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**Office for Civil Rights  
Fiscal Year 1999  
Annual Report  
to Congress**

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U.S. Department of Education  
Office for Civil Rights

# Message From The Assistant Secretary



Federal civil rights laws provide protection for our students against the denial of access to educational opportunities on the basis of race, color, national origin, sex, age and disability. In enforcing these nondiscrimination guarantees, the Office for Civil Rights' (OCR) mission is aligned with the Department of Education's mission—promoting educational excellence throughout the nation.

At the outset of this Administration, OCR set a new national agenda designed to ensure meaningful access to a high quality, high standards education for all students. We have not wavered from the conviction that equal educational opportunity can and must go hand-in-hand with educational excellence.

This Annual Report summarizes accomplishments during fiscal year 1999, including a wide array of strategies that were used to implement fair, efficient, and effective enforcement of the civil rights laws. These strategies range from a redesigned case process that focuses on resolution, achieving effective change, and attaining civil rights compliance through greater reliance on collaboration with schools and partners. This Report also describes some of the results achieved by empowering students and parents to solve their own problems in securing equal access to quality education. Among other benefits, this partnership helps ensure that the positive actions taken by educational institutions continue even after OCR completes its monitoring activities.

In promoting equity and excellence in education, OCR has been dedicated to marrying efficiency with effectiveness. Our dedication to this endeavor was recently noted in findings released by the U.S. General Accounting Office (GAO) on March 23, 1999, confirming significant improvements resulting from OCR's case resolution process. GAO's study reported that, over a four-year period, OCR succeeded in reducing the average time to resolve complaints and the inventory of unresolved complaints. These improvements occurred despite an increasing number and complexity in the complaint workload and a concurrent decline in OCR's resources.

During fiscal year 1999, OCR was able to make a real difference in the lives of students. This Report provides examples from the millions of students whose educational lives were improved as a result of our work. It is critical that we build on these accomplishments. Together, we must augment our efforts in bringing access to high quality education to all students. If we can rise to this challenge, we will be able to seize the enormous opportunities of the new millennium.

Respectfully submitted,

*Norma V. Cantú*

Norma V. Cantú



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# Our Goal Is Equal Access To Quality Education

"At the core of our efforts, with Brown as our foundation, must be the establishment of the principle that equal educational opportunity means an equal opportunity for a quality education - with emphasis on the word 'quality.'"

Secretary Riley

May 17, 1999

45<sup>th</sup> Anniversary of the Brown Supreme Court Decision

During the past year, the Department marked two special events: the Supreme Court's landmark Brown v. Board of Education decision, which declared separate but equal schools to be unconstitutional, and the twenty-fifth anniversary of the passage of Section 504 of the Rehabilitation Act of 1973, which prohibited disability discrimination. Together, these historic events have helped bring about profound changes in American education and improve the educational opportunities of millions of students. Both have contributed to bringing the formerly excluded into the mainstream of American life.

As we enter the new millennium, the need to continue to build on these important accomplishments is critical. Barriers to equal educational opportunity continue to thwart our progress in guaranteeing that each individual can develop his or her talents to the fullest. This will require that educational opportunity comes to embrace equal access to high quality education for **all**.

In this new information age driven by science and technology and an increasingly competitive global economy, the goal must be to ensure that **all** students have the

opportunity to get a quality education that will prepare them for a productive and challenging life.

The future of our children will depend, in large part, on the quality of education they receive. A quality education for **all** is the only way this country can remain strong and full of possibility. The inability or lack of resolve to provide access to high



standards education threatens this nation's ability to compete in the world economy, as well as ensure our security and quality of life. Fifteen years ago a worker with a college degree made 38 percent more, on average, than a worker with a high school degree. Today, that gap is 73 percent.<sup>1</sup>

The consequences for our nation are as critical as the consequences for individuals. Almost 90 percent of the new jobs being created today require more than a high school level of literacy and math skills.<sup>2</sup> By 2010, 65 percent of all jobs will require technology skills.<sup>3</sup> High-skill jobs are now growing at nearly three times the rate of other jobs.

If we are to accomplish our national goals, **excellence** and **equity** in education will have to go hand-in-hand. We are a nation filled with potential, and we can seize the great opportunities of the twenty-first century by making it possible for all children to acquire the skills and knowledge to realize their own potential and dreams.

"The struggle in education today involves two things that are inextricably bound - a fight for equal opportunity and a fight for educational excellence."

President Clinton

July 17, 1997

NAACP National Convention



# The Office for Civil Rights Ensures Equity and Excellence

The Office for Civil Rights (OCR) in the U.S. Department of Education (ED) is a law enforcement agency charged with enforcing federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age by recipients of federal financial assistance. These laws are:

- ☛ Title VI of the Civil Rights Act of 1964 (prohibiting discrimination based on race, color, and national origin);
- ☛ Title IX of the Education Amendments of 1972 (prohibiting sex discrimination within educational institutions);
- ☛ Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination);
- ☛ Age Discrimination Act of 1975 (prohibiting age discrimination); and
- ☛ Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, whether or not they receive federal financial assistance).

These civil rights laws represent a national commitment to end discrimination in education programs. Since most educational institutions receive some type of federal financial assistance, these laws apply throughout the nation.

Coverage of these civil rights laws extends to:

- ☛ nearly 15,000 school districts;
- ☛ more than 3,600 colleges and universities; and
- ☛ about 5,000 proprietary organizations, such as training schools for truck drivers and cosmetologists and thousands of libraries, museums, vocational rehabilitation agencies, and correctional facilities.

Consequently, these civil rights laws protect large numbers of students attending, or applying to attend, our educational institutions. In certain situations, the laws also protect persons who are employed or seeking employment at educational institutions. Overall, these laws protect:

- ☛ nearly 53.2 million students attending elementary and secondary schools; and
- ☛ nearly 14.9 million students attending colleges and universities.

These laws and OCR's mission are in harmony with the mission of the U.S. Department of Education -- ensuring equal access to education and promoting educational excellence throughout the nation.

# How OCR Does Its Work

## Organizational Structure

Most of OCR's activities are conducted by its 12 enforcement offices throughout the country. These enforcement offices are organized into 4 divisions (Eastern, Western, Midwestern and Southern) working on OCR's core work -- preventing, identifying, ending, and remedying discrimination against America's students. The headquarters office, located in Washington, D.C., provides overall leadership, policy development and coordination.

"On behalf of all your clients, thank you for all the work you do. I sincerely hope that future students... will know how to access help in a timely fashion."

January 5, 1999, letter from student who received a college loan credit as a result of OCR's case resolution

## OCR Resolves Complaints

One important way OCR carries out its responsibilities is by resolving complaints. Persons who believe there has been a violation of the civil rights laws enforced by OCR may file complaints with the appropriate enforcement office (See Appendix A). The person or organization filing the complaint may be a victim of the alleged discrimination or may complain on behalf of another person or group. The complaint process provides a forum for resolution of alleged discrimination against individuals protected by the civil rights laws.

OCR's primary objective in complaint resolution is to resolve the complainant's allegations of discrimination promptly, fairly and appropriately. In FY 1999, OCR used a variety of techniques to resolve 5,369 complaints. These range from facilitating voluntary resolutions between parties to OCR negotiating agreements with recipients for voluntary compliance. If these methods fail, OCR uses enforcement by requiring remedies for civil rights violations that are not voluntarily corrected or litigation in the event that negotiations fail. This flexible approach allows OCR to:

- provide timely and effective intervention at the beginning of the complaint process;
- focus on achieving effective change; and
- make students, parents and school officials central to the resolution of complaints.

## OCR Conducts Compliance Reviews

Not all illegal discrimination can be stopped or remedied by responding to complaints that arrive from the public. Agency-initiated cases, typically called "compliance reviews," permit OCR to target resources on compliance problems that are particularly acute, national in scope, or newly emerging.

Targeted compliance reviews maximize the impact of OCR's resources and balance the enforcement program. Experience indicates that carefully targeted compliance reviews are likely to benefit large numbers of students through policy or program

changes that are designed to secure equal educational opportunity.

OCR initiated 76 compliance reviews in FY 1999 and brought 93 reviews to successful resolution, some of which had been started in previous years. Compliance reviews are selected based on various sources of information, including survey data as well as information provided by parents, education groups, media, community organizations and the public. For example, in FY 1999, OCR conducted compliance reviews on the following issues:

- ✧ ensuring that nondiscriminatory practices are followed in the placement of minority students in special education and access to gifted and talented programs;
- ✧ ensuring that English language learners are afforded access to English language instruction, as well as content courses and other educational benefits;
- ✧ ensuring that elementary and secondary students with disabilities receive a free appropriate public education;
- ✧ ensuring that students are not subject to a racially hostile environment;
- ✧ ensuring nondiscriminatory student disciplinary policies and practices; and
- ✧ ensuring equal opportunity for male and female students to participate in athletic programs.

### **OCR's Provides Policy Guidance and Technical Assistance**

The aim of OCR's policy guidance and technical assistance activities is to educate about civil rights principles and prevent violations of civil rights laws. This includes

helping recipients comply with the laws and helping beneficiaries understand their rights. OCR recognizes that our efforts alone are insufficient to eliminate discrimination in education. Students, parents, and educators must have the knowledge and skills to prevent discrimination from initially occurring.

"We appreciate the technical assistance and materials which you have provided as we work with students and staff to address this issue."

Letter from Public School District acknowledging signed case resolution agreement

OCR provides guidance and assistance to enable institutions to come into compliance during the complaint resolution process or during a compliance review. Written and oral guidance is also provided in response to tens of thousands of inquiries received annually. In addition, OCR engages in a broad range of proactive outreach activities such as on-site consultations, conference sponsorship and participation, training classes, workshops, and community meetings. Specifically, in FY 1999, OCR's efforts to provide guidance and assistance included the following:

- ✧ In January 1999, OCR jointly sponsored, with the National Association of Attorneys General, a guide intended to help school officials deal more effectively with instances of harassment and violence in elementary and secondary schools. The new guide provides practical advice on how to deal with persistent episodes of student harassment and hate-motivated threats and violence. For

easy access by school districts, this guide is now posted on OCR's website.

☛ In March 1999, OCR participated in a national charter schools conference, sponsored by the Department of Education, and explained the federal civil rights requirements to charter school officials and individuals interested in establishing charter schools.

☛ OCR also has a resource guide-in draft form- designed to provide educators and policymakers with information about the legal and psychometric principles that should guide their planning and implementation of policies relating to the use of tests for high stakes purposes. In drafting the guide,

which will be published in final form in FY 2000, OCR consulted with teachers, educational administrators, policymakers, business representatives, advocacy organizations and test publishers to obtain advice on the scope, framing, and kinds of resources that should be included in the guide.

### *How to Contact Us*

Many OCR offices have customer service teams that respond to questions from our partners, stakeholders and members of the public. (see Appendix A) OCR also serves the public through its web page at <http://www.ed.gov/offices/OCR> and its toll free telephone line [1-800-421-3481] that is staffed during business hours, eastern standard time.

# OCR Does More, More Efficiently

During FY 1999, OCR received 6,628 discrimination complaints alleging a wide range of civil rights concerns affecting access to equal educational opportunities. The number of complaints received exceeded any previous year in the agency's history. Fifty-one percent of complaints received were filed against elementary and secondary education institutions, 43 percent were filed against postsecondary education institutions, and 6 percent were filed against vocational rehabilitation and other types of institutions.

As in previous years, the majority of the FY 1999 complaints (57 percent) alleged discrimination on the basis of disability. These complaints raise issues regarding access, referral, evaluation, and placement of students with disabilities, as well as treatment and services made available to them. Race and national origin complaints accounted for 25 percent of the total and covered such issues as access to quality education, ability grouping, minority over-representation in special education, racial

harassment, school discipline, assignment practices, and services to English language learners. Complaints based on sex discrimination comprised 14 percent of all complaints received and included issues such as access to interscholastic and intercollegiate athletics and sexual harassment. Age discrimination accounts for 6 percent. In addition, OCR receives and appropriately transfers many complaints outside of its statutory responsibilities.

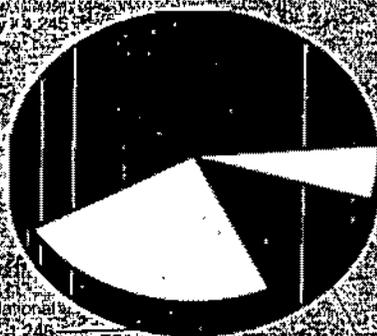
"Over a four-year period, OCR succeeded in reducing the average time to resolve complaints and the inventory of unresolved complaints."

March 23, 1999

U.S. General Accounting Office (GAO) Report

Although OCR is receiving more complaints, efficiency has remained an uncompromised goal. During FY 1999, 80 percent of complaints were resolved within 180 days of receipt, despite the record complaint caseload. A March 23, 1999, report on OCR's case resolution process issued by the General Accounting Office (GAO) highlighted OCR's improved case resolution process. The GAO attributed the improvement to OCR's change to a more flexible case resolution process that focuses on resolving complaints as soon as possible. The GAO also attributed improvement to OCR's replacement of a hierarchical structure for investigating complaints with case resolution teams of attorneys, investigators, and support staff that have the authority to reach resolution of most complaints.

Complaints Received by Basis  
FY 1999



# How OCR Measures Its Work



In order to use its resources most efficiently, OCR has identified and tracked four measures that indicate whether or not we have been timely and effective in removing barriers to equal access to educational opportunity.

- 1. The number of school districts and institutions of higher education that change their policies, procedures, or practices to comply with federal civil rights laws as a result of OCR's intervention.**

In FY 1998, OCR's baseline year for collecting this data, more than 1,300 recipients of federal financial assistance made such changes. In FY 1999, the number grew to more than 1,500.

- 2. The number of students positively affected by OCR's activities (i.e., complaints, compliance reviews, technical assistance and partnerships).**

In FY 1998, OCR's baseline year for collecting this data, the number of

students positively affected was approximately 5,900,000; in FY 1999, the number rose to approximately 6,500,000.

- 3. Partnerships with parents.**

Educating parents about civil rights makes them effective local advocates for students. OCR facilitates collaborative relationships between parents and schools to achieve ongoing civil rights compliance without OCR's continuing involvement. In FY 1999, the first year that OCR collected data on parental partnerships, 18 partnerships were formed that resulted in increasing access to educational opportunity for students.

- 4. The efficient resolution of complaints, (i.e., 80 percent of OCR's complaints are resolved in 180 days).**

OCR is committed to giving timely relief to students who are being denied equal access to educational opportunity. Through decades of experience, we know that about 20 percent of our complaints are so complex that they cannot be resolved within that time-frame. OCR has committed to resolving at least 80 percent of our complaints in 180 days. In FY 1994, a year in which we had more staff and fewer complaints, the rate was 77 percent; in FY 1999, the rate was 80 percent.

