



Good morning, St. Louis | Wednesday, August 23, 2000

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Posted: Tuesday, August 22, 2000 | 7:15 p.m.

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## Texas Gov. George W. Bush's education plan

- Invest \$5 billion over five years in helping children learn to read by third grade. Money would help pay to diagnose reading problems, train teachers, work with students and test students.
- Require school report cards.
- Make Heat Start an early reading program.
- Allow parents at a school that fails three years in a row to use federal Title 1 money to pay for their child to attend another public school, charter school, non-public school or hire a tutor.
- Consolidate the federal education system to focus on the basics and to offer flexibility to states.
- Increase the number of charter schools.
- Allow parents to save up to \$5,000 a year that can be withdrawn tax-free to pay for education expenses from kindergarten to college.
- Require states and school districts that get federal school safety money to measure and demonstrate improved safety in schools.
- Allow children in unsafe schools to transfer to a safe school.
- Protect teachers from "meritless" lawsuits as a result of maintaining discipline in the classroom.
- Increase funding for character education.
- Establish "American Youth Character Awards" to honor

**Your quote**

In the [Editorial Page Forum](#)  
 "Countless employees of Fox C-6 are ashamed of, and embarrassed by, the behavior of our school board."  
[Respond here](#)

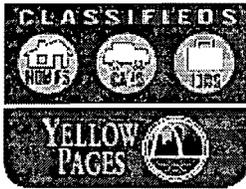
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acts of character.

- Increase federal money for abstinence programs to a level as high as that for teen education programs.

- Expand the role of faith-based organizations and charities in after-school programs.

- Increase by \$400 million the money for teacher training and recruiting.

- Require zero-tolerance policies for student violence and persistent misbehavior.

- Establish a teacher tax deduction to help defray out-of-pocket classroom expenses.

- Increase federal education funding by \$16.2 billion.



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UNITED STATES  
DEPARTMENT OF EDUCATION



# NEWS

**DRAFT**

**CONTACT: Melinda Kitchell Malico**

**kshared/Title I low performing schools grants 20**

## **EDUCATION DEPARTMENT BEGINS AWARDING \$134 MILLION TO HELP TURN AROUND LOW-PERFORMING SCHOOLS**

Thirty-one states and the District of Columbia will share in nearly \$100 million in new support from the U.S. Department of Education (ED) to help states and districts turn around low-performing schools, U.S. Secretary of Education Richard W. Riley announced today.

In the coming weeks, ED will award a total of \$134 million from the new Title I Accountability Fund, part of a broader effort by the Administration and ED to intensify efforts to turn around low-performing schools. Department officials are working with the remaining 19 states and Puerto Rico to help them develop acceptable plans for the use of the funds, with final approval expected shortly. Congress appropriated the funds last year in response to President Clinton's request -- and the program is part of the Administration's overall efforts to raise standards and strengthen accountability in public schools.

"Under Title I, states identified nearly 8,000 schools (1997-98) that were not making ample progress toward helping students meet state academic standards, as measured by state tests," Riley said. "Low-performing schools are most often found in high-poverty communities and frequently lack the financial and human resources to plan and put into practice effective improvements on their own. Recent reports reveal that fewer than half of principals in low-performing schools say that they get any extra help with needed reforms. States and local school districts must provide the leadership and support necessary to turn these schools around. These

much-needed school improvement funds will help states and school districts make progress toward this critical goal.”

States and districts plan to assist an estimated 2,700 schools with the funds awarded today. They will provide resources to develop and implement a school improvement action plan; strengthen school leadership and provide needed training to principals and teachers; use research-based curriculum and instruction strategies; strengthen parental involvement and improve discipline. Under last year’s appropriations bill, the law that provides these funds, students in low-performing schools must be given the opportunity to attend a higher-performing public school in the same school district if space is available.

To provide the maximum impact, ED strongly encouraged states to target the funds to schools and districts with the greatest need for assistance and to provide each school with enough support to make significant improvements. Virtually every state responded positively by targeting funds to the lowest-performing schools, to those that have been low-performing for the longest time, to districts with the greatest concentrations of low-performing schools, or to schools with low test scores in more than one subject. Many states will also require school districts to seek help as they develop and implement school improvement plans and many are asking schools to consider how school improvement funds and other funds can be used together to improve schools and student achievement. Funding per school varies within and among states according to school size and other factors, but the average support per school is \$50,000.

“President Clinton is committed to helping low-performing schools turn around *and* holding states and districts accountable for school improvement,” Riley said. “In his FY 2001 budget request, the president asked Congress to increase funding for the Title I Accountability Fund to \$250 million -- both to continue the urgently needed support for the lowest-performing

schools and to expand the number of schools receiving help. Unfortunately, Congress is not stepping up to the plate to furnish the needed funding, nor are they joining with the administration to maintain other investments to improve low-performing schools, including smaller classes, after-school programs and Gear Up.”

Turning around low-performing schools is difficult, but it can be done, Riley said. In a report commissioned by ED and released last summer, *Hope for Urban Education: A Study of Nine-High Performing, High-Poverty Urban Elementary Schools*, the schools profiled did just that.

As part of the administration’s initiative to help low-performing schools, President Clinton signed an executive order in May directing ED to:

- help states and districts turn around low performing schools by providing technical assistance and disseminating research
- make federal education programs more responsive to low-performing schools
- submit an annual education accountability report that identifies trends in low-performing schools, details the resources they are receiving to turn themselves around, and cites which strategies are most effective and,
- send teams into up to 15 states each year to make sure states are complying with accountability requirements and assist them in getting results.

The program is authorized under the Elementary and Secondary Education Act, Section 1116(c).

**NOTE TO EDITORS:** A list of states and funding follows.

Need to address  
Staff ensure that they  
don't just show up.

DRAFT-DRAFT-DRAFT-DRAFT

WHITE HOUSE STRATEGY SESSION:  
IMPROVING HISPANIC STUDENTS ACHIEVEMENT

June 15, 2000

Roundtable Participants

- 1. President Clinton ✓
- 2. Secretary Riley <sup>Ryan Wild 401-1334</sup>
- 3. Gov. Glendening -
- ✓ 4. Guillermo Linares <sup>401-7479</sup>
- ✓ 5. Congressman Hinojosa <sup>202-8012</sup>
- ✓ 6. Senator Bingaman <sup>2172 @ 1-</sup>
- 7. AFT Teacher (Tom Gammon) -
- 8. NEA Teacher (Lily Eskelsen)
- 9. ~~Principal (Migdania Vega) - 305~~
- 10. ~~Superintendent (Anthony Amato)~~
- ✓ 11. Chief State School Officers (David Driscoll) -
- ✓ 12. HEC Representative (Delia Pompa) NABE
- ✓ 13. Higher Education Representative (Juliet Garcia) - 956-544-8201 → left message w/ secretary
- 14. ~~Early Childhood Education Representative (Flo Abel)~~
- 15. Business Representative (John Kernan, Founder and CEO Lightspan)
- 16. Other HEC/Student/Stakeholder →

Invited to sit @ table w/ POTUS  
in afternoon. To get more info  
please budget level & bring to  
1/72 @ 1-

Carmel  
224-  
5521

MDDE

Other Possibilities

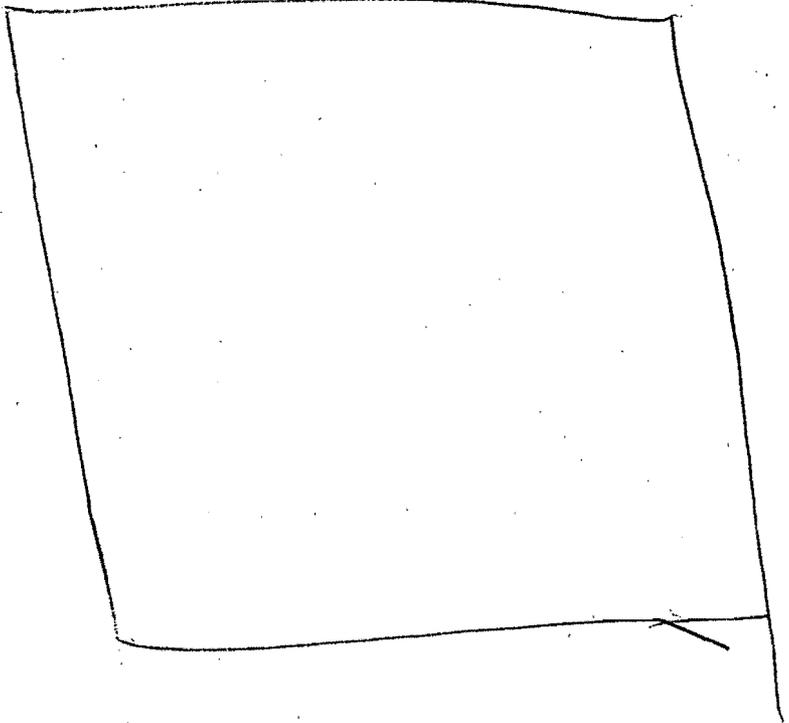
- Raul Izaguirre\* or Cecilia Munoz (NCLR)
- Discovery Espanol CEO
- Rob Reiner\* (Producer, founder of I Am Your Child Foundation)

Janel  
jlynch@gov.state.md.us

\*Have not confirmed attendance

Meet and Greet

- Secretary Riley
- Gov. Glendening
- Guillermo Linares
- Congressman Hinojosa
- Senator Bingaman
- Lt. Gov. Cruz Bustamante
- Mayor Beverly O'Neill



Suggested Panelists  
Hispanic Conference  
June 5, 2000

**Goal 1-Early Childhood**

**Chairperson:** Secretary Shalala **CONFIRMED - NOT ATTENDING**

**Panelists:**

**Gloria Rodriguez NOT CONFIRMED**

Recommended by: WHI  
Commissioner

CEO and Founder of AVANCE family support and education programs.

301 South Frio Suite 310

San Antonio, TX 78207

Phone – 210-270-4630

Fax – 210-270-4612

OR

**Rebecca Barrera NOT CONFIRMED**

P6/(b)(6)

Fax – 512-472-5845

**Linda Espinosa, Ph.D NOT CONFIRMED**

University of Missouri – Columbia

6396 South Sabine

Columbia, Missouri 65203

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse background. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

**Flo Abel NOT CONFIRMED**

Family Resource Agency of Northern Georgia

1217 Lafayette Road

Rossville, Georgia 30741

Phone – 706-861-0105

This program is located in an area of Georgia where there is a large carpet making industry.

While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigrating to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

**Ed Leo NOT CONFIRMED**

Principal

Nothing found

Linda Espinosa

Nothing found

Nothing found

Flo Abel

Florence Abel

Sanchez Elementary School  
73 San Marcus Street  
Austin, Texas 78702  
Phone – 512-414-4423  
Fax – 512-472-9493

*Admission Fund*

Mr. Leo runs an early childhood language and literacy class for 4-year-olds in his public school. The program is funded by the Dana Foundation and staffed by AmeriCorps volunteers and mothers who live in the neighborhood. He believes that this program is one way to stop the achievement gap before it begins.

