

Professional/Supervisor		2,014.93
Technicians		10,865.56
Office/Clerical		6,910.70
Service Workers		7,446.19
Other (crafts/trades, bus drivers, laborers, etc.)		5,689.26
<b>Total</b>		<b>32,926.64</b>

**MAINTENANCE AND OPERATIONS  
INCOME FOR PUBLIC EDUCATION, K-12  
(1997-98)**

Local Property Taxes	\$ 839,086,825	14.32
State Revenue	4,377,020,018	74.71
Federal Revenue	400,403,372	6.83
Other	242,324,410	4.14
<b>Total</b>	<b>\$5,858,834,625</b>	

**NUMBER OF PRIVATE SCHOOLS  
(October 1998)**

High Schools	71
Junior High and Middle Schools	13
Elementary Schools	338
Complete Schools (1-12)	46
<b>Total</b>	<b>468</b>

**NUMBER OF STUDENTS IN PRIVATE SCHOOLS  
(October 1998)**

High Schools	13,021
Junior High and Middle Schools	557
Elementary Schools	51,630
Complete Schools (1-12)	15,849
<b>Total</b>	<b>81,057</b>

For further information call 360.753.6738,  
TDD: 360.664.3631,  
Web site: <http://www.ospi.wednet.edu>

This material is available in alternative format upon request.

Education in Washington



**LINKS Project**

**Hall of the States, Suite 231  
Washington, D.C.  
March 13, 1990  
3:00pm**

① - FY 99  
Tech Challenge Grant  
funding considerations  
State / multi-state  
w/ minority teachers  
in

**PROPOSED AGENDA**

**Welcome and Introductions**

**Review of Agenda**

**State Technology Activities Reports**

**Product Demonstrations**

**GIS State data prototype**

**Math.ed.ology**

**LINKS Project Reports**

**Program Activities**

**Student Electronic Curriculum**

**Professional Development**

**Policy Development**

**Funding Progress**

**Fiscal Year 1999 Budget**

**Fiscal Year 2000 Budget**

**Current Priorities**

**Future Directions Discussion**

**Adjournment**



## OFFICE OF THE GOVERNOR

**GEORGE RYAN**  
GOVERNOR

January 28, 1999

**The Honorable Dennis J. Hastert**  
Speaker  
United States House of Representatives  
2363 Rayburn House Office Building  
Washington, D.C. 20515

Dear Mr. Speaker:

I am writing to ask for your support for funding of the Linking Educational Technology and Educational Reform ("LINKS") Project in the fiscal year 2000 Labor, Health and Human Services, Education, and Related Agencies Appropriations Bill. The LINKS Project is a collaboration between Illinois, Arkansas, California, Pennsylvania, and Washington education entities to increase learning opportunities through the integration of educational technology and reform.

The LINKS Project will address three goals: 1) identify and develop curriculum resources that are aligned with state academic standards and assessments and make these available for all states; 2) use emerging technologies to enhance the quality of professional development for teachers, administrators, and other school staff; and 3) develop policies for leadership, planning, funding, and capacity building that support the use of technology to enhance student learning.

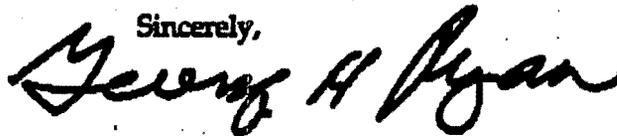
This project has already been initiated by the Washington State Superintendent of Public Instruction and the other consortium members. Funding has been provided in the fiscal years 1997 and 1998 Labor, Health and Human Services, Education and Related Agencies Appropriations Bills, and the project has shown significant promise.

We ask that you support adding \$25,000,000 to the Technology Innovation Challenge Grant's account in the Department of Education fiscal year 2000 Labor, Health and Human Services, Education, and Related Agencies Appropriations Bill for the LINKS Project. The provision of additional resources for the LINKS Project not only benefits the states in the consortium, but it will also provide curriculum, training, and capacity

building resources for all states. The LINKS Project will support the important role for all state systems to increase the effective and efficient use of technology in educational reform and the improvement in student learning.

If you require further information or have questions, please contact Dr. Hazel Loucks, Deputy Governor for Education at 217-524-1422.

Sincerely,

A handwritten signature in black ink that reads "George H. Ryan". The signature is written in a cursive style with a large, prominent "G" and "R".

George H. Ryan  
Governor



STATE OF ILLINOIS  
**OFFICE OF THE GOVERNOR**  
SPRINGFIELD 62706

JIM EDGAR  
GOVERNOR

September 10, 1998

The Honorable John Porter  
United States House of Representatives  
2373 Rayburn House Office Building  
Washington, DC 20515

Dear Representative Porter:

The Senate Labor, Health and Human Services, and Education and Related Agencies Appropriations Subcommittee has provided funding in its fiscal year 1999 appropriations bill for the Linking Educational Reform and Educational Technology (LINKS) project. The LINKS project is a collaboration among five state education agencies to increase student learning and achievement through the integration of educational technology with education reform. It was initiated last year as a national education technology demonstration project.

On behalf of the Illinois State Board of Education, I am requesting your personal support to make \$25 million available for the LINKS project in the upcoming House Senate Conference. Thank you in advance for favorably considering this important request.

Sincerely,

A handwritten signature in black ink that reads "Jim Edgar". The signature is written in a cursive style with a large initial "J".

Jim Edgar  
GOVERNOR



OFFICE OF THE SENATE PRESIDENT  
ILLINOIS SENATE

JAMES "PATE" PHILIP  
SENATE PRESIDENT  
AND  
MAJORITY LEADER

DISTRICT OFFICE  
50 E. Oak Street  
Suite 250  
Addison, IL 60101  
630/941-0094

September 3, 1998

The Honorable John Porter  
House of Representatives  
2373 Rayburn House Office Bldg.  
Washington, D.C. 20515

Dear Representative Porter,

I would like to request your support, on behalf of the Illinois State Board of Education, for the funding of \$25 million for the "Linking Educational Reform and Educational Technology Project" through the Fund for Improvement of Education.

I believe it is time for Illinois to assume a leadership role in the professional development of educators in terms of technology. If funded, the impact and benefits of this program will be shared with schools and teachers across our country.

Your consideration of my request is greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to be "JP", written over a circular stamp or mark.

James "Pate" Philip  
Senate President

JPP/nd

United States Senate  
WASHINGTON, DC 20510-1303

September 23, 1998

The Honorable Arlen Specter  
Chairman  
Subcommittee On Labor, Health and Human Services, Education  
Senate Committee On Appropriations  
184 Dirksen Senate Office Building  
Washington, D.C. 20510

Dear Mr. Chairman:

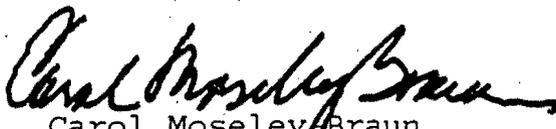
As you consider the FY 1999 Labor, Health and Human Services, and Education bill, we urge you to provide \$25 million for the Learning Improvement Through Networking Knowledge of States (LINKS) Project, a five state educational technology project.

The LINKS project is a collaboration between Illinois, Arkansas, California, Pennsylvania and Washington state education agencies to increase learning opportunities through the integration of educational technology and reform. The LINKS program will address three goals: identify and develop curriculum resources and make these available for all states, use emerging technologies to enhance the quality of professional development for teachers and administrators, and will develop leadership, planning, funding, and capacity building policies that support technology to enhance student learning.

This project has already been initiated by the Washington State Superintendent of Public Instruction, funded by a \$5 million grant from the U.S. Department of Education. Illinois specifically will be working with Star Net Distance Learning, the On-Line State Curriculum Project, and the Assistive Technology for Special Education to develop the shared goals of LINKS.

We hope you will give this request your full support. Thank you for your consideration.

Sincerely,

  
Carol Moseley Braun  
United States Senator

  
Richard J. Durbin  
United States Senator

United States Senate  
WASHINGTON, DC 20510-1303

September 23, 1998

The Honorable Tom Harkin  
Ranking Member  
Subcommittee On Labor, Health and Human Services, Education  
Senate Committee On Appropriations  
184 Dirksen Senate Office Building  
Washington, D.C. 20510

Dear Senator Harkin:

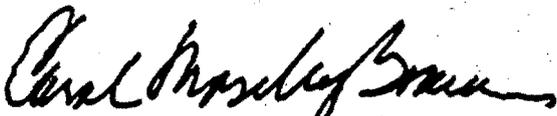
As you consider the FY 1999 Labor, Health and Human Services, and Education bill, we urge you to provide \$25 million for the Learning Improvement Through Networking Knowledge of States (LINKS) Project, a five state educational technology project.

The LINKS project is a collaboration between Illinois, Arkansas, California, Pennsylvania and Washington state education agencies to increase learning opportunities through the integration of educational technology and reform. The LINKS program will address three goals: identify and develop curriculum resources and make these available for all states, use emerging technologies to enhance the quality of professional development for teachers and administrators, and will develop leadership, planning, funding, and capacity building policies that support technology to enhance student learning.

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We hope you will give this request your full support. Thank you for your consideration.

Sincerely,



Carol Moseley Braun  
United States Senator



Richard J. Durbin  
United States Senator

**JERRY WELLER**

11TH DISTRICT, ILLINOIS  
130 CANNON BUILDING  
WASHINGTON, D.C. 20515  
(202) 225-3635

51 WEST JACKSON ST., SUITE 100  
JOLIET, ILLINOIS 60432  
(815) 740-2028

628-30 COLUMBUS ST., SUITE 205  
OTTAWA, ILLINOIS 61350  
(815) 433-0085



UNITED STATES  
HOUSE OF REPRESENTATIVES

ASSISTANT MAJORITY WHIP

COMMITTEE ON  
WAYS AND MEANS

SUBCOMMITTEE ON  
OVERSIGHT

SUBCOMMITTEE ON  
SOCIAL SECURITY

October 1, 1998

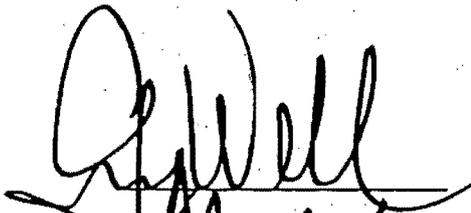
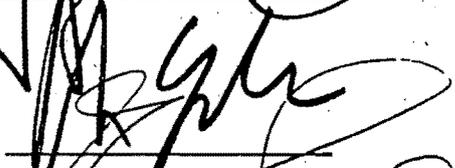
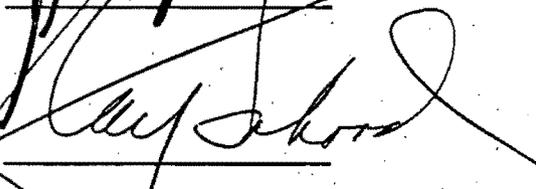
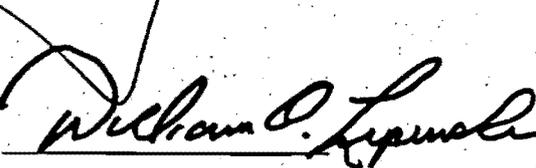
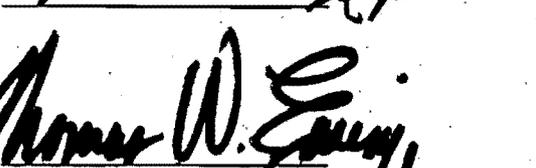
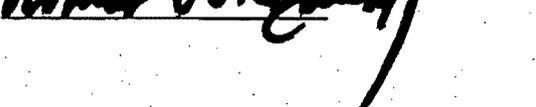
The Honorable John Porter  
Chairman, Labor, Health and Human Services,  
and Education Appropriations Subcommittee  
2358 Rayburn House Office Building  
Washington D.C. 20515

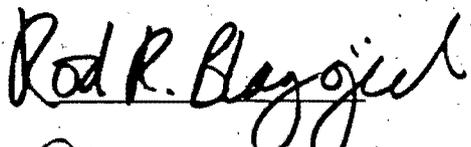
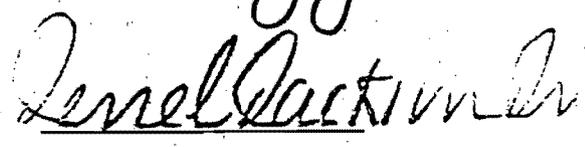
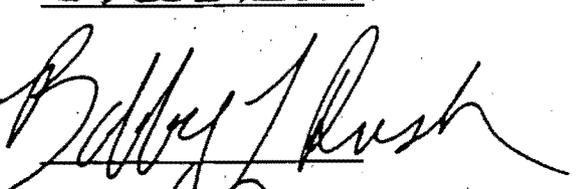
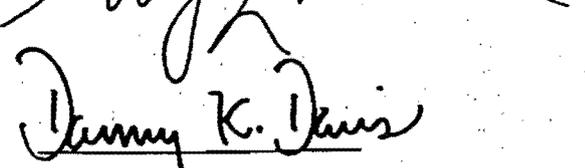
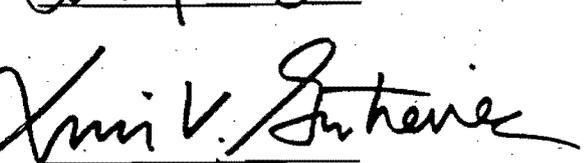
Dear Chairman Porter:

The Linking Educational Reform and Educational Technology (LINKS) project is a collaboration between the Illinois State Board of Education and four other state education agencies to increase student learning and achievement through the integration of educational technology with education reform. The LINKS project was initiated last year as a national technology demonstration project.

We are requesting your personal support to make \$25 million available for the LINKS project in the upcoming House-Senate Conference. The attached for your information is a letter of support from Governor Edgar. Thank you in advance for favorably considering this important request.

Sincerely,

~~Jan 1964~~  
Law En

Phil Crane

Maxwell  
H. [unclear]

\_\_\_\_\_



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

Louis Mervis  
Chairperson

An Equal Opportunity/Affirmative Action Employer

Joseph A. Spagnolo  
State Superintendent of Education

August 21, 1998

The Honorable John Porter  
House of Representatives  
2373 Rayburn House Office Building  
Washington, DC 20515

Dear Representative Porter:

On behalf of the Illinois State Board of Education, we are requesting your personal support for \$25 million of funding for the "Linking Educational Reform and Educational Technology Project," through the Fund for the Improvement of Education.

We are committed to the goals of this project and believe Illinois is ready to assume a leadership role in the professional development of educators in terms of technology.

Although "earmarking" funding is sometimes unpopular, we assure you that, if funded, the impact and benefits of this program will be shared with schools and teachers across our country.

I would like an opportunity to talk with you when you return to Washington. My telephone number in Danville is 217/477-9201. If you would prefer one of your personal or committee staff members to call, please direct them to Nancy Drew, Governmental Relations, 217/782-0737.

Sincerely,

Louis Mervis  
Chairperson

✓ bcc: Rod Grimm



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

Louis Mervis  
Chairperson

An Equal Opportunity/Affirmative Action Employer

Joseph A. Spagnolo  
State Superintendent of Education

May 13, 1998

The Honorable John E. Porter  
House of Representatives  
2373 Rayburn House Office Building  
Washington, D.C. 20515

Dear Representative Porter:

Technology has captured our imaginations and transformed every fabric of our lives. In Illinois, we are using state and federal funds to implement state technology initiatives that improve student learning and school performance.

Illinois has joined a consortium that includes the Washington and Arkansas State Education Agencies, the University of Pennsylvania and California State University. The consortium is working to link educational reform with technology to improve student learning and school performance.

This consortium, Learning Improvement Through Networking Knowledge of States (LINKS), serves as a national demonstration project through three interrelated activities:

- Identify and develop high quality curriculum resources that align with state learning standards and assessments, and make these curriculum resources available to all our nation's schools.
- Use emerging technologies to enhance the quality and quantity of professional development for teachers, administrators, and other school personnel.
- Develop leadership, planning, funding, and capacity building policies that support the systematic use of technology to enhance student learning.

I, therefore respectfully request that you consider adding \$25 million to the Administration's Fund for the Improvement in Education budget request of \$105 million in the Department of Education Section of the fiscal year 1999 Labor, Health and Human Services, and Education and Related Agencies Appropriations Bill to conduct this very important national education demonstration project.

The new millennium requires us to cultivate learning environments that nurture academic excellence and spawn endless educational opportunities for students. Your support for LINKS would benefit Illinois as well as the nation. We would appreciate your assistance in making this possible.

For further information regarding technology programs, please contact Eugene Finley, Jr., Acting Associate Superintendent for Learning Technologies (217/782-5596).

Sincerely



Joseph A. Spagnolo  
State Superintendent  
of Education



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

**Louis Mervis**  
Chairperson

*An Equal Opportunity/Affirmative Action Employer*

**Joseph A. Spagnolo**  
State Superintendent of Education

May 13, 1998

The Honorable Jerry Costello  
House of Representatives  
2454 Rayburn House Office Building  
Washington, D.C. 20515

Dear Representative Costello:

Technology has captured our imaginations and transformed every fabric of our lives. In Illinois, we are using state and federal funds to implement state technology initiatives that improve student learning and school performance.

Illinois has joined a consortium that includes the Washington and Arkansas State Education Agencies, the University of Pennsylvania and California State University. The consortium is working to link educational reform with technology to improve student learning and school performance.

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For further information regarding technology programs, please contact Lugene Finley, Jr., Acting Associate Superintendent for Learning Technologies (217/782-5596).

Sincerely



Joseph A. Spagnolo  
State Superintendent  
of Education



Jo Williamson  
Director

1001 Rohwing Road  
Rolling Meadows, IL 60008

Robert Graham  
Andrew Morgavan  
Network Design Specialists

Voice (847) 394-9984  
Fax (847) 394-9985

## Area One Learning Technology Hub

### Governing Board:

Berardo J. DeSImone  
Regional Superintendent  
DuPage County

Clem Mella  
Regional Superintendent  
Kane County

Richard Kruse  
Regional Superintendent  
Kendall County

Edward Gorwa  
Regional Superintendent  
Lake County

Don Englert  
Regional Superintendent  
McHenry County

Dr. Barbara Habschmidt  
Executive Director  
North Cook ISC 1

Brenda Jones  
Executive Director  
South Cook ISC 4

Lloyd Lehman  
Regional Superintendent  
Suburban Cook County

Gretchen M Alexander  
Executive Director  
West 40 ISC 2

Richard Duran  
Regional Superintendent  
Will County

October 1, 1998

The Honorable John R. Porter  
House of Representatives  
2373 Rayburn  
Washington DC 20515

Dear Representative Porter:

I am writing to ask for your support for the **LINKS Project**, a collaboration among Arkansas, California, Illinois, Pennsylvania and Washington state education agencies to increase student learning and achievement through the integration of educational technology with educational reform.

I would think that this project would be extremely interesting to you for the following reasons:

- First, I know that you are well aware of the importance of providing appropriate technological tools to help students collaborate/communicate across sites, to help provide resource-rich classrooms, to provide appropriate data analysis and construction tools, and to provide authentic spaces for publishing. Before accepting a new position, I managed Waukegan Public Schools Federal Challenge Grant. I know you and your office staff were not only instrumental in helping us receive that grant, but that you have followed our progress. In fact, about 18 months ago, Dr. Alan Brown and I were able to meet with you in your Washington, D.C. office and discuss the significance of that program for students and teachers.

- Second, a good portion of these LINKS funds would come directly to your service area. I now serve as the director of Area One Hub, a state-funded agency that serves 306 school districts in eight counties in northeastern Illinois. Our FY99 area plan is enclosed with this letter. Our primary mission is to help schools build infrastructure and help teachers imagine ways that technology can enhance students technological literacy, problem-solving ability, collaboration, and engagement. Helping students achieve the Illinois State Learning Standards is the focus of all of our initiatives. If we receive this funding, the dollars will directly translate to (1) developing on-line electronic resources in reading, writing, math, higher-order thinking skills, collaborative problem solving; (2) developing on-line professional development for teachers, administrators, and superintendents; and (3) studying innovations such as virtual school environments and networked-based instruction that could enhance academic rigor in public schools and extend the traditional learning environment.

Even though, there are seven hubs in the state, Area One Hub is three times larger than any other region and receives three-times more funding than any other region. Therefore, a majority of these Illinois dollars would translate to PROGRAMS within this eight-county region.

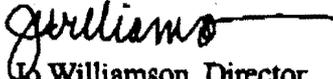
Page 1 - Representative John R. Porter

Even though, there are seven hubs in the state, Area One Hub is three times larger than any other region and receives three times more funding than any other region. Therefore, a majority of these Illinois dollars would translate to PROGRAMS with this eight-county region.

- Third, Illinois has made great progress in helping schools leverage innovative, academically rigorous learning with technology. We feel that we have the capacity to be innovative with these dollars and to provide leadership to other states. I hope you will have the chance to review our program plan. Hopefully, it will convince you that we are staged to successfully deploy these dollars in relevant, concrete, and pioneering ways to your constituency.

Thank you, as always, for your time. I would appreciate the opportunity to talk with your staff concerning this project. We feel this issue is urgent. Right now superintendents, principals, and teachers are eager for leadership and staff development. We have a magic window of opportunity to work with them to shape the schools of tomorrow. We would appreciate any support you could offer.

Sincerely,



Jo Williamson, Director  
Area One Learning Technologies Hub

Enclosure

cc: Mr. Ed Gonwa  
Lake County Regional Office of Education

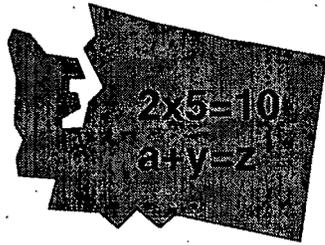


**Math.ed.ology™**

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**Mathematics is the language and  
science of patterns, relationships  
and shapes.**



# Math.ed.ology™

## Washington Elementary Mathematics Curriculum

Apply to  
real life

Relate to  
situations

Mathematical  
Communications

Gather information  
Organize information  
Represent and share  
information

Use Mathematical  
reasoning

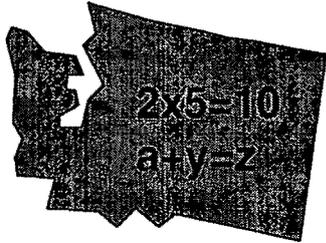
Analyze  
Draw conclusions  
Verify results

Use math to  
solve problems

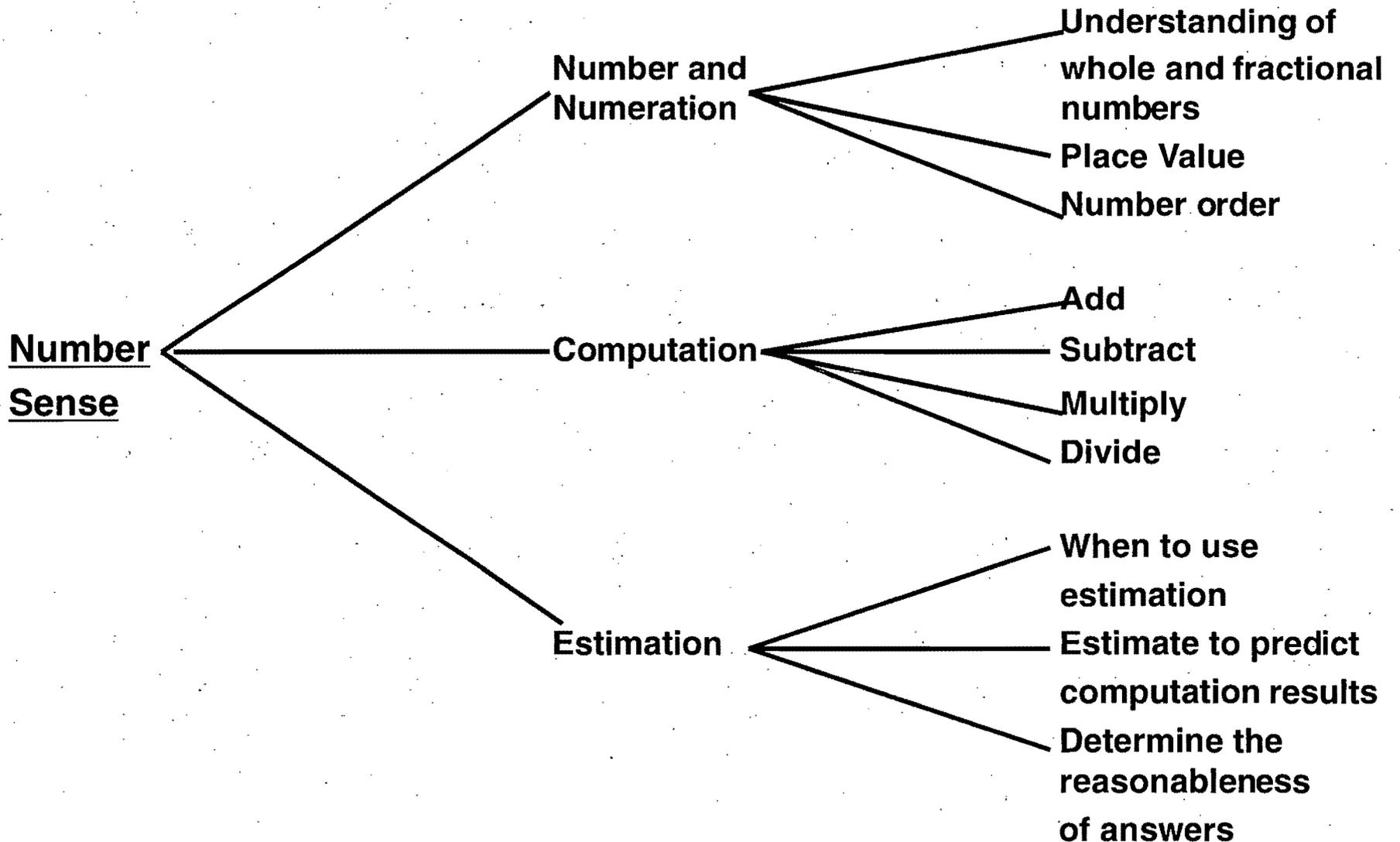
Investigate  
Formulate questions  
Construct solutions

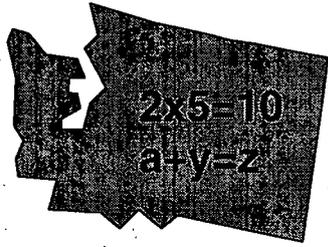
Basic concepts  
and Procedures

Number sense  
Geometric sense  
Measurement Probability and Statistics  
Algebraic sense



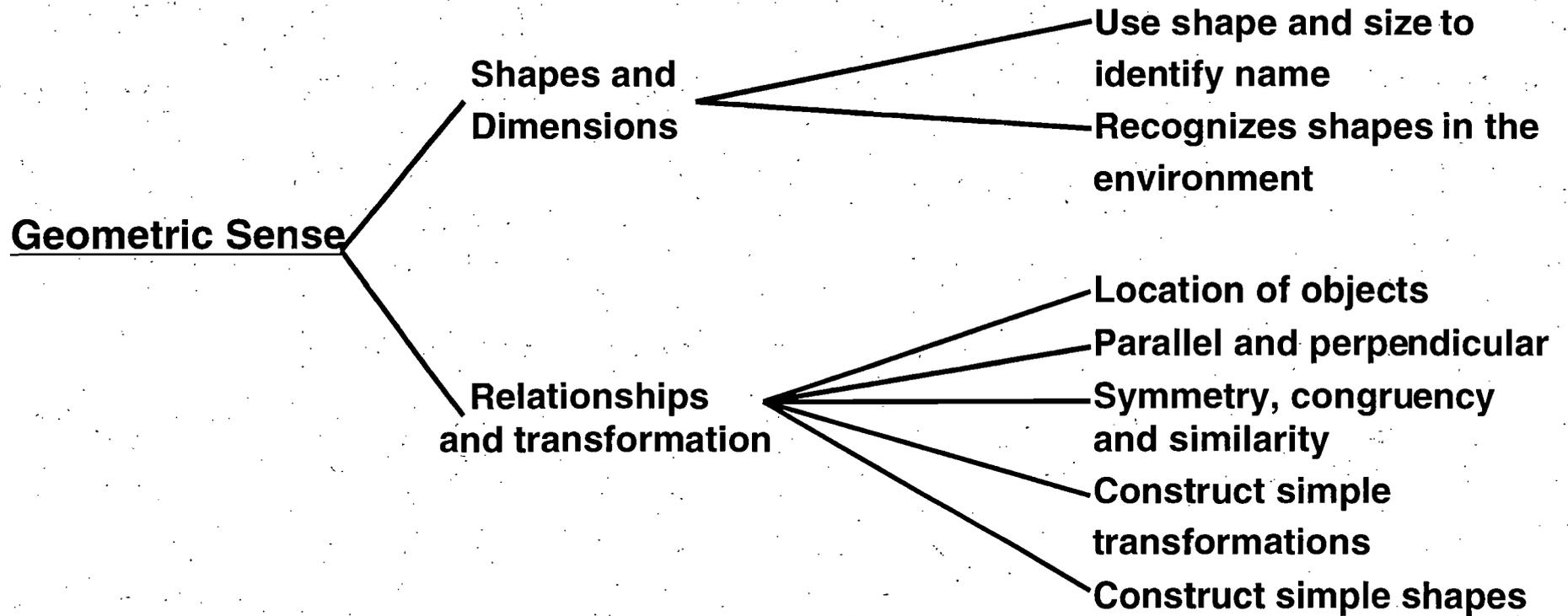
# Math.ed.ology™

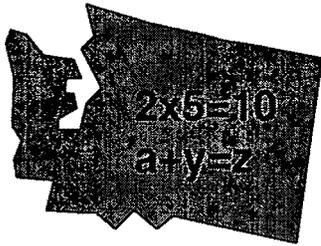




# Math.ed.ology™

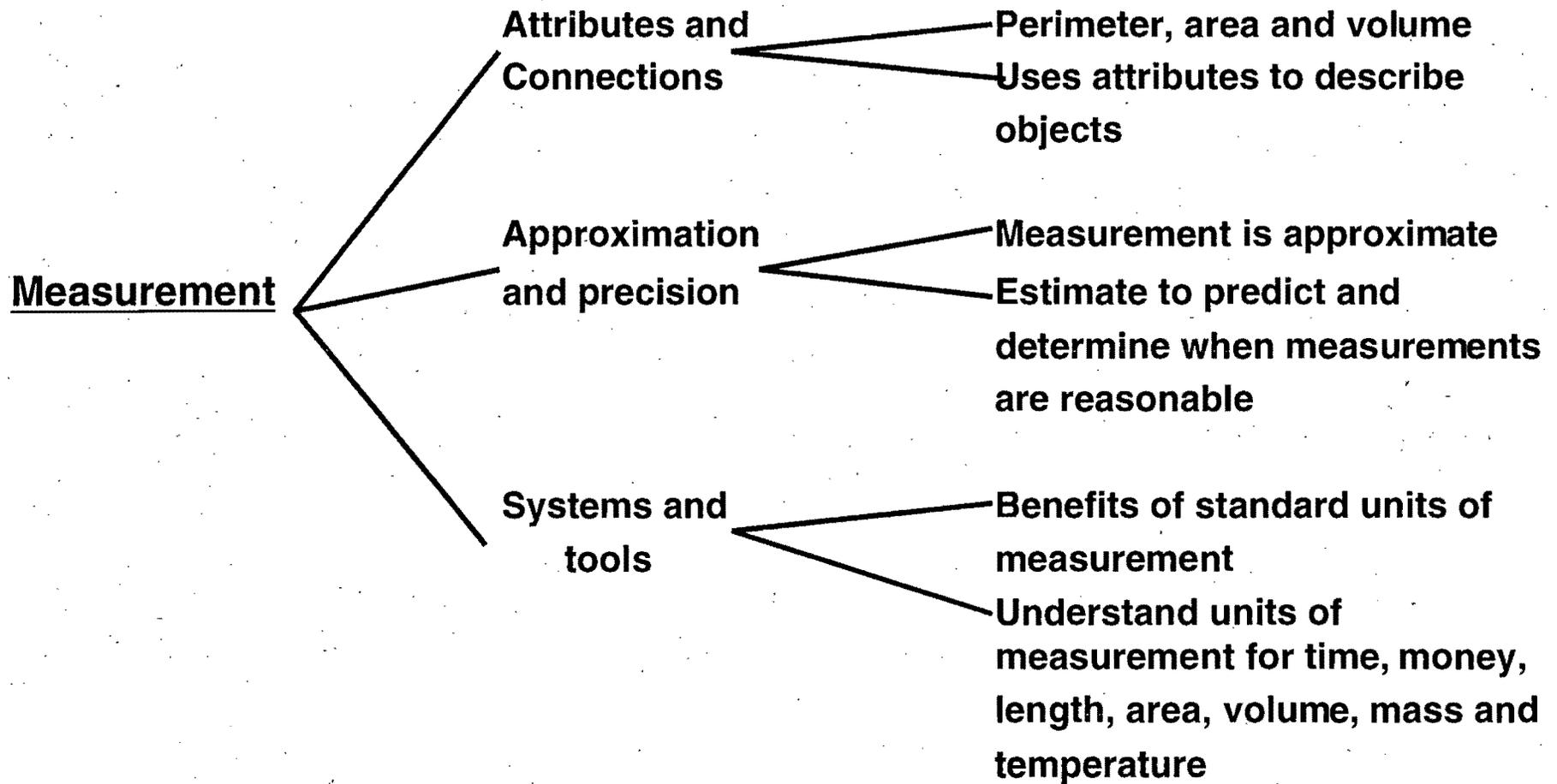
## Geometric Sense

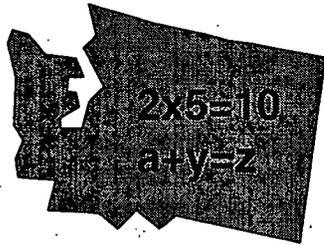




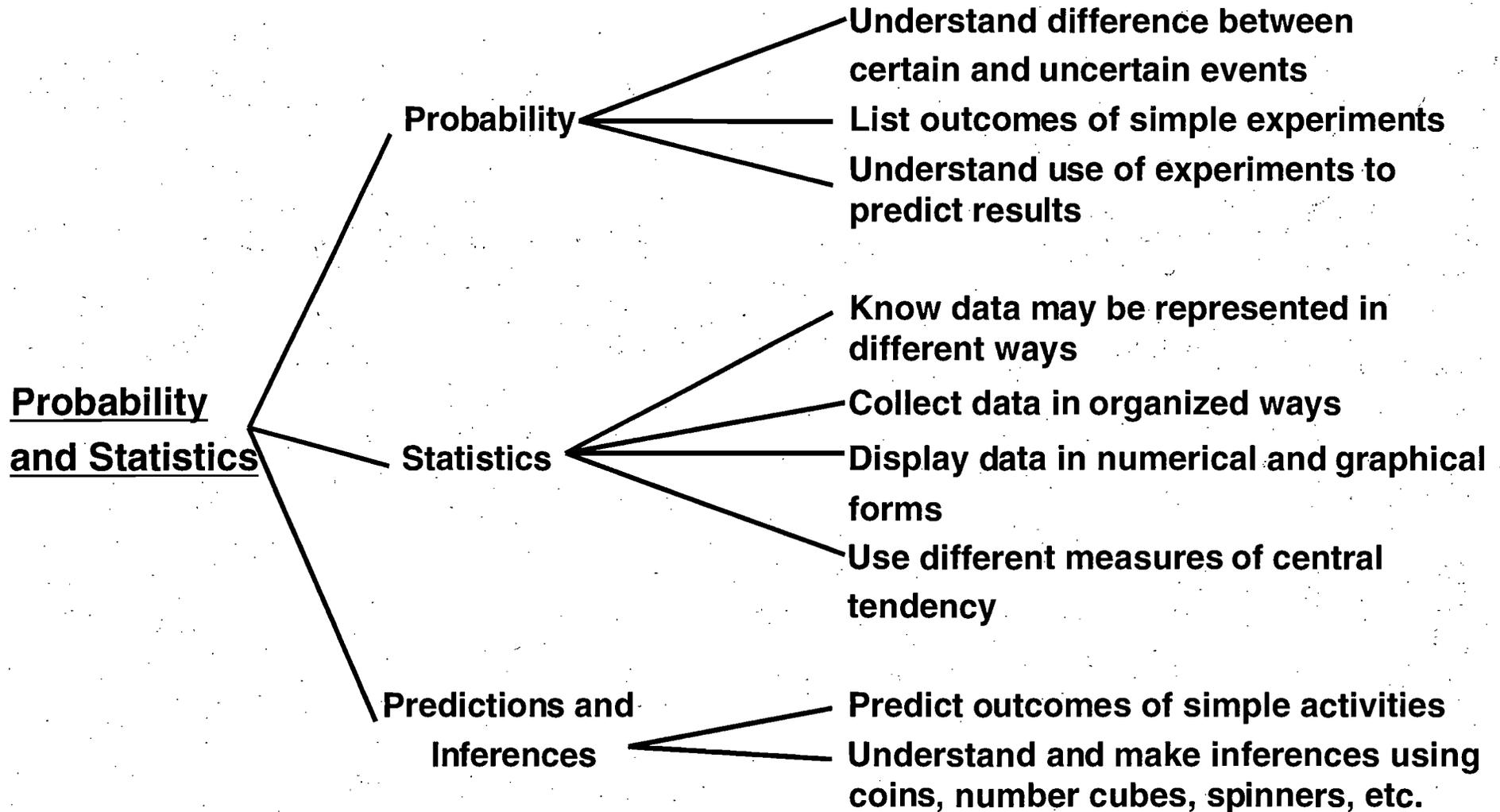
# Math.ed.ology™

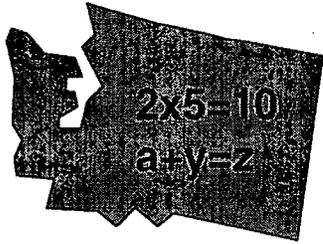
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# Math.ed.ology™





# Math.ed.ology™

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## Algebraic Sense

Relations and  
representations

Recognize, create and extend  
patterns of objects

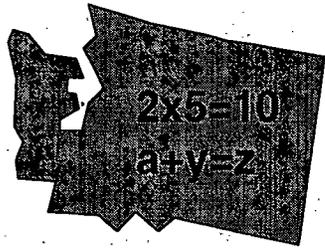
Use guess and check in identifying  
patterns

Represent numbers symbolically

Operations

Evaluate simple expressions using  
blocks, sticks, beans, etc.

Solve simple equations using  
blocks, sticks, beans, pictures, etc.



# Math.ed.ology™ Architecture

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## Program Components

**Site Map**

**Introduction**

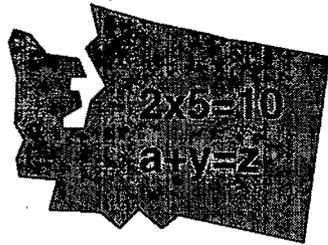
**NCTM Standards** (Teaching and Curriculum)

**Bilingual/ESL** (Development, Strategies, Resources)

**Lessons** (Overview, Video of Lesson, Assessment)

**Help** (Information and Assistance on Using the CD)

**Chat** (On-line discussion forum)

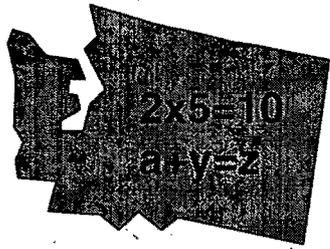


# Math.ed.ology™ Lesson Design

Overview   Part 1   Part 2   Part 3   Assessment

- Focus Question
- User Outcomes
- Setting and Context
- Lesson Plan
- Mathematical Concepts
- Language Environment
- Teacher Interviews
- Complete Lesson Video

All of this Information  
is found in the overview  
of each lesson



# Math.ed.ology™ Lesson Design

Overview   Part 1   Part 2   Part 3   Assessment

Focus Question 1

Part 1 Video Transcript

Lesson Commentary

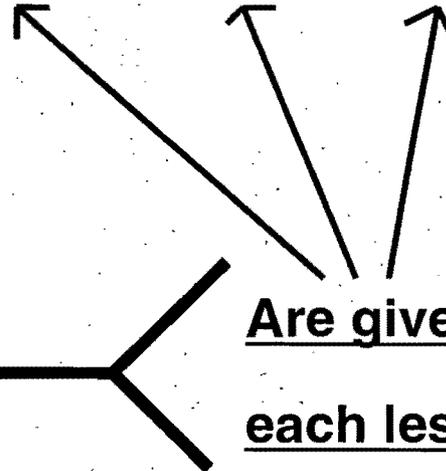
Identified Discourse Standards

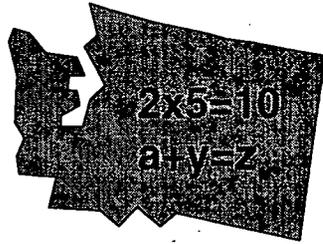
Identified Curriculum Standards

Identified Bilingual/ESL Strategies

Are given for

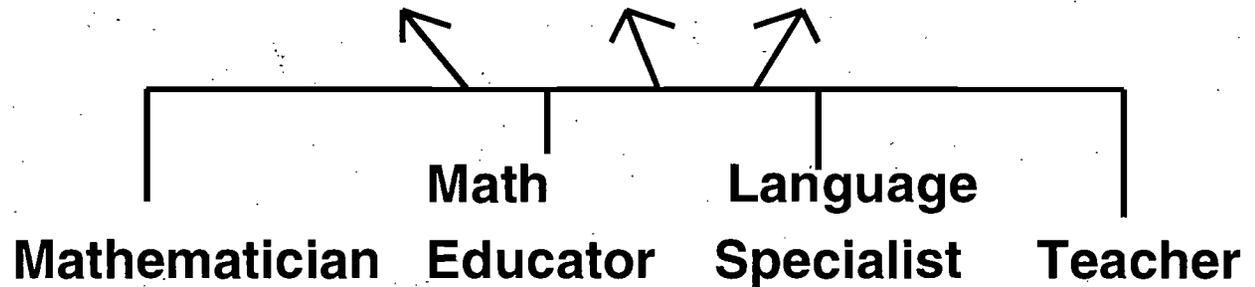
each lesson part





# Math.ed.ology™ Lesson Design

Overview   Part 1   Part 2   Part 3   Assessment



**Focus Question 1**

**Part 1 Video Transcript**

**Lesson Commentary**

**Identified Discourse Standards**

**Identified Curriculum Standards**

**Identified Bilingual/ESL Strategies**

**Commentaries from each source are given for each lesson part**

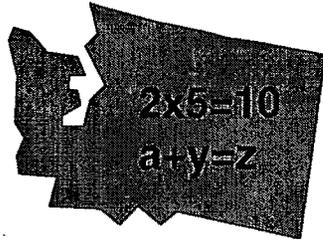


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**Professional Development**

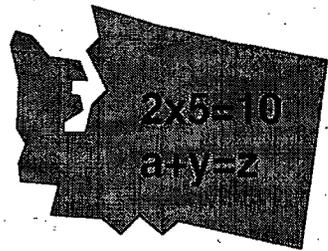
**Anytime, Anywhere**



# Math.ed.ology™

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- **Interactive professional development**
- **Based on NCTM standards**
- **Related to Washington EALRs**
- **A program for learning anytime, anywhere**

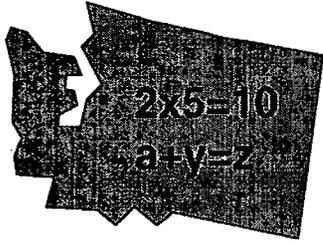


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## Interactive Professional Development

- **25 lessons on elementary school mathematics curriculum**
- **Available for Large Area Networks (LANs) or CD ROM's**
- **Includes videos of K-5 classroom instruction**
- **Available to Washington educators for 18 months (state site license)**

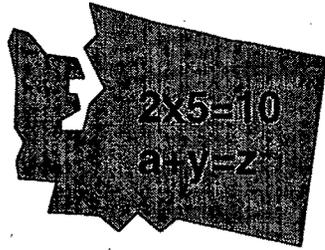


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## Based on NCTM Standards

- Teaching Standards
  - Teachers role in discourse
  - Students role in discourse
  - Tools for enhancing discourse
- Curriculum Standards
  - Number sense and numeration
  - Whole number operation
  - Whole number computation
  - Geometry and spatial sense



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## Relation to Washington EARLs

### Washington EARLs

Number sense

Computation

Geometric sense

Measurement

Probability and statistics

Algebraic sense

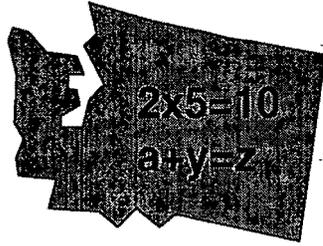
### Math.ed.ology™

Number sense and numeration

Whole number operation

Whole number computation

Geometry and spatial sense

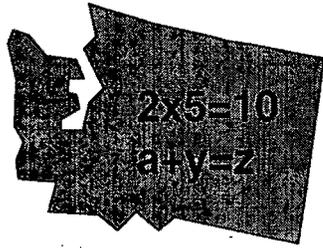


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## Designed for Teachers with Classrooms of Diverse Students

- **Five lessons in Spanish**
- **Six bilingual lessons**
- **Strategies for teaching bilingual students**

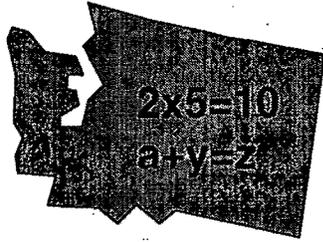


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## Program Components

- **Background information**
- **Interact with teachers and experts**
- **Discuss with colleagues using focus questions**
- **Compare with your experiences**
- **Apply concepts and ideas in your classroom**

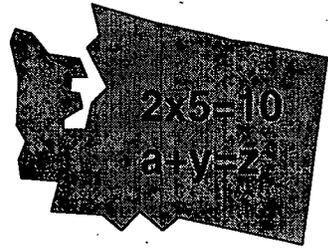


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## Ways To Participate

- **School-based**
- **Study groups**
- **Professional development - ESD or Associations**
- **College courses - in-service and pre-service**
- **Individual study**

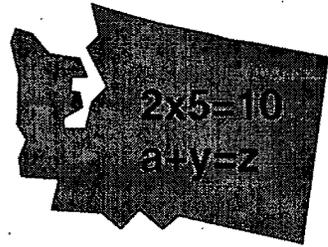


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## Technical Specifications

- **Multimedia PC or Mac computer 100 MHz and 32MB or RAM**
- **CD-ROM drive (4x or higher)**
- **Windows 95 or 98**
- **Microsoft Internet Explorer 4.0**
- **Real Network's Real Player G2**  
(Real Player available for Mac in June 99)



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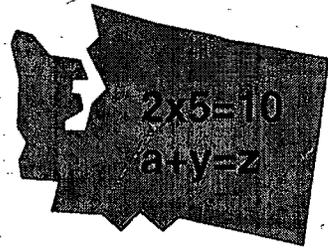
## Time Schedule

### January - June, 1999

- **Pilot Schools**
- **Training of Trainers**
- **Capacity building of a support system**
- **Initial evaluation of use of Technology**

### June, 1999 - June 2000

- **Rollout to all interested schools, colleges, and organizations**



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## Pilot Schools/Sites

- **Group agreement to be pilot site**
- **Attend three hour orientation**
- **Spend eight hours with one or two lessons**
- **Provide writer response to application questions**
- **Attend one hour summary and debriefing session**
- **Participate in evaluation surveys and interviews**
- **SPU credit/clock hours available**

# WASHINGTON STATE'S EDUCATIONAL REFORM

**Purpose:** The following paper is provided to give an overview of educational Reform in Washington State. The reform, initiated by the Washington Legislature in 1993, proceeded the passage of the Federal 1993 Goals 2000 Act, but it contains a state architecture similar to those found in most states. The paper is organized in three sections – the components of reform, implementation of reform, and potential future directions.

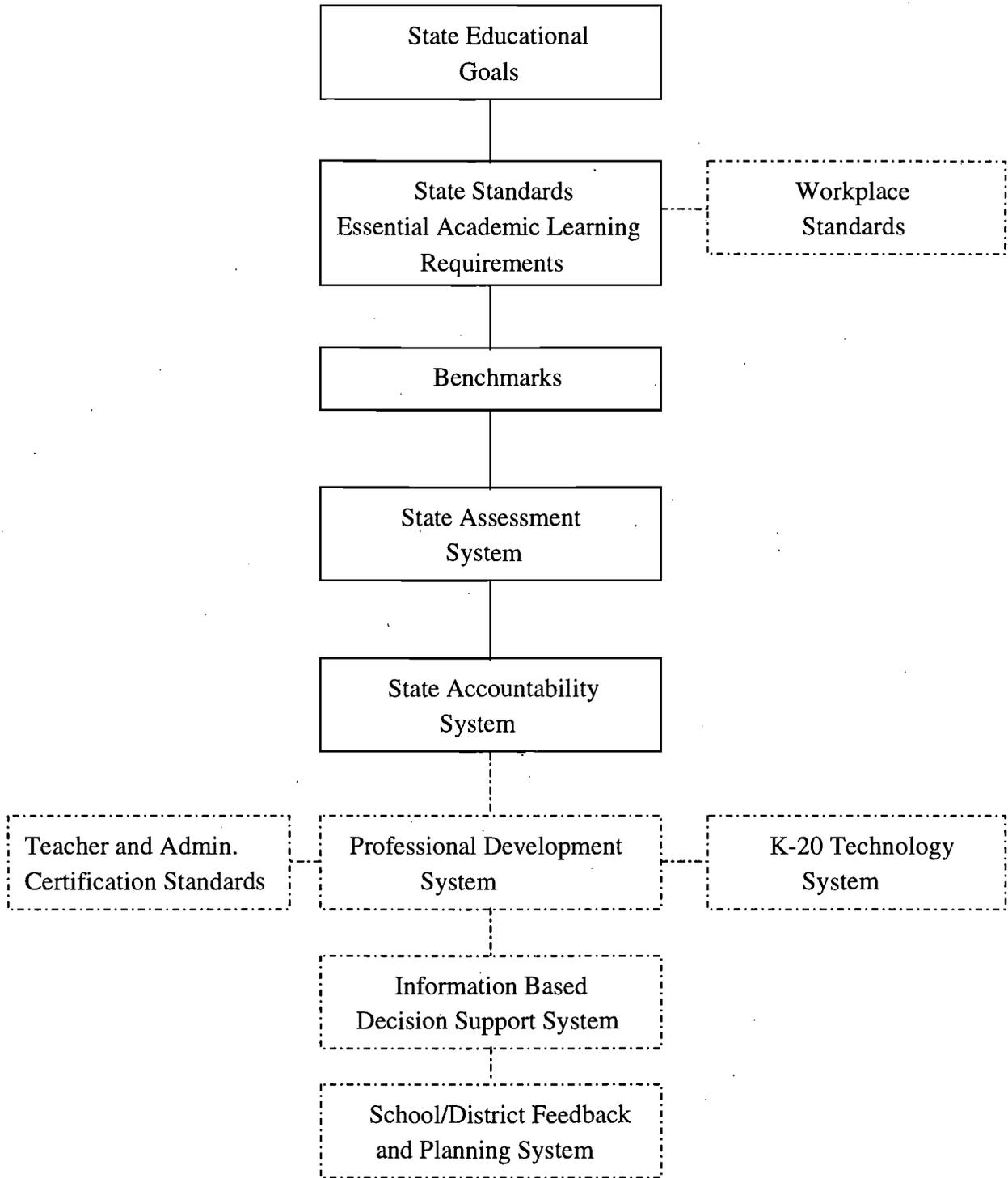
## Components of Reform

**Basic Model:** The model that has been articulated in federal legislation contains five primary components – clear goals, standards for academic learning (what students are expected to know and be able to do), benchmarks (expected performances at grade levels), a system of assessments to measure progress, and an accountability system. It was envisioned that most of these components would be developed as national, state and local district levels. National efforts have been limited to national goals and standards. Forty-eight states have developed some form of goals, standards, benchmarks, assessments and accountability measures. An estimated one-third of Washington Local districts have developed goals, standards, scope and sequence curriculum and ongoing classroom or progress indicators, while an estimated 90 percent have engaged in some form of reform or improvement planning.

Components that have been included in some states are professional development systems, opportunity to learn standards, teacher and administrator standards, and integrated vocational-academic standards or workplace standards. (See illustration)

In Washington State the focus has been on the academic goals, standards, assessments and accountability with less emphasis on professional development, opportunity to learn standards or workplace standards. This reflects a prioritization of tasks rather than a lack of recognition of the importance of the other components. Work has gone on in all of these areas.

# WASHINGTON STATEWIDE EDUCATIONAL REFORM COMPONENTS



\* Dotted lines indicate systems are currently being restructured or refined.

**State Goals:** Four state goals drive educational reform in Washington. These are comprehensive and recognize both academic and workplace skills needed to prepare all students for the living, learning and working requirements of the 21<sup>st</sup> century.

The Washington vision and goals are articulated in the following way.

**Vision:** To prepare all children for living, learning, and working in the 21<sup>st</sup> century.

**Goal 1:** Getting the Basics

Meeting high standards of performance in reading, writing and communicating

**Goal 2:** Adding the Content

Meeting high standards of knowledge and performance in mathematics, science, social studies, health and fitness and the arts.

**Goal 3:** Exploring the Content

Demonstrating skills in thinking, making reasoned judgements and solving problems.

**Goal 4:** Extending the Context to the Community

Demonstrating knowledge and skills needed for living, learning and working (e.g. market place requirements, organizational requirements, human performance requirements, information requirements and mechanical requirements).

**Standards:** The Washington standards known as the Essential Academic Learning Requirements or EALR's, specify what students are expected to know and be able to do in the areas of:

- Reading
- Writing
- Communications
- Mathematics

- Science
- Social Studies (History, Civics, Geography and Economics)
- Arts
- Health and Fitness

**Benchmarks:** Benchmarks specify the expected performance at elementary, middle and high school levels.

The standards and benchmarks were developed by thousands of educators, parents, businesspersons, and interested community members. Standards and benchmarks articulate expected behaviors but local schools and teachers retain flexibility in designing how they are to be achieved in terms of curriculum, instructional strategies and programs.

The Commission on Students Learning, the agency responsible for the design of educational reform, adopted the Essential Academic Learning Requirements in reading, writing, communication, and mathematics in March, 1995. Standards for science, social studies, the arts and health and fitness were adopted in April 1996. All eight subjects were reviewed and updated in February of 1997.

The Commission directed the Science committee to further refine the Science content standards. It was felt that students and schools would not be able to cover the volume of material outlined in the Science standards and that greater focus was needed. The Commission adopted revised Science standards in July of 1998.

**Assessments:** One of the Commission's major tasks was to develop an assessment system that measures student achievement of the educational reform goals and the EALR's. The system that is currently being put in place contains three types of assessment:

- Norm-based testing which emphasizes basic skills development,
- The Washington Assessment of Student Learning (WASL) which includes basic skills, thinking skills and problem solving skills, and
- Ongoing classroom assessments.

**WASL:** The WASL assessments are given at grades 4, 7 and 10 and they are criterion referenced. The assessments are being phased in over time. The 4<sup>th</sup> grade WASL was administered to volunteering schools in 1997 and it become required in 1998. (Some 65,000 4<sup>th</sup> graders completed the assessments). The 7<sup>th</sup> grade WASL was administered to volunteering schools in 1998 and it becomes required in 1999. The 10<sup>th</sup> grade WASL will be administered to volunteering schools in 1999 and become required in 2000. The WASL measures progress in reading, writing, mathematics, thinking and problem solving.

WASL assessments contain three types of questions multiple choice short answer and extended response. Multiple choice questions are machine scored.

The other two: "open-ended" question types – short answer and extended responses – require students to give their own response in words, numbers, or pictures (including graphs and charts). These questions are hand scored by professional scorers using predetermined criteria and rubrics.

An additional task for all three grades is to complete two (grades 4 and 7) or three (grade 10) writing assignments. These assignments may ask the student to write to a specified "prompt" and write a story based on a picture or situation, a letter requesting information, describe an important event, or explain a procedure for completing a task or project. These challenging tests are based on the EARL's and scores have been categorized to reflect four levels of performance – two below standard and two above the standard. State assessments in Science and Social Studies are being developed for other grade levels and will be phased in after 2000.

**Norm Based Testing:** The norm-based assessments place greater emphasis on basic skills. They use multiple choice questions and are machine scored. Their basic purposes are to provide schools with information on student achievement of basic skills and to provide them with a measure of how students score in relationships to students in other states.

A plan to give the norm-based tests at grades 3, 8 and 9 is not being considered. The Iowa Test of Basic Skills will be used at grades 3 and 6,

and 8 and the Iowa Test of Educational Development will be given at grade 9.

Other nationally normed assessments (the ACT and SAT) will be given at grades 11 and 12 to college bound students.

**Classroom  
Assessment:**

The Commission on Student Learning has recognized the importance of ongoing classroom learning. Materials providing sample test items, classroom assessments, sample WASL assessments, and detailed explanations and examples of scoring have been provided to schools and teachers.

A required procedure for grade 2 is the reading assessment. This assessment requires 2<sup>nd</sup> grade teachers to have individual students read a passage for two and a half minutes. The purpose of this assessment is to help teachers identify early reading problems. The results are to be used for classroom and school planning and they are not reported to the state.

**Certificate  
Of Mastery:**

The Commission on Student Learning, The Office of the Superintendent of Public Instruction and the State Board of Education presented recommendations for the Certificate of Mastery in September, 1997. The Certificate is a credential students will need to earn in order to receive a high school diploma. It certifies that they have learned the skills and knowledge specified in the EALR's.

The recommendations for the Certificate were developed with the assistance of parents, educators and community representatives taking into account special circumstances, such as how to help students who fail to pass the high school assessment on their first try, accommodations for students with disabilities, and students who speak English as a second language, and gifted students.

Key provisions of the recommendations include:

- The Certificate should initially cover the standards defined in reading, writing, communication and mathematics,
- The Certificate should be required beginning with the class of 2006 but districts may opt to offer it sooner,
- Science should be added as a requirement by 2008,
- Endorsements in other subject areas (such as civics) should be offered to students who excel on state tests in these or other subjects;

- Earning the Certificate should be based on the student's performance on state level high school assessments in these subjects,
- The Certificate should be earned around age 16 (grade 10) and posted on the student's official high school transcript, and
- The features of the Certificate and its impact on students should be evaluated by a panel of educators and citizens every two years.

Students will have multiple opportunities to pass the assessment. The remaining time in high school may be spent focusing on other graduation requirements, or classes that will prepare them for higher education or for work. Under current law, the Certificate will be implemented as a graduation requirement once the State Board of Education determines the high school assessments are reliable and valid.

**Account-  
ability:**

The Commission on Student Learning adopted recommendations for a statewide accountability system.

Their recommendations included the following:

- The short term, three year goal is for districts and schools to reduce the percent of fourth-grade students not meeting the Reading and Math standards on the WASL by at least 25%.
- The first round of assessment data would be based on the 1998 results and would be reviewed after the 2001 assessments. Schools not meeting their targeted goals might be required to accept assistance in the planning and implementation of effective instructional practices. If the school persistently does not meet its improvement goals, other measures including reconstitution would be considered.
- Performance goals for middle and high schools will be set, as additional data from state level tests is available. After a three-year period, goals for each level will be reviewed and re-set.

These recommendations will be considered by the Washington State Legislature.

## Implementation of Reform

**The  
Situation:**

The architecture of educational reform is moving into place with a track record of widespread inclusions of relevant stakeholders, a high level of consensus, and general awareness of the tasks facing schools, parents, decision makers and the larger community. Having the components in place is an essential first step, but implementing steps for their achievement remains an awesome task.

The second fourth grade WASL assessment found some 56 percent of the student at or above the reading standard and 23 percent at or above the mathematics standard. The rigor of the WASL is apparent when compared with previous norm-based testing. Washington students have consistently scored above the 50<sup>th</sup> percentile in all areas.

A predictable pattern based on other state experiences, is likely to show lower WASL performance by middle students and high schools students. It is also probable that some improvement will be obtained for two or three years and then leveled out. If consistent improvement is to be achieved, it will require: (1) the extension of teaching and learning activities in many classrooms; (2) the restructuring of programs to address the diversity of learning needs in schools, (3) the development of a powerful professional development system, and (4) resources, including additional time to put these components in place.

**The  
Statistics:**

The Washington statewide K-12 system includes 296 school districts, some 2100 schools, nine educational Service Districts, The Office of the Superintendent of Education and the Commission on Student Learning. The system serves nearly one million students with about 24 percent being minority group students, 30 percent poor students and 8 percent in special education programs. There are about 75,000 students at each grade level with larger numbers at elementary school levels. A majority of the students are located in Western Washington.

**Resources:**

Washington schools are relatively well funded and equitably funded between affluent and poor districts. This is the results of a (1) a large state level funding (about 76 percent state funding), (2) the use of federal and state funds targeted to poor students, and (3) limits on local funding for schools. There is a strong level of public support for local schools and a tradition of local control.

**Staffing:** The average age of Washington teachers is 45 years. Many teachers are near retirement and there is not a sufficient pool of young persons to take their places. Administrative positions face similar shortages with severe shortages of candidates for high school principalships. Administrator preparation programs are perceived to need some restructuring especially in the areas of instructional leadership, program design, management of staff and improvement planning.

**Technology:** A developing resource is the Washington K-20 educational technology system. This statewide backbone connects the state's universities, colleges, community colleges, educational service districts, school districts, schools and libraries. Currently, an estimated 170 of the 296 districts are "hooked up". All of them will be connected by July, 1999. About 80 percent of the schools have access to Internet and more than half moved to the state system.

The state system provides a digital and a point to point video system. Universities, community colleges, educational service districts, and some 50 districts currently have group viewing facilities. These will continue to expand, but the current system provides a majority of the state's educators have easy access to video communications.

The extensive connectivity of the state system opens the state, nation and world available to Washington's students and educators. This opens the door to new possibilities for student learning as well as professional development for educators.

**Professional Development:** Professional development in Washington is currently carried out by schools, districts, education services districts, the Commission on Student Learning, The Office of the Superintendent of Public Education and post secondary institutions.

The installation of the K-20 system has opened new possibilities for both student learning and for professional development. A refined professional development system is currently being formulated and put in place. This system differs from past efforts in that it is more focused, goal-oriented, sequential and intensive. It will include large conferences, videos, videoconferences, CD ROMs, print materials and opportunities for task oriented networks.

**Implementation Status:** The architecture for the reform of student learning and teaching has been put in place and the focus has now moved to implementation. The critical support systems needed for student learning implementation are being put in place including the K-20 technology system, professional development system, information based decision support system, a student career development system, and ongoing school and district feedback system.

**Future Directions:** Future activities are organized around the continuing consolidation and focus of implementation efforts, the extension of educator and organizational capacity building, and the transition to more efficient and effective ways to use resources. A primary measure for the selection of strategies and evaluation of success will be increased levels of student learning and achievement. Strategies that will be used include the following.

**On-line Learning:** A major strategy will be the increased emphasis on professional development. This will involve a number of activities – the development of print materials, electronic materials, planning efforts, recognition of achievement, and the involvement of post secondary institutions, educational service districts and schools.

There is recognition that meeting the goals for reform and the challenging standards and benchmarks cannot be achieved simply by “doing more of same.” The goals outline a basic extension of learning methods for all students. This requires a more intentional, focused and varied program of teaching and learning behaviors in the classroom. Some teachers have mastered some or most of the skills needed for this more complex teaching and learning approach. Others need more time and guidance in refining and extending their teaching methods.

Activities being used to support teachers include the development of more specific materials, the increase of skills-based learning, the encouragement of teacher planning and peer coaching, and the provision of electronic “anywhere, anytime” professional development tools.

A parallel effort must be directed to administrators and other management staff. Particular emphasis will be given to principals. Principals frequently are the gatekeepers, norm-setters and reinforcers of school and personnel behaviors. Their role “sets the stage” and provides the overall

values of the school. Traditionally, the principal was viewed as a manager of the status quo with a limited involvement in instructional matters. Changes in communities and in education have moved the role to that of a change and instructional leader. Similarly, the role of the superintendent has evolved from that of an educational system administrator to one of a community leader and educational advocate.

Activities that will be used to support administrators include the development of materials (especially decision support materials), the movement toward improved information systems, electronic learning, and consultation.

**Student Learning:**

Enhancing the quality of teaching and learning in the classroom and the improvement of school learning climate and programs are essential, but consideration must also be given to increasing student learning opportunities. The K-20 technology system provides a valuable resource for this. High school students can not use video facilitates to take college classes and gain an early start of college credit. The Internet opens new horizons and a student curriculum is being developed for on-line learning. Video conferencing opens valuable opportunities for interactions and observations. Independent courses are available.

Activities being used to support student learning are providing guidance about the selection of courseware and activities, securing state-site licenses to provide programs for all students, designing statewide programs and activities, and preparing student to use technology effectively.

**Future Vision:**

The ultimate outcome of the Washington educational reform efforts are focused on ensuring that all Washington students are well prepared for meeting the requirements of the 21<sup>st</sup> century. This vision also includes the goal of breaking the relationship between poverty and limited school achievement. It is recognized that this is not an easy task, but it is an important task for our schools, communities and nations. Schools must move from being probability schools that meet common expectations, but rather, must become possibility schools where learning is not limited by socioeconomic status, race, ethnicity or gender. Possibility schools provide the foundations for our future economic, social, and individual well being as well as the basis of our democratic society.

JUNCA

# Systems Approach to Educational Technology

## General Perspectives

Politicians and the general public have consistently articulated and supported the use of developing technology-based models of teaching and learning that can provide powerful learning experiences to increase student learning and achievement. The tasks of moving toward the goals of learning improvements are often articulated in terms of providing computers with Internet connections and multimedia capabilities for all students. Providing the necessary hardware and access for all students are natural first steps toward improved student learning.

Less attention and understanding has been given to what it takes to reach the goal of improved student learning for all students. The tasks that must be addressed are those of systemic reform, restructuring of traditional concepts of schooling, and changing the current cultures of teaching and learning. Each of these three tasks is complex and interrelated. They must be approached in terms of the following understandings.

### **Systemic Reform**

- ◆ Systemic reform calls for "sustained, large-scale, simultaneous innovations in curriculum, pedagogy, assessment, professional development, policies, administration, incentives, and partnerships for learning among schools, businesses, homes, and community settings."<sup>1</sup>

### **Restructuring**

- ◆ Restructuring requires the rethinking and frequent changes in the basic structures, organization, and delivery of teaching, learning, and supportive educational services.

### **Cultural Change**

- ◆ Cultural change involves the continuous processes that help educators confront the needs for change and the relearning that is necessary to change the *ways we do things*.

The introduction of educational technology may begin as a straight forward task, but districts and states involved in the process quickly realize the scope of the task. Washington State has embarked on a program of hooking up universities, colleges, community and technical colleges, educational services districts, school districts schools, and libraries in a statewide system that provides both data and point-to-point video services. The K-20 project is nearing completion of the *hooking up* phase and is now confronting the any other concerns that

<sup>1</sup> Chris Dede. "Rethinking How to Invest in Technology." Educational Leadership. November 1997.

have to be addressed. Some of the learnings that have been identified in this *work in progress* includes the following.

### **State System**

- ◆ Technology systems are likely to require a statewide system over the long run if schools are to be able to maintain effective learning systems. State systems need to include plans for:
  - √ Physical infrastructure to provide state connectivity.
  - √ A quality curriculum framework and on-line curriculum resources.
  - √ Standards for hardware and aligned quality software/courseware.
  - √ On-line professional development.
  - √ A comprehensive relational information/data system that can provide quality information for improvement and accountability.

A statewide system offers the potential quality information and significant cost savings. In Washington State, the statewide backbone for universities, colleges, community colleges, educational service districts, school districts, and schools has cost about \$60 million as compared to an estimated \$200 million if it had been done by each institution. The estimated maintenance, operation, and depreciation is projected to be \$30 million as compared to an estimated \$100,000 if the institutions were independent.

### **Plan for Rapid Expansion**

- ◆ A fundamental principle of technology planning is to plan for rapid expansion of Internet use by students. In Washington, the use 18 months ago could be handled by six megabytes. Today, it requires 32 megabytes, and it is not fully in place.

### **Multiple-level Planning**

- ◆ Multiple levels of continuous, coordinated planning are required to ensure the development of systems in compatible ways. Careful attention must be given to the specification of user requirements and the development of technical, program professional development, and financial support plans.

### **Software and Courseware**

- ◆ Software and courseware development is currently vendor driven. There are some examples of outstanding products, but many are not aligned with curriculum objectives and/or they may be overpriced in terms of

the benefits they provide. While districts can supplement software acquisition, the procurement of statewide sites for basic curriculum courseware and resources is one way of addressing equity and access concerns.

**Professional Development**

- ◆ Professional development needs cannot be met with a few hours of training in the use of computers. The emphasis must be placed on the appropriate ways of using technology to enrich, expand, and enhance the content and applications of knowledge for all students.

**Technology System Costs**

- ◆ The costs of technology systems are frequently underestimated. If technology systems are to be used effectively, funds must be allocated for software, professional development, maintenance, and refreshment of technology. For every dollar spent on hardware, another dollar is needed for the related functions.

Installing technology into educational programs in effective ways forces states to expand their thinking and expertise on a much larger scale than states have faced in the past.

**Critical Policy and Implementation Issues**

The scope of the task of developing effective technology systems is outlined above. Some of the specific learnings gained in Washington State includes the following.

**State Leadership**

- ◆ The Governor, the state legislature, higher education, and chief state school officers must develop some consensus about the goals and use of technology and meet on a regular basis to plan, refine plans, and evaluate progress.

**Technology Plans**

- ◆ Technology plans should include provisions for a statewide network of telecommunications (voice), data, and point-to-point video.

**Data Systems**

- ◆ Statewide information/data systems need to be comprehensive and relational. Data systems should include program and curriculum, student records, school staffing, fiscal accounting, resource management, testing and progress indicators, support services, organizational and community information. The goal is to move to data-based program, policy, and decision making systems.

*State  
Regional  
System  
CD Pilot Programs*

**Computers for  
Students and Staff**

**Training**

- ◆ Continuous efforts need to be made to provide computers for every child and for educational staff.
- ◆ Professional development and preservice teacher and administrator training must not only include the development of knowledge and skills in the use of computers but also their applications in curriculum, instruction, and management. All educators need training in being wise consumers of technology-related products.

**Key Questions**

Questions to be considered in planning and evaluating progress might include the following.

What are the goals of educational technology planning? What areas do the plans cover?

What principles and strategies have been identified for a comprehensive system of increased student learning?

What roles have been identified for schools? Districts? Intermediate service agencies? The state? Higher education? Business partnerships?

What policy changes or modifications are needed?

How funding will be provided over time?

How do we find the balance between privacy, security, and systems that can disseminate meaningful information?



# Linking Educational Technology and Educational Reform:

## Project LINKS

### *Project Purpose*

#### **Background**

The primary goal of educational reform is to increase the quality and quantity of student learning and achievement. The effective use of educational technology provides a major strategy for achieving this goal. The problem to date is that educational reform and the use of educational technology are on separate tracks. Much activity and resources are going into both areas, but they are seldom related to each other in ways that can achieve significant improvement in classroom learning and teaching.

#### **Project Goals**

The project proposes to develop materials, processes, and models for:

1. Students to receive opportunities for independent or supportive learning opportunities.
2. Teachers and administrators to have meaningful professional development information and tools.
3. Policy makers and decision makers to receive information in ways that support system thinking and strategy development.

### ***What Has Been Achieved to Date***

#### **Goal 1**

Student Learning  
Electronic Curriculum

Goal one or the development of an electronic curriculum is focused on the identification of student learning resources that can intensify learning and the mastery of the Washington State Essential Academic Learning Requirements or standards.

#### **Progress to Date**

Activities include:

- Identification and development of CD ROMs and training videos to support reading improvement in schools with distribution to LINKS states.
- Continuing development of student mathematics units and resources that are tied to standards.
- Initiation of a demonstration social studies project highlighting national geography standards, curriculum resources developed by the National Geographic Society, and incorporating graphic

literacy), and reasoning. These are being developed with production beginning in January 1999.

- Continuing review of curriculum products and consideration of state site licenses to provide access and increased equity for all students.

## Goal 2 Professional Development

Goal 2 is focused on the design and initiation of an electronically supported professional development system for educators.

### Progress to Date

Activities include:

Teacher Products

- Procurement of Math.ed.ology®, a professional development program for increasing elementary teachers' skills for mathematics instruction. Gary Bitter with Arizona State University developed it with the support of the National Science Foundation. LINKS is developing supportive materials including a curriculum *map* to show the relationship to Washington standards, classroom resources, means of assessing student progress, and training of trainers materials. This project will permit a statewide evaluation. The model and products developed in Washington will be sent to the other LINKS states for possible replication.
- A video outlining procedures to be used in the second grade reading assessment has been developed and distributed to all Washington schools. This complements two *mentor* programs developed under state funds to assist teachers in understanding the scoring and teaching implications of the new, challenging Washington assessments.

For Teachers and Administrators

- A CD ROM providing information and guidance on the Comprehensive School Reform Program (CSRP) is being completed for distribution. This is being used with interactive videoconferences to facilitate discussion and understanding.
- Skills of Program Planning  
A package of materials that may be for comprehensive program planning and management is being developed for school principals. This will be integrated with statewide conferences and interactive videoconferences. This will be available to other LINKS states.

## Goal 3 Policy Analysis and Development

The focus of the policy goal is to develop policy analyses that identify problems, alternative solutions, and recommendations related to policies needed for the maintenance and support of the Washington K-12 technology system.

## Progress to Date

Activities to include:

- Using integrated database tools including Graphic Imaging Systems tools has increased the Office of Superintendent of Public Instruction's capability for using data for decision making and program management.
- A policy analysis on the need for state technology standards for students is in progress.
- A policy analysis on the need for including technology performance standards in the teacher and administrator certification processes is underway.

## What We Have Learned

### Need for Capacity Building

Much of the current rhetoric for improving schools has touted the need for decentralization. Site-based management, vouchers, and charter schools are examples of this decentralization. Leman (Atlantic Monthly, November 1998) raises question about this as a strategy for every situation. The use of research-based curriculum, school restructuring around specified goals, and other examples of more centralized actions have improved student learning in ways that could not be achieved in other ways.

LINKS personnel have observed similar problems in the area of *skilling up* for the use of technology. Strategies have, in large measure, emphasized the responsibility of the local school. This piecemeal approach has led to general fragmentation and limited success. In Washington State, the Legislature has provided a statewide backbone that provides an intrastate system of digital and interactive video and substantial improvements in access to technology and state communication.

The project now finds the fragmentation is evident in the acquisition and use of educational software and professional development. Much of this is going on at the local level with some waste of resources and fragmentation of efforts.

### Future Directions

While there is not a rationale for weakening local control of programs, there is need for centralizing responsibility for capacity building to support wise decision making. Currently, federal and often state funds are provided to local districts, but there is little support for regional and statewide capacity building.

The LINKS project will be increasing efforts to develop comprehensive models, processes, and materials to increase collaboration and communication throughout the state. The project will move

## Technology Support Systems

from an emphasis on product by product development to a more comprehensive effort to develop *packages* of related materials and provide support for the installation of educational technology into teaching and learning.

### Continuing Needs

Businesses and other organizations have realized the need for technology support personnel to troubleshoot hardware and software problems, train staff, and remain current with technology developments. There is an analogy with educational technology systems.

Teachers and administrators are fully engaged in dealing with planning, implementing and managing of the teaching and learning process. They have a limited amount of time to develop curriculum, procure and evaluate software, and determine how it can best be used to achieve state learning goals.

The first year of the LINKS project has been focused on Washington State and the initial involvement of four additional states. The current need is to form collaborative statewide capacity building efforts. Each state has some unique standards and programs, but there is an estimated 80 percent overlap in state goals and standards. There is also a very strong overlap in curriculum materials, assessments, and federal-state programs. These factors lend themselves to collaboration in state capacity building efforts. Examples of what could be achieved with additional resources include the following.

### Goal 1 Electronic Curriculum

Washington State has focused, in large measure, on providing resources and support for student mathematics instruction. This has included development of resources such as:

- Student concept maps and graphic organizers for increasing deep understandings of the content.
- Skills activities that enable students to transfer their learnings to a variety of situations.
- Relating, representing, and reasoning processes that may be used for problem solving and learning.

This activity has been initiated with the elementary school mathematics curriculum. Next year's activities will provide similar resources for middle and high school students. Adequate resources would enable the five states to work together to develop similar teaching *packages* of student materials in the areas of language

arts, science, and social studies. This would be developed and field-tested and disseminated to all states.

## **Goal 2 Professional Development**

A basic principle of the LINKS project is that student materials need to have a related set of materials for teachers and/or administrators. For example, the use of the Arizona State University professional development program has created a need to develop the following materials:

- A curriculum map that shows the relationships of Washington essential academic learning requirements or standards to the NCTM standards used in the materials.
- A sample chart of the yearly curriculum directions suggested by the mathematics benchmarks.
- Examples of classroom assessments to make sure students are on track.
- A training of trainers and instructional coaches to support teacher application of the program.
- Lists of alternative electronic resources.

This activity has also been provided for only the elementary mathematics teachers. Similar materials will be developed for middle and high school teachers.

Adequate resources would enable each state to develop comprehensive packages of student and teacher professional development packages in the areas of language arts, science, and social studies.

Similarly, this year's work for administrators has focused on planning and the use of data visualization to support planning. Next year's activities need to provide resources for the design and management of school programs, the management of change, and relating to the neighborhood and community.

Representatives from states could work on this with experts and a staff of developers to produce these materials.

## **Goal 3 Policy Analysis**

Every state is likely to have to deal with the same or similar issues at some time. Washington has focused on the use of data for decision making and the possible development of student standards and teacher standards for certification.

Many other issues remain—ways of financing technology systems, measuring performance of technology standards, accreditation of virtual courses, integrating academic and occupational learnings, maintaining confidentiality of student records, and encouraging group purchasing, training, and other technology-related services.

The provision of additional resources for the LINKS states not only benefits LINKS states but also provides resources and learnings for all states. The work in Washington State has provided a foundation for state capacity building. The proposed extension of the project to four additional states speeds the development process, provides a range of state environments for identifying key implementation strategies, extends the scope of the project, and supports the important role of state systems to support effective and efficient use of technology in educational reform and improvement.

The LINKS project becomes a collaboration of states to meet common capacity building needs and to develop resources, models, and processes that may be used by all states.

DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION AND RELATED AGENCIES APPROPRIATION BILL, 1998

JULY 24, 1997.—Ordered to be printed

Mr. SPECTER, from the Committee on Appropriations, submitted the following

REPORT

[To accompany S. 1061]

The Committee on Appropriations reports the bill (S. 1061) making appropriations for Departments of Labor, Health and Human Services, and Education and related agencies for the fiscal year ending September 30, 1998, and for other purposes, reports favorably thereon and recommends that the bill do pass.

*Amount of budget authority*

Total bill as reported to Senate .....	\$269,050,387,000
Amount of adjusted appropriations, 1997 .....	279,398,355,000
Budget estimates, 1998 .....	268,405,783,000
The bill as reported to the Senate:	
Under the adjusted appropriations for 1997 ...	10,347,968,000
Over the budget estimates for 1998 .....	644,604,000

tion is currently operating a program and would serve as an excellent model to demonstrate such a program.

The Committee is aware that the Women in Natural Sciences Program, developed and managed by the Academy of Natural Sciences, provides science enrichment for talented minority and underserved 9th and 10th grade female students. Participants must be financially needy, be enrolled in a Philadelphia public school and live in a household where one or both parents are absent. The Committee encourages the Department to provide \$1,000,000 to support an expansion of the program, which will permit the dissemination of information and an evaluation component.

The Committee urges the Secretary to provide \$3,000,000 for activities to extend the time for learning within or beyond the school year or day. Funds will be used to provide grants to schools and local education agencies to conduct outreach to and consult with parents, teachers, community leaders, and other stakeholders including students, where appropriate, to determine the feasibility of extending time for learning. The Committee notes that several Iowa school districts, including the Sioux City Community School District, the Creston Community School District, and the Ankeny Community School District, are looking at ways to extend the time for learning and would be ideally suited to receive such grants.

The Committee urges the Department to provide \$5,000,000 for a demonstration project designed to improve student achievement through curriculum improvement and the effective use of information technology. Funds would be used to meet high levels of standards and assessments, and create multimedia courses and course modules. The Committee understands that the State of Washington Office of the Superintendent of Public Instruction is currently operating a program in this area. The Committee urges the Secretary to give consideration to projects such as the one described above.

It has been brought to the Committee's attention that a recent study offers documentation about the low level of average literacy within State and Federal prisons, relative to the population at large, and raises some questions about the effectiveness of prison education programs. The Committee notes that among the responsibilities of the Institute on Postsecondary Education, Libraries, and Lifelong Learning, is a study of instructional programs and practices which are effective in correctional settings. Such a study would be of great importance to State and Federal prison officials, as well as to educators and policymakers, when making decisions regarding prison education programs. The Committee urges the Department to use \$500,000 to begin a national study of correction education programs.

The Committee was highly dismayed to learn of the Department's use of fiscal year 1997 funds to begin a new testing initiative without securing prior approval through the regular appropriations process. This initiative was not included in the Department's justification material, nor was it brought to the Committee's attention during the fiscal year 1997 hearings. The Committee directs the Department to contract with the National Academy of Sciences to do a study and report to the Committee on the voluntary national testing initiative. This study should include the technical quality of the work performed under the test development con-

tracts, the frameworks and test content, the adequacy of field tests, the reliability of the data produced by the field tests, and the degree in which the tests can be expected to provide valid and useful information to the public. The Committee further directs that a preliminary report be completed by no later than August 31, 1998, and a final report be issued by September 15, 1998. The Committee further prohibits the Department from administering national tests until the final report is completed.

The Committee has included \$2,000,000 for a program to develop a common infrastructure plan for multiple college campuses. The plan will include the installation of a fiber-optic system which would support voice, data, and video applications, a library automation program to improve access and facilitate use by the campuses; implementation and improvement of intracampus networking and remote access, and expanding access to the Internet to members of the college community. The Pennsylvania Consortium for Higher Education is in the process of carrying out a project such as the one described above and could act as a model for other projects around the nation. The Committee urges the Secretary to give full and fair consideration to the Consortium when awarding this project.

The Committee urges the Department to provide \$1,000,000 to conduct a demonstration project using state-of-the-art technology to help students learn English. The National Science Center Foundation, in Augusta, GA, is developing a program such as the one described above, and would be especially suited to develop such a software program.

#### *International education exchange*

The Committee has provided \$5,000,000 for the International Education Exchange Program authorized by section 601(c) of Public Law 103-227. These funds are the same amount recommended by the administration and appropriated in fiscal year 1997. The program provides funds to support democracy and free market economies in Eastern Europe, the Commonwealth of Independent States, and other countries that formerly were part of the Soviet Union, by providing educators and other leaders from those countries curricula and teacher training programs in civic and economic education, as well as the opportunity to exchange ideas and experiences with teachers in the United States and other participating countries. The 1998 funds would support continuation of grants awarded to two independent nonprofit organizations with significant expertise in civics education and economic education.

#### *Civic education*

The Committee recommends \$4,500,000 for the Center for Civic Education, the same amount as appropriated in fiscal year 1997 and the administration request. This program provides a course of instruction at the elementary and secondary level on the basic principles of our constitutional democracy and the history of the Constitution and the Bill of Rights. Funds also may be used to provide advanced training for teachers concerning the Constitution and the Bill of Rights.

DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION AND RELATED AGENCIES APPROPRIATION BILL, 1999

SEPTEMBER 8 (legislative day, AUGUST 31), 1998.—Ordered to be printed

Mr. SPECTER, from the Committee on Appropriations, submitted the following

REPORT

[To accompany S. 2440]

The Committee on Appropriations reports the bill (S. 2440) making appropriations for Departments of Labor, Health and Human Services, and Education and related agencies for the fiscal year ending September 30, 1999, and for other purposes, reports favorably thereon and recommends that the bill do pass.

*Amount of budget authority*

Total bill as reported to Senate .....	\$287,592,472,000
Amount of adjusted appropriations, 1998 .....	262,257,417,000
Budget estimates, 1999 .....	286,606,839,000
The bill as reported to the Senate:	
Over the adjusted appropriations for 1998 .....	25,335,055,000
Over the budget estimates for 1999 .....	985,633,000

search, statistics, and assessment activities, as well as a variety of other discretionary programs for educational improvement.

#### *Research, development, and dissemination*

The Committee recommends \$72,567,000 for educational research and national dissemination activities, the same as the budget request and the 1998 appropriation level. The Committee has also included \$56,000,000 for regional educational laboratories, the same as the administration request and the 1998 appropriation. These activities are administered by the Office of Educational Research and Improvement [OERI], which was reauthorized by the Educational Research, Development, Dissemination, and Improvement Act of 1994.

These funds support research, development, dissemination, and technical assistance activities which are aimed at expanding fundamental knowledge of education and promoting the use of research and development findings in the design of efforts to improve education.

#### *Interagency research initiative*

The Committee has included no funds for the proposed interagency research initiative for which the administration requested \$50,000,000.

#### *Statistics*

The Committee recommends \$59,000,000 for data gathering and statistical analysis activities of the National Center for Education Statistics [NCES], the same as the fiscal year 1998 appropriation and a decrease of \$9,000,000 below the administration request.

NCES collects, analyzes, and reports statistics on education in the United States. Activities are carried out directly and through grants and contracts. The Center collects data on educational institutions at all levels, longitudinal data on student progress, and data relevant to public policy. Technical assistance to State and local education agencies and postsecondary institutions is also provided by the Center.

#### *Assessment*

The Committee recommends \$32,000,000 for assessment, the same amount appropriated in fiscal year 1998 and \$4,000,000 below the administration request.

The National Center for Education Statistics uses these funds to administer the national assessment of educational progress [NAEP], a 20-year-old congressionally mandated assessment created to measure the educational achievement of American students. The primary goal of NAEP is to determine and report the status and trends over time in educational achievement, subject by subject. NAEP has been expanded in recent years to include State representative assessments as well.

Also included is \$3,471,000 for the National Assessment Governing Board, the same amount as the fiscal year 1998 appropriation and \$529,000 less than requested by the administration.

#### *Fund for the improvement of education*

The Committee bill provides \$115,000,000 for the fund for the improvement of education [FIE], which is \$6,900,000 more than the 1998 appropriation and \$10,000,000 more than the administration request. This program provides the Secretary with broad authority to support nationally significant programs and projects to improve the quality of education, help all students meet high academic standards, and contribute to the achievement of the national education goals. The statute also authorizes support for specific activities, such as counseling and mentoring, comprehensive health education, and environmental education.

Within the amount recommended, the Committee has included \$10,000,000 for character education partnership grants, the same amount requested by the administration.

Also within the amount recommended, the Committee has included \$800,000 and urges the Department to use these funds for scholar-athlete competitions.

It has been brought to the Committee's attention that there is a need for programs that help guide educators, clinicians, therapists, and caregivers in enhancing the educational outcomes of handicapped children. Funds would support innovative programming which increases the overall functioning of special children and contributes to higher educational achievement. The Committee encourages the Department to provide \$1,500,000 to conduct a demonstration in this area. The Hebrew Academy for Special Children has been operating a residential program to help improve cognitive and communication skills of handicapped individuals and has been working with colleges in a collaborative effort to reduce the gap between research and practice. The academy would be especially suited to carry out a program such as the one described above.

The Committee has included \$1,000,000 to expand and replicate a large-scale project connecting young people with caring adult role models at school who serve as mentors, tutors, and literacy volunteers. Connecting caring adults with young people at school has proven particularly effective in improving attendance, enhancing academic performance, and lessening peer pressure. The greater Kansas City Area Youth Friends is operating an initiative such as the one described above and the Committee encourages full and fair consideration of their proposal.

The Committee is aware of a tutoring program designed to improve the reading fluency and comprehension skills of second grade students. This program enlists the help of fifth grade students, who tutor the second graders using materials developed from reading research literature. The program utilizes a structured instructional framework, and a well developed support system which focuses on assisting second graders to become successful, independent readers, and proficient learners. As tutors, fifth graders develop skills in leadership, organization, and human relations. The Committee encourages the Department to provide \$750,000 to conduct a demonstration program such as the one outlined above. The Reading Together USA Program would be especially suited to carry out such a demonstration.

The Committee urges the Department to include \$2,000,000 for a multidistrict high-tech demonstration project to assist students in

acquiring the skills necessary to take advantage of the abundance of excellent employment opportunities available in the growing high-tech industry in certain regions of the country. The Puget Sound region would be especially suited to carry out a demonstration project in this area.

→ It has come to the Committee's attention that a national education demonstration project to integrate educational reform and educational technology would be useful in helping to increase student learning and achievement. The Committee urges the Department to provide \$3,000,000 for a demonstration project in this area. State educational agencies of Arkansas, Illinois, and Washington, and participants from California and Pennsylvania have formed a consortium for a multistate technology project that would be especially suited to carry out a national demonstration.

The Committee urges the Department to provide \$2,000,000 for the development and support of interactive exhibits designed to give students a unique opportunity to study science in an exciting, hands-on way. A project which partners teachers to directly interrelate to science education programs taught in our public schools with marine science museums would add an on-the-water science discovery experience. The Naval Undersea Museum's science educational alliance project, located in Keyport, WA, would be especially suited to carry out a project such as the one described above.

The Committee urges the Department to provide \$1,000,000 to conduct a project designed to help teachers find new approaches to incorporating the arts into curriculum. The Heckscher Museum of Art, located on Long Island, NY, would be especially suited to carry out a project such as the one outlined above.

The Committee urges the Department to include \$2,000,000 to build upon programs within communities to make new books available to local literacy programs to support community based solutions to illiteracy and related problems. These programs should build upon national strategic partnerships to strengthen efforts of local tutoring and mentoring and reach out to children with the most need. The First Book Program, which distributed over 1 million books in 1997, would be especially suited to carry out a program in this area.

The Committee encourages the Department to use \$2,000,000 for a demonstration project to improve learning among students at all levels of education. The demonstration would provide intensive faculty development in integrating information technology into the curriculum, with a special emphasis on creating materials and training for K-12 teachers and providing work force development activities designed to meet the need for technologically skilled workers. The Southeastern Pennsylvania Consortium of Higher Education would be especially suited to carry out a demonstration such as the one described above.

The Committee encourages the Department to provide \$3,000,000 for a demonstration project to advance the teaching of science education by using the arts as an entry point to study the physical and natural sciences. The project should provide interactive models of the Earth in the solar system; ocean basin formation; computer programs on global weather; and the Earth's history. These activities would serve as effective teaching tools for

educators and their students. The Whitaker Center for Science and the Arts would be especially suited to carry out such a program.

The Committee encourages the Department to provide \$1,000,000 for a demonstration project which would promote learning skills through the performance and broadcasting of music, supplemented by an educational curriculum. The Young Performance Series would be especially suited for such a project.

The Committee urges the Department to provide \$1,000,000 for a demonstration project designed to facilitate a statewide community-based curriculum development initiative to promote responsible, nonviolent behavior in schools and communities. The Committee understands that the School of Education at the University of Montana and the Montana Board of Crime Control are developing such a program and urges the Department to give it full consideration.

The Committee encourages the Department to provide \$2,000,000 for a project which encourages technology-based learning in schools, particularly in rural and low-income areas. A program which uses old computers donated by the private sector, would be used to instruct students on how to retool these computers. Students could then earn an A+ certificate enabling them to become certified computer technicians. The Explornet Program would be especially suited to carry out a project such as the one described above.

The Committee encourages the Department to provide \$2,000,000 to continue a project to further student knowledge of space science. A program designed to develop critical thinking skills, encourages problem-solving through teaming, and the teach mastery in cutting-edge technologies and distance learning initiatives. The Altoona, PA, Science and Technology Research Academy would be especially suited to continue a program such as the one outlined above.

The Committee encourages the Department to provide \$2,000,000 for a multisite demonstration project that will work with selected community organizations to identify, train, and support a team of parent leaders to work with parents in the community to improve parent-teacher communication and increase parent involvement within the schools; access community resources for children and their families; and enhance their child rearing skills. Such a project would include a component for parents of high-risk children and children with disabilities. The Parentcorps program under development at the Child Center at New York University and expansion of the project to other sites such as the University of Washington in Seattle, WA, would be especially suited for this important activity.

The Committee notes the substantial ongoing investment of Federal funds in technology in education and urges the Department to assess the impact of Federal funding for telecommunications technologies in a sample of public schools throughout the United States, with the specific purpose of determining the ability of Federal funding to initiate and sustain educational reform strategies and methods. The Committee encourages the Department to include in the study the types of telecommunications projects underway (teacher-to-teacher; teacher-to-student, that is, distance learn-

105TH CONGRESS }  
2d Session

HOUSE OF REPRESENTATIVES

{ REPORT  
105-825

MAKING OMNIBUS CONSOLIDATED AND  
EMERGENCY SUPPLEMENTAL APPROPRIA-  
TIONS FOR FISCAL YEAR 1999

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CONFERENCE REPORT

TO ACCOMPANY

H.R. 4328



OCTOBER 19, 1998.—Ordered to be printed

### *Education Technology*

For education technology, the conference agreement provides \$698,100,000 instead of the \$623,500,000 proposed by the Senate and the \$541,000,000 provided by the House.

#### *Technology Literacy Challenge Fund*

For the Technology Literacy Challenge Fund, the conference agreement includes \$425,000,000, as proposed by both the House and Senate.

#### *Technology Innovation Challenge Grants*

For the Technology Innovation Challenge Grants, the conference agreement provides \$115,100,000 instead of \$106,000,000 as proposed by the House and the \$126,000,000 proposed by the Senate. Within the amount provided for Technology Innovation Challenge Grants, the conference report specifies funding for the following activities:

\$500,000 for a state-of-the-art demonstration of information technology systems to be carried out by Mansfield University, Mansfield, Pennsylvania;

\$2,500,000 to allow Rutgers, The State University of New Jersey to carry out the RUNet 2000 project that will establish a comprehensive, integrated voice-video-data communications network;

\$1,000,000 for the Krell Institute in Ames, Iowa to help meet the need for a technology-capable workforce through professional development for technology training and summer programs for teachers;

\$850,000 for the State of Alaska Department of Education to develop an Internet-based curriculum and to provide professional development to elementary and secondary school teachers;

\$2,000,000 for Hawaii Department of Education's "Magnet E-School" technology training and curriculum initiative;

\$250,000 for the "Passport to Chicago Community Network" technology training project in Chicago, Illinois;

\$600,000 for the technology in the classroom pilot program for the Green Bay Public School System in Green Bay, Wisconsin to assist four middle schools in enhancing technology access and teacher training;

\$1,200,000 for LEARN North Carolina and the University of North Carolina at Chapel Hill; and

\$1,500,000 for the Iowa Department of Education for grants to Community Colleges to provide technical assistance to low-income school districts for technology.

Within the amount provided for Technology Innovation Challenge Grants, the conference agreement also sets aside \$22,000,000 for a broad based competition on promoting the use of advanced technology to improve education for all students and teachers. In administering this initiative, the conference agreement provides that full and fair consideration, consistent with current practices and policies will be given to applications submitted by the institutions identified in the House Report (105-635) and the Senate Report (105-300) and applications submitted by institutions identified under this heading in this statement of managers.

The conference agreement encourages the Department to provide \$2,500,000 for a demonstration project on information technology that integrates computer and media technologies with traditional scholastic disciplines for grades K-16. The University of Colorado would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement encourages the Department to provide \$200,000 for an innovative project to assist parents in technology-based instruction. The Alhambra School District in California would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement contemplates an innovative effort to establish a multi-state demonstration program to guide the development of statewide technology-rich education and learning systems in the United States. The State of Washington, in consortium with Arkansas, Illinois, California and Pennsylvania, would be especially suited for this program and should be given full and fair consideration for funding.

The conference agreement encourages the Department to provide \$360,000 for an innovative project designed to engage students in language arts projects using technology as an instruction tool. The Alhambra School District in California would be especially suited for such a program and should be given full and fair consideration for an award.

The conference agreement contemplates a collaborative teacher development initiative in Minnesota that would include KTCA, a community-based public television station; the Green Institute for Teaching and Learning; and the Minnesota Department of Children, Families and Learning. The conference agreement encourages the Department to provide \$1,400,000 to this initiative which would demonstrate the potential integrated use of digital television, online computer services and community resources to teachers as both training and educational tools.

The conference agreement urges the Secretary, when awarding educational technology grants, to give consideration to school districts around the country that exemplify: (1) high concentrations of at-risk youth; (2) empowerment zones and enhanced enterprise communities; and (3) significant investment to establish infrastructure with aggressive plans to utilize educational technology. The Houston Independent School District in Houston, Texas is an example of such a school that has made a substantial effort in this area.

#### *Regional technology in education consortia*

For Regional technology in education consortia, the conference agreement includes \$10,000,000, as proposed by both the House and Senate.

#### *National Activities*

The conference agreement includes \$87,000,000 for three new national education technology initiatives: \$75,000,000 for teacher training in technology, \$10,000,000 to establish computer learning centers in low-income communities, and \$2,000,000 for national

**Congress of the United States**  
Washington, DC 20515

July 17, 1997

The Honorable William J. Clinton  
President of the United States  
The White House  
Washington, D.C. 20500

Dear President Clinton:

The State of Washington Congressional Delegation will be requesting that funding from the Department of Education be made available to fund a national technology demonstration project in Washington State. This demonstration project will guide the development of statewide, technology-rich education and learning systems throughout the United States.

We request that your FY 1999 Budget reflect the ongoing costs of this important project in order that the system be fully-operational by the year 2000, and can be disseminating multimedia courses, course modules, and technical expertise to other states, as our nation enters the next century.

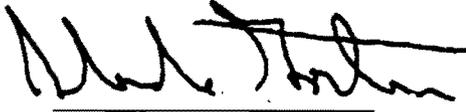
State and local involvement in education is a priority. Our state has made a commitment to share the cost of this phase of the demonstration project by providing three dollars of state funding for every dollar provided by the federal government.

This project is necessary to demonstrate the overall potential of information technology to increase student learning experiences, as well as strengthen the professional development of education and improve the administration of local schools and districts. Such a demonstration has not been possible to date due to the unequal access and resources of schools and districts, and the lack of a statewide systemic approach which links educational reform and technology access and resources.

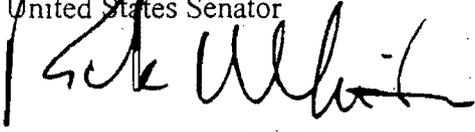
Dr. Terry Bergeson, the State of Washington Superintendent of Public Instruction and members of her staff have prepared a comprehensive proposal document which more fully describes this very important project (see enclosure). We respectfully request that you consider meeting with Dr. Bergeson at your convenience so that she can personally present the benefits of the project of education of children in our nation.

Thank you for favorably considering this request.

Sincerely,



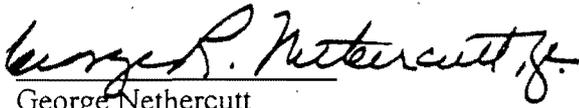
Slade Gorton  
United States Senator



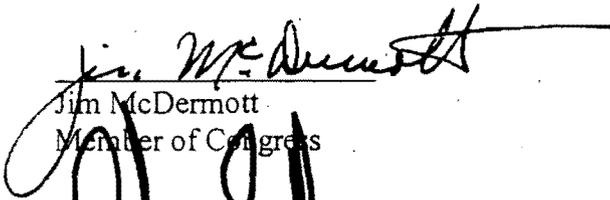
Rick White  
Member of Congress



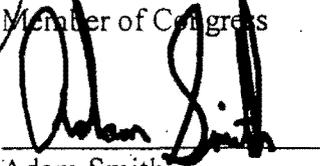
Linda Smith  
Member of Congress



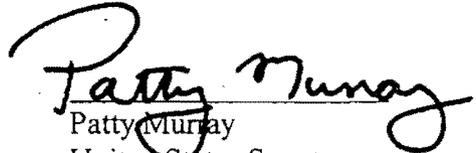
George Nethercutt  
Member of Congress



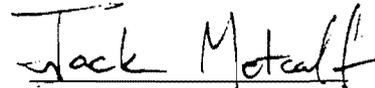
Jim McDermott  
Member of Congress



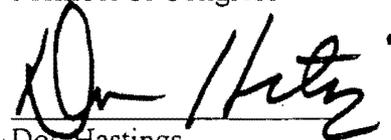
Adam Smith  
Member of Congress



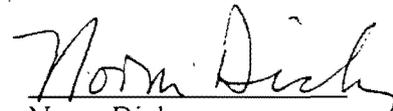
Patty Murray  
United States Senator



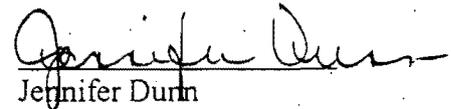
Jack Metcalf  
Member of Congress



Doc Hastings  
Member of Congress



Norm Dicks  
Member of Congress



Jennifer Dorn  
Member of Congress

**Congress of the United States**  
Washington, DC 20515

July 17, 1997

The Honorable Al Gore  
Vice President of the United States  
Office of the Vice President  
Old Executive Office Building  
Washington, D.C. 20501

Dear Vice President Gore:

The State of Washington Congressional Delegation will be requesting that funding from the Department of Education be made available to fund a national technology demonstration project in Washington State. This demonstration project will guide the development of statewide, technology-rich education and learning systems throughout the United States.

We request that your FY 1999 Budget reflect the ongoing costs of this important project, in order that the system be fully-operational by the year 2000, and can be disseminating multimedia courses, course modules, and technical expertise to other states, as our nation enters the next century.

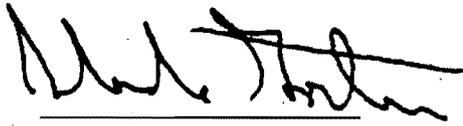
State and local involvement in education is a priority. Our state has made a commitment to share the cost of this phase of the demonstration project by providing three dollars of state funding for every dollar provided by the federal government.

This project is necessary to demonstrate the overall potential of information technology to increase student learning experiences, as well as strengthen the professional development of education and improve the administration of local schools and districts. Such a demonstration has not been possible to date due to the unequal access and resources of schools and districts, and the lack of a statewide systemic approach which links educational reform and technology access and resources.

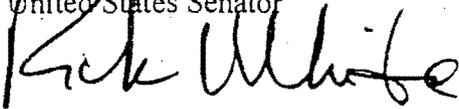
Dr. Terry Bergeson, the State of Washington Superintendent of Public Instruction and members of her staff have prepared a comprehensive proposal document which more fully describes this very important project (see enclosure). We respectfully request that you consider meeting with Dr. Bergeson at your convenience so that she can personally present the benefits of the project of education of children in our nation.

Thank you for favorably considering this request.

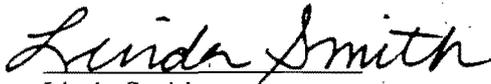
Sincerely,



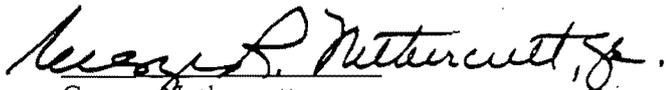
Slade Gorton  
United States Senator



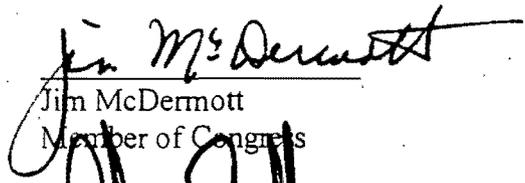
Rick White  
Member of Congress



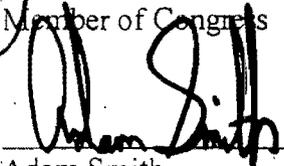
Linda Smith  
Member of Congress



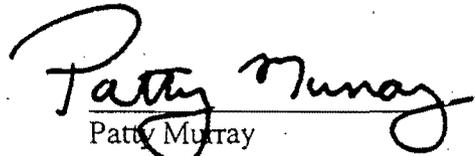
George Nethercutt  
Member of Congress



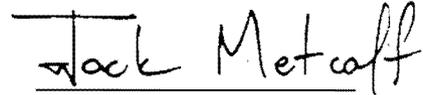
Jim McDermott  
Member of Congress



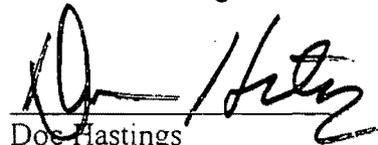
Adam Smith  
Member of Congress



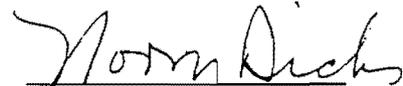
Patty Murray  
United States Senator



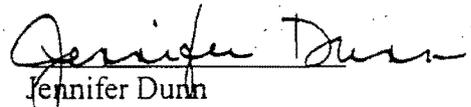
Jack Metcalf  
Member of Congress



Doc Hastings  
Member of Congress



Norm Dicks  
Member of Congress



Jennifer Dunn  
Member of Congress

**Congress of the United States**  
Washington, DC 20515

July 17, 1997

The Honorable Richard Riley  
Secretary of Education  
Department of Education  
600 Independence Avenue SW  
Washington, D.C. 20202

Dear Secretary Riley:

The State of Washington Congressional Delegation will be requesting that funding from the Department of Education be made available to fund a national technology demonstration project in Washington State. This demonstration project will guide the development of statewide, technology-rich education and learning systems throughout the United States.

We request that your FY 1999 Budget reflect the ongoing costs of this important project, in order that the system be fully-operational by the year 2000, and can be disseminating multimedia courses, course modules, and technical expertise to other states, as our nation enters the next century.

State and local involvement in education is a priority. Our state has made a commitment to share the cost of this phase of the demonstration project by providing three dollars of state funding for every dollar provided by the federal government.

This project is necessary to demonstrate the overall potential of information technology to increase student learning experiences, as well as strengthen the professional development of education and improve the administration of local schools and districts. Such a demonstration has not been possible to date due to the unequal access and resources of schools and districts, and the lack of a statewide systemic approach which links educational reform and technology access and resources.

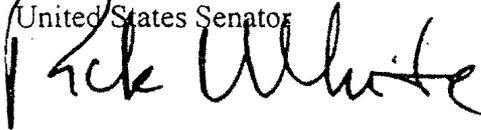
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Thank you for favorably considering this request.

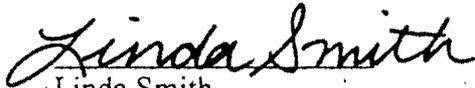
Sincerely,



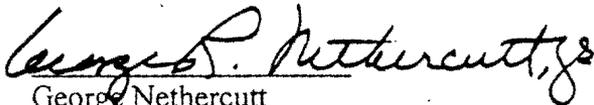
Slade Gorton  
United States Senator



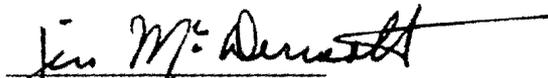
Rick White  
Member of Congress



Linda Smith  
Member of Congress



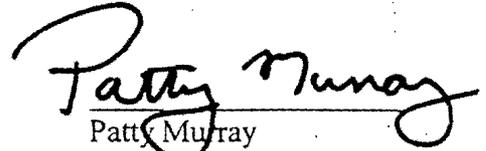
George Nethercutt  
Member of Congress



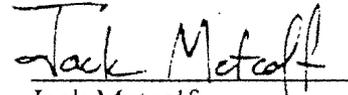
Jim McDermott  
Member of Congress



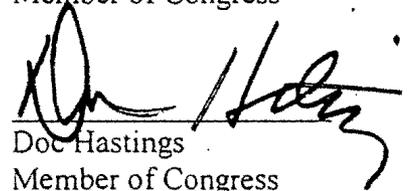
Adam Smith  
Member of Congress



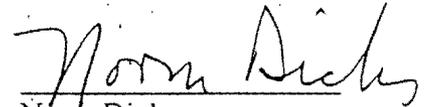
Patty Murray  
United States Senator



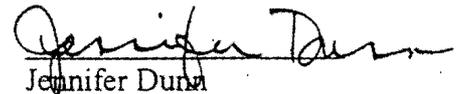
Jack Metcalf  
Member of Congress



Doc Hastings  
Member of Congress



Norm Dicks  
Member of Congress



Jennifer Duna  
Member of Congress

# United States Senate

WASHINGTON, D.C. 20510

September 29, 1998

The Honorable Arlen Specter  
Chairman, Subcommittee on Labor, HHS, and Education  
Appropriations Committee  
711 Hart Senate Office Building  
Washington, D.C. 20510

Dear Senator Specter:

The Linking Educational Reform and Educational Technology (LINKS) project is a collaboration between five state education agencies to increase student learning and achievement through the integration of educational technology with education reform. The LINKS project was initiated last year as a national technology demonstration project.

We are requesting your personal support to make \$15 million available for the LINKS project in the upcoming House-Senate Conference. Thank you in advance for favorably considering this important request.

Sincerely,

Mike Thaler

Barbara Payser

Patty Murray

Bill Dini

Janice Kristina

Carol Bradley Brown

Rich Santorum

T. Hutchinson

# United States Senate

WASHINGTON, D.C. 20510

September 29, 1998

The Honorable Tom Harkin  
Ranking Member, Subcommittee on Labor, HHS, and Education  
Appropriations Committee  
731 Hart Senate Office Building  
Washington, D.C. 20510

Dear Senator Harkin:

The Linking Educational Reform and Educational Technology (LINKS) project is a collaboration between five state education agencies to increase student learning and achievement through the integration of educational technology with education reform. The LINKS project was initiated last year as a national technology demonstration project.

We are requesting your personal support to make \$15 million available for the LINKS project in the upcoming House-Senate Conference. Thank you in advance for favorably considering this important request.

Sincerely,

<u>Mike Thatcher</u>	<u>Janice Kersten</u>
<u>Barbara Pifer</u>	<u>Carol Masdefran</u>
<u>Patty Murray</u>	<u>Rice Satorum</u>
<u>Dina Di</u>	<u>T. Hutchinson</u>



STATE OF ARKANSAS  
OFFICE OF THE GOVERNOR

State Capitol  
Little Rock 72201

Mike Huckabee  
Governor

August 28, 1998

The Honorable Tim Hutchinson  
United States Senator  
Dirksen Office Building, Room 229  
Washington, D.C. 20510

Dear Senator Hutchinson:

The LINKS project is a collaborative effort between the State Departments of Education in Arkansas, California, Illinois, Pennsylvania, and Washington. The Arkansas Department of Education has authority to spend over \$30,000 from a U.S. Department of Education Grant to develop a project implementation plan. If the plan is approved, Arkansas would receive an additional \$2.5 to \$4.5 million to complete the project.

Each state will be developing different products and sharing the result with the other states. Arkansas has tentatively agreed to take the lead in developing program information and evaluation systems and formulating learning models using advanced technology through community and business partnerships. The other states will complete projects that, when shared, should also be of benefit to the education system in Arkansas.

We will be able to direct some of the project resources toward the objectives outlined in our Smart Start initiative. The total funds available to the five states are expected to range between \$15 and \$25 million. I believe the LINKS project can provide significant assistance toward reaching the technology and Smart Start objectives we have at the Arkansas Department of Education. I would appreciate any support that you could provide for the project.

Sincerely yours,

A handwritten signature in cursive script that reads "Mike Huckabee".

Mike Huckabee

MH:mmg:smb



# Arkansas

## DEPARTMENT OF EDUCATION

4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501) 682-4475

RAYMOND SIMON, Director

June 15, 1998

The Honorable Tim Hutchinson  
U.S. Senator  
708 Hart Building  
Washington, D.C. 20510

Dear Senator Hutchinson:

Arkansas has joined a consortium that includes the Washington and Illinois Education Agencies, the University of Pennsylvania and California State University. The consortium is working to link educational reform with technology to improve student learning and school performance.

This consortium, Learning Improvement Through Networking Knowledge of States (LINKS), serves as a national demonstration project through three interrelated activities:

- ◆ Identify and develop high quality curriculum resources that align with state learning standards and assessments, and make these curriculum resources available to all our nation's schools.
- ◆ Use emerging technologies to enhance the quality and quantity of professional development for teachers, administrators, and other school personnel.
- ◆ Develop leadership, planning, funding, and capacity building policies that support the systematic use of technology to enhance student learning.

I, therefore, respectfully request that you support adding \$25 million to the Administration's Fund for the Improvement in Education budget request of \$105 million in the Department of Education Section of the fiscal year 1999 Labor, Health and Human Services, and Education and Related Agencies Appropriations Bill to conduct this very important national education demonstration project.

I have asked Dr. Woodrow Cummins, Deputy Director of the Arkansas Department of Education, to schedule a meeting with you and Mr. Rod Grimm of the State of Washington, Office of Public Instruction, to provide you with additional information.

The Honorable Tim Hutchinson

2

June 15, 1998

If you consider it appropriate, it would be very helpful if you could personally assist them in working with the Labor, Health and Human Services, and Education and Related Agency Appropriations Bill Committee.

I realize the support you have given to education in the past and appreciate your consideration of this multi state consortium project.

Sincerely,

A handwritten signature in cursive script, appearing to read "Raymond Simon".

Raymond Simon

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515**

March 19, 1998

The Honorable John Edward Porter  
Chairman  
Subcommittee on Labor, HHS and Education,  
and Related Agencies  
Committee on Appropriations  
US House of Representatives  
2358 Rayburn House Office Building  
Washington, DC 20515

Dear Chairman Porter:

Educational reform efforts are well underway in most states. Student learning and achievement is gradually increasing. New technologies and teaching methods promise to greatly improve student learning and achievement, preparing our children for living, learning, and working in the 21st century. However, there exists a gap between promise and practice.

One means of increasing student learning and accelerating educational reform is the use of information technologies as tools to accelerate and enhance student learning. Successful use of the technologies has been demonstrated in small pilot programs, but to date, no large scale demonstration has been attempted.

The major efforts to bring technologies into the schools have focused on the procurement of hardware. Schools in a number of states are now reaching critical mass of computers and connectivity so that technology may be used as a tool for learning. The missing elements are the lack of instructional software applications and curricula that are aligned with state and national standards, and the need for staff development and resources which focus on helping teachers use technology as a tool for improving learning.

The State of Washington's Office of the Superintendent of Public Instruction has taken a first step toward a statewide and national demonstration of the applications of educational technology by initiating a project which will link educational reform and technology. Entities in four additional states have become involved in this technology project. A consortium has been established which includes the State Educational Agencies of Arkansas, Illinois and Washington, and participants from California and Pennsylvania. These entities wish to extend the project into a national demonstration of the use of information technologies to increase student learning and achievement.

*The primary goal of this national education demonstration project is to integrate educational reform and educational technology in order to meet the goal of increased student learning and achievement. This proposed national demonstration project will achieve this goal through three interrelated activities:*

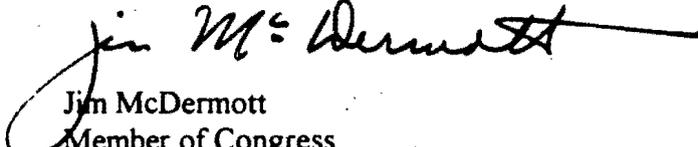
- Identifying and developing high quality curriculum resources that are aligned with state academic standards and assessments, *and making these curriculum resources available to all our nation's schools.*
- Using evolving technology to enhance the quality and quantity of professional development for teachers, administrators, and other school staff.
- Developing policies for leadership, planning, funding, and capacity building which support the systematic use of technology to enhance student learning.

I, therefore, respectfully request that you consider adding \$25 million to the Administration's Fund for the Improvement in Education budget request of \$105 million in the Department of Education Section of the fiscal year 1999 Labor, Health and Human Services, and Education and Related Agencies Appropriations Bill to conduct this very important national education demonstration project. Suggested Bill Language is enclosed for your consideration.

A more detailed description of this proposed project is being prepared by the consortium participants in Arkansas, California, Illinois, Pennsylvania, and Washington. Should you require more information, or have questions, please contact me at 225-3106.

Thank you for considering this request favorably.

Sincerely,

  
Jim McDermott  
Member of Congress

**Suggested Bill Language for the Labor, Health and Human Services, and  
Education Fiscal Year 1999 Appropriations Bill**

Fund for the Improvement in Education

The Committee directs that \$25 Million be added to the Administration's Fund for the Improvement in Education budget request of \$105 Million. These funds shall be made available until expended by this Act only to the State of Washington Office of the Superintendent of Public Instruction for a multi-state demonstration project to guide the development of statewide, technology-rich education and learning systems in the United States. This project will be a joint effort and implemented by a consortium which includes the State Educational Agencies of Arkansas, Illinois, and Washington, and participants from California and Pennsylvania. This national demonstration project will be designed to integrate education reform and education technology in order to meet the goal of increased student learning and achievement. The project will produce curriculum and staff development, including multimedia courses and course modules which will be available to all the nation's schools. This shall constitute Congressional direction for award to the State of Washington Office of the Superintendent of Public Instruction on a non-competitive basis.

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# Accountability System Recommendations

**Adopted by the  
Washington State  
Commission on Student Learning**

**October 19, 1998**

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# Raising the Bar

An Overview of Washington's School Improvement Strategy



- ▶ Higher Standards
- ▶ Clear Expectations
- ▶ Better Results

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# Reaching Higher



**A Parent's**

**Guide to the**

**Washington**

**Assessment of**

**Student**

**Learning**

