

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	Nick Penning to Kendra Brooks re: Names, Social Security Numbers, and Date of Birth for January 28 (partial) (1 page)	01/18/00	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Kendra Brooks (Subject Files)
OA/Box Number: 17896

FOLDER TITLE:

[Education - Higher Education] [4]

kh5

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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SCIENCE MUSEUMS AND
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DEDICATED TO
FURTHERING PUBLIC
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December 16, 1999

Mr. Andrew Rotherham
Special Assistant to the President for Domestic Policy
White House Domestic Policy Council
Old Executive Office Building
Washington, DC 20500

Dear Mr. Rotherham,

America's future is in jeopardy. In a world increasingly dependent on both science literacy and technology skills, our children are not receiving sufficient opportunities to build either. According to the most recent Third International Mathematics and Science Study (TIMSS)* ...

U.S. high school seniors performed significantly below the mean score in general science literacy, were second to last in advanced mathematics, and last in advanced physics.

We must build children's futures, motivate youth, and expand their learning opportunities.

The Association of Science-Technology Centers (ASTC) and its member science centers and museums have developed successful models for science-rich, out-of-school programs for students from low-income communities. Youth in these programs are succeeding, staying in school, going on to college, and beginning to enter and diversify the workforce.

For all of us in science, technology, and education, there is so much more to be done. That is why ASTC is pleased to join with the C.S. Mott Foundation in inviting you to a special briefing - *America on Afterschool* - to hear about the voting public's views on afterschool programs. The briefing will be held:

Monday, January 10, 2000

10:00 a.m. - 11:30 a.m.

Abelson/Haskins Conference Room, 2nd Floor
American Association for the Advancement of Science (AAAS)
1200 New York Avenue, Washington, DC

We will provide you with key findings from a nationwide public opinion poll among American voters conducted by the Mott Foundation and JCPenney, as well as highlights from other recent research on the ability of afterschool to impact motivation and preparation.

You will hear objective evidence from The Tarrance Group, one of the firms which conducted the Mott/JCPenney survey, that the issue of afterschool programs has risen to the top for Americans - crossing gender, geography, race and political affiliation. For example, according to the 1999 Mott Foundation/JCPenney survey:

- ◆ 92% of voters agree there should be some type of organized activity or place for children and teens to go after school every day;
- ◆ 91% of voters say it is important to them *personally* to ensure children's access to afterschool programs in their communities; and
- ◆ 86% of voters believe afterschool programs are a necessity

Source: IEA/TIMSS, 1993-95

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web: www.astc.org



ASSOCIATION OF
SCIENCE-TECHNOLOGY
CENTERS
INCORPORATED

Handwritten notes: "With Mrs TO GO?", "SB X I can do it since it's after-school", "BOTHAM", "KENDRA"

You will hear the latest on federal funding for afterschool programs, learn about an emerging alliance between public, private and nonprofit entities on behalf of afterschool, and be updated on out-of-school science-technology programs.

If you are not able to attend personally, we hope that you will send another representative from your organization who can hear about the poll first-hand. We are certain that you will find this information to be timely and of value in your policy and program planning, in exploring directions for employee programs, corporate involvement in education outreach, and in your communications with policy makers, constituents and the media.

Afterschool programs are among the most effective methods to help youth face the challenges of today. We hope you can join us to find out why. Please use the enclosed fax-back form to RSVP for the event and we look forward to seeing you on January 10.

Sincerely,



Bonnie VanDorn
Executive Director
Association of Science-Technology Centers



Marianne Kugler
Program Officer
The Mott Foundation

RSVP FAX-BACK FORM

FAX TO: 202-296-9374

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America on Afterschool

*A briefing on the new poll from the Mott Foundation and JCPenney
Hosted by the Association for Science-Technology Centers (ASTC)*

**Monday, January 10, 2000
10:00 – 11:30 a.m.**

**Abelson/Haskins Room, 2nd Floor
American Association for the Advancement of Science (AAAS)
1200 New York Avenue, NW, Washington, DC**

**Metro: MetroCenter, 12th St. exit, 1 block north
Parking: Diplomat Parking (12th & I); J&W Parking (12th & I)**



_____ **Yes. I can attend.**

_____ **No. I cannot attend.**

_____ **No. I cannot attend but would like to receive information
and be invited to future briefings or meetings on this
issue.**

Name: _____

Title: _____

Organization: _____

Name(s) of others attending: _____

NATIONAL COLLEGE WEEK PARTICIPATING SCHOOLS
NOVEMBER 15, 1999

STATE/SCHOOL

Alabama

- Northeast Alabama Community College (Rainsville)
- Gadsden State Community College/Gadsden GEAR UP Partnership
- Birmingham-Southern College (Birmingham)
- Jefferson State Community College (Birmingham)
- Prince Institute of Professional Studies, Inc. (Montgomery)
- Wallace Community College, Selma (Selma)
- Enterprise State Junior College (Enterprise)
- Alabama Southern Community College (Monroeville)

Arizona

- The Art Institute of Phoenix (Phoenix)
- Devry Institute of Technology (Phoenix)

Arkansas

- South Arkansas Community College (El Dorado)
- Southern Arkansas University (Magnolia)
- Southeast Arkansas College (Pine Bluff)
- Westark College (Fort Smith)
- Cossatot Technical College (DeQueen)
- Lyon College (Batesville)

STATE/SCHOOL**California**

- Heald College School of Business/Technology (Fresno)
- New School of Architecture (San Diego)
- Occidental College (Los Angeles)
- University of California, San Diego (La Jolla)
- West Los Angeles College (Culver City)
- Westmont College (Santa Barbara)
- San Francisco State Univ. Outreach Services (SF)
- Santa Rosa Junior College (Santa Rosa)
- Cal State University at Long Beach (Long Beach)
- California College of Podiatric Medicine (San Francisco)
- California State University, Fresno (Fresno)
- California State University, Dominguez Hills (Carson)
- ITT Technical Institute, West Covina (West Covina)
- Queen of the Holy Rosary College (San Jose)
- San Jose Christian College (San Jose)
- Long Beach Unified School District (Long Beach)
- Allen Hancock College (Santa Maria)
- California State University, Hayward (Hayward)
- Heald College School of Business and Technology (Hayward)
- American College of Traditional Chinese Medicine (San Francisco)
- California Paramedical and Technical College (Riverside)
- Silicon Valley College (Fremont)
- Western Career College (Sacramento)
- California State University, San Bernardino
- California State University, Stanislaus
- Cypress College (Cypress)
- Diablo Valley College (Pleasant Hill)
- Mills College (Oakland)
- Shasta College (Redding)
- California State University, Monterey Bay (Seaside)
- Sonoma State University (Rohnert Park)
- California State University, San Marco (San Marco)

Colorado

- University of Colorado at Boulder (Boulder)
- University of Southern Colorado (Pueblo)

Connecticut

- Albertus Magnus College (New Haven)
- Eastern Connecticut State University (Willimantic)
- Sacred Heart University (Fairfield)

Delaware

STATE/SCHOOL**Florida**

- The Canterbury School of Florida (St. Petersburg)
- Dr. Michael M. Krop Senior High School (Miami)
- Indian River Community College (Ft. Pierce)
- Trinity College of Florida
- Florida Metropolitan University/Tampa (Tampa)
- Miami-Dade County Public Schools (Miami)
- University of North Florida (Jackson)
- Niceville High School
- University of West Florida (Pensacola)
- Choctawhatchee High School (Fort Watton Beach)
- University of Miami (Coral Gables)

Georgia

- Abraham Baldwin College (Tifton)
- Georgia Southwestern State University
- Wesleyan College (Macon)
- Darton College (Albany)
- Georgia Southern University
- Thomas College (Thomasville)
- Piedmont College (Georgia)

Hawaii

- University Laboratory School (Honolulu)

Iowa

- Iowa College Student Aid Commission
- Mount Mercy College (Cedar Rapids)
- Southeastern Community College (West Burlington)

Idaho**Illinois**

- Mundelien High School (Mundelien)
- Lakeview College of Nursing (Danville)
- University of Illinois (Chicago)
- Northeastern Illinois University (Chicago)
- Chicago Gear Up Alliance (Northeastern Ill. University, Roosevelt University, DePaul University, Loyola University, the University of Chicago, Truman College, and the City College of Chicago)

STATE/SCHOOL**Indiana**

- Calumet College of St. Joseph (Whiting)
- Michiana College (South Bend)
- Saint Joseph's College (Rensselear)
- Saint Mary's College (Notre Dame)
- Ball State University (Muncie)
- Angola High School (Angola)
- Tri-State University (Angola)
- Indiana University—Kokomo (Kokomo)
- Taylor University (Upland)
- University of Indianapolis (Indianapolis)

Kansas

- Dodge City Community College (Dodge City)
- Garden City Community College (Garden City)
- Emporia State University (Emporia)
- Saint Mary College (Leavenworth)
- Coffeyville Community College (Coffeyville)

Kentucky

- Midway College (Midway)
- Murray State University
- Somerset Community College (Somerset)
- Centre College (Danville)
- Maysville Community College (Maysville)
- Clinton/Wayne Counties GEAR UP (Albany)
- Georgetown College (Georgetown)
- Union College (Barbourville)
- Elizabethtown Community College (Elizabethtown)

Louisiana

- Northwestern State University (Natchitoches)
- Louisiana Technical College—Bastrop (Bastrop)
- Louisiana Technical College—Tallulah (Tallulah)

Massachusetts

- Mount Wachusett Community College (Gardner)
- Newbury College (Brookline)
- GEAR UP Massachusetts (Boston)
- Framingham State College (Framingham)
- Southern New England School of Law (North Dartmouth)
- Massachusetts Office of Student Financial Assistance (Boston)
- Northern Essex Community College (Haverhill)
- Marian Court College (Swampscott)
- Massachusetts School of Law (Andover)

STATE/SCHOOL**Maryland**

- Saint Vincent Pallotti High School (Laurel)
- University of Maryland, Eastern Shore
- Specialized College Counseling (Bethesda)
- University of Maryland, Baltimore County (Baltimore)
- Eastern Technical High School (Baltimore)
- Community College of Baltimore County—Essex Campus (Baltimore)
- Carroll Community College (Westminster)
- Towson University (Towson)
- Salisbury State University (Salisbury)
- University of Maryland (College Park)

Maine

- University of Maine (Orono)
- University of Maine Upward Bound Programs (Orono)
- University of Maine (Farmington)

Michigan

- Glen Oaks Community College (Centreville)
- Jackson Community College (Jackson)
- Kettering University [formerly General Motors Institute] (Flint)
- Northern Michigan University (Marquette)
- St. Clair Community College (Port Huron)
- Albion College (Albion)
- Concordia College (Ann Arbor)
- SS.Cyril & Methodius Seminary (Orchard Lake)
- Bay de Noc Community College (Escanaba)
- Mid-Michigan Community College (Harrison)
- University of Michigan (Ann Arbor)
- Wayne State University (Detroit)
- Madonna College (Livonia)

Minnesota

- St. Cloud Technical College (St. Cloud)

Mississippi

- Jackson Community College (Jackson)
- Mississippi University for Women (Columbus)
- Alcorn State University (Alcorn)
- Rust College (Holy Springs)

STATE/SCHOOL**Missouri**

- Culver-Stockton College (Canton)
- University of Missouri-Kansas City (Kansas City)
- University of Missouri-St. Louis (St. Louis)
- Drury College (Springfield)
- Central Missouri State University (Warrensburg)
- Kansas City Art Institute (Kansas City)
- Saint Louis University (St. Louis)
- Southwest Missouri State University (West Plain)

Montana

- Western Montana College (Dillon)

North Carolina

- Mars Hill College (Mars Hill)
- Mount Olive College (Mount Olive)
- Robeson Community College (Lumberton)
- Rockingham Community College (Wentworth)
- Sandhills Community College (Pinehurst)
- Meredith College
- Surry Community College (Dobson)
- University of North Carolina System
- North Carolina School of the Arts
- University of North Carolina—Greensboro (Greensboro)
- North Carolina A&T State University (Greensboro)
- University of North Carolina—Chapel Hill (Chapel Hill)
- North Carolina Central University
- North Carolina State University
- Elizabeth City State University (Elizabeth City)
- East Carolina University
- University of North Carolina—Wilmington (Wilmington)
- Fayetteville State University (Fayetteville)
- University of North Carolina—Pembroke (Pembroke)
- University of North Carolina—Charlotte (Charlotte)
- University of North Carolina—Asheville (Asheville)
- Western Carolina University
- Appalachian State University
- Winston Salem State University (Winston Salem)
- Guilford Technical Community Center (Jamestown)
- Tri-County Community College (Murphy)
- Piedmont Community College

North Dakota

- University of North Dakota (Grand Forks)

STATE/SCHOOL**Nebraska**

- Wayne State College (Wayne)
- GEAR UP Program Little Priest Tribal College (Winnebago)
- Grace University (Omaha)
- Midland Lutheran College (Fremont)
- University of Nebraska

New Hampshire

- New Hampshire Community Technical College at Manchester (Manchester)

New Jersey

- Ramapo College of New Jersey (Mahwah)
- Rider University (Lawrenceville)
- Richard Stockton College of New Jersey
- Thomas Edison State College (Trenton)
- Bergen Community College (Paramus)
- Felician College (Lodi)

New Mexico

- San Juan College (Farmington)

New York

- Adelphi University (Garden City)
- Keuka College (Keuka Park)
- Marymount College (Tarrytown)
- St. Thomas Aquinas University (Sparkill)
- St. Johns University (Jamaica)
- SUNY College of Technology at Alfred (Alfred)
- Somers High School (Lincolndale)
- Clarkson University (Potsdam)
- Bank Street College
- City College/CUNY (New York)
- Saint Joseph's College (Brooklyn)
- State University of New York-State College of Optometry (New York)
- Bronx Community College (Bronx)
- Lehman College, City University of New York (Bronx)
- Baruch College (New York)
- Eugenia Maria de Hostos Community College (Bronx)
- St. Joseph's College (Patchogue)
- Hobart and William Smith College (Geneva)
- Skidmore College (Saratoga Springs)
- Nassau Community College (Garden City)

Nevada

STATE/SCHOOL**Ohio**

- Central Ohio Technical College (Newark)
- ETI Technical College (North Canton)
- Ohio Business College (Lorain)
- Kent State University (Kent)
- Muskingum Area Technical College (Zanesville)
- Oberlin College (Oberlin)
- Sinclair Community College (Dayton)
- Lorain County Community College (North Elyria)
- Ohio State University (Columbus)
- Sinclair Community College (Dayton)
- Bluffton College (Bluffton)

Oklahoma

- Langston University (Langston)
- Oklahoma City Community College (Oklahoma City)
- Northern Oklahoma College (Tonkawa)
- Rose State College (Midwest City)
- Western Oklahoma State College (Altus)
- Connors State College (Warner)

Oregon

- Portland State University (Portland)

Pennsylvania

- Antonelli Institute (Erdenheim)
- Pennsylvania State University (University Park)
- Carlow College (Pittsburg)
- Albright College (Reading)
- Evergreen Community School (Mountainhome)
- Saint Francis College (Loretto)
- Philadelphia GEAR UP Program (Philadelphia)
- Immaculata College (Immaculata)
- University of Pittsburgh
- Harcum College (Bryn Mawr)
- Montgomery County Community College (Blue Bell)
- University of Pennsylvania (Philadelphia)
- Saint Francis College (Loretto)
- Widener University (Philadelphia)

Puerto Rico

- Inter American University of Puerto Rico Pajardo Campus (Pajardo, PR)
- Universidad Interamericana de Puerto Rico (San Juan)

Rhode Island

STATE/SCHOOL**South Carolina**

- Converse College (Spartanburg)
- Spartanburg Methodist College (Spartanburg)
- Benedict College (Columbia)
- Sherman College of Straight Chiropractic (Spartanburg)

South Dakota

- Western Dakota Technical Institute (Rapid City)

Tennessee

- Cumberland University (Lebanon)
- Dyersburg State Community College (Dyersburg)
- American Baptist College (Nashville)
- Jackson State Community College (Jackson)
- Nossi College of Arts (Goodlettsville)
- North Central Institute (Clarksville)
- Hiwassee College (Madisonville)

Texas

- El Centro College (Dallas)
- St. Philip's College (San Antonio)
- Texarkana College (Texarkana)
- Texas A&M University (Corpus Christi)
- Texas A&M University—Commerce (Commerce)
- Texas State Technical College—Harlingen (Harlingen)
- Texas State Technical College—Sweetwater (Sweetwater)
- University of Texas, El Paso (El Paso)
- Panola College (Carthage)
- Temple College (Temple)
- Texas College (Tyler)
- Lubbock Christian University (Lubbock)
- McMurry University (Abilene)
- Howard College (Big Spring)
- Universal Technical Institute (Houston)
- University of Houston—Victoria (Victoria)
- University of Texas (Arlington)
- North Lake College
- Mountain View College
- Tarrant County College—Southeast
- South Grand Prairie High School Academies (Grand Prairie)
- Trinity Valley Community College (Athens)
- University of Texas Southwestern Medical Center (Dallas)
- University of Texas (Austin)
- Baylor College of Medicine (Houston)
- West Texas A&M University (Canyon)
- University of Houston (Main Campus)

STATE/SCHOOL**Utah**

- LDS Business College (Salt Lake City)
- Utah Valley State College (Provo)

Virginia

- Liberty University (Lynchburg)
- Norfolk Collegiate (Norfolk)
- Wytheville Community College (Wytheville)
- George Mason University (Fairfax)
- Mary Baldwin College (Staunton)
- Mountain Empire Community College (Big Stone Gap)
- Virginia Wesleyan College (Norfolk)
- Lord Fairfax Community College (Middleton)
- Virginia Union University (Richmond)
- Marymount University (Arlington)

Vermont**Washington**

- Heritage College (Toppenish)
- Washington State University (Pullman)
- Whitworth College (Spokane)
- Grays Harbor College (Montesano)
- South Seattle Community College (Seattle)
- Renton Technical College (Renton)

Wisconsin

- University of Wisconsin, Stevens Point (Stevens Point)
- University of Wisconsin-Milwaukee (Milwaukee)
- Blackhawk Technical College (Janesville)
- University of Wisconsin (Green Bay)

West Virginia

- Shepherd College (Shepherdstown)

Wyoming

- Central Wyoming College (Riverton)

Washington D.C.

- University of the District of Columbia
- Southeastern University
- Trinity College
- Catholic University of America
- American University
- Gallaudet University
- Howard University
- Consortium of Universities of the Washington Metro Area

STATE/SCHOOL

Abroad

- TASIS: The American School in England (Surrey, England)
- Hong Kong International School (Tam Tam, Hong Kong)



****ADVISORY****

****ADVISORY****

****ADVISORY****

WHO: U.S. Secretary of Education Richard W. Riley
Hundreds of college and university presidents

WHAT: National College Week
-Visits to middle and high schools
-Release of U.S. Department of Education report *Getting There*

WHERE: Throughout the United States

WHEN: November 15-19, 1999

Hundreds of college and university presidents from every region of the country will visit a middle school or high school of their choice next week to encourage young people to seek a college education. They will help them understand that, as the U.S. Department of Education report *Getting There* points out, a college education is not financially out of reach if they prepare for college earlier in their secondary school careers.

The effort is part of the U.S. Department of Education's first annual *National College Week*, a nationwide series of activities to promote college awareness November 15-19. It will build on the success of the American Council on Education's "College is Possible" campaign, a grassroots public awareness effort to help families plan and pay for college. Joining U.S. Secretary of Education Riley in this national effort are the American Council on Education (ACE), the Council for the Advancement and Support of Education, the National Association for College Admission Counseling, the National Association of Secondary School Principals, the College Board and the Council of Great City Schools.

National College Week is a joint commitment by these groups to make sure that many more young people are able to go to college and are academically prepared to do college level work.

The following are some highlights of National College Week Activities:

- **Detroit, Mich.,** Release of Education Department report, *Getting There*, Monday, November 15. Riley will kick off National College Week with the release of a report that points out college is affordable for every student who is academically ready for higher education.
- **Washington, D.C.,** On Nov. 16, Riley will tour a local school with local college and university presidents to raise awareness for the D.C. College Access Initiative; The National Association for College Admission Counseling will hold its National College Fair, Nov. 14-15.

- **Atlanta, Ga.:** On November 19, four Historically Black Colleges and Universities, Spelman College, Clark Atlanta University, Morehouse College, and Morris Brown University will hold a rally with area students.
- **North Carolina:** Benjamin Ruffin, the Chairman of the University of North Carolina Board of Governors, will visit a middle school in Winston-Salem.
- **Minneapolis, Minn.:** The American Indian College Fund will announce the release of "Developing Your Vision While Attending College," a series of four handbooks for Native American students, at the Upper Midwest Indian Center.
- **Chicago, Ill.:** On November 18, over 1500 elementary and middle school students and parents will join Northeastern Illinois University to kick-off the Chicago GEAR-UP Alliance.
- **Ohio:** William Kirwan, president, Ohio State University, will discuss National College Week on network television during halftime of the Ohio State-Illinois football game.
- **Nebraska:** Every parent of an eighth-grade student in the state will receive a letter from L. Dennis Smith, president of the University of Nebraska System, and Douglas D. Christensen, State Commissioner of Education, urging them to pursue rigorous courses when they enter high school.
- The U.S. Department of Education will honor its **Education Heroes** including: Oakland resident Oral Lee Brown, who twelve years ago made a commitment to a class of first graders and today is putting them through college; and Houston resident James Ketelsen, founder of Project GRAD (Graduation Really Achieves Dreams).
- **Maine:** Peter Hoff, president, University of Maine, will visit three high schools as part of his continuing effort to visit every high school in the state over the next two years.
- **California:** Robert Maxson, president of Cal-State University, will visit Marshall Middle School in Long Beach on Nov. 15.
- **Oregon:** The president of Portland State University, Daniel Bernstine, will teach a class at Grant High School.

Contact: John Emekli (202) 401-3026

###



FOR EMBARGOED RELEASE
November 15, 1999, 9:00 a.m. EST

Contact: John Emekli
202-401-4389

RILEY KICKS OFF NATIONAL COLLEGE WEEK **Nationwide Series of Activities to Promote College Awareness**

DETROIT, Nov. 15 -- Noting that U.S. college enrollments are at a record high, U.S. Secretary of Education Richard W. Riley today said the competition to get into college is increasing and students need to start early by taking the right courses to prepare.

Citing a new Education Department report, *Getting There*, Riley said college is affordable and financial aid is available for every student who is academically ready for higher education. "Loans, grants, work-study and scholarships -- a full range of aid is there for any student who needs the help. But first, students must help themselves and tackle the challenging courses that lead to college success."

Addressing college and university presidents, Riley kicked off the U.S. Department of Education's first-ever National College Week, a nationwide series of activities Nov. 15-19 to promote college awareness. More than 300 colleges and universities are participating including the University of Pennsylvania, Portland State University, Morehouse College, Saint Louis University, the University of Texas-Austin, Ohio State University, University of Maine, and the University of California-San Diego. As part of this national effort, college and university presidents will visit a middle school or high school to encourage young people to seek a college education.

"I am pleased to announce that this week hundreds of college and university presidents from across the nation will join me in what we are calling National College

Week," Riley said. "Young people can go on to college if they start planning earlier for it."

Getting There documents trends and changes in higher education. For example:

- The crush of new students comes at a time when many of our nation's colleges and universities are already at full capacity and becoming more selective.
 - Annual college enrollment is expected to increase by 1.5 million between 1999 and 2009, with a full-time enrollment increase of close to 14 percent.
 - Research indicates that students who take rigorous courses in middle and high school are more likely to complete college than students who took only less challenging courses. This is especially true for African-American and Latino students.
 - Between 1984 and 1996, the number of students who took Advanced Placement courses increased, rising from 50 to 131 per 1000 eighth graders.
- More than half of students attending a four-year institution paid less than \$4,000 in tuition and fees, and almost three-quarters paid less than \$8,000.
- Federal student financial aid in 1999 averaged \$6,085 per full-time equivalent student.
- In 1998, 25 to 34 year olds with a bachelor's degree earned an average \$14,000 per year more than high school graduates.

National College Week is intended to build on the success of the American Council on Education's "College is Possible" campaign, a grassroots public awareness effort to help families plan and pay for college. Joining the U.S. Department of Education and the American Council on Education in sponsoring *National College Week* are the Council for the Advancement and Support of Education, the National Association for College Admission Counseling, the College Board, the National Association of Secondary School Principals and the Council of Great City Schools.

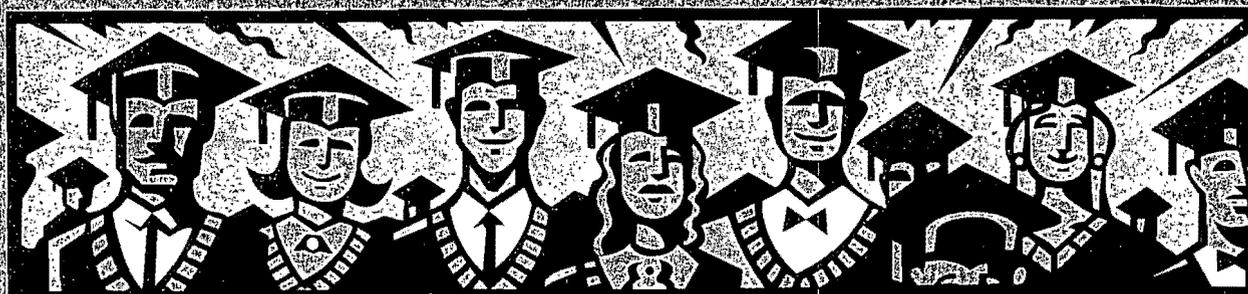
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Abstract

To document the extent of special test preparation for the SAT® I: Reasoning Test, we surveyed a stratified random sample of some 6,700 students who registered to take the SAT I in 1995-96. A smaller companion survey sought information about special preparation programs from a stratified random sample of secondary schools whose students take the SAT I. The objectives were to:

- determine the availability, and incidence of use, of a variety of programs and resources designed to prepare students to take the SAT I;
- describe some of the salient features of these resources; and
- estimate the amount of time (and money) that students spend on preparing for the test.

Though the surveys differed slightly from similar surveys conducted in 1986-87, they were designed generally to enable comparison with the results of the earlier surveys.

The student survey found that prospective SAT I takers participate, to varying degrees, in a variety of preparation activities. Taking the PSAT/NMSQT for practice and using the test familiarization materials provided by the College Board are the most frequently used strategies. Other commercially available books and texts used in regular courses are also consulted relatively frequently. Engagement is much less frequent with such resources as test-preparation software, special programs given either at school or outside school, or private tutoring. When particular programs or resources were available, cost was cited less often than some other factor as a reason for not using the resource. This was true for each of several resources, including coaching courses. About 12 percent of all students in the survey said they had attended preparation or coaching sessions outside school, where this minority of students paid, on average, about \$400.

On average, students currently spend a total of approximately 11 hours preparing for the SAT I, about the same amount (10 hours) that students reported in the 1986-87 survey. Currently, about 10 percent of all students report spending 54 hours or more preparing for the test (about the same as the 58 hours reported in 1986-87). Now, approximately 3 percent of test takers say they do not devote any time at all to SAT preparation (compared with 9 percent in 1986-87).

The results of the school survey revealed that a slight majority (52 percent) of all secondary schools now offer programs to prepare students for the SAT I, about the same proportion (49 percent) as in 1986-87.

A Survey of Test Preparation for the SAT® I: Reasoning Test

During the 1986-87 academic year, the College Board sponsored a survey of a random sample of SAT I: Reasoning Test (hereafter referred to as the SAT I) takers (and another of secondary schools whose students take the SAT I) to determine (a) the availability and (b) the incidence of use of a variety of programs and resources designed to help students prepare for the SAT I. The rationale for undertaking these information-gathering activities was as follows:

- First, if effective preparation for the SAT I is differentially available, some test takers may have an unfair advantage over others. More important, if some test takers do not undertake any preparation to become familiar with the basic procedures required for taking the SAT I, they may disadvantage themselves unnecessarily.
- Second, test preparation can be time-consuming, and beyond a certain point, its benefits appear to diminish. As a result, test preparation that is excessive may detract needlessly from students' abilities to pursue other worthwhile activities (and from secondary schools' capacity to offer other beneficial academic programs). There is a need, therefore, to (a) strike an apparently delicate balance between too much and too little test preparation and (b) ensure that all test takers, regardless of financial resources, can and do avail themselves of appropriate ways to prepare for the SAT I (Powers, 1988).

This same rationale still seemed applicable when we undertook to update the estimates obtained in 1986-87. Moreover, the time also seemed right to redo the earlier survey, as the SAT I formally replaced its predecessor in the spring of 1994. When we mounted the study reported here, the revised SAT I had been in place for more than a full year. By then, we thought, students, schools, and parents would have become accustomed to the new measure, and any initial anxiety about the new test would have subsided considerably. Therefore, any short-term fluctuation in preparation activity resulting from the initial introduction of the new test also should therefore have declined, thereby allowing a more accurate estimation of any long-term trends in preparation for the new test.

In addition, more up-to-date information was needed, we felt, because an even greater number of test-

preparation options are available today than in 1986-87. For instance, 10 years ago a relatively substantial number of test-preparation software packages were being introduced. We suspected that even more such packages are available today, and their use more prevalent than in the past. In addition, entirely new kinds of resources have appeared since the earlier survey was conducted. Now, for example, commercial coaching enterprises distribute their advice over the Internet and on MTV. A better fix on the nature and availability of some of the most recently introduced resources was thought to be desirable.

Besides being potentially useful to the SAT I program, new information could also serve other purposes—for instance, to either confirm or refute the accuracy of media reports about the revised SAT I and about how students prepare for it. It is sometimes assumed, for example, that only certain privileged students have access to preparation for the SAT I, and that this access accounts for their higher test performance (Garcia, 1997). Also, some writers have reported that, because of “anxiety over the first substantial revisions of the SAT I in 20 years,” students have registered in “record numbers” for coaching programs (Honan, 1994a, p.12). Moreover, recent advertisements by commercial coaching companies have suggested that the new SAT I is more coachable than its predecessor (“New SAT I proves,” 1995). Whether true or not, these claims may influence students’ decisions to seek special preparation for the test.

Previous Research

Some relevant data are available from previous studies of test preparation for the SAT I. The studies of which we are aware—by the Response Analysis Corporation (1978), by Alderman and Powers (1980), by Powers and Alderman (1979, 1983), by Powers (1988), and by Ingels, et al. (1994)—were conducted in either 1977, 1978, 1986-87, or 1992. Each of these surveys contained some questions that were similar, if not identical. The responses to these common questions have been summarized in Table 1. It should be noted, however, that any differences among the results of these surveys may be a function of the wording of questions, the method of sample selection, or the time of year at which the surveys were conducted. Nonetheless, in combination these surveys provide some baseline data (and a historical perspective) on the incidence of test preparation for the SAT I. For example, it is clear that traditionally only a small minority of students have attended coaching programs given outside of their schools, and a majority of students have relied on resources provided by the College Board.

Some earlier information is also available on school-sponsored preparation for the SAT I. In the 1977-78 academic year, as a prelude to evaluating the effectiveness of school-based preparation for the SAT I, Alderman and Powers (1980) surveyed secondary schools in seven northeastern states. The purpose of the survey was to identify for further evaluation those programs that were thought to be effective in increasing SAT I verbal scores. No attempt was made to define a representative sample of all secondary schools, but only to identify those schools that would be most likely to have programs of special test preparation. The survey

TABLE 1

Summary of Results Common Across Several Surveys of Test Preparation for the SAT I

Method of Preparation	Year/Study			
	1977 Response Analysis Corp. (1978)	1978 Powers & Alderman (1979)	1986-87 Powers (1988)	1992 Ingels et al. (1994)
Used the test-familiarization booklet <i>Taking the SAT I</i>	n/a	92%	72%	n/a
Tried sample test in <i>Taking the SAT I</i>	n/a	77%	60%	n/a
Completed sample questions in <i>About the SAT</i>	63%	77%	n/a	n/a
Reviewed test-preparation books	27%	52%	41%	51%
Reviewed English or vocabulary on own	24%	45%	38%	n/a
Reviewed math books on own	27%	30%	39%	n/a
Used test-preparation software	n/a	n/a	16%	12%
Attended prep course at school	11%	16%	15%	18%
Attended coaching course outside school	3%	5%	11%	10%
Tutored privately	n/a	n/a	5%	7%

n/a = not available

Note: Because the wording of questions differed from survey to survey, the results are not entirely comparable.

revealed that nearly a third of the responding schools offered preparation for the verbal sections of the SAT I. In our more systematic survey of schools in 1987, we found that 49 percent of the schools surveyed offered some kind of program to prepare students for the SAT I.

Objectives

The major objectives of the study reported here were the same as for our 1986-87 survey:

- to identify the variety of test-preparation resources that are available for the SAT I,
- to determine the overall incidence of use of various test preparation programs and materials,
- to describe specifically the use of College Board-provided test-preparation materials, and
- to estimate the time and money that students devote to preparing for the SAT I.

Method

Instrument Development

In order to facilitate comparisons across time, we drew heavily on the questionnaires in the 1986-87 survey to design the survey instruments used for the current effort. The student questionnaire was modified to reflect the greater variety of preparation resources that are available now compared with 10 years ago. To update this questionnaire, we first contacted about 100 students who had taken the SAT I in the spring of 1995, asking them to help us with our questionnaire redesign—to tell us, in response to two open-ended questions, how they prepared for the recent SAT I (what methods, materials, etc., they had used). We also asked if they had attended any SAT I preparation or coaching programs (if so, why, and if not, why not). The responses, from about 40 students, helped us to identify new resources, and more importantly, provided a sense of how students describe these resources. Perusal of advertisements for test preparation, news articles, and a variety of other reading also helped in our redesign effort.

Most of the information gathered in the earlier survey of test takers was still pertinent:

- students' perceptions of the availability of various preparation resources

- students' use of these resources
- the offerer and characteristics of any commercially provided coaching
- the amount of time spent using various resources
- the cost of resources

In addition, in anticipation of a follow-up study of the effects of coaching on SAT I scores, a few questions were added to obtain additional information about student decisions to seek (or not to seek) coaching. We thought this information would be useful in conjunction with other information about students' backgrounds in estimating the effects of coaching.

Questions of this kind included:

- How would you regard your most recent previous Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) or SAT I scores as estimates of your abilities? (pretty good, somewhat too low, much too low) (Rationale: Students may enroll in coaching programs because their early scores are not commensurate with other estimates of their abilities.)
- How important was getting good scores on the SAT I to you? (Rationale: Motivation is one factor often thought to differ for coached and uncoached students.)
- If you have thought about applying to college, which college is currently your "first choice"? (Rationale: Students applying to more selective colleges may seek coaching.)

We believed that most of information sought on the 1986-87 school survey also was still of interest.

Once developed, both the student and the school questionnaires were reviewed by several Educational Testing Service (ETS) and College Board staff, pretested on small samples of respondents, and revised according to the suggestions that were obtained. Respondents were local college preparatory students and secondary school principals or guidance counselors. The appendix contains copies of each questionnaire.