# OCR Develops Strategies That Work

OCR continued to pursue a balanced enforcement agenda in FY 1999, focusing on collaboration with state and local educational authorities, emphasizing prevention of discrimination, and seeking partners in expanding access to quality education. By working collaboratively, we save taxpayer dollars while remaining focused on protecting the rights of students and ensuring their access to high standards and educational excellence:

"[OCR's] workshops have been extremely useful to both students and parents. [The OCR representative] empowers the entire family by teaching them to understand and exercise their rights. One young woman, armed with this new knowledge, was able to favorably settle a dispute with school administrators in her favor."

Letter of appreciation for OCR workshops provided to non-profit organization

## Promoting a More Collaborative Process

For many years, OCR's approach to complaints focused primarily on process. This stemmed, in large part, from a 1977 court order and subsequent court orders that imposed specified time frames and requirements for OCR's processing of complaints. To help meet the court's time frames, OCR established a step-by-step investigative process with extensive documentation requirements. There was no distinction between the types of complaints OCR received; all complaints

were subject to the same formal investigative measures. Staff were encumbered by the procedures and prescribed steps that had to be implemented in every case, irrespective of their relative value or necessity to the particular matter at hand. Complaint investigations often were burdensome to schools and colleges. The process, with its reliance on sequential tasks, document production, and multiple layers of review, also resulted in long delays before complainants and school officials were able to obtain final resolutions. In 1993, OCR was still committing 90 percent of its resources to complaint processing, despite the dismissal of the court order in June 1990. Focused on the process of complaint resolution, OCR was unable to significantly address critical civil rights issues that were not raised in complaints.

In 1993, OCR decided to fundamentally re-engineer its approach to processing discrimination complaints. In December 1993, a new Case Resolution Manual was issued, which places primary emphasis on achieving effective change, rather than on document production. The Manual streamlines the complaint process with the objective of resolving a complainant's allegations of discrimination promptly and appropriately. It emphasizes mediation, negotiation, and other early case closure initiatives in resolving complaints. Using this revised approach, OCR is resolving more complaints with fewer staff. It also allows OCR to dedicate 40 percent of its resources to targeted proactive activities (such as compliance reviews, monitoring and technical assistance) that complement the action enforcement agenda. Activities

are chosen that will achieve access to high quality and high standards education for the greatest number of students possible.

OCR places great reliance on collaborating with stakeholders to achieve optimal results. Because of this, OCR has been highly effective in obtaining voluntary resolution agreements to address civil rights concerns without having to resort to the ultimate sanction of enforcement. Furthermore, educationally sound practices are at the core of these resolution agreements. The 5,369 complaints resolved in FY 1999 is among the highest number recorded in the agency's history.

For example, during FY 1999, OCR collaborated with a state system of higher education to remove the last vestiges of racial segregation and increase access to higher education for minority students. One of the significant initiatives resulting from this collaborative approach was the state's commitment to improve educational opportunities, which included investing \$35 million to enhance the facilities and infrastructure of its historically black university.

Other examples of collaboration during FY 1999 involved two statewide Title VI agreements developed regarding minority students' access to and participation in gifted programs. The agreements require substantive changes to existing eligibility criteria, including the use of multiple criteria and multiple assessment measures and instruments.

## Partnerships

OCR recognizes that federal, state, and local education agencies, as well as parents

and other interested parties, share a common goal of equal opportunity and access to high quality education. OCR combines its expertise through educational partnerships to prevent civil rights problems and stop illegal discrimination.



Partnerships also are proving helpful in arriving at effective solutions, including educationally sound remedies that increase opportunities for all students. For example, our Seattle office developed an athletic equity internet web site with the State of Washington's Department of Education and a state interscholastic activities association. The web site allows school districts to go online to conduct Title IX athletics evaluations. The site provides all the relevant information needed for a comprehensive evaluation, including content and links on legal and policy requirements, worksheets for conducting the evaluation of program components, and links to other resources. The Seattle Office is now developing, with the same state agency, another web site for addressing harassment in the schools. This web site will include all available laws, regulations and policies on the subject as well as links to important self-evaluation resource materials. The web site will be primarily designed for use by parents,

students and school districts and is expected to become a model for other state education agencies.

In addition, OCR also worked with a number of special education stakeholders, including a state's department of education, to revise a state statute in order to ensure compliance with several federal civil rights laws. Before the law's revision, the state had one of the highest rates of restrictive special education placement in the nation. Changes in the state's funding formula now encourage placement of students with disabilities in less restrictive educational settings.

### **Empowering Parents**

One of OCR's strategic goals is to empower students and parents to solve their own problems of securing equal access to quality education. For example, working with several parent centers and organizations, OCR conducted training forums for minority and limited English-proficient parents in the nation's largest school system. The parents were given information about their rights and responsibilities in securing appropriate special education services for their children. The information provided enabled parents to advocate more effectively on behalf of their children.

OCR has also encouraged parental involvement in agreements resulting from complaints and compliance reviews. Parental involvement is essential to achieving lasting change by ensuring that positive actions implemented by education institutions continue once OCR is no longer involved.

### **Issue Networks**

OCR has established internal networks around specific civil rights compliance issues to provide a forum for building knowledge and expertise around each issue area. The current networks are: minorities and special education, English language learners, gifted and talented education and ability grouping, racial harassment/discipline, Title IX athletics, testing, disability and desegregation.

The issue networks serve as a bridge between OCR staff working on the same issues and encountering the same questions across the country. They also serve to share best educational practices, refine our case resolution tools and approaches, ensure consistency in applying legal standards and share knowledge throughout the agency. These networks assist in our efforts to increase students' access to quality education.

### **Monitoring**

OCR realizes that our most well-crafted resolution agreements will do little good unless we monitor their implementation to ensure that change has occurred and students, in fact, are receiving educational benefits. OCR is now giving increased attention to monitoring resolution agreements. The Eastern division offices (See Appendix A) developed and are now implementing a new proactive monitoring strategy. It focuses not only on whether the recipients has taken the specific steps required in its agreement, but also on whether those steps have achieved goals established for the compliance activity and improved students' access to high quality

education. Most fundamentally, it has meant increased attention to monitoring. It has meant the application of greater rigor to the way we plan and carry out our monitoring activities. It has meant the use of specific monitoring strategies and techniques that are designed as a means of ensuring long-lasting positive change for students.

During FY 1999, OCR monitored 2,083 complaint resolution agreements, compared with 1,811 in FY 1994. Likewise, there has been a dramatic rise in monitoring compliance review agreements -- 807 during FY 1999, compared with 235 in FY 1994.

A few examples illustrate how students benefit as schools and colleges meet their commitments:

- During FY 1999, OCR stopped monitoring a midwestern college after confirming that it had made its chemistry laboratory accessible. Having access to the chemistry laboratory allowed a student who uses a wheelchair to complete her course work in chemistry and to major in electrical engineering.
- A student in a northeastern school district, who has a multiple chemical sensitivity, improved his attendance and grades dramatically after the district resolved a complaint by altering its use of pesticides, paints, and other chemicals. The mother informed OCR that her son received an "early decision" admittance to the college of his choice.
- The most recent monitoring response from a southern school district showed that by using a non-verbal intelligence

"The hostile environment which was targeted at Mexican students and parents has diminished. Several students have graduated, who without intervention from OCR probably would not have been able to graduate. Some of these students have gone on to college and others are currently on schedule to graduate from high school."

May 14, 1999, Letter from Parent in West Coast School District

test, along with the district's regular battery of tests, 74 percent of students in the educable mentally disabled program will now be eligible for placement in another less-restrictive education setting.

- OCR completed monitoring a southwestern school district on the issue of racial harassment. In implementing its comprehensive commitments, the district reduced the number of racial incidents by 89 percent over a three-year period. A compliance review, on the issue of intercollegiate athletics, was closed after monitoring showed that the university had added about 100 athletic participation opportunities for women and increased athletic financial assistance to female athletes by \$235,000. This was accomplished by adding three varsity sports for women without eliminating any sports for men.

# OCR Makes A Difference in the Lives of Students

OCR's impact cannot be measured in numbers alone, but it is also important to understand the positive changes that are made in the lives of students across the nation. The examples below provide a brief overview of the real life of OCR efforts.

## *B*oys' and Girls' Sports Teams: A True Win-Win Example

When OCR's New York enforcement office began investigating a complaint alleging sex discrimination in athletics, it learned that only one-third of female high school students were members of interscholastic athletic teams. In addition, only 38 percent of teams were girls' teams. As a result of OCR's work, the city's Board of Education added more than 300 girls' teams, bringing the total number of female high school teams to 1,030 or 45 percent of all teams. As a result of OCR's intervention, the Board also increased the number of boys' teams by 46, bringing their total number to 1,246. It is too soon to tell the exact number of girls who joined these additional teams last fall, but we expect that the number of girls now involved in high school sports will rise. This story is an example of how OCR's activities result in more opportunities for both boys and girls.

## *G*et on the Bus: A Lesson in Sexual Harassment

When a student sexually harassed another elementary school student while on their school bus, the child reported the harassment to her bus driver. The bus

driver however took no action. When she and her parents met with the bus company management, the parents believed that their concerns were disregarded. The girl's parents then brought the issue to the school district, but thought the school staff did not take appropriate action. At that point, the girl's father called OCR and requested our intervention. Although, the parents were reluctant to file a complaint because they did not want their daughter to have to endure a formal investigation, OCR spoke with the school officials. After speaking to school officials, the OCR staff was invited to address the responsibilities of teachers, administrators and bus drivers regarding sexual harassment notification. The transportation company sent all of its school bus drivers to this training, regardless of the school district they served. OCR's contributions reduced the chances of a reoccurring incident on another bus or in a different district.

## *O*CR Enters Agreement with the Commonwealth of Pennsylvania

Many African American students enter higher education in Pennsylvania at the community college, rather than university, level. Therefore, an important focus of OCR's partnership with Pennsylvania to remove vestiges of segregation was the agreement under which students may enter any of the its universities with two full years credit toward a bachelor's degree after completing two years work at a community college. Another major thrust of the partnership is the \$36.5

million infusion into one of the state's public historically black colleges.

Other campuses throughout Pennsylvania have also been affected by this partnership. At Penn State, such areas as community policing, discussion forums, and academic assistance are being designed to make the campus more welcoming to African American and other minority students. Temple University and the University of Pittsburgh, along with Penn State University, are stepping up recruitment and support programs for their African American students. In all, 33 colleges and universities were affected by OCR's partnership with the Commonwealth, and more than 12,000 African American students now enrolled.

### **Adequate Teaching Levels for English-Language Learners**

A parent filed a complaint with OCR against a school district that has thousands of English language learners. When OCR began its investigation, staff found that there were only 16 teachers and four paraprofessionals trained into serve these students. OCR's intervention resulted in the school district hiring 90 additional capable teachers and 81 paraprofessionals. Because the teachers and teaching assistants were new hires and their status may have been jeopardized by possible layoffs, OCR worked with the school district and its teachers' union to amend their procedures so that alternative program staffing levels would remain adequate even in the case of layoffs. In addition, OCR and the school district collaboratively developed a tuition reimbursement program to encourage teachers to earn specialized certification to

teach in alternative language programs. In 1999, 41 teaching staff were working toward this goal through the new tuition reimbursement program.



### **OCR Provides Support for Mother's Concerns**

A mother of two children enrolled in special education programs filed a complaint with OCR alleging that the State's Department of Education was providing inadequate services to both of her children. The mother also alleged that school officials wrongfully disciplined one of her children and failed to provide him with appropriate education services. Upon investigation, OCR found that neither child's Individualized Education Plan (IEP) had been properly implemented by the state's Department of Education, which agreed to redress its inaction and compensate for the services missed. OCR investigators also compared one child's disciplinary punishment to that given to others who had misbehaved, and determined that the Board indeed had retaliated against the child. Education officials agreed to expunge the student's record of disciplinary incidents for the year, and agreed to treat students equitably in the future.

In addition, OCR found that officials had retaliated against the students' mother, including making comments critical of her to other parents. The state Department of Education sent her a letter of apology, advised its staff of the inappropriateness of their actions and—most importantly, because OCR found that many families feared retaliation—notified the community, including parents and students, that staff would not retaliate against them.

### **A Picture is Worth a Thousand Words**

A junior high school student with disabilities filed a complaint with OCR saying that his photograph, as well as those of other disabled students, was segregated in the school's yearbook. The yearbook placed the pictures of disabled students in a different location from the photos of other students. OCR contacted the district, which agreed to integrate photos of students with disabilities along with other student photos.

### **English Language Learners Get Much Needed Assistance From School District**

OCR staff learned that in a western school district that had 1,272 English language learners out of 13,000 students, most of the district's English language learners were instructed by teachers who were only minimally qualified or who were teacher assistants. More than half of the students received no alternative language program. In addition, students were being evaluated with instruments that required knowledge of English—and, not surprisingly, many were inappropriately classified and placed

in special education programs that did not offer an alternative language program.

OCR's intervention resulted in significant changes, including training on the requirements of an alternative language program, to dozens of teachers and administrators. In response, the school district made immediate and positive changes. Specialized teachers in English-as-a-second-language were hired and child assessment teams were deployed at each school to review each student's assessment, placement and education needs. OCR has continued to monitor and review schools throughout the District and has kept in communication with its administrators. Last August, a reworked plan was approved that provides additional services to students whose first language is not English.

### **Different Treatment of African American and Hispanic Students**

A former administrator lodged a complaint alleging that a district high school channels African American and Hispanic students who are identified as potential dropouts into GED and evening high school programs. The complainant also alleged that the school's academic honors program was disproportionately white. Investigators from OCR were able to verify all of these allegations.

As a result of OCR's activities, the school district agreed that it would evaluate its admission standards for the honors program. In addition, the school district agreed to work towards alleviating the opportunity for any racial or ethnic bias in referring students to GED and evening programs.

## **D**oubling Minority Students in Gifted and Talented Programs

In a southwestern state, OCR staff noted that a low proportion of Native American and Hispanic elementary and high school students were in programs for gifted and talented students. In one particular school district with a predominantly Hispanic student body, the school demonstrated that minority students could qualify for gifted programs when teachers use a variety of methods in addition to standardized I.Q. tests as the criteria for eligibility. OCR collaborated with the school district to broaden its admissions criteria from only using a standardized IQ score to using multiple criteria. As a result, the proportion of Hispanic students in gifted and talented programs doubled. In 2000, OCR will continue working with the school, the state and local officials to develop a demonstration project for school districts throughout the state.

