2000 Annual Report: Review of Federal Advisory Committee

Committee Menu

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1. Department or Agency: Department of Education
2. Fiscal Year: 2000
3. Committee or SubCommittee: National Board of the Fund for the Improvement of Postsecondary Education
3b. GSA Committee No: 712
4. Is this New During Fiscal Year? No
5. Current Charter: 1/15/1999
6. Expected Renewal Date: 1/15/2001
7. Expected Term Date: 9/30/2003
8a. Was Terminated During FY? No
8b. Specific Termination Authority
8c. Actual Termination Date
9. Agency Recommendation for Next FY: Continue
10a. Legislation Req to Terminate?
10b. Legislation Pending?
11. Establishment Authority: Statutory(Congress Created)
12. Specific Establishment Authority: 20 U.S.C. 1138a
13. Effective Date: 10/3/1980
14. Committee Type: Continuing
14c. Presidential? No
15. Description of Committee: Other
16a. Total Number of Reports: No Reports for this Fiscal Year.
17a. Open: 2
17b. Closed: 0
17c. Partially Closed: 1
17d. Total Meetings: 3

Meeting Purposes and Dates

To provide an overview of the Fund's program status and special initiatives. To discuss personnel issues for a new Director.	10/7/1999 10/7/1999
To provide an overview and status update on special initiatives.	2/24/2000 2/24/2000
To make recommendations to the Director and Assistant Secretary for Postsecondary Education priorities for funding and procedures for grant awards.	7/24/2000 7/24/2000

	Current Fiscal Year	Next Fiscal Year
18a(1) Personnel Pmts to Non-Federal Members	$6,000	$6,000
18a(2) Personnel Pmts to Federal Members	$0	$0
18a(3) Personnel Pmts to Federal Staff	$85,930	$85,930
18a(4) Personnel Pmts to Non-member Consultants	$0	$0
18b(1) Travel and Per Diem to Non-Federal Members	$1,500	$14,000
18b(2) Travel and Per Diem to Federal Members	$0	$0
18b(3) Travel and Per Diem to Federal Staff	$0	$0
18b(4) Travel and Per Diem to Non-Member Consultants	$0	$0
18c Other(rents,user charges,graphics,printing,mail etc.)	$5,000	$12,000
18d Total	$98,430	$117,930
19. Federal Staff Support Years	0.8	0.8

20a. How does the Committee accomplish its purpose?

The purpose of the National Board of the Fund for the Improvement of Postsecondary Education (FIPSE) is to provide policy guidance and advice to the Secretary of Education, the Assistant Secretary for Postsecondary, and FIPSE's Director on the direction of the FIPSE program. The Board participated in Agenda project discussions with the Deputy Assistant Secretary, developing an agenda for postsecondary education for the future. The Office of Postsecondary Education expects to release this report in November 2000. In addition, the National Board of the Fund for the Improvement of Postsecondary Education participated in the annual ethics training, conducted by the Ethics Division of the Department of Education's Office of the General Counsel.

20b. How does the Committee balance its membership?

The balance of the Board is mandated by statute: not less than 8 public interest representatives and no more than 7 educational representatives.

20c. How frequent and relevant are the Committee meetings?

The Board meets two to three times annually according to the annual grant cycle to provide advice and guidance on the revision of priorities in FIPSE's competition guidelines and advice and guidance on the awarding of FIPSE grants.

20d. Why can't the advice or information this committee provides be obtained elsewhere?

The Board's functions are statutory requirements specified in Title VII, Part B, section 742 of the Higher Education Amendments of 1998, (20 U.S.C. 1138a). No other body or group of individuals can meet these legislative requirements.

20e. Why is it necessary to close and/or partially close committee meetings?

No meetings are completely closed. Meetings are partially closed to the public because the review and discussions of the applications and the qualifications of proposed staff to work on these grants are likely to disclose trade secrets and commercial or financial information obtained from a person and privileged or confidential, and to disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session.

21. Remarks

The National Board of the Fund for the Improvement of Postsecondary Education is established pursuant to section 1002 of the Higher Education Act of 1965 as amended in 1998. This legislation is continued through 9/30/2003.

Designated Federal Official: Dr Kenneth W. Tolo DFO

Committee Members	Occupation
Acosta, Mr. Thomas I.	Director, Solomon Smith Barney of New York
Daisley, Mr. Michael	Attorney, Wells and Daisley, P.A., North Carolina
Davies, Dr. Gordon K.	President, Council on Postsecondary Education, Kentucky
Farar, Ms. Debra S.	Educational Consultant, California
Fortune, Dr. Ronald F.	Retired, President and CEO oft he Computer Curriculum Corporation, California
Glynn, Reverend Edward L.	President, John Carroll University, Ohio
Jolley, Dr. Samuel D.	Acting Executive Officer/COO, Atlanta University Center, Inc., Georgia
Kappner, Dr. Augusta S.	President, Bank Street College of Education, New York
Kimball, Ms. Kristi L.	Student, Princeton University, New Jersey
Overton-Adkins, Dr. Betty J.	Director of Higher Education, W.K. Kellogg Foundation, Michigan
Robledo, Dr. Jose L.	Acting President, Harbor College, California
Rogers, Mr. James E.	CEO, Sunbelt Communications Company, Nevada
Spencer, Ms. A. Clayton	Associate Vice President for Higher Education Policy, Harvard University, Massachusetts
Taylor, Mr. Arthur R.	President and CEO, Muhlenberg College, Pennsylvania
Total Count of Committee Members	14

2000 Annual Report: Review of Federal Advisory Committee

Committee Menu

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1. Department or Agency: **Department of Education**

2. Fiscal Year: **2000**

3. Committee or SubCommittee: **National Educational Research Policy and Priorities Board**

3b. GSA Committee No: **1948**

4. Is this New During Fiscal Year? **No**

5. Current Charter: **10/1/2000**

6. Expected Renewal Date: **10/1/2002**

7. Expected Term Date:

8a. Was Terminated During FY? **No**

8b. Specific Termination Authority:

8c. Actual Termination Date:

9. Agency Recommendation for Next FY: **Continue**

10a. Legislation Req to Terminate?

10b. Legislation Pending?

11. Establishment Authority: **Statutory(Congress Created)**

12. Specific Establishment Authority: **20 U.S.C. 6021**

13. Effective Date: **10/1/1994**

14. Committee Type: **Continuing**

14c. Presidential? **No**

15. Description of Committee: **National Policy Issue Advisory Board**

16a. Total Number of Reports: **1**

16b. Report Titles and Dates

Investing in Learning/Investing in Research 9/22/2000

17a. Open: **3** 17b. Closed: **0** 17c. Partially Closed: **2** 17d. Total Meetings: **5**

Meeting Purposes and Dates

Executive Committee approves contracts for conference on middle grades academics	12/21/1999 12/21/1999
Quarterly mtg; made recommendations for future evaluations of regional education laboratories	1/20/2000 1/21/2000
Quarterly meeting; approved advertisement in CBD for sole source contract with NAS/NRC	3/16/2000 3/16/2000
Quarterly mtg.;approved moving ahead with NAS/NRC contract; thanked departing executive director	6/16/2000 6/16/2000
Quarterly mtg.; discuss and critique policy document for transition team; designated new ex. director	9/22/2000 9/22/2000

	Current Fiscal Year	Next Fiscal Year
18a(1) Personnel Pmts to Non-Federal Members	$8,837	$15,000
18a(2) Personnel Pmts to Federal Members	$0	$0
18a(3) Personnel Pmts to Federal Staff	$493,620	$500,000
18a(4) Personnel Pmts to Non-member Consultants	$0	$0
18b(1) Travel and Per Diem to Non-Federal Members	$58,615	$60,000
18b(2) Travel and Per Diem to Federal Members	$0	$0
18b(3) Travel and Per Diem to Federal Staff	$4,293	$7,000
18b(4) Travel and Per Diem to Non-Member Consultants	$0	$0
18c.Other(rents,user charges,graphics,printing,mail etc.)	$847,975	$750,000
18d Total	$1,413,340	$1,332,000
19. Federal Staff Support Years	5.0	5.0

20a How does the Committee accomplish its purpose?

The National Educational Research Policy and Priorities Board (Board) collaborates with the Assistant Secretary of the Office of Educational Research and Improvement (OERI) to establish a long-term agenda for educational research, development, and dissemination, and the activities of the Office. Problem-driven Research-- OERI responded to the Board's guidance and its priorities by establishing in FY 2000 programs of research and development in mathematics and reading education conducted by distinguished panels at the Rand Corporation. These programs will adopt, as recommended by the Board, a problem-centered approach involving a spectrum of researchers and practitioners, and will concentrate on the core problems of practice. This is an innovative approach which will focus on achieving specific educational goals, build communities of researchers, collaborate with other agencies, guide institution-based programs of Research and Development (R&D). It will also encourage the development of management strategies for planning and managing the proposed problem-centered programs, and suggest ways to operate study groups that can help OERI solicit future proposals for R&D. OERI is devoting a significant portion of its staff time to support of this effort. Standing Panels/Peer Review-- For its fall 2000 competition, OERI is reengineering its management of its Field Initiated Studies (FIS) grants program by creating 11 separate review panels in distinct substantive areas (e.g., "learning, teaching, and assessment of math and science," "teaching quality," "school improvement and restructuring"). The plan is for this structure to be maintained in future competitions, forming the basis for permanent standing review panels in these or related areas of study, consistent with the recommendations of the Board. New Authorizing Legislation-- Numerous Board recommendations are likewise reflected in conspicuous elements in the administration's proposals for the authorization of an educational research agency that would replace OERI. Positions advocated by the Board that were incorporated into the National Education Research Act include the establishment of expert panels, the appointment of a chief research officer for a term of six years, the establishment of a National Education Research Board, broadly stated research goals, and the authority to appoint research specialists for limited terms or on a temporary basis. National Conference on Curriculum, Instruction, and Assessment in the Middle Grades-- The Board sponsored this two-day conference in July to learn about successful research-based interventions and practices in middle-grades education in order to foster high achievement for all adolescents. The conference emphasized literacy, mathematics, and teacher professional development. The conference also elicited and identified areas for further research and development and provided input for the research priorities plan.

20b How does the Committee balance its membership?

As specified in the Board's authorizing legislation, the Board consists of 15 members from diverse backgrounds, representing educational researchers, the practitioner community, and others with informed perspectives on education from the public and private sectors. The Secretary of Education solicits nominations from numerous associations, education-related organizations, and interested members of the public. This formulation, required by law, assures that a wide spectrum of stakeholders and interest groups have representation and allows for collaboration between the theoretical and practical points of view. The Board's committees, which conduct its specialized activities, such as program preparation, peer review and standards, and research and development, also reflect the tripartite structure of the whole. The Board also consists of Ex Officio, nonvoting members including the Assistant Secretary for OERI, and may include the Director of Research for the Department of Denfense; the Director of Research for the Department of Labor; the Director of the National Science Foundation; the Director of the National Institutes of Health; the Chair of the National Endowment for the Arts; the Chair of the National Endowment for the Humanities; the Librarian of Congress; and the Director of the Office of Indian Education Programs of the Department of Interior.

20c How frequent and relevant are the Committee meetings?

The full Board meets at least four times a year, usually in January, March, June, and September, and its subcommittees meet on an as-needed basis in the interim to provide advice and recommendations pertaining to emerging initiatives in OERI and to advance its own work plan.

20d Why can't the advice or information this committee provides be obtained elsewhere?

In creating the Board, the Congress sought to establish a forum of 15 individuals distinguished for their accomplishments in the field of education. (Since their appointments to the Board, two members, for example, have become presidents of national associations). This body would provide non-partisan leadership and direction over a sustained period to the Federal effort in educational research. It would also forge a consensus on focusing resources where needs are greatest and where research will yield practical benefits in a timely manner. Because of the breadth of the members' expertise and its disinterested approach to research issues, the Board has achieved a distinctive identity and a level of credibility which has few peers in the in the field of educational research.

20e Why is it necessary to close and/or partially close committee meetings?

The Board held two partly closed meeting in FY 2000. A portion of the 1/21 meeting was closed under exemption 9 (b) of Section 552 (b) title 5 USC. During this time, the Board was briefed on pending continuations of contracts, referring to information with regard to trade secrets which is privileged and confidential. A portion of the 9/22 meeting was closed under exemptions (2) and (6)in which the Board heard a report on qualifications of individuals for the position of executive director.

21. Remarks

The Board is up for reauthorization in the OERI bill.

Designated Federal Official Dr. Thelma Leenhouts DFO

Committee Members	Occupation
Baltz, Ms. Patricia A.	Teacher, Camino Grove (CA) Elementary School
Bottoms, Dr. James E.	Senior Vice President, Southern Regional Education Board, Georgia
Braddock II, Dr. Jomills H.	Professor of Sociology, University of Miami, Florida
Bruer, Dr. John T.	President, James S. McDonnell Foundation, Missouri
Clark, Ms. Ann B.	Principal, Charlotte, North Carolina
Colwell, Dr. Rita R.	Director, National Science Foundation
Ferris, Dr. William R.	Chairman, National Endowment for the Humanities
Gordon, Dr. Edmund W.	Interim Vice President for Academic Affairs and Interim Dean, Teachers College, Columbia U.
Goren, Dr. Paul D.	Director, Child and Youth Development, Program on Human and Community Development, the John D. and Catherine T. MacArthur Foundation
Hakuta, Dr. Kenji	Professor of Education, Stanford University, California
Ivey, Mr. William J.	Chairman, National Endowment for the Arts
Kagan, Dr. Sharon L.	Associate, Bush Center in Child Development, Yale University, Connecticut
Lappan, Dr. Glenda T.	Professor of Mathematics, Michigan State University
Marley, Mr. Robert W.	Teacher, Wichita State University, Kansas
McGuire, Dr. C. Kent	Assistant Secretary, Office of Educational Research and Improvement
Mehojah, Mr. William	Director, Office of Indian Education Programs, Bureau of Indian Affairs, U.S. Department of Interior
Muhlestein, Ms. Joyce	Director, Family Information and Resource Center
Ortiz, Dr. Alba A.	Professor, College of Education, U. of Texas at Austin
Pelton, Ms. Claire L.	Director of Academic Services, Western Regional Office, The College Board, CA
Schelke, Dr. E. Lea	Teacher, Trenton High School, MI
Wandner, Dr. Stephen A.	Director, Research and Demonstration, U.S. Department of Labor
Total Count of Committee Members	12

2000 Annual Report: Review of Federal Advisory Committee

Committee Menu

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1. Department or Agency: Department of Education
2. Fiscal Year: 2000
3. Committee or SubCommittee: National Institute for Literacy Advisory Board
3b. GSA Committee No.: 714
4. Is this New During Fiscal Year?: No
5. Current Charter: 1/15/2000
6. Expected Renewal Date: 1/15/2002
7. Expected Term Date: 1/15/2002
8a. Was Terminated During FY?: No
8b. Specific Termination Authority:
8c. Actual Termination Date:
9. Agency Recommendation for Next FY: Continue
10a. Legislation Req to Terminate?:
10b. Legislation Pending?:
11. Establishment Authority: Statutory(Congress Created)
12. Specific Establishment Authority: 20 U.S.C. 1213c (f)
13. Effective Date: 7/25/1991
14. Committee Type: Continuing
14c. Presidential?: No
15. Description of Committee: Non Scientific Program Advisory Board
16a. Total Number of Reports: No Reports for this Fiscal Year.
17a. Open: 2
17b. Closed: 0
17c. Partially Closed: 0
17d. Total Meetings: 2

Meeting Purposes and Dates

To discuss plans for the National Literacy Summit to be held in February and the Institute's "Equipped for the Future" standards guide.	1/12/2000 1/12/2000
NIFL's three year program plan discussion	5/15/2000 5/16/2000

	Current Fiscal Year	Next Fiscal Year
18a(1) Personnel Pmts to Non-Federal Members	$1,830	$6,000
18a(2) Personnel Pmts to Federal Members	$0	$0
18a(3) Personnel Pmts to Federal Staff	$35,300	$36,000
18a(4) Personnel Pmts to Non-member Consultants	$0	$0
18b(1) Travel and Per Diem to Non-Federal Members	$20,665	$25,000
18b(2) Travel and Per Diem to Federal Members	$0	$0
18b(3) Travel and Per Diem to Federal Staff	$0	$0
18b(4) Travel and Per Diem to Non-Member Consultants	$0	$0
18c Other(rents,user charges,graphics,printing,mail etc.)	$10,000	$10,000
18d Total	$67,795	$77,000
19. Federal Staff Support Years	0.3	0.3

20a. How does the Committee accomplish its purpose?

The National Institute for Literacy Advisory Board (Board) has had a significant impact on the activities undertaken by the National Institute for Literacy (NIFL) in a number of ways. As a group, the Board has itself their regular meetings to discuss the mission of the NIFL and review its proposed activities and, as a result of this discussion has provided advice on the overall direction of the NIFL. In addition, the Board continues to play an active role in keeping the NIFL focused on interagency policy issues of importance to the literacy field. At each of the Board meetings the NIFL was made aware of reactive legislative policy issues on literacy and kept abreast of what concerns and needs in the literacy field. Suggestions and advice was given as to how the NIFL could and should be involved. The Board has also been helpful in giving advice on administrative issues, such as personnel, and has actively participated in the review and/or selection of NIFL fellowships.

20b. How does the Committee balance its membership?

The current Board provides a wide variety of perspectives from both within and outside the literacy field. Several Board members have long standing professional ties to the literacy field and bring a wealth of personal experience with the real issues facing literacy providers. The NIFL now has greater representation from individuals for whom literacy is a major interest but not a major part of their day to day work. This mix of Board members gives the NIFL staff and the Interagency Group a more diverse set of recommendations and opinions that has stimulated new ideas and potentially new work directions.

20c. How frequent and relevant are the Committee meetings?

The Board has been meeting three or four times a year, which is sufficient to carry out its substantive duties. The Board is now very involved in advising on program issues. The Board's advice on program issues is a critically important function that ensures that NIFL's work is relevant to the field.

20d. Why can't the advice or information this committee provides be obtained elsewhere?

While it would be possible to get advice from other sources on the operations of the NIFL, having a standing advisory committee benefits NIFL in a number of ways. First, it would be difficult to get the continuity of advice from ad hoc individuals. Many of our projects that cover multiple years are very complex. Having sustained advice is critical to the success of these projects. The diversity and representative nature of our Board also ensures that we do not leave out a segment of the literacy community in our plans. Finally, the ownership the Board feels from having agreed to serve on the Board provides a greater time commitment than might be expected from individuals without such an affiliation.

20e. Why is it necessary to close and/or partially close committee meetings?

No closed meetings held in FY 2000.

21. Remarks

Designated Federal Official: **Dr. Andrew J Hartman DFO**

Committee Members	Occupation
Deveaux, Mr Jon	**Executive Director, Literacy Partners Inc.**
Emblidge, Mr Mark	**Executive Director, Virginia Literacy Foundation**
Fay, Ms Toni	**Vice President of Community Relations, Time Warner Inc.**
Greene, Ms Mary D	**Regional Director, Children's Television Workshop**
Macias, Mr Reynaldo	**Professor of Education**
Mattleman, Ms. Marciene S.	**Director, Literacy Initiatives Public/Private Ventures**
Sarmiento, Mr Anthony R	**DESIGNATED-AFLCIO, Assistant Director, Education**
Simon, Mr Paul	**DESIGNATED-Director, Public Policy Institute**
Waihee, Ms Lynne	**Read to Me International Chair**

Total Count of Committee Members **9**

2000 Annual Report: Review of Federal Advisory Committee

Committee Menu

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1. Department or Agency: **Department of Education**

2. Fiscal Year: **2000**

3. Committee or SubCommittee: **President's Advisory Commission on Educational Excellence for Hispanic Americans**

3b. GSA Committee No: **147**

4. Is this New During Fiscal Year? No

5. Current Charter: 6/30/2000

6. Expected Renewal Date: 6/30/2000

7. Expected Term Date: 6/30/2002

8a. Was Terminated During FY? No

8b. Specific Termination Authority: E.O. 13138

8c. Actual Termination Date: 9/30/2001

9. Agency Recommendation for Next FY: Continue

10a. Legislation Req to Terminate?

10b. Legislation Pending?

11. Establishment Authority: Presidential

12. Specific Establishment Authority: E.O. 12900

13. Effective Date: 2/22/1994

14. Committee Type: Continuing

14c. Presidential? Yes

15. Description of Committee: National Policy Issue Advisory Board

16a. Total Number of Reports: 2

16b. Report Titles and Dates

Testing Hispanic Students in the United States: Technical and Policy Issues	5/30/2000
Creating the Will: Hispanics Achieving Educational Excellence	9/25/2000

17a. Open: 4 17b. Closed: 0 17c. Partially Closed: 0 17d. Total Meetings: 4

Meeting Purposes and Dates

Commission Executive Board meeting	1/8/2000 1/8/2000
Commission meeting and media briefing on the status of Latinos in higher education	3/9/2000 3/10/2000
WH Strategy Session on Educational Excellence for Hispanic Americans and Commission meeting	6/16/2000 6/16/2000
Release of Commission Report, Creating the Will: Hispanics Achieving Educational Excellence	9/25/2000 9/25/2000

	Current Fiscal Year	Next Fiscal Year
18a(1) Personnel Pmts to Non-Federal Members	$0	$0
18a(2) Personnel Pmts to Federal Members	$0	$0
18a(3) Personnel Pmts to Federal Staff	$220,000	$235,000
18a(4) Personnel Pmts to Non-member Consultants	$0	$0
18b(1) Travel and Per Diem to Non-Federal Members	$40,000	$35,000
18b(2) Travel and Per Diem to Federal Members	$0	$0
18b(3) Travel and Per Diem to Federal Staff	$32,000	$30,000
18b(4) Travel and Per Diem to Non-Member Consultants	$0	$0
18c.Other(rents,user charges,graphics,printing,mail etc.)	$370,500	$85,500
18d Total	$662,500	$385,500
19. Federal Staff Support Years	4.5	4.5

20a. How does the Committee accomplish its purpose?

The President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission) provides a vital and unique service to the United States population and federal government as it works to strengthen the Nation's capacity to provide high-quality education to Hispanics, and to increase opportunities for Hispanic Americans to participate in and benefit from federal education programs. Ultimately, the Commission's goal, in advising the President, is to significantly increase the level of educational attainment for Hispanic Americans. In FY2000, the Commission and White House Initiative staff hosted a national conference series entitled "Excelencia en Educacion: The Role of Parents in the Education of Their Children" begun in FY98 by visiting three additional cities--Chicago, Illinois; Miami, Florida; and Washington, DC. WHI staff worked with local community-based organizations in each city to create a conference that responded to the information and resource needs of Latino

parents in the community to enable them to help their children attain a quality education. Many federal agencies were involved and assisted in the outreach to the Latino community. These conferences were financially supported through interagency funds and account for the vast increase in the Commission's budget for FY2000. In FY2000, the Commission also submitted its final report, "Creating the Will: Hispanics Achieving Educational Excellence" to Secretary Riley and President Clinton. This report built upon the findings in their 1996 report and went beyond analysis to action. "Creating the Will" focused on what each sector--parents, schools, community-based organizations, the private sector, and government can do to improve the educational attainment of Hispanic students. The report provides targeted strategies that each sector can do and provides examples of programs making a difference throughout the nation. The Commission challenged every sector and every person in the nation to create the "will"--individual and political will--to take responsibility for eliminating the educational achievement gap of Hispanics in education by 2010.

20b. How does the Committee balance its membership?

The Commission is comprised of twenty-four members. Commission membership is composed as follows: 75 percent from the education and education-related sector, 15 percent from the community sector, and 10 percent from the business community. This composition permits a variety of experiences and viewpoints to bear on the issue of educational attainment for Hispanic Americans.

20c. How frequent and relevant are the Committee meetings?

Four meetings were held in FY 2000. At the January 2000 Executive Board meeting, the Board reviewed the particulars of the White House Initiative work plan and discussed the following issues: educational assessment, collaborative community partnerships and activities, federal agency efforts to provide greater educational opportunities for Hispanics, and the final Commission report. The Commission met again in March to discuss their final report in more detail and to have a media briefing on the status of Latinos in higher education. The Commission's June 2000 meeting was held in Washington, DC in conjunction with the White House Strategy Session on Educational Excellence for Hispanic Students. Other agenda items included: the creation and dissemination of multiple publications on Latinos in education, and the final Commission event. The September 2000 meeting provided the release of the Commission's final report, "Creating the Will: Hispanics Achieving Educational Excellence" and discussion of regional events to compliment the report highlighting activities of those creating the will to ensure educational excellence for Hispanic students.

20d. Why can't the advice or information this committee provides be obtained elsewhere?

Members of the Commission bring extensive experience working with educational issues within the Hispanic community across the United States. The collective advice of the membership addresses both the overall Hispanic community and the varying ethnic populations within this community. Often, federal education and education-related databases do not collect sufficient data on the Hispanic populations, thereby limiting the information available upon which informed decision-making can take place. Currently, there are no uniform and consistent methods and sub samples of data on Hispanics for cross-sectional surveys and longitudinal studies. The Commissioners are providing invaluable expertise in the planning and report process so we can draw meaningful conclusions about this population. The information will be unique because no where is it currently being provided, consistently throughout the federal government and across the country.

20e. Why is it necessary to close and/or partially close committee meetings?

No meetings were closed this fiscal year.

21. Remarks

The Department requested the continuancy of this Advisory Commission until 2001.

Designated Federal Official: Sarita E. Brown DFO

Committee Members	Occupations
Alvarado, Ms Linda	President, Alvarado Construction, Colorado
Archuleta, Ms Erlinda Paiz	Director, Regional Educational Services Unit, Colorado Department of Education
Barcinga, Ms Cecilia Preciado	Associate Dean, California State University at Monterey Bay
Castro, Dr George	Associate Dean of the College of Science at San Jose State University, California
Chavez, Ms Darlene Chavira	Student, Arizona State University, Arizona
Cortiella, Mr David J	President, Latino Professional Network, Massachusetts
Cruz, Ms Miriam	President, Equity Research Corporation, Washington, DC
Garcia, Dr Juliet Villareal	President, University of Texas-Brownsville and Texas Southmost College
Gonzalez, Dr Jose R	President, Inter-American University of Puerto Rico
Guzman, Dr Ana Margarita	Vice President of Cypress Creek Campus and Institutional Campus Development at Austin Community College, Texas
Hernandez, Ms Maria	Assistant Secretary, United States Department of Agriculture, Washington, DC
Hernandez, Dr Sonia	President and CEO, LAAMP/Learn

Linares, Mr Guillermo	Council Member, New York City, New York
Munoz, Mr Cipriano	Science Coordinator, William Taft High School, Texas
Pachon, Mr Harry P	President, Tomas Rivera Policy Institute, Claremont, California
Padron, Dr Eduardo	President, Miami-Dade Community College, Florida
Petrovich, Dr Janice	Director, Education and Culture Division, Ford Foundation, New York
Rodriguez, Dr Gloria	President, Avance Family Support and Education, Texas
Rojas, Mr Waldemar	Superintendent, Dallas Unified School District, Texas
Santiago, Dr Isaura	Professor, CUNY, New York
Santos, Mr John Phillip	Program Officer, Ford Foundation, New York
Vigil, Mr Samuel	President, Luna Vocational-Technical Institute, New Mexico (retired)
Wasserman, Ms Diana Cendoya	Member, School Board of Broward County, Florida
Zacarias, Dr Ruben	Superintendent of Los Angeles Unified School District, California (retired)
Total Count of Committee Members	24

2000 Annual Report: Review of Federal Advisory Committee

Committee Menu

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1. Department or Agency: Department of Education
2. Fiscal Year: 2000
3. Committee or SubCommittee: President's Board of Advisors on Historically Black Colleges and Universities
3b. GSA Committee No: 715
4. Is this New During Fiscal Year? No
5. Current Charter: 11/21/1999
6. Expected Renewal Date: 11/21/2001
7. Expected Term Date:
8a. Was Terminated During FY? No
8b. Specific Termination Authority: E.O. 13062
8c. Actual Termination Date: 9/30/2001
9. Agency Recommendation for Next FY: Continue
10a. Legislation Req to Terminate? No
10b. Legislation Pending?
11. Establishment Authority: Presidential
12. Specific Establishment Authority: E.O. 12876
13. Effective Date: 11/1/1993
14. Committee Type: Continuing
14c. Presidential? Yes
15. Description of Committee: National Policy Issue Advisory Board
16a. Total Number of Reports: No Reports for this Fiscal Year.
17a. Open: 3
17b. Closed: 0
17c. Partially Closed: 0
17d. Total Meetings: 3

Meeting Purposes and Dates

To discuss the status of federal agency support for Historically Black Colleges and Universities.	2/16/2000 9:00:00 AM 2/16/2000 5:00:00 PM
To develop strategies for future federal agency support for historically black colleges and universities	4/18/2000 9:00:00 AM 4/18/2000 5:00:00 PM
To review the Board's work and make recommendations for the future.	9/20/2000 9:00:00 AM 9/20/2000 5:00:00 PM

	Current Fiscal Year	Next Fiscal Year
18a(1) Personnel Pmts to Non-Federal Members	$0	$0
18a(2) Personnel Pmts to Federal Members	$0	$0
18a(3) Personnel Pmts to Federal Staff	$65,000	$65,000
18a(4) Personnel Pmts to Non-member Consultants	$10,000	$10,000
18b(1) Travel and Per Diem to Non-Federal Members	$40,000	$40,000
18b(2) Travel and Per Diem to Federal Members	$0	$0
18b(3) Travel and Per Diem to Federal Staff	$0	$0
18b(4) Travel and Per Diem to Non-Member Consultants	$0	$0
18c Other(rents,user charges,graphics,printing,mail etc.)	$12,000	$12,000
18d Total	$127,000	$127,000
19. Federal Staff Support Years	1.0	1.0

20a. How does the Committee accomplish its purpose?

Members of the President's Board of Advisors on Historically Black Colleges and Universities (HBCUs) met on February 16, 2000 to listen to presentations by, and engage in discussions with, a number of federal agency heads and senior staff members, regarding the status of agency support for HBCUs. Board members made recommendations for expanded and continued support, particularly for greater participation in competitive programs. Board members met on April 18, 2000, to hear presentations related to current federal agency programming opportunities for HBCUs. Members also received updates on desegregation cases and legislation impacting HBCUs. National HBCU Week was observed September 18-22,2000. The Board participated in a number of events and activities with the HBCU Presidents, Chancellors, and staff, and federal agency representatives in attendance. The Board met on September 20, 2000, during National HBCU Week, to review past accomplishments, and to develop transition recommendations for the new Administration.

20b. How does the Committee balance its membership?

The Board consists of highly respected representatives from varied and diverse backgrounds, each having keen insight into the educational needs of the population of students served by historically black colleges and universities. The committee is composed of six presidents of historically black colleges and universities, eight representatives from the private sector, three representatives from the non-profit sector, an attorney, one black college trustee, a church bishop, and a retired educator. Four of the Board members are former presidents of historically black colleges. Each member has had extensive involvement with the nation's historically black colleges and universities, either as former students, former and current administrators, or as college trustees. This composition assures a broad spectrum of viewpoints on issues relevant to the institutions the Board represents.

20c. How frequent and relevant are the Committee meetings?

The Board is chartered to meet a least two times per year but because of the critical issues confronting the colleges and the need for the Board to be proactive in developing supportive strategies and recommendations, additional meetings are sometimes required to meet these needs. Board members have a strong commitment to maximize federal agency support for HBCUs, and thus work tirelessly to this end.

20d. Why can't the advice or information this committee provides be obtained elsewhere?

The members of the Board possess a wealth of information and breadth of experience of value to federal policy makers. Because of the leadership positions that Board members hold in the African-American community, coupled with their diverse backgrounds in academic, private sector, and nonprofit organizations, the Board is able to provide the President and the Secretary with very valuable perspectives on educational challenges and opportunities that confront African American young people. The Board of Advisors is composed of inidviduals who have had experience administrating both large and small black colleges, public and private institutions. The depth of this expertise enables them to make sound and fruitful recommendations.

20e. Why is it necessary to close and/or partially close committee meetings?

N/A

21. Remarks

This Presidential Board has been recommended for continuacy by the Department.

Designated Federal Official: Ms Catherine W LeBlanc DFO

Committee Members	Occupation
Albright, Dr Robert	Educational Testing Service (Retired), Pennsylvania
Bronson, Dr Oswald P	President, Bethune-Cookman College, Florida
Edelin, Dr Ramona	Executive Director, Congressional Black Caucus Foundation
Everett, Mr Ralph	Managing Partner, Paul, Hastings, Janofsky, Walker, Washington, DC
Farrington, Mr Thomas	President and CEO, Farrington and Associates, Massachusetts
Freeman, Dr Kassie	Dean of Education, Dillard University, Louisiana
Hackley, Dr Lloyd V	Lloyd V. Hackley and Associates, North Carolina
Hankin, Mr Noel	Vice President, Corporate Affairs Schieffelin & Somnerset Co., New York
Humphries, Dr Frederick	President, Florida A&M University
Ish, Ms Lucile	Chairperson, Talladega College Board of Trustees, Alabama
James, Bishop Frederick C	African Methodist Church, (Retired) South Carolina
Jenkins, Dr Sebetha	President, Jarvis Christian College, Texas
Johnson, Mr Arthur E	Group Vice President, Lockheed Martin Federal Systems, Virginia
Joiner, Dr Burnett	President, (Former) Livingstone College, North Carolina
McLeod, Dr. Willis B.	Chancellor, Fayetteville State University, North Carolina
Richardson, Dr Earl S	President, Morgan State University, Maryland
Shakir, Dr Adib A	Senior Vice President, Cassidy and Associates, Washington, DC
Spikes, Dr Dolores R	President, University of Maryland, Eastern Shores, Maryland
Thomas, Dr Arthur E	President (Former), Central State University, Ohio
Titus, Dr Myer L	President, (Retired) Philander Smith College, Arkansas
Walker, Dr William	Principal, The Sonny Walker Group, Georgia
Wills-Duncan, Ms Barbara	Senior Partner, B.D. Wills and Associates, North Carolina

Total Count of Committee Members 22

2000 Annual Report: Review of Federal Advisory Committee

Committee Menu

11/29/2000 3:34:30 PM

1. Department or Agency: Department of Education
2. Fiscal Year: 2000
3. Committee or SubCommittee: President's Board of Advisors on Tribal Colleges and Universities
3b. GSA Committee No: 5199
4. Is this New During Fiscal Year? No
5. Current Charter: 8/15/1999
6. Expected Renewal Date: 8/15/2001
7. Expected Term Date:
8a. Was Terminated During FY? No
8b. Specific Termination Authority: E.O. 13138
8c. Actual Termination Date:
9. Agency Recommendation for Next FY: Continue
10a. Legislation Req to Terminate?
10b. Legislation Pending?
11. Establishment Authority: Presidential
12. Specific Establishment Authority: EO 13021
13. Effective Date: 10/19/1996
14. Committee Type: Continuing
14c. Presidential? Yes
15. Description of Committee: National Policy Issue Advisory Board
16a. Total Number of Reports: 1
16b. Report Titles and Dates

Options for a Federal Role in Infrastructure Development at Tribal Colleges and Universities: A Report to the White House Initiative on TCUs 2/1/2000

17a. Open: 2 17b. Closed: 0 17c. Partially Closed: 0 17d. Total Meetings: 2

Meeting Purposes and Dates

To develop priority objectives and discuss strategic planning based on the goals of the Executive Order. 2/11/2000 2/12/2000

To convene major and national American Indian education organizations and discuss National Indian Education Blueprint and communication strategies. 3/31/2000 3/31/2000

	Current Fiscal Year	Next Fiscal Year
18a(1) Personnel Pmts to Non-Federal Members	$0	$0
18a(2) Personnel Pmts to Federal Members	$0	$0
18a(3) Personnel Pmts to Federal Staff	$35,500	$55,445
18a(4) Personnel Pmts to Non-member Consultants	$0	$0
18b(1) Travel and Per Diem to Non-Federal Members	$25,000	$30,000
18b(2) Travel and Per Diem to Federal Members	$0	$0
18b(3) Travel and Per Diem to Federal Staff	$7,000	$7,000
18b(4) Travel and Per Diem to Non-Member Consultants	$3,000	$3,000
18c.Other(rents,asst charges,graphics,printing,mail etc.)	$0	$0
18d Total	$70,500	$95,445
19. Federal Staff Support Years	0.3	0.3

20a. How does the Committee accomplish its purpose?

The President's Board of Advisors on Tribal Colleges and Universities met in February 2000 to prioritize key issues for its annual report and agency five-year planning and to provide guidance and support for the work of the White House Initiative office during the remainder of 2000. The board focused on priorities in seven areas, as set forth in Executive Order 13021: Pre-K through 12 linkages and reform; Native Culture and Language; Institutional Planning and Sustainability; Institutional Accountability; Faculty Resources and Development; TCU Facilities Needs; and Technology. Following the meeting, the White House Initiative Office staff devoted a major portion of its time on these areas, and in particular, on pre-K through 12 linkages, TCU facilities needs, and technology. (a) Pre-K to 12 Linkages & Reform: Based on a motion of the board, the Chairman convened a meeting of leaders from national, tribal, state, and local Indian education organizations on March 30, 2000 in Albuquerque, New Mexico. More than 70 organizations were represented, with many of the groups coming together for the first time. The meeting led to a renewed commitment to working together on a "National Indian Education Blueprint" and to maintaining communication on key issues via electronic mediums, such as web sites

and listservs. The group agreed to continue planning of the Blueprint at the Fall 2000 meeting of the National Indian Education Association, for presentation to the new presidential administration and the Congress early in 2001. (b) TCU Facilities Needs: Based on a report prepared by the Institute for Higher Education Policy for the Board and the White House Initiative, staff worked with tribal colleges, federal agencies, and the Congress to secure initial funding, and in some cases, authority, for facilities renovation and construction at tribal colleges. In the Fiscal Year 2001 budget process, approximately $17 million in new funding was allocated for this critical area of need. The Initiative's goal is to match the private sector funding effort. (c) Technology: To address the acute technological needs of Tribal Colleges and their reservation communities, staff worked with Board members to plan and implemented The Circle of Prosperity: Tribal Colleges, Tradition, and Technology. The Circle of Prosperity is an exciting public-private initiative to create a national framework for bringing state-of-the-art technology to tribal colleges and their communities. The initiative is in five phases: Phase I involved the adoption by the tribal colleges of "guiding principles" for the initiative; Phase II was a meeting of TCU presidents and representatives in July 2000 to articulate visions and objectives for the initiative; Phase III was the Tribal College Technology Prosperity Game, a 2.5 day event that brought together major political and economic stakeholders to develop a coordinated national framework for TCU Technology. Through the highly interactive, fast-paced, and remarkably effective strategic planning Prosperity Game,™ participants engaged in team interaction aimed at identifying challenges and developing policy options and strategies for the coordinated national framework. Sector teams included federal, tribal, and state governments; Tribal Colleges and their education partners; the provider community; and R&D. Phase IV of the initiative was held within weeks of the Prosperity Game™ and involved a smaller group of strategic planners. Their objective was to refine the plans begun at the Game. The planning session included innovative and cutting edge computer modeling and simulation, which helped the participants determine the what, who, how, and when of the strategic plans. Phase V of the Circle of Prosperity will be held in February 2001, when tribal college presidents and the President's Board of Advisors present the plan to the president and others. At the close of fiscal year 2000, the White House Initiative Office had a staff of two. Each staff member spent 25 percent of her time on activities directly related to initial organization of the Board and other activities within the Board's scope and duties. The remainder of the staff's time was spent on other activities required under Executive Order 13021, including activities pursuant to Board directive but consistent with office duties set forth under the executive order, administrative matters and departmental duties.

20b. How does the Committee balance its membership?

Fifteen members were appointed by the President in July 1999. They include representatives from the Tribal Colleges and Universities, other institutions of higher education, foundations, the private sector, and tribal governments. A majority of the board members are members of federally recognized Indian tribes.

20c. How frequent and relevant are the Committee meetings?

The President's Board of Advisors on Tribal Colleges and Universities met twice in Fiscal Year 2000. The Chairman of the Board, pursuant to motions passed by the Board, convened the meetings in consultation with the Designated Federal Official. The Board meets at least twice a year, or more depending on the work schedule.

20d. Why can't the advice or information this committee provides be obtained elsewhere?

The President's Board of Advisors on Tribal Colleges and Universities is made up of a diverse national group of Tribal College presidents, private and nonprofit sector representatives, public officials, and individuals from the education community, who are committed to coming together to share their expertise with the President and the Nation. They will provide advice to the President on strategies for achieving agency compliance with the Executive Order and on ways in which new public-private partnerships and intiatives can assist this Nation's tribal colleges and universities in achieving their mission of bringing economic development and higher education to their communities and their people. The Board will report on agency progress toward achieving the goals of the Executive Order and make recommendations to the President and the Secretary of Education. Without guidance and expertise from individuals such as the Board members, federal agencies and potential private sector partners could have difficulty in prioritizing initiatives, implementing the Executive Order on Tribal Colleges and Universities, and assisting tribal colleges in their efforts to create education and economic opportunities for all American Indians.

20e. Why is it necessary to close and/or partially close committee meetings?

N/A

21. Remarks

Designated Federal Official: Ms. Carrie L. Billy Executive Director, and DFO

Committee Members	Designation
Bernstein, Dr. Alison R.	The Ford Foundation
Bordeaux, Dr. Lionel	Sinte Gleska University
Colonnese, Dr. Thomas	University of Washington
Fowler, Dr. Verna	College of the Menominee Nation
Lewis Jr., Dr. Tommy	Northwest Indian College
Martin, Dr. Joseph	Northern Arizona University
McDonald, Dr. Joseph	Salish Kootenai College
Monette, Dr. Gerald "Carty"	Turtle Mountain Community College

Norris, Honorable Debora L.	Arizona State House of Representatives
Pease-Pretty On Top, Dr. Janine	Little Big Horn College
Peterson, Dr. Anne C.	The W.K. Kellogg Foundation
Roessel Esq., Faith Ruth	Attorney-At-Law
Stauber, Dr. Karl N.	Northwest Area Foundation
Trudell Esq., Richard	American Indian Resources Institute
Williams, Honorable Patrick	Former Congressman/Center for the Rocky Mountain West
Total Count of Committee Members	15

2000 Annual Report: Review of Federal Advisory Committee

Committee Menu

11/29/2000 6:18:46 PM

1. Department or Agency: **Department of Education**

2. Fiscal Year: **2000**

3. Committee or SubCommittee: **National Commission on Mathematics and Science Teaching for the 21st Century**

3b. GSA Committee No.: **5267**

4. Is this New During Fiscal Year? **No**

5. Current Charter: **4/6/1999**

6. Expected Renewal Date:

7. Expected Term Date: **12/31/2000**

8a. Was Terminated During FY? **No**

8b. Specific Termination Authority:

8c. Actual Termination Date:

9. Agency Recommendation for Next FY: **Terminate**

10a. Legislation Req to Terminate? **No**

10b. Legislation Pending?

11. Establishment Authority: **Agency Authority**

12. Specific Establishment Authority:

13. Effective Date: **3/23/1999**

14. Committee Type: **Ad Hoc**

14c. Presidential? **No**

15. Description of Committee: **National Policy Issue Advisory Board**

16a. Total Number of Reports: **1**

16b. Report Titles and Dates

Before It's Too Late: A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century — 9/27/2000 10:00:00 AM

17a Open: **4** 17b Closed: **0** 17c Partially Closed: **0** 17d Total Meetings **4**

Meeting Purposes and Dates

To review what is known about effective teaching that supports high levels of mathematical and scientific achievement among all students, and to consider what it takes to enable teachers to teach in this way.	11/29/1999 11/30/1999
To explore potential uses of technology to support high quality teaching; issues related to recruitment, induction, and professional development; and to review a draft of initial chapters of their report.	3/6/2000 3/7/2000
To consider issues of financial incentives; alternative routes to certificaton, and preparation for teachers of mathematics and science; to focus on a draft of the Commission's report; and to agree on a set of general recommendations.	5/8/2000 5/9/2000
To focus on a draft of the Commission's report and the final recommendations contained therein, related Commission products, and plans for dissemination.	7/13/2000 7/14/2000

	Current Fiscal Year	Next Fiscal Year
18a(1) Personnel Pmts to Non-Federal Members	$0	$0
18a(2) Personnel Pmts to Federal Members	$0	$0
18a(3) Personnel Pmts to Federal Staff	$296,222	$61,915
18a(4) Personnel Pmts to Non-member Consultants	$25,533	$2,000
18b(1) Travel and Per Diem to Non-Federal Members	$36,633	$7,000
18b(2) Travel and Per Diem to Federal Members	$0	$0
18b(3) Travel and Per Diem to Federal Staff	$6,156	$2,000
18b(4) Travel and Per Diem to Non-Member Consultants	$15,817	$8,000
18c Other(rents,user charges,graphics,printing,mail etc.)	$626,983	$15,000
18d Total	$1,007,344	$95,915
19. Federal Staff Support Years	3.9	0.6

20a. How does the Committee accomplish its purpose?