Sample Selection

Test Takers. Five random samples of students were drawn separately for each of five of the eight national administrations of the SAT I during the 1995-96 testing year. The numbers of students sampled are shown in

Table 2. Samples were selected from all seniors who registered to take the SAT I in either October,¹ November, or December 1995. Juniors were selected from the May and June 1996 administrations. Test takers who were neither juniors nor seniors (less than 10 percent of all 1995-96 test takers) were excluded from the sampling frame. A sampling fraction of 1 in 200 was used for each administration. This fraction was larger than that used in the 1986-87 survey (1 in 500) in order to obtain information on sufficient numbers of commercially coached test takers to enable a follow-up study of the effects of commercial coaching.

Seniors were selected only from the October, November, and December administrations because, nationally, a majority of seniors (traditionally, about two-thirds) take the test at one of these administrations. These three administrations, therefore, best represent the "typical" senior. Similarly, juniors were sampled only from the May and June administrations because these dates best represent the "typical" junior (also about two-thirds of them). These administrations were selected also because of the particular patterns of test repetition that are observed most frequently. The largest proportion of test repeaters tend to be students who take the test in the spring of their junior year and again in the fall of their senior year. Our sampling was thought to minimize any distortion resulting from the double counting of some test takers. In all, our samples

TABLE 2

Sample Selection: Students

Group	Test administration				
	Oct. 95	Nov. 95	Dec. 95	May 96	June 96
Seniors	1,578	1,244	826	—	—
Juniors	—	—	—	1,709	1,407

were selected from a frame that included more than 60 percent of all the students who registered for the test in 1995-96.

Secondary Schools. A stratified random sample of secondary schools was drawn from the secondary school file maintained by the Admissions Testing Program (ATP). This file contains the names, addresses, and other data for some 22,000 secondary schools whose students take the SAT I. Stratification was based on geographic region (middle states, midwest, New England, south, southwest, and west).

¹For the 1986-87 survey, the October administration was not included, as this administration was limited during this earlier period. It has, however, become much more prominent, as many students now choose to take the SAT somewhat earlier than in previous years. We therefore included this administration in our 1995-96 survey.

Data Collection

With two exceptions, the same data collection procedures used in 1986-87 were used again. Questionnaires were mailed to test takers just before each test administration so that students would receive them as soon as possible after they had taken the test. This timing was thought to maximize response, since previous experience has suggested that test takers' interest (and cooperation) is highest at this time. Care was taken, however, to ensure that questionnaires would not arrive before the test administration, so that students would not be distracted by our request. Postcard reminders were sent to all nonrespondents about two to three weeks after the initial questionnaire was sent. If needed, a second questionnaire was mailed two to three weeks after the postcard reminder. Finally, when returns began to diminish significantly (about two months after the initial questionnaire was mailed) a final, abbreviated questionnaire was mailed to all remaining nonrespondents. (This final follow-up was not attempted in the 1986-87 survey.) This single-page questionnaire asked students to indicate only which of the various test preparation resources they had used (and for coaching programs, the name of the offerer and the time of their enrollment). Questions about the time and money spent preparing and about other aspects of students' preparation were omitted.

Because the data were based on student reports (whose accuracy could not be readily verified), it was desirable to assess at least their consistency. To this end, a "reliability" questionnaire, containing most of the questions from the initial questionnaire, was sent to a total of 350 early respondents from the fall 1995 test administrations. This information was not collected in the 1986-87 survey.

School questionnaires were mailed in March 1996 to school principals, who were asked to complete the questionnaire or to direct it to a more appropriate respondent, for example, a school counselor. A postcard reminder was sent to nonrespondents about two weeks after the initial mailing, and about two weeks later a second questionnaire was sent to each remaining nonrespondent.

Data Processing

All returned questionnaires were first edited manually for obvious errors and omissions and for an indication of whether each was usable in data analyses. A few questionnaires that were returned unanswered, or with obvious patterns of random responses, were deleted from the analyses.

Next, for test takers, questionnaire data were merged with background data from the Student Descriptive

Questionnaire (SDQ). Matching was accomplished through test registration numbers, which appeared both in the test-taker file and on the address labels attached to the questionnaires. In addition, duplicate records, mainly a result of some examinees returning both initial and follow-up questionnaires, were deleted from the files.

Results

Data Quality

Generally, the data appeared to be of relatively good quality. No major problems were readily apparent with the responses to either the student or school questionnaires. For the student questionnaire, we were able to assess the consistency of student responses by comparing, for 139 students who completed two questionnaires, their responses from the initial questionnaire with those from the subsequent reliability questionnaire. With respect to reported use of various test-preparation resources, these students exhibited very consistent responses, ranging from 80 to 100 percent agreement (median agreement over all resources was 93 percent). Student reports of (a) their degree of nervousness while taking the test and (b) the degree to which getting good scores was important were also relatively consistent, correlating .73 and .77 with earlier reports. Students were less consistent in reporting their perceptions of whether their previous test scores accurately reflected their abilities ($r=0.53$).

Agreement rates were more difficult to obtain for reports of time devoted to (and money spent on) various preparation resources, as students tended not to report this information on both questionnaires. However, if our sparse data are any indication, the agreement rates were very high. The median over all resources was 88 percent for time spent and 96 percent for cost. We believe, however, that these estimates may be unstable and probably inflated.

At various points throughout the report, comparisons will be made between the estimates obtained in the current surveys and those obtained in 1986-87. With the relatively large samples that we have been fortunate enough to obtain, quite small differences are significantly different statistically. For the school surveys, differences of 5-10 percent are significant at the 0.05 level (6-14 percent at the 0.01 level). For the student surveys, differences of 1-3 percent are significant at the 0.05 level (2-4 percent at the 0.01 level). Throughout the report, any differences that are discussed can be as-

sumed to be statistically significant at the 0.05 level or beyond. We will not, however, discuss all statistically significant differences, rather only those that also seem to us to be practically significant.

Results of the School Survey

Questionnaires were returned from 343 (60 percent) of the 576 schools that were contacted. One-half (51 percent) of the respondents were guidance counselors; about a third (36 percent) were principals or assistant principals; and the remainder (14 percent) were teachers, learning specialists, or other school staff.

Availability of Programs. For the purpose of this study, special programs were defined in the questionnaire as:

any of a wide variety of classes, small-group sessions, or individual tutoring given either during or after regular school hours for the specific purpose of (1) helping students to become more familiar with the SAT I or (2) providing a review of concepts that students might encounter on the SAT I.

Overall, a slight majority (52 percent) of responding schools said that during the 1995-96 academic year they had sponsored, or otherwise made available, some such program designed specifically to help students prepare for the SAT I.

Description of Programs. A majority of the programs were relatively established offerings, having been in existence for either two to five years (47 percent) or more than five years (39 percent). About one in every seven programs (14 percent) was offered for the first time during the 1995-96 academic year. Table 3 shows the degree to which each of several factors influenced (i.e.,

TABLE 3

Factors in Schools' Decisions to Offer Special Preparation (N = 182)

Factor	Major (%)	Minor (%)
Student interest	71	25
Faculty or administration interest	67	23
Parent interest	56	34
Introduction of new SAT	20	37
Declining SAT scores	20	19

were either a major or a minor factor) the schools' decisions to offer special preparation for the SAT I. Student and faculty interest were the most often cited factors; the introduction of the new SAT I was not.

SAT I preparation was offered on a variety of bases:

- as an extracurricular activity (44 percent of the time),

TABLE 4

Emphases of Special Preparation Programs (N = 178)

Emphasis	Primary (%)	Secondary (%)
Increasing familiarity with the SAT I	77	21
Improving SAT I verbal scores	77	18
Improving SAT I mathematical scores	75	18
Developing confidence	62	35
Developing general test-taking skills	58	31
Developing test-taking skills specifically for the SAT I	56	34
Decreasing test anxiety	55	35
Improving general verbal skills (e.g., reading skills or vocabulary)	52	35
Improving mathematical skills (not solely for improving SAT I scores)	43	37
Improving other skills	16	29

- as an elective course (24 percent),
- as a requirement for at least some students (17 percent), or
- on some other, unspecified basis or combination of bases (20 percent).

Nearly one-quarter (23 percent) of the courses carried credit toward graduation requirements. About one-quarter (27 percent) of the programs bore a nonrefundable fee. The number of students who engaged in these preparation programs varied considerably over schools. Nearly 30 percent of the schools reported preparing more than 50 students during the 1995-96 academic year.

Characterization of Programs. Programs employed different instructional strategies:

- 57 percent entailed group instruction that was distinct from regular courses,
- 28 percent provided group instruction in conjunction with regular courses,
- 16 percent offered individualized instruction, and
- 12 percent used some other instructional method or combination of methods.

Most frequently (about 88 percent of the time), preparation courses included both verbal and mathematical components. Some (10 percent) of the courses focused only on verbal preparation and some (7 percent) only on mathematical. In a majority (66 percent) of the programs, teachers bore a primary responsibility for conducting the program. School counselors played a major role in about 14 percent of the programs. Commercial test preparation companies were involved in a major capacity less often (12 percent of the time). About 8 percent of the programs were conducted by some other staff or by some combination of teachers, counselors, and commercial coaches.

Table 4 shows the extent to which each of several program objectives was emphasized. Increasing familiarity with the SAT I and improving test scores were listed as primary emphases more often than was any other objective. Developing confidence, decreasing anxiety, developing test-taking skills (both general ones and those specific to the SAT I), and improving general verbal skills were also mentioned as emphases by a majority of the programs.

A slight majority of schools developed their own instructional materials (Table 5). Materials available from the College Board—in particular, the test familiarization booklet *Taking the SAT I* and the practice test book *Real SATs*—were used more often than any other resources. The most frequently used commercially available materials were test-preparation books and computer software programs.

A plurality of schools conducted either one (35 percent) or two (39 percent) preparation sessions per week. Few (2 percent) held more than five sessions a week. The modal time per session (45 percent of programs)

TABLE 5

Program Use of Various Preparation Materials (N = 180)

	Use by programs (%)
School-developed materials	57
Materials from the College Board:	
Test familiarization booklet <i>Taking the SAT I</i>	85
Practice tests (i.e., <i>Real SATs</i>)	76
<i>One-on-One with the SAT</i> (software for the SAT I)	36
Audiovisual presentations (e.g., <i>Think Before You Punch</i> , <i>Look Inside the SAT</i> , and <i>Focus on the SAT</i>)	21
Materials from commercial publishers:	
Test-preparation books	71
Computer software	51
Videos, audiocassettes, or films	26
Online information services	11
Other	4

was 30–60 minutes. A majority (51 percent) of programs were from four to ten weeks in duration; the median was about six weeks. In addition to the time devoted to special programs, a fifth of all schools said they had also devoted a significant portion of some other regular courses to preparing students for the SAT I.

Perceptions of Effectiveness. Table 6 displays respondents' opinions regarding the extent to which their programs' objectives were met. The emphasis most often stated in Table 4 as primary—increasing familiarity with the SAT I—was also the objective that was judged most often (by 64 percent of programs) to have been met "very effectively." Decreasing test anxiety, developing confidence, and developing test-taking skills were each judged to have been met "very effectively" by about one-third of the programs. Generally, however, programs were not judged to be as effective with regard to (a) improving either SAT I verbal or SAT I mathematical scores or (b) improving verbal, math, or other skills more generally.

As shown in Table 7, respondents most often based their judgments of program effectiveness on feedback from students and, to a somewhat lesser extent, on feedback from program staff. Only about 15 percent of schools said they had conducted a formal research or evaluation study.

Comparison with Previous Results. In comparing these findings with those obtained in 1986–87, we note the following:

- the proportion of schools that now offer SAT I preparation programs is about the same as in 1986–87;
- schools give the same reasons for offering these programs now as they did earlier, except that declining SAT I scores is less a factor now than in 1986–87;
- today, school programs place more emphasis on improving verbal and math skills (not solely those measured by the SAT I) than they did in 1986–87; and
- schools are more likely now than earlier to feel that they have been successful in improving students' verbal and math skills more generally.

Results of the Student Survey

Description of Sample. Questionnaires were returned by 64 percent of the 6,764 students who were contacted. Table 8 shows that the responding sample was very similar in composition to the population of 1995–

TABLE 6

Schools' Judgments of Their Effectiveness in Meeting Objectives of Special Preparation

Objective	Program very effective (%)	Program somewhat effective (%)
Increasing familiarity with the SAT I	64	35
Developing test-taking skills specifically for the SAT I	37	62
Developing confidence	37	57
Decreasing test anxiety	35	60
Developing general test-taking skills	31	61
Improving mathematical skills (not solely for improving SAT I scores)	21	63
Improving SAT I mathematical scores	20	74
Improving SAT I verbal scores	20	73
Improving general verbal skills (e.g., reading skills or vocabulary)	18	66
Improving other skills	8	59

Note: N varies from 51 to 163, depending on whether each was considered an objective.

TABLE 7

Bases for Schools' Judgments of Program Effectiveness

Factor	Major (%)	Minor (%)
Feedback from students	87	10
Feedback from program staff	48	31
Feedback from parents	30	48
Formal research or evaluation study	15	18

Note: N varies from 142 to 173.

TABLE 8

Descriptions of Responding Sample and All College-Bound Students Who Took the SAT I in 1995-96

	All 1995-96 college-bound SAT I test takers (%) ^a (N = 1,090,000)	Responding sample (%) (N = 4,117)
Sex (% female)	53	59
Ethnicity		
American Indian	1	1
Asian American	9	10
African American	11	9
Mexican	4	4
Puerto Rican	1	1
Other Hispanic	3	3
White	69	70
Other	3	3
Degree objective		
Bachelor's degree or less	26	23
Master's degree	29	30
Doctoral-related degree	24	27
Other or undecided	21	20
Family income		
Less than \$20,000	15	13
\$20,000-\$40,000	26	24
\$40,000-\$60,000	23	24
\$60,000-\$80,000	16	17
\$80,000 or more	19	21
High school rank		
Top tenth	22	25
Second tenth	22	24
Second fifth	28	26
Third fifth	24	22
Fourth fifth	4	3
Fifth fifth	1	<1
High school GPA		
A+	6	7
A	14	18
A-	15	16
B	49	48
C	15	10
D, E, or F	<1	<1

^aSource: 1996 College-Bound Seniors: A Profile of SAT Program Test Takers. New York: College Entrance Examination Board, 1996.

96 college-bound senior test takers with respect to ethnicity and family income. Females, students who ranked in the top fifth of their class, students with grade averages higher than B, and students aspiring to doctoral degrees were slightly overrepresented in the sample of respondents.

Availability of Various Resources. We asked students not only about their use of various test preparation resources but also about the availability of these resources. Table 9 reveals that about two of every ten test

takers were either not aware of *Taking the SAT I* or else perceived that it was not available to them. A majority of students felt that they did not have either knowledge of, or access to, other College Board resources such as *Real SATs*, *Introducing the New SAT*, or *Look Inside the SAT*. Other resources were regarded to be unknown or inaccessible to varying degrees.

About one-half of the students did not think they had access to coaching programs outside school, private tutoring, or test preparation software, and a large proportion were unaware of any SAT I preparation programs at their high schools. When these programs or resources were available, cost was less likely than some other reason for students' failure to use them. Cost was a somewhat more important consideration in decisions to forgo coaching (17 percent) and private tutoring (18 percent) than it was for other methods.

Use of Various Methods. The overall incidence of use of each of a variety of methods to prepare for the SAT I is shown in Table 10. A majority of students (81 percent) had taken the PSAT/NMSQT, and 83 percent of these students said they had mainly taken it just for practice. The remaining students had probably taken the test either to be considered for scholarships or because their schools had required it. A slight majority of students had also taken the SAT I previously, with 38 percent of these students saying they had taken it mainly for practice.

Aside from previous test taking, reading the test familiarization booklet *Taking the SAT I* and taking the sample test that it includes were the only activities undertaken by a majority of students. About a third of all students had (1) obtained other test preparation books, (2) received preparation in conjunction with their regular classroom instruction, or (3) reviewed English or

TABLE 9

Availability and Use by Students of Test-Preparation Resources

Resource	Unavailable or student unaware of (%)	Not used because of cost (%)	Not used because of other reason (%)
Video <i>Look Inside the SAT I</i>	74	7	17
Online test preparation	71	7	20
Videos or related resources	66	8	23
Book <i>Introducing the New SAT</i>	64	7	22
Book <i>Real SATs</i>	58	6	24
Private tutoring	52	18	23
Coaching outside school	48	17	22
Test-preparation software	48	11	23
SAT-preparation at high school	41	5	23
Study aids	39	6	31
Other test-preparation books	31	8	28
Booklet <i>Taking the SAT I</i>	20	—	25

TABLE 10

Students' Use of SAT I Preparation Methods

Method	Student using (%) (N = 4,267)
Took PSAT/NMSQT previously	81
Read booklet <i>Taking the SAT I</i>	58
Took SAT I previously	56
Tried sample test in <i>Taking the SAT I</i>	51
Reviewed mathematics books on own	38
Received preparation for SAT I as part of regular classroom instruction	33
Reviewed English books on own	33
Got other books on preparing for the SAT I	32
Used study aids	25
Used test-preparation software	19
Attended SAT I preparation program given by high school	18
Other	13
Attended SAT I preparation program outside school	12
Got the book <i>Real SATs</i>	10
Tutored privately	6
Got the book <i>Introducing the New SAT</i>	6
Attended other special programs that included SAT I preparation	3
Got the video <i>Inside the SAT I</i>	2
Used videos or related resources	2
Accessed online test preparation	1

mathematics books on their own. Significantly smaller proportions of students had used any of the variety of other resources about which we asked. About 12 percent of all students reported attending SAT I preparation (coaching) programs given outside their schools.