## **D**iscipline of Black Male Students

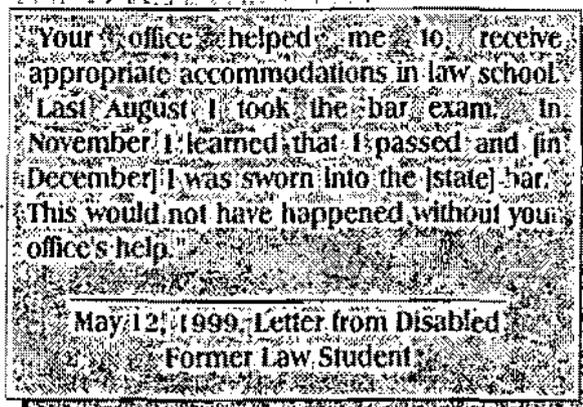
In a school district in the South, a principal disciplined six African American high school students by tying them together and parading them around the school grounds.

OCR investigators determined that the students were punished differently and inappropriately on the basis of their race. School district administrators agreed to remedy the principal's wrong-doing against the students by giving them psychological help and counseling, as well as reprimanding the principal in a letter placed in her personnel file. In addition, OCR addressed the incident school-wide, by having the school district develop and publish

appropriate disciplinary policies, and requiring its staff to participate in workshops on race, color and national origin discrimination. OCR will monitor the school's disciplinary actions to ensure that its commitments are met.

## **S**chool District Receives Federal Refugee Funding

A former teacher filed a complaint with OCR against a school district, saying that it underserved English-language learners. The changes the district made, with OCR's assistance, included: appropriate identification and assessment of English language learners, placing them in appropriate programs, and monitoring them to make sure their transition to other programs was successful. These changes prompted a federal agency that supports refugee relocation to give the school district additional funding for its language-assistance program.



## **W**orking to Keep Special Education for Those With Special Needs

OCR completed monitoring a western school district that had been placing a disproportionate number of African

American students in special education classes. OCR's resolution agreement with the district provided for development of a pre-referral intervention process to assist students experiencing difficulties in a regular classroom setting. The agreement with OCR also revised referral procedures for special education evaluation to ensure consideration of the impact of education and medical history as well as environmental, cultural and economic factors. Since entering the agreement with OCR, the number of African American students classified as learning disabled

(LD) decreased from 221 to 161. As a result of OCR's intervention, the district reports that 89% of the African American students classified as LD and 46% of those classified as mentally disabled are now being educated in a regular setting. Overall, 80% of students with disabilities now receive their educational services through full-day inclusion in the regular classroom with supplementary aids and services. The District continues to engage in a strong staff training efforts and ongoing self-evaluation to identify any remaining areas of concern.

# Managing Resources for Positive Impact on Students

OCR is committed to achieving equal access to a high quality education for all students. But our ability to have a positive impact on students' lives is directly related to maintaining a competent, well-trained, technologically proficient workforce. Our work is labor-intensive, and approximately 80 percent of OCR's budget is used to pay staffing expenses. In fiscal year 1999, OCR received \$66,000,000 from Congress, which was \$2,000,000 less than requested, approximately 7 percent more

than the previous year. However, it did enable OCR to complete the hiring process begun in FY 1998 and to continue staff training. By the end of the fiscal year, OCR had expanded to 737 full-time equivalent staff hours.

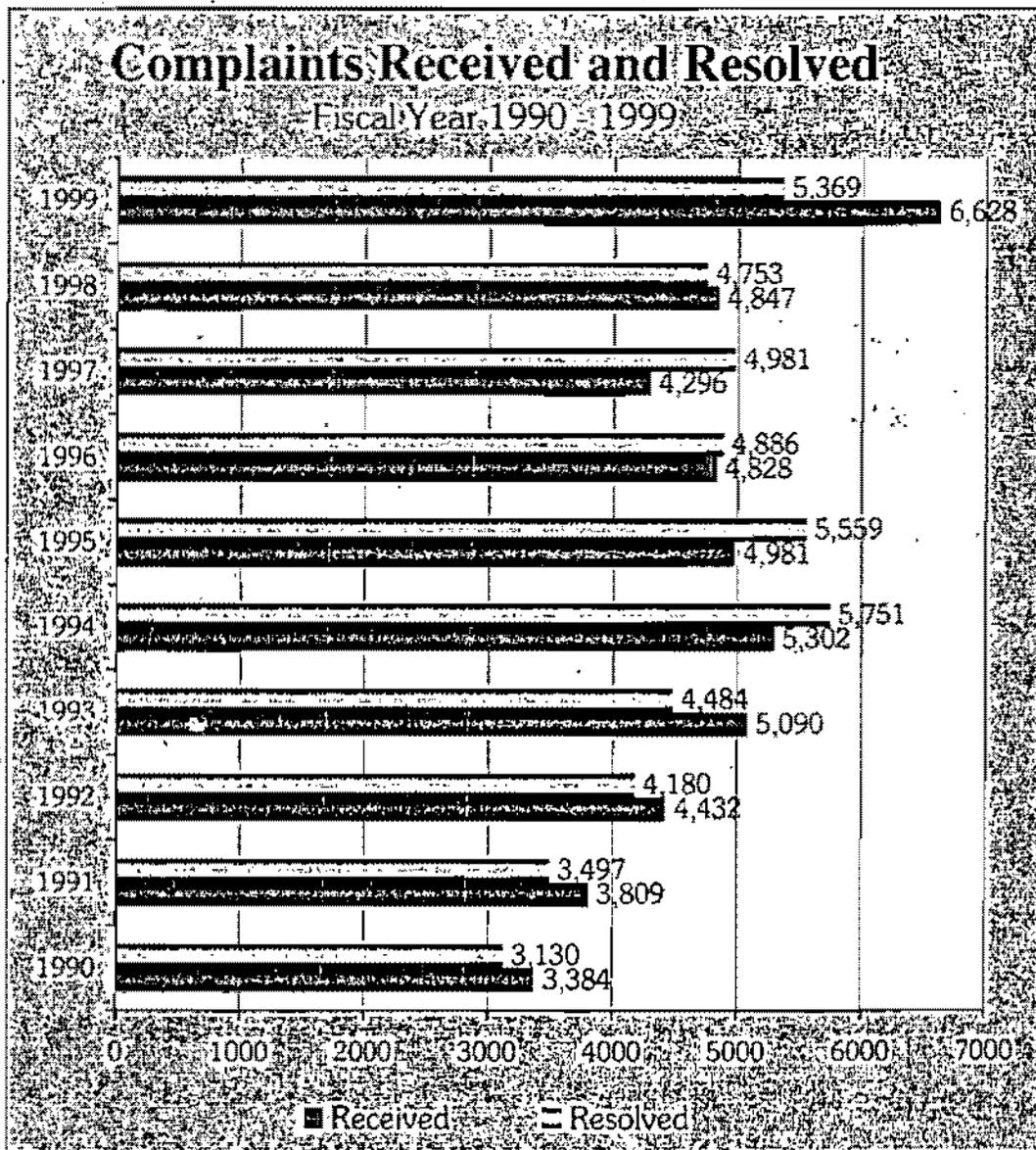
The decade of the 1990's brought OCR an increase in workload and case complexity, along with decreasing resources. Managing more with less became a necessity. To meet this

OCR APPROPRIATION AND WORKLOAD							
FISCAL YEAR 1990 - FISCAL YEAR 1999							
FY	Presidential Request	Congressional Appropriation*	FTE	Complaints		Compliance Reviews	
			Usage	Filed	Resolved	Initiated	Resolved
1999	\$68,000,000	\$66,000,000	737	6,628**	5,369	76	93
1998	\$61,500,000	\$61,500,000	685	4,847	4,753	102	100
1997	\$60,000,000	\$54,900,000	681	5,296	4,981	152	140
1996	\$62,784,000	\$55,277,000	745	4,828	4,886	146	173
1995	\$61,457,000	\$58,236,000	788	4,981	5,559	96	178
1994	\$56,570,000	\$56,570,000	821	5,302	5,751	144	90
1993	\$61,400,000	\$56,402,000	854	5,090	4,484	101	82
1992	\$56,000,000	\$53,625,000	848	4,432	4,180	77	50
1991	\$49,900,000	\$48,404,000	797	3,809	3,497	41	22
1990	\$45,178,000	\$44,572,000	815	3,384	3,130	32	30

\*FY 1990 and FY 1995 Appropriation after sequestration; FY 1997 Appropriation after rescission  
 \*\* 1,614 filed by an individual complainant

challenge, OCR reduced its headquarters staff and put additional staff in the field, instituted more flexible case resolution procedures, replaced an out-of-date mainframe data collection system with a personal computer based system, provided staff with on-line access to critical case resolution resources through an electronic library, and established internal networks for key subject matter issues.

In FY 1999, OCR received more complaints than in any previous year in its history. While complaint receipts have risen this decade in general, the increase in the number of FY 1999 complaints is due largely to a single complainant who filed more than 1,600 complaints against postsecondary institutions nationwide. While this is an unusual occurrence, it illustrates one of the challenges OCR faces in building a balanced civil rights enforcement program—the fact that we cannot control the number or type of complaints received.



## Looking Toward the Future



Both efficiency and effectiveness are critical to our work—efficiency because a student who is denied equal access to educational opportunity needs quick relief—effectiveness because it is essential that educational excellence and equity are combined in the resolution of civil rights issues.

While building the capacity to share expertise that can prevent discrimination, OCR needs the resources to fully implement its programs. Without adequate staff and sufficient technology, OCR will be unable to effectively assist the educational system in meeting the needs of students in the twenty-first century.

While OCR is proud of its past effectiveness and efficiencies, we are prouder still of our increasing ability to provide services that enable stakeholders to address the complex civil rights issues at hand. We know, however, that the need is greater than what is reflected in complaints simply because the populations of students most affected by educational inequities are often least-aware of their civil rights. Having enough staff to not only resolve complaints, but also to

conduct reviews in school districts and states, maximizes OCR's ability to positively affect the lives of students. Having enough staff to educate parents about their civil rights and to nurture partnerships between parents and schools ensures that students continue to have equal access to educational opportunity long after OCR's involvement ends.

OCR delivers services to customers that help prevent, as well as resolve, discriminatory educational practices by using well-trained staff to bring educationally sound, legally appropriate, and workable solutions to bear on complex civil rights issues. By using technology effectively, OCR puts information directly in the hands of students, parents, and recipients of federal funds so that they can resolve civil rights issues locally.

OCR has gained the reputation as a federal agency willing to listen to educators, collaborate with customers, and link stakeholders with similar interests to resolve complex equity issues. In the 21<sup>st</sup> century, we must continue to effectively meet the needs of a more diverse and technologically advanced society to ensure quality education for all students.

# Notes

<sup>1</sup> Department of Education Draft Strategic Plan - June 26, 1997.

<sup>2</sup> President William J. Clinton - Radio Address to the Nation - August 16, 1997.

<sup>3</sup> Congressional Record - October 20, 1999 - page H10511

**Appendix A**  
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**U.S. Department of Education**

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Magnet Schools: Promoting Equal Opportunity and Quality Education

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## TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test

Equal Opportunity in Intercollegiate Athletics

Sexual Harassment: It's Not Academic

Student Assignment in Elementary and Secondary Schools & Title IX

Teenage Pregnancy and Parenthood Issues

Title IX and Sex Discrimination

Title IX: 25 Years of Progress

Title IX Grievance Procedures: An Introductory Manual

## SECTION 504 OF THE REHABILITATION ACT OF 1973 (SECTION 504)

Auxiliary Aids and Services for Postsecondary Students with Disabilities

Clarification of School Districts' Responsibilities to Evaluate Children with

Attention Deficit Disorders

Discipline of Students With Handicaps in Elementary and Secondary Schools

Free Appropriate Public Education for Students with Disabilities

Placement of School Children with AIDS

Rights of Individuals With Handicaps Under Federal Law

English  
Spanish

Student Placement in Elementary & Secondary Schools and Section 504 and Title II

Civil Rights of Students with Hidden Disabilities

## GENERAL

Annual Report to Congress (Years 93, 94, 95, 96, 97, 98)

Application of Federal Civil Rights Laws to Public Charter Schools

Guidance Counselor's Role in Ensuring Equal Educational Opportunity

How to File a Discrimination Complaint with the Office for Civil Rights

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**GENERAL**

Nondiscrimination in Employment Practices in Education  
Notice of Nondiscrimination  
Office for Civil Rights: Ensuring Equal Access to Quality Education  
Vocational Education & Civil Rights  
What Schools Can Do to Improve Math & Science Achievement by Minority  
& Female Students

**OCR Regulations/Federal Register Policies**

Age Discrimination Act of 1975  
Award of Student Financial Assistance  
Deaf Students Education Services; Policy Guidance; Notices  
Guidelines for Vocational Education Programs  
Intercollegiate Athletics Policy Interpretation  
Title VI Civil Rights Act of 1964  
Title IX Education Amendments of 1972  
Racial Incidents and Harassment Investigative Guidance  
Section 504 Rehabilitation Act of 1973  
Sexual Harassment Guidance: Harassment of Students by School Employees,  
Other Students, or Third Parties; Notice  
Title II of the Americans with Disabilities Act of 1990

**Other Miscellaneous Documents**

ADA Self-Evaluation Guide for Public Elementary and Secondary  
Schools (available through GPO)  
Uniform Federal Accessibility Standard (UFAS)

## MIDWESTERN DIVISION RETROSPECTIVE

### Introduction

The Midwestern Division is responsible for civil rights compliance in twelve states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The Division has three offices, located in Cleveland, Chicago, and Kansas City, which work closely together. The structure ensures high quality customer service to school districts, colleges and universities, and members of the public in each state served by the Division while utilizing resources in the most efficient manner possible.

The Division structure enabled staff in the three offices to work together to develop a comprehensive training plan for new employees as well as management training for team leaders. Division leadership meetings have focused on coordinating activities, addressing workload issues, and allocating resources more effectively to achieve OCR's strategic goals as a cohesive unit. Monthly attorney conference calls have enabled staff within the three offices to discuss important legal issues and ensure consistency. In an effort to ensure work of the highest quality, the Division also conducted a study of the effectiveness of various proactive enforcement techniques as well as a quality assurance assessment of the work of each team within the Division.

Since the division structure became fully operational in 1997, the Midwestern Division's greatest accomplishment has been the development and implementation of an enforcement plan that emphasizes common themes, including outreach to stakeholders, innovative proactive enforcement strategies, attention to emerging issues and populations, parental involvement, and self-evaluation. The goals of the Division plan were to: a) increase our accountability for results; b) ensure that our proactive civil rights activities result in a high quality education for all affected students; c) support the Department's Education Initiatives; and d) use Division staff resources effectively by targeting the most severe civil rights problems and using appropriate strategies to address them.