The Commission held meetings which included plenary discussions as well as invited presentations to assist the members in carrying out their charge to create an action strategy aimed at improving the quality of mathematics and science teaching in K-12 classes nationwide. Agenda books with background information for each meeting were prepared by staff, in consultation with the Chairman and various members, and distributed to the members. The meetings were open to the public. The Commission sought input from the public and from educators, researchers, and other members of the community via "virtual hearings" through an online interactive discussion forum linked to the Commission's web site. The public could also provide input to the deliberations of the Commission by calling or writing. The Department of Education supported the work of the Commission by providing staff and funds for administration. The Commission produced a report that emphasizes that good teaching is the key to improved student achievement and recommended three goals and corresponding action strategies that focus on: improving the knowledge and skills of current math and science teachers; increasing the number of well-prepared teachers; and improving the working environment to make the profession more attractive. It outlines concrete steps that every school, district and state can implement to help ensure that instruction in math and science are of the highest quality.

20b. How does the Committee balance its membership?

The Commission had 25 members and 8 ex officio members and was comprised of a diverse and talented group of individuals who represented many of the stakeholders in mathematics and science teaching, individuals chosen for their broad expertise and for their potential to help implement the recommendations that emerge from their deliberations. They included 33 of the Nation's finest business and education leaders; public officials at the Federal, national, State, and local levels; and teachers of mathematics and science.

20c. How frequent and relevant are the Committee meetings?

The Commission met at the call of the Chairperson, with the concurrence of the Designated Federal Official who was present at all meetings. Four meetings were held in FY 2000. The meetings provided a forum for the members to share their expertise, hear from invited experts, to discuss their charge, and ultimately develop recommendations and corresponding action strategies.

20d. Why can't the advice or information this committee provides be obtained elsewhere?

High quality teaching is critical to improving student achievement in mathematics and science. There has been considerable study and numerous efforts focused on the preparation and support of teachers for quite some time. Nevertheless, math and science teaching in the nation is not what it should be. Far too many U.S. students finish high school without mastering the challenging mathematics and science necessary for success in higher education and in the competitive knowledge-based economy of the 21st century. Unfortunately, many of those who provide mathematics and science instruction today lack the appropriate credentials and licensure for the subjects they teach, and many of those who are appropriately certified are under-prepared in their disciplines. In fact, a study released by Secretary Riley reported that many teachers desire better training and support. Equally problematic is that most teachers do not have opportunities to collaborate and reflect on the process of teaching and learning in order to improve their professional practice. Future teacher shortages--especially in mathematics and science--and student population growth are likely to exacerbate these problems. The Commission focused on cutting-edge efforts and considered what significant changes need to be made to improve the quality of math and science teaching in classrooms K-12 in order to improve student achievement in these areas.

20e. Why is it necessary to close and/or partially close committee meetings?

All meetings were open to the public.

21. Remarks

This Commission is a discretionary committee established by the Secretary of Education. The Commission has completed its purpose by producing a report decribing specific action steps that federal, state, and local policymakers can take to address math and science teacher supply and quality issues. The Commission is scheduled to terminate on December 31, 2000.

Designated Federal Official: Dr. Linda P. Rosen Executive Director and DFO

Committee Members	Occupation
Alberts, Dr. Bruce	President, National Academy of Sciences
Ball, Dr. Deborah Loewenberg	professor of mathematic education
Barrett, Dr. Craig R.	President and CEO, Intel Corp.
Briars, Dr. Diane J.	mathematics director, Pittsburgh Public Schools
Chestnut, Rep. Cynthia Moore	member, Florida House
Colwell, Dr. Rita R.	Director, National Science Foundation
Feldman, Sandra	President, American Federation of Teachers
Geringer, Gov. James E.	Governor, Wyoming
Glenn, John	former U.S. Senator and astronaut
Goldin, Daniel S.	Administrator, NASA
Gonzalez, Javier	mathematics teacher
Grignon, Dr. Gerilyn	V.P., Academic Affairs

Himmelstein, Jeffrey	supervisor of science instruction
Holt, Rep. Rush	U.S. Representative, New Jersey
House, Dr. N. Gerry	Superintendent, Memphis City Schools
Hunt Jr., Gov. James B.	Governor, North Carolina
Jeffords, Sen. James M.	U.S. Senator, Vermont
Jolly, Anne	Science Department Chair and science teacher
Keenan, Nancy	Montana superintendent of public instruction
Kennedy, Sen. Edward Moore	U.S. Senator, Massachusetts
Kimmelman, Dr. Paul L.	Superintendent, West Northfield School District No. 31
Kirwan, Dr. William E.	President, The Ohio State University
Lane, Dr. Neal F.	Assistant to the President and Director, Office of Science and Technology Policy
Lopez-Freeman, Maria Alicia	Executive director, California Science Project
Massey, Dr. Walter E.	President, Morehouse College
Metts, Dr. Iris T.	Superintendent, Prince George's County (MD) Public Schools
Morella, Rep. Connie	U.S. Representative, Maryland
Richardson, Secretary Bill	Secretary of Energy
Riley, Secretary Richard W.	Secretary of Education
Rust Jr., Edward B.	Chairman and CEO, State Farm Mutual Automobile Insurance Company
Slater, Secretary Rodney E.	Secretary of Transportation
Smith Jr., Dr. Jerome F.	Chancellor for Education and Professional Development, DOD
Tien, Dr. Chang-Lin	Professor of Engineering, Univ. of Calif., Berkeley
Van Roekel, Dennis	Secretary-Treasurer, NEA
Total Count of Committee Members	34

2000 Annual Report: Review of Federal Advisory Committee

Committee Menu

11/27/2000 1:01:44 PM

1. Department or Agency: Department of Education

2. Fiscal Year: 2000

3. Committee or SubCommittee: Web-Based Education Commission

3b. GSA Committee No: 5265

4. Is this New During Fiscal Year? No

5. Current Charter: 2/16/1999

6. Expected Renewal Date: 2/16/2001

7. Expected Term Date: 3/12/2001

8a. Was Terminated During FY? No

8b. Specific Termination Authority

8c. Actual Termination Date

9. Agency Recommendation for Next FY: Continue

10a. Legislation Req to Terminate?

10b. Legislation Pending?

11. Establishment Authority: Statutory(Congress Created)

12. Specific Establishment Authority: Sec. 852(a), P.L. 105-244

13. Effective Date: 10/7/1998

14. Committee Type: Ad Hoc

14c. Presidential?: Yes

15. Description of Committee: National Policy Issue Advisory Board

16a. Total Number of Reports: No Reports for this Fiscal Year.

17a. Open: 9 17b. Closed: 1 17c. Partially Closed: 0 17d. Total Meetings: 10

Meeting Purposes and Dates

The orientation of new members, elect of the Chairperson, ethic	11/16/1999 11/17/1999
To formulate the Mission of the Commission.	1/6/2000 1/6/2000
To establish an agenda and get testimony from invitees.	2/2/2000 2/3/2000
To discuss status of preparations for hearing in April.	3/2/2000 3/2/2000
To capture the perspectives of the nation's top business, government and education leaders who are l	4/7/2000 4/7/2000
To discuss status of working groups.	5/25/2000 5/25/2000
Capture expert testimony on the effect of the Internet on K-12 learning.	6/26/2000 6/28/2000
To examine online access, courses and programs, accreditation and assessment, distributive learning, costs and financial assistance, postsecondary education regulations, faculty issues, and the postsecondary education marketplace.	7/19/2000 7/20/2000
To focus on a number of issues not fully addressed at previous hearings; monority polulations, disabilities, privacy and protection, research and development, and others.	9/14/2000 9/15/2000
To discuss key findings for the Commission's final report.	9/27/2000 9/27/2000

	Current Fiscal Year	Next Fiscal Year
18a(1) Personnel Pmts to Non-Federal Members	$0	$0
18a(2) Personnel Pmts to Federal Members	$0	$0
18a(3) Personnel Pmts to Federal Staff	$264,968	$113,000
18a(4) Personnel Pmts to Non-member Consultants	$101,728	$10,000
18b(1) Travel and Per Diem to Non-Federal Members	$51,407	$10,000
18b(2) Travel and Per Diem to Federal Members	$0	$0
18b(3) Travel and Per Diem to Federal Staff	$13,000	$0
18b(4) Travel and Per Diem to Non-Member Consultants	$0	$0
18c Other(rents,user charges,graphics,printing,mail etc.)	$13,506	$117,000
18d Total	$444,609	$250,000
19. Federal Staff Support Years	4.0	4.0

20a. How does the Committee accomplish its purpose?

The methodology the Commission used to accomplish its purpose was three-fold: (1) analysis of information, models, and experiences educators and others have had in deploying the Internet and learning; (2) public hearings with leading experts in education and Internet technologies; and (3) specific "e-testimony" submitted by experts and the general public to augment the first two approaches.

20b. How does the Committee balance its membership?

The Commission is comprised of sixteen members of which, three are appointed by the President, from among individuals representing the Internet technology industry; three are appointed by the Secretary of Education, whose expertise in accreditation, establishing statewide curricula, and establishing information technology networks pertaining to education curricula; two are appointed by the Majority Leader of the Senate; three are appointed by the Minority Leader of the Senate; two are appointed by the Speaker of the House; three are appointed by the Minority Leader of the House.

20c. How frequent and relevant are the Committee meetings?

The Commission established a schedule that included six hearings, Washington, DC (November 16-17, 1999; Washington, DC (February 2-3, 2000); Silicon Valley, CA (April 7-8, 2000); Atlanta, GA (June 26, 2000); Washington, DC (July 19-20, 2000); Washington, DC (September 14-15, 2000); and several conference calls. The hearings directly related to addressing the mission and objective of the Commission. The mission of the Commission is to propose policy recommendations to help ensure all learners have full and equal access to the capabilities of the World Wide Web, and to ensure that online content and learning strategies are affordable and meet the highest standards of educational equality. The Commission has established three principal objectives: (1) Articulate a comprehensive policy "road-map" for key education stakeholders, public policy officials, and the private sector. (2) Establish a strong presence on the World Wide Web that is a focal point of discussion and debate over the key policies affecting the deployment of Web-based content and learning strategies. (3) Provide specific policy guidance to Congress regarding how the Web can help improve student achievement as part of the Elementary and Secondary Education Act (ESEA) reauthorization.

20d. Why can't the advice or information this committee provides be obtained elsewhere?

Congress feels there is a requirement by government to conduct a thorough study to assess the educational software in retail markets for secondary and postsecondary students. The Commission is charged with reporting its findings and conclusions resulting from the study, and making recommendations as 1) to such legislation and administrative actions as the Commission considers to be appropriate; and 2) access the appropriate Federal role in determining quality educational software products.

20e. Why is it necessary to close and/or partially close committee meetings?

The September 27, 2000 meeting was to discuss the key findings for the Commission's final report. All other hearing and meetings were open to the public.

21. Remarks

Congress is working on continuing legislation for the Commission.

Designated Federal Official: Mr. Jay Noell DFO

Committee Members	Occupation
Abraham, Dr. Patricia S.	Professor, Dept. of Technology and Education, Mississippi State University
Arkatov, Mr. Alan	Founder and Chairman, Online Learning.net, Los Angeles, California
Bailey, Mr. George	Assistant to the Vice-President for Research, The University of Montana
Bingaman, Honorable Jeff	Senator, New Mexico
Brown, Dr. Richard W.	Director of Instructional Services, Walden University
Collins, Ms. Susan R.	Senior Vice President/General Manager, bigchalk.com
Enzi, Honorable Michael B.	U.S. Senator from Wyoming
Fattah, Honorable Chaka	Congressman, Pennsylvania
Gage, Mr. John	Director of Science, SunMicrosystems, Palo Alto, CA
Gowen, Dr. Richard J.	President, South Dakota School of Mines and Technology
Isakson, Honorable Johnny	U.S. Congressman from Georgia
Kerrey, Honorable Bob	Senator, Nebraska
King, Mr. Douglas	President and CEO, St. Louis Science Center, St. Louis MO
McGinn, Ms. Florence	English Teacher, Hunterdon Central Reginal High School, Flemington, NJ
Pfund, Dr. Nancy	Managing Director, Chase H&Q
Winston, Mr. David	Senior Vice-President, Fabrizio, Mclaughlin, and Associates, Alexandria, VA

Total Count of Committee Members	16

Contact: Erica Lepping (202) 401-3026

Remarks of U.S. Secretary of Education Richard W. Riley
The Growing Importance of International Education
La Maison Francaise
Washington, D.C., April 19, 2000

Good morning. Thank you Ambassador for your gracious introduction. And may I ask you to stay here for a moment. I want to extend my thanks to the French Ambassador and his wife Anne for their graciousness in hosting this occasion. I would also like to thank Daimler-Chrysler, the corporate sponsor as well for their generosity.

I would like to present the Ambassador with a gift and with this gift comes a story. As many of you know, much of Europe was hit by a devastating ice storm last winter. News stories recounted how tens of thousands of trees were either damaged or destroyed including many at the palace of Versailles.

This news story touched a group of school children in Fayette, Georgia, a town named after one of the first great friends of the United States, the Marquis de Lafayette. And these children came up with a wonderful gift.

To assist me in making the presentation I would like to ask Erica and Alyson Faller to come forward.

These two young women are students at Greenbelt Middle School in Prince Georges County. The school sponsors a French and English dual language program. I have asked the twins to translate for me in my presentation to the Ambassador.

(translate) In response to the loss of so many trees in France, the children of Fayette, Georgia started a successful campaign to send 10,000 new trees to France. As a result of this wonderful gesture our continuing friendship with France grows stronger.

(translate) I am pleased to present on behalf of the children of Fayette, a new seedling, the first of several thousand trees that are now being shipped to France. This tree is a Valley Forge elm tree from our National Arboretum. As all Americans know, Valley Forge has a special place in American history.

Thank you Erica and Alyson for your lovely translation.

Education is now on the World Agenda

Now let me share with you my thoughts on the importance of international education. I have just returned from a two-week trip to Asia, which included important meetings with the education ministers from the G-8 and APEC (Asia Pacific Economic Cooperation). These education leaders represented the hopes and aspirations of almost 3 billion people and together they

represented over 80% of the world's wealth. This is also a timely opportunity to make this report. In a few weeks, educators and leaders from around the world will assemble in Dakar, Senegal for the World Education Forum. Norma Cantu, one of my assistant secretaries, will be representing me at this important conference.

Today, I would like to report back to you on my meetings with my fellow G-8 and APEC education ministers. I would also like to suggest a series of new steps to re-energize the cause of international education here in the United States. The United States has much to learn, as well as, gain by such an engagement with the world. I also believe that the United States needs to have a clear and strong national policy when it comes international education.