### **Goal 2 - Language**

**Chairperson:** TBD by Mark Magana

**Panelists:**

*Migdania Vega* **CONFIRMED - YES**

Recommended by: Department of ED

P6/(b)(6)

Fax – 305-285-9632

Principal

Coral Way Elementary Bilingual School, Miami (the ground-breaking and successful dual immersion school); she's also on the National Assessment Governing Board which provides guidance on NAEP--so she knows a few things about testing and the inclusion of LEP students.

*Maria Calderon* **NOT CONFIRMED**

Recommended by: Department of Education

Dr. Margarita Calderon

CRESPAR

11437 Gene Sarazen

El Paso, TX 79936

P: (915) 595-5971

F: (915) 595-6747

*Adeline Becker* **NOT CONFIRMED**

Recommended by: DPC

The Education Alliance

Executive Director

Brown University

222 Richmond Street, Suite 300

Providence, Rhode Island 02903-4226

Phone – 401-274-9548 x 245

Fax – 401-421-7650

### **Goal 3 - Achievement Gap**

**Chairperson:** TBD by Mark Magana

*Migdania Vega*  
*1, 4, 6, 7*

*Adeline Becker*  
*Education Alliance*  
*1*



**Panelists:**

*Dan Domenech CONFIRMED - YES*

Recommended by: DPC  
Superintendent Fairfax County School  
10700 Page Avenue  
Fairfax, Virginia 22030  
Phone - 703-246-2631  
Fax - 703-691-2876

Dr. Daniel A. Domenech currently serves on the U.S. Department of Education National Assessment Governing Board, The Advisory Board to the Department of Defense Schools, and on the Board of Directors of the Fairfax County Chamber of Commerce. Dr. Domenech has been active professionally and was elected president of the American Association of School Administrators and is past president of the New York State Council of School Superintendents.

*Aida Hurtado CONFIRMED - YES*

Recommended by: Department of ED  
Department of Psychology, UC Santa Cruz  
Aida served as research director of the UC-wide Latino Eligibility Study.

*Paul Ruiz NOT CONFIRMED*

Recommended by: DPC  
Principal Partner, Education Trust  
1725 K Street NW  
Washington D.C. 20006  
Phone - 202-293-1217  
Fax - 202-293-2605

Paul Ruiz has spent over 25 years of professional work to the education success of poor, minority and immigrant students, especially those from Hispanic background. Paul has worked at both the college and school district level as an administrator, counselor, teacher and school principal in Michigan, where he was selected Educator of the Year by the Michigan Department of Education

**Goal 4 - High School Completion**

**Chairperson:** Secretary Louis Caldera *NOT CONFIRMED*

**Panelists:**

*Sam Halperin- NOT CONFIRMED*

Recommended by: Department of Education- OCR  
American Youth Policy Forum.  
1836 Jefferson Place, N.W.  
Washington, DC 20036  
Phone - 202-775-9731  
Fax - 202-775-9733

An academic who can speak to the role that alienation and tracking play in increasing the Hispanic dropout rate. Founder and Senior Fellow, has held leadership positions in academia, the federal government, a foundation and non-profit organizations for over 30 years. He has served as Study Director of Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship (responsible for two major studies: *The Forgotten Half: Non-College Youth in America* and *The Forgotten Half: Pathways to Success for America's Youth and Young Families*); the President of the Institute for Educational Leadership; a Deputy

Dan Domenech  
6



Aida Hurtado  
1, 2, 5



Paul Ruiz &  
Education Trust  
4

Sam Halperin  
3

Assistant Secretary at the U.S. Department of Health, Education and Welfare; and a Congressional Fellow of the American Political Science Association, where he worked on U.S. Senate and House of Representatives committees dealing with major education legislation.

**Patricia Gandara CONFIRMED - YES**

Recommended by: LULAC  
Division of Education  
University of California, Davis  
One Shields Avenue  
Davis, CA 95616  
Phone - 530-752-8262  
Fax - 530-752-5411

Patricia Gandara is a professor in the UC system who edited a recent pub from the College Board, *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*. She is president of the Sociology of Education Association and program chair for Division G, the Social Context of Education for the American Educational Research Association. She is the director of the Education Policy Center of the Linguistic Minority Research Institute (LMRI). She teaches in the areas of psychological and sociocultural studies. Specific courses include Educational Testing and Evaluation, Education and Social Policy, and Educational Research.

**Manuel Isquirdo CONFIRMED - YES**

Recommended by: DPC  
Principal  
J. Sterling Morton East High School  
2017 North Elizabeth Drive  
Arlington Heights, Illinois 60004  
Phone - 708-222-5750

**Goal 5 - Higher Education**

*HOLD FOR INFORMATION FROM JAMES KVAAL (NEC)*

**Chairperson:** Secretary Richardson

**Panelists:**

*Juliet Garcia*  
Recommended by: WHI  
University of Texas-Brownsville  
80 Fort Brown  
Brownsville, Texas 78520  
Phone - 956-544-8201  
Fax - 956-548-0020

President of University of Texas at Brownsville (Hispanic Serving Institution) and Chair of the WHI Commission Higher Education Committee.

Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was appointed by the Secretary of Education to serve a three-year term that expires in September 2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education. Since 1992, Dr. Garcia has been the president of the University of Texas at Brownsville in partnership with Texas Southmost College. Prior to her current position, she served as dean of arts and sciences. She is a board member of the White

Patricia  
~~Gandara~~  
Gandara  
5.7.9



Juliet Garcia  
3  
7, 12

House Initiative on Educational Excellence for Hispanic Americans, the Ford Foundation's Campus Diversity Initiative, and the Carnegie Foundation for the Advancement of Teaching. Dr. Garcia received her B.A. and M.A. degrees in Speech/English from the University of Houston, and her Ph.D. in communications and linguistics from the University of Texas at Austin.

Alex Saragoza  
① ③  
④ 9  
12

~~Alex Saragoza  
Recommended by: WHI  
Vice President-designate  
UC Office of the President, VP for Outreach  
Professor of Ethnic studies at UC Berkeley. He will be leading UC's \$100m outreach effort to increase the number of Latinos and other under-represented groups in the UC system's undergraduate and graduate programs.~~

Jacqueline Woods  
Recommended by: DPC, NEC  
U.S. Department of Education  
Office of Vocational and Adult Education  
Mary E. Switzer Building Room 5070  
Washington, D.C. 0020  
Phone - 202-205-3039  
Fax -

Jacqueline E. Woods has more than 25 years of experience as an educator. Ms. Woods' professional experiences range from classroom instruction in speech pathology and special education to program development and management activities in early childhood education, adult and vocational education and higher education administration and governance. Ms. Woods' currently serves as the Liaison for Community Colleges at the Department of Education.

Watson Scott Swail is associate director for policy analysis of the College Board. Swail provides data and analysis on issues of academic preparation, access to college, and postsecondary success, with particular focus on educational opportunities for low-income, disadvantaged students. His work has been published in the College Board Review, Technology Teacher, and Higher Education Management. In addition to policy research, he directs and produces The College Board's annual Trends reports on student aid, college pricing, and academic preparation. Swail is a former classroom teacher and received his doctorate in educational policy from The George Washington University.  
(Washington D.C.)

**Panelists**  
**White House Strategy Session:**  
**Improving Hispanic Student Achievement**  
**June 13, 2000**

***Goal 1-Early Childhood (OEOB Room 100)***

**Chairperson:** Congressman Hinojosa

***Panelists:***

***Rebeca Barrera CONFIRMED***

President

National Latino Children's Institute

1412 West 6<sup>th</sup> Street

Austin, Texas 78703

Phone – 512-472-9971

Fax – 512-472-5845

National Latino Children's Institute is an organization that serves as the voice for Latino children. Rebeca Barrera's professional work began as a high school teacher in the Edgewood Independent School District and has since worked for the Intercultural Development Research Association, as Director for the AMANECER Project, was an instructor in the Child Development Department of San Antonio College, owned and managed child care centers for ten years and was Executive Director of the Corporate Fund for Children for seven years. Barrera is the first Latina to serve on the Board of Directors of Scholastic, Inc., and was the recipient of the 1997 Matt Garcia Award for Community Service presented by the Mexican American Legal Defense Fund.

***Linda Espinosa, Ph.D CONFIRMED***

University of Missouri – Columbia

6396 South Sabine

Columbia, Missouri 65203

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse background. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

*Phone – 573-882-6805*

***Flo Abel CONFIRMED***

Family Resource Agency of Northern Georgia

1217 Lafayette Road

Rossville, Georgia 30741

Phone – 706-861-0105

This program is located in an area of Georgia where there is a large carpet making industry. While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigrating to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

***Ed Leo NOT CONFIRMED***

Principal

Sanchez Elementary School

73 San Marcus Street  
Austin, Texas 78702  
Phone – 512-414-4423  
Fax – 512-472-9493

Mr. Leo runs an early childhood language and literacy class for 4-year-olds in his public school. The program is funded by the Dana Foundation and staffed by AmeriCorps volunteers and mothers who live in the neighborhood. He believes that this program is one way to stop the achievement gap before it begins.

***Carole Fiore CONFIRMED***

Florida's Born to Read Program  
Tallahassee, FL

805-487-2651 – work phone

P6/(b)(6) – vacation phone this week

email: [cfiore@earthlink.net](mailto:cfiore@earthlink.net)

***Goal 2 – Language (OEOB Room 180)***

**Chairperson:** Menendez ***NOT CONFIRMED***

**Panelists:**

***Migdania Vega CONFIRMED***

Recommended by: Department of ED

1950 Southeast 13<sup>th</sup> Avenue

Miami, Florida 33145

Phone – 305-854-0515

Fax – 305-285-9632

Principal

Coral Way Elementary Bilingual School, Miami (the ground-breaking and successful dual immersion school); she's also on the National Assessment Governing Board which provides guidance on NAEP--so she knows a few things about testing and the inclusion of LEP students.

***Ken Noonan CONFIRMED***

Superintendent

Oceanside Unified School District

2111 Mission Avenue

Oceanside, California 92054-2395

Phone – 760-757-2560

Fax – 760-433-8620

***Margarita Calderon CONFIRMED***

Recommended by: Department of Education

Dr. Margarita Calderon

CRESPAR

11437 Gene Sarazen

El Paso, TX 79936

Phone - (915) 595-5971

Fax - (915) 595-6747

***Dr. Alba Ortiz CONFIRMED***

Director  
Office of Bilingual Education  
College of Education EDB 306  
University of Texas – Austin 78712  
Phone – 512-471-6244

***Goal 3 - Achievement Gap (VP Ceremonial)***

**Chairperson:** Congressman Romero-Barcelo **CONFIRMED**

**Panelists:**

***Dan Domenech CONFIRMED***

Recommended by: DPC  
Superintendent Fairfax County School  
10700 Page Avenue  
Fairfax, Virginia 22030  
Phone – 703-246-2631  
Fax – 703-691-2876

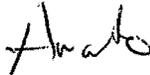
Dr. Daniel A. Domenech currently serves on the U.S. Department of Education National Assessment Governing Board, The Advisory Board to the Department of Defense Schools, and on the Board of Directors of the Fairfax County Chamber of Commerce. Dr. Domenech has been active professionally and was elected president of the American Association of School Administrators and is past president of the New York State Council of School Superintendents.

***Aida Hurtado CONFIRMED***

Recommended by: Department of ED  
Department of Psychology, UC Santa Cruz  
Aida served as research director of the UC-wide Latino Eligibility Study.

***Paul Ruiz CONFIRMED***

Principal, Education Trust  
1725 K Street N.W., Suite 200  
Washington, D.C. 2006  
Phone: 202-293-1217  
Fax: 202-293-2605



***David Hernandez CONFIRMED***

Teacher  
Linda Vista School (CA)  
2930 Gay Avenue  
San Jose, California 95127  
Phone: 408-928-6800  
Fax: 408-229-2223

***Goal 4 - High School Completion (OEOB Room 472)***

**Chairperson:** Secretary Louis Caldera **CONFIRMED**

**Panelists:**

*John Quinones CONFIRMED*

ABC Inc.  
77 West 66<sup>th</sup> Street  
New York, New York 10023  
Phone: 973-733-5880  
Fax: 973-733-5887

*Patricia Gandara CONFIRMED*

Recommended by: LULAC  
Division of Education  
University of California, Davis  
One Shields Avenue  
Davis, CA 95616  
Phone – 530-752-8262  
Fax – 530-752-5411

Patricia Gandara is a professor in the UC system who edited a recent pub from the College Board, *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*. She is president of the Sociology of Education Association and program chair for Division G, the Social Context of Education for the American Educational Research Association. She is the director of the Education Policy Center of the Linguistic Minority Research Institute (LMRI). She teaches in the areas of psychological and sociocultural studies. Specific courses include Educational Testing and Evaluation, Education and Social Policy, and Educational Research.

*Leonard Skyrock CONFIRMED*

Teacher – 10<sup>th</sup> – 12<sup>th</sup> grades  
Frontier High School  
9401 South Painter Avenue  
Whittier, California 90605  
Phone: 562-698-8121 ext. 1201  
Fax: 562-945-7451

Governing Board Member since 1995 for Norwalk La Mirada Unified School District which determines education policy for 22,500 students, and a former middle school teacher.

*Manuel Isquierdo CONFIRMED*

Recommended by: DPC  
Principal  
J. Sterling Morton East High School  
2017 North Elizabeth Drive  
Arlington Heights, Illinois 60004  
Phone – 708-222-5750

**Goal 5 - Higher Education (OEOB Room 476)**

**Chairperson:** Gene Sperling *CONFIRMED*

**Panelists:**

*Juliet Garcia CONFIRMED*

Recommended by: WHI  
University of Texas-Brownsville

80 Fort Brown  
Brownsville, Texas 78520  
Phone – 956-544-8201  
Fax – 956-548-0020

President of University of Texas at Brownsville (Hispanic Serving Institution) and  
Chair of the WHI Commission Higher Education Committee.

Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was appointed by the Secretary of Education to serve a three-year term that expires in September 2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education. Since 1992, Dr. Garcia has been the president of the University of Texas at Brownsville in partnership with Texas Southmost College. Prior to her current position, she served as dean of arts and sciences. She is a board member of the White House Initiative on Educational Excellence for Hispanic Americans, the Ford Foundation's Campus Diversity Initiative, and the Carnegie Foundation for the Advancement of Teaching. Dr. Garcia received her B.A. and M.A. degrees in Speech/English from the University of Houston, and her Ph.D. in communications and linguistics from the University of Texas at Austin.

*Gustavo Roig*

Associate Dean of Engineering for Outreach, Florida International University; GEAR UP director  
305-348-3700  
305-348-6188 fax  
GEAR UP Initiative (partnership between middle schools and colleges)  
Outreach in minority communities on science and math education

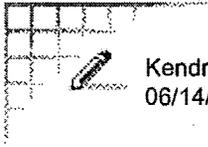
*Laura Rendon*

562-985-5392  
562-985-7692 fax  
lrendon@csulb.edu  
Professor, University of California-Long Beach  
Best practices for retention and completion

WHITE HOUSE STRATEGY SESSION  
ON  
EDUCATIONAL EXCELLENCE FOR HISPANIC STUDENTS

CONFERENCE PACKET LAYOUT

- 1) Agenda. Brian Barreto (6-5807)
- 2) Welcome Letter. Brian Barreto (6-5807)
- 3) Hispanic Education Summaries. Deborah Santiago (401-7479)
- 4) Press Release. DPC
- 5) Bios:
  - a) Pañelist bios. DPC
  - b) Other bios. Rey
- 6) Report Card. Heidi Ramirez (260-1728)
- 7) CEA Report. J.B. Buxton (6-5567)
- 8) Participant List. Brian Barreto (6-5807)
- 9) Resource Table. Julie Anderson (6-5771) and Jackie Lain (6-5084)
- 10) Accomplishments List. Brian Barreto (6-5807)



Kendra L. Brooks  
06/14/2000 03:48:38 PM

Record Type: Record

To: Randolph D. Quezada/OPD/EOP@EOP  
cc:  
Subject: Re: facilitators

----- Forwarded by Kendra L. Brooks/OPD/EOP on 06/14/2000 03:48 PM -----

---

Brian A. Barreto 06/12/2000 11:53:17 AM

---

Record Type: Record

To: James R. Kvaal/OPD/EOP@EOP  
cc: See the distribution list at the bottom of this message  
bcc:  
Subject: Re: facilitators

I am working on the list fo participants for each if the breakouts. I should have something shortly.

I think if you sent her the paper that JB sent around you should be ok. On our call we spoke about having paper sent to them - I was under the impression that the paper that JB sent around was sufficient.

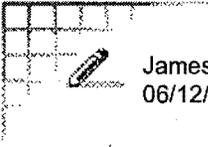
As for note takes I am undert the impression that is where you guys come in - you are all going to be staffing the breakout so I think it makes sense for each of the policy offices staff to help with this. Additionally after the breakouts, during lunch, the facilitators and the 15 people at the table with POTUS will discuss the breakouts and give them key points.

I will also have an itenr in each of the breakout rooms. I am not too comfortable with having an intern take notes for the breakouts - considering what we want to do with the pieces that comeout of the breakouts.

Any one have any thoughts?

Thanks.

James R. Kvaal



James R. Kvaal  
06/12/2000 10:42:01 AM

- Chair hands it over to facilitator
- Facilitator works through a strategy discussion session meant to answer the following:
  1. what are the key strategies needed to reach this goal?
  2. what are the barriers/obstacles to implementing this strategy?
  3. what are the resources (who? what?) that need to be available/implemented?
- Chair closes the session.

We estimate the chair and panelists presentations will be 45 min. and the discussion will be 75 minutes.

#### Panel 1: Early Childhood

Sherry Tolliver

P6/(b)(6)

email. smtolliver@aol.com

#### Panel 2: English Language

Denise Savage

tel. 202 723 9510

fax. 202 291 9514

email. savagegroup@erols.com

#### Panel 3: Achievement Gap

Lisa Nabors

P6/(b)(6)

fax. 703 713 6054

email. lagrella@aol.com

#### Panel 4: High School Completion

Thomas Bryant

P6/(b)(6)

fax. 202 635 1011

email. tbryantjr@aol.com

#### Panel 5: College Completion

Joanne Spicehandler

P6/(b)(6)

spicehandler@msn.com

#### Message Sent To:

---

James R. Kvaal/OPD/EOP@EOP  
Ann O'Leary/OPD/EOP  
Bethany Little/OPD/EOP@EOP  
Kendra L. Brooks/OPD/EOP  
Brian A. Barreto/WHO/EOP@EOP

Ready

pls order (get it  
messenger) this  
← study from Ed Trust.

Thanks: //B  
—

# EDUCATION DAILY

The education community's independent daily news service

## Study Finds Inequities In Teacher Distribution

Students at high-poverty schools or ones with a significant minority enrollment are more than twice as likely to be taught by teachers lacking state certification in their fields, says a report released yesterday by an education reform group.

In fact, disadvantaged students get the short end of the stick as measured by several other standards of teacher quality—including having a college major or minor in their teaching field; verbal and mathematics skills; state licensing certification; and classroom experience—according to the Education Trust.

The non-partisan, non-profit group based in Washington, D.C., analyzed data from several studies to paint a portrait of a “pervasive, almost chilling” disparity in the quality of teachers that most students enjoy over their less advantaged peers.

For example, 20 percent of teachers at high-poverty schools in California are not fully credentialed, compared with only 4 percent of teachers at the state’s low-poverty schools.

### A ‘Rigged’ System

“Despite its stated goal of high achievement for all children, [the American educational system] is rigged to produce high achievement in some kinds of children and to undermine it in others,” Education Trust director Kati Haycock wrote in a preface to the study.

The group posited several possible reasons for the disparity, including:

- Unequitable resources for teacher salaries among school districts;
  - Differences within districts resulting from seniority transfer provisions in contracts with teacher unions;
  - Conflicts among faculty members over class
- (more on p. 4)

## In This Issue

Vol. 33, No. 118 ■ Thursday, June 22, 2000

AASA: Polls Find Little Support For High-Stakes Test.....Page 3

As House Vote Looms, Senators Try To Boost AmeriCorps .....Page 5

Des Moines School Officials Mull Arrest Notice Policy .....Page 6

## Riley: Disabled Need Govt. Cooperation To Move Ahead

A more cohesive and coordinated plan to move special education students from school to work is needed if the disabled are going to be able to match their non-disabled peers in achievement, Education Secretary Richard Riley said yesterday.

While some gains have been made in recent years, Riley told about 150 people gathered at the National Transition Summit on Young People with Disabilities in Washington, D.C., that federal and state governments must become better aligned to improve services for those with special needs.

He said expectations should be as high for special ed students as they are for others, adding that the government will be letting an important tenet of its beliefs down if it fails to follow such a policy.

“If any part of a nation is left behind, the whole nation suffers,” Riley said. “In working to provide educational opportunity for all Americans, all means all, with liberty, justice and a quality education for all.”

Acknowledging that disabled children face a more difficult road to independence, ED’s top

(more on p. 2)

# EDUCATION DAILY

The education community's independent daily news service

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- Differences within districts resulting from seniority transfer provisions in contracts with teacher unions;
- Conflicts among faculty members over class assignments.

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As House Vote Looms, Senators Try To Boost AmeriCorps .....Page 5

Des Moines School Officials Mull Arrest Notice Policy .....Page 6

## Riley: 'We Need Govt. to Move Ahead'

*Handwritten notes:*  
Riley -  
pls order get it  
messenger 2) this  
study from Ed Trust  
Thank you

announced plan to move from school to work, hoping to be able to improve in achievement. Riley said

recently announced at a meeting in Washington, D.C., that the services for

as should be as high for special needs as they are for others, adding that the government will be letting an important part of its beliefs down if it fails to follow through on a policy.

“If any part of a nation is left behind, the whole nation suffers,” Riley said. “In working to provide educational opportunity for all Americans, all means all, with liberty, justice and a quality education for all.”

Acknowledging that disabled children face a more difficult road to independence, ED’s top editor (more on p. 2)

## Study Finds Inequities In Teacher Distribution (Cont. from p. 1)

- assignments, such as who teaches honors classes or remedial courses;
- An inadequate supply of highly qualified teachers who want to teach in high-poverty schools;
- Scandalous working conditions in many high-poverty schools; and
- A culture within teaching that says professional status is related to how "elite" one's students are.

"So many forces have contributed to create the problem that the solution demands that multiple forces join together to solve it," Haycock said, noting the prominent education officials—including the heads of both major teachers unions—who contributed essays to the report.

Some did not agree with all of the Education Trust's conclusions.

For instance, Sandra Feldman, president of the American Federation of Teachers (AFT), took exception with the blame placed on seniority rules for teacher distribution.

"They were established, and work, to protect teachers (and their students) from arbitrary and capricious management decisions charac-

teristic of a factory-model system that still prevails," she wrote.

Feldman and other officials, however, approved of the report's suggested remedies, including a raise in standards for the profession, as the AFT recently proposed (ED, April 17).

The report also recommended working harder to support and retain quality teachers already in the profession.

"We are very much aware that current concerns about how to fill the 2.2 million teacher vacancies projected over the next decade will lead many to conclude that this is not the time to deal with quality problems," Haycock noted.

"Many believe: 'We'll address quality when we've got an adult in every classroom,'" she said. "That kind of head-in-the-sand view of the world is exactly what has gotten us in this dreadful position to begin with."

*For a copy of "Honor in the Boxcar: Equalizing Teacher Quality," contact The Education Trust, 1725 K St. NW, Suite 200, Washington, DC 20006. Include \$2.50 for shipping and handling. The report also will be posted online in the near future at [www.edtrust.org](http://www.edtrust.org).*

—Michael Cardman

## AASA: Polls Find Little Support For High-Stakes Tests (Cont.)

(ED, April 5). Rep. Bobby Scott, D-Va., is sponsoring the legislation in the House.

"This is bumper-sticker politics at its worst," Wellstone said. "I am so pleased that people in their good wisdom are skeptical of this."

But Edward Rust, chairman and CEO of State Farm Insurance Cos., defended high-stakes tests in a prepared response.

"No one suggests that scores on standardized state tests are the last word on academic progress," said Rust, who chairs the education task force of the Business Roundtable.

"But many believe, as I do, that the skills required to reach basic or proficient levels on

these new state tests are a prerequisite for more advanced learning," he said.

The Business Roundtable is a national association of corporate CEOs. On a national and state level, it has been a driving force behind the standards and accountability movement.

"It is the goal of the American education system to ensure our youth are competently skilled to perform successfully in their lives and in the workforce," Rust continued. "Measures of accountability are necessary to make certain that our instructional practices and our students' performance meet the higher academic standards the public supports."

*Access the survey results on the Internet at [www.aasa.org](http://www.aasa.org).* —Hannah R. Gladfelter



**Bethany Little**  
06/26/2000 04:40:08 PM

Record Type: Record

To: Randolph D. Quezada/OPD/EOP@EOP  
cc:  
Subject: school district poverty

Randy,

If you have a chance today or tomorrow, could you please pull together some statistics for me on district poverty levels? In particular, in order to qualify for a "schoolwide" use of Title I funds, a school has to have more than 50% Title I eligible kids (I think). How many districts and/ or schools are at or above this poverty level? And how many kids are in districts and/or schools at this poverty level? Any breakdown showing number of districts and/or schools and/or kids according to poverty would be helpful. You can probably find this stuff on ED's website, or on the Census bureau website.

A bit more difficult, but if you could pull together a memo for me on School Breakfast, that would be great. Details should be on the Department of Agriculture's website, but because it is so terrible you may need to resort to Lexis searches. I'd just like a brief sketch of the program -- how big is it? How much does it cost? What's the take-up rate? Things like that...

Finally, a little later this week if you could put together a memo for me outlining the federal free and reduced price lunch program, that would be great. Things like:

who qualifies?  
how many kids are currently included?  
is it fully funded (i.e. serving all eligible kids)?  
how much does it cost?  
how is it run?  
how exactly does it work on a school level?

Finally, is Title I actually based on free and reduced price lunch? Or is there some formula to it?

Keep me updated on what you find, and feel free to call me, page me, or stop in with questions.

Thanks very much!!

P.S. If this is too much and you need help, let me know 'cause Sarah said some of the other interns may be able to help us from time to time...

~~Susan Wilhelm~~  
Susan Wilhelm

P6/(b)(6)

401-0113  
Elem. & Secondary  
800-424-1816  
NCES  
↳ option for Ref. Desk

---

**John B. Buxton**

---

07/11/2000 09:09:59 AM

Record Type: Record

To: Randolph D. Quezada/OPD/EOP@EOP

cc:

Subject: 7/19-20 Hearing Announcement of the Web-based Education Commission n

I want you to put this on your calendar. If I can I will go over with you for some of it. Thanks.

----- Forwarded by John B. Buxton/OPD/EOP on 07/11/2000 09:07 AM -----



**ED Web-based Education Commission <web\_commission@ed.gov>**

07/10/2000 06:21:02 PM

Record Type: Record

To: Thomas A. Kalil/OPD/EOP, John B. Buxton/OPD/EOP

cc:

Subject: 7/19-20 Hearing Announcement of the Web-based Education Commission. n

---

This notice announces the fourth public hearing of the Web-based Education Commission scheduled for WEDNESDAY, JULY 19 FROM 1:00- 5:00 PM, AND THURSDAY, JULY 20 FROM 9:00 AM TO 12 NOON IN ROOM 628 OF THE SENATE DIRKSEN OFFICE BUILDING, IN WASHINGTON, DC.

The focus of the hearing is on The Promise of the Internet to Empower Higher Education. The hearing will be chaired by Sen. Bob Kerrey of Nebraska.

The hearing will begin on July 19 with a panel of congressional leaders, to be followed by the assistant secretary for postsecondary education and presidents of institutions that have been leaders in deploying technology and distance education strategies. The first day will conclude with a panel of experts discussing specific faculty issues related to the Internet, with a particular emphasis on schools of education. On July 20, the Commission will receive testimony from noted analysts of the higher education environment and marketplace, as well as experts dealing with instructional and content issues.

#### PURPOSE OF THE HEARING

The hearing will focus on the unique set of issues confronting the use of Web-based technologies in higher education. These include

institutional and program accreditation, funding mechanisms and requirements, faculty roles, student support and pedagogical issues surrounding content design and ownership, delivery and assessment techniques, and marketplace trends. The focus will be both on the uses of online learning resources in "traditional" courses and programs, as well as in entirely new models for the delivery of higher education.

Witnesses for the hearing include:

- \* Donald Babcock, Provost and Vice President for Academic Affairs, Harcourt Higher Education, Harcourt Learning Direct
- \* Mary A. Burgan, General Secretary, American Association of University Professors
- \* Terry Cannings, Associate Dean of Education, Pepperdine University
- \* Judy Duffield, Program Coordinator of the Information and Learning Technologies Leadership Area of the Initial Teacher Education Program, University of Colorado - Denver
- \* David Finney, Dean, Continuing Education and Professional Training, New York University.
- \* A. Lee Fritschler, Assistant Secretary of Postsecondary Education, U.S. Department of Education
- \* Ellen Futter, President, American Museum of Natural History
- \* Brian Hawkins, President, EDUCAUSE
- \* Gerald Heeger, President, University of Maryland, University College
- \* Nitza Hernandez-Lopez, Executive Director, Hispanic Educational Telecommunications System
- \* Jamie Merisotis, President, Institute for Higher Education Policy
- \* Michael T. Moe, Director of Global Growth Research, Merrill Lynch
- \* Laura Palmer Noone, Provost, The University of Phoenix
- \* Gerald Odenning, Managing Director of Chase H&Q
- \* Mary Beth Peters, Register of Copyrights, US Copyright Office, Library of Congress
- \* Pamela K. Quinn, Assistant Chancellor for Educational Telecommunications, Dallas County Community College District
- \* Andrew Rosen, COO, Kaplan, Inc
- \* Andrew Rosenfield, CEO, Unext
- \* Patricia Schroeder, President and CEO, Association of American Publishers (invited)
- \* L. Dennis Smith, President, University of Nebraska
- \* Dorothy Cowser Yancy, President, Johnson C. Smith University

A final witness will be available shortly before the hearing.

All witnesses will be submitting testimony to our website <http://www.webcommission.org> in advance of the hearing addressing a set of core issues either on their behalf or on behalf of the organizations they represent. The hearing will focus on the explicit suggestions and recommendations found in each of the participant's testimony.

#### BACKGROUND ABOUT THE COMMISSION

Congress established the Web-based Education Commission to ensure

that all learners can take full advantage of the educational promise of the World Wide Web. The Commission is required to conduct a thorough study of the critical pedagogical and policy issues affecting the development and use of Web-based content and learning strategies to improve achievement at the K-12 and postsecondary levels.

The Commission must report its findings to the Congress, President and nation by November 2000. The Commission is comprised of 16 members who were selected by the President, Secretary of Education, and congressional leadership. The chairman of the Commission is Sen. Bob Kerrey of Nebraska and the vice chairman is Rep. Johnny Isakson of Georgia.

Future hearings are in the planning stage and information about these hearings will be forthcoming.

#### ADDITIONAL INFORMATION

Additional information about the Commission, its members and mission is available on the Commission Web site at <http://www.webcommission.org> or by contacting Irene Spero, External Relations Director, at (202) 219-7045 or [irene\\_spero@ed.gov](mailto:irene_spero@ed.gov).

## GEAR UP

The GEAR UP program requires the formation of local partnerships among high-poverty middle schools, colleges and universities, community organizations, and business to work with entire grade levels (cohorts) of students. These partnerships provide the students with a myriad of services including, tutoring, mentoring, information on college preparation and financial aid, an emphasis on core academic preparation and, in some cases, scholarships.

In particular, the GEAR UP Homestead program is composed of organizations from the various segments of society: government agencies, institution of higher learning, local educational agency, community-based organizations, private industry, and parental/guardian groups. Together, they provide the target students and schools with services ranging from in-school tutoring, to after-school and Saturday classes, to teacher training and development, to family counseling and referral services, and more. The program is designed to assure that the students receive the necessary preparation and information to assure their success in college as well as in life.

Post-it® Fax Note	7671	Date	# of pages ▶
To <i>Chandela R. Ruyter</i>	From <i>Ann Tracy</i>		
Co./Dept.	Co.		
Phone #	Phone #	<i>(205) 348-3700</i>	
Fax # <i>(202) 742-5581</i>	Fax #	<i>(205) 348-6188</i>	

Tuesday, July  
18, 2000

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**NEWS**

**STATE TELLS LEVY: AX UNLICENSED  
TEACHERS**

By CARL CAMPANILE

The state education boss ordered Schools Chancellor Harold Levy yesterday to get rid of hundreds of unlicensed teachers in failing city schools.

Education Commissioner Richard Mills issued the edict after months of warning Levy that he was defying Board of Regents policy, which bars the use of uncertified teachers in about 100 of the worst-performing schools monitored by the state.

Mills said the action was necessary because of the Board of Education's "failure to comply with law and policy" since last September.

"The Regents' policy must be enforced," he said.

"It appears that a substantial number of uncertified teachers - still in the hundreds - will be teaching in those schools this fall unless there is further action."

Mills has not ruled out suing Levy to enforce the order.

Before becoming chancellor, Levy was a member of the Regents board that enacted the rule. Now he's defying it.

Levy, through his press office, would not say whether he would immediately comply with the state order.

"We have an open dialogue with the state on this issue. There have been ongoing discussions," said board spokeswoman Margie Feinberg.

While supporting the state policy, Levy previously told Mills that the board failed to recruit enough certified teachers to avoid assigning unlicensed teachers into Schools Under Registration Review. He said lower salaries for city teachers - compared to those in surrounding suburban school districts - are part of the problem.



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**PAST ISSUES**

**INTERACTIVE  
FEATURES**

are part of the problem.

State education officials suggested there are ways for Levy to abide by the order, including replacing uncertified teachers with more qualified instructors from other schools.

But union spokesman Ron Davis said teachers have seniority rights and can't be swiftly transferred without consent under the existing labor contract.

Uncertified instructors are those who have failed, or not yet taken, state teaching exams to obtain a license.

During the last school year, a staggering 60 percent of the 9,000 teachers hired by the board were uncertified.

Over all, 11,000 of the city's 80,000 teachers - or 15 percent - lack the necessary credentials.

By 2004, all uncertified teachers must be banished from the school system.

Mills said all kids deserve qualified teachers.

"Children who have good teachers learn more, regardless of their background," he said.

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**Coming Up:**  
**YAHOO!**  
Wed. July 19, 8pm  
Michael Lewittes  
on the gossip and  
entertainment  
scene.

---

**Read last week's  
transcript from**  
Linda Stasi:  
on Survivor  
and  
television!



U.S. DEPARTMENT OF EDUCATION

PRESIDENT CLINTON'S FY 2001 EDUCATION BUDGET PROPOSAL COMPARED TO SENATE ALLOWANCES

*"During this period of economic prosperity and budget surplus, we should seize the opportunity to improve our nation's schools. Regrettably, misguided priorities and insufficient resources in the bills adopted today have led the Congress in a different direction. Unfortunately, these actions today invest too little in our schools and demand too little from them. The bill does not guarantee funding for critical education priorities such as school renovation and reducing class size. If a bill that fails to address these concerns were to come to me in its current form, I would have to veto it."* President Clinton, May 10, 2000

June 30, 2000

(IN THOUSANDS OF DOLLARS)

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<b>ACCELERATING CHANGE</b>					
<u>21st Century Community Learning Centers.</u> Funds after-school activities with community partners as part of a community school.	\$453,377	\$1,000,000	\$600,000	-\$400,000	Would mean that some 900 fewer communities would be able to establish 3,100 centers that would deny as many as 1.6 million children extended learning opportunities in safe, drug-free environments.
<u>Reducing Class Size.</u> Third installment in reducing class sizes in the early grades to a nationwide average of 18 to give children more personal attention and get them on the right track. (Senate instead funds block grant. See page six.)	\$1,300,000	\$1,750,000	-0-	-\$1,750,000	Would repeal the bipartisan agreement to hire 100,000 new teachers, jeopardizing the federal commitment to hire as many as 20,000 new teachers next year and to continue support for the 29,000 teachers already hired. As many as 2.9 million children could be denied the benefits of smaller classes.
<u>Comprehensive School Reform Demonstrations:</u> Helps schools develop or adapt, and implement, comprehensive school reform programs that are based on reliable research and effective practices. (Includes FIE funds.)	\$220,000	\$240,000	-0-	-\$240,000	Would deny new grants to approximately 2,250 schools and cut off continuation grants for 1,025 schools already using funds to carry out research-based school reforms that have demonstrated higher student achievement.
<u>Research, Development and Dissemination.</u> Helps build a knowledge base for improving educational practice.	\$168,567	\$198,567	\$178,567	-\$20,000	Would cut support for critical research activities, including interagency initiatives, designed to produce high-quality research-based information to improve student learning in reading, math, and science and to identify critical factors that influence the development of English-language literacy for students whose first language is Spanish.
<u>Small, Safe, and Successful High Schools.</u> Supports the restructuring of high schools to create smaller learning environments.	\$45,000	\$120,000	-0-	-\$120,000	Would deny as many as 700 high schools support to establish or expand smaller learning communities of no more than 600 students. Research has shown that, when students are a part of a smaller, more intimate learning community of no more than 600 students, they are more successful academically and socially.
<u>Charter Schools.</u> Stimulates comprehensive education reform and public school choice by supporting the planning and development, and initial implementation of public charter schools.	\$145,000	\$175,000	\$210,000	+\$35,000	Would expand grants to support planning and implementation of as many as 1,700 new charter schools towards the Administration's goal of creating 3,000 charter schools by 2002.
<u>OPTIONS – Opportunities to Improve Our Nation's Schools.</u> Stimulates public school reform and public school choice by supporting the planning, development, and implementation of innovative public school choice programs.	NEW	\$20,000	-0-	-\$20,000	Would deny grants to 40 SEAs and LEAs to develop, design, and implement high-quality public school choice programs that help promote school reform efforts.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<u>Recognition and Reward.</u> Supports grants to States that demonstrate significant statewide achievement gains and narrow the achievement gap between high- and low-performing students.	NEW	\$50,000	-0-	-\$50,000	Would deny financial rewards to States that make significant statewide achievement gains and narrow the achievement gap between high- and low-performing students in mathematics between 1996 and 2000, as measured by NAEP. The amount requested would support approximately 10 awards.
<b><u>CLOSING ACHIEVEMENT GAPS</u></b>					
<u>Title I Accountability Grants:</u> Helps States and districts turn-around low-performing schools.	\$134,000	\$250,000	-0-	-\$250,000	Would dramatically curtail State and local efforts, begun with a \$134 million appropriation in FY 2000, to improve the lowest performing schools and ensure that no student is trapped in a failing school. Would deny extra assistance to at least 80 percent of the more than 7,000 schools currently identified for improvement or corrective action under Title I.
<u>Extra Help in the Basics (Title I LEA Grants).</u> Helps disadvantaged students learn the basics and achieve to high standards. (Excludes funds for Title I Accountability Grants. See above).	\$7,807,397	\$8,107,500	\$8,335,800	+\$228,300	Would serve 360,000 more educationally disadvantaged students.
<u>Reading Excellence Act.</u> Helps children learn to read well and independently by the end of the third grade.	\$260,000	\$286,000	\$286,000	--	Would provide funding for services to help 1.1 million children become successful readers.
<u>Special Education Grants to States.</u> Helps schools & States provide special education services.	\$4,989,685	\$5,279,685	\$6,279,685	+\$1,000,000	Would provide about 15 percent of APPE for 6.4 million children with disabilities.
<u>Indian Education.</u> Supplements the efforts of State and local educational agencies, and Indian tribes, to improve educational opportunities for Indian children.	\$67,000	\$100,500	\$100,500	--	Would increase the per-pupil average from \$134 to \$200 to give local districts increased funds to expand existing programs, initiate new programs, or provide other services to address the needs of their Indian students.
<u>Indian Education – American Indian Teacher Corps.</u> Supports the training of Indian teachers to take positions in schools that serve concentrations of Indian children.	\$10,000	\$10,000	\$10,000	--	Would train 1,000 Indian teachers over a five-year period to take positions in schools in areas that serve high concentrations of Indian children.
<u>Indian Education – American Indian Administrator Corps.</u> Helps train and recruit school principals and administrators for areas with high concentrations of American Indian and Alaska Native students.	NEW	\$5,000	\$5,000	--	Would recruit and train 200 Indian principals and school administrators to work in Native American communities by funding program costs at tribal colleges and other postsecondary institutions and supporting in-service training for principals and administrators already employed in Indian schools.
<u>Safe and Drug-Free Schools.</u> Helps schools become safe, drug-free learning environments.	\$600,000	\$650,000	\$642,000	-\$8,000	Would provide a small increase for State grants, but would fund several fewer new Safe Schools/Healthy Students projects to develop comprehensive, community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development; and would exclude funding for Project SERV to provide emergency assistance to schools affected by serious violence or other traumatic crises.
<b><u>IMPROVING TEACHER QUALITY</u></b>					
<u>Bilingual Education.</u> Helps meet the critical shortage of trained bilingual and English as a second language teachers.	\$248,000	\$296,000	\$279,000	-\$17,000	Would eliminate 75 grants to institutions of higher education to prepare teachers to teach limited English proficient students.
<u>Teacher Quality Enhancement (HEA Title II).</u> Helps recruit and prepare excellent and diverse teachers for America's	\$98,000	\$98,000	\$98,000	--	Would support 28 grants to help recruit new teachers for high-poverty urban and rural areas, strengthen 30 partnerships between schools and

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
classrooms.					universities to give the teachers the best preparation possible, and help 30 States improve the quality of their teaching force through reform activities such as teacher licensing and certification.
<b>INITIATIVES TO IMPROVE TEACHER QUALITY: \$1 BILLION*</b>					
<u>Teaching to High Standards</u> – Helps States and school districts implement the next generation of standards-based reform, including standards-based assessments, curricula, and professional development.	NEW	\$690,000	-0**	-\$690,000	Would deny funding for standards-based reform efforts, including standards-based assessments, curricula, and particularly professional development.
<u>Hometown Teachers</u> . Provides funds to school districts to encourage high school students to become teachers and to support them in their undergraduate teacher training and their first years in the classroom. Also supports efforts to retain and meet the needs of current teachers.	NEW	\$75,000	-0-	-\$75,000	Would deny approximately 100 high-poverty school districts support for developing a comprehensive approach to teacher recruitment and retention, including both long- and short-term strategies to expand and maintain their teaching staffs.
<u>Higher Standards, Higher Pay for Teachers</u> . Provides funds to high-poverty school districts to establish teacher peer review programs.	NEW	\$50,000	-0-	-\$50,000	Would deny grants to approximately 10 to 12 high-poverty school districts (with an average of about 800 teachers per school district) to help them attract and retain high-quality teachers and principals through better pay.
<u>Teacher Quality Rewards</u> . Provides reward funds to school districts that have significantly increased the percentage of fully certified and licensed teachers and that have significantly reduced the percentage of secondary teachers teaching out-of-field.	NEW	\$50,000	-0-	-\$50,000	Would deny approximately 200 high-poverty school districts reward money for demonstrating significant progress in improving teacher quality against two criteria – increasing the percentage of certified teachers and decreasing the percentage of secondary teachers who are teaching out-of-field.
<u>Transition to Teaching</u> . Supports the Troops to Teachers program and additional efforts to recruit, prepare, and support career-changing professionals as teachers.	NEW	\$25,000	-0-	-\$25,000	Would deny high-poverty school districts the opportunity to hire mid-career professionals who have received support through this program for teaching professions. This program would provide grants to institutions of higher education, public agencies, and nonprofit organizations to recruit, prepare, place, and support mid-career professionals who promise to teach in high-poverty school districts.
<u>Early Childhood Educator Professional Development</u> . Provides professional development opportunities for early childhood educators and caregivers who work with young children in high-poverty communities.	NEW	\$30,000	-0-	-\$30,000	Would deny professional development to help improve children's language and literacy skills for approximately 15,000 early childhood educators and caregivers working in high-poverty communities.
<u>School Leadership Initiative</u> . Helps school districts, particularly high-poverty and low-performing districts, to recruit and train superintendents, principals, and other school administrators.	NEW	\$40,000	-0-	-\$40,000	Would deny the creation of some 20 State or regional centers, training an estimated 10,000 current or prospective school administrators.
<b>MODERNIZING OUR SCHOOLS</b>					
<u>School Renovation Loan and Grant Program</u> . Leverages support for short-term emergency projects through loans and grants. (Complements tax-credit bond proposal under the	NEW	\$1,300,000	-0-	-\$1,300,000	Does not include funding for a new program that would provide funds to leverage about \$6.7 billion in grants and loans to fund approximately 8,300 renovation projects in 5,000 schools in high-need school districts with little

\* The President proposed \$1 billion for Teaching to High Standards replaces Goals 2000 (\$458,000) and Eisenhower Professional Development State Grants (\$335,000)

\*\* The Senate bill only funds \$435 million for teacher quality within the Eisenhower Professional Development State Grants compared to the President's \$1 billion proposal for teacher quality.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
Department of Treasury) (Senate instead funds block grant. See page six.)					or no capacity to fund urgent repairs.
<u>Technology Literacy Challenge Fund.</u> Helps provide students and teachers with computers, educational software, telecommunications, and technology training	\$425,000	\$450,000	\$425,000	-\$25,000	Would deny an additional 196 high-poverty districts grants to improve the capacity of teachers in low-performing schools to use technology effectively in their classrooms to improve student achievement.
<u>Preparing Tomorrow's Teachers to Use Technology.</u> Helps train new teachers to use technology in the classroom.	\$75,000	\$150,000	\$125,000	-\$25,000	Would deny over 45,000 teachers training to become proficient in the use of modern learning technologies.
<u>Community Technology Centers.</u> Funds technology learning centers in low-income communities.	\$32,500	\$100,000	\$65,000	-\$35,000	Would deny grants to 343 new centers in 137 communities, denying access to computers and technology, particularly educational technology, for thousands of adults and children residing in economically distressed, high poverty areas.
<b><u>REACHING AND COMPLETING COLLEGE</u></b>					
<u>GEAR UP.</u> Gives disadvantaged students and their families pathways to college through partnerships of middle and high schools, colleges and universities and through state-administered programs.	\$200,000	\$325,000	\$225,000	-\$100,000	Would deny approximately 407,000 low-income middle and high school students early college preparation and awareness activities including mentoring, tutoring, academic and career counseling, exposure to college campuses, and financial aid information.
<u>TRIO Programs.</u> Provides education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.	\$645,000	\$725,000	\$736,500	+\$11,500	Would help approximately 12,000 more disadvantaged students prepare for and persist in postsecondary education. It would provide academic and career counseling, admissions and financial aid information, and tutoring services to middle and high school students; provide support services for and encourage postsecondary students to complete college and pursue graduate studies; and encourage adults to go back to school and pursue postsecondary education.
<u>College Completion Challenge Grants.</u> Funds scholarships and intensive summer programs for college students in their first and second years.	NEW	(\$35,000) NON-ADD	-0-	(-\$35,000) NON-ADD	Would deny help to postsecondary institutions to increase the persistence rate of an additional 17,500 disadvantaged students who are at-risk of dropping out by augmenting student aid awards, financing intensive summer programs, and strengthening student support services.
<u>Dual Degree Programs for Minority-Serving Institutions.</u> Helps students at minority-serving institutions earn dual degrees in five years. Typically, participants would spend 3 years as undergraduates at the minority-serving institution(s) and 2 years at a partner institution, such as a major research university.	NEW	\$40,000	-0-	-\$40,000	Would deny funding for a new program that would serve over 3,000 students. Funds would have helped participating institutions develop dual degree programs and provided scholarships to students when they attend the partner institution.
<u>Advanced Placement Incentives:</u> Provides grants to States to enable them to expand the pool of students to enroll in advanced placement (AP) courses, to cover part or all of the AP test fees of low-income students, and to prepare teachers to teach AP to interested students in the 9 <sup>th</sup> and 10 <sup>th</sup> grades.	\$15,000	\$20,000	\$20,000	--	Would fund an estimated 13 additional discretionary grants to States to support activities designed to increase the availability of advanced placement classes in high-poverty schools.
<u>Vocational Education State Grants.</u> Provides formula grants that States, local education agencies, and postsecondary institutions can use to improve vocational education programs and to ensure that individuals with special needs have full access to those programs.	\$1,055,650	\$855,650	\$1,071,000	+\$215,350	Would increase formula grants to States, local school systems, and postsecondary institutions to help redesign vocational education to develop students' academic and vocational skills, but denies funds for the administration's proposed increase for Tech-Prep.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	SENATE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<u>Tech Prep Education.</u> Provides grants to States, which provide subgrants to consortia of local educational agencies and postsecondary institutions, to develop links between secondary and postsecondary institutions, integrate academic and vocational education, and better prepare students to make the transition from high school to college and from college to careers.	\$106,000	\$306,000	\$106,000	-\$200,000	Would deny States additional funds to expand the number of Tech-Prep consortia to improve connections to 4-year postsecondary institutions and courses of study, make effective use of educational technology and distance learning, and integrate work-based learning opportunities into local Tech-Prep programs.
<u>Strengthening Tribally Controlled Institutions (HEA Title III).</u> Supports higher education institutions that serve Native Americans.	\$6,000	\$9,000	\$15,000	+\$6,000	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by providing funds for strengthening 16 more Tribally Controlled Institutions through academic program development and improved administrative management.
<u>Strengthening Historically Black Colleges and Universities (HBCUs) and Graduate Institutions (HBGIs) (HEA Title III)</u> Helps provide equal opportunity and strong academic programs.	\$179,750	\$209,000	\$209,000	--	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by increasing funds to each eligible HBCU and HBGI for strengthening academic program development and improved administrative management.
<u>Developing Hispanic-Serving Institutions.</u> Helps strengthen colleges with large Hispanic populations.	\$42,250	\$62,500	\$62,500	--	Would support the Administration's strong commitment to improving postsecondary opportunities for Hispanic students by helping expand and enhance the academic offerings, program development, and institutional stability of institutions that award a large percentage of undergraduate degrees to Hispanics.
<u>Learning Anytime Anywhere Partnerships.</u> Supports access to quality postsecondary education for underserved populations through the use of technology.	\$23,269	\$30,000	\$30,000	--	Would provide funding for 86 partnership awards, including 45 new partnership awards that improve technology-based learning opportunities for individuals, such as the disabled, dislocated workers, those making the transition from welfare to work, and others who do not have easy access to traditional campus-based postsecondary education.
<b><u>MAKING COLLEGE MORE AFFORDABLE</u></b>					
<u>Pell Grants.</u> Provides grant assistance to low-income undergraduate students.	\$7,639,717 Max Grant \$3,300	\$8,356,000 Max Grant \$3,500	\$8,692,000 Max Grant \$3,650	+\$336,000 Max Grant +\$150	Would help over 3.9 million financially needy students attend college and increase the maximum grant award by \$350 from \$3,300 to \$3,650 as compared to FY2000. The Senate assumes the use of an additional \$130 million in surplus above the Department's current estimate; this would result in a funding shortfall.
<u>Supplemental Educational Opportunity Grants (SEOGs).</u> Provides grant assistance to low-income undergraduate students.	\$631,000 <sup>1</sup>	\$691,000	\$691,000	--	Would provide need-based grant aid to an estimated 1.2 million undergraduate students, especially enabling low-income undergraduates to pursue a baccalaureate degree.
<u>Work-Study.</u> Helps undergraduate and graduate students pay for college through part-time work assistance.	\$934,000	\$1,011,000	\$1,011,000	--	Would provide over \$1.2 billion in aid available, an increase of \$93 million over FY2000, to maintain the opportunity for a total of 1 million students to work their way through college.
<u>Leveraging Educational Assistance Partnership (LEAP).</u> Provides Federal matching funds for States to support need-based postsecondary student grant assistance.	\$40,000	\$40,000	\$70,000	+\$30,000	Would provide approximately \$180 million in available grant and work-study assistance to an estimated 240,000 needy postsecondary students.

<sup>1</sup> Includes \$10 million for victims of Hurricane Floyd.

<b>Selected Discretionary Education Programs</b>	<b>FY 2000 APPROPRIATION</b>	<b>FY2001 REQUEST</b>	<b>SENATE</b>	<b>DIFFERENCE FROM THE PRESIDENT'S REQUEST</b>	<b>IMPACT STATEMENTS</b>
<u>Javits Fellowships</u> . Provides merit-based fellowships to doctoral students in the arts, humanities, and social sciences.	\$20,000	\$10,000	\$11,000	+\$1,000	Would provide funding for 420 fellows for the 2002-2003 academic year, including 133 new fellows. The FY2000 appropriation provided \$10 million for Javits Fellowships for academic year 2000-2001 and \$10 million for academic year 2001-2002.
<u>Perkins Loan Cancellations</u> . Provides Federal funds to reimburse institutions for loan cancellations granted to borrowers in exchange for certain public services activities.	\$30,000	\$60,000	\$75,000	+\$15,000	Would support the Administration's efforts to keep pace with institutional reimbursement obligations for loan cancellations granted to eligible borrowers.
<u>Graduate Assistance in Areas of National Need</u> . Provides merit-based fellowships to financially needy graduate students studying in areas of national need.	\$31,000	\$31,000	\$33,000	+\$2,000	Would support 642 new fellows for a total of 1,278 fellows.
<u>Adult Education and Literacy State Grants</u> . Provides adult and family literacy, English as a second language, and other educational programs.	\$450,000	\$460,000	\$470,000	+\$10,000	Would help an additional 708,000 adults become literate, strengthen their basic skills, and obtain good jobs.
<b><u>SENATE BLOCK GRANT</u></b>					
<u>Innovative Education Program Strategies State Grant (Title VI)</u>	\$365,750	-0-	\$3,100,000	+\$3,100,000	Creates a block grant under Title VI by taking proposed class size reduction monies and proposed school construction monies and adding them to the existing Title VI program. Up to \$2.7 billion may be used for class size reduction and school construction activities, however, they are not guaranteed funding. The Senate's proposed block grant would be \$316 million less than the amount required to fully fund the President's requests for class size reduction (\$1.750 billion) and school construction (\$1.3 billion), and to maintain Title VI at its FY 2000 level.

### The Senate and the House Have Not Adopted the President's Major Tax Cut Proposals

<b>Major Education Tax Proposals</b>	<b>FY2001 REQUEST</b>	<b>HOUSE AND SENATE</b>	
<u>School Modernization Bonds</u> . Provides new bonds with interest paid by Federal tax credits to help local communities go much further in renovating and building needed schools and address overcrowding.	\$2.4 billion over five years	--	Would deny nearly \$25 billion in additional subsidized bonds to build and modernize 6,000 public schools to accommodate record enrollments and overcrowding and repair crumbling school facilities. Federal tax credits would pay the interest on two types of bonds: School Modernization Bonds (new) and Qualified Zone Academy Bonds (current law).
<u>College Opportunity Tax Cut</u> . Would cover up to \$5,000 of education expenses in 2001 and 2002 and up to \$10,000 in 2003 and beyond to help make college more affordable for millions of American families.	\$30 billion over ten years	--	Would deny funding for this credit which would augment the existing Lifetime Learning Tax Credit, extending the credit percentage from 20 percent to 28 percent, giving families the choice of taking a credit or a deduction, and increasing the income phase-out ranges to make the benefit available to a wider range of families. The tax cut would phase out at incomes between \$50,000 and \$60,000 for individuals and between \$100,000 and \$120,000 for joint filers.

These proposals are under the jurisdiction of the Finance Committee.



U.S. DEPARTMENT OF EDUCATION

HOUSE APPROPRIATION FALLS \$2.9 BILLION BELOW PRESIDENT'S REQUEST FOR EDUCATION  
PRESIDENT CLINTON'S FY 2001 EDUCATION BUDGET PROPOSAL COMPARED TO HOUSE ALLOWANCES

*"During this period of economic prosperity and budget surplus, we should seize the opportunity to improve our nation's schools. Regrettably, misguided priorities and insufficient resources in the bills adopted today have led the Congress in a different direction. Unfortunately, these actions today invest too little in our schools and demand too little from them. The House bill shortchanges essential initiatives and fails to support our nation's children and schools. It fails to provide sufficient funding to strengthen accountability and help turn around low performing schools, reduce class size, increase after school opportunities, renovate aging and neglected schools, close the digital divide, improve teacher quality, and provide mentoring to help children go to and succeed in college. If a bill that fails to address these concerns were to come to me in its current form, I would have to veto it."* President Clinton, May 10, 2000

June 15, 2000

(IN THOUSANDS OF DOLLARS)

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	HOUSE ALLOWANCE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<b>ACCELERATING CHANGE</b>					
<u>Title I Accountability Grants:</u> Helps States and districts turn-around low-performing schools.	\$134,000	\$250,000	-0-	-\$250,000	Would dramatically curtail State and local efforts, begun with a \$134 million appropriation in FY 2000, to improve the lowest performing schools and ensure that no student is trapped in a failing school. Would deny extra assistance to at least 80 percent of the more than 7,000 schools currently identified for improvement or corrective action under Title I.
<u>21st Century Community Learning Centers:</u> Funds after-school activities with community partners as part of a community school.	\$453,377	\$1,000,000	\$600,000	-\$400,000	Would mean that some 900 fewer communities would be able to establish 3,100 centers and would deny as many as 1.6 million children extended learning opportunities in safe, drug-free environments.
<u>Reducing Class Size:</u> Third installment in reducing class sizes in the early grades to a nationwide average of 18 to give children more personal attention and get them on the right track. (House instead funds block grant. See page six.)	\$1,300,000	\$1,750,000	-0-	-\$1,750,000	Would repeal the bipartisan agreement to hire 100,000 new teachers, jeopardizing the federal commitment to hire as many as 20,000 new teachers next year and to continue support for the 29,000 teachers already hired. As many as 2.9 million children could be denied the benefits of smaller classes.
<u>Comprehensive School Reform Demonstrations:</u> Helps schools develop or adapt, and implement, comprehensive school reform programs that are based on reliable research and effective practices.	\$170,000	\$190,000	\$190,000	--	Would provide new grants to approximately 1,900 new schools and continue support for 675 schools already using funds to carry out research-based school reform models.
<u>Research, Development and Dissemination:</u> Helps build a knowledge base for improving educational practice.	\$168,567	\$198,567	\$168,567	-\$30,000	Would cut support for critical research activities, including interagency initiatives, designed to produce high-quality research-based information to improve student learning in reading, math, and science and to identify critical factors that influence the development of English-language literacy for students whose first language is Spanish.
<u>Small, Safe, and Successful High Schools:</u> Supports the restructuring of high schools to create smaller learning environments.	\$45,000	\$120,000	\$45,000	-\$75,000	Would deny as many as 400 high schools support to establish smaller learning communities of no more than 600 students. Research has shown that, when students are a part of a smaller, more intimate learning community of no more than 600 students, they are more successful academically and socially.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	HOUSE ALLOWANCE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<u>Charter Schools.</u> Stimulates comprehensive education reform and public school choice by supporting the planning and development, and initial implementation of public charter schools.	\$145,000	\$175,000	\$175,000	--	Would support planning and implementation of as many as 1,700 new charter schools towards the Administration's goal of creating 3,000 charter schools by 2002.
<u>OPTIONS – Opportunities to Improve Our Nation's Schools.</u> Stimulates public school reform and public school choice by supporting the planning, development, and implementation of innovative public school choice programs.	NEW	\$20,000	-0-	-\$20,000	Would deny grants to 40 SEAs and LEAs to develop, design, and implement high-quality public school choice programs that help promote school reform efforts.
<u>Recognition and Reward.</u> Supports grants to States that demonstrate significant statewide achievement gains and narrow the achievement gap between high- and low-performing students.	NEW	\$50,000	-0-	-\$50,000	Would deny financial rewards to States that make significant statewide achievement gains and narrow the achievement gap between high- and low-performing students in mathematics between 1996 and 2000, as measured by NAEP. The amount requested would support approximately 10 awards.
<b><u>CLOSING ACHIEVEMENT GAPS</u></b>					
<u>Extra Help in the Basics (Title I LEA Grants).</u> Helps disadvantaged students learn the basics and achieve to high standards. (Excludes funds for Title I Accountability Grants, see page one).	\$7,807,397	\$8,107,500	\$7,941,397	-\$166,103	Would reduce or eliminate services to more than 260,000 educationally disadvantaged children aimed at helping them reach the same high State standards expected of all children. Also fails to provide new resources needed to improve teacher quality and strengthen school improvement efforts, as called for in the Administration's ESEA reauthorization bill.
<u>Reading Excellence Act.</u> Helps children learn to read well and independently by the end of the third grade.	\$260,000	\$286,000	\$260,000	-\$26,000	Would deny funding for services to help 100,000 children become successful readers.
<u>Special Education Grants to States.</u> Helps schools & States provide special education and related services.	\$4,989,685	\$5,279,685	\$5,489,685	+\$210,000	While the House provides additional funds over the President's request, both the House and the President's request would provide about 13 percent of APPE for 6.4 million children with disabilities.
<u>Indian Education.</u> Supplements the efforts of State and local educational agencies, and Indian tribes, to improve educational opportunities for Indian children.	\$67,000	\$100,500	\$97,765	-\$2,735	Would expand average formula grants, but fails to increase funds to expand early childhood and professional development programs, initiate new programs, or provide other services to address the needs of their Indian students.
<u>Indian Education – American Indian Teacher Corps.</u> Supports the training of Indian teachers to take positions in schools that serve concentrations of Indian children.	\$10,000	\$10,000	\$10,000	--	Would train 1,000 Indian teachers over a five-year period to take positions in schools in areas that serve high concentrations of Indian children.
<u>Indian Education – American Indian Administrator Corps.</u> Helps train and recruit school principals and administrators for areas with high concentrations of American Indian and Alaska Native students.	NEW	\$5,000	-0-	-\$5,000	Would deny training to 200 Indian principals and school administrators to work in Native American communities by funding program costs at tribal colleges and other postsecondary institutions and supporting in-service training for principals and administrators already employed in Indian schools.
<u>Safe and Drug-Free Schools.</u> Helps schools become safe, drug-free learning environments.	\$600,000	\$650,000	\$599,250	-\$50,750	Would deny 40 Safe Schools/Healthy Students grants that would develop comprehensive, community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development and excludes funding for Project SERV to provide emergency assistance to schools affected by serious violence or other traumatic crises.
<u>Elementary School Counseling Demonstration program.</u>	\$20,000	\$20,000	-0-	-\$20,000	Would cut off funding to approximately 60 high needs schools districts and deny needed school counseling services to over 100,000 children.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	HOUSE ALLOWANCE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<b>IMPROVING TEACHER QUALITY</b>					
<u>Bilingual Education</u> . Helps school districts operate high-quality instructional programs to help children learn English.	\$248,000	\$296,000	\$248,000	-\$48,000	Would eliminate grants to 100 school districts, primarily districts with little prior experience in serving limited English proficient (LEP) students. Would deny appropriate instructional services to 143,000 LEP students.
<u>Teacher Quality Enhancement (HEA Title II)</u> . Helps recruit and prepare excellent and diverse teachers for America's classrooms.	\$98,000	\$98,000	\$98,000	--	Would support 28 grants to help recruit new teachers for high-poverty urban and rural areas, strengthen 30 partnerships between schools and universities to give the teachers the best preparation possible, and help 30 States improve the quality of their teaching force through reform activities such as teacher licensing and certification.
<b>INITIATIVES TO IMPROVE TEACHER QUALITY: \$1 BILLION*</b>					
<u>Teaching to High Standards</u> - Helps States and school districts implement the next generation of standards-based reform, including standards-based assessments, curricula, and professional development.	NEW	\$690,000	-0-**	-\$690,000	Would deny funding for standards-based reform efforts, including standards-based assessments, curricula, and particularly professional development.
<u>Hometown Teachers</u> . Provides funds to school districts to encourage high school students to become teachers and to support them in their undergraduate teacher training and their first years in the classroom. Also supports efforts to retain and meet the needs of current teachers.	NEW	\$75,000	-0-	-\$75,000	Would deny approximately 100 high-poverty school districts support for developing a comprehensive approach to teacher recruitment and retention, including both long- and short-term strategies to expand and maintain their teaching staffs.
<u>Higher Standards, Higher Pay for Teachers</u> . Provides funds to high-poverty school districts to establish teacher peer review programs.	NEW	\$50,000	-0-	-\$50,000	Would deny grants to approximately 10 to 12 high-poverty school districts (with an average of about 800 teachers per school district) to help them attract and retain high-quality teachers and principals through better pay.
<u>Teacher Quality Rewards</u> . Provides reward funds to school districts that have significantly increased the percentage of fully certified and licensed teachers and that have significantly reduced the percentage of secondary teachers teaching out-of-field.	NEW	\$50,000	-0-	-\$50,000	Would deny approximately 200 high-poverty school districts reward money for demonstrating significant progress in improving teacher quality against two criteria - increasing the percentage of certified teachers and decreasing the percentage of secondary teachers who are teaching out-of-field.
<u>Transition to Teaching</u> . Supports the Troops to Teachers program and additional efforts to recruit, prepare, and support career-changing professionals as teachers.	NEW	\$25,000	-0-	-\$25,000	Would deny high-poverty school districts the opportunity to hire mid-career professionals who have received support through this program for teaching professions. This program would provide grants to institutions of higher education, public agencies, and nonprofit organizations to recruit, prepare, place, and support mid-career professionals who promise to teach in high-poverty school districts.
<u>Early Childhood Educator Professional Development</u> . Provides professional development opportunities for early childhood educators and caregivers who work with young children in high-poverty communities.	NEW	\$30,000	-0-	-\$30,000	Would deny professional development to help improve children's language and literacy skills for approximately 15,000 early childhood educators and caregivers working in high-poverty communities.
<u>School Leadership Initiative</u> . Helps school districts, particularly high-poverty and low-performing districts, to recruit and train superintendents, principals, and other school administrators.	NEW	\$40,000	-0-	-\$40,000	Would deny the creation of some 20 State or regional centers, training an estimated 10,000 current or prospective school administrators.

\* The President proposed \$1 billion for Teaching to High Standards Replaces Goals 2000 (\$458,000) and Eisenhower Professional Development State Grants (\$335,000)

\*\* The House bill eliminates Goals 2000 and Eisenhower Professional Development State Grants as requested, but does not allocate the funding to the President's new teacher quality proposals.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	HOUSE ALLOWANCE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<b>MODERNIZING OUR SCHOOLS</b>					
<u>School Renovation Loan and Grant Program.</u> Leverages support for short-term emergency projects through loans and grants. (Complements tax-credit bond proposal under the Department of Treasury)	NEW	\$1,300,000	-0-	-\$1,300,000	Would deny funding for a new program that would provide funds to leverage about \$6.7 billion in grants and loans to fund approximately 8,300 renovation projects in 5,000 schools in high-need school districts with little or no capacity to fund urgent repairs.
<u>Technology Literacy Challenge Fund.</u> Helps provide students and teachers with computers, educational software, telecommunications, and technology training	\$425,000	\$450,000	\$517,000	+\$67,000	Would assist an additional 500 high-poverty districts to improve the capacity of teachers in low-performing schools to use technology effectively in their classrooms to improve student achievement.
<u>Preparing Tomorrow's Teachers to Use Technology.</u> Helps train new teachers to use technology in the classroom.	\$75,000	\$150,000	\$85,000	-\$65,000	Would deny over 100,000 teachers training to become proficient in the use of modern learning technologies.
<u>Community Technology Centers.</u> Funds technology learning centers in low-income communities.	\$32,500	\$100,000	\$32,500	-\$67,500	Would eliminate grants to 700 new centers in 280 communities, denying access to computers and technology, particularly educational technology, for thousands of adults and children residing in economically distressed, high poverty areas.
<b>REACHING AND COMPLETING COLLEGE</b>					
<u>GEAR UP.</u> Gives disadvantaged students and their families pathways to college through partnerships of middle and high schools with colleges and universities and through state-administered programs.	\$200,000	\$325,000	\$200,000	-\$125,000	Would deny more than 644,000 low-income middle and high school students early college preparation and awareness activities including mentoring, tutoring, academic and career counseling, exposure to college campuses, and financial aid information.
<u>TRIO Programs.</u> Provides education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.	\$645,000	\$725,000	\$760,000	+\$35,000	Would help approximately 37,000 more disadvantaged prepare for and persist in postsecondary education. It would provide academic and career counseling, admissions and financial aid information, and tutoring services to middle and high school students; provide support services for and encourage postsecondary students to complete college and pursue graduate studies; and encourage adults to go back to school and pursue postsecondary education.
<u>College Completion Challenge Grants.</u> Funds scholarships and intensive summer programs for college students in their first and second years.	NEW	(\$35,000) NON-ADD	-0-	(-\$35,000) NON-ADD	Would deny help to postsecondary institutions to increase the persistence rate of an additional 17,500 disadvantaged students who are at-risk of dropping out by augmenting student aid awards, financing intensive summer programs, and strengthening student support services.
<u>Dual Degree Programs for Minority-Serving Institutions.</u> Helps students at minority-serving institutions earn dual degrees in five years. Typically, participants would spend 3 years as undergraduates at the minority-serving institution(s) and 2 years at a partner institution, such as a major research university.	NEW	\$40,000	-0-	-\$40,000	Would deny funding for a new program that would serve over 3,000 students. Funds would have helped participating institutions develop dual degree programs and provided scholarships to students when they attend the partner institution.
<u>Advanced Placement Incentives:</u> Provides grants to States to enable them to expand the pool of students to enroll in advanced placement (AP) courses, to cover part or all of the AP test fees of low-income students, and to prepare teachers to teach AP to interested students in the 9 <sup>th</sup> and 10 <sup>th</sup> grades.	\$15,000	\$20,000	\$20,000	--	Would fund an estimated 13 additional discretionary grants to States to support activities designed to increase the availability of advanced placement classes in high-poverty schools.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	HOUSE ALLOWANCE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<u>Vocational Education State Grants.</u> Provides formula grants that States, local education agencies, and postsecondary institutions can use to improve vocational education programs and to ensure that individuals with special needs have full access to those programs.	\$1,055,650	\$855,650	\$1,100,000	+\$244,350	Would increase formula grants to States, local school systems, and postsecondary institutions to help redesign vocational education to develop students' academic and vocational skills, but denies funds for the administration's proposed increase for Tech-Prep.
<u>Tech Prep Education.</u> Provides grants to States, which provide subgrants to consortia of local educational agencies and postsecondary institutions, to develop links between secondary and postsecondary institutions, integrate academic and vocational education, and better prepare students to make the transition from high school to college and from college to careers.	\$106,000	\$306,000	\$106,000	-\$200,000	Would deny States additional funds to expand the number of Tech-Prep consortia to improve connections to 4-year postsecondary institutions and courses of study, make effective use of educational technology and distance learning, and integrate work-based learning opportunities into local Tech-Prep programs.
<u>Strengthening Tribally Controlled Institutions (HEA Title III).</u> Supports higher education institutions that serve Native Americans.	\$6,000	\$9,000	\$12,000	+\$3,000	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by providing funds for eight more institutions to strengthen Tribally Controlled Institutions through academic program development and improved administrative management.
<u>Strengthening Historically Black Colleges and Universities (HBCUs) and Graduate Institutions (HEA Title III)</u> Helps provide equal opportunity and strong academic programs.	\$179,750	\$209,000	\$230,000	+\$21,000	Would support the Administration's strong commitment to ensuring access to high quality postsecondary education by increasing funds to each eligible institution to strengthen HBCUs and graduate institutions through academic program development and improved administrative management.
<u>Developing Hispanic-Serving Institutions.</u> Helps strengthen colleges with large Hispanic populations.	\$42,250	\$62,500	\$68,500	+6,000	Would support the Administration's strong commitment to improving postsecondary opportunities for Hispanic students by helping to expand and enhance the academic offerings, program equity, and institutional stability of an additional 16 institutions that award a large percentage of undergraduate degrees to Hispanics.
<u>Learning Anytime Anywhere Partnerships.</u> Supports access to quality postsecondary education for underserved populations through the use of technology.	\$23,269	\$30,000	\$10,000	-\$20,000	Would eliminate funding for 45 new partnership awards as well as reduce the average size of continuation projects that improve technology-based learning opportunities for individuals, such as the disabled, dislocated workers, those making the transition from welfare to work, and others who do not have easy access to traditional campus-based postsecondary education.
<b><u>MAKING COLLEGE MORE AFFORDABLE</u></b>					
<u>Pell Grants.</u> Provides grant assistance to low-income undergraduate students.	\$7,639,717 Max Grant \$3,300	\$8,356,000 Max Grant \$3,500	\$8,356,000 Max Grant \$3,500	--	Would help nearly 3.9 million financially needy students attend college and increase the maximum grant award by \$200 from \$3,300 to \$3,500 as compared to FY2000.
<u>Supplemental Educational Opportunity Grants (SEOGs).</u> Provides grant assistance to low-income undergraduate students.	\$631,000 <sup>1</sup>	\$691,000	\$691,000	--	Would provide need-based grant aid to an estimated 1.2 million undergraduate students, especially enabling low-income undergraduates to pursue a baccalaureate degree.
<u>Work-Study.</u> Helps undergraduate and graduate students pay for college through part-time work assistance.	\$934,000	\$1,011,000	\$1,011,000	--	Would provide over \$1.2 billion in aid available, an increase of \$93 million over FY2000, to maintain the opportunity for a total of 1 million students to work their way through college.

<sup>1</sup> Includes \$10 million for victims of Hurricane Floyd.

Selected Discretionary Education Programs	FY 2000 APPROPRIATION	FY2001 REQUEST	HOUSE ALLOWANCE	DIFFERENCE FROM THE PRESIDENT'S REQUEST	IMPACT STATEMENTS
<u>Leveraging Educational Assistance Partnership (LEAP).</u> Provides Federal matching funds for States to support need-based postsecondary student grant assistance.	\$40,000	\$40,000	-0-	-\$40,000	Would eliminate funding for the program and deny 120,000 students approximately \$90 million in grant and work-study assistance for postsecondary education.
<u>Javits Fellowships.</u> Provides merit-based fellowships to doctoral students in the arts, humanities, and social sciences.	\$20,000	\$10,000	\$10,000	--	Would provide funding for 382 fellows for the 2002-2003 academic year, including 95 new fellows. The FY2000 appropriation provided \$10 million for Javits Fellowships for academic year 2000-2001 and \$10 million for academic year 2001-2002.
<u>Perkins Loan Cancellations.</u> Provides Federal funds to reimburse institutions for loan cancellations granted to borrowers in exchange for certain public services activities.	\$30,000	\$60,000	\$40,000	-\$20,000	Would hamper the Administration's efforts to keep pace with institutional reimbursement obligations for loan cancellations granted to eligible borrowers.
<u>Graduate Assistance in Areas of National Need.</u> Provides merit-based fellowships to financially needy graduate students studying in areas of national need.	\$31,000	\$31,000	\$31,000	--	Would support 563 new fellows for a total of 1,199 fellows.
<u>Adult Education and Literacy State Grants.</u> Provides adult and family literacy, English as a second language, and other educational programs.	\$450,000	\$460,000	\$470,000	+\$10,000	Would help an additional 708,000 adults become literate, strengthen their basic skills, and obtain good jobs.
<b>House Block Grant</b>					
<u>Teacher Empowerment Act.</u> (contingent appropriation subject to authorization)	NEW	-0-	\$1,750,000	+\$1,750,000	Would combine teacher quality and class size into a block grant effectively cutting the President's proposal by \$1 billion for these two programs.

### The Senate and the House Have Not Adopted the President's Major Tax Cut Proposals

Major Education Tax Proposals	FY2001 REQUEST	HOUSE AND SENATE	
<u>School Modernization Bonds.</u> Provides new bonds with interest paid by Federal tax credits to help local communities go much further in renovating and building needed schools and address overcrowding.	\$2.4 billion over five years	--	Would deny nearly \$25 billion in additional subsidized bonds to build and modernize 6,000 public schools to accommodate record enrollments and overcrowding and repair crumbling school facilities. Federal tax credits would pay the interest on two types of bonds: School Modernization Bonds (new) and Qualified Zone Academy Bonds (current law).
<u>College Opportunity Tax Cut.</u> Would cover up to \$5,000 of education expenses in 2001 and 2002 and up to \$10,000 in 2003 and beyond to help make college more affordable for millions of American families.	\$30 billion over ten years	--	Would deny funding for this credit which would augment the existing Lifetime Learning Tax Credit, extending the credit percentage from 20 percent to 28 percent, giving families the choice of taking a credit or a deduction, and increasing the income phase-out ranges to make the benefit available to a wider range of families. The tax cut would phase out at incomes between \$50,000 and \$60,000 for individuals and between \$100,000 and \$120,000 for joint filers.

These proposals are under the jurisdiction of the Ways and Means Committee.

# Web-based Education

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## Witness List

- **Donald Babcock**, *Provost and Vice President for Academic Affairs, Harcourt Higher Education, Harcourt Learning Direct*
- **Mary A. Burgan**, *General Secretary, American Association of University Professors*
- **The Honorable Louis Caldera**, *Secretary of the Army*
- **William Clay**, *Ranking Member, Education and the Workforce Committee, U.S. House of Representatives (invited)*
- **Judy Duffield**, *Program Coordinator of the Information and Learning Technologies Leadership Area of the Initial Teacher Education Program, University of Colorado - Denver*
- **David Finney**, *Dean, