. As you can see, Maryland is already implementing many of the major proposals in the President's education plan.

However, it is not enough to set high standards and then measure students' progress toward them. States must ensure that they build the capacity to offer students effective teachers, a strong curriculum, and swift academic interventions. The Maryland State Board of Education has repeatedly cautioned that an academic intervention system—one that helps students who fall behind—must be in place before we begin high-stakes testing.

Federal funding under the Elementary and Secondary Education Act is an important resource for Maryland schools. We are using Title I to provide supports to economically and educationally disadvantaged students, including pre-kindergarten programs, after-school programs, summer programs, tutoring, mentoring, parent

outreach and training to improve communication between home and school, and professional development for teachers, principals, and parents.

We have used the flexibility currently provided under the Elementary and Secondary Education Act to implement a comprehensive planning process. Local education agencies complete one document that incorporates funding for Title I, Limited English Proficiency, Education for Homeless Children and Youth, Safe and Drug Free Schools, Professional Development (Title II), Title VI and Even Start together with state programs including pre-kindergarten, targeted poverty grants, compensatory education and others.

Using Technology Literacy Challenge Funds and funding from the E-rate, the State student-to-computer ratio has dropped dramatically from 16-1 in 1995 to 6-to-1 today. We are ahead of our pace in achieving our target of 5 students to one computer by 2002-2003. Today 72% of all classrooms have Internet access. Five years ago only 23% of classrooms could access the Internet. Under Title II, Professional Development, we have been able to work with closely with state colleges and universities to development models for pre-service education and on-going professional development.

As you consider the Reauthorization of the Elementary and Secondary Education Act, I urge you to maintain a targeted focus on economically and educationally disadvantaged students. A fundamental federal role is to enhance the equity of opportunity for all

students by closing the achievement gaps. Maryland depends upon its Title I funding to support students in low-performing schools and to enable them to achieve at higher levels. Expanded targeted funding under Title I to poor children and low-performing schools is critical.

Strategies to attract prepare, and support teachers are equally important if we are to maintain a qualified teaching workforce. We continue to lose teachers to retirement and to more lucrative professions. We are working closely with local school systems to implement teacher incentive programs and to attract more young people to the teaching profession. Funding for professional development is an urgent need.

With the recent brain research identifying the period from birth through age five or six as a critical learning period for young children, I ask for additional funding to support pre-kindergarten programs together with programs that support parents of young children. Expansion of early literacy programs which support cognitive development in young children are essential if all children are to be prepared to enter school ready to learn. A pilot study release just this week by our Department indicates that only 40% of Maryland's young children are prepared for school when they enter kindergarten. This is one of the foremost studies of its kind and will continue to give us much insight into young children and their needs.

I must also make a plea for additional funds for educating students with disabilities. While this is outside of the scope of the ESEA reauthorization, the lack of federal

funding profoundly affects all local school systems. Currently, Maryland expends over $1 billion annually in federal, state, and local funds to provide education to students with disabilities under the Individuals with Disabilities Education Act (IDEA). Of this amount, approximately 9% comes from the federal government while local jurisdictions contribute 76% and the State contributes 15%. We are grateful for the recent annual increases in IDEA, but they do not come close to meeting the need.

This Committee and the 107th Congress have a unique and vitally important opportunity: to set the course for federal support for elementary and secondary education for the next five-ten years. The challenge to "leave no child behind" must be met. Narrowing the achievement gap between children of poverty, limited English proficiency, disability and more advantaged students has been, and continues to be, a critical federal role. However, we have an additional challenge to assure our nation's students are "first in the world," that is, to close the achievement gap between American students and those of our international competitors.

To meet this dual challenge, I join fellow chief state school officers in urging you to focus the legislation you enact this year on achieving three educational goals:

1. **Excellence in education** -- through research, a sound data and statistical base, and support for further development of state standards and assessments;

2. **Acceleration of student achievement** -- through a strong Title I that serves all eligible students, full mandatory funding of the federal commitment to IDEA, and more adequate support for state and local efforts to bring all students to proficiency in English; and

3. **Quality in the classroom** -- through substantial new authority to invest in the key elements of educational reform. This includes improved reading instruction so students become readers by third grade, better teaching of mathematics and science, and expanded use of learning technologies. Recruitment and retention of teachers to meet critical shortages and reduce class sizes and on-going professional development for teachers and school leaders are among the most essential components of school improvement. Disadvantaged students need extended learning opportunities after-school and throughout the school year. Finally, but equally important is support for development and dissemination of innovative, proven practices to low-performing schools.