The U.S. Department of Education has a long tradition of active engagement with educators from around the world. Each year, over 1,500 educators from other nations visit our department to learn about the state of American education. In my seven years as the U.S. Secretary of Education, I have seen an enormous increase in the number of education ministers who take the time to visit with me.

Education has taken its place along with trade and economics, keeping the peace, the increasing mobility of the world's people, and other major issues on the agenda of international meetings. In 1998, at the Summit of the Americas, for example, education was the number one item on the agenda for discussion by the hemisphere's 34 heads of state and government.

Virtually every nation sent its education minister as well. Here a story is in order. Education was put on the agenda for the Summit of the Americas because President Cardozo of Brazil called President Clinton after listening to President Clinton's State of the Union speech, which placed such a strong emphasis on the importance of education.

This past summer, the G-8 nations' leaders discussed education at their Summit meeting in Cologne, Germany. And education will clearly be a major topic of discussion in the upcoming G-8 Summit this summer in Okinawa, Japan.

The growing importance of education is a new international development, and I do not see it going away. Every sensible leader recognizes that the wealth of a nation in the information age – the economic, social and cultural wealth -- lies in its people and what they know and can do.

Whether a country prospers economically depends largely on its human capital; whether democracies old and new flourish, and whether citizens treat one another with trust and respect depends on the values and practices that can be learned both at home and in school.

Education is the key determinant of the success of individuals as well as nations. Many Americans would be astonished to learn that education is one of this nation's leading growth sectors when it comes to international trade.

But the beauty and the benefit of discussing education on a global stage is that it's not a zero sum game; what I gain in the exchange is not a loss to you; our sharing what we have learned about education practice benefits both of us. The concerns of the many visitors who come to visit us in Washington are often the same as my own. How do we close the achievement gap between advantaged and disadvantaged students? How do we prepare teachers to teach with new technologies?

How do we reach the millions of children and adults who do not have the even the most basic skills like reading? How do we transform our educational systems so that they are less rigid, more creative and more able to adapt to the demands of the 21st century?

Tom Friedman, the foreign affairs correspondent for the New York Times, may have captured what is especially new about this new era when he wrote, "the biggest foreign policy issue is now the biggest domestic issue: education. In this eras of globalization we think we need to get smarter to survive in a world without walls." I think Tom Friedman has it about right. "Saber es poder"- knowledge is power- is a Spanish phrase that captures this sentiment as well.

I also believe there is something else that is important to consider. For much of the last 50 years international education was often defined by Cold War imperatives. Now, we are in a new time and much of the world fortunately is at peace. Let us use this time wisely and define a new set of principles for international education that respond to the contemporary challenges of our time.

Principles that encourage intellectual freedom, democracy building, human rights, the peaceful resolution of disputes, cultural diversity and a willingness to see the advance of education for the good of all, including the millions of children in the developing world who have no schooling.

I hope to encourage such a dialogue by giving this address today. So let me begin by offering a brief account from my recent trip and then suggest a series of opportunities and actions that we can take together

A Report from the Field

In the course of my two-week trip to Asia, which included separate visits to China and Thailand, I had the opportunity to talk with education ministers from many developed and developing countries. Let me give you a report card of what I saw and heard on specific areas of interest: technology; academics and social development; teacher quality; decentralization, access to higher education, and the importance every nation places on increasing exchanges.

Technology: There is a clear recognition that technology can and will transform education. As a result, many countries are investing heavily in information technology. There is a widespread recognition that technology

can be a powerful addition to teacher training and preparation. At the same time, there is growing recognition that many teachers' lack the skills they need to take advantage of this new technology.

These leaders also recognize that more information does not necessarily translate into an increase in knowledge, much less the wisdom to discern what is important and to be valued. This suggests that we must do much more to give teachers and students many of the skills they need to analyze and understand larger volumes of information.

There was also a great awareness about the digital divide within countries and between developed and developing countries. Many ministers expressed a strong desire to use technology to create classroom-to-classroom connections via the Internet as a way to build cultural awareness and to foster bilingual and multi-lingual language study. And it goes without saying that distance learning will reshape -- and at the same time - offer us many new opportunities to expand the scope and breadth of international education.

Academics and Social Development: Educators from China, Japan and Singapore are re-evaluating their educational systems and looking for a new balance between academics and social development. For generations these nations have put a premium on academics and a rigorous testing system. There is now growing recognition in these countries, however, that these current practices limit opportunities for creativity and innovation. And they like us are increasingly interested in civic and moral development along with academics.

There is a great deal of interest in these countries in our efforts here in the United States to create after-school programs, to promote character education, to encourage family, community and business involvement, and to expand arts education. The art exhibited here today through the generosity of the International Child Art Foundation, clearly shows us that when we allow children to explore their creativity through the arts, they shine.

Almost all nations are eager to make sure that their students learn additional languages, particularly English. The ministers of several nations including Russia, China, and Thailand are interested in examining ways that we can help them develop high quality English instruction.

I will be the first to tell you that we Americans have much to learn from other nation's when it comes to learning new languages, and we are just as eager for help. More than any other developed nation the United States has fallen behind when it comes to teaching our students the importance of learning an additional language. My two assistants --Erica and Alyson -- are more the exception than the rule and we need to change that.

Teacher Quality: Like many educators and policy makers in the United States, my counterparts in other nations have a growing concern about recruiting and preparing the next generation of teachers. Like the United States, many nations face a growing shortage of teachers in specialized field like math, science, and helping children with disabilities.

There also seems to be a growing degree of dismay about current practices in teacher education, the preparation of new teachers entering the profession, and the lack of real professional development. This concern about the state of the teaching profession extends even to Asian countries that traditionally have revered teaching as a profession.

Decentralization: One of the more interesting aspects of my conversations is the search for what I call a new and balanced model of education that is appropriate for the 21st century. Nations with strong traditions of national education systems are seeking to achieve greater levels of decentralization.

At the same time, here in the United States I see a new trend emerging -- states governments are assuming more power over low-performing schools that need to improve. All this suggests to me that all of us are searching for a new and more flexible model of education --with a new balance of responsibility -- that fits our times.

My department has worked very successfully in creating a new model of education built around the concept of partnerships -linking high schools and universities, reaching out to parents, community groups and business leaders, engaging the private sector and foundations to encourage educational reform.

Over 27,000 American college students, for example, are working as reading tutors in our elementary schools across America. And we have a very, exciting partnership initiative called GEAR-UP that is now linking hundreds of our middle schools to colleges and universities to create new pathways to college.

Higher Education: Many nations are facing an increased demand for higher education and are taking a new look at the diversity of America's system of higher education, including our unique community college system. As one expert wrote, the United States has a "highly forgiving" system that allows more than one opportunity to gain a college degree.

Nations that traditionally have relied on one single exam to gain admission to college are starting to see some advantage in the American willingness to give students more than one opportunity to gain a higher education. And every nation is aware that the Internet will reshape higher education, and that there is much work to be done now to create a new framework for distance learning.

Increasing International Exchanges: Every nation is keen on fostering greater faculty and student exchanges. The G-8, for example, has adopted a goal of doubling exchanges in the next 10 years. The European Union is working very aggressively to grapple with those core specifics - from credit transfers, to joint programs, to financial aid, to housing arrangements - that can lead to the doubling of exchange programs.

Asian countries also have a strong desire to increase such exchange opportunities. Sometimes, other countries find it difficult to make the necessary connections to carry out these exchanges given the independent

nature of our system of higher education system.
The United States has been very fortunate to have a large number of foreign exchange students on our college campuses. Almost 500,000 foreign students are currently studying at American colleges and universities.

About half of these students are in graduate education where they make a valuable contribution to this nation's research effort. These students bring at least $9 billion per year to our economy, and they enrich our campuses and communities in non-economic ways, too. They develop life-long friendships, which benefit both nations in countless ways.

It is clear to me from my conversations with other ministers that other nations see new opportunity in such exchanges and are working very hard to make their exchanges opportunities more attractive, more accessible and less costly. This is something we should welcome, but at the same time it should encourage the United States to re-examine what we are doing as well. We should not be resting on our laurels. I am pleased that the number of American students studying abroad has more than doubled in the last decade. Last year, about 114,000 American students were studying abroad, a 14.6% increase over the year before. This is a very positive trend. But much more needs to be done to create new exchange opportunities for American students.

At the very least, the United States should meet the newly established G-8 goal of at least doubling its exchange opportunities in higher education in the next ten years, and that means finding news ways of sending and recruiting twice as many students.

This concludes my brief report card. As you can see, many, many issues are on the international education agenda. Let me now set the stage for a series of proposals that I would like to put forward by talking about the growing importance of international education.

The Importance of International Education

I begin by stating the obvious -- in this new global environment when you can e-mail a colleague in Japan or download a chapter of a book from Paris – we have many more opportunities to learn from each other. This new education era is defined by the freedom of information, a freedom that will surely enhance the power of individuals to make choices about their lives.

This opportunity to learn from each other allows all of us to improve the education of all of our children. The United States, for example, looks to other countries to benchmark the performance of our students and our system of public education. Assessments like the Third International Mathematics and Science Study (TIMSS) allow us to evaluate both our academic strengths and weaknesses.

Sometimes the results of these assessments lead to a rude awakening and lend themselves to a certain amount of humility. And that's healthy. When other nations are doing well in teaching certain fields, we need to know what

they are doing so we can improve our own educational system.

When I visited Singapore for the APEC conference I made a point of visiting a high school to see first hand why Singapore leads the world in math instruction. The very important Glenn Commission, under the leadership of former astronaut and Senator John Glenn, is currently reviewing math and science instruction in the United States. So this was a timely visit.

Many experts believe America's math curriculum is an inch deep and a mile wide and that we do not challenge our students enough. My visit to Singapore confirms this opinion. The textbooks that students in Singapore use, for example, are much thinner and much more focused. Students in 9th and 10th grade in Singapore are doing work that American students do in the 11th and 12th grade.

The United States also has much to learn from our colleagues in the European Union. France and Italy are well known for their wonderful systems of early childhood education. In the U.S., many states are now actively working to create a more formal system of universal pre-k. So it makes a great deal of sense to me for American educators to be reaching out to our French and Italian colleagues, who have a wealth of experience. At the same time, the United States has much to contribute as well. The United States has a wonderful system of higher education that attracts hundreds of thousands of foreign students each year. We also have much to contribute when it comes to educational research, the use of technology, and improving the education of children with disabilities.

The United States, for example, has a very strong record in working with the international disability community on issues dealing with education, technology, and employment. My Department supports the work of several international centers including the World Institute on Disability, located in Berkeley, California.

This May, I will be traveling to Ireland to attend a conference of educators, from both the Republic and Northern Ireland, that will have strong focus on educating children with disabilities. On the same trip I will be visiting London to meet with my British counterparts to discuss a joint conference on how to turn around failing schools.

Some educational issues can only be addressed together. A good example is distance education. The implications both for our learners and our educational institutions are enormous and this is particularly true in higher education.

There are a host of questions that must be addressed. How do we determine the quality of the offerings? How to confer and recognize credentials? How do we work together to close the digital divide? These are questions that will require international cooperation.

Let me suggest another important area of co-operation -- what I call the

power of educational diplomacy. Many of the conflicts that we are seeing today - Kosovo, Rwanda, the troubles of Northern Ireland, the Middle East, East Timor – spring, at least, in part from ethnic intolerance.

Building tolerance and respect for others and strengthening the capacity of citizens to participate in civil society needs to take place in the home and in schools. Promoting democracy through education is something that my department is pleased to support through the 50 nation "Civitas" movement. Each year, we spend $7 million dollars to encourage such civic and economic exchanges.

I strongly believe that the growth of democracy, economic prosperity and economic stability throughout the world is linked to the advance of education. This is one of the strongest reasons why the United States should have an active and strong international education agenda. Education and democracy go hand in hand.

As a great democracy, the United States has a vested interest in promoting democracy and economic stability through out the world. When we help democracy and economic prosperity in the rest of the world, we are also helping ourselves beyond the fact that it is right thing to do.

All through out the world there are thousands of leaders in other nations – political, economic and social leaders – who got a taste of democracy in all of its complexity when they came to study here in the United States. They saw America, in all our goodness and in some of our excesses, too.

But more than anything they were able to get in touch with the American people and understand why the American people care so deeply about freedom and democracy. People matter, democracy matters and advancing education through out the world makes a powerful difference.

The United States Contribution to International Education

Let me now suggest how the United States can contribute to the advance of international education. Obviously we can begin by an increased focus on international education by our own government. This is why my Department and the Department of State have asked President Clinton to issue a new executive memorandum that would renew and strengthen the federal government's commitment to international education. And he will sign it today.

This memorandum calls for the federal government, in partnership with others, to promote study abroad by a broader and more diverse group of U.S. students. Today, only about 9 percent of our undergraduate students study abroad, and less than a third of those spend a semester or more; and very few of them represent minorities that make up our growing student population.

The directive also calls for other new efforts: new attention to encouraging more young people to come to America as exchange students; strengthen support for foreign language learning at all levels; and new efforts to make

sure that international education is an integral component of U.S. undergraduate education.

My friends, we must build on the great foundation of the Fulbright Scholarship program, and not just rest on its reputation in these new times.

One hundred American institutions of higher learning, for example, educate half of all foreign exchange students. Surely, we can find new ways to encourage many other colleges and universities to become more active in the international arena.

I also believe that many more American college students need to see the world with a new set of eyes. And the best way to do that is to study overseas.

A small college in Minnesota – Saint Olaf College – does something quite remarkable, over 90% of its students study abroad. That's very unusual. Only nine colleges and universities in the entire United States, including Georgetown University and American University here in the District, send over 20% of their students overseas.

I would be happy if every college in the United States set the goal of making sure that 20% of their students participated in some type of exchange program over the next 10 years. I look forward to working with America's higher education community to create these new types of opportunities.

A second part of a new American agenda has to be recognition that the United States must become much more of an engaged member of the international community by once again becoming an active member of UNESCO. Time and time again on my recent trip, other education ministers asked me why the United States did not rejoin the new and reformed UNESCO.

UNESCO offers the broadest world forum for action on making education for all a reality. The United States should have a seat in that forum. I urge members of Congress to authorize the funds necessary to make it possible. As I said earlier, the United States, like other wealthy nations, has both a responsibility and a vested interest in strengthening education in developing countries.

According to UNESCO -- the United Nations Educational, Scientific and Cultural Organization -- more than 113 million children worldwide still have no access to primary education, and 60 percent of those are girls.

When young girls are educated, not only do they increase their future earning power, they also raise healthier children with a brighter future.

This is one good reason why President Clinton's is asking the Congress for a 50% increase in our international assistance for basic education. This is the right priority and I strongly support this proposal.

We must also press forward in coming to grips with how distance learning will reshape higher education around the world. This September my department will host our National Conference on Technology which each year has a growing number of international participants.

In addition, I invite members of the international community to co-host and participate in an "experts" meeting the following day on distance learning and higher education. I know that this issue is of very high importance to leaders of higher education around the world. I believe that a meeting of international experts and leaders in American higher education can set the stage for a larger international summit on this very important matter.

