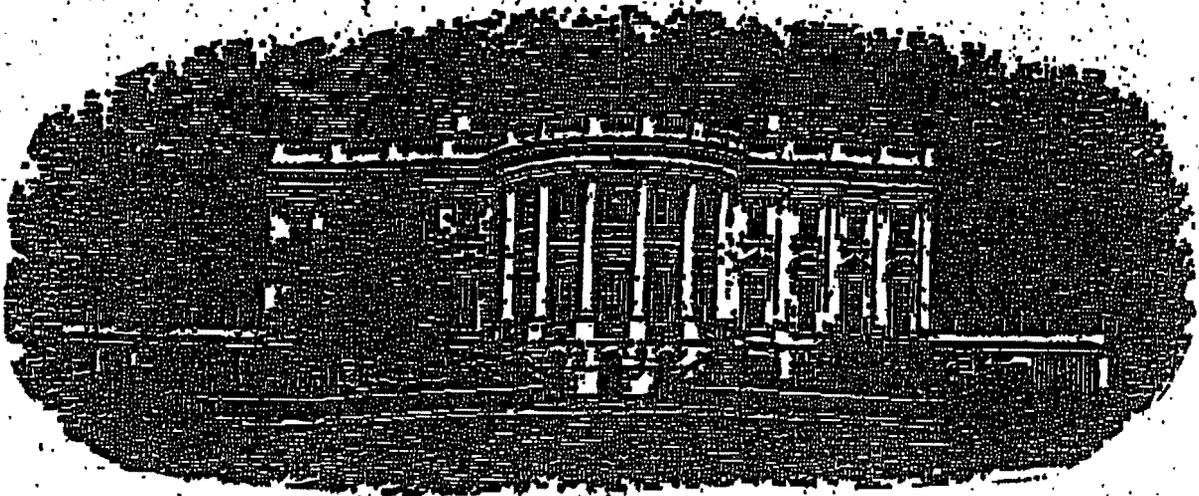


# THE WHITE HOUSE



## PRESS OFFICE

FAX: (202) 456-6201  
PHONE: (202) 456-7150

TO: JB Pruxton / Bethany Little *→ Since you're from FIA*

FROM: Steve Boyd *at 65670*

DATE: 1/20/00

RECEIVER FAX: ~~65670~~ 67028

RECEIVER PHONE: \_\_\_\_\_

NUMBER OF PAGES (INCLUDING COVER SHEET): 5

COMMENTS: - Gov Jeb Bush etc claiming  
Admin support of One Florida Plan  
- see Dep + Fed letter attached +  
Gov's release

- Tampa Tribune asking us for r/c



STATE OF FLORIDA  
**Office of the Governor**

THE CAPITOL  
TALLAHASSEE, FLORIDA 32399-0001

JEB BUSH  
GOVERNOR

FOR IMMEDIATE RELEASE  
JANUARY 18, 2000

CONTACT: ELIZABETH HIRST  
(850) 488-5394

## GOVERNOR BUSH ENCOURAGED BY CLINTON/GORE ADMINISTRATION'S APPROVAL OF ONE FLORIDA EDUCATION PLAN

**TALLAHASSEE** - Governor Jeb Bush today praised the U.S. Department of Education's Office of Civil Rights ("OCR") for its review and approval of his Equity in Education Plan, including the Talented 20 percent Program. In a letter dated January 14, 2000, on the eve of the Martin Luther King, Jr. holiday weekend, Mr. Gary S. Walker, Director of the Atlanta Office of Civil Rights, Southern Division, determined that "the Governor's Executive Order and the Equity in Education Plan advance the goals of the Partnership Commitments as set forth in the existing Florida/OCR Partnership Report regarding Florida's higher education system."

"The letter from the U.S. Department of Education's Office for Civil Rights is encouraging in that it will allow us to pursue the One Florida strategy to enhance diversity in our state university system," said Governor Bush.

In his letter, Mr. Walker stated, "In sum our preliminary assessment is that the Executive Order and the Equity in Education Plan can be reconciled with the Partnership Commitments' overall goal of expanding access for minority students to higher education."

Governor Bush asked OCR to review his Executive Order and his Equity in Education Plan in light of the state's existing Partnership Agreement. OCR has reviewed the Plan, and has met with representatives of the state university system and Governor Bush's office. OCR has completed its preliminary review and has agreed that Governor Bush's Equity in Education Plan includes specific initiatives targeted toward low achieving elementary and secondary public schools in Florida that advance the goal of increasing diversity in Florida's colleges and universities.

"I thank the OCR for its prompt response, and I look forward to working cooperatively with OCR through the Partnership to assure that together we reach the overall goal of expanding access for minority students to higher education," said Governor Bush.

Governor Bush's One Florida Plan was announced on November 9, 1999, and will enhance diversity and opportunity in the state's university system and in state procurement efforts.

###

DATE	1/18/00
PAGES INCLUDING THIS PAGE	1/1
FROM:	WATSON TAMPA TRIP
TO:	Stacy Boyd
FAX #:	

01/18/2000 09:28 8502017175

JAN-14-00 16:55 From:

GEN COUNSEL

PAGE 03



UNITED STATES DEPARTMENT OF EDUCATION  
 OFFICE FOR CIVIL RIGHTS  
 ATLANTA OFFICE, SOUTHERN DIVISION  
 61 FORSYTH STREET, SW  
 SUITE 19T7D  
 ATLANTA, GEORGIA 30303

January 14, 2000

Chancellor Adam W. Herbert  
 State University System of Florida  
 325 West Gaines Street  
 Suite 1514  
 Tallahassee, Florida 32399-1950

Dear Chancellor Herbert:

Subsequent to our meeting of December 7, 1999, with you, members of your staff and the Governor's office, we indicated that we would continue our review of the Governor's Executive Order and the Equity in Education Plan in light of the existing Florida/United States Office for Civil Rights (OCR) Partnership Report and Commitments (Partnership Commitments) and provide you with some preliminary feed-back before the next Board of Regents meeting scheduled for January 21, 2000. During our December 7 meeting, OCR was provided with additional information and statistical projections for enrollments under the Talented 20% Program. We were also given a copy of the draft report of the Talented 20 Implementation Task Force. The draft report sets out in greater detail guidelines for the implementation of the Talented 20 Program, the Profile Assessments Program, and the coordination process between the State University System (SUS) institutions, school districts, Florida Department of Education and the Chancellor's office.