By tapping the strengths in each office, the Division was able to accomplish more with less. In this five-year period, the Division initiated 170 proactive reviews and resolved 5,519 complaints. In FY 1999, the year OCR began calculating the impact of its work on students, the Division's compliance activities positively benefited 560,087 students. The Division's impact on students increased by 58% in FY 2000, when 957,481 students were positively affected by the Division's activities. The Division was also successful in meeting its goal of resolving 80% of all complaints resolved during FY 2000 within 180 days after receipt.

## Overview of Major Accomplishments

Since the majority of the Division's complaints concern disability discrimination, its proactive enforcement activities have focused on Title VI and Title IX issues. Among the Title VI issues addressed were minority students and special education (MINSPEd), access of minority students to gifted and talented education (GATE) and other high track courses, provision of services for English language learners (ELL), racial harassment and discipline. Title IX issues addressed included intercollegiate athletics and sexual harassment. The Division's major accomplishments in several specific program areas are described below.

**Minorities and Special Education (MINSPEd)** - The Division initiated reviews on this issue because parents, teachers, community groups and other stakeholders had reported that in many school districts the percentage of minority students in special education programs was significantly higher than the percentage of such students in the district's student enrollment. The data the Division obtained from state officials confirmed that this was true. The Division also obtained information indicating that some school districts were referring students for special education evaluation and placement using inconsistent procedures. During the last five years, the Division conducted 42 proactive activities on this issue. The Division consulted with District staff and experts in the field to identify best practices that would ensure that all students are afforded equal opportunity to benefit from a high standards, high quality education. As a result of this initiative, districts have developed systematic means to screen students and to offer teachers training on intervention strategies aimed at engaging students in regular education and more accurately identifying those students appropriate for special education referral.

As part of its emphasis on continuous quality improvement and self-evaluation, in FY1999 the Division suspended its review activity on this issue to initiate a special project aimed at assessing the results of our work. The Division sought to determine whether its MINSPEd reviews had resulted in positive change for students and whether we could use our resources even more effectively by revising or modifying the approach to this issue. As part of this effort, we engaged in a dialogue with districts with whom we had already resolved MINSPEd reviews. These districts reaffirmed that the changes they had made to their programs as a result of OCR's involvement were positive and improved the education experience of all students. The Division learned that many of these Districts had begun programs to improve reading instruction in the primary grades. Division staff consulted with researchers studying minority students in special education and the role of reading skills in special education referral. The Division prepared a report of its findings which was shared within OCR as well as with other Department of Education officials, including the Director of the "America Reads" program.

Based upon the results of its study, the Division initiated two additional reviews in FY 2000 to pilot the new approach which looks more closely at the link between reading performance and referral rates for special education. Work in this area will continue in FY 2001.

**Access to Gifted and Talented Education (GATE) and High Track Courses** - Based on information furnished by stakeholders, the Division identified minority students' access to Gifted and Talented Education (GATE) as an emerging issue. Data obtained from state officials confirmed in many school districts that the percentage of minority students in such programs was significantly lower than their percentage in the district enrollment. The Division also obtained information suggesting that some districts were selecting students for these programs using inconsistent criteria and procedures. Since OCR had limited experience in addressing this emerging issue, the Division convened a national symposium entitled "Equity in Gifted and Talented Education" held in Chicago, Illinois in November, 1996. The goal was to provide a forum for all OCR offices to learn about critical concepts in this area and to ask questions that would sharpen the focus of OCR's reviews. Symposium speakers included recognized experts in the area from several universities, school district officials, and representatives from other components within the Department. At the conclusion of the symposium, Division staff were prepared to launch the GATE initiative.

While the Division initially focused on elementary and middle school programs, it expanded the initiative in FY 1997 to look at minority students' access to upper level courses because we had obtained evidence that many of the same patterns were occurring at the high school level. The Division conducted 36 proactive reviews on this issue during the five-year period.

As a result of this initiative, all students in the targeted districts are now afforded equal opportunity to benefit from a high standards, high quality education. The districts have assessed their criteria for admission to GATE programs and upper track courses to ensure their relevance and to identify alternative factors and have provided training for their staffs. Many districts have adopted criteria and procedures that are considered to be best practices, and several districts have consulted with recognized experts in revising their programs to ensure their criteria are educationally sound and non-discriminatory.

**Provision of Services for English Language Learners (ELL)** - While it was generally recognized that urban school districts throughout the Midwest had diverse student populations that included large numbers of students who were not proficient in the English language, few suburban and rural districts were prepared for the influx of school-age-English language learners into their communities that began in the 1990s. During the last five years, suburban and rural communities and schools in the Midwest began to experience first-hand the challenges posed by the transformation of the American demographic landscape. For example, one small Midwestern school district experienced a 225 % growth in its ELL population in only one school year. In response to the concerns of stakeholders who helped the Division identify school districts struggling to meet the needs of their burgeoning ELL population, the Division assigned a major portion of its proactive resources to this issue. The Division engaged state and local education officials, parents, and community members in working together to provide effective programs for ELL students. Over the last five years, the Division conducted 89

proactive activities that effected positive changes in the lives of thousands of ELL students and their parents.

An important element in many of these reviews was the Division's effort to promote parental involvement. The Division sponsored several workshops for local education agencies at which experts in family involvement provided guidance on various means of working in partnership with parents on their children's education. Many of the districts reported to OCR that they used ideas gleaned from these informal working sessions and were more successful in reaching out to ELL parents. As a result, some of the districts formed Parent Action Committees and most acknowledged an increased involvement of ELL parents in their children's education.

As part of its continuing emphasis on self-evaluation, in FY 1999 the Division formed a team to evaluate the impact of its work in this area. Working with selected districts that OCR had earlier reviewed and that had begun to evaluate the effectiveness of their language assistance programs, the Division team sought to better inform itself about appropriate measures of program success and to identify the least burdensome means of organizing and collecting information that documents program effectiveness. Preliminary results of the Division study done in partnership with two school districts were presented at the OBEMLA Institute held in San Antonio, Texas in February 1999. The seminar entitled "Measuring Success - Evaluating Programs for LEP Students" provided participants an opportunity to learn about data collection and program improvement for accountability from the state, school district, and educational consultant perspective.

**Racial Harassment and Discipline** - The existence of a school climate of racial harassment or discriminatory discipline can greatly impede a student's access to high quality education. In response to stakeholders concerns about increasing racial tension in many schools experiencing demographic change, the Division developed a comprehensive approach to addressing harassment and violence issues. The Division initiated 36 proactive reviews on this issue.

Some of these proactive activities focused on harassment against African American and/or Hispanic students in elementary and secondary education institutions; others focused on discipline of African American students in elementary and secondary school districts. The Division also developed an initiative focusing on racial harassment and discipline issues affecting American Indian students in the northern tier of Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin. This initiative required Division staff to make contacts and build trust within a community that has had little contact with OCR. The activity has resulted in the agreement of school districts serving American Indian students to take actions to address issues of harassment and ensure fair treatment with respect to discipline as well as greater parental involvement. As a result of these activities, OCR has been invited to assist other school districts and American Indian parents through technical assistance presentations.

**Higher Education Desegregation** - The Division resolved the desegregation investigation relating to Central State University (CSU), Ohio's only public historically black university, in February 1998 and continues to monitor actions undertaken by the State of Ohio to strengthen CSU and make it an equal and comparable member of Ohio's higher education system attractive to students of all races. As a result of the Division's investigation, CSU, which had faced serious financial deficits, an aging infrastructure, and a declining student enrollment, is now a stronger, more vigorous and attractive institution.

**Customer Service Technical Assistance Initiative** - Early in this five-year period, the Division recognized that many local school officials, community members, and parents needed more direct help from OCR in solving problems that impede access to high quality education. In addition to its proactive enforcement reviews, the Division decided to invest additional resources in its technical assistance outreach program to meet these stakeholders needs and strengthen its commitment to high quality customer service. The first phase of this initiative aimed at empowering others to develop effective harassment prevention programs in elementary and secondary education institutions. The Division held conferences and workshops designed to promote understanding of the complex issues confronted by school districts attempting to address harassment and violence and presented at statewide conferences focused on this theme. These activities provided useful information about effective prevention strategies and in some cases featured educators with first-hand experience about dealing with real life harassment cases. In addition, many of these workshops provided participants an opportunity to examine their own anti-harassment policies and procedures for clarity, effectiveness, and legal sufficiency.

The second phase of this initiative focused on building partnerships among parents, students, school districts and the community to empower them to identify and address civil rights problems related to the provision of appropriate services for students with disabilities. The Division held a series of focus group meetings in Wisconsin to identify the kinds of information needed by the stakeholders to serve students with disabilities appropriately and the districts and individuals most in need of clarification about Section 504 obligations. These open forums with our customers were helpful in shaping a resource document that explains in plain language the Section 504 requirements and dispels the existing confusion that currently exists among stakeholders in Wisconsin. It is anticipated that the resource document will be made available on the Wisconsin Department of Education's website in FY 2001.

## **Conclusion**

Although the Midwestern Division is proud of its accomplishments in the last five years, it recognizes that much remains to be done. Many of the activities outlined in this report are part of phased in projects which are continuing into FY 2001. These are described in the Division's FY 1999 through 2001 Enforcement Docket.

## Appendix # 1

### 1993- 2000 Summary of OCR Policy and Investigative Guidance

**Age Discrimination Act Regulation:** OCR issued regulations for the Age Discrimination Act of 1975 on July 27, 1993. This was the first regulation published by OCR since 1980.

**Race-Targeted Scholarships:** On February 23, 1994, Secretary Riley issued a Notice of Final Policy Guidance in the Federal Register discussing the application of Title VI and its regulation to student financial aid that is awarded, at least in part, on the basis of race or national origin. In a letter to college and university presidents dated March 4, 1993, Secretary Riley stated that race-targeted scholarships "can be a useful tool for providing equal educational opportunity and for enhancing a diverse educational environment for the benefit of all students." The statement emphasized the legality of most of these scholarships.

**OCR Case Resolution Manual:** In December 1993, OCR fundamentally reengineered its approach to processing discrimination complaints with the issuance of the Case Resolution Manual. Under these new procedures, primary emphasis is placed on achieving change, rather than on document production. The manual streamlines the complaint process with the objective of resolving a complainant's allegations of discrimination promptly and appropriately. It emphasizes mediation, negotiation, and

other early case closure strategies in resolving complaints. Using this revised approach, OCR resolved more complaints with fewer staff. The new procedures also allow OCR to dedicate 40 per cent of its resources to targeted proactive activities [compliance reviews, monitoring, technical assistance, priority policy development, and other activities] that complement the enforcement agenda.

**Racial Harassment:** On March 10, 1994, the Department published investigative guidance on the procedures OCR will follow and the legal standard OCR will apply when investigating allegations involving racial incidents and harassment against students at all levels of education. The guidance recognizes that harassment on the basis of race, color, or national origin denies students the right to an education free of discrimination and violates Title VI of the Civil Rights Act of 1964.

**Higher Education Desegregation:** On January 31, 1994, OCR published a Notice in the Federal Register on the application of the U.S. Supreme Court's decision in United States v. Fordice. The Supreme Court enunciated standards for determining whether a state has met its obligation to dismantle a prior *de jure* segregated system of higher education under the Fourteenth Amendment to the U.S. Constitution and Title VI. The Notice makes it clear that the standards enunciated by the U.S. Supreme Court in Fordice will be used by OCR in determining whether states have met their obligations to affirmatively dismantle all vestiges of their prior segregated systems.

Protecting Students from Harassment and Hate Crime: OCR jointly sponsored, with the National Association of Attorneys General, a guide intended to help school officials deal more effectively with instances of harassment and violence in elementary and secondary schools. The guide provides practical advice on how to deal with persistent episodes of student harassment and hate-motivated threats and violence.

Magnet Schools Assistance Program: OCR is charged with carrying out civil right provisions in Title V, Part A of the Elementary and Secondary Education Act [the Magnet Schools Assistance Program (MSAP)], and providing technical assistance to Federal award recipients and beneficiaries, the public, and other organizations to obtain voluntary compliance with civil rights laws. MSAP's goal is to assist schools in reducing, eliminating, or preventing racial isolation. OCR works with the Office of Elementary and Secondary Education to certify that all MSAP applicants will meet nondiscrimination assurances. MSAP funding is intended to reduce, eliminate, and prevent minority group isolation in elementary and secondary magnet schools.

Vocational Education Methods of Administration [MOA]: OCR must certify that each state has met its MOA commitments. For 14 years, OCR required burdensome annual reports from each of the states and other entities on how they monitored their own programs and those of their sub-recipients to ensure compliance with Federal civil rights laws, including those enforced by OCR. In 1994, OCR gave two-thirds of the states an option of not submitting an MOA report. OCR conducted a national conference for the

states MOA coordinators to provide them with up to date information on high priority civil rights issues and to discuss options for redesigning the MOA process. The new approaches emphasizes bringing state officials together to learn from each other.

**Americans With Disabilities Act Guide:** Written in straightforward, plain English, **Compliance With the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools** was published in FY 1995 to help schools evaluate their compliance with the Americans with Disabilities Act of 1990 (ADA). The guide reviews the requirements of the ADA and offers suggestions and self-evaluation work sheets to assess compliance. The guide was made available to each of the nation's approximately 15,000 school districts.

**Minorities and Special Education:** On July 7, 1995, a policy memorandum set forth the legal issues surrounding the disproportionate representation of minority students in special education. The guidance is used by OCR staff in investigations and by external stakeholders. Work also commenced on compiling strategies and models that hold promise in preventing and remedying illegally discriminatory practices in assignment of students to special education classes. Working with Project Forum, a part of the National Association of State Directors of Special Education, a resource guide was developed to use with schools and school districts in devising resolutions to problems in this area.

OCR Electronic Library currently resides on the ED LAN and was launched in 1995 creating easy access to OCR regulations, policies, and important case-related documents

by OCR staff. Future improvements will include some form of public access through OCR's web site.

**"The Three Part Test" in Athletics Clarification:** On January 16, 1996, OCR provided clarification of the requirements of Title IX as it applies to "The Three Part Test" in the provision of equal opportunity in intercollegiate athletics. Based on settled principles, the clarification resulted from discussions with interested parties over a two year period and from consideration of nearly 300 comments. The most notable statement in the clarification is that institutions of higher learning are not required or encouraged to cut men's sports to comply with Title IX. The final clarification was sent to the presidents of all colleges and universities that have intercollegiate athletics programs, as well as over 4,500 other interested parties.