I also believe that the Internet can foster classroom to classroom exchanges that allow young people to learn about each other from each other. Many American teachers are already establishing these types of connections on their own. I can tell you that it makes a difference.

Several years ago I visited a school in Knollwood, Maryland with Vice-President Gore. The two students were connected through the Internet with two students in Ethiopia. I asked them what had they learned through this exchange. One of the students looked up at said, " we have learned to be friends."

It would be my hope that every elementary and secondary school in the United States, public and private, would establish a relationship with school from another country to build these types of classroom to classroom connections. This would give all children a broader worldview, and I hope that it would encourage many more American children to learn a foreign language.

This is something I care about. What I call English + One, or bi-literacy. I can tell you that when Michelin came to South Carolina to build a new plant when I was Governor, the people in my state who spoke French were put at the front of the line when it came to good jobs.

In countries from Spain to Singapore, all children are studying a second and often a third language. And because English is increasingly the language of commerce and the Internet, there is very strong demand for English-language learning almost everywhere. Others want to learn English, and we can learn their languages.

I am strong supporter of high quality dual-immersion schools that help children to learn English and another language. We currently have 260 of these types of schools in the United States. I believe we should raise that number to at least 1,000. Currently, we are requesting $310 million in bilingual education programs that could support these types of schools. This is a $54 million increase over last year.

This also leads me to make this last suggestion. Many nations would like additional help in teaching their children English. The Peace Corps for

generations has done a wonderful job in this regard but the Peace Corps cannot do it alone.

I believe retired American teachers and, indeed, the many baby-boomers nearing retirement and thinking about a second career would fine great satisfaction in participating in such an endeavor. With proper training I believe these Americans could make a contribution. I look forward to a discussion with interested groups around such a proposal.

Conclusion

Through out my address I have spoken about the growing importance of international education and the need for America to engage the world.

Yes, we are fortunate to be a great superpower. But with that power comes a responsibility to work with other nations, to respect their points of view, and to work with educators throughout the world to help every child and adult to reach their full potential.

This is in America's larger interests and it is also the right thing to do. We can learn from each other, and with each other, and we can learn in so many different ways in this new information era.
For it is my sincere belief that by advancing education at all levels – from teaching a child to read in Africa or sending a young American off to Paris on a Fulbright scholarship – we enrich our world.

The freedom to learn is, to my way of thinking, a basic human right. And by expanding this freedom to learn we strengthen democracy, encourage prosperity and inspire new intellectual thought and inquiry.

This is why international education is so important and why I have spoken about it at some length today. Thank you.

MEMORANDUM OF UNDERSTANDING
ON EDUCATION
BETWEEN THE
GOVERNMENT OF THE UNITED STATES OF AMERICA
AND THE
GOVERNMENT OF THE FEDERATIVE REPUBLIC OF BRAZIL

The Government of the United States of America

and

The Government of the Federative Republic of Brazil

(hereinafter referred to as the "Parties")

Bearing in mind the objectives of the Agreement effected by exchange of notes on the "Education Commission for Educational Exchange and Financing of Exchange Programs," that entered into force on October 19, 1966, and the Agreement between the United States of America and the Federative Republic of Brazil relating to "Cooperation in Science and Technology," that entered into force May 16, 1986, and was extended on January 30, 1996, have determined to implement a "Partnership for Education" through this Memorandum of Understanding.

1. The Parties intend to enhance and expand cooperative efforts in the education based on the following guidelines:

a) Activities under this Memorandum will be conducted in accordance with the constitutions and applicable laws and regulations of the Parties, and will be subject to the availability of appropriated funds in the respective countries. Within this framework, the Parties will make every effort to promote favorable conditions for the fulfillment of this cooperation and these exchanges.

b) The Parties will attempt to identify new areas for joint activities in the field of education and wherever they deem appropriate to strengthen or expand existing programs.

2. In carrying out this Memorandum, the Parties in particular intend to:

a) Encourage and facilitate closer relationships between their respective federal, state and local education agencies and offices, schools and school systems, post-secondary institutions, appropriate educational organizations, other educational entities, and private sector establishments involved in education in the two countries.

b) Encourage mutually beneficial educational activities involving policy makers, researchers, scholars, faculty members, teaches, educational administrators, and other specialists.

c) Emphasize the following topics in their cooperative activities: effective uses of technologies in education; activities aimed at ensuring that every child learns through educational standards, assessments, and indicators; strengthening preparation of teachers and school managers; diversifying educational exchanges; and enhancing family, community and business involvement in education.

3. Specific mutually agreed-upon activities to be undertaken pursuant to this Memorandum are included in the Annex. Additional activities may be agreed upon by the Parties in accord with the objectives of the Memorandum.

4. The U.S. executive agency with primary responsibility for implementing this Memorandum is the Department of education, in consultation with the Department of State and the United States Information Agency; the Agency for International Development, the National Science Foundation, and the National Endowment for the Humanities. The executive agency of the Federative Republic of Brazil with primary responsibility for implementing this Memorandum is the Ministry of Education and Sports, in consultation with the Ministry of External Relations, the Ministry of Science and Technology, the Ministry of Communications, the National Council for Scientific and Technological Development, and the Foundation for the Coordination of Personnel Development in Higher Education. Other agencies may be invited to participate in this Partnership on both sides.

5. The Parties establish an Education Partnership Implementation Commission (EPIC) in which the representatives of the Parties will meet periodically to review progress made in implementing programs in each of the five major substantive areas that make up the Partnership. The preparation for such meetings, their timing and their agendas will be established through diplomatic channels.

6. Unless otherwise agreed, each Party and executive agency is to bear the costs of its participation.

7. This Memorandum will take effect upon signature and activities will continue under it until December 31, 1999, after which it will be automatically extended for successive two-year periods unless one Party notifies the other in writing of its desire to terminate it no later than June 30, 1999, or six months before either Party intends to cease cooperating under this Memorandum of Understanding.

Done at Brasilia on October 14, 1997, in duplicate, in the English and Portuguese languages, both texts being equally authentic.

FOR THE GOVERNMENT OF THE UNITED STATES OF AMERICA:

FOR THE GOVERNMENT OF THE FEDERATIVE REPUBLIC OF BRAZIL:

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Oct.9, 1997

ANNEX

In the implementation of the Memorandum of Understanding, the Parties plan to undertake the following activities for the period November 1, 1997 through December 31, 1999.

Technology in Education

1. The Parties will put forward their best efforts to facilitate cooperative development, testing and evaluation of both new and existing technologies, in order to share knowledge on how they can best be used to enhance learning and communication. The Parties recognize that education and the development of a modern information infrastructure are the keys to the future in promotion economic growth and opportunity.

These efforts will be implemented through activities such as the following:

a) Launching a dialogue with the private sector in both countries on developing a range of solutions for using technology in the classroom.

b) Exchanging research and evaluation findings on the impact and effectiveness of technology in education on student learning and working to engage the private sector in holding meetings of experts on the effectiveness of distance learning and computer-based instruction.

c) Cooperating on the parallel development, deployment, and evaluation of applications and tools for the Next Generation Internet Initiative (NGII) through training human resources, installing, as appropriate, state-of-the-art equipment and software, and implementing high bandwidth testbed experiments. Both governments will work to expand the collaboration of the education and science communities in these research and education efforts.

d) Seeking to create a jointly sponsored internet-based site on the languages and cultures of the United States and Brazil. The internet site, which may be developed by teacher-training universities in the United States and Brazil, could be designed to make accessible in one place standards-related teaching materials on the two languages and cultures to facilitate substantive interaction between United States and Brazilian teachers.

e) Exploring ways to link United States and Brazilian classrooms, teachers and students using computer and telecommunications technology. This might include a launch of an internet-based teachers forum and/or the expansion of an international, internet-based student network such as Project GLOBE. Exploring possibilities of creating shared repositories of internet-based courseware.

f) Taking steps to facilitate the establishment of United States-Brazil school-to-school relationships among leaders in specific aspects of technology.

g) Cooperating to facilitate learning of both Portuguese and English as second languages (PSL and ESL) in the United States and Brazil, through the use of technology.

Educational Standards, Assessments and Indicators

2. Jointly convening a policy dialogue on establishing educational standards in decentralized systems. Inviting policy makers and other experts from the United States and Brazil, from the national and state levels, to share experiences in establishing standards.

3. Engaging in cooperative efforts to review and facilitate development of standards-based student assessment, by sharing experiences and technical expertise on national-level design and implementation of large scale assessments to evaluate student performance, in the context of helping all children reach the standards.

4. Working cooperatively to develop world-class systems of education statistics and indicators compatible with existing (OECD and UNESCO) international indicator efforts.

5. Engaging in joint research and study about enhancing reading and mathematics achievement in the early grades.

6. Exchanging information and technical experts to facilitate the participation of both countries in the next round of the Third International Mathematics and Science Study (TIMSS).

Strengthening Professional Development of Teachers and School Managers

7. Initiating a dialogue about improving programs for the preparation of teachers and school managers.

8. Exploring with appropriate authorities, including at the state level, the feasibility of establishing exchanges of United States and Brazilian primary and/or secondary school teachers of Portuguese and English as second languages, to strengthen the language and cultural skills of these teachers and build the capacity of local communities in both countries to provide appropriate instructional programs.

9. Cooperating to improve the teaching and learning of science.

10. Exchanging and jointly evaluating designs and methodology of professional development for teachers, including programs delivered through distance learning.

11. Exchanging information and exploring the possibility of conducting joint research on training principals to implement school-based management.

Diversifying Educational Exchanges Between the United States and Brazil

12. Establishing an exchange program for United States and Brazilian students majoring in mutually agreed upon academic areas, such as engineering and technology, to spend up to one calendar year in our respective countries attending classes and interning in firms related to their areas of study.

13. Establishing methods for enhancing institutional linkages between United States and Brazilian universities and other educational institutions to enhance the mobility of faculty and students and promote mutual recognition of credits and studies.

14. Holding a seminar in Brazil for United States university faculty members and/or school teachers to enhance and interdisciplinary understanding of Brazilian culture. Holding a seminar in the United States for Brazilian professors and/or school teachers to enhance an interdisciplinary understanding of United States culture.

Enhancing Business, Community and Family Involvement in Education

15. Establishing a dialogue and facilitating consultation by experts to share practical experiences in strengthening the involvement of businesses, communities and families in education, and explore avenues for encouraging expansion of school-business partnership to improve the quality of education.

Further Activities

16. The Parties, in consultation with appropriate agencies, may engage in other activities to carry out the purposes of this Memorandum of Understanding through exchange of letters.

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Oct. 9, 1997

UNDERSTANDING ON EDUCATION BETWEEN THE GOVERNMENT OF THE UNITED STATES OF AMERICA AND THE GOVERNMENT OF DENMARK

The Government of the United States of America and the Government of Denmark, herein after referred to as the Participants;

Desiring to promote better understanding between the peoples of the United States of America and Denmark, to strengthen the relationships between the two countries through education, and to improve the education systems of each country;

Believing that the expansion of mutually beneficial cooperation and exchanges facilitates the achievement of these aims; and

Desiring to strengthen the links already existing between the educational communities in both countries,

Have reached the following understandings:

ARTICLE I: GENERAL PRINCIPLES

The Participants intend to enhance and expand cooperative efforts in education according to the following general principles:

A. The Participants plan to encourage and develop cooperation and exchanges in the field of education on the basis of equality, mutual benefit, and reciprocity.

B. Such exchanges and cooperation are subject to the constitutional and applicable laws and regulations of the respective countries, and to the availability of funds. Within this framework, the Participants intend to make every effort to promote favorable conditions for the fulfillment of this cooperation and these exchanges.

C. The cooperation contemplated in this Understanding is not intended to affect relations currently established between educational agencies, institutions, or school systems of the Participants. Rather, the Participants intend to identify new areas for joint activities, or, where deemed appropriate by all concerned, to strengthen or expand existing programs.

ARTICLE II: METHODS OF COOPERATION

A. In carrying out the general principles of this Understanding, the Participants intend to:

1. Encourage and facilitate closer relationships between educational agencies and offices, schools and school systems, postsecondary institutions, appropriate educational organizations, business, labor and other educational stakeholders in the two countries, with special emphasis on vocational education initiatives that support systemic innovations as well as institutional partnerships between Danish Technical and Business Colleges and United States Community Colleges.

2. Encourage mutually beneficial educational activities involving researchers, scholars, faculty members, teachers, educational administrators, students and other specialists to lecture, teach, conduct research, and develop cooperative programs, in higher education and secondary education.

B. The Participants intend to emphasize:

1. Cooperation that facilitates exchanges and dialogue centered on vocational and technical education, methods, evaluation and research, as well as apprenticeship programs and work-based learning.
2. Introducing an international dimension into vocational and technical education through development of new learning methods and courses, sharing expertise and innovation, and sharing experience in quality assessment, benchmarking and skill standards.

ARTICLE III: ORGANIZATION AND COOPERATION

A. The executive agency for fulfilling the Understanding for the United States of America is the Department of Education, in consultation with the Department of State. The executive agency for fulfilling the Understanding for the Government of Denmark is the Ministry of Education, in consultation with the Ministry of Foreign Affairs. Each executive agency may designate an entity within such agency to coordinate functions under this Understanding.

B. The Participants expect to create a Steering Group that will meet periodically to review the implementation of this Understanding and to develop specific programs of mutual benefit within its framework. At these meetings, which may include representatives of other interested organizations as appropriate, the participants also intend to exchange views on the state of educational cooperation between the two countries. The preparation for such meetings, their timing and their agendas, should be established through appropriate channels.

ARTICLE IV: METHOD OF IMPLEMENTATION

A. Specific activities to be undertaken under this Understanding which have been decided upon by both executive agencies are included in the Annex.

B. Additional annexes may provide for new activities as mutually decided by the executive agencies.

ARTICLE V: FINANCING

Unless otherwise decided, each executive agency shall bear the costs of its participation.

ARTICLE VI: TERM OF UNDERSTANDING

Activities under this Understanding commence December 1, 2000, and continue until December 31, 2003. The Understanding may be extended for successive three-year periods unless one Participant notifies the other of the termination thereof no later than June 30, 2003, or not less than six months prior to the expiration of any such three year period.

DONE at _____, in duplicate, this _____ day of _____, 2000.

FOR THE GOVERNMENT OF THE UNITED STATES OF AMERICA

FOR THE GOVERNMENT OF DENMARK

ANNEX

ACTIVITIES TO BE UNDERTAKEN IN 2000-2003 UNDER UNDERSTANDING ON EDUCATION BETWEEN THE GOVERNMENT OF THE UNITED STATES OF AMERICA AND THE GOVERNMENT OF DENMARK

In the implementation of the Understanding, the Participants intend to focus on the following activities for the period December 1, 2000 through December 31, 2003.

In carrying out these activities, the Participants note that both governments have, through parallel action, dedicated financial and other resources to programs or projects that should further the purposes of the Understanding.