Because, we thought, juniors and seniors might differ in the degree to which they had considered preparing for the SAT I, percentages were computed separately for each of these groups. These figures showed that juniors and seniors differed mainly with respect to whether they had previously taken the SAT I (39 percent of juniors versus 71 percent of seniors). Juniors and seniors also differed slightly with respect to their use of several other resources, but the differences were not significant practically. For example, 54 percent of seniors but 48 percent of juniors had attempted the sample test in *Taking the SAT I*. Juniors and seniors were equally likely to have attended a coaching program outside of their school (11 percent of juniors and 12 percent of seniors). **Details on Selected Methods.** Because considerable diversity was possible within each category of preparation, we requested additional details about several methods. Generally, the answers to these queries did suggest substantial variation. For example, the median number of practice tests tried by students who obtained

Real SATs was three, but about 23 percent attempted all five tests.

Students were asked to indicate the names of any test preparation books that they had used. By far the most frequently mentioned commercial book—by about 38 percent of all book users—was Barron's *How to Prepare for the SAT I*. Princeton Review's *Cracking the SAT I* was mentioned by nearly 20 percent of all students who reported using books. No other book was mentioned by more than 10 percent of book users.

About 19 percent of all survey respondents had used test-preparation software. More than two dozen distinct packages were mentioned. Davidson's *Your Personal SAT Trainer* was by far the most frequently mentioned, and Cliff's *SAT Studyware* was the next most often mentioned package. A variety of other programs were mentioned far less frequently.

Nearly all of the 12 percent of students who said they had attended coaching programs outside of their schools also indicated who offered the program:

- ⁴³~~26~~ percent, the Princeton Review
- ~~18 percent~~ the Stanley H. Kaplan Educational Centers;
- 58 percent, programs of other companies, organizations, or individuals.

Students were also asked to state who had conducted school-based special preparation programs. Most (75 percent) said that school staff were responsible for the program, and 26 percent reported that an outside company had conducted the program.

Effort and Expense. Most students who attended test-preparation programs at their schools (49 percent) did not pay any fee for participating. For those who did pay a fee, the median cost was \$50; about 10 percent of these students said they paid \$200 or more.

With regard to preparation programs given outside school, about 10 percent of participating students reported they did not incur any costs. The median cost for those who did pay a fee was approximately \$400. About 10 percent of coached students spent nearly \$800 or more. For those who purchased test-preparation software, the median cost was about \$35; about 10 percent of these students spent approximately \$60 or more.

About 40 percent of the students who said they were tutored privately did not pay any fee for this service. The median cost of tutoring for those who did pay was about \$150; approximately 10 percent paid more than \$700. Other resources were far less expensive than the ones mentioned here. When all costs were totaled for all students, the figures revealed that:

- a near majority (48 percent) of students spent no money preparing for the test,
- the median amount spent by all students was \$8,
- about one-fourth of all students reported spending \$40 or more,
- about 10 percent said their costs had exceeded \$135.

Besides money, students also spent time. Table 11 summarizes student reports of the amount of time they devoted to each of the activities listed. Shown are the median hours spent and the amount of time that was exceeded by 10 percent of all students engaged in each particular activity. As is clear, by far the most time-consuming activity involved attendance at test-preparation or coaching programs conducted outside school (median = 20 hours in class, 8 hours outside class). School-based programs were briefer, requiring on average (median) about 8 hours in class and 3 hours outside class.

Time estimates for each activity were also totaled for all students. These computations showed that nearly 3 percent of SAT I takers did not, according to their reports, spend any time preparing for the test. At the other extreme, about 10 percent of all students reported that they devoted 54 hours or more to SAT I preparation activities. The median time spent on all activities by all students was 11 hours.

Comparison with Previous Results. When comparing the current results with those obtained in the 1986-87 student survey, we found that:

- the use of a number of resources, including *Taking the SAT I*, the primary resource available from the College Board, has decreased somewhat;
- attendance at formal programs conducted in or outside of school has held steady or increased slightly;
- fewer students now than in 1986-87 spend no time at all preparing for the SAT I;
- the percentage of test takers who engage in extensive preparation has not increased, nor has the proportion spending a significant amount of money to prepare; and
- on average, students do not spend appreciably more time today than they did in 1986-87 on preparing for the SAT I.

TABLE 11

Amount of Time Spent on Test-Preparation Activities

Activity	Median number of hours spent	Hours exceeded by most involved 10% of students
Getting coaching outside school:		
in class	20	51
outside class	8	30
Attending special preparation at school:		
in class	8	39
outside class	3	14
Being tutored	6	20
Reading other test-preparation books	5	24
Using test-preparation software	4	18
Using <i>Real SATs</i>	4	15
Preparing for the SAT I in regular classes	3	20
Attending other programs	3	15
Other	3	15
Using study aids	3	10
Using <i>Introducing the New SAT</i>	2	10
Using video-related resources	2	10
Reviewing material from English courses	2	10
Reviewing material from math courses	2	10
Using online services	2	6
Taking the sample test in <i>Taking the SAT I</i>	2	4
Reading the booklet <i>Taking the SAT I</i>	1	3
Using the video <i>Inside the SAT I</i>	1	3

Note: Each figure is based only on the group of students who undertook the particular activity. The medians should therefore not be interpreted as reflecting the average time devoted by all students, since for some activities most students spent no time.

Summary and Discussion

A survey of SAT I registrants was undertaken (1) to estimate the proportions of test takers who engage in various test preparation activities; (2) to determine how much time, effort, and money students spend on these activities; and (3) to learn more about particular characteristics of these activities and the resources they involve. The survey solicited information from a stratified random sample of 1995-96 SAT I takers. A companion survey of a stratified random sample of secondary schools in the United States was conducted to obtain information on school-based, test-preparation programs.

The Student Survey

The survey of test takers revealed that, relatively frequently, students feel that many test-preparation resources are not available (or at least they are not aware

Note: SAT should
be used in some
places as indicated,
as this refers to the
old SAT.

of their availability). A slight majority of students said they did not have access to (or were unaware of) various College Board-sponsored resources such as the books *Real SATs* and *Introducing the New SAT* or the video *Look Inside the SAT I*. Online test-preparation resources, video-related resources, and private tutoring were also regarded as being unavailable by a majority of test takers. In comparison, only about 20 percent of all students said they were not aware of the availability of *Taking the SAT I*, the most universally available SAT I preparation resource. Materials provided by the College Board continue to play a major role in preparing students for the test.

Concerns for cost were cited less often than other noncost reasons in decisions to forgo the use of available resources. Cost was a somewhat more important factor in decisions about tutoring and coaching than in decisions about other methods. However, even for these relatively costly methods, reasons other than cost were more prominent.

Students use a wide variety of test-preparation materials, and the frequency with which these resources are used in preparing for the SAT I varies substantially. The College Board's test-familiarization booklet *Taking the SAT I* is the only resource used by a majority of students, though the frequency of its use is less today than in 1986-87, as is the use of several other resources. We speculate that decreases in the use of some resources may be the result of competition from additional resources that were not available earlier. The use of other commercially available test-preparation books, independent review of material from regular courses, and test preparation as part of regular classroom instruction are also still quite frequent. Most other methods are still used relatively infrequently.

A minority (about 18 percent) of all students attend special preparation programs given at their high schools, and about 33 percent receive some preparation as part of their regular classroom instruction. Relatively few (about 12 percent) of the students in our sample had attended a commercial preparation or coaching program given outside their schools, about the same proportion (11 percent) as in 1986-87.

Nearly half of the students who participated in preparation programs given at their schools did not pay a fee for attending them. The other half paid, on average, about \$50. On the other hand, the small proportion of students who were coached outside school incurred an average cost of approximately \$400, more than twice the \$150 that students reported in 1986-87.

Overall, almost one-half (48 percent) of all students did not incur any costs associated with preparing for the SAT, but about 10 percent paid at least \$135 in con-

junction with preparing themselves to take the test. On average, students spent about \$8. Apparently, some students (nearly 3 percent) still do not devote any time at all to preparing for the SAT I (compared with about 9 percent in 1986-87). About 10 percent spend considerable time (about 54 hours or more) according to student reports. In 1986-87, 10 percent of preparers spent an average of 58 hours or more. On average, students currently spend a total of approximately 11 hours on all preparation for the SAT I, about the same (10 hours) as in 1986-87.

The School Survey

Overall, slightly more than one-half (52 percent) of all secondary schools reported that they sponsored or otherwise made available special preparation for the SAT I during the 1995-96 academic year, about the same (49 percent) as in 1986-87. Most of these programs had been in existence for at least two years; about one in every seven was a new offering. Student interest was cited most often as a major factor in the decision to offer a program (71 percent of programs). The introduction of the revised SAT I was a major factor relatively infrequently (20 percent).

Nearly two-thirds of schools judged their programs to be effective in meeting their primary objective, which was usually to increase familiarity with the SAT I. Programs were thought to be considerably less effective in meeting another, nearly as important objective of improving test performance. Effectiveness was judged mainly from student feedback, not from formal research or evaluation studies.

Although a majority of schools reportedly develop their own preparation materials, a large majority rely on materials from the College Board, mainly the booklet *Taking the SAT I* and the practice test book *Real SATs*. A much smaller proportion (but more than a third) also use *One-on-One with the SAT*[®], the software package that is available for the SAT I. A significant majority of programs also use test-preparation software and test-preparation books offered by commercial publishers.

Involvement by Students

When we conducted our earlier survey, there were widely divergent estimates of the numbers of students involved in test preparation activities of various sorts, particularly commercial coaching courses. For example, the *New York Times* reported that enrollment in the Stanley H. Kaplan Educational Centers and in programs offered by the Princeton Review had substantially increased in 1987 to a total of 40,000 students ("Cram Courses," 1987). In the same month, *Better Homes and Gardens* reported that "more than 110,000 students" take coaching courses each year (Conroy, 1987), *Changing Times* suggested that about one-third of all test takers participate in coaching courses (McCormick, 1987), and the *Philadelphia Inquirer* contended that coaching courses had doubled, tripled, or quadrupled their enrollments during a five-year period (Pothier, 1986).

More recently, the popular press has reported that:

- the Kaplan Educational Centers and the Princeton Review each enrolled more than 30,000 students in 1994, "almost double the number of five years earlier" (Brooks & Sumberg, 1995, p.1; Ponessa, 1996); and
- because high school students were "packing coaching sessions in record numbers," about 180,000 students were expected to enroll in commercial coaching programs in 1994 (Honan, 1994a, p.12).

Much of this purported increase in test preparation has been attributed to anxiety over changes in the SAT I (Honan, 1994a, 1994b).

Our survey suggests that currently about 12 percent of SAT I takers attend coaching programs given outside their schools, and that about 40-50 percent of these coached students are enrolled in courses offered by Kaplan or the Princeton Review. These figures suggest that, in general, media-reported estimates of enrollments in coaching programs are at least of the right order of magnitude. However, our current estimates, when compared with those obtained in our previous survey conducted nearly 10 years earlier, do not suggest that interest in coaching programs has increased to the extent implied in media reports.

Student Effort

The time and effort devoted to SAT I preparation has been as much a concern as the money that students and their parents spend. For instance, in the past some colleges have expressed concern about the emotional energy being committed to SAT I preparation by secondary school students and their parents, and they have cited this concern as a factor in decisions to drop the SAT as a requirement for admission ("Middlebury alters rule," 1987; Ordovensky, 1987; Woodruff, 1987).

Our data suggest that, on average, students devote about 11 hours in total to all activities associated with preparing for the SAT I—not significantly more than in 1986-87. As we opined earlier (Powers, 1988), in some respects there is little cause to regard 11 hours as excessive preparation for a major half-day event like taking the SAT I. On the other hand, spending more than 54 hours (as did 10 percent of the students we surveyed) could be construed as inordinate, given what is known about the relationship of SAT I performance to the amount of time devoted to preparing for it. For example, in terms of improvements in test scores, the benefits from a 60-hour program are not much greater than those from a substantially shorter one (Messick and Jungeblut, 1981).

In our earlier survey, we characterized as disturbing the fact that in 1986-87 nearly 10 percent of all students reportedly did not allocate any time to preparing for the SAT I, apparently making no attempt to gain even minimal familiarity with the test. We suggested, therefore, that more effort be directed to encouraging these students to gain familiarity with the basics of the test. From this perspective, it is encouraging to note that the proportion of students who said they did not undertake any preparation has decreased. At the same time, the proportion of students devoting extensive effort has not increased.

Conclusion

This study has, we hope, provided some current basic descriptive information about the extent of preparation for the SAT I. These data also constitute a basis for gauging changes in SAT I preparation activity over a nine-year period. The continued availability of instruments and the documentation of procedures will also facilitate any future monitoring efforts, should they be undertaken.

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Appendix A

Student Questionnaire

Survey of Preparation for the SAT I: Reasoning Test

For each activity listed below, please circle "Yes" or "No" to indicate the things you did to prepare for the recent SAT I: Reasoning Test. Also, please *estimate* (to the nearest whole hour and dollar) how much time and money you spent on each activity during the current year.

Activity	(1) Yes, I did this	(2) No, I did not do this	Total hours spent (Enter 0 for none)	Total cost to you/parents (Enter 0 if free or borrowed)
1. I read the free College Board booklet <i>Taking the SAT I: Reasoning Test</i> .	Yes	No	___ hrs.	\$ 0 (free)
2. I tried the sample test in <i>Taking the SAT I: Reasoning Test</i> .	Yes	No	___ hrs.	\$ 0 (free)
3. I got the College Board book <i>Real SATs</i> that contains five tests. I tried ___ (number) tests.	Yes	No	___ hrs.	\$ ___
4. I got the book <i>Introducing the New SAT: The College Board's Official Guide</i> .	Yes	No	___ hrs.	\$ ___
5. I got the College Board's video <i>Look Inside the SAT I</i> .	Yes	No	___ hrs.	\$ ___
6. I got some other books on preparing for the SAT I. Name(s): _____	Yes	No	___ hrs.	\$ ___
7. I received special preparation for the SAT I as part of (during) regular classroom instruction. For verbal ___ For math ___	Yes	No	___ hrs.	\$ ___
8. I attended a special SAT I preparation program given by my high school. Program offered by: School staff ___ An outside company ___ Name of company: _____	Yes	No	___ hrs. in class	\$ ___ ___ hrs. outside class (e.g., homework)
9. I attended a SAT I preparation or coaching program outside of school. Program offered by: Kaplan ___ Princeton Review ___ Other ___ Name: _____ When enrolled? ___ to ___ 199 ___ month day year	Yes	No	___ hrs. in class	\$ ___ ___ hrs. outside class (e.g., homework)
10. I was tutored privately. For verbal ___ For math ___	Yes	No	___ hrs.	\$ ___
11. I used computer test-preparation software. Name(s): _____ On my own ___ As part of a course ___	Yes	No	___ hrs.	\$ ___
12. I used study aids (flash cards, cassettes, etc.). On my own ___ As part of a course ___	Yes	No	___ hrs.	\$ ___

Activity (continued)	(1) Yes, I did this	(2) No, I did not do this	Total hours spent (Enter 0 for none)	Total cost to you/parents (Enter 0 if free or borrowed)
13. I accessed SAT I test preparation through an online computer information service (e.g., Internet) Name: _____	Yes	No	___ hrs.	\$ _____
14. I used videos, "pay-per-view," or other video-related resources or services. Name: _____	Yes	No	___ hrs.	\$ _____
15. On my own, I reviewed books or materials from mathematics courses I've taken.	Yes	No	___ hrs.	\$ 0 (free)
16. On my own, I reviewed books or materials from English courses I've taken.	Yes	No	___ hrs.	\$ 0 (free)
17. I attended some special program(s) (other than those listed above) that included test preparation for the SAT I. Name: _____	Yes	No	___ hrs.	\$ _____
18. I previously took the PSAT/NMSQT. Mainly just for practice? Yes ___ No ___	Yes	No	2 hrs.	\$ _____
19. I previously took the SAT I. Mainly just for practice? Yes ___ No ___	Yes	No	3 hrs.	\$ _____
20. I did other things to prepare for the SAT I. (Please describe.) _____ _____	Yes	No	___ hrs.	\$ _____

21. Please circle one number for each resource listed to indicate whether or not it was available to you.

	Available?			
	No, or at least I was not aware of it	Yes, and I used it	Yes, but I did not use it mainly because of cost	Yes, but I did not use it for some reason other than cost
A. The booklet <i>Taking the SAT I</i>	0	1	—	3
B. The College Board's <i>Real SATs</i>	0	1	2	3
C. The book <i>Introducing the New SAT: The College Board's Official Guide</i>	0	1	2	3
D. The College Board's video <i>Look Inside the SAT I</i>	0	1	2	3
E. Other books on preparing for the SAT I	0	1	2	3
F. SAT I preparation given by my high school	0	1	2	3
G. SAT I coaching program outside school	0	1	2	3
H. Private tutoring	0	1	2	3
I. Test-preparation software	0	1	2	3
J. Study aids (flash cards, cassettes, etc.)	0	1	2	3
K. Videos or other video-related resources	0	1	2	3
L. Test prep from online computer information services	0	1	2	3

See other side

22. Who recommended that you take a course to prepare for the SAT I? (Check all that apply.)
 A. Parents/family _____ B. Teacher _____ C. Guidance counselor _____ D. Friends _____ E. No one _____
23. If you took the SAT I or PSAT/NMSQT before, how would you regard your *most recent* previous scores as estimates of your abilities?
 My earlier scores were:
- | | |
|---|---|
| Pretty good estimates of my abilities | 1 |
| Somewhat too low compared with my abilities | 2 |
| Much too low compared with my abilities | 3 |
| I have not taken these tests before | 0 |
24. How nervous were you about taking the SAT I most recently?
- | | |
|--------------------|---|
| Extremely nervous | 1 |
| Very nervous | 2 |
| Somewhat nervous | 3 |
| Slightly nervous | 4 |
| Not at all nervous | 5 |
25. How important to you was getting good scores on the SAT I?
- | | |
|----------------------|---|
| Extremely important | 1 |
| Very important | 2 |
| Somewhat important | 3 |
| Slightly important | 4 |
| Not at all important | 5 |
26. If you have thought about applying to college, which college is currently your "first choice"?
- Name of school _____
27. Do you have any other comments about preparing for the SAT I? Is there anything else in particular that ETS or the College Board could do to help you with your preparation for the SAT I?
- _____
- _____
- _____
- _____

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Please return the survey in the enclosed POSTAGE-PAID envelope.