As you undertake the task of strengthening the Elementary and Secondary Education Act to achieve these goals, I urge you to consider these recommendations:

- **Build on more than a decade of state leadership and progress in adopting and implementing standards-based accountability systems when outlining new requirements for testing, data-gathering and reporting.**

Each state's education system is unique. Thus, the paths the states have taken and the progress that has been made in educational reform and accountability for student results vary a great deal from state-to-state. One state has been using statewide assessments since the late 1800's; others still have constitutional prohibitions on state-level standards and testing. No state should be penalized or held back for its progress, particularly where substantial investment has been made in the design and development of an accountability and reporting system.

As we seek to assess the reading and math skills of every child in grades 3-8 on an annual basis, states need the flexibility to build upon our systems where they are effective and achieve the desired accountability. These systems include a mix of state and local tests, testing or plans for testing in subject areas beyond math and science, and varying use of results for holding the adults accountable and consequences for students. We need the resource to fully meet the cost of developing and implementing any additional testing requirements. We need adequate time to implement new requirements and particularly, provisions for flexibility so prescriptive requirements can be waived where state accountability systems meet the overall objective.

- **Ensure that state and local educators, the authorities that will be held accountable for achieving results, have the resources they need to assist on a school-by-school, classroom-by-classroom basis.**

Development standards and assessments under a comprehensive accountability system is only the first step in improved student performance. We are now at the crux of implementing these systems -- assuring teachers and school leaders are highly qualified and trained, and aligning curricula and instruction to the new standards. A substantial investment is needed to bring this level of service to every classroom and child, particularly under Title I. While the majority of funds must support that effort directly at the local level, there is a vital state role in building local capacity, and providing and securing top quality technical assistance and professional development for each school and district statewide. For this reason, Congress must support the state-local partnership by providing adequate levels of reserves under Title I and each part of ESEA-- for leadership, accountability and administration by the state educational agency.

- **Target ESEA funds and focus programs to students with special needs, low performing schools and the essential components of quality in the classroom such as professional development, learning technologies, and others. Enable state education agencies and local school systems to integrate federal programs with their own efforts by building upon the current provisions for state and local flexibility.**

States have comprehensive reform plans that should be the framework for addressing and implementing the priorities of the new ESEA. Provisions for consolidated

applications for funds, waivers, schoolwide projects, implementation of Ed-Flex by more states, flexible funding streams such as Title VI should all be continued and built upon, as your Committee reviews programs for streamlining and consolidation. I urge that you group programs and funding around key federal priorities. Allow states and districts to take a comprehensive approach in their consolidated plans and applications to meeting the national objectives for each major priority and purpose. We should have the flexibility to integrate the funds in ways that make sense according to state and local needs.

I thank you for the opportunity to speak about Maryland and the exciting work that is underway within our State. We look forward to the challenges of preparing our students for life in the 21st Century. I will be very pleased to respond to your questions. Thank you.

Is Maryland Prepared to Implement President Bush's Education Plan?

Adapted from the Education Commission of the States' January 2001 report, *Building on Progress: How Ready Are States to Implement President Bush's Education Plan?*

I. Achieving Excellence Through High Standards and Accountability

Goal	Maryland	Other States
History and Science Standards Nearly all states have established standards for what students should know in reading and math. The Bush plan would require that states also set challenging content standards in history and science.	The ECS report uses information from the American Federation of Teachers (AFT) and the Fordham Foundation reports on state content standards. The AFT report did not provide a letter grade, rather a series of checks for different categories. Maryland's history content standards received *top marks* from the American Federation of Teachers and a grade of "B" from the Fordham Foundation. Maryland's science content standards received top *marks* from the American Federation of Teachers and a grade of "D" from the Fordham Foundation. However, since early 2000 when the Fordham review was conducted, the State has upgraded its science standards.	Only 10 states received a grade of "A" or "B" on their history content standards. 22 states received a grade of "D" (or below) on their science content standards.
Annual Testing in Reading and Math for Grades 3-8 States would be required to administer annual reading and math assessments to students in grades 3 through 8. States would have three years to develop and implement the assessments. Federal funds would help cover the costs of development.	Maryland already administers annual reading and math assessments to students in grades 3 through 6 and grade 8. The state will need to examine the mandate to include grade 7.	Only 14 states have annual reading and math tests at all six grade levels, 3-8.