First, with regard to elementary and secondary programs, our preliminary view is that the Governor's Executive Order and the Equity in Education Plan advance the goals of the Partnership Commitments. In particular we note many specific initiatives targeted toward low achieving elementary and secondary public schools in Florida that correlate directly with the Partnership Commitments. Some of these areas include: 1) promoting staff development for teachers; 2) hiring qualified teachers; 3) aligning academic instruction with graduation standards; 4) raising GPA, high school competency test scores, and 10<sup>th</sup> grade access to the PSAT; 5) increasing support for the College Reach Out Program; and, 6) providing and ensuring equity in programmatic areas and funding support to low-performing schools under the A+ Plan and through the work of the Equity in Education Opportunity Task Force. In addition, at the community college level, the Governor's Equity in Education Plan supports the Partnership Commitments by recommending increased support for retention and remediation reduction programs, and efforts to increase the graduation rates to 4-year programs.

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JAK-14-00 16:53 From:

GEN COUNSEL

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1-318 P.02/04 195-149

Chancellor Herbert

Page 2

At the SUS level, the Partnership Commitments were intended to expand access to higher education and increase the retention and graduation of minority students in the SUS, as well as to enhance the programs at Florida A & M. To achieve this, the SUS continued the use of alternative admission program as a means of broadening the opportunities of all students, including minorities, to attend the SUS. Under the Partnership Commitments, alternative admission criteria must take into account an applicant's academic ability, but consideration may also be given to the applicant's creativity, talent, and character. The SUS articulated a continuing goal of diversity in the composition of the student population in the SUS. Alternative admissions criteria have been used by the SUS to provide access to a diverse group of students, minority and non-minority, who otherwise would not have been eligible under traditional admission criteria.

The Executive Order and the Equity in Education Plan, at the SUS level, appear to add another avenue for admission to the SUS through the implementation of a new Talented 20% Program and to replace the Alternative Admission Program with the Profile Assessment Program. Under the Talented 20% Program students who do not meet traditional admission criteria will, under certain conditions, be guaranteed admission to one of the ten institutions in the SUS. This guarantee is extended to the top 20% of each graduating class from each public high school in Florida. Under the Profile Assessment program, up to 10% of each entering freshman class in the SUS can include students who do not meet traditional admission criteria, do not qualify under the Talented 20% Program, but who have demonstrated through their academic abilities and other factors that they can carry out a successful academic program in the SUS. Twenty five factors, including first time in college, geographic location, graduation from a low-achieving school, and socio-economic factors, may be considered for those students admitted under the Profile Assessment.

In sum, our preliminary assessment is that the Executive Order and the Equity in Education Plan can be reconciled with the Partnership Commitments' overall goal of expanding access for minority students to higher education. However, we do have some concerns as to the implementation of the Talented 20% Program and the Profile Assessment Program. If the Plan is adopted, we will need to work together to incorporate the elements of the Plan into the Partnership Commitments in a way that will continue to reinforce the spirit and goals of the Commitments. To this end, the monitoring provisions of the Partnership Commitments would be revised to seek information regarding the impact of the Plan, once it is implemented, on the various sections of the Commitments, particularly with respect to its impact on access to higher education for minority students. For example, OCR will ask for information on how the Talented 20% Program and the Profile Assessment Program will impact access to minority students in each of the individual SUS institutions at the undergraduate level.

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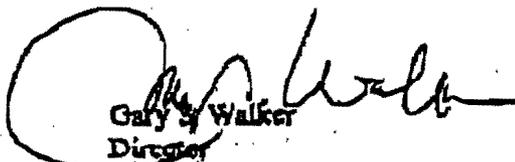
GEN COUNSEL

PAGE 05  
7-318 P.04/04 Job-143Chancellor Herbert  
Page 3

With respect to graduate and professional schools, it is OCR's understanding that you have proposed a delay in implementing the Governor's Plan until academic year 2001-2002. If your recommendation is accepted, there would be no immediate impact on the provisions in the current Commitments related to access for minority students to graduate and professional schools. Thus, the State would continue to implement those provisions per the current Commitments for academic year 2000-2001. If our understanding is not correct, however, please contact me immediately so that we can discuss this issue before your January 21 meeting. Once the Governor's Plan is implemented at the graduate and professional schools level, OCR will ask for information on how the plan will impact access to minority students in graduate and professional programs.

I am confident that OCR and the State can continue our work to ensure that the fundamental goals of the Partnership Commitments are fulfilled. Please keep us informed of all developments in the implementation of the executive order and the Equity in Education Plan, and with the work of the Partnership Team. Please be advised that we are in receipt of the 1999 Florida/United States Office for Civil Rights Partnership Agreement Interim Report, dated December 30, 1999. We will review this report and respond to the Partnership Team after the completion of our review. If you have any questions or concerns, please feel free to contact me directly.

Sincerely,



Gary S. Walker  
Director  
Atlanta Office for Civil Rights  
Southern Division

c: Carol A. Licko  
Regina E. Sofer

## Literature Review

### *Degree Attainment and College Completion among Income Groups*

According to a Department of Education analysis of the Beginning Postsecondary Students survey, of all students enrolled at four-year institutions, those from low-income families were more likely to drop out and less likely to earn a degree than students from high-income families. Of students whose family incomes were in the bottom quartile, 42% had earned a BA within five years, while 35% had dropped out. In contrast, of those with family incomes in the highest quartile, 62% had earned a BA within five years, while only 21% had dropped out. A slightly different analysis showed that of students seeking bachelor's degrees, 22% of those in the bottom quartile of socioeconomic status had earned a BA within six years, while 52% had left without any degree. For those in the top socioeconomic group, the figures were reversed: 53% had earned a BA, while only 22% had left without a degree.