D. Powers
 Mailstop 17-R
 Educational Testing Service
 Princeton, NJ 08541

THANK YOU for participating in this survey!

Appendix B
School Questionnaire

SAT I TEST-PREPARATION QUESTIONNAIRE

SPECIAL PREPARATION OFFERINGS

1. During this academic year has your school sponsored, or otherwise made available, any special programs designed specifically to help students prepare to take the SAT I: Reasoning Test? *Yes*.....1 *No*.....2 *Insert*

(By special programs we mean any of the wide variety of classes, small-group sessions, online information, or individual tutoring given either during or after regular school hours for the specific purpose of (a) helping students to become more familiar/ comfortable with the SAT I or (b) providing a review of concepts that students might encounter on the SAT I. These include any programs given under the auspices of your school or school district, regardless of the particular provider or the length/duration of the program. If more than one distinct kind of program is offered, please complete the questionnaire in terms of only the program that you consider to be the primary one, as suggested for example by the duration of the program. Do not count multiple sections of the same program as distinct.)

2. Which best describes the program?

- Group instruction distinct from regular courses1
- Group instruction as part of a regular course2
- Individualized instruction3
- Other (please describe briefly).....4

3. In addition to the special program(s) considered above, has your school devoted any significant portion of any other regular courses to preparing students to take the SAT I?

- Yes.....1
- No.....2

(If you responded "no" to both questions 1 and 3, please skip to the final question.)

4. About how many years has special preparation for the SAT or the SAT I been offered at your school?

- This is the first year1
- Two to five years2
- More than five years3

5. On what basis is the preparation offered?

- Extracurricular activity1
 - Elective course2
 - Required (for at least some students).....3
 - Other4
- (please specify) _____

6. Does the SAT I preparation carry credit toward graduation?

- Yes.....1
- No.....2

7. Is any fee charged for the preparation?

- Yes (nonrefundable) Amount \$1
- Yes (fully or partially refundable upon completion)2
- No3

8. By the end of the academic year, about how many students will have engaged in school-sponsored SAT I preparation this year? _____

II. CHARACTERISTICS OF SAT I PREPARATION

1. Who is primarily responsible for conducting SAT preparation for your school's students?
- School counselors 1
 - School teachers 2
 - A commercial test-preparation company 3
(please specify) _____
 - Other (specify) _____ 4

2. On which sections of the SAT I does the preparation focus?
- Verbal only 1
 - Math only 2
 - Both verbal and math 3

3. To what extent is each of the following an objective or emphasis of the special preparation offered at your school?
(Circle one number for each.)

	<i>A primary emphasis</i>	<i>A secondary emphasis</i>	<i>Not an emphasis</i>
Improving SAT I verbal scores	1	2	3
Improving SAT I math scores	1	2	3
Decreasing test anxiety	1	2	3
Increasing familiarity with the SAT I	1	2	3
Developing confidence	1	2	3
Developing general test-taking skills	1	2	3
Developing test-taking skills specifically for the SAT I	1	2	3
Improving general verbal skills (e.g., reading skills or vocabulary)	1	2	3
Improving mathematics skills (not solely for improving SAT scores)	1	2	3
Improving other skills	1	2	3
(please specify) _____			
Other	1	2	3
(please specify) _____			

4. Which, if any, of the following materials are used at your school to prepare students for the SAT I?
(Please circle one number for each.)

	Yes	No
A. School-developed materials	1	2
B. Materials from the College Board or ETS		
The test-familiarization booklet, <i>Taking the SAT I</i>	1	2
Practice tests (e.g., <i>Real SATs</i>)	1	2
<i>One-on-One With the SAT</i> (software)	1	2
Audiovisual presentation (e.g., <i>Think Before You Punch</i> , <i>Look Inside the SAT</i> , <i>Focus on the SAT I</i>)	1	2
TestSkills™ (a test-prep program for the PSAT/NMSQT)	1	2
C. Materials from commercial publishers		
Test-preparation books	1	2
Video- or audiocassettes, films	1	2
Computer software	1	2
Online information services	1	2
Other	1	2
(please specify) _____		

5. For the typical student how much time is devoted to special preparation for the SAT I?

Number of sessions per week: _____
 Time per session: _____ minutes
 Program duration: _____ weeks
 Approximate percentage of total program time devoted to:
 Verbal preparation _____ %
 Math preparation _____ %
 Other _____ %



1. How instrumental was each of the following in your school's decision to make available special preparation for the SAT I?
 (Circle one number for each factor.)

Factor	A major factor	A minor factor	Not a factor
Faculty or administration interest	1	2	3
Student interest	1	2	3
Parent interest	1	2	3
Declining SAT scores	1	2	3
Introduction of the new SAT	1	2	3
Other	1	2	3
(please specify) _____			

2. In your judgment, how effective has your school's SAT I preparation program been in meeting its objectives?
 (Circle one number for each objective).

	Very effective	Somewhat effective	Not very effective	Not an objective
Improving SAT I verbal scores	1	2	3	4
Improving SAT I math scores	1	2	3	4
Decreasing test anxiety	1	2	3	4
Increasing familiarity with the SAT	1	2	3	4
Developing confidence	1	2	3	4
Developing general test-taking skills	1	2	3	4
Developing test-taking skills specifically for the SAT I	1	2	3	4
Improving general verbal skills (e.g., reading skills, or vocabulary)	1	2	3	4
Improving math skills (not solely for improving SAT I scores)	1	2	3	4
Improving other skills	1	2	3	4
(please specify) _____				
Other	1	2	3	4
(please specify) _____				

3. On which, if any, of the following factors do you base your judgments of program effectiveness? (Circle one number for each.)

	A major factor	A minor factor	Not a factor
Feedback from students	1	2	3
Feedback from parents	1	2	3
Feedback from program staff	1	2	3
A formal research or evaluation study	1	2	3
Other	1	2	3
(please describe) _____			

4. Your position:

- Principal or assistant principal.....1
- Guidance counselor2
- Learning resource specialist3
- Teacher.....4
- Other5
- (please specify) _____

Thank you very much for your help.

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THE

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Funding Opportunities

If you're interested in applying for a grant or contract, here's information you'll need to know.

- [Discretionary Grant Application Packages](#) -- lists grant competitions that are currently open and provides links to downloadable application packages, forms, and other information you'll need to apply.
- [Federal Register documents](#) -- includes notices inviting applications for grant competitions, as well as funding priorities, selection criteria, regulations, and relevant workshops and meetings.
- [FY 2000 Forecast of Funding Opportunities under ED Discretionary Grant Programs](#) -- lists the dates, estimated number of awards, and funding amounts for virtually all the Department's direct grant and fellowship competitions for new awards.
- [What Should I Know About ED Grants](#) -- offers a non-technical summary of ED's discretionary grants process (application, review, award, administration, grant closeout, and audit) and the laws and regulations that govern the process.
- [Guide to ED Programs](#) -- provides a concise description of each of about 175 programs that ED administers, identifies who may apply, and gives the name and telephone number of the ED office to contact for more information.
- [ED General Administrative Regulations \(EDGAR\)](#) -- defines the administrative requirements for managing projects funded by discretionary grants awarded by ED.
- [Grants and Contracts Information](#) -- provides additional information including currently available contract solicitations, a forecast of upcoming contract opportunities, grants policy bulletins, and [databases of contract and grant awards](#).
- [ED Budget](#) -- provides an overview of the Federal role in education, an explanation of the Federal budget process, news about ED's budget, and program-by-program details of the President's budget request.
- Some ED offices and programs maintain pages that may provide additional information of interest:
 - [Bilingual Education and Minority Languages \(OBEMLA\) Funding Opportunities](#)
 - [Comprehensive School Reform Demonstration Program](#)
 - [Migrant Education Grant Information](#)
 - [Rehabilitation Services Administration \(RSA\) Program Application Kits](#)
 - [Resources for Postsecondary Institutions](#)
 - [Safe & Drug-Free Schools Program](#)
 - [Special Education Programs](#)



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Other On-Line Educational Resources

The Internet is a wonderful place for education. Students, teachers, state education agencies, and others concerned about teaching and learning are using the Internet to create and locate educational materials. While it's difficult to keep track of them all, the Department is committed to providing links to its own servers and sites run by organizations funded by the Department, as well as other valuable educational locations.

• ED-Funded Internet Resources

- [Search any or all ED-funded web sites](#)
- [Comprehensive Regional Assistance Centers](#)
- [Educational Resources Information Center \(ERIC\) and Other Clearinghouses](#)
- [Eisenhower National Clearinghouse and Regional Consortia](#)
- [Equity Assistance Centers](#)
- [National Research and Development Centers](#)
- [Regional Educational Laboratories](#)
- [Regional Technology in Education Consortia \(R*TEC\)](#)
- [Star Schools Program Sites](#)
- [Technology Innovation Challenge Grant Projects](#)
- [Other ED-Supported Sites](#)

The categories below contain hypertext links or pointers to information created and maintained by other public and private organizations. These links and pointers are provided for the user's convenience. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links or pointers to particular items in hypertext is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered, on these outside sites, or the organizations sponsoring the sites.

• Other Government Internet Resources for Education and Libraries

- [Other Federal Agency Educational Resources](#)
- [Federal Government Internet Library Resources](#)
- [General Guides to Government Internet Resources](#)

• State Agencies and Resources

- [State Arts Agencies](#)
- [State Directors of Adult Education](#)
- [State Directors of Special Education](#)
- [State Directors of Vocational-Technical Education](#)
- [State Education Agencies](#)

- State Guaranty Agencies
 - State Higher Education Agencies
 - State Literacy Resource Centers
 - State Parent Training and Information Center (Disabilities)
 - State Tech Prep Coordinators
 - State Technology Web Sites and Contacts
 - See the Education Resource Organizations Directory (EROD) for additional state and regional sources of information and assistance.
-
- **Educational Institutions and Education Support Institutions** -- including lists of Internet sites for colleges and universities, K-12 schools, school districts, and state departments of education.
 - **Libraries** -- including lists of Internet-accessible library catalogs and services.
 - **Educational Associations and Organizations**
 - **Curricular Resources and Networking Projects** -- Internet-based networking projects and educational materials for teachers and students.
 - **General Catalogs and Subject Trees on Education**



This page last modified - September 16, 1999 (eal)



America Reads challenges every American to help all our children learn to read, including English Language Learners and students with disabilities. America Reads sparks collaborations between educators, parents, librarians, business people, senior citizens, college students, and community and religious groups.



America Reads:



Inspires families to read together at home.

Asks childcare providers to read daily to children.

Encourages teachers to use research-based methods.

Recruits college students and others to tutor children.

Engages businesses to involve employees.

Unites communities to form literacy partnerships.

Americans Are Responding To The Challenge!

- ★ **Students at more than 1,100 colleges and universities earn financial aid by tutoring children in reading.**
- ★ **More than two million children have been taught, tutored, or mentored through national service programs.**
- ★ **Pediatricians are reading to children, advising parents and giving out books.**
- ★ **Thousands of communities are recruiting tutors, organizing book drives, and supporting parents, child care providers, and schools.**
- ★ **Nearly 300 organizations—religious groups, businesses, schools, literacy groups, libraries, museums, media outlets, children's, parents', and teachers' organizations—have joined the President's Coalition for America Reads.**

For Free Resources and Information: 1-800-USA-LEARN

Information is also available on the web at: www.ed.gov/americareads/

Information on Reading Excellence Program funding is at: www.ed.gov/offices/OESE/REA/



**AMERICA
READS**

SIMPLE THINGS YOU CAN DO TO HELP ALL CHILDREN BECOME GOOD READERS

Each of us can help meet the goal of the America Reads Challenge through our personal and professional commitments. Here are some simple things you can do.

PARENTS

- ◆ Read to and with your child every day for 30 minutes.
- ◆ Talk with infants and young children to develop language skills before they learn to read.
- ◆ Encourage children to read on their own to enhance their in-school performance.
- ◆ Set a good example for your children by reading newspapers, magazines and books.
- ◆ Read and write with your children in your native language.
- ◆ Restrict the amount and kind of TV your children watch; suggest educational programs.
- ◆ Make sure your child has a library card and uses it.

SCHOOLS

- ◆ Start a school-wide or community reading program. Invite volunteers to read and write with students at least once a week for 30 minutes.
- ◆ Encourage family members to get involved in teaching and learning reading skills.
- ◆ Publish a multilingual school newsletter that suggests ways parents can support their child's development in reading and writing.

EMPLOYERS

- ◆ Encourage parents, employees and customers to read and write with children.
- ◆ Develop a program to bring children to your work site for tutoring.
- ◆ Develop Public Service Announcements (PSAs) for newspapers, billboards, television and radio to help spread the message about the importance of reading.

GRANDPARENTS, SENIORS, CONCERNED CITIZENS

- ◆ Become a learning partner or reading tutor to a child in your family or neighborhood. Volunteer to read with or to a child for 30 minutes, once each week for at least eight weeks.
- ◆ Encourage community businesses and non-profit organizations to help support community reading programs.
- ◆ Develop a monthly program at your library, school, community or religious center and invite seniors to discuss their oral histories with children.

(over)

MORE SIMPLE THINGS YOU CAN DO

COMMUNITY, CULTURAL AND RELIGIOUS ORGANIZATIONS

- ◆ Encourage staff or members to volunteer as tutors to read with children. Help train others.
- ◆ Share books that teach children about the issues with which your organization is involved.
- ◆ Hold an essay writing contest for local children so they can share "How Reading Makes a Difference in My Life."

COLLEGES AND UNIVERSITIES

- ◆ Sign up for the America Reads Challenge Federal Work-Study program. Students benefit by earning financial aid while performing community service, and institutions benefit by improving community relations and through the waiver of the 25 percent wage match.
- ◆ Offer training to students, community members and parents on how to become an effective reading partner.
- ◆ Provide space for local reading programs; sponsor an on-campus summer reading program for elementary school children.



TO LEARN MORE ABOUT THE AMERICA READS CHALLENGE
AND RECEIVE A FREE COPY OF THE BOOKLET
"SIMPLE THINGS YOU CAN DO TO HELP A CHILD READ WELL AND INDEPENDENTLY"

CALL 1-800-USA-LEARN TDD 1-800-437-0833



The U.S. Department of Education America Reads Web site:
www.ed.gov/americanreads

The America Reads ListServ is available at:

lyris@lists.etr.org

Then type:

subscribe americareads first name last name



Improving Student Achievement in Mathematics

"In a world without math, the next generation of computers goes undeveloped, bridges and skyscrapers go unconstructed, the Internet is shut down, and the opportunities of tomorrow are never realized."

--President Clinton,
December 9, 1999

Mathematics is a key to opportunity. To be prepared for college and the promising careers of this new century, today's students must build strong skills and understanding in mathematics. Unfortunately, national and international math tests show that many of our students perform well below desired levels. Recognizing the critical need to turn performance around, Secretary Riley has made improving student achievement in math one of his administration's priorities. In partnership with the National Science Foundation, the U.S. Dept of Education has launched a national initiative, America Counts, which focuses on the following six strategic goals to help students become strong mathematical thinkers:

- Equip teachers to teach challenging mathematics through high-quality preparation and ongoing professional growth;
- Provide personal attention and additional learning time for students;
- Support high-quality research to inform best practices of mathematics teaching and learning;
- Build public understanding of the mathematics today's students must master;
- Encourage a challenging and engaging curriculum for all students based on rigorous Standards;
- Promote the coordinated and effective use of federal, state, and local resources.

Everyone can get involved and play a key role in this national effort to boost mathematics achievement. Listed below are highlights of the many projects underway, and resources available, through America Counts to help you get started. To learn more, please visit the America Counts web site at www.ed.gov/mericacounts, call 1-877-220-9684, or send an e-mail message to America_Counts@ed.gov.