Goal	Maryland	Other States
Progress Reports on All Student Groups States would be required to report student assessment results to parents. The results would be disaggregated by race, gender, English Language Proficiency, disability and socioeconomic status.	Maryland requires schools and districts to report student assessment results to the public. Maryland requires the reporting of disaggregated student achievement data. Maryland received the nation's highest rating for accountability standards in *Education Week*'s "Quality Counts 2001" edition.	40 states require schools and/or districts to report student assessment results to the public.
Adequate Yearly Progress for Disadvantaged Students The Bush plan would require states' definition of "adequate yearly progress" to apply specifically to disadvantaged students as well as to the overall student population. This expectation would serve to hold schools and districts accountable for improving the performance of disadvantaged students and to help educators, parents and others discern whether achievement gaps are closing.	All Maryland public schools and systems are held to the same satisfactory performance standard: to have 70% or greater students performing at the satisfactory level on the Maryland School Performance Assessment Program (MSPAP). Schools with large populations of disadvantaged students are held to the same standards as wealthier schools. Criteria for the Maryland School Performance Awards specifically requires that all racial/ethnic groups within a school make achievement gains in order for the school to be considered for a cash award.	14 states require that 90% or more students be expected to attain the target performance level. 40 states only define and measure "adequate yearly progress" for Title I school.
Annual NAEP Reading and Math Tests A sample of students in each state would be assessed annually with the National Assessment of Educational Progress (NAEP) 4th- and 8th-grade tests in reading and mathematics. Currently, states' participation in NAEP is voluntary.	Maryland participates in NAEP.	In 2000, 41 states participated in NAEP.

Goal	Maryland	Other States
Consequences for Failure		
The Bush plan would require states to develop a system of sanctions and rewards to hold districts and schools accountable for meeting performance objectives.	Maryland has a system of sanctions (local and state reconstitution) for low-performing schools and a system of rewards (Maryland School Performance Awards) for improving schools. Maryland does not specifically reward whole school systems for improved performance.	7 states reward districts 29 states sanction districts 20 states reward schools 32 states sanction schools

II. Improving Literacy by Putting Reading First

Goal	Maryland	Other States
Reading Programs		
States and local districts would have access to funds from the new Reading First program to implement comprehensive, research-based reading programs in kindergarten through 2nd grade.	This report does not credit Maryland's many efforts to improve reading performance through research-based programs. The state created a unique partnership, called the Center for Reading Excellence, with John Hopkins University and Kennedy Krieger Institute. Also, in 1999 Maryland was the recipient of a $14.2 million grant to improve reading among K-2 students living in poverty. Finally Maryland requires prospective teachers to take specific courses in how to teach reading	10 states are credited with requiring/encouraging schools and/or districts to use research-based reading programs.

III. Improving Teacher Quality

Goal	Maryland	Other States
High Standards for Professional Development States and local school districts would be permitted to use federal funding to strengthen the skills and knowledge of teachers, principals, and administrators. In return, states and districts would be required to ensure that federal funds promote the use of scientific, research-based and effective practice in the classroom.	Maryland supports teachers seeking certification from the National Board for Professional Teaching Standards. The State matches incentive contributions by local school systems for teachers who achieve national certification up to $2,000/year.	15 states offer teachers financial incentives to seek national certification. In the ECS report, Maryland is incorrectly omitted from this list of states.

Goal	Maryland	Other States
Innovative Teacher Reforms States and districts would be free to use their federal funds to promote innovative programs that improve teacher quality. Specific programs mentioned: alternative certification, tenure reform, merit-based teacher performance systems, differential and bonus pay for teachers in high-need subject areas and hard-to-staff schools, mentoring programs, and teacher certification and/or licensure reform.	Maryland has an alternative certification program; mentoring program; recruitment incentives; and a teacher standards board. Maryland offers pay incentives for teachers with advanced professional certificates in schools identified as low performing. The state does not have a merit-based pay program or policies requiring teacher evaluations based on student achievement.	Maryland is one of only 12 states with an alternative certification program that is rated "exemplary." 23 states have policies in place to support recruitment. 16 states have some kind of mentoring/support program for beginning teachers. Only four states have some kind of merit-based bay system. Only six states tie teacher evaluations to student performance.