**Athletic Scholarships:** On July 23, 1998, OCR issued a Dear Colleague letter clarifying the coverage of Title IX and its regulations as they apply to both academic and athletic programs and discusses specifically the 1979 Intercollegiate Athletics Policy Interpretation of the "substantially proportionate" provision of Title IX as it relates to the funding of athletic scholarships for men's and women's intercollegiate athletics programs.

**Sexual Harassment:** On March 13, 1997, OCR published in the Federal Register Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties. The guidance provides educational institutions with the standards used by

OCR, and that institutions should use, to investigate and resolve cases involving claims of sexual harassment of students engaged in by school employees, other students (peers), or third parties. Since the issuance of the 1997 guidance, the Supreme Court issued several important decisions in sexual harassment cases including two decisions specifically addressing sexual harassment of students: Gebser v. Lago Vista Independent School District (Gebser), 524 U.S. 274 (1998) and Davis v. Monroe County Board of Education (Davis), 526 U.S. 629 (1999). In a August 1998 letter to school superintendents and a January 1999 letter to college and university presidents, the Secretary of Education informed school officials that the Gebser decision did not change schools' obligations to take reasonable steps to prevent and eliminate sexual harassment as a condition of their receipt of Federal funding. On November 2, 2000, OCR published a Notice in the Federal Register requesting comment on proposed revisions to the sexual harassment guidance in light of the Supreme Court cases relating to sexual harassment in schools. Although the substance of the 1997 guidance in the most important respects was reaffirmed in the Court's opinions in Gebser and Davis, OCR determined that in certain areas the 1997 guidance could be strengthened by further clarification and explanation of the regulatory basis for the guidance. Revised final sexual harassment guidance is expected to be published in early January 2001.

Services to English Language Learners: On November 30, 1999, OCR issued a Guide for School Districts to use in developing programs for English Language Learners.

Resource Comparability: On December 1999, OCR issued investigative guidance to staff entitled "Title VI Initial Investigative Guidance: Equal Access to Educational Resources Within School Districts.

Charter Schools Questions and Answers: On May 31, 2000, OCR issued Applying Civil Rights laws to Charter Schools: Questions and Answers. The Questions and Answers provide important information on how public charter schools may be developed and operated consistent with federal nondiscrimination laws. The publication answers a broad range of federal civil rights-related questions that charter school developers and operators have raised particularly those relating to provision of services to students with disabilities and English language learners.

Disability Harassment: On July 25, 2000, OCR and OSEP joined in a Dear Colleague Letter to institutions about the legal and educational responsibilities that institutions have to prevent and appropriately respond to disability harassment and suggestions of measures that school officials should take to address this problem.

Regulation Amendments in light of Cureton – On November 13, 2000, OCR published in the Federal Register amendments to the regulations governing nondiscrimination on the basis of race, color, national origin, sex, handicap, and age to conform with statutory amendments made by the Civil Rights Restoration Act of 1987 (CRRRA).

Mitigating Measures In Disability Cases: On September 29, 2000, OCR issued guidance to OCR staff entitled "Sutton Investigative Guidance: Consideration of Mitigating Measures in OCR Disability Cases. This document provides an analysis of the Supreme Court's decisions in Sutton v. United Air Lines, Inc. and other cases which held that the determination of whether an individual has a disability under the ADA must take into account the effects, both positive and negative, of any "mitigating measures" (such as eyeglasses or medication) used by that individual.

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers issued December 15, 2000: OCR developed, for the first time in the agency's history, a statement of legal principles to guide OCR's work in the area of testing and assessment. Informed by input from multiple internal and external stakeholders, the published testing resource guide provides practical guidance related to test measurement principles and applicable federal laws that guide the use of tests as part of decision-making that has high-stakes consequences for students.

Elementary and Secondary School Compliance Report: OCR is currently conducting a universal survey of all public school districts in the country, the first such survey in 25 years. During the intervening years, OCR has randomly sampled approximately one-third of the Nation's school districts every two years, resulting in some school districts having not been surveyed in several survey cycles. Data from the E&S survey are

requested and used extensively by OCR, other components of the Department, other Federal agencies, civil rights stakeholder groups, educational institutions, and researchers for a variety of purposes, such as identifying trends and targeting civil rights problems. OCR's survey data are recognized for their reliability, and in most instances, OCR is the only source for these data. In 1996, OCR began a redesign of its Elementary and Secondary School Civil Rights Compliance Report to make it more useful and accessible to OCR staff as well as user groups at the local, state, and national level. As a result of these efforts, survey data is available to users in record time compared to reporting in prior years. Moreover, the survey reporting process maximizes the use of technology by offering reporting options in several electronic formats. A strategy has been developed for 3-stage implementation of Web-based reporting by school districts for future survey reports in out years depending on funding availability. The strategy would move, in increments, from reporting through the Web from those districts that choose to do so to mandatory Web-based reporting for both districts and schools, depending on funding availability. Based on consultations with stakeholders, the 2000 Civil Rights Compliance Report includes new or revised questions on emerging issues such as teacher certification, high stakes testing, discipline, services to English Language learners.

Proceedings of the Millennium Conference [publication pending]: In cooperation with the National Academy of Sciences and with several other Departmental offices, OCR held a "Millennium Conference" on September 21, 2000, at the National Science Foundation. The conference drew as its primary audience State and local educators and policy makers,

with a total of 325 attendees from around the country. The Conference provided educators and policymakers with information about "what works" to raise educational achievement for all students while closing the achievement gap between minority and non-minority students. The National Academy of Sciences will publish conference proceedings, including papers from presenters, which will provide strategies for raising educational standards and closing the achievement gap.

NOTES

Meeting with First Lady Hillary Clinton,  
Secretary Riley and Deputy Secretary Designate Kunin

January 28, 1993  
White House

People in Attendance: Ms. Hillary Clinton, Mr. Richard W. Riley, Ms. Madeline Kunin, Ms. Carol Rasco, Ms. Melanne Vermeer, Dr. Bill Gölston, Dr. Mike Smith, and Dr. Terry Peterson

Overview:

- (1) The group discussed the items summarized in "Talking Points" (copy attached) and key personnel considerations. Time did not allow for a full discussion of the Early Childhood item.
- (2) After some discussion of options and concerns, it was generally agreed that Secretary Riley and Deputy Secretary Designate Kunin should proceed with a sequence of education reform packages in Congress.
  - (a) Lead with a fast track "Education for America's Future Act of 1993," a new, improved version of S2 considered by Congress in 1992. Considerations:
    - (1) Review carefully original S2 provisions and eliminate inappropriate parts (e.g., review Alexander's concerns).
    - (2) Be innovative on delivery standards -- don't get locked into old accreditation approach. Look at ways and incentives to reduce administration costs in states and districts, gridlock in urban areas. Allow for public school choice and charter schools, strong support for local school leaders who lead change, and allow for flexibility and accountability.
  - (b) Revamp the Elementary and Secondary Education Act (Chapter 1 and the other programs) to reflect new thinking on how to improve the education of the disadvantaged. Take into account ideas in Hornbeck's report, but be mindful of dissenting opinion espoused in report -- "don't just overlay Kentucky on the nation."
  - (c) Redesign OERI so that research and dissemination of findings are useful to educators, policy makers and parents.

- (3) The financial plight of the various higher education financial programs was discussed.
  - (a) It was strongly felt that the \$2 billion deficit in the Pell Grant system needs to be widely publicized.
  - (b) We need to secure an appropriation of \$575 million to prevent additional erosion of the amounts of the Pell Grants to students.
- (4) Agreed on importance of including education in key task force, e.g. health, early childhood, welfare reform, apprenticeships.
- (5) Bill Golston was designated as our contact person on education for Domestic Policy in the White House.
- (6) Need to develop an action plan that has a multi-audience appeal:
  - (a) Parents and families -- to develop an "Ethic of Learning."
  - (b) Students -- be supportive and expand such initiatives as "Save the Black Child Crusade" started by the Children's Defense Fund.
- (7) Need to incorporate other resources to help solve problems of retired citizens, community service, etc.
- (8) Should create an Office (high up in Department) on Teaching or Teaching and Learning staffed with Terri Dozier to help teachers / refine teaching.

## TALKING POINTS

A. Critical to fast-track "new, improved" S2 Reform Act. Could be in reconciliation package but, if not, we need to "fast track" it.

- \* Puts in legislation the National Goals and high standards (academic and occupational) for all students.
- \* Sets in motion initiatives that will encourage states and local school districts to develop systemic education renewal packages.
- \* Has the potential to add an urban/rural initiative quickly.
- \* This will provide the framework and structure for much of our future agenda in education including the reauthorization of ESEA.
- \* Apprenticeship program.

B. Reauthorization of ESEA

- \* Perhaps should not be part of reconciliation package because of major changes needed. We will need a lot of public debate; on the other hand, we don't want to lose chance to make major changes.
- \* Major changes envisioned:
  - \* S2 provides framework and the ESEA (not just Chapter 1, but also other programs such as Eisenhower science education) can provide the programmatic tools to help improve schools that enroll large numbers of poor and disadvantaged children.
  - \* ESEA (Chapter 1, Bilingual, Indian Education) provides opportunities for all poor kids to meet the same standards; "helps level playing field."
  - \* ESEA also provides for teacher retraining and for curriculum development in support of all kids achieving the standards.

C. Direct Student Loan / National Community Service

- \* We will attempt to have a direct loan program on board by 1997. It is complicated. In addition, the Pell Grants to College Students is running a \$2 billion deficit for which we must either find an additional appropriation or cut the level of student grant this coming college year.

- \* We are beginning to make connections with OMB and working with our Acting Assistant Secretary for Post-Secondary Education and we are looking at top people for the permanent Assistant Secretary position who are familiar with loan programs and cutting edge thinking in higher education.
- \* If the community service initiative is going to have any connection with colleges and/or loan payback, it is critical that our people be involved with the folks in the White House working on these issues. Presently, we are not in the loop.

D. Early childhood development

- \* We must be part of any decisions on a major early childhood package or initiative.
- \* Education has a lot to offer overall but also has a unique role to play in:
  - \* parent education;
  - \* coordinating early childhood programs with schools; Chapter 1 funds early childhood programs;
  - \* helping very young children with handicapping conditions.
- \* Need her assistance, guidance and support both for a comprehensive early childhood package that may include HeadStart, health, nutrition, and education and as we revise our early childhood thrust in education.

E. Our interest in apprenticeships

- \* Working with same group of consultants who are working with Labor (e.g., Hillary Pennington).
- \* Talked to Bob Reich.
- \* Our top staff close to Reich's top people.
- \* Putting together joint task force.
- \* Need assistance, guidance and support from her and the White House.

F. Management

- \* Student loan defaults and misuse (\$800,000 per day) problem being investigated.



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

Remarks of  
Richard W. Riley<sup>1</sup>  
U.S. Secretary of Education

Education Issues Before The American Public - 1994  
George Washington University, Washington, DC  
Thursday, October 13, 1994

Good afternoon and thank you, President Trachtenberg. I have come here today to speak to you about the choices that the American people must make in the upcoming election regarding the improvement of American education.

The election cycle is now upon us and voters who are looking for answers are beginning the arduous task of sifting through the many campaign ads to find common sense and good solutions.

This isn't very easy. So many of the ads seem to be drumming on the negative. It's a sorry way to look at the world and then we wonder why the American people get to feeling low, like they just ought to go out and kick the dog for no good reason at all.

You look at the political ads and all you see are attack ads, cell doors slamming and sirens wailing. You listen to the radio talk shows and America -- a nation with real problems but so much goodness to it -- is just about always written off as a nation near a sudden state of collapse.

Now, our country has its problems and I won't make light of them. But if the only way to get a rise out of the American people is to get caught up in this cynical, negative, political dog-eat-dog attitude -- well, in my opinion, we aren't going to get where we need to go as a country. There isn't going to be much left to our ideals.

I believe that we need to challenge the American people instead of beating them down. Let's quit drumming the negative. We Americans can lose our focus and get hoodwinked by the slick commercial, but by and large we are a thinking people with a good nose for what is important and what is not.

So I want to urge all the candidates to be a little more high minded -- to stop packaging people's fears and frustrations into 30-second sound bites. And I urge all of us who are in the business of education, public service, and politics to go out and challenge the American people with practical, positive solutions.

Let's also remember that our children and young people are not learning as Democrats or Republicans. They are learning as the Americans who are the future of the Country. Parents are desperately worried about their

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<sup>1</sup>The Secretary may depart from prepared remarks.

children's safety, about academic standards, and about how to pay for their children's college education.

So the vital issues that concern you, your parents and the faculty of this university are very close to home -- even if they seem far, far away from the campaign agenda of campaign consultants.

Now, education is not a hot issue when it comes to 30-second attack commercials. And that may be a blessing. Education is complicated, progress takes time, and there are no simple solutions.

If a candidate, Democrat or Republican, tells you that the solution to our education problems is simply more money for teachers or that the only way to get anything done is to support private school vouchers using taxpayer dollars -- I will be the first to tell you that they are both wrong.

There is no panacea when it comes to improving American education. Improving American education is hard, steady work, something that is done day by day, student by student, teacher by teacher, family by family, community by community.

There is no one silver bullet solution -- be it throwing more money at the problem or chipping away at our unique heritage of free public education ... a heritage that has done so much good for generation after generation in this Country.

Public education has always been, and remains to this day, the open door to American success and good citizenship -- the American way to achievement and freedom for all people ... and I mean all the people.

Many of you here are graduates of public schools, and while there may have been days when you thought you would never survive the experience, you all seem to be turning out all right to me. As I have said many times before -- some of our public schools are excellent, some need to get better, and some schools should not be schools at all. Private and parochial schools are also a very important part of our American fabric of education.

But public education is always on the front line. Public schools all over America are dealing with violence and drug use, family breakup, racial tension, the continuing need for AIDS awareness, and the influx of new immigrants. They are also producing hundreds of thousands of graduates who are making the grade at some of the finest colleges and universities in America, including this one.

So perhaps the first and most fundamental question that the American public should be asking this fall is whether or not each and every candidate for public office -- Republican, Democrat or Independent -- will reaffirm his or her commitment to the basic American tradition of free quality public education.

Will they roll up their sleeves and work with us to make public education better across the board? Our critics say public education is hopelessly broken. They are wrong. I believe that they have simply been swept away by the latest magic bullet of the moment.

Now, I believe American education cannot stand still. Our schools need to teach the skills for the 21st century using the best technology. They need to show flexibility and be open to good ideas like public school choice, and

support parents who believe that character education is important to their children's future.