"Figure This!: Adding Fun and Family to the Middle-School Math Equation. This series of engaging mathematical challenges provides parent-friendly learning activities for families to do together, based on high-quality, real-life middle grades mathematics. Individual challenges will soon appear in major media outlets, product packaging, and public service advertising. *You can access the first set of 15 challenges today by visiting www.figurethis.org or by calling toll-free, 1-877-GO-SOLVE.*

"Early Childhood: Where Learning Begins—Mathematics." Families and caregivers can play an important role in helping children develop an early appreciation for mathematics. This booklet provides sample activities that can be done at home, or in a preschool or childcare setting, with children, aged 2-5, to help build basic mathematical understanding. *To view, please visit www.ed.gov/pubs/EarlyMath. To order, call 1-877-4ED-PUBS.*

"Helping Your Child Learn Math." This booklet helps families support in their elementary school-aged children's mathematical learning. By using materials found inside the home and transforming routine tasks, such as shopping or cooking, into enjoyable educational experiences, parents will reinforce mathematical skills while developing their children's appreciation for mathematics. *To view, please visit www.ed.gov/pubs/parents/Math. To order, call 1-877-4ED-PUBS. Also available in Spanish.*

Math Materials for Tutoring and Enrichment (Grades K-9). The Eisenhower National Clearinghouse--through a contract with the U.S. Department of Education--has created a database of selected materials suitable for use in helping children strengthen their math knowledge. They include videos, games, computer software, web sites, children's literature, and other activities, and are organized along grade bands and content strands. *To view, please visit www.ed.gov/americancounts/roadmap/6/.*

Math Tutoring and Mentoring. America Counts is mobilizing volunteer tutors and mentors across the country to provide students with the personal attention and additional learning opportunities they need to boost their achievement. To jumpstart this program, President Clinton has asked the higher education community to take the lead by employing Federal Work-Study (FWS) students as math tutors. These college and university tutors can provide valuable services, at little or no cost, to schools, community centers, after school programs, and other non-profit entities. Some of the resources available to help tutoring initiatives get underway include:

The America Counts Tutoring Roadmap. This on-line guide to establishing and sustaining high-quality math tutoring programs provides information about key program components--such as setting goals, tutor recruitment, and tutor retention--as well as tutor training materials (designed along grade bands and content strands). *To view the roadmap, please visit www.ed.gov/americancounts/roadmap.*

"Yes, You Can." This guide helps schools, higher education campuses, and other organizations establish high-quality mentoring programs. Many examples focus on mathematics and science. *To view, go to www.ed.gov/americancounts, or to order, call 1-877-4ED PUBS.*

For more information about starting a program, or partnering with a neighboring higher education campus, please visit www.ed.gov/americancounts/mathintro.html, send an e-mail to America_Counts@ed.gov, or call 1-877-220-9684.

"The Formula for Success: A Business Leader's Guide." American business leaders are increasingly aware that most students leaving school do not possess the necessary skills to succeed in their industries. This publication promotes involvement strategies for business leaders, encouraging them to actively participate in improving mathematics and science achievement in schools. *To order, call 1-877-4ED-PUBS or e-mail: edpubs@inet.ed.gov.*



You Can Help Make Sure
AMERICA COUNTS--

Get Involved Today!

PRESIDENT CLINTON'S COMMITMENT TO INVEST IN SCHOOL CONSTRUCTION AND MODERNIZATION

January 5, 2000

"Today too many of our schools are so old they're falling apart, or so over-crowded students are learning in trailers. Last fall, Congress missed the opportunity to change that. This year, with 53 million children in our schools, Congress must not miss that opportunity again."

-- President Clinton, State of the Union Address, 1999.

PRESIDENT CLINTON'S FY2001 BUDGET DEMONSTRATES A STRONG COMMITMENT TO INVESTING IN SCHOOL CONSTRUCTION AND MODERNIZATION. THE FY2001 BUDGET:

- **RENEWS THE PRESIDENT'S STRONG COMMITMENT TO HIS SCHOOL MODERNIZATION TAX CREDIT BOND PROPOSAL**

The President's School Modernization Bond proposal provides \$24.8 billion in tax credit bonds over two years to modernize up to 6,000 schools. This proposal has an estimated cost of \$3.7 billion over five years, and is fully paid for in his budget. Within this program, \$2.4 billion is reserved for Qualified Zone Academy Bonds.

- **INCLUDES A NEW \$1.3 BILLION SCHOOL URGENT/EMERGENCY RENOVATION LOAN AND GRANT PROPOSAL**

This \$1.3 billion program could support nearly \$7 billion of (approximately 8,300) renovation projects in high-poverty, high-need school districts with little or no capacity to fund urgent repairs over the next 5 years. Both loans and grants would be made available, with the smaller grant program directed toward the neediest districts.

NATIONALLY, THERE IS AN URGENT NEED FOR SCHOOL MODERNIZATION

- **One-Third of All Schools Need Extensive Repairs.** One third of all public schools – about 25,000 schools – need extensive repair or replacement. *School Facilities: The Condition of America's Schools*, GAO Report Number HEHS-95-61, 1995-6.
- **Average School is 42 Years Old.** The average public school in America is 42 years old, and school buildings begin rapid deterioration after 40 years. *How Old are America's Schools*, NCES, 1999.
- **\$112 Billion Needed Just for Repairs.** \$112 billion is needed just to repair the existing schools across the nation. *School Facilities: The Condition of America's Schools*, GAO Report Number HEHS-95-61, 1995-6.
- **School Enrollment Higher than Ever.** A record 52.7 million children are enrolled in elementary and secondary school today, and this number will climb to 54.3 million by 2008. 2,400 new public schools

SCHOOL MODERNIZATION TAX CREDIT BOND PROPOSAL

- This new type of bond – a tax credit bond – would provide interest-free financing to help state and local governments pay for school construction and renovation to help address issues of aging facilities and overcrowding.
- Instead of paying the interest and principal on school construction bonds, the issuer would only be responsible for repaying the principal. The federal government would provide tax credits to the bondholders in lieu of interest payments.
- The Administration's proposal would support nearly \$25 billion in bonds over the next two years to help states and districts build and modernize up to 6,000 public schools.
- President Clinton's proposal has an estimated cost of \$3.7 billion over five years, and is fully paid for in his budget.

SCHOOL RENOVATION LOAN AND GRANT PROGRAM

- The School Renovation program would provide interest free federal loans and grants to needy school districts to fund urgent renovations – approximately 8,300 renovation projects would receive funding over 5 years.
- The loan program would be targeted to those districts unable to finance the interest cost associated with facilities renovation.
- The smaller direct grant program would provide direct funding to the needy school districts unable to finance the capital expenditures associated with school renovation.
- Renovations funded through loans and grants could include repairs to roofs, climate control systems, or plumbing. Loans and grants could also fund school modernization to improve technology capability, if no other source of funds is available.



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President's & Secretary's Priorities

Major New Initiatives for Fiscal Year 2000

1. All students will read independently and well by the end of 3rd grade.
2. All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of 8th grade.
3. By 18 years of age, all students will be prepared for and able to afford college.
4. All states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for reaching those standards.
5. There will be a talented, dedicated and well-prepared teacher in every classroom.
6. Every classroom will be connected to the Internet by the year 2000 and all students will be technologically literate.
7. Every school will be strong, safe, drug-free and disciplined.

Secretary Riley and senior Department officials developed seven priorities (see *Working Document* and the *Strategic Plan*) for the Department, based on the "Call to Action" issued by the President in his State of the Union Address (February 4, 1997). These seven priorities are as follows...

All students will read independently and well by the end of 3rd grade.

- America Reads Challenge
- Reading Excellence Program
- The Reading Summit
- Class Size Reduction and Teacher Quality Initiative
- America Goes Back to School: Get Involved!
- Voluntary National Tests
- Family Involvement

All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of 8th grade.

Visit the America Counts website, where you will find information such as speeches, fact sheets, publications, reports and the Third International Math and Science Study (TIMSS).

By 18 years of age, all students will be prepared for and able to afford college.

- America's HOPE Scholarship
- Direct Loan Program
- Department of Education's Office of Postsecondary Education
- Project EASI
- Think College-- Learn for a Lifetime

All states and schools will have challenging and clear standards of achievement

and accountability for all children, and effective strategies for reaching those standards.

- Voluntary National Tests
- Goals 2000
- School-to-Work
- Improving America's Schools Act of 1994 -- Elementary and Secondary Education Act
- Comprehensive School Reform Demonstration Program

There will be a talented, dedicated and well-prepared teacher in every classroom.

The Teacher Quality Website offers information for policymakers and educators on a range of issues -- recruiting and preparing teachers, providing professional development opportunities, and raising teaching standards. It includes classroom resources, research, and information for individuals interested in becoming a teacher.

Every classroom will be connected to the Internet by the year 2000 and all students will be technologically literate.

- U.S. Department of Education Technology Initiatives
- The Mid-continent Regional Educational Laboratory (McREL)
- North Central Regional Educational Laboratory
- Regional Technology in Education Consortia (R*TEC)

Every school will be strong, safe, drug-free and disciplined.

- School Construction and Design
- Safe & Drug Free Schools Program
- US Charter Schools
- Flexibility and Waivers
- Improving America's Schools Act of 1994 -- Elementary and Secondary Education Act

The Partnership for Family Involvement in Education supports the seven priorities through family and community involvement in children's learning. As members of the Partnership, thousands of family-school partners, employers, community organizations, and religious groups work together to help all children learn to high academic standards.

ED^{HOME}

This page last modified -- January 6, 2000 (mhm)

THE WHITE HOUSE

Office of the Vice President

For Immediate Release
Wednesday, January 12, 2000

Contact:
(202) 456-7035

**VICE PRESIDENT GORE ANNOUNCES NEW INVESTMENT TO CREATE
SMALLER, SAFER AND MORE SUCCESSFUL HIGH SCHOOLS**

Washington, D.C. – Vice President Gore today unveiled a \$120 million initiative to create smaller, safer and better high schools. The Administration's Small, Safe and Successful High Schools initiative -- which will be included in the Administration's budget for Fiscal Year 2001 -- exemplifies the Vice President's commitment to reforming the American high school, and ensuring a world-class education for all of America's students.

"The idea is simple: small schools give kids a big boost," said Vice President Gore. "Smaller schools mean more personal attention to the varied needs of all our children, helping both those who are struggling and those who are excelling to achieve their full potential."

The program would offer competitive grants to local school districts to create smaller schools or break up larger schools by funding innovative strategies such as autonomous schools-within-schools, career academies, restructured school days, and other innovations that allow schools to ensure that every student receives personal attention and academic support. Funds to create smaller schools could be used for planning and implementation costs, including costs to reorganize schools, train teachers, renovate facilities, and provide extended learning time and support services for students.

In addition to creating smaller, better high schools, the grants would help schools create a clear focus on student success: innovative, engaging and challenging curriculum integrated around a coherent focus; teachers working together to meet the needs of their students; strong leadership; the involvement of families and community; and technology to enhance achievement.

Research confirms what parents intuitively believe: that smaller schools are safer and more productive because students feel less alienated, more nurtured and more connected to caring adults, and teachers feel that they have more opportunity to get to know and support their students. Smaller schools also have better attendance records, lower dropout rates and fewer discipline problems. Research also shows that small schools can offer a strong core curriculum and, in most cases, a level of academically advanced courses comparable to large schools.

Recent incidents of school violence, like the tragedy in Littleton, Colorado, are causing serious alarm among parents and students who are unsure what has caused such tremendous alienation and aggression in some of our teenagers. In addition to the need for more parental involvement and stricter discipline policies, many educators are pointing to a systemic problem - the model of the American high school.

In response to these concerns, Representative David Obey (D-WI) included \$45 million in the Fiscal Year 2000 budget to create smaller high schools. The new Administration initiative announced today will build on Rep. Obey's down-payment and will help our children make the most of their education.

"Tragic incidents of school violence make it clear that many of our teenagers need more attention than larger high schools can give them," added the Vice President. "We must help working families struggling to give their children attention and direction, by ensuring that our public high schools offer connections to caring adults as well as high academic standards."

Since the end of World War II, the number of schools nationwide has declined seventy percent, while average enrollment has grown 500 percent, or fivefold. There are more than 12,400 three and four year high schools in the United States. More than seventy percent of students in these schools attend a school with more than 1,000 students, and enrollments of 2,000 and 3,000 are common.

"As our economy changes, so must our schools. It's time for the large, factory-like high schools of the 20th century to make way for the smaller, more flexible and innovative institutions that will mark the 21st century," Gore said.

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ED Initiatives...

January 24, 2000

A biweekly look at progress on the Secretary's priorities

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Major FY 2000 Initiatives

Information is now available on major grant initiatives being administered by the Department this year (fiscal year 2000). They include...

- Programs continued from 1999: Class Size Reduction, Special Education Grants to States, 21st Century Community Learning Centers, Reading Excellence, Safe and Drug Free Schools -- Middle School Coordinators, Comprehensive School Reform Demonstration, Charter Schools, Advanced Placement Initiative, Teacher Quality Enhancement Grants, Preparing Tomorrow's Teachers to Use Technology, Bilingual Professional Development, GEAR UP, Learning Anytime Anywhere Partnerships, and New American High Schools.
- Programs new in 2000: Small Schools, Elementary School Counseling and Demonstration Program, Safe and Drug Free Schools -- Alternative Strategies, and Adult Education/English Literacy Civics Education Grants.

For details, please see:
<http://www.ed.gov/inits/FY2000/index.html>



Initiatives Proposed in FY 2001 Budget

This month the Administration announced initiatives that will be proposed in the President's budget for 2001, including...

- \$24.8 billion in tax credit bonds over 2 years to modernize up to 6,000 schools and \$1.3 billion for emergency renovation loans and grants for schools.
- \$120 million in competitive grants for school districts to create smaller, safer and better high schools.
- a \$100 million increase for the Safe Schools/Healthy Students Initiative.
- a \$30 billion college opportunity tax cut to make college more affordable for millions of families.
- nearly \$1 billion for College Completion Challenge Grants, Pell Grants, and other efforts.
- more than \$400 million in increases for GEAR UP, TRIO, Youth Opportunity Grants, Youthbuild, and Job Corps.
- more than \$850 million to support community service.

\$30 million to help ensure that young children in pre-school and day care, particularly children living in poverty, are taught by well-trained professionals.

- a new \$2.7 billion 5-year effort to accelerate enrollment of uninsured children in Medicaid and the State Children's Health Insurance Program. (See related story below.)

For more information on these initiatives, please see:
<http://www.ed.gov/PressReleases/WhiteHouse.html>



2 Million Children Now Enrolled in SCHIP

The Department of Health and Human Services (HHS) released a report this month telling that 2 million children are now enrolled in the State Children's Health Insurance Program (CHIP). CHIP was created in 1997 to cover children from working families whose incomes are too high to qualify for Medicaid but too low to afford private health insurance.

Despite recent progress, the report says, millions of eligible children remain uninsured because many parents are not aware they're eligible, because of lack of coordination with other programs (such as the school lunch program), and because of difficulties in the enrollment process.

The Administration announced this month a new \$2.7 billion 5-year effort that would help by...

- allowing school lunch programs to share application information with Medicaid staff for the sole purpose of outreach and enrollment (this is already allowed for SCHIP). It would also allow states to use enrollment in school lunch programs as the basis for presumptive eligibility for Medicaid and/or SCHIP.
- permitting child care referral centers and other sites help bring kids into SCHIP and Medicaid.
- requiring states to make their Medicaid and SCHIP enrollment equally simple.
- expanding Medicaid to include an option to cover children through age 20 and extend the same options to SCHIP.

For more information, please see:
<http://www.ed.gov/PressReleases/01-2000/wh-0111.html>
<http://www.ed.gov/chip/>



State of American Education Address

Reminder: As reported in the previous issue, Secretary Riley will give his 7th annual State of American Education Address

at Southern High School in Durham, NC. In the speech, on February 22 at noon (ET), he will discuss progress made in education since his first address in 1994 and will challenge schools and communities to renew their commitment to ensure that all students achieve their full potential in the 21st century. The speech will be broadcast live from the Southern High gym (via satellite and the web) to schools, communities, and cable access TV stations nationwide. For more information or satellite coordinates to host a free downlink site, please visit <http://www.ed.gov/registerevent> or call 1-800-USA-LEARN.



Secretary Talks About Teacher Quality

On January 9, Secretary Riley spoke to teams of educators and community leaders from 47 states at the National Conference on Teacher Quality in Washington, D.C. The Secretary said that "the biggest challenge to K-12 education...[is] this: We've got a record number of children to teach, and a shortage of qualified teachers." He also said...

"Unless we provide teachers with the right preparation, induction, mentoring, support, professional development, and pay, the movement to raise standards -- which so many of us fought for and which has finally become a reality -- may stumble. And that would be a tragedy. That is why we must push hard on teaching quality, and why I want to challenge you to prepare imaginative, effective action plans that will move us forward."

The text of the Secretary's speech is at:
<http://www.ed.gov/Speeches/01-2000/20000109.html>



Math Commission Seeks Ideas

You are invited to share your ideas on ways to ensure high quality teaching in mathematics and science at all grades in a discussion forum hosted by the National Commission on Mathematics and Science Teaching for the 21st Century. At the website of the Commission, which is chaired by former Senator and astronaut John Glenn, you can watch (or read) presentations from Commission meetings, post comments about what you heard, and see what other visitors have to say.

The Glenn Commission is preparing a report for Secretary Riley in the fall of 2000 that will include recommendations and strategies to help ensure that an adequate supply of highly skilled individuals enter and remain in the math and science teaching profession. The recommendations will also help make certain that throughout the span of a teacher's career,

he or she has the opportunity to learn, generate, accumulate, and share knowledge about math and science content and teaching methods.

<http://www.ed.gov/americanaccounts/glenn>



Apply for Financial Aid Online: FAFSA on the Web

If you're looking for financial aid to help you go to college, you are invited to apply for it online. More than one million students have already done so this year using the Free Application for Federal Student Aid (FAFSA) for 1999-2000. This form is used to determine students' eligibility for federal grants or loans, for most state student financial aid, and for aid from many colleges or universities.

FAFSA on the Web, now in its 4th year, is easier than ever to use. Students can apply from anywhere -- home, their dorm room, or the library. The process takes anywhere from 20 minutes for students who are familiar with the FAFSA, to about an hour for first-time applicants. The application is customized for each student, asking only those questions that the applicant needs to answer. Online help and online editing help prevent most mistakes. Students short on time can even save everything onto a disk and complete and submit their application later. The website also allows students (regardless of how they filed) to check the status of their application, obtain their estimated Expected Family Contribution (EFC) online, or request a duplicate Student Aid Report (SAR). All 2000-01 financial aid applicants will receive PINs in the mail. With these PINs they will be able to make corrections on the web, apply for aid for the following school year through a simplified renewal application process, and check the status of loans they have that are in the Department's databases. <http://www.fafsa.ed.gov>



High-Performing, High-Poverty Schools

Harriet A. Baldwin Elementary (Boston, MA) is one of 9 high-performing, high-poverty urban elementary schools featured in "Hope for Urban Education." Five years ago, Baldwin was described as "chaotic and disorganized." There was little communication within the school, with other schools, or with the district office. "There was constant turmoil among both kids and adults," principal Suzanne Lee recalls.