1. The Participants intend to explore the possibilities of cooperation, information sharing, and research relating to the development of skill standards, curriculum, assessment and teacher development in areas of common interest.
2. The Participants intend to explore collaborative efforts regarding the effective use of technology resources to improve: business and vocational education in colleges; practical training; applied learning and distance education.
3. The Participants intend to explore the possibilities of carrying out a project related to the theme of joint development of learning organizations (and related pedagogy) and institutional partnerships.
4. The Participants intend to explore the possibilities of implementing educational exchanges between the two countries during the period covered by this Annex. The Participants intend that the focus of this activity should be on personnel involved in helping

educational institutions and other educational stakeholders develop joint programs in manufacturing technology and communications technology and other areas of common interest.

5. The Participants intend to explore areas for continued cooperation at all levels of postsecondary education, including matters relating to vocational education and training.

6. The Participants intend to continue to build support for joint activities having a special emphasis on creating partnerships between education and business.

The Participants may determine to carry out other activities during the period of this Annex, such determinations to be made through an exchange of letters.

SECRETARY RICHARD RILEY SCHOOLS BY CATEGORY AND DATE MARCH 1993 – JAN. 2001

	Date	Name	City/Town	Code
1	4/30/93	University of New Orleans	New Orleans, LA	Col/Univ
2	5/8/93	University of AK, Fayetteville	Fayetteville, AK	Col/Univ
3	9/24/93	Rodgers State College	Claremore, OK	Col/Univ
4	10/10/93	Furman University	Greenville, SC	Col/Univ
5	10/12/93	UNC Chapel Hill	Chapel Hill, NC	Col/Univ
6	10/21/93	Kennedy School of Gov't	Boston, MA	Col/Univ
7	11/15/93	UDC	Washington, DC	Col/Univ
8	1/12/94	University of Wisconsin	Madison, WI	Col/Univ
9	1/14/94	Howard University	Washington, DC	Col/Univ
10	2/15/94	Georgetown University	Washington, DC	Col/Univ
11	3/24/94	George Washington Univ.	Washington, DC	Col/Univ
12	5/17/94	Georgetown Law School	Washington, DC	Col/Univ
13	6/13/94	UNLV	Las Vegas, NV	Col/Univ
14	7/5/94	University of Hawaii	Honolulu, HI	Col/Univ
15	8/15/94	George Washington University	Washington, DC	Col/Univ
16	9/9/94	Tusculum College Convocation	Greenville, TN	Col/Univ
17	10/13/94	George Washington Univ	Washington, DC	Col/Univ
18	2/15/95	UCR	Riverside, CA	Col/Univ
19	3/29/95	Emory University	Atlanta, GA	Col/Univ
20	4/18/95	Furman University	Greenville, SC	Col/Univ
21	5/19/95	George Washington Univ.	Washington, DC	Col/Univ
22	6/10/95	Ohio University	Athens, OH	Col/Univ
23	6/13/95	Harvard University	Boston, MA	Col/Univ
24	6/17/95	UC Davis	Davis, CA	Col/Univ
25	6/18/95	UC Berkeley	Berkeley, CA	Col/Univ
26	7/6/95	Georgetown University	Washington, DC	Col/Univ
27	9/12/95	Univ of MO at Columbia	Columbia, MO	Col/Univ
28	10/8/95	College of Charleston	Charleston, SC	Col/Univ
29	10/12/95	USC at Columbia	Columbia, SC	Col/Univ
30	10/19/95	UT at Chattanooga	Chattanooga, TN	Col/Univ
31	10/19/95	Ohio State	Columbus, OH	Col/Univ
32	10/25/95	New York University	New York, NY	Col/Univ
33	10/25/95	Rockefeller University	New York, NY	Col/Univ
34	11/6/95	Southwest Texas University	San Marcos, TX	Col/Univ
35	11/10/95	Canisius College	Buffalo, NY	Col/Univ
36	2/12/96	Indiana University Southeast	New Albany, IN	Col/Univ

37	3/23/96	Columbia University	New York, NY	Col/Univ
38	4/22/96	Cleveland State University	Cleveland, OH	Col/Univ
39	5/11/96	Southeast MO State Univ.	Cape Girardeau, MO	Col/Univ
40	6/19/96	Wesley Theological Seminary	Washington, DC	Col/Univ
41	10/8/96	University of Akron	Akron, OH	Col/Univ
42	10/23/96	Mid-South Community College	West Memphis, AR	Col/Univ
43	10/23/96	University of Central Arkansas	Conway, AR	Col/Univ
44	10/23/96	Pulaski Technical College	Little Rock, AR	Col/Univ
45	10/29/96	Ohio State University	Columbus, OH	Col/Univ
46	10/31/96	Worchester College	Worchester, MA	Col/Univ
47	10/31/96	University of Massachusetts	Amherst, MA	Col/Univ
48	2/5/97	Augusta State University	Augusta, GA	Col/Univ
49	2/25/97	Kennedy King College	Chicago, IL	Col/Univ
50	3/17/97	Georgetown University	Washington, DC	Col/Univ
51	5/8/97	Cuny Lehman College	New York, NY	Col/Univ
52	5/20/97	Teachers College/Columbia University	New York, NY	Col/Univ
53	5/31/97	California State University/Stanislaus	Modesto, CA	Col/Univ
54	6/24/97	Peabody Teacher College (Vanderbilt Univ.)	Nashville, TN	Col/Univ
55	8/27/97	University of Alaska	Anchorage, AK	Col/Univ
56	10/31/97	Rice University	Houston, TX	Col/Univ
57	11/4/97	Mott CC (Video)	Flint, MI	Col/Univ
58	11/13/97	University of Pheonix (Video)	Washington, DC	Col/Univ
59	11/25/97	Columbia College (video)	Washington, DC	Col/Univ
60	12/3/97	University of Akron (w/POTUS)	Akron, OH	Col/Univ
61	12/13/97	University of South Carolina State	Orangeburg, SC	Col/Univ
62	12/13/97	South Carolina State University	Orangeburg, SC	Col/Univ
63	3/10/98	Howard University	Washington, DC	Col/Univ
64	3/19/98	Kennedy School of Government	Cambridge, MA	Col/Univ
65	3/20/98	Harvard Institute of Politics	Cambridge, MA	Col/Univ
	3/24/98	Midlands Technical College	Columbia, SC	Col/Univ
66	3/26/98	Dickinson College	Carlisle, PA	Col/Univ
67	3/31/98	Arkansas State University	Jonesboro, AR	Col/Univ
68	4/1/98	Salisbury State (video)	Washington, DC	Col/Univ
69	4/1/98	Long Beach Aquarium (video)	Washington, DC	Col/Univ
	4/6/98	Southern Illinois University	Edwardsville, IL	Col/Univ
	4/7/98	The College of New Jersey (w/VPOTUS)	Trenton, NJ	Col/Univ
70				
71	4/8/98	Drew University	Madison, NJ	Col/Univ
72	4/26/98	Eastern Michigan University	Ypsilanti, MI	Col/Univ
	5/5/98	University of NC - Wilmington (video)	Washington, DC	Col/Univ

73	5/9/98	Xavier University	New Orleans, LA	Col/Univ
74	5/15/98	Gallaudet University	Washington, DC	Col/Univ
75	5/17/98	American University	Washington, DC	Col/Univ
76	6/29/98	East Carolina University	Greenville, NC	Col/Univ
77	5/14/99	University of Houston	Houston, TX	Col/Univ
78	5/24/99	University of Edinburgh	Edinburgh, UK	Col/Univ
79	6/7/99	Howard University	Washington, DC	Col/Univ
80	10/8/99	University of South Florida	Tampa, FL	Col/Univ
81	11/2/99	University of Uppsala	Sweden	Col/Univ
82	11/5/99	University of Amsterdam	Amsterdam	Col/Univ
83	12/18/99	University of Texas at El Paso	El Paso, TX	Col/Univ
84	1/23/00	Delta State University	Jackson, MISS	Col/Univ
85	3/10/00	Midlands Technical College	Columbia, SC	Col/Univ
86	3/30/00	Beijing Normal University	China	Col/Univ
87	5/7/00	Mercer University	Macon, GA	Col/Univ
88	5/13/00	St. Mary's College	St. Mary's, MD	Col/Univ
89	5/19/00	Rochester Institute of Technology	Rochester, NY	Col/Univ
90	5/22/00	Boston College	Boston, MA	Col/Univ
91	6/1/00	University College Dublin	Dublin, Ireland	Col/Univ
92	6/19/00	Georgia State University	Atlanta, GA	Col/Univ
93	8/11/00	Oregon Graduate Institute	Portland, OR	Col/Univ
94	8/18/00	University of California-Santa Barbara	Santa Barbara, CA	Col/Univ
95	9/15/00	Columbia University Teacher's College	New York City, NY	Col/Univ
96	10/31/00	University of Wisconsin-Parkside	Kenosha, WI	Col/Univ
97	11/02/00	University of Tennessee	Knoxville, TN	Col/Univ
98	1/09/00	Michigan State University	Lansing, MI	Col/Univ
99	1/10-11/00	University of South Carolina	Columbia, SC	Col/Univ

	Date	Name	City/Town	Code
	5/1/93	Miami Dade Community Col.	Miami, FL	Com Col
1	5/25/94	San Diego City College	San Diego, CA	Com Col
2	1/10/95	Carl Sandburg College	Galesburg, IL	Com Col
3	2/13/95	San Bernardino Com Col	San Bernardino, CA	Com Col
4	4/27/95	Macomb Community Col.	Warren, MI	Com Col
5	2/13/96	Belleville Area College	Belleville, IL	Com Col
6	4/22/96	Cuyahoga Community Col	Cleveland, OH	Com Col
7	5/10/96	Midlands Technical College	Columbia, SC	Com Col
8	6/2/96	Governor's State University	Park Forest, IL	Com Col
9	10/8/96	Lorain Community College	Cleveleand, OH	Com Col
10	4/23/97	Howard County Community College	Columbia, MD	Com Col
11	8/11/97	Vance-Granville Community College	Durham, NC	Com Col
12	11/24/97	Northern Virginia Community College	Alexandria, VA	Com Col
13	1/15/98	Seward County Community College (video)	Washington, DC	Com Col

14	8/30/00	Southwest Tennessee Community College	Memphis, TN	Com Col
15	10/12/00	Morton College	Cicero, IL	Com Col
16	11/03/00	Lansing Community College	Lansing, MI	Com Col

	Date	Name	City/Town	Code
	6/11/93	West Philadelphia High Sch.	Philadelphia, PA	K-12
1	9/17/93	Grady High School	Atlanta, GA	K-12
2	10/10/93	Augusta Circle Elem. School	Augusta, SC	K-12
3	10/11/93	Lakeview Middle School	Greenville, SC	K-12
4	1/6/94	West Height High School	Denver, CO	K-12
5	1/7/94	Omaha North High School	Omaha, NE	K-12
6	1/12/94	Midvale Elementary School	Madison, WI	K-12
7	1/12/94	Tank Elementary School	Green Bay, WI	K-12
8	1/13/94	Anderson Elem. School	Wichita, KS	K-12
9	2/16/94	Alexander Graham Middle School	Charlotte, NC	K-12
10	2/18/94	Langston Hughs Intermediate School	Reston, VA	K-12
11	3/4/94	Public School #142	New York, NY	K-12
12	3/28/94	Waterford-Kettering High	Waterford, MI	K-12
13	3/29/94	Brownell Community Elem.	Flint, MI	K-12
14	3/29/94	Oakland Intermediate School	Oakland, MI	K-12
15	3/30/94	North Kingstown High	Providence, RI	K-12
16	4/8/94	Cibola High School	Albuquerque, NM	K-12
17	5/20/94	Hutchins Middle School	Detroit, MI	K-12
18	6/3/94	Patrick O'Hearn Elem. Sch.	Dorchester, MA	K-12
19	6/7/94	Harriet Tubman Elem. Sch.	Washington, DC	K-12
20	6/9/94	Watkins Elementary School	Washington, DC	K-12
21	6/13/94	Katz School	Las Vegas, NV	K-12
22	6/13/94	McMillan Elem. School	Las Vegas, NV	K-12
23	7/6/94	Princess Miriam K. Likelike Elem School	Honolulu, HI	K-12
24	8/24/94	Nathaniel Hawthorne Elem.	St. Louis, MO	K-12
25	9/13/94	Eastbrook Elem. School	Indianapolis, IN	K-12
26	9/22/94	IS #218	New York, NY	K-12
27	9/26/94	Rome High School	Rome, GA	K-12
28	9/26/94	Cartersville Primary School	Cartersville, GA	K-12
29	9/26/94	South Cobb High School	Austell, GA	K-12
30	9/26/94	Carrollton High School	Carrollton, GA	K-12
31	10/1/94	Eleanor Roosevelt High	Greenbelt, MD	K-12
32	10/3/94	Eugene Field Elem. School	Albuquerque, NM	K-12
33	1/5/95	Mt. Vernon Elem. Sch.	Alexandria, VA	K-12
34	1/10/95	Galesburg High School	Galesburg, IL	K-12
35	2/1/95	Thomas Jefferson Middle School	Arlington, VA	K-12
36	2/17/95	William Henry Middle Sch.	Dover, DE	K-12
37	2/21/95	Garfield High School	Seattle, WA	K-12
38	3/1/95	Hine Junior High School	Washington, DC	K-12

39	3/5/95	Dora Moore Elem. Sch.	Denver, CO	K-12
40	3/7/95	Forest Knolls Elem. School	Silver Spring, MD	K-12
41	3/9/95	Cresthaven Elementary Sch.	Silver Spring, MD	K-12
42	3/10/95	Waukegan High School	Waukegan, IL	K-12
43	3/10/95	Washington Elementary Sch.	Waukegan, IL	K-12
44	3/16/95	Highland Elementary School	Silver Spring, MD	K-12
45	3/28/95	Brookland Elementary Sch.	Washington, DC	K-12
46	3/30/95	Carver High School	Columbus, GA	K-12
47	3/31/95	St. Andrew's High School	Charleston, SC	K-12
48	4/3/95	Thurgood Marshall High	San Francisco, CA	K-12
49	4/4/95	Alfred Nobel Elem. Sch.	Chicago, IL	K-12
50	4/21/95	Lucas Intermediate School	Cincinnati, OH	K-12
51	4/21/95	St. Joseph's Catholic School	Cincinnati, OH	K-12
52	4/25/95	Northern High School	Owings, MD	K-12
53	5/22/95	Beech Tree Elementary Sch.	Falls Church, VA	K-12
54	5/23/95	Ashburton Elementary Sch.	Bethesda, MD	K-12
55	6/2/95	John B. Winn Elem. Sch.	Austin, TX	K-12
56	6/2/95	Nathaniel Hawthorne Elementary School	San Antonio, TX	K-12
57	6/15/95	Oakland Technical High	Oakland, CA	K-12
58	6/16/95	Fresno Balderas Year-Round-School	Fresno, CA	K-12
59	9/5/95	Sarah Scott Middle School	Terre Haute, IN	K-12
60	9/13/95	Craigmont High School	Memphis, TN	K-12
61	9/13/95	Oakland Middle School	Columbia, MO	K-12
62	9/14/95	Vine Elementary School	Cincinnati, OH	K-12
63	9/14/95	Mayerson Academy	Cincinnati, OH	K-12
64	9/21/95	Sojourner Truth Primary School	Chicago, IL	K-12
65	9/23/95	Manchester High School	Manchester, NH	K-12
66	10/12/95	Western Union Elem Sch.	Union County, NC	K-12
67	10/18/95	Rowan Middle School	Jackson, MS	K-12
68	10/18/95	Brandon High School	Brandon, MS	K-12
69	10/19/95	Bradley County Junior High	Cleveland, TN	K-12
70	10/23/95	Jefferson Elementary School	Houston, TX	K-12
71	10/25/95	School for Physical City	New York, NY	K-12
72	10/26/95	Fletcher-Johnson Educational Center	Washington, DC	K-12
73	11/6/95	Fulmore Middle School	Austin, TX	K-12
74	11/9/95	Hoover Middle School	Rockville, MD	K-12
75	11/21/95	Liberty Elementary School	Tucson, AZ	K-12
76	12/13/95	Julius West Middle School	Washington, DC	K-12
77	1/24/96	New Visions School	Minneapolis, MN	K-12
78	2/13/96	Carterville High School	Carterville, IL	K-12