They may also test new concepts such as charter schools and privatization of some services so long as they are focused on high standards and public accountability, and don't keep out students who may need the most help of all.

Above all, our schools need to recognize that there is a longing for the restoration of standards, a return to excellence at every level of American education. I am, for example, one of the strongest proponents of more time in the school day for the basic core academic curriculum. The national average is now just over 40 percent of the day, and that just isn't good enough. And then we wonder why sales clerks can't make change and why colleges spend millions of dollars every year teaching remedial classes.

So we need to be a lot more tough-minded about how the school day is used -- we need to think creatively about using new technology -- and we need to end the practice -- once and for all -- of permitting young people to just drift through school just to move them through the system.

At the same time, every child and young person in this country is going to have to learn skills that we didn't even anticipate 10 or 15 years ago. They must be computer-literate, understand how to use the Internet, and -- with skill and confidence -- be able to get on line to the Information Highway.

When I was appointed Secretary of Education by President Clinton, I told people that we needed to stop studying every problem to death and move from being "A Nation at Risk" to "A Nation on the Move."

I said then that we needed to get beyond the status quo of accepting mediocrity for some students -- be they gifted and talented or behind in reading -- and, at the same time, we needed to avoid getting caught up with every new fad of the moment -- like new math in the 1960's and 1970's. For too many years, education has been driven by the latest quick fix and it has never done us any good. We need to recognize that making our schools better has to be done in a meaningful and consistent way. Kids need to learn how to read and write well to reach the high standards, and they need to be safe. First things first.

So I believe it is so important to lay out for the American people a clear summation of what has been achieved to date and to define what I think are the essential questions that we need to ask ourselves as we approach Election Day.

So what has been accomplished?

I can tell you that in the past 20 months, nine education-related bills were sent to the Congress by President Clinton and eight have been signed into law. And next week, President Clinton will sign number nine -- the \$12.7-billion Elementary and Secondary Education Act -- making it nine for nine.

The list is impressive, but it is much more than just a list. It is a coherent package that fits all the pieces together -- that tells the parents of a four-year-old just starting school or the non-traditional student going back to school at 38 that we have an educational system that can help people learn what they need to learn at each stage

of their life. This is what we mean when we talk about creating a way for Americans to be lifelong learners. Let me describe very quickly these nine initiatives:

- (1) New funding for and the strengthening of Head Start.
- (2) The first real funding for taking technology into schools and reshaping the classroom of the future.
- (3) A national service program for 20,000 young Americans that can help you pay for college, which is already larger than a Peace Corps at its peak.
- (4) A redirection of our research arm based on a National Academy of Sciences Report.
- (5) A new commitment to high standards and excellence with passage of the GOALS 2000 Act. This extraordinary act is centered on state academic standards of excellence, which gives all communities the support to help them reach their standards.
- (6) The Safe and Drug-Free Schools Act, and new money in the crime bill to support safe after-school programs. We want the guns out of our schools. We simply aren't going to tolerate a 14-year-old out to prove his manhood by putting other students in harm's way.
- (7) The seventh bill is the reauthorization of the Elementary and Secondary Education Act, which I already mentioned -- an act that places a great deal of new emphasis on giving teachers better training -- and opportunities for real professional development.
- (8) One of the most exciting things we have done is to pass a School-to-Work initiative that connects what young people are learning to the world of work. We want to jump start young people into thinking about their careers, into entering very demanding apprenticeships, into getting a focus on real life.
- (9) Finally, we recognize that the burden of paying for a good college education can be overwhelming. College tuition has been on the rise and, at the same time, people need to get their education. But how do we pay for it? We have created a new direct-lending program that will give many more of you the opportunity to pay back what you can afford when you first get out of college.

You won't get socked with a very large payment schedule the minute you take off your cap and gown. Now, being responsible to yourselves and your grandchildren means you shouldn't take 30 years to pay it off, either. But the direct-lending program is now operating in 100 colleges -- and next year will be operating in over 1,000. I will also tell you that we will continue to support raising the level of the Pell Grant program, even as we remain tough on defaulters.

Our legislative success has been unusual. The President led this effort from the start. He is a President who seems to have education in his blood. But what is unique is that in the midst of so much political gridlock, a strong, bipartisan center for progress and improvement in education has emerged in the Congress. And it has held firm.

This Congress repeatedly dealt with some of the most important but contentious social issues -- sex education, rights of privacy, student testing, and voluntary school prayer -- and in each and every case this "solid center" of Republicans and Democrats kept its focus on the essentials -- teaching and learning.

All this is to the good. And I believe it is so important to consider what is at stake in passing this broad legislative package and how it will sit with the American people. We hear a lot of talk, unfortunately negative, about the political agenda of this country. So this is a good time to talk about education in the broader public context.

For I believe that passing all this good legislation won't amount to a hill of beans unless we get people thinking differently about how we educate the young people of this Nation and how we share that responsibility. So, I want to raise three essential points.

First, the issue of basic civility and setting an example. I believe there is an enormous desire on the part of the American people to have new rules of public engagement when it comes to how we relate to each other. But we seem, at the moment, to be increasingly stuck in the old politics of fear and narrowness.

What troubles me the most about the current sour mood of American politics is that in its essence -- this dog-eat-dog attitude -- tells us that there are no rules of civic rightness -- no rules of civic discourse. The values that are increasingly defining the "public estate" are just about the direct opposite of the values we want our children to learn. We adults have lowered our own standards. Listen, in contrast, to these words from a pledge that young people take every day at school in Independence, Missouri.

I heard this pledge recited for the first time last Friday at the White House Blue Ribbon School ceremony by Pat Henley, the wonderful principal of Clermont Community School:

I am the one and only person who has the power to decide what I will be and do. I will accept the consequences for my decisions. I am in charge of my learning and behavior. I will respect the rights of others and will be a credit to myself, my family, my school, and my community.

I believe that the rising demand for character education in our schools -- a desire which crosses the entire political spectrum -- reflects the American people's sure awareness that we need to reaffirm some basic American values and create some new rules of public engagement. And I agree with them.

So what does this mean for those of us who are part of the public dialogue about the future of American education? It seems to me essentially this: we really do need to get beyond the idea that everything in America is the politics of special interests. We need to lower our voices and make sure our schools, as I have said before, do not become an ideological or political battleground.

I know, for example, that there are many conservative-minded Americans who have legitimate questions about the Goals 2000 Act. They are concerned that Goals 2000 will federalize American education.

I may strongly disagree with their belief, but I respect the sincerity of those who hold it. To date, 40 states and territories have already submitted their applications to participate in the Goals 2000 Act. We are off to a strong

start. Next year, Goals 2000 will commit 90 percent of all of its funding directly to the local level. We don't need the federal government sending you a FedEx telling you how to manage your schools.

But I want these skeptical parents, these concerned Americans -- many of them religious-minded -- to know that I will always extend myself to hear their point of view. As I travel around the country, I am meeting with parents, religious leaders, educators, business leaders, and others trying to build bridges. I may not be able to persuade them of the rightness of my side, but I will always go more than half way to meet them. They need to be at the table.

I urge these skeptical parents, by the same token, to pull back from making public schools a political football and give the process a fair chance. And I encourage them to actively participate in the school improvement process. Only by participating in the process will they come to understand that high standards are designed to make sure that parents, teachers, and principals stay in control of the process.

Second, violence: Our society is being crippled by violence. When people ask me why I am passionate about education, I tell them that a vast majority of the people in America's prisons are high school dropouts -- minds and lives that are wasted. I believe that education has been and remains the way out of this lifestyle.

I am particularly troubled by the idea that so many young boys in fourth and fifth grades are giving up on life. The American historian, John Hope Franklin, has written extensively about this searing problem. It is "no small wonder" he writes, "that the number of black males in penal institutions is greater than the number of black males in higher education." What a sad and tragic statement. Dr. Franklin was speaking about the specific problem of young African-American males, but this is not just their problem alone.

This is why the President did not give up on the crime bill which includes support for safe after-school programs, and why this Administration is committed to high academic standards for all students. About the fastest way I know to create an unthinking, angry 19-year-old dropout who is spiritually numb and heading down the road to violence is to give that young person a watered-down curriculum from first grade on.

This is why we have just announced a major new initiative in conjunction with Howard University here in the District and Johns Hopkins University to begin a five-year, \$27.7-million effort to determine just how we can help to put an end to the cycle of student failure among at-risk youth. So for me, improving education is not just an exercise in how we raise test scores. The issue is how do we create, in our time, a positive moral climate that ends the violence, which leads me to my third point.

Young people -- and not just at-risk young people -- are searching for authentic adult connections. Just recently, a very thoughtful college president, Richard Hersh, wrote an article in the "My Turn" column of Newsweek.

He didn't mince words. He said that more and more young people -- his students and mostly middle-class students -- are growing up without direction or any sense of personal sense of responsibility. Why? Because they have "experienced few authentic connections with adults in their lifetime."

It is a rather stunning statement -- "few authentic connections with adults in their lifetime." He went on to write

that we have created a "culture of neglect" rather than a "culture of responsibility" for our young people and in doing so we have absolved our young people of "any notion of obligation or responsibility." I suspect that there is a great deal of truth to his assertion.

Too many adults are becoming disconnected from our children and we need to recognize that the responsibility of parenthood is being taken too lightly by too many people, and young people are suffering.

To my mind, it is important to say up front that our schools can't fix what parents won't do. And, our schools can't solve problems that a community ignores or allows to fester. Our schools can and often are at the center of the solution, and I have seen many of them first hand, but they cannot be left alone to handle community crisis after community crisis.

We have to stay connected to our children and give up the notion that the television is the good babysitter. Our children shouldn't be growing up in a vacuum without values. This is why I am making such a strong effort to reconnect families to the learning process and encouraging all of us to think through how we find new ways to help parents and other adults to get back into the lives of their children.

For it is my very strong belief that the family is where expectations and attitudes about learning are formed, nurtured and set. To create a "culture of responsibility," we have to start with the family, be it the traditional family, the single parent, the caring grandparent or the stepparent who willingly steps in.

And, if we are going to give the coming generation the best education possible, we need to set our sights high. We need to commit ourselves to high standards, make our schools havens of order and discipline, recognize that teachers are at the heart of our effort to reach for excellence, reconnect the family to learning, and find new, concrete ways to help all of you finance your college and other postsecondary education. That, in a nutshell, has been and remains our education agenda.

As the election comes closer, I urge Americans not to get caught up in the steady drumbeat of the negative. Recognize that easy solutions are often false solutions and don't solve anything. So if we want to get beyond the sound bites and the negatives we need to start asking political leaders the questions that are on the mind of the American people.

They just aren't talking about the real issues in education. As a parent, grandparent, and U.S. Secretary of Education, I have 10 critical questions that you should demand answers to. This is the essence of our democracy and I urge you to take your citizenship seriously.

Many of you will be the teachers that will have the responsibility of teaching the coming generation of children. I urge you to stay committed to your ideal of teaching. That's the type of service that is so necessary if we want to have a real chance to educate America.

Thank you.



UNITED STATES DEPARTMENT OF EDUCATION  
THE SECRETARY

**Critical Questions for the American People  
to Ask Their Future Leaders**

1. What can we do to stop the violence in our schools and bring discipline back into our classrooms?
2. What can we do to provide all children with a quality education that prepares them for responsible citizenship, further learning and productive employment?
3. What can we do to help parents and teachers become true partners in children's learning -- not adversaries -- and make family involvement in education a basic community value?
4. What can we do to end the tyranny of low expectations? We know that high standards, tough courses, and hard work lead to real achievement and better discipline for almost all students.
5. What can we do to prepare and keep good teachers, good principals and quality higher education faculty when there will be six million more students to educate in the next decade?
6. What can we do to bring people together -- parents, business people, educators and every citizen -- to build the quality public education system that will keep America great?
7. What can we do to ensure that every student--rich and poor--enjoys the educational benefits that computers and other new technologies offer?
8. What can we do to prepare the 75 percent of all students who won't get a four-year college degree for high-skill, high-wage careers?
9. What can we do to deal honestly with the issue of race and income and their relationship to education? After progress was made in the 1970s and 1980s in closing the gap, we now have a sharp decline in the number of African-Americans attending college.
10. What can we do to avoid educational fads and quick fix solutions and keep focused on what we need to do to achieve serious and sustained improvement in our schools?

10/13/94

December 19, 1994

Dear Colleague:

The U.S. Department of Education is seeking your advice and support in a matter we believe is crucial to successful education reform. As local, state and federal partners strive to accomplish our National Education Goals, it has become increasingly clear that high-quality professional development strategies for teachers and other educators are imperative. Professional development is essential to developing the talents of educators, and to help them acquire and use the additional knowledge and skills necessary to teach an increasingly diverse student population.

After reviewing the best available research and practice related to professional development, and consulting with a wide range of education constituents, the Department of Education has compiled a set of principles intended to be useful in thinking about designing, implementing and evaluating professional development efforts. We would appreciate your comments on the principles in terms of their value, appropriateness, comprehensiveness and clarity. Based on those suggestions received by February 1, the principles will be revised and disseminated as an aid to education practitioners and policymakers nationally. The Department intends to examine and, as needed, revise its legislative initiatives, programmatic emphases, and grant and procurement strategies related to professional development to reflect the principles.

We also invite you to send information about exemplary professional development initiatives that incorporate the principles. Please send no more than two-page descriptions of each effort, describing the purposes, participants, processes, and results, as well as the address and telephone number of a contact. We will synthesize the responses and send you a copy of the synthesis.

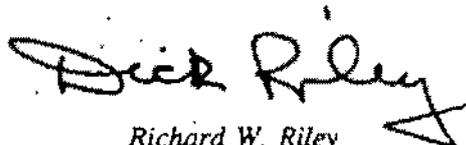
Please address your comments and any descriptions you wish to include to Valerie Rockefeller, U.S. Department of Education, Room 6236, 600 Independence Avenue, SW, Washington, D.C. 20202-0500.

Thank you in advance for your responses. We trust that the process will be of as much value to you as it will be to us.

Sincerely yours,



Madeleine M. Kunin  
Deputy Secretary



Richard W. Riley  
Secretary

Enclosure

DRAFT MISSION STATEMENT AND PRINCIPLES OF  
PROFESSIONAL DEVELOPMENT  
U.S. Department of Education - Professional Development Team  
October 31, 1994

There is an emerging consensus across the nation that high-quality professional development is essential to successful education reform. Professional development is the bridge between where educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning.

"High-quality professional development" as envisioned here refers to rigorous and relevant strategies and organizational supports that ensure the career-long development of teachers and other educators whose competence, expectations and actions influence the teaching and learning environment. These strategies should be collaboratively designed, implemented, coordinated and evaluated by schools, higher education institutions and other appropriate entities and should focus on improving teaching and learning. The strategies should include concern for improving and integrating the recruitment, selection, preparation, initial licensing, induction, ongoing development and support and advanced certification of educators.

High-quality professional development also promotes "learning communities" inclusive of everyone who has an impact on students and their learning. Those within and outside schools need to work together to bring to bear the ideas, commitment, and other resources that will be necessary to address important and complex educational issues in a variety of settings. High-quality professional development takes a growth rather than a deficit approach and regards educators and other members of the school community as resources rather than problems. Equitable access for all educators to such professional development opportunities is imperative.

It is our firm belief that high quality professional development strategies must incorporate ALL of the principles stated below. Inadequately addressing any of the principles creates a weak link in the connections that must be made to realize fully the potential of individuals, school communities and institutions to improve and excel.

The mission of professional development is to prepare and support educators to help all students achieve high standards of learning and development.

**Professional Development:**

- ... focuses on teachers as central to school reform, yet includes all members of the school community;
- ... respects and nurtures the intellectual capacity of teachers and others in the school community;
- ... reflects best available research and practice in teaching, learning, and leadership;
- ... is planned principally by those who will participate in that development;
- ... enables teachers to develop expertise in content, pedagogy, and other essential elements in teaching to high standards;
- ... enhances leadership capacity among teachers, principals, and others;
- ... requires ample time and other resources that enable educators to develop their individual capacity, and to learn and work together;
- ... promotes commitment to continuous inquiry and improvement embedded in the daily life of schools;
- ... is driven by a coherent long-term plan that incorporates professional development as essential among a broad set of strategies to improve teaching and learning;
- ... is evaluated on the basis of its impact on teacher effectiveness, student learning, leadership, and the school community; and this assessment guides subsequent professional development efforts.

## THE GOALS 2000 TEACHER FORUMS: BUILDING TEACHERS' LEADERSHIP CAPACITY

I would like to update you on how teachers' involvement is helping the Department examine its mission and activities, and how the Goals 2000 Teacher Forums have worked to build teachers' leadership capacity for key roles in education reform. The Forums have been very successful in meeting the dual purposes of informing ED staff about the teachers' perspective on a wide variety of education issues, and in assisting teachers in becoming partners in, rather than objects of, reform initiatives at the local, state, and national levels.

The 1995 Forum is being broadcast for the first time across the nation as a teleconference, giving everyone who impacts students and their learning the opportunity to participate via satellite technology. Another exciting change is that Goals 2000 State Planning Teams are being invited to nominate a teacher representative to accompany the State Teacher of the Year, heightening the potential for action upon the teachers' return home.

One way of gauging the concrete results of the Goals 2000 Teacher Forums is to look at the role Forum teachers are playing in education reform in their own communities. From serving as spokespersons, to working with policymakers and organizing their own forums, former participants are making a real difference for their students and communities. For example:

1. Twelve states have held their own teacher forums, and teachers in ten other states are planning forums.
2. Forum teachers helped to initiate a dialogue between Secretary Riley and religious leaders and educators which in turn led to a "Joint Statement of Common Purpose" signed last December by the Secretary and representatives of 33 religious organizations, representing 75% of all Americans of faith. Several teachers also have traveled with Secretary Riley and other Department officials to meet with religious leaders.
3. Norman Conrad, of Uniontown, Kansas, is using interactive television to discuss Goals 2000 and other Department initiatives with teachers throughout Kansas.
4. South Dakota Forum teachers have been involved with Goals 2000 at all levels, including: communicating with Governor Janklow; speaking at the South Dakota state hearing on Goals 2000; and testifying about the impact on rural communities of the Information Superhighway at a national congressional hearing.
5. The University of Northern Colorado in Greeley is working with Marjorie West to plan the first state forum, focusing on the process of change. Forum participants will develop and teach a pre- and in-service course addressing teachers, change, and the National Education Goals.

On the following pages is an abbreviated sampling of activities that collectively demonstrate the impact of the Goals 2000 Teacher Forums on the work of the Department, and on teachers' leadership capacity.

#### D. Finding Innovative Sources of Support

- ◆ Goals 2000 state grants are funding annual forums in New Mexico and Pennsylvania.
- ◆ The South Dakota Teacher Forum was financed solely by the business community, giving teachers total control over the design and outcome of the forum.
- ◆ After attending the 1994 forum, the Dean of Education at Evergreen College offered her facility and invited colleagues to participate in the 1995 Washington State Teacher Forum, claiming that deans "MUST hear the teachers too." Each teacher participant will bring along a partner teacher and a local policymaker as well.
- ◆ Following up on the 1994 state forum, Nancy Royal is working with the Georgia Partnership for Excellence in Education to organize local forums around the state to "get more classroom teachers informed of and directly involved in reform efforts."
- ◆ One of the Department's regional education labs, the SouthEastern Regional Vision for Education (SERVE), has provided \$1000 to each of the six states it serves as seed money to assist Forum teachers in setting up state forums.
- ◆ The North Carolina Department of Education provided all District Teachers of the Year with laptop computers, allowing them to network more easily.

#### II. IMPACTING THE WORK OF THE U.S. DEPARTMENT OF EDUCATION

Forum teachers, especially those participating in the Department's on-line Teacher Listserv, have had a significant impact on the work of the Department.

- ◆ Teachers helped to shape the principles of high-quality professional development, which will guide all future professional development legislative initiatives, programmatic emphases, and grant and procurement strategies.
- ◆ Teachers participated with the Department and technology-minded educators across the country in an on-line discussion of issues related to the national education technology plan.
- ◆ Participants in the Teacher Listserv contributed to Secretary Riley's State of American Education Address and congressional testimony on the role of the federal government in education. The Secretary quoted Donna Fisher in his Teaching K-8 article calling for the Department to serve as "America's best teacher."
- ◆ Teachers shared their perspective on the school prayer controversy with Secretary Riley.
- ◆ Teachers acted as the impetus behind a Department study on how teachers in other nations use their time.
- ◆ Teachers shared grassroots concerns, issues, and questions related to Goals 2000 via regional telephone conferences.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

February 1, 1994

*Same letter went  
to 118 other teachers*

Ms. Ellen A. Thompson  
2 Wolcott Street, #5  
Colchester, Vermont 05446

Dear Ms. Thompson:

I want to bring you up-to-date on what is happening at the Department, especially as it relates to issues we discussed at the Goals 2000 Teacher Forum.

First, the GOALS 2000: Educate America Act has not yet come to the Senate floor, but we expect that it will be debated shortly. Several of you who are on the Scholastic Network have indicated that you are hearing criticism of GOALS 2000. This is the result of a few highly organized and vocal groups that are flooding Congress with letters and calls attacking the bill by trying to paint GOALS 2000 as Outcome Based Education. I am sending you an issues piece that we have written to try to correct the misinformation that these groups are circulating.

The Secretary will give the first annual "State of Education" address on February 15. It is scheduled to be covered by C-Span and CNN. That same evening he will host our monthly Satellite Town Meeting. The topic of this month's meeting will be "Opportunity to Learn" and will address strategies for helping disadvantaged students achieve high standards. I am enclosing a calendar of future topics, several of which I thought would be of particular interest to you, and a description of how your community can participate in these Satellite Town Meetings. Each of you should already be receiving our Goals 2000 Community Newsletter. If you are not, please let me know.

I am currently working on the Administration's proposal for the reauthorization of the Individuals with Disabilities Education Act (IDEA). We must try to strike a delicate balance--protecting the rights of students with disabilities while at the same time trying to do what is best for all children and schools. I would love to hear your views on the current IDEA law and its impact on classrooms. Is it working? What are its strengths? What do we need to reexamine? Any specific recommendations you would like to offer would be greatly appreciated. Just drop me a note.

Plans for a Goals 2000 Teacher Forum newsletter are well under way. We hope to get the first edition out by February 10. The newsletter will keep everyone updated on what people are doing as follow up to the forum and will provide tips for using the Scholastic Network. Most of our Forum teachers have been called

Page 2 - Ms. Ellen A. Thompson

by Scholastic and we are welcoming new teachers "on line" every day.

Finally, I am enclosing the lyrics to Joe Washington's moving rendition of "The Greatest Love of All" and a recent newsletter published by the South Carolina Center for Teacher Recruitment. The newsletter focuses on local teacher forums. Given the number of states that are actively exploring efforts to set up forums, I thought it might be a valuable resource for you.

Please stay in touch and let me know what you have been doing. I know there is a great deal of activity going on at the state and local levels. Please feel free to contact me with any questions or concerns you may have.

Sincerely,



Terry Dozier  
Special Advisor to the  
Secretary on Teaching

Faint, illegible text, possibly a date or reference number.

The Secretary will be  
present at February  
and CNA. Thank you  
for meeting. Thank  
you for the opportunity to  
participate.

**LET'S SET THE RECORD STRAIGHT!**  
**GOALS 2000 AND OUTCOME-BASED EDUCATION: THEY'RE NOT THE SAME.**

**MYTH:** GOALS 2000 promotes outcome-based education (OBE) and "shifts a school's focus from how much students know to how well they're 'socialized.'"

**REALITY:** GOALS 2000 focuses on academic performance and results. It supports the development of high standards that define what students should know and be able to do in core academic subjects such as English, math, the arts, science, history, civics, and geography. GOALS 2000 does not endorse non-academic outcomes-- GOALS 2000 focuses only on academic results.

**MYTH:** GOALS 2000 "weans children from their parents' values."

**REALITY:** Nothing could be further from the truth. GOALS 2000 does not in any way encroach on the right of parents to guide their children in the development of personal values. Indeed, GOALS 2000 includes specific plans for encouraging parents to play a much greater role in their children's education. Greater parental involvement is an indispensable part of the educational improvements that GOALS 2000 envisions.

**MYTH:** GOALS 2000 "holds smart children back."

**REALITY:** GOALS 2000 will lift the educational achievement of all students. Every child will be expected to meet higher standards. Students who learn their lessons quickly can go on to more advanced concepts that will better prepare them for the next lesson. Students who need more help will get it. The bottom line is--students who have not been achieving will achieve; those students who have been achieving will achieve even more.

**MYTH:** American Federation of Teachers President Albert Shanker opposes GOALS 2000.

**REALITY:** Shanker is one of the most enthusiastic supporters of the bill. GOALS 2000 has bipartisan support in Congress and has been endorsed by all major business and labor groups as well as a broad range of education organizations.

**MYTH:** Parents oppose GOALS 2000.

**REALITY:** GOALS 2000 has been enthusiastically endorsed by the National Parent Teacher Association.

**MYTH:** GOALS 2000 has two results: "cheated children and angry parents."

**REALITY:** Our children are being cheated out of their future right now because of low expectations, low standards, watered-down curricula, and schools that fail to educate. GOALS 2000 calls for high expectations and high academic standards for all, enriched curricula, better teacher training, and improved instructional materials and technologies. We know from successful school improvement efforts of the 1980s that these elements produce higher student achievement.

Parents are angry now because they know their children aren't getting the education they deserve. A 1992 Harris poll showed that 64% of respondents believe that schools are doing an unsatisfactory job of teaching students to read, write, and reason. Parents have been in the forefront of demanding better education. GOALS 2000 gives parents clear standards by which to measure the quality of their children's school.

**MYTH:** GOALS 2000 is "consciously patterned on state OBE efforts."

**REALITY:** GOALS 2000 is patterned on local school improvement efforts of the 1980s that succeeded in raising academic performance.

**MYTH:** GOALS 2000 establishes a new "national school board" called NESIC."

**REALITY:** The establishment of the National Education Standards and Improvement Council was recommended by a bipartisan task force that included Roger Porter, Bill Goodling, Chester Finn, and Orrin Hatch.

NESIC will not set education policy for America. Under GOALS 2000, there will be no national curriculum; there will be no national testing. Education will continue to be a state and local function; there will continue to be state-by-state, community-by-community diversity in how students are taught and what books and materials they will use. NESIC will provide "world-class" benchmarks by which states can compare their own academic standards, on a voluntary basis.

**MYTH:** Under GOALS 2000, "schools are prodded or forced" to adopt national standards.

**REALITY:** GOALS 2000 contains specific assurances that states will not be required to receive national certification of their standards as a condition of receiving funds for other education programs such as Chapter 1.

**MYTH:** Under GOALS 2000, children will take tests "with open-ended questions like "Three things I don't like about my parents are..."

**REALITY:** GOALS 2000 encourages the development of student assessments that measure learning of challenging academic material. What is actually tested will remain a state and local responsibility.

**MYTH:** An amendment to GOALS 2000 allowing federal tax funded vouchers for private schools represents a comprehensive approach to education reform.

**REALITY:** Targeting public funds to private schools will only make the challenges we face in public education more difficult to accomplish. This "quick-fix, silver-bullet" approach simply won't work. If we've learned anything about improving our schools, it is that only comprehensive change of the entire system works. That means high standards, better curricula and teacher training, improved opportunities to learn, and parental and community involvement.

**MYTH:** GOALS 2000 forces unfunded mandates on states.

**RESPONSE:** There are no federal mandates in GOALS 2000. Participation is voluntary and no state will be penalized for not participating. We are trying to reduce the number of cumbersome federal mandates and GOALS 2000 would give the Secretary of Education the authority to waive federal regulations which stand in the way of local reform efforts.

GOALS 2000 reaffirms local control by supporting a grassroots, "bottom-up" approach to reform. Under the bill, the federal government would provide support for states, school districts, and individual schools to develop and implement their own reform plans. And state participation in GOALS 2000 would be on a voluntary basis.

1/28/94



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

January 31, 1994

Dear GOALS 2000 Forum Teacher:

First, please allow me to extend my sincere thanks for everything you do. In addition to the awesome responsibilities of teaching our children and preparing them for the future, your dedication to school reform and interest in *GOALS 2000: Educate America* is very much appreciated.

Each month, the Department sponsors the "GOALS 2000 Satellite Town Meeting," a live, interactive video teleconference for communities working to achieve the National Education Goals. Produced in partnership with the U.S. Chamber of Commerce, the Town Meeting presents a panel of national experts, community leaders, and educators who can offer insights and practical "how-to" advice for schools and communities. This forum provides an opportunity for participants -- real people in communities -- to directly ask questions of U.S. Education Secretary Dick Riley and Deputy Secretary Madeleine Kunin. (A fact sheet on the Town Meeting and schedule of future meetings is enclosed.)

We hope you will get involved with the Town Meeting in your community. This teleconference provides a perfect opportunity to bring people together and discuss issues of critical importance to our schools and our children. Attached is a "how-to" guide on participating in the Satellite Town Meeting. I hope you will join us; if you have any questions, please call 1-800-USA-LEARN.

I appreciate your interest and support in this unique endeavor. By providing quality information, model programs, and stimulating conversation, we hope, with your help, to provoke thoughtful discussions in local communities across the country about how everyone can work together to help our children learn.

Sincerely,

Mary Anne Schmitt  
Senior Director  
GOALS 2000



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

**The GOALS 2000 Satellite Town Meeting**

On the third Tuesday of each month, U.S. Secretary of Education Richard W. Riley hosts a live, interactive video teleconference for communities working to improve their schools and to reach the six National Education Goals. Viewers in community meetings at downlink sites or watching at home on local public access TV around the country can participate in the discussion via 800- telephone number.

- \* Sponsored by the U.S. Department of Education and the U.S. Chamber of Commerce, the Satellite Town Meeting is moderated by Secretary Riley at the Chamber's television facility. National experts, community leaders and educators are the in-studio guests for an informal discussion, where they offer insights and practical, "how-to" advice for communities.
- \* Viewers call in with questions for the Secretary and his guests, or with examples of effective programs in their own communities.
- \* To take part in the Satellite Town Meeting, local educators, business and community leaders, parents and others convene at school facilities, community colleges, chambers of commerce, businesses -- wherever there is a satellite dish. In many areas of the country, the Satellite Town Meeting is available live on local cable television access stations.
- \* Major national cable outlets, including America's Disability Channel and Mind Extension University, have carried the Satellite Town Meeting, as do a number of state educational television systems.
- \* Recent Satellite Town Meetings have focused on strategies for preparing young children for school, eliminating youth violence, and developing school-to-work partnerships to prepare students for high-skill, high-wage jobs. Secretary Riley's guests have included educators and community leaders from across the country, as well as President Clinton, Attorney General Janet Reno, and other cabinet officials.

To learn more about the Goals 2000 Satellite Town Meeting, call 1-800-USA-LEARN.

GOALS 2000: EDUCATE AMERICA  
SATELLITE TOWN MEETING SCHEDULE  
1993

STM#1	March 9	Involving Colleges, Universities, and Community Colleges
STM#2	April 13	Transition From School to Work
STM#3	May 18	Organizing Your Community
STM#4	June 22	Ready To Learn
STM#5	July 20	Safe, Disciplined, Drug-Free Schools
STM#6	September 21	Reaching High Standards
STM#7	October 19	New Technology: Transforming Education
STM#8	November 16	Transforming Kentucky's Schools: A Profile of Systemic Reform

1994

STM #9	January 18	The Arts in Education
STM #10	February 15	How schools and communities can help disadvantaged students to succeed in school
STM#11	March 15	Preparing World-Class Teachers
STM#12	April 15	Helping U.S. Students To Be First in World in Math and Science
STM#13	May 17	Time and Learning: New Ideas for Inside and Outside School
STM#14	June 21	Increasing Parent Involvement in Education

## GOALS 2000 SATELLITE TOWN MEETING

### *IDEAS FOR PARTICIPATING IN YOUR COMMUNITY*

#### 1. Call 1-800-USA-LEARN

- Find out if there is an existing downlink site in your community. Often communities that participate will register with the 1-800-USA-LEARN Information Resource Center so their name appears in the "Scroll of participating communities" that appears at the end of the broadcast.
- Ask to be added to the mailing list for Satellite Town Meeting materials - each month you will receive a "Participant's Guide" to inform you about the topic and the satellite coordinates for the upcoming meeting.

#### 2. If there is an existing downlink site, JOIN IN!

- Any community group will welcome new people with interesting ideas and opinions.

#### If there is not an existing site, CREATE YOUR OWN!

- Creating a downlink site is as easy as making a couple of phone calls to key people inviting them to join you to watch the teleconference. How to start:

#### 3. Find a site with a satellite dish

- There are many sites in any community that have satellite dishes and are willing to donate their space for this kind of activity. Some ideas:
  - Public School System
  - Local Cable Access Stations
  - Libraries and Community Centers
  - Universities, colleges, technical schools, and/or community colleges
  - Local businesses and hotels
  - Hospitals
  - City Hall and Local Law Enforcement Centers
  - Individuals who have a backyard satellite dish
  - Restaurants that carry sports events
- The U.S. Department of Education has formed partnerships with several national organizations whose affiliates are more than willing to downlink the town meeting and even help organize a meeting! In your community call and ask for help:
  - Wal-Marts and Sam's Clubs
  - Chamber of Commerce
  - Public Broadcasting System (PBS) member station

4. Organize a meeting

- There are many kinds of meetings organized around the GOALS 2000 Satellite Town Meeting. Some ideas from participating communities:
  - Small groups meet to join the teleconference and then discuss the issue as it affects their schools.
  - Formal meetings are scheduled before and after the town meeting to make decisions about how the issue can be addressed in their communities.
  - Panels of local experts are invited to speak about the issue after the national meeting - sometimes this is broadcast on local cable access stations.
  - Tape the teleconference and watch it with a group during a regularly scheduled event or meeting, like a school board meeting.

5. Invite people to join in

- Every community is different, but in any case you want to include a broad cross-section of the community to join in watching the program and discussing the issues. Meeting size ranges from 2 to 250; be inclusive and far-reaching in your invitation list.
- The topic of each town meeting can provide the opportunity to invite people to your meeting who might not regularly be included. For example, for the town meeting about "Arts and Education" hundreds of communities invited representatives from the arts community who had never before attended a meeting.

6. Participate in the GOALS 2000 Satellite Town Meeting

- Join U.S. Secretary of Education Dick Riley and Deputy Secretary Madeleine Kunin and a panel of national and community experts the third Tuesday of every month at 8:30 ET.
- Call into the teleconference and ask a question.

7. Spread the word

- The U.S. Department of Education can send you a sample press release to send to local media organizations to publicize your meetings and education issues.
- Call your local cable/community access station; often they are looking for quality educational programming and will broadcast the program throughout your community. By calling 1-800-USA-LEARN they can borrow a broadcast quality 3/4" tape.
- If you miss the broadcast, call 1-800-USA-LEARN and you can borrow a VHS videotape of the program. The material is not copyrighted and may be used at your discretion.

THANKS FOR YOUR INTEREST IN THE GOALS 2000 SATELLITE TOWN MEETING!



UNITED STATES DEPARTMENT OF EDUCATION  
THE SECRETARY

January 1994

Dear Friends:

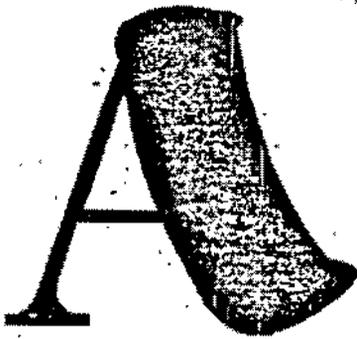
I hope that you can join our next Goals 2000 Satellite Town Meeting on Tuesday, February 15, when we will discuss how schools and communities can help disadvantaged and at-risk students to succeed in school.

Together we will explore ways that urban, suburban, and rural communities can better prepare low-income and low-achieving students to meet challenging academic standards and receive a world-class education. We will talk about ways to ensure that all our students have the opportunity to develop the knowledge, skills, and habits of mind they need to lead better, more productive lives.

This issue is of enormous importance to the future of our children and our nation. Please be sure to join us on February 15 for an informative, thoughtful conversation.

Yours sincerely,

*Dick Riley*  
Richard W. Riley



**GOALS 2000  
SATELLITE TOWN  
MEETING**

**FEBRUARY 15, 1994**

**8:30 - 10:00 P.M.  
(EDT)**

## ***NOTE FOR COMMUNITY LEADERS...***

On February 15th, the Goals 2000 Satellite Town Meeting will focus on how communities and schools can help disadvantaged and at-risk students to succeed in school. Along with Secretary of Education Dick Riley and Deputy Secretary Madeleine Kunin, a panel of education, community, and business leaders will talk about successful approaches and model programs that are providing the high-quality teachers, challenging curriculum and materials, and other kinds of support that disadvantaged students need to meet high academic standards.

We plan to talk about what urban, rural, and suburban communities can do to help disadvantaged students to achieve high standards; how offering disadvantaged students challenging (instead of watered-down) subject matter can help them succeed; how we can better prepare teachers to work with at-risk and disadvantaged students; how new technologies can help; health issues and models for delivering integrated services to students and their families; and how services to disadvantaged students might be better coordinated.

February's topic presents your community with an opportunity to invite representatives of groups and organizations serving the disadvantaged to take part in the Satellite Town Meeting, if they aren't already part of your community coalition. You might invite people from public agencies, including the local department of public health or department of parks and recreation, as well as from private and voluntary agencies, such as Big Sisters and Big Brothers or the Junior League.

Enclosed you will find a letter from Secretary Riley and a sample news release, as well as your participant's guide containing satellite information for the February 15 Satellite Town Meeting. If your community plans to take part, please call 1-800-USA LEARN by Thursday, February 10, and we'll make sure that your community's name appears on the scroll broadcast at the end of the program.

**PARTICIPANT'S GUIDE FOR  
THE FEBRUARY SATELLITE TOWN MEETING**

**SUBJECT:** "How schools and communities can help disadvantaged and at-risk students to succeed in school."

**WHEN:** Tuesday, February 15, 1994, from 8:30 - 10:00 p.m. (EST)

**TO PARTICIPATE:**

Locate a downlink site in your community where you can hold your meeting. Then call 1-800-USA-LEARN OR 202-401-0039 between 8:30 a.m. and 5:00 p.m., Monday through Friday, and tell us your community will be participating in the Satellite Town Meeting. If you call before Thursday, February 10th, we will place your community's name on a community participant list featured during the program.

**Satellite Coordinates:**

**C-Band:** Galaxy 7  
Orbital location 91° West  
Transponder/Channel 18  
Downlink frequency 4060 Mhz  
Vertical Polarization  
Audio Subcarrier 6.2 & 6.8

**Ku-Band:** SBS-6  
Orbital location 95° West  
Transponder/Channel 5  
Downlink frequency 11823 Mhz  
Horizontal polarization  
Audio Subcarrier 6.2 & 6.8

We will begin broadcasting a test signal at 8:00 p.m. (EST). (Due to varying daytime program schedules, we are unable to tell you whether you are properly tuned into the Town Meeting before the test signal goes up.)

**Upcoming meeting dates:** *March 15, 1994*  
*April 19, 1994*  
*May 17, 1994*  
*June 21, 1994*

(over)

## **SUGGESTED DOWNLINK SITES:**

To arrange for a downlink site, you may want to contact the following organizations or individuals in your community to see if they have downlink facilities available:

- o Local businesses and hotels
- o Public school system
- o Cable television operator
- o Libraries and community centers
- o Universities, colleges, technical schools, or community colleges
- o Phone company
- o Hospitals
- o Firehouses
- o City Hall and Local Law Enforcement Centers
- o Individuals who have a backyard satellite dish
- o Johnson Controls (See branch manager -- seating is limited)
- o Wal-Mart and Sam's Clubs (See store manager -- seating is limited)

You also may want to consult with your local television stations including the PBS member station. They may be able to suggest additional resources.

## **PHONE OPTIONS:**

If you cannot find an appropriate downlink facility or the night of the Town Meeting you have trouble downlinking, American Teleconferencing has offered to make the Town Meeting available on their audio network so that you can hear the Town Meeting. Beginning at 8:30 p.m. EST, you will be able to access the Town Meeting via a phone call. The number to access the Town Meeting is (719) 444-0802. You will be billed at regular long distance rates for the time you are on the line. For a group meeting, you should locate a speaker phone. (You will not need to access the call prior to 8:30 p.m. EST. Between 8:00 and 8:30 p.m., you will hear light jazz music and a message noting when the Town Meeting will begin.)

## **FOR MORE INFORMATION:**

Call 1-800-USA-LEARN OR 202-401-0039 from 8:30 a.m. to 5:00 p.m. (EST), Monday through Friday.

## **FOR TECHNICAL ASSISTANCE:**

For technical assistance during or after the Satellite Town Meeting, please call 202-463-5912.

Having a technical expert available at all times during the meeting will help assure a trouble-free downlink.



**\*\*ADVISORY\*\***

**\*\*ADVISORY\*\***

**\*\*ADVISORY\*\***

**SATELLITE TOWN MEETING TO FOCUS ON PROGRAMS  
FOR DISADVANTAGED STUDENTS**

At 8:30 p.m. (EST) Tuesday, February 15, \_\_\_\_\_ will join communities across the United States in the GOALS 2000 Satellite Town Meeting, the monthly, interactive video teleconference for communities working to reach the six National Education Goals.

U.S. Education Secretary Richard Riley and Deputy Secretary Madeleine Kunin will co-host the meeting, which will focus this month on how to help disadvantaged and at-risk students to succeed in school.

Riley and Kunin will welcome a panel of education, community, and business leaders from around the country. The discussion will focus on successful approaches and model programs that are providing disadvantaged students with the high-quality teachers, challenging curriculum and materials, and other kinds of support they need to meet high academic standards.

Sponsored by the U.S. Department of Education and the U.S. Chamber of Commerce, the Satellite Town Meeting features discussions with the in-studio panelists as well as questions or suggestions offered by viewers using a toll-free 1-800 number.

Local community groups are making plans to participate in the February 15 town meeting. For local information, contact:

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For information on the GOALS 2000 Satellite Town Meeting, the public can call (800) USA-LEARN or (202) 401-0039 between 8:30 a.m. and 5:00 p.m. EST Monday through Friday. News reporters needing more information should call John McGrath at the U.S. Department of Education, (202) 401-1309.

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## TO BE A TEACHER

I believe a teacher holds the future  
We're the ones who give our heart away  
We're the ones who possess all the beauty inside

We are the ones who strive to be the best we can  
When our children falter  
We reach down and lend a hand

Everybody's searching for a hero  
Our profession has many among us here  
We have the ability to succeed  
We know the place to go when time to fall down on our knees

I decided long ago  
That I was gonna be a teacher  
If I fail, If I succeed  
At least I did as I believe

No matter what the pay you see  
They can't pay for what's inside of me

Because I'm so glad  
To be a teacher  
Just to touch one life is one of the greatest joys of all

Just to be a teacher  
Is the best job I know  
'Cause when you're a teacher  
You spread love wherever you go

(Repeat first and second verse)  
I believe a teacher holds the future

(Repeat)  
I decided long ago

(Repeat)  
No matter what the pay you see

(Repeat)  
Because I'm so glad

(Repeat)

Just to be a teacher

And if by chance you go astray  
Fall down on your knees and pray  
Ask the Lord to guide you way  
Each and every day

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Joe Iva Washington, Jr.