In his 1997 paper "The Impact of Pell Grants on Student Persistence," John B. Lee finds that of college enrollees from families with incomes below \$20,000, 37% received bachelor's degrees and 43% received any degree within five years, while of students from families earning \$60,000 or more, 61% had earned bachelor's degrees and 68% had earned any degrees.

### *Frontloading*

In his 1999 book "The Price of Admission: Rethinking How Americans Pay for College," Harvard University professor and former Council of Economic Advisors staff economist Tom Kane proposes frontloading the Pell Grant program as part of his package of reforms to the student financial aid system: "...when college freshmen are more likely than college seniors to have their decisions changed by an extra dollar in aid, there are potential gains to be had from raising the amount of aid available to a college freshmen to an amount greater than the aid available to a college senior. For instance, rather than providing grants to students for all four years in college, the same funds could be used to offer larger grants to students in their first two years of college, essentially encouraging those who are uncertain of their college prospects to learn about their college potential by enrolling. Those who discover the benefits of a college training could then be expected to borrow a larger share of the costs during their final years of college."

David Brenneman, Dean of the University of Virginia's Curry School of Education, and Fred Galloway, Director of Federal Policy Analysis for the American Council on Education, were commissioned by the College Board to write an analysis of ways to maximize the effectiveness of the Pell Grant program in the face of budgetary constraints. Their 1996 paper, "Rethinking the Allocation of Pell Grants," analyzed the cost savings associated with different forms of frontloading Pell Grants: "The rationale for frontloading is that it would provide larger grant support for entering and second year students, for whom higher education represents substantial risk and uncertainty. For those students who succeed in their first two years, much of that risk and uncertainty is diminished, and it is reasonable to expect them to borrow more heavily for the final two years. In essence, this option would reduce borrowing for first and second year students and increase it for third and fourth year students, while providing larger grant support in the first two years. Such a policy change would encourage more students to try higher education, while reducing loan defaults by students who start but do not complete a four-year degree."

In a 1995 letter report, "Restructuring Student Aid Could Reduce Low-Income Student Dropout Rate" (HEHS-95-48), GAO found that grant aid lowers the probability of low-income students' dropping out of college. A survey database sample showed that an additional \$1,000 in grant aid for a low-income student reduced the dropout probability by 14% overall. GAO found that grant aid is relatively more effective during the first school year than in subsequent years: the effect of an additional \$1,000 was to reduce the dropout probability by 23% in the first year and by 8% in the second year. In the third year, the additional grant aid had no statistically significant effect on dropout probabilities. GAO also studied a university program for high-need freshmen that included frontloaded grant aid. Those program participants were 39% less likely to drop out in a year than nonparticipants. For the lowest-income students, the program reduced the dropout probability by 64%. The report recommended that ED conduct a pilot program to evaluate the effects and costs of frontloading grants.

Lee states that "Researchers agree that student aid has a positive effect on student persistence to graduation" and summarizes various researchers' findings that "financial aid is effective because it helps equalize persistence across income categories." Lee's paper summarizes the findings of many researchers who have demonstrated the effectiveness of grant aid in improving persistence, especially in the early years of college. In his 1990 paper "Price Response in Persistence Decisions," E. St. John found that both grants and loans improved persistence, but that grants had a greater effect in the first year and loans were more effective in later years. In 1995, T. Murdock, L. Nix-Mayer, and P. Tsui also reported that grants in the first year were effective in promoting student retention. Lee recommends increasing the maximum Pell grant in the first year of enrollment both to improve persistence rates and to reduce the student loan default rate of students who drop out in their first year.

KENDRA -

For Files

1

# Center Unified School District

8408 Watt Avenue, Antelope, CA 95843

Phone: (916) 338-6409

Fax: (916) 338-6411

## SUPERINTENDENT'S OFFICE

# FAX

Fax #: (202) 456-5581 # of Pages Including Cover: 10

TO: Mr. Andy Rotherham Date: 12-13-99

COMPANY: Domestic Policy Council

FROM: Dr. Rex Fortune

ORIGINAL COPY TO FOLLOW: Yes  No

MESSAGE: Thank you for your response to my fax dated 12/9/99.

The following letter and attachments were sent to Mr. Bruce Reed on November 30, 1999. I am looking forward to discussing and/or corresponding with you regarding this proposal for legislation. To that end, may I please have your mailing address and phone number or an E-mail address? You can reach me by phone at (916) 338-6410 directly, through my secretary at (916) 338-6409 or E-mail: [fortune@centerusd.k12.ca.us](mailto:fortune@centerusd.k12.ca.us)

Please

# Center Unified School District



Established 1858

8408 Watt Avenue • Antelope, California 95843  
(916) 338-6330 • Fax (916) 338-6411

**BOARD OF TRUSTEES**  
Nancy Anderson  
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Daniel S. Reason  
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**SUPERINTENDENT**  
Rex Fortune, Ph.D.

November 30, 1999

Mr. Bruce Reed  
Chief Domestic Policy Advisor  
The White House  
1600 Pennsylvania Avenue  
Washington, DC 20500

Dear Mr. Reed:

This letter is directed to your attention at the suggestion of Dr. Michael Casserly, Executive Director, National Council of Greater City Schools. As you may know, a decision has been made that McClellan Air Force Base in Sacramento County, California will close July 13, 2001.

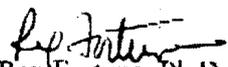
During the debates regarding base closure, President Clinton visited our community and made statements regarding his empathy for the impact of base closure on our community. While there are several school districts in the community surrounding McClellan Air Force Base, Center Unified School District is the only one with a substantial percentage of its enrollment made up of dependents of military personnel. Consequently, our needs are unique. Therefore, we feel justified in requesting a unique remedy to our situation.

During the past year, we have had conversations with the offices of Senator Feinstein and Congressman Osc regarding the need for federal assistance. Now, we would like to enlist the aid of the Office of the President, to assist our small district in maintaining its high quality programs, in reading and technology. The remedy we are seeking is described in attached proposal. The proposal defines our needs in terms of two projects that will be in jeopardy when the base closes, the student enrollment declines and our state and federal revenues decrease. While funding these projects will not restore all the revenues that we stand to lose, they will help us maintain the quality of our instructional programs in reading and technology.