Today, Baldwin -- which serves mostly students eligible for free or reduced-price lunches (80%) and from families speaking a language other than English (78%) -- is described by teachers, parents, and visitors as a safe, welcoming, academically focused school. Math and reading scores have risen considerably. For example, in 1997, 75% of 4th-graders were at Level 1 and 2 in reading (on the Stanford 9), with only 25% at higher levels. In 1998, 44% were at Level 2, and 56% at Levels 3 and 4, with none at Level 1.

At a second school featured in the report, Baskin Elementary (San Antonio, TX), scores on the statewide criterion-referenced test in 1994 reflected a huge gap in white and non-white student performance. For example, there was a 56 percentage point gap between the percentage of white and African American students reaching a **passing** standard on the reading tests. Similar gaps existed among other groups of students in reading, mathematics, and writing. There were other indicators of problems. One teacher recalled, "There were major discipline problems and students cursed at the teachers."

Four years later, the school, where 92% of students receive free or reduced-price lunches, received an "exemplary" rating from the Texas Education Agency. This meant that at least 90% of all students -- at least 90% of African American students, at least 90% of Hispanic students, and at least 90% of low-income students -- passed the reading section, the writing section, and the math section of the test. Only 15% of all schools in Texas received the exemplary rating in 1998.

How did Baldwin and Baskin achieve such results? Their stories are presented in this report, along with 10 **recommendations** that may be helpful to other schools seeking to change themselves into high-performing schools. <http://www.ed.gov/pubs/urbanhope/>



Self-Assessment Tool: Preparing Teachers to Use Technology

The CEO Forum on Education and Technology has created a self-assessment tool designed to help schools, colleges, and departments of education assess their readiness in preparing tomorrow's teachers to use technology. This tool, the School Technology and Readiness (STaR) chart, is an online, multiple-choice questionnaire that provides instant feedback about the readiness of your teacher preparation program. <http://www.ceoforum.org/>



Conference on Building Strategic Partnerships

The Conference Board's Business and Education Conference "Building Strategic Partnerships that Work -- From the Inside Out" will be held May 3-4 at the New York Hilton and Towers in New York City. The conference, cosponsored by the Partnership for Family Involvement in Education (PFIE), provides an opportunity for networking and exchanging ideas around business education partnerships that support employee and family involvement in education. Special registration rates are available for educators and nonprofit organizations. For registration information, please call (212) 339-0345 or visit: <http://www.conference->

board.org/search/dconference.cfm?conferenceid=2000811



Town Meeting on Middle Schools

"Powerful Middle Schools: Influencing Teaching and Learning for Young Adolescents" is the focus of next month's Satellite Town Meeting. The program, hosted by Secretary Riley on February 15 from 8:00 to 9:00 p.m. (ET), will look at on what works in effective middle schools, including interdisciplinary learning, advisory and counseling programs, varied and engaging instruction, and programs that expose students to a range of academic, vocational, and recreational activities in school and the community. The Secretary and his guests will also discuss how schools and families can help middle school students start getting ready for college.

<http://www.ed.gov/registerevent>



Summer Institutes for Language Teaching Professionals

This summer, 8 Language Resource Centers supported by the Department will offer a institutes on language teaching and learning. Topics include developing materials and resources for less commonly taught languages, using technology in second language teaching, developing second language assessment tools, business language for high school, teaching second language learning strategies, and strengthening language teacher preparation programs. Institutes will be held also for teachers of Japanese, Chinese, Spanish, and Slavic and East European Languages. A complete list of summer institutes sponsored by the centers is at:

<http://nflrc.msu.edu/>



New Online

A listserv for discussing career and technical education at all levels is now offered by the National Dissemination Center for Career and Technical Education. To subscribe to CareerTech, send an e-mail to: listserv@lists.acs.ohio-state.edu In the body of the message, write: subscribe careertech yourfirstname yourlast name (Please leave the subject line blank and do not use a signature block.) If you have questions, please contact Judy Wagner at wagner.6@osu.edu



Credits

ED Initiatives is made possible by many contributors, including Nina Colon, Laura Emmett, Terri Ferinde Dunham, Daphne Hardcastle, Menahem Herman, Marty Jacobs, Julie Kaminkow, Peter Kickbush, Karin Larson, Carolyn Lee, John Luczak, Amy Luycx, Jerry Malitz, Simone Miranda, Linda Rosen, Jeanne Saunders, Keith Stubbs, and others.

Have a comment or suggestion on *ED Initiatives*? Please send it to Kirk Winters in the Office of the Under Secretary at kirk_winters@ed.gov.

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[Past Issues of ED Initiatives]



Last Updated -- January 27, 2000 (pjk)

PRESIDENT CLINTON AND VICE PRESIDENT GORE:

Investing in Education: Investing in Our Future

January 2000

HELPING CHILDREN LEARN TO HIGH STANDARDS:

More High-Quality Teachers for Smaller Class Sizes. Last year President Clinton and Vice President Gore won a second installment of \$1.3 billion for the President's plan to hire 100,000 well-prepared teachers to reduce class size in the early grades. \$1.2 billion was provided in FY99, helping states put almost 30,000 new teachers in America's classrooms.

Turning Around Failing Schools. 11 million low-income students now benefit from Title I-Aid to Disadvantaged Students, and all our children are benefiting from higher expectations and a challenging curriculum geared to higher standards. The FY00 budget provides an additional \$134 million accountability fund to help turn around the worst performing schools and hold them accountable for results.

Raising Academic Standards. Communities in every state receive Goals 2000 funds and are using these funds to upgrade the curriculum, improve teaching, increase parental involvement in schools, make better use of computers in the classroom, and set higher academic standards for public schools.

Expanding Choice in Public Schools. President Clinton and Vice President Gore have supported the growth of public charter schools, which have increased from one in the nation in 1993 to more than 1,200 in 1998. With at least 1,700 charter schools expected to operate this year, the nation is more than halfway to the President's goal of establishing 3,000 quality charter schools by 2002.

Supporting Local Education Reform Efforts. The President signed the Education Flexibility Partnership Act of 1999 (Ed-Flex), giving all states the ability to use federal resources in ways that best complement local efforts and innovation.

QUALITY EDUCATION FOR ALL:

Largest Investment in Education in Thirty Years. The Clinton-Gore Administration enacted the largest investment in education in 30 years – and the largest investment in higher education since the G.I. Bill.

Providing Early Education to Nearly 900,000 Children with Head Start. The President and Vice President have expanded Head Start funding by 90 percent since 1993. Head Start will reach approximately 880,000 low-income children in FY 2000 and, with the President's proposed increase for the program, will be on the way to reaching the President's goal of serving 1 million children and their families by the year 2002. The Administration also created Early Head Start, bringing Head Start's successful comprehensive services to families with children ages zero to three, and set high quality standards for both programs.

Modernizing Our Schools. At least 2,400 new public schools will be needed nationwide by 2003 to accommodate rising enrollments and relieve overcrowding. This year, the President and Vice President have proposed federal tax credits to pay the interest on nearly \$25 billion in state and local bonds to modernize and rebuild up to 6,000 public schools that are overcrowded, out-of-date, and unsafe. In addition, the budget includes a new \$13 billion school urgent/emergency renovation loan and grant proposal.

Keeping Guns Out of Our Nation's Schools. In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive to enforce "zero tolerance" for guns in schools. Nearly 4,000 students were expelled from public schools for bringing a firearm to school in the 1997-98 school year under zero tolerance policies.

Providing Safe After-School Opportunities for 850,000 Students Each Year. The President and Vice President substantially increased our investment in the 21st Century Community Learning Centers program

to enable schools to stay open longer, providing safe and educational after-school opportunities for 850,000 school-age children in rural and urban communities each year.

Expanding Access to Education Technology. Under the Vice President's leadership, the Clinton-Gore Administration created the Technology Literacy Challenge Fund to help connect every school to the Internet, increase the number of multimedia computers in the classroom and provide technology training for teachers. The President and Vice President have increased overall investments in educational technology by thirty-fold, from \$23 million in 1993 to \$769 million in 2000. And the Administration secured low-cost connections (the E-Rate) to the Internet for schools, libraries, rural health clinics and hospitals.

Teaching Every Child to Read by the 3rd Grade. The President challenged Americans to unite to be sure that every child can read well and independently by the third grade. In response to his America Reads challenge, more than 1,100 colleges have committed Work Study students to tutor children in reading, and more than 2 million children have been taught, tutored or mentored by national service programs like AmeriCorps, VISTA, and Foster Grandparents.

OPENING THE DOORS OF COLLEGE TO ALL AMERICANS:

Making 13th & 14th Grades as Universal As High School. The first two years of college are now universally available for nearly six million students with the \$1,500 HOPE Scholarship tax credits to help defray tuition and fees.

Increasing College Opportunity with Tuition Tax Credits and Education IRAs. The 20 percent Lifetime Learning tax credit helps offset tuition costs for college or lifetime learning. More than seven million students and adults who want to upgrade their skills will benefit from the lifetime learning tax credit. And the new expanded Education IRA allows penalty and tax-free withdrawals for college tuition.

New Tax Incentives to Make College More Affordable. This year President Clinton has proposed the College Opportunity Tax Cut, which would give families the option of taking a tax deduction or claiming a 28 percent credit for tuition and fees to pay for higher education. When fully phased in, this proposal would provide up to \$2,800 in tax relief annually to help American families pay for college.

Expanding Work Study and Pell Grants. One million students will be able to work their way through college because of the President's expansion of the Work Study Program, and nearly four million students will receive a Pell Grant of up to \$3,300, the largest maximum award ever. The maximum award has increased 43 percent under the Clinton-Gore Administration. This year President Clinton proposed a \$77 million increase in Work Study, and an increase in the maximum Pell Grant to \$3,500.

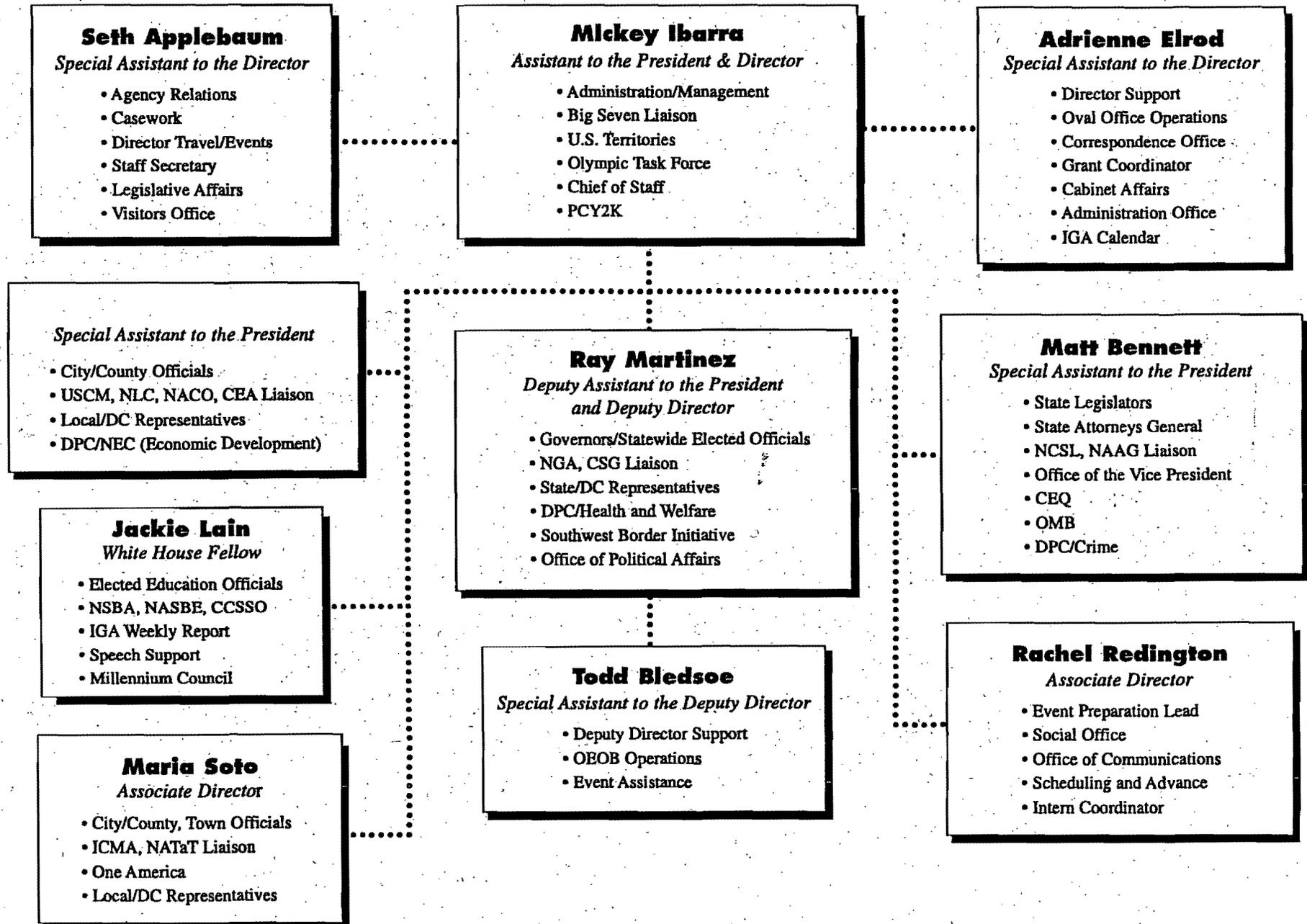
Helping Students Finish College. The President has also proposed new College Completion Challenge Grants to help reduce the college drop-out rate, with pre-freshman summer programs, support services and increased grant aid to students. This \$35 million initiative will improve the chances of success for nearly 18,000 students.

Paying for College Through Community Service. Since 1994, AmeriCorps has allowed more than 150,000 young people to serve their communities while earning money for college, repaying student loans, or getting important skills training.

Establishing the GEAR-UP Mentoring Program for Middle School Children. President Clinton created and expanded GEAR-UP, a mentoring initiative, to help over 750,000 low-income middle school children finish school and prepare for college. This year the President has proposed a 62.5 percent increase in FY01 to serve 1.4 million students.

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THE WHITE HOUSE Staff Assignments and Responsibilities



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FAX TRANSMISSION COVER SHEET

To: Andrew Rothblum
From: John Larson
Date: _____
Pages: _____ (including cover)

Fax: 456-5581

DRAFT

Mr. President
John B. Larson
[REDACTED]

Mr. President, we are writing to ask your support for an initiative we call "S.E.E.D.S.". Simply stated, S.E.E.D.S. is a proposal that calls for the development of a national Strategic Educational, Economic, and Defense System.

It is our position and borne out by the facts that the defense of the nation, our economic security and education system are inextricably tied and linked.

You and the Vice-President have made enormous strides in this area, but we believe this is a problem of crisis-proportion that needs the equivalent of a technological Marshall Plan. The focus of the plan is a fundamental retooling of our public schools and libraries, providing them with 21st century technological infrastructure. The training of new and retraining of existing teachers capable of turning out the skilled workforce the nation will need.

Lack of a skilled workforce, problems in recruiting, and retaining highly skilled members of the armed services are alarming signals that need a comprehensive plan and national strategy. The Department of Commerce reports 600,000 high tech jobs going unfilled, and the gap between those who have access to information and those who do not grows further apart. Your New Market Initiatives are an outstanding start but E-Commerce will not flourish without E-Learning and the strategic defense of a nation cannot be sustained even with the most advanced weapons system without the best-educated and digitally trained people to operate them.

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We eagerly await your reply and are prepared to work with the White House staff, Department personnel, and our colleagues to accomplish this national undertaking.

Sincerely,



The United States is the preeminent military, economic and cultural leader of the world. This position of global leader occupied by our nation is a precarious perch and requires eternal vigilance.

The fate and future of the nation's current status is grounded in the implicit understanding that our national defense, economic security, and education are inextricably tied and linked.

Thirty thousand missions were flown over Kosovo without a casualty – the most sophisticated weapons, the most intelligently integrated armed services in the history of the world.

Yet recruitment problems abound. The Joint Chiefs ponder where the individuals will come from, who will man our nuclear subs, pilot the Joint Strike Fighter, or direct the Strategic Defense Initiative? Currently, many who have been trained in the high tech 21st Century Armed Services are leaving for the more lucrative private sector. Even more alarming is the lack of digitally trained future recruits coming from our public school system.

The Department of Commerce in its July 1999 report entitled "Falling Through the Net" cited an alarming trend occurring along the digital divide. The report found a growing gap between those who have access to information and those who do not, and most disturbing found that the gap breaks down along the lines of race, gender, geography (rural, urban), and wealth.

There are currently more than 600,000 high tech jobs remaining unfilled in this economic boom.

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Corporate leaders have beseeched Congress to relax immigration quotas so they can import the skilled workforce that they need to continue the unprecedented economic growth. Wall Street analyst _____ has indicated the biggest threat to the American economy is a technologically inept workforce; the same is true for our national defense. Nations like India, Ireland, Israel and Costa Rica are further along in creating a pipeline of skilled workers in the information age, and most nations are capable of not only catching and competing with us, but leapfrogging us, with our own technology. The economic circumstances are obvious, and perhaps some initial importing of workers may be necessary, but the prospect of the military having to rely on technological mercenaries from abroad to run the most advanced weapons system in military history is unthinkable.