79	2/13/96	Carterville Elem. School	Carterville, IL	K-12
80	2/14/96	Penn High School	Mishawaka, IN	K-12
81	2/28/96	Maplewood-Richmond Heights High School	St. Louis, MO	K-12
82	3/7/96	South Lawrence East School	Lawrence, MA	K-12
83	3/7/96	Eleanor Roosevelt High	Greenbelt, MD	K-12
84	3/8/96	Hiawatha Middle School	Berwyn, IL	K-12
85	3/9/96	School of Creative and Performing Arts	San Diego, CA	K-12
86	3/13/96	Washington High School	Philadelphia, PA	K-12
87	4/11/96	Interdistrict Montessori Sch.	Hartford, CT	K-12
88	4/16/96	Daniels Middle School	Raleigh, NC	K-12
89	4/19/96	Smoky Hills High School	Aurora, CO	K-12
90	4/22/96	Emile B. DeSauze Elem Sch	Cleveland, OH	K-12
91	4/23/96	Cane Run Elementary Sch.	Louisville, KY	K-12
92	5/2/96	Albany Middle School	Albany, LA	K-12
93	5/2/96	Southeastern LA University	Hammond, LA	K-12
94	5/3/96	Rib Mountain Elem. Sch.	Wausau, WI	K-12
95	5/16/96	Montclair-Kimberly Academy	Montclair, NJ	K-12
96	5/16/96	LaGuardia High Sch of Music & Perform Arts	New York, NY	K-12
97	5/16/96	Martin Luther King High	New York, NY	K-12
98	6/10/96	Westgate Elementary School	Falls Church, VA	K-12
99	7/10/96	Gateway School Complex	St. Louis, MO	K-12
100	9/10/96	Jefferson Elementary School	Erie, PA	K-12
101	9/10/96	McCleary Elementry School	Pittsburgh, PA	K-12
102	10/8/96	Green High School	Akron, OH	K-12
103	10/9/96	Largo High School	Missouri	K-12
104	10/10/96	A.L.Brown High School	Kannapolis, NC	K-12
105	10/11/96	Jackson Park Elementary School	Kaanapolis, NC	K-12
106	10/11/96	City Academy Charter School	Minneapolis, MN	K-12
107	10/15/96	Hunter Elementary School	Raleigh, NC	K-12
108	10/15/96	Club Boulevard Humanities Magnet School	Raleigh, NC	K-12
109	12/3/96	Parker /Elementary School	Houston, TX	K-12
110	1/22/97	Glenbrook North High School	Washington, DC	K-12
111	1/22/97	Stanley Field Middle School	Washington, DC	K-12
112	2/19/97	Inman Middle School	Atlanta, GA	K-12
113	2/21/97	Garrison Elementary School	Washington, DC	K-12
114	3/4/97	Ketcham Elementary School	Washington, DC	K-12
115	3/10/97	Central Park East Secondary School	New York, NY	K-12
116	3/20/97	Washington-Lee High School	Arlington, VA	K-12
117	3/24/97	Martinsburg North Junior High School	Martinsburg, WV	K-12
118	4/10/97	Manhattan Comprehe Night & Day High Sch	New York, NY	K-12

119	4/10/97	Seth Low Intermediate School	Brooklyn, NY	K-12
120	5/5/97	Eastern Technical High School	Essex, MD	K-12
121	5/6/97	Snapfinger Elementary School	Decatur, GA	K-12
122	5/8/97	Walton High School	New York, NY	K-12
123	5/12/97	Plympton Elementary School	Waltham, MA	K-12
124	5/14/97	Walker Jones Elementary	Washington, DC	K-12
125	5/15/97	Sarah Greenwood Elementary School	Dorchester, MA	K-12
126	5/19/97	Public School 100	Bronx, NY	K-12
127	6/6/97	City Springs Elementary School	Baltimore, Md	K-12
128	6/13/97	Heninger Elementary School	Santa Ana, CA	K-12
129	6/13/97	Heninger Elementary School	Santa Ana, CA	K-12
130	6/13/97	Utah Street Elementary School	Los Angeles, CA	K-12
131	6/23/97	Looby Library (RWN)	Nashville, TN	K-12
132	8/18/97	Spartanburg Schools	Spartansburg, SC	K-12
133	8/26/97	Johnson Junior High	Cheyenne, WY	K-12
134	8/28/97	Central Middle and Optional School	Anchorge, AK	K-12
135	8/28/97	Central Middle and Optional School	Anchorge, AK	K-12
136	8/29/97	Dzantiki'i Heeni Middle School	Juneau, AK	K-12
137	8/29/97	Dzantiki'i Heeni Middle School	Juneau, AK	K-12
138	9/5/97	Woodman Park Elem School (w/VPOTUS)	Dover, NH	K-12
139	9/8/97	Four Seasons School (w/POTUS)	Gambrills, MD	K-12
140	9/10/97	Columbus Zoo	Columbus, OH	K-12
141	9/15/97	Solheim Elementary School	Bismarck, ND	K-12
142	9/18/97	Northwestern Senior High	Miami, FL	K-12
143	9/18/97	MAST High School	Miami, FL	K-12
144	9/19/97	Campbell Elementary School	St. Petersburg, FL	K-12
145	9/25/97	Little Rock Central High School	Little Rock, AR	K-12
146	10/1/97	PS 92	New York, NY	K-12
147	10/15/97	Mangueria School	Sao Paulo, Brazil	K-12
148	10/16/97	Estacio Ciencia Museum	Sao Paulo, Brazil	K-12
149	11/17/97	LBJ Elementary	Grand Prairie, TX	K-12
150	12/2/97	Woodrow Wilson Middle School (w/VPOTUS)	Middletown, CT	K-12
151	12/5/97	Alton Crews Middle School	Lawrenceville, GA	K-12
152	12/9/97	Havenview Junior High School	Memphis, TN	K-12
153	12/11/97	Laurel Woods Elementary School	Laurel, MD	K-12
	12/17/99	Annandale High School	Annandale, VA	K-12
154	1/9/98	Mission High School (w/POTUS)	McAllen, TX	K-12

	1/12/98	University of California at Berkeley	Berkeley, CA	K-12
155	1/13/98	118th Street Elementary	Los Angeles, CA	K-12
	1/13/98	Locke High School	Los Angeles, CA	K-12
	1/28/98	University of Illinois	Champ.-Urbana, IL	K-12
156	1/22/98	Gregory-Portland High School	Gregory, TX	K-12
157	1/22/98	Nikki Rowe High School	McAllen, TX	K-12
	2/5/98	Montgomery Blair High School	Silver Spring, MD	K-12
158	2/12/98	International Elementary School	Long Beach, CA	K-12
159	2/13/98	Adams Middle School	Richmond, CA	K-12
	2/14/98	Philip and Salsa Burton High School	San Francisco, CA	K-12
	2/17/98	Eckstein Middle School	Seattle, WA	K-12
160	3/2/98	King Springs Elem School (w/VPOTUS)	Atlanta, GA	K-12
161	3/6/98	Beech Street Elem School (w/VPOTUS)	Manchester, NH	K-12
162	3/6/98	St. Paul School (w/VPOTUS)	Concord, NH	K-12
163	3/9/98	Chantilly High School	Chantilly, VA	K-12
164	3/12/98	Boy Scouts	Washington, DC	K-12
165	3/13/98	Junior High School 22	Manhattan, NY	K-12
166	3/16/98	Springbrook High School (w/POTUS)	Silver Spring, MD	K-12
167	3/19/98	Gideon Welles Middle School	Glastonbury, CT	K-12
168	3/19/98	New Haven Arts & Humanit Coop Magnet HS	Glastonbury, CT	K-12
169	3/20/98	Bates Elementary School	Boston, MA	K-12
170	3/20/98	University Park Campus School	Worchester, MA	K-12
171	3/27/98	Woodward Elementary School	Harrisburg, PA	K-12
172	3/30/98	National Junior Classical League	Washington, DC	K-12
173	4/2/98	Wayne Memorial High School	Wayne, MI	K-12
174	4/7/98	Granite City Senior High School	Granite City, IL	K-12
175	4/13/98	White House Easter Egg Roll	Washington, DC	K-12
176	4/26/98	Everett High School	Lansing, MI	K-12
177	4/27/98	Pontiac Central High School	Pontiac, MI	K-12
178	5/1/98	Boston's Youth Corps	Washington, DC	K-12
179	5/4/98	Dutch Fork High School	Columbia, SC	K-12
180	5/08/98	Amidon Elementary School	Washington, DC	K-12
181	6/1/98	Cliffside School #4	Cliffside, NJ	K-12
182	6/1/98	Patterson PS #16 Elementary School	Paterson, NJ	K-12
183	6/2/98	Eckstein Middle School (video)	Washington, DC	K-12
184	6/16/98	Vance High School	Charlotte, NC	K-12
185	6/23/98	Oak Ridge Academy (video)	Washington, DC	K-12
186	6/29/98	Terry Sanford High School	Fayetteville, NC	K-12
187	1/20/99	Brandywine High School	Wilmington, DE	K-12
188	2/2/99	Jackson-Mann Elementary School	Boston, MA	K-12
189	2/17/99			

190	3/1/99	Amidon Elementary School	Washington, DC	K-12
191	3/16/99	PS 1	Denver, CO	K-12
192	3/30/99	Alverta B. Gray Schulz Middle School	Long Island, NY	K-12
193	3/31/99	Scarborough High School	Portland, ME	K-12
194	4/12/99	Johnson Elementary School	Charlottesville, VA	K-12
195	4/16/99	Juan Suarez Pelegrina School	Aguadilla, PR	K-12
197	4/16/99	Jose Navarez Landron Elementary School	Tao Baja, PR	K-12
198	5/14/99	School Visit	Houston, TX	K-12
199	5/21/99	CTC Technology High School	London, UK	K-12
200	5/23/99	Robert Owens Infant School	New Lanark, UK	K-12
201	5/25/99	Priory College	Belfast, IR	K-12
202	6/24/99	Rivers Middle School	Charleston, SC	K-12
203	6/24/99	Whiteskill Elementary School	Charleston, SC	K-12
204	8/24/99	James Logan High School	Union City, CA	K-12
205	8/25/99	Ellis Elementary School	Sunnyvale, CA	K-12
206	8/31/99	Howard Elementary School	Chattanooga, TN	K-12
207	8/31/99	Litchfield High School	Gadsden, AL	K-12
208	9/1/99	Harmony Leland Elementary School	Mableton, GA	K-12
209	9/1/99	Berkmar, High School	Lilburn, GA	K-12
210	9/2/99	Northwest School of the Arts	Charlotte, NC	K-12
211	9/2/99	Double Oaks *Pre-Kindergarten*	Charlotte, NC	K-12
212	9/2/99	Governor's School Complex	Charlotte, NC	K-12
213	9/3/99	Fort Mill High School	Fort Mill, SC	K-12
214	12/17/99	James Ward Elementary School	Oak Brook, IL	K-12
215	1/14/00	Paint Branch High School	Silver Spring, MD	K-12
216	2/14/00	Dunbar Middle School	Baltimore, MD	K-12
217	2/22/00	Southern High School	Durham, NC	K-12
218	2/23/00	Galloway Elementary School	Jackson, MS	K-12
219	2/23/00	East Side High School		K-12
220	2/24/00	Town View Magnet Center	Dallas, TX	K-12
221	2/24/00	John C. Fremont Junior High School	Las Vegas, NE	K-12
222	3/3/00	Roosevelt High School	San Francisco, CA	K-12
223	4/20/00	Knollwood Elementary School	Rapid City, SD	K-12
224	4/26/00	West Side Middle School	Waterbury, CT	K-12
225	4/26/00	Sunnyside Elementary School	Shelton, CT	K-12
226	4/27/00	Crossroads Middle School	Monmouth Junction, NJ	K-12
227	4/27/00	PS 19	Queens, NY	K-12
228	4/28/00	Adlai Stevenson High School	Lincolnshire, IL	K-12
229	5/3/00	Audobon Elementary School	Owensboro, KY	K-12
230	5/12/00	Sachem High School	Ronkonkoma, NY	K-12
231	6/6/00	SEED School	Washington, DC	K-12
232	6/16/00	Manalapan High School	Manalapan, NJ	K-12
233	6/25/00	Roosevelt Elementary School	Moline, IL	K-12
234	7/5/00	Interlocken Center for the Arts	Interlocken, MI	K-12
235	7/13/00	Parham Elementary School	Cincinnatti, OH	K-12
				K-12

236	8/1/00	Longwood Middle School	Middle Island, NY	K-12
237	8/10/00	Olathe South High School	Olathe, KS	K-12
238	8/10/00	New Stanley Elementary School	Kansas City, KS	K-12
239	8/11/00	Tigard High School	Tigard, OR	K-12
240	8/11/00	Reedville Elementary School	Aloha, OR	K-12
241	8/21/00	Foothills High School	Henderson, NV	K-12
242	8/27/00	Rayville High School	Rayville, LA	K-12
243	8/28/00	Winnsboro High School	Winnsboro, LA	K-12
244	8/28/00	Portland Elementary School	Portland, AR	K-12
245	8/28/00	Solomon Junior High School	Greenville, MS	K-12
246	8/29/00	Simmons High School	Hollandale, MS	K-12
247	8/29/00	West Bolivar Elementary School	Rosedale, MS	K-12
248	8/30/00	Whitten Elementary School	Marianna, AR	K-12
249	8/30/00	Middle College High School	Memphis, TN	K-12
250	8/30/00	East Junior High School	Blytheville, AR	K-12
251	8/31/00	Fulton County High School	Hickman, KY	K-12
252	8/31/00	Warren E. Hearns Elementary School	Charleston, MO	K-12
253	8/31/00	Clark Elementary School	Metropolis, IL	K-12
254	9/15/00	Vance Elementary School	New Britain, CT	K-12
255	10/03/00	Iroquois High School	Louisville, KY	K-12
256	10/16/00	Lehman Middle School	Canton, OH	
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