Obviously, we are open to any other funding strategy that you would consider more feasible than this one. In that regard, I would be happy to meet with you or members of your staff, at your convenience, to determine what modifications to our proposal would be necessary, if any. I am prepared to meet in Washington or wherever you prefer.

I am looking forward to hearing from you soon and thank you in advance for your consideration.

Sincerely,

  
Rex Fortune, Ph.D.  
Superintendent

Enclosure

cc: Board of Trustees

**"Proud of the Past, Planning for the Future"**

## **FEDERAL PROPOSAL TO OFFSET McCLELLAN CLOSURE EFFECTS**

Center Unified School District is one of sixteen school districts in Sacramento County, California. Last fall, the district documented that there were 995 federally connected students among its 5699 enrollees, when the most recent report was completed. About 760 (13.4%) of those students were dependents of active duty military personnel, all of whom will leave the district when McClellan Air Force Base closes in July, 2001. Another 232 (4%) of those students are children of civilians who work at McClellan Air Force Base and who may also leave as the Base closes.

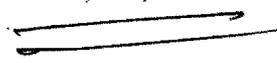
The district receives approximately \$3800 in state or federal revenue for each enrolled student; therefore nearly \$3.8 millions of dollars are associated with the 995 students. It could be argued that parents of the civilian students will remain in the area or that other civilian students will move in to replace them. If that happen, then our problem would be reduced by over \$800,000. Even so, the district will suffer significant financial loss while this theoretical transition period occurs.

The school district anticipates the need to reduce a corresponding number of teachers and other personnel who provide direct services to students, as the student population declines. A critical challenge will be to maintain the quality of certain critical support services which are not so easily tied to a per pupil ratio. Two critically needed support services which are very likely to be placed in jeopardy when we start to cut budgets are the coaches for reading and for technology. The need for reading coaches (specialist) at our elementary and secondary schools and the need for technology support

personnel and training are describe in attached proposals. The key point here is that those needs are becoming more apparent as we refine our analysis of student assessment data and as California has intensified its accountability measures.

Enrollment is projected to grow again in the 2004-05 timeframe. During periods of growth in the past, our district has been able to afford to purchase computer hardware, software, networking connectivity and some staff training. Because of this, both of our high schools were able to gain approval of their applications for the California Digital High School program. The district has just recently converted all of its business functions and other program function to a new systems program (QSS) which still requires training of our staff for full implementation. As important as these and other recent improvements are, they will all go down the tubes, when we will have to eliminate the staff to support these systems due to Base Closure, and the resulting decline in state resources. Yet, these services may be affordable once again in another four or five years when new housing is scheduled to develop in our district.

We need the funding associated with the two proposals as "bridging the gap" funding during the period between now and say 2005, when new housing should be coming on line. Obviously, we will have to cut staff and other services during the next few years. But it would be most beneficial to students and parents to prevent the decline in the quality of our critical reading and technology programs and services during this four or five year period of enrollment decline. The four-year cost of the reading support proposal is \$1,868,000, and the four year cost of the technology proposal is \$4,964,000. This request is secure an appropriation for the sum of \$6,832,000.



**RESOMMENDATION:**

It is recommended that an appropriation bill be amended as follows:

"The Congress hereby appropriates to the Center Unified School District in Antelope California an amount of \$6.8 millions of dollars for the purpose of implementing their reading support and technology support programs as defined in section.....( See Proposals)."

## PROPOSAL FOR READING COACHES AND STAFF DEVELOPMENT

Prior to the 1999-2000 school year, Center Unified School District had experienced over a decade of annual increases in enrollment due to new housing development. As a growing district, Center was able to appropriate general funds to establish a strong reading program. Recently, our efforts K-12 have focused on the Governor's measures for school accountability, including the newly revised English Language Arts standards, statewide promotion/retention policies, the proposed ELD assessment and the high school graduation exam. To this end, the district has used a combination of state, federal, local and private resources to establish an exemplary reading program. The David and Lucile Packard Foundation paid for three reading coaches and a district reading co-ordinator to provide direction, assistance and supervision to all K-3 classrooms in the district. Center Unified has expanded this successful K-3 coordinated coaching model to grades 4-12. Federal Impact Aid funds enabled the district to hire reading coaches at grades 4-6 and reading teachers for the secondary schools. State and federal staff development grants have allowed for a part-time secondary reading coach.

Principals worked in concert with highly trained reading coaches to assure that teachers understand the importance of effective reading instruction, and how to provide it. Reading is now taught to all students daily for two and one half-hours in primary grades and for two hours in upper elementary. Reading is required for below grade level students for a full section (47 minutes) in junior high school and a full section (90 minutes) in high school. These secondary sections include direct instruction by the teacher using a phonics-based curriculum and computer assisted instruction in reading. A special summer school program, Successful Start, has increased the reading skills of 8<sup>th</sup> graders before they begin high school. Center Unified's focused model provides a research-based reading curriculum for all students, including special education and English Language Learners (ELI). The coaching model assures instructional accountability at all levels.

Student test scores were strongest in the grades where coaches were employed the longest. For example, in first grade, 85% of our students scored at or above grade level last spring on a nationally normed standardized reading test. Reading coaches visit classrooms, monitor instruction, conduct staff development and make program improvement recommendations to teachers. The district used its state textbook funds to purchase a uniform, standards-based curriculum for all classrooms. Center Unified received two state grants, which allowed for staff development in standards-based reading strategies for specific groups of teachers.

In June 2000, funding from the Packard Foundation and from state and federal reading grants will end. In addition, the district loses eligibility for federal Impact Aid Funds when McClellan Air Force Base closes on July 13, 2001. The loss of these three funding sources, along with the fiscal problems brought about by declining enrollment associated with base closure, puts our reading program in jeopardy.

This proposal will enable the district to not only continue the highly successful elementary model, but to fully implement its planned expansion at the secondary level. The keystone of our success, as indicated by our K-3 test scores, has been the coaching component. Our focus on success for all students and accountability for all staff has resulted in significant achievement gains as we prepare our students for the high school exit exam, the ELD exam, and the STAR program.