The hard facts are that E-Commerce will not flourish without E-Learning and the strategic defense of a nation cannot be sustained even with the most advanced weapons system without the best educated and digitally trained people to operate them.

This is a national problem of crisis proportion if Congress and the Administration fail to act. It's a problem that will require Cabinet level cooperation and integration of skills and resources. It requires the Congressional will to address a true interstate infrastructure issues, the technological void in public schools and libraries. Congress needs to undertake the fundamental, national, technological retooling of our schools and libraries or watch our preeminent position slip away. The United States represents 4% of the world's population and controls more than 30% of the world's trade, every nation has us in their sights, or as New York Stock Exchange President Richard Grasso puts it America's number one problem to continued prosperity is complacency.

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This is a time unlike any other in our history. Call it a paradigm shift or economic revolution, but the high tech economy requires Congressional action not complacency. Too often, Congress has found its strong advocates for National Defense, the nation's Commerce and its Educational system are pitted against one another in the struggle for limited resources. They need to be enjoined in this debate together. We cannot meet the demands of a digital economy or the nation's defense with inadequate infrastructure, untrained teachers, resistant universities and an indecisive government.

This is a non-partisan issue that will require bi-partisan support. It starts with the assumption that the defense of the nation, its economic growth and its education system are inextricably tied and linked – and without the pipeline of digitally fluent, academically sound students, our preeminent world position is indeed precarious.

We are proposing a series of steps at the Cabinet level and Congressional level necessary to set us on the right course. We have called this initiative "S.E.E.D.S." (Strategic Educational Economic and Defense System).

We will be seeking both the support of the administration and the bi-partisan support of our colleagues in Congress to address this issue. Much work has already been done in various committees, and several worthy and well intended proposals have been made; however, to date, approaches have at best, been piecemeal, hodgepodge and incremental. This simply will not suffice. We need to come together.

We are calling on the President to form a Cabinet level task force between the Department of Defense, Department of Commerce, and the Department of Education with the mission of developing the strategic policies necessary and the funding required

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to meet this national infrastructure problem. In short we need a Technological Marshall Plan.

Just like our interstate highway system carries the nations' commerce, the national information highway will carry the information that will "light-up the desktops of students and the blackboards of our teachers", and provide the digital tools needed to educate our students, propel the nation's commerce and provide for our defense. As parents, we understand that no act of Congress ever reads to a child at night, tucks him in, or offers him the kind of nurturing growth that comes from caring parents. Similarly, no piece of technology can replace a highly trained teacher. There can be no high tech, without high touch of a caring adult. Computers in the class won't replace fundamental reading, writing and math, they will enhance them. Allowing teachers to individualize instruction, be more diagnostic and prescriptive in aiding our children, our future, but Congress must act.

Congress needs to pass legislation that will provide tax incentives for corporations to work with school systems and teachers. Teachers should receive tax credits for the purchase of equipment and training required to integrate voice, video and data in the classroom environment. Universities that receive grants from the government must make sure that they are training the future two million teachers we will need on how to integrate technology into their daily lesson plan and curriculum.

Congress working with the Administration should select a person of the caliber of Colin Powell to head a Technological Marshall Plan that integrates the needs for a strong defense, a robust economy, and an education system that leaves no one behind in a global, digital economy.

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Congress has the opportunity to place the interests of our children, our future economic and educational growth, our global competitiveness and military preparedness in the forefront of our national concern or we can be remembered as a Congress that squandered an unprecedented opportunity to secure the nation's future.

From: Melissa M. Goldstein@OVP on 01/28/2000 05:12:27 PM

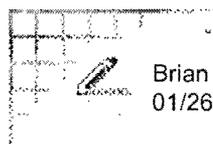
Record Type: Record

To: Reynaldo Valencia/WHO/EOP@EOP, John B. Buxton/OPD/EOP@EOP

cc:

Subject: Hurricane Carter

----- Forwarded by Melissa M. Goldstein/OVP on 01/28/2000 05:12 PM -----



Brian W. Steel
01/26/2000 05:31:50 PM

Record Type: Record

To: Melissa M. Goldstein/OVP@OVP

cc:

Subject: Hurricane Carter

A piece my pop wrote for the LA Times last Monday.

History's on the Ropes in 'Hurricane'

By LEWIS M. STEEL

Most Americans understand that "real life" movies rise or fall on their entertainment value and accept that at least some elements of fiction are mixed together with fact. However, Universal Pictures' "The Hurricane" crosses the line between reasonable embellishment and pernicious distortion.

Though moviegoers do learn that a middleweight boxing contender, Rubin "Hurricane" Carter, was imprisoned for 20 years on trumped-up murder charges, the film transforms his painful story into a series of false cliches: He was jailed because of one racist cop; he was freed through the efforts of a commune of white people. In reality, Carter was ensnared by an entire criminal justice system.

Along with Myron Beldock and Leon Friedman, I spent more than a decade representing Rubin Carter and his co-defendant, John Artis, fighting to expose police-created false evidence, prosecutorial misconduct and judicial acceptance of a trial by race rather than fact. During years of appeals through the New Jersey state court system in the late 1970s and '80s, not one of the more than 20 state court judges who reviewed the case was willing to confront the racism behind the unproven accusation that Carter and Artis murdered three randomly chosen whites to avenge an earlier killing of a black man by a white man. Nor were the state court judges willing to expose the police for Lewis M. Steel is a civil rights attorney practicing in New York City. He was part of the Carter-Artis defense team from 1975 to 1988. Steel was the lead attorney for John Artis.

In short, what the movie public could have learned from this case was that the Southern-style justice of an earlier era could still occur anywhere in the United States.

Ironically, the true story contained enough drama to satisfy any moviegoer. On a summer night in 1966 in Paterson, N.J., two black men burst into a bar, and for reasons that still remain unclear, shot and killed three

white people and wounded another. Originally, the police had reason to focus on Carter and Artis. A witness said two black men fled the scene in a white car with out-of-state license plates. Carter and John Artis, who had never been in trouble with the law and was about to go to college on an athletic scholarship, were picked up in the vicinity shortly after the crime in a white car with out-of-state plates. Beyond that, however, all the evidence pointed against guilt.

A third man had been in the car. Two survivors of the barroom murders gave descriptions of the killer that did not fit Carter and Artis, nor did anyone identify them after the killings. In custody, Carter and Artis talked to the police freely without asking for lawyers, accounted for where they had been and agreed to take lie-detector tests, which they passed. As a result, the chief police investigator told a grand jury that Carter and Artis could not be the killers.

A few months later the police, having found no murder weapons, fingerprints or other evidence and not even discerning a motive, were desperate to solve this very public crime. To do so, they pressured two petty criminals who were committing a burglary down the street from the bar where the murders occurred to identify Carter and Artis. To bolster their case, the police planted a bullet and a shotgun shell in Carter's car and coached a key witness into identifying that car as the getaway vehicle.

In 1967, an all-white jury, during a time of great tension fueled by racial rebellions in Newark and other urban cities, convicted the two men. But the New Jersey Supreme Court threw out the verdict in 1976 because the prosecutors had failed to reveal that they had given the two petty thieves deals in return for their testimony.

Rather than accepting that the police had coerced witnesses and perjured themselves and that the remaining evidence pointed to Carter and Artis' innocence, the prosecutors decided to retry them. At this second trial, in front of a predominantly white jury, only one of the petty thieves testified, telling a ridiculous jumble of conflicting stories. In addition, our defense team showed that the planted bullet and shell did not match the ammunition used in the killings and that the automobile identification was an inaccurate invention of the police.

Concocting a Theory

To make up for their lack of evidence, the prosecutors, two of whom were rewarded with state court judgeships, concocted their malignant racial-revenge theory. It worked. The jury wasted no time rendering guilty verdicts, and the trial judge reimposed life sentences. Later, when an alternate juror came forward to testify about jury room racism, and a former county investigator as well as a former assistant prosecutor testified that the prosecutors shamelessly falsified and manipulated evidence, the same trial judge ruled they were mentally unbalanced.

Unfortunately, the movie leaves out virtually everything that happened. Instead, it falsely pictures a group of white Canadians finding key evidence and surviving a threat on their lives by the one racist cop. The Canadians and an African American boy they were raising did give Carter psychological support during his darkest hours, and provided our defense-team attorneys with excellent paralegal support, but they uncovered none of the evidence that led to the overturning of Carter and Artis' convictions.

Only thousands of hours of our defense team's work and the intervention of U.S. District Judge H. Lee Sarokin in 1985, who invoked the federal writ of habeas corpus to nullify these unconstitutional convictions, unraveled the prosecution case and brought daylight into this nightmare.

Because the movie sugarcoats the story, the audience not only sympathizes with Carter's struggle for freedom (Artis is barely seen), and feels good when Judge Sarokin releases him, but also leaves with the thought that our criminal justice system eventually works. Accurate or not, isn't that enough for one movie to accomplish? The answer is no. By depriving the audience of the opportunity to see just how racist the criminal justice system can be, and to what extent prosecutors will go to obtain unjust convictions, the audience did not learn why so many blacks feel they do not get a fair chance.

If "The Hurricane" had shown what happened, many more people might have come to understand why the predominantly black jury in the O.J. Simpson case was so quick to acquit him and why so many black Americans applauded that decision.

But a final nagging question remains. Must art be socially useful in order to be worthwhile? After all, socially useful art sounds suspiciously like state-controlled art. Put that way, the answer must be no. And with Denzel Washington playing Carter, director Norman Jewison certainly has created a strong movie that does convey the enormity of the injustice that occurred. But that is not the whole answer.

Here, we are not talking about what audiences may like, but what is honest and true. Where a story is little known, as this one was, Hollywood must realize that the public will learn almost everything it knows about the

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Key

event from the movie. Unlike the Oliver Stone film "JFK," for example, where almost everyone comes into the movie having their own take on how the former president was killed, and where the truth about the event was buried with his killer, a judgment about how Rubin Carter and John Artis were convicted has been rendered based upon irrefutable facts.

To discard and distort these facts does us all a real disservice. Taking the easy way out of a complex story by creating a soap opera instead of engaging in the hard work of crafting a real story cheats the public out of a much more meaningful movie experience.

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From: Nick Penning

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COLLEGE AND UNIVERSITY PRESIDENTS CALLED TO LEAD REFORM IN THE EDUCATION OF TEACHERS ON U.S. CAMPUSES

Report says programs "should be moved to the center – or moved out."

WASHINGTON, October 25 – The American Council on Education (ACE) today issued a report calling on college and university presidents to lead reform in the way teachers are taught on U.S. campuses. A 36-member task force composed of college presidents along with senior academic leaders, school superintendents, and others today mailed its report to every college and university president in the country.

The report, *To Touch the Future: Transforming the Way Teachers are Taught*, sets forth an action plan based on three premises:

- The quality of schooling in America is inadequate for the times.
- Strengthening the way colleges and universities prepare teachers is a central element in improving the nation's schools.
- Decisive action by college and university presidents is essential if American higher education is to fulfill its responsibilities.

The Task Force spent much of the year assembling what is actually known about the roles and education of teachers. One central conclusion drove much of the report: "...[W]e know now that the quality of the teacher is the key to improved student performance regardless of the condition of the schools, the affluence of the child, the nature of the community, or any other element in the lives or educational environment of school children."

The Task Force also concluded that the need for an estimated 2.5 million teachers over the next decade, up some 20 percent over normal replacement levels between now and 2010, presents not only a challenge but an opportunity. Much of the demand is driven by the need to replace teachers who will retire or otherwise leave the classroom over the next 10 years, but it is also driven by other factors such as growth in school enrollment and the desire to reduce class size.

The report comes down hard on the employment by school boards of unqualified teachers, especially common in the fields of math and science. The task force found that in high poverty schools, some 70 percent of young people in grades seven through twelve were taught physical science by unqualified teachers and that, for the nation as a whole, more than half of all U.S.

students were taught by unqualified math and science teachers. Calling it a "reprehensible form of publicly sanctioned malpractice," the task force argues that no student should face an unqualified, inadequately prepared teacher.

The task force focused also on the problem of low teacher salaries and the consequent difficulty of attracting college graduates to teaching careers. It found that beginning teacher salaries compare poorly with salaries offered classmates in other fields, with a differential of up to 50 percent in many cases.

Still, the recommendations of the presidents and others on the task force focused primarily on what college and university presidents and their institutions should do to strengthen the nation's teaching force. Recommended are specific actions that urge presidents to:

- **Take the lead in moving the education of teachers higher on the agenda.** Ultimately, the report argues, "it is presidents who outline the agenda, define the issues, commission studies, recommend policies, set institutional priorities, call for action, and form alliances with groups beyond the campus. As a first step—and more important than any other action recommended in this report—we urge that college and university presidents put the education of teachers at the center of the institutional agenda and accept the challenge and responsibility to lead constructive change."
- **Clarify the strategic connection between the education of teachers and the mission of the institution.** "Presidents and chief academic officers must lead their institutions in a reexamination of the strategic role of teacher education," the report states. "Where teacher education programs operate at the periphery of an institution's strategic interests and directions, they should be moved to the center—or moved out."
- **Mandate campus-wide reviews of quality.** "The time has come for the president to call for a comprehensive review—led by the chief academic officer of the institution—of the character and quality of the institution's programs for the education of teachers," the report states.
- **Work with governing boards to commission rigorous, independent appraisals of the quality of the institution's teacher education programs.** "The Task Force strongly urges that all institutions seek some form of reliable third-party appraisal, either through accreditation or through the appointment of an independent visiting committee, to undertake an objective assessment of the quality of the teacher education program. To ensure credibility, the results of this evaluation should be made public in an appropriate form," the report states. "We therefore urge presidents either to embrace independent assessment of the quality of their teacher education programs, or close their teacher education programs."
- **Require that education faculty and courses be coordinated with arts and sciences faculty and courses.** "The responsibility for preparing prospective teachers in the subject areas they will teach rests not only with school of education faculty, but also with faculty of the institution as a whole—especially the arts and sciences faculty," the report states. "The aim should be to move teacher education beyond the confines of a single department or college and raise it to the institutional level."
- **Ensure that teacher education programs have the equipment, facilities, and personnel necessary to educate future teachers in the uses of technology.** "The nation must think

beyond connecting schools to the Internet and instead think about keeping schools and teachers well informed about the effective use of technology for educational purposes," the report states. "Technology will fail to meet its educational promise if we neglect to equip teachers with the skills they need to understand and use it."

- **Ensure that graduates of teacher education programs are supported, monitored, and mentored.** "Colleges and universities need to ensure continuing professional growth for teachers during a student's college years and early career through well-designed induction programs," the report states. "Just as important, colleges and universities, working in partnership with the schools, should assist experienced teachers with strong, well-crafted professional development opportunities that utilize both the faculty and the research resources of the institution."

The report urged greater investment in research, pointing out the disparity between national investment on research on teaching and learning compared with agriculture, health, energy, national defense, and other national priorities. It also urged college and university presidents to speak out more forcefully on questions of public policy, arguing that "a school environment that does not foster and reward excellence will not attract or retain the best teachers." The report calls on college and university leaders to improve the education of teachers while at the same time working to improve the environment in which teachers work.

ACE President Stanley O. Ikenberry praised the task force—and its chair, Southern Illinois University President Ted Sanders—for its report and recommendations. "Every schoolchild in America needs and deserves teachers of the highest quality this nation is capable of producing," Ikenberry said, quoting language from the report. "The two partners in achieving this goal are the school systems that employ teachers and the colleges and universities that educate them. Unless both partners change, our country will not prosper. Higher education must demand more of its students—future teachers—and more of itself. And school systems must do more to develop the talents of teachers and make the profession a more attractive career."

Members of the ACE Presidents Task Force on Teacher Education included:

Karen Adams, Dean of the College of Education and Behavioral Sciences, Western Kentucky University

James Appleberry, former president, American Association of State Colleges and Universities

Mary Beth Blegen, Teacher-in-Residence, U.S. Department of Education

George R. Boggs, Superintendent/President, Palomar Community College District

Jerry M. Boone, President, Ferrum College

Clinton Bristow, Jr., President, Alcorn State University

Betty Castor, President, University of South Florida

Wilmer Cody, Commissioner of Education, Kentucky Department of Education

Mary Sue Coleman, President, University of Iowa

Margaret Cozzens, Vice Chancellor for Academic & Student Affairs, University of Colorado at Denver

Constantine Curris, President, American Association of State Colleges and Universities

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David L. Warren, President, National Association of Independent Colleges and Universities
Joe B. Wyatt, Chancellor, Vanderbilt University

The ACE task force worked for almost a year to assemble evidence on teacher performance, best practices, the quality of students entering teacher education programs, teacher demand and a host of other questions. Its work was supported by grants from the Carnegie Corporation and the Ford Foundation. The task force commissioned papers and met with scholars and experts in the field. The task force met with Secretary of Education Richard Riley to define and probe the issues. The report was also informed by the work of other presidents who already had addressed many of these same issues, and drew on a resolution adopted by the presidents of the Association of American Universities, as well as a report issued by the American Association of State Colleges and Universities.

The report's title is drawn from a passionate statement by the late Christa McAuliffe, the New Hampshire school teacher who died in the 1986 explosion of the Space Shuttle Challenger. When asked why she wanted to be the first teacher to fly into space, McAuliffe replied, "Don't you understand? I am a teacher. Every day, through my students, I touch the future."

Copies of the report can be obtained for \$15.00 (10 or more copies for \$10 each; 100 or more for \$5.00 each) from the American Council on Education by calling Norie Flowers at (202) 939-9551.

ACE is a comprehensive association of the nation's colleges and universities dedicated to analysis of higher education issues and advocacy on behalf of quality higher education programs. Counted among ACE's members are more than 1,800 accredited, degree-granting colleges and universities and higher education-related associations, organizations, and corporations.

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