Goal	Maryland	Other States
Teacher Protections Teachers, principals, and school board members acting in their official capacity would be shielded from federal liability arising out of their efforts to maintain classroom discipline.	Maryland has a state statute (Ed Art. 7-307) protecting teachers from state liability when they are carrying out their official duties and responsibilities.	14 states provide some form of protection to teachers from civil or civil liability.
Tax Deductions for Teachers Teachers would be eligible for federal tax deductions of up to $400 to help defray costs associated with out-of-pocket classroom expenses.	The state does not offer such a tax deduction. However, Maryland teachers are eligible for an annual $1,500 tuition tax credit designed to offset graduate tuition expenses necessary to maintain teaching certification.	Four states offer such a tax credit.

Goal	Maryland	Other States
Information About Teacher Quality Local districts would be required to disclose to parents, upon their request, information about the quality of their child's teachers, as defined by the state.	Maryland does not publish this information at a state level. Some districts provide this information at the local/school level.	5 states require schools/districts to report out-of-field teaching. 5 states require schools/districts to report teachers' level of experience and/or education. 10 states require schools/districts to report teacher attendance.

IV. Encouraging Safe Schools for the 21st Century

Goal	Maryland	Other States
Accountability for School Safety and Achievement States would be required to develop a definition of a "persistently dangerous school" and report on safety on a school-by-school basis.	Maryland has enacted policies dealing with the transfer of student records related to school safety. Maryland allows disruptive students to be placed in alternative programs. State law also requires each school system to develop a Code of Discipline. The state does not require schools to report publicly on school safety or discipline (including suspensions and expulsions). To meet a federal requirement, the state *does* collect discipline data including suspension and expulsions by system. This data is then reported to USDE.	34 states have enacted policies dealing with the transfer of student records related to school safety. 11 allow disruptive students to be placed in alternative programs. 10 states require schools/districts to report suspensions. 6 states require schools/districts to report expulsions.
Teacher Control Over Classrooms Teachers would be empowered by states to remove violent or persistently disruptive students from the classroom.	By state statute (Ed Art. 7-305), the principal has the right to suspend a student. Principals must confer with teachers upon returning the child to the classroom.	Only 7 states have such a policy.
Character Education The Bush plan would increase funding for character education grants to states and districts to train teachers in methods of incorporating character-building lessons and activities in the classroom.	Maryland encourages character education but does not require it. The Maryland Partnership in Character Education is a partnership between the Maryland State Department of Education and five local school systems (Baltimore City and Baltimore, Calvert, Frederick, and Prince George's counties).	Only 9 states require a character education program.

V. Improving Math and Science Instruction

Goal	Maryland	Other States
Partnerships State and local districts would be eligible to receive federal funds to help fund partnerships with institutions of higher education to improve the quality of K-12 math and science instruction.	Maryland has significant statewide math and science partnerships. One of the major ones is the Governor's Summer Math and Science Academy held annually at Towson State University. There is also a Summer Technology Academy	6 states have significant statewide math and science partnerships. 4 states have significant district math and science partnerships.

VI. Moving Limited English-Proficient Students to English Fluency

Goal	Maryland	Other States
Performance Objectives for Improving English Fluency States would be required to set performance objectives to ensure that limited English-proficiency children achieve English fluency within three years.	Maryland has not passed ballot initiatives concerning students with limited English proficiently. However, the State does provide targeted funding to local school systems to support increased English proficiency. Also LEP students are subject to the same testing as all other students.	Only two states (California and Arizona) have passed ballot initiatives.

VII. Promoting Parental Options and Innovative Programs

Goal	Maryland	Other States
Charter Schools Funding would be provided to assist charter schools with start-up costs, facilities, and other needs associated with creating high-quality schools.	Maryland does not have any state legislative provisions for charter schools. Schools may be chartered through local boards of education.	36 states and the District have enacted charter school laws.
School Choice The U.S. secretary of education would create and administer a fund to demonstrate, develop, implement, evaluate, and disseminate information on innovative approaches that promote school choice.	Maryland does not have open enrollment laws or voucher programs. Only one system, Howard County, provides for public school choice. The state does not allow tax credits/deductions for education-related expenses. Rather than promote school choice for students in low-performing schools, Maryland works to improve those schools for all students through state and local reconstitution.	33 states have open enrollment laws. 5 states have some form of publicly founded voucher program. 4 states allow tax credits/deductions for education-related expenses.

Maryland State Department of Education

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