The attached budget shows funding for a four-year period. At that time, we believe that new growth in student population associated with new housing starts will generate sufficient revenue to continue funding this successful reading improvement model without outside assistance. We also believe that after seven years, our reading model will have generated enough student achievement data so that other districts might benefit from our efforts.

**BUDGET FOR READING PROPOSAL****READING COACHES**

Five Elementary @ \$51,000 each	\$255,000
One Junior High School @ \$51,000	51,000
One High School @ \$51,000	51,000
One Coordinator @\$90,000	90,000

**STAFF DEVELOPMENT**

Training Stipend; subs teacher costs	20,000
--------------------------------------	--------

**ANNUAL SUB COST**

---

467,000

**FOUR-YEAR COSTS**

@\$467,000 per year	\$1,868,000
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## CUSD TECHNOLOGY PROPOSAL

For more than a decade the Center Unified School District has experienced enrollment increases associated with new housing development, which was very strong at the end of the 1980's and early 1990's. The district built new schools and portions of schools during this period. Educational technology has been a priority for the district during this period also, and these new schools were wired to accommodate the technology that was available at the time. By now, the district has invested heavily in hardware, connectivity, software and staff training. Computers are in classrooms in most schools. There are computer labs in each school, and the district has recently installed a new computerized system (QSS) for its financial, accounting, pupil personnel services, master schedule development and parent communication processes. These purchases have been guided by a Technology Plan which calls for staff support of computers as well as the purchases mentioned above.

The 1999-2000 school year marks the first of several years when the district's student enrollment will decline, in relationship to the closure of the McClellan Air Force Base in July of 2001. Continued enrollment decline will be accompanied by losses in revenue for the school district. Unfortunately, the district will have to reduce staffing even beyond the reduction in the number of teachers corresponding to the number of students no longer enrolled. We are certain that the support staffing for technology will be at risk, along with other staff not directly used in classrooms with students. To lose our current technology support staff at a time when the schools actually need more technology support, would result in a huge step backwards in terms of instructional opportunities for students and in terms of modernizing administrative operations for the district.

To maintain our existing technology support for schools, this proposal would provide for technology staff to keep the current and newly purchased equipment operating. The proposal would provide support staff at the district and at the school sites. The proposal would also improve the ability of current instructional staff to perform simple trouble-shooting and repair procedures by providing training on an on-going basis. The proposal would also improve the quality of instruction by providing time for teacher preparation of units of instructions and student projects utilizing the technology available in libraries, technology labs and in classrooms. Finally, this proposal will provide wiring for Internet access in all classrooms of the school closest to military housing, where new houses will be constructed to replace current military housing. (See attached budget) The proposal has an annual cost and a cost for four years, after which time projected student enrollment growth should produce the revenue to keep these support functions operating.

**BUDGET FOR TECHNOLOGY PROPOSAL****STAFFING**

One director @ \$65,000 \$ 65,000

Four support technicians @ \$ 40,000 160,000

Six school troubleshooters @ 40,000  
And one @\$20,000 260,000

**TECHNOLOGY COACHES**

Eight @ \$45,000 360,000

Teacher Release Time for on-going  
Training 8 @ \$37,000 296,000

**WIRING : INTERNET & OTHER CONNECTIVITY**

100,000

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**ANNUAL SUB-COSTS** 1,241,000

**FOUR-YEAR COSTS**

@ \$1,241,000 \$4,964,000

college entrance examination preparation or to enter into contracts with providers of college admissions test preparation courses, who may include, but are not necessarily limited to, private providers, public or private postsecondary institutions, or employees of the school district.

(2) The content of the college admissions test preparation course instruction provided under this chapter shall be determined by the school district of the schoolsite at which it occurs. This instruction shall, as a minimum, cover the format and the subject area content. The instruction shall also include practice tests, and the calculation of the scores of the pupils taking these practice tests, for the college admissions test to be covered. Pupil attendance at this instruction shall be monitored.

(3) The preparation course shall include at least 20 hours of direct pupil instruction, outside of the normal school curriculum, that may include instruction provided through satellite networking or any other real time interactive technology. To determine the effectiveness of the test preparation course, the preparation course shall include a pre- and post-practice examination. The pre- and post-practice examination scores shall be included in the evaluation of effectiveness submitted to the State Department of Education pursuant to subdivision (c). Each grant recipient shall report, by school or location and number of pupils, on the total costs and improvement of test results per participating pupil and for the schoolsite or location as a whole. This cost/benefit information index, along with a brief description of the program, shall be made widely available to other funded programs and, where possible, posted on a statewide website.

(4) Preparation courses shall be offered at intervals designed to conclude at those times that reasonably coincide with admissions testing dates.

(b) Every two dollars (\$2) of grant funds allocated to a schoolsite under this chapter shall be matched by one dollar (\$1) of funding raised by the schoolsite or the school district of which it is a part from federal, local, private, or other state sources. A schoolsite may assess students who participate in the program established by this chapter a fee not to exceed five dollars (\$5) and may use the funds collected for purposes of this matching fund requirement. Funds may be awarded in an amount not to exceed the lesser of either seventy-five dollars (\$75) per 10th grade pupil at the schoolsite receiving a grant, or two hundred dollars (\$200) per pupil participating in the examination preparation course and taking a college entrance examination.

(c) The State Department of Education shall recommend, and the State Board of Education shall approve, an evaluation design for the program established by this chapter. School districts that receive grants under this chapter shall use the evaluation design to assess the

overall program and cost-effectiveness of their programs, including, but not necessarily limited to, the effect of this program on the college admissions test scores, the change in the total number of pupils who take the college admissions tests, and college attendance rates of program participants. These school districts shall submit their assessments to the State Department of Education in a timely manner. The State Department of Education shall develop a report including, but not necessarily limited to, the information received from school districts under this subdivision and recommendations to continue, modify, or discontinue the program established by this chapter. The report shall be approved by the State Board of Education and submitted to the Legislature on or before January 1, 2004.

60830.9. This chapter shall remain in effect only until January 1, 2005, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2005, deletes or extends that date.

SEC. 2. (a) The sum of ten million dollars (\$10,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction for allocation to school districts for the purposes of college preparation and examination programs pursuant to Chapter 8 (commencing with Section 60830) of Part 33 of the Education Code.

(b) For the purposes of making computations required by Section 8 of Article XVI of the California Constitution, the appropriation made in this section shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code for the 1998-99 fiscal year, and shall be deemed included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 1998-99 fiscal year.

- A Consortium of Education Research Scientists and Practitioners to design and conduct research and evaluation studies which will inform the work of the Network of Suburban/Urban School Systems, a network organized to mount a concerted attack on the problem of minority student academic underproductivity;
- A pre- and post-doctoral fellowship program designed to encourage and support scholars who will study the problems related to ethnic minority students' academic underproductivity.

### **Recommendations for Action**

The Task Force has concluded that, if the number of top African-American, Latino, and Native American students is to grow rapidly, promoting high minority achievement will need to become a priority at all levels of the educational system. In addition, underrepresented minority students will need access to a much expanded set of supplementary education opportunities outside the schools.

In higher education, the Task Force is calling for senior college and university officials to make raising minority achievement, including increasing the number of top students, a priority on par with increasing minority enrollment, retention, and graduation rates.

Operationally, this not only will require a commitment to eliminating differences in achievement between similarly prepared minority and majority students but the creation of organizational capacities designed to address them. The Task Force recommends that colleges and universities organize consortia to promote widespread use of strategies available for helping minority students perform at high levels. Colleges and universities, along with state education agencies, should create information systems designed to monitor progress and to help inform efforts to design more effective strategies.

At the K-12 level, the Task Force recommends that local, state, and federal educational leaders place the goal of increasing the number of top minority students high on the school reform agenda. From an operational standpoint, this means testing and selecting promising elementary and secondary school reform approaches partly from the perspective of whether they help increase the number of minority high achievers. It also means testing and using the best of these strategies in a wide range of schools, from those serving high concentrations of disadvantaged students to those with more middle-class populations.

The Task Force recommends that policymakers work to expand access to high-quality preschool and parent education programs to underrepresented minority children and parents from all socioeconomic levels, not simply the disadvantaged.

The Task Force recommends that national and community organizations concerned with improving minority education work with educational reformers and researchers to expand



# National Council for Community & Education Partnerships

One Dupont Circle, N.W., Suite 118

Washington, DC 20036

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E-Mail: [Hector\\_Garza@ncep.nche.edu](mailto:Hector_Garza@ncep.nche.edu)

Homepage: <http://www.edpartnerships.org>

From:

- Hector Garza, President
- Juana Adaniya, Executive Assistant to the President
- Carmen Gloria Alvarez, Director, Finance & Administration
- Johnson Niba, Project Associate
- Carmen Arroyo, Consultant
- Adella Santos, Consultant

Date: 1/18/00

To: Andrew Rotherham

Institution: The White House

Fax: 202 456 - 5581

Telephone: 202 456 - 5372

Pages: \_\_\_\_\_ (Including Cover Sheet)

URGENT

Memo:

FYI

**UPCOMING  
EVENTS**

**ENLACE Networking  
Meeting**  
February 10-11, 2000  
San Antonio, TX

**GEAR-UP Pre-Application  
Technical Assistance  
Workshops**

February 7, 2000  
Phoenix, AZ

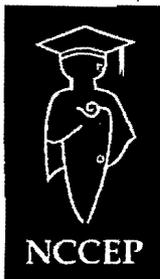
February 9, 2000  
Kansas City, MO

February 16, 2000  
Jackson, MS

February 18, 2000  
Washington, DC

February 22, 2000  
Edinburg, TX

**U.S. Department of Education  
FY 2000 Postsecondary  
Education Dialogue**  
February 23, 2000  
Edinburg, TX



NATIONAL COUNCIL FOR  
**Community and Education Partnerships**

*Promoting Student Achievement and Access to Higher Education*

January 18, 2000

Maria Echaveste  
Deputy Chief of Staff  
The White House  
Washington, DC 20502

Dear Maria:

I am writing on behalf of the planning committee that has agreed to collaborate in co-sponsoring a national meeting for Latino educational excellence. As you know, this group has been meeting with the White House Initiative staff and Commissioners to plan for an event that will bring business, philanthropy, education, community and parent organizations, government and others to create a national agenda and action plan to improve K-16 education for Latinos.

We were delighted to have an opportunity to meet with your team about this effort on January 5, 2000 and were pleased to learn that the White House is also interested in hosting a White House event as a follow-up to the August 1999 First Lady's Convening. As agreed to at the meeting, Andy Rotherham, DPC, has been invited to join the policy group of the Stakeholders Committee, and we will contact Brian Barreto (Office of Public Liaison) to work with the Stakeholders to address outreach to constituent groups. We remain excited about the prospect of coordinating our efforts with the White House and this letter is intended to update you on our current thinking and plans.

Since our last meeting with you, the core planning team has developed a conceptual model for the conference that builds upon the ideas shared with you and your colleagues on January 5. While the enclosed preliminary draft still needs to be vetted with the entire coalition of partnering organizations, we hope this provides a framework that will allow us to develop this event collaboratively.

Simultaneously, we are moving forward to secure funding from our partnering organizations and have orally received commitments from several organizations and foundations to help finance the two-day event. We look forward to continuing our coordination efforts with you and Sarita Brown.

Sincerely,

Hector Garza  
President

Enclosure  
HG/ja



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## **DRAFT—Not for distribution or quotation**

### ***Excelencia en Educación:* A National Day of Commitment For Latino Educational Excellence**

#### **Rationale**

The Latino community is the fastest growing in the country yet continues to have lower educational attainment rates than Anglos, African Americans, and Asian Americans. These factors combine to create a scenario that is unacceptable for the Latino community and the rest of society. While promising educational strategies exist in communities across the country, most are dwarfed by the unmet needs, thus suggesting that slow incremental change will be insufficient. The key to activating all the necessary stakeholders is to harness the collective political will of those who care and to commit to work together on an action agenda for change. A national meeting in Washington, DC in May 2000 will provide the process to bind together, a representational group of stakeholders with effective strategies to create the political will to close the achievement gap for Latinos in the coming decade.

#### **Assumptions that Support High Achievement by Latino Students**

- The curriculum should be framed by high standards
- Schools need up to date materials and equipment to deliver an excellent education
- Appropriate inclusion in an accountability system increases the likelihood that Latino students will do well in school
- Teachers must have the skills and experience to teach linguistically and culturally diverse students
- Students learn to read best in their native language
- Parents are a key ingredient in school success for Latino students
- The community has an important role to play in supporting the education of Latino students

#### **Purpose**

To develop and launch an action agenda with assigned responsibilities, measurable outcomes, and a timeline leading to accomplishing the following goal by the close of the coming decade (2009):

**90% of every eligible Latino child enrolled in U.S. public schools will receive a high school diploma by 2010**

Meeting this goal will require tackling issues such as children must start school ready to learn, the schools they attend must offer a quality environment and the teachers must be prepared to offer a rich educational experience that challenges all students to reach their highest potential. Meeting the goal of high school completion will also create an expanded talent pool for post secondary education and the workplace.

**What**

A national meeting of 225 leaders committed to the goal of *Excelencia en Educaci3n*. The meeting will be the vehicle for the development of a plan by community sectors that frame actions that will support the goal over the next decade. The sectors will include the corporate sector, government, the schools, higher education, community groups, foundations, parents, and national organizations. Prior to the convocation, sectors will identify five possible outcomes in support of the goal outlined. These outcomes will be used as a yardstick against which all actions taken by that sector can be measured by members of the sector and by the general public.

The action could include support for effective programs, policies, strategies identified under each of the objective areas in an effort to bring these approaches making a difference in achievement to "scale" and could potentially be implemented rapidly in large numbers of communities. Some examples of programs to consider include those identified in the publication *What Works for Latino Youth* created as a product of the First Lady's Convening on Hispanic Children and Youth in August, 1999.

This would facilitate the engagement and ownership of all sectors by providing either a beginning list of "deliverables" for them to consider and commit to "on-site" or examples from which they could expand or connect with their existing efforts.

**Who**

A chairperson for each sector will be identified by a national steering committee. Over the course of the two day convocation, each chairperson and 25 sector representatives will identify outcomes, determine benchmarks and begin to draft a plan for dissemination of the outcomes and buy in from members of the sector and the general public.

**Operational Structure (Long-Term)**

The national steering committee will work with a small staff to provide support for the action agenda. The staff will develop public education materials and monitor progress toward the outcomes by all sectors.

In the short term and for the purpose of coordinating and funding the National Day of Commitment events, the coalition of organizations will use the National Council for Community and Education Partnerships (NCCEP) as the organizing and coordinating entity.

**Funding Commitments Received**

- The Ford Foundation
- The W.K. Kellogg Foundation
- AT&T Foundation
- State Farm Insurance

**Other Funding Prospects**

- Knight Foundation
- Sallie Mae Foundation
- Univision

## **Proposed Agenda/Format**

### **1. White House Kick-Off Event**

The White House would kick off the day with an hour-long event that would include statements by the President, Vice President, and/or First Lady and representatives of participating sectors (such as business, philanthropy, education, community organizations, etc.). These statements will announce and define new commitments of the Administration, corporate America, educators, and others to help achieve the Action Agenda that will be finalized at the end of the day. The event will recognize the importance of the First Lady's convening as a crucial spark in creating a national agenda and will take advantage of the ability of the President and key members of the Administration to focus national attention on the issues. We also may want to feature Latino students and educators who could recognize the importance of these commitments in the lives of millions of Latino young people.

### **2. "Day of Commitment" Meeting**

Following the White House kickoff, participants from each sector will gather at a nearby hotel at an event sponsored by partner organizations to discuss the action agenda and the goals for the next five or ten years. The session will include:

- a motivational keynote,
- brief overview of the data,
- brief overview of the policy agenda supported by written materials mailed to participants before the meeting (addressed by sector)
- breakout meetings by sector to develop outcomes, responsibilities and timelines; and
- dinner with another motivational speaker.

A second day might include continuation of sector-by-sector work with reporting from representatives of each sector and final approval of a national plan.

We may wish to have a news event to announce the approval of the plan.

### **3. Follow-up Activities**

In the weeks and months after the Day of Commitment activities, we will work to accomplish the following:

- A meeting of national foundations hosted by the Ford Foundation and the AT&T Foundation and others focused on the role private and corporate philanthropy can play in achieving the Action Agenda;
- Creation of a national coalition or partnership to push the agenda, including ongoing monitoring and reporting of how far the nation has come in meeting its agenda;
- Presentations to national organizations to disseminate the Action Plan among key constituency groups;
- Development of state-by-state legislation in support of the agenda;
- A media campaign to draw attention to the needs of Latino students; and,
- Other activities developed by partners.



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

OFFICE OF THE DIRECTOR

FAX TRANSMITTAL

TO: Andy

PHONE: \_\_\_\_\_

FAX: ~~456-7028~~

456-5581

FROM: OFFICE OF PUBLIC AFFAIRS

Eric

PHONE: 202-401-3026

FAX: (202) 260-7753

PAGE(S) TO FOLLOW: 2 of 7

MESSAGE: Resending  
(3 relevant letters)

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UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE ASSISTANT SECRETARY FOR CIVIL RIGHTS

JAN 19 2000

The Honorable Corrine Brown  
United States House of Representatives  
2444 Rayburn House Office Building  
Washington, D.C. 20515

The Honorable Carrie Meek  
United States House of Representatives  
401 Cannon House Office Building

Dear Representatives Brown and Meek:

This is in reference to Representative Brown's telephone call to me on January 19, 2000. During our conversation, Representative Brown stated that she is concerned that the Office for Civil Rights' January 14, 2000 letter to Chancellor Herbert regarding Governor Bush's Executive Order/Equity in Education Plan (the "Plan"), is being interpreted by some State officials as an endorsement of the Governor's Order ending the use of race-based affirmative action in the State of Florida. During our conversation, I clarified that this is not the intent of the January 14 letter. I explained further what is in fact the purpose, scope and intent of that letter. Per Representative Brown's request, I am providing that explanation in writing to her and Representative Meek.

On January 14, 2000, Gary Walker, Director of our Atlanta Office for Civil Rights, sent a letter to Chancellor Adam W. Herbert of the State University System of Florida that provides preliminary feedback regarding the Governor's Plan in light of the existing Florida/United States Office for Civil Rights Partnership Report and Commitments (Commitments). The letter addresses the State's ability to continue to fulfill the Partnership Commitment's overall goal of expanding access to minority students to educational opportunities if the Governor's Plan is adopted. With respect to postsecondary education programs, the letter states:

[O]ur preliminary assessment is that the Executive Order and the Equity in Education Plan can be reconciled with the Partnership Commitments' overall goal of expanding access for minority students in higher education. However, we do have some concerns as to the implementation of the Talented 20% Program and the Profile Assessment Program. If the Plan is adopted, we will need to work together to incorporate the elements of the Plan into the Partnership Commitments in a way that will continue to reinforce the spirit and goals of the Commitments.

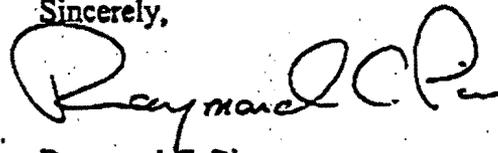
400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Representatives Corrine Brown and Connie Meek – page 2

Our January 14 letter was directed at the important but narrow issue of Florida's obligations under its Partnership Commitments. However, as the Commitments do not require the use of race-based affirmative action, the letter does not address the issue of affirmative action or the Governor's decision to end its use in the State of Florida. We recognize that the Governor's plan has raised substantial concerns regarding the elimination of race-based affirmative action. As we discussed, the Department strongly supports appropriately-tailored affirmative action measures consistent with the President's policy of "mend it, don't end it." It is the Department's position that, under the Constitution and Title VI of the Civil Rights Act of 1964, it is permissible in appropriate circumstances for colleges and universities to consider race in making admissions decisions. They may do so to promote the educational benefits of diversity consistent with Justice Powell's landmark decision in *Regents of the University of California v. Bakke*. They may also do so to remedy the continuing effects of discrimination. As Secretary of Education Richard Riley stated in his "Dear Colleague Letter" dated March 19, 1997, regarding the passage of California's Proposition 209, which generally prohibits the use of affirmative action, "I continue to believe that appropriately-tailored affirmative action measures are educationally sound tools to remedy the effects of prior discrimination and to foster diversity at educational institutions." I am enclosing a copy of the Secretary's March 1997 letter for your information.

With respect to the more narrow issues addressed in the Partnership Commitments, we will continue to work with the State of Florida to ensure that the goals of the Commitments are in fact fulfilled. I hope this letter is helpful in addressing your concerns. Please feel free to contact me if you have any further questions.

Sincerely,



Raymond C. Pierce  
Deputy Assistant Secretary  
For Civil Rights

Enclosure



JEB BUSH  
GOVERNOR

STATE OF FLORIDA

# Office of the Governor

THE CAPITOL  
TALLAHASSEE, FLORIDA 32399-0001

November 10, 1999

Ms. Norma V. Cantu  
Assistant Secretary for Civil Rights  
U.S. Department of Education  
330 "C" Street, S.W., Suite 5000  
Washington, DC 20202

Ms. Suong Mai Cavalli  
Chief Civil Rights Attorney  
U.S. Department of Education  
61 Forsythe Street, SW, Suite 19T70  
Atlanta, Georgia 30303

Dear Ms. Cantu and Ms. Mai Cavalli:

Yesterday, Governor Jeb Bush announced his plan for *One Florida*—a plan to end racial, ethnic and gender-based preferences, set-asides and quotas in our State's government enterprises and in the allocation of state contracts, while increasing diversity. With respect to the Florida/OCR Partnership Agreement, it continues to be the policy of this Administration to support equal education opportunities for all Floridians; to prohibit discrimination in education because of race, creed, color or national origin; and, to promote the full realization of equal educational opportunities throughout the State. Through Executive Order 99-281, Governor Bush has requested that the Board of Regents implement a policy prohibiting the use of racial or gender set-asides, preferences or quotas in admissions to all Florida institutions of higher education, effective immediately. A copy of the Order is enclosed.

Also, I have enclosed a copy of our Equity in Education Plan. This comprehensive plan has been developed in consultation with, and with the cooperation of, the chancellor of our State University System, Chancellor Adam W. Herbert. As you will note, our Plan includes a new Talented 20 program, which guarantees admission to one of Florida's state universities to students in the top 20% in each Florida public high school graduating class who have completed a college preparatory curriculum. This plan will increase the number of students, including those who are minority and economically disadvantaged, admitted into one of our public universities.

Every student in the top 20% of his/her class will also be given priority in need-based financial aid awards. To assist financially needy Talented 20 students, the Governor is recommending an increase of 43% in Florida's need-based scholarship programs. In addition, a new Profile Assessment process will be utilized in lieu of the alternative admission process, and will supplement the Talented 20 program.

NOV 16 1999  
CC

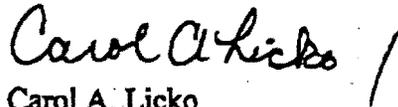
Ms. Norma V. Cantu  
Ms. Suong Mai Cavalli  
November 10, 1999

Through the Equity in Education Plan, we will ensure that even more high school minority students are challenged academically and are prepared for being admitted to the university system without remediation, and in accordance with the system's standards. Our goal is to equip all of Florida's students for higher education by ensuring that care has been exercised at every level of their secondary experience by providing them and their schools with the necessary resources to succeed. Our state's success in higher education depends on our students' preparation and success at the secondary level.

Florida is prepared to do more than any other state in the nation to enhance diversity at the post-secondary level without having to rely on the policies of the past.

We look forward to your cooperative support of this Plan in the new millennium.

Sincerely,



Carol A. Licko  
General Counsel

Enclosures: Plan  
Executive Order 99-281

c: Dr. Adam W. Herbert w/o enclosures  
Regina E. Sofer w/o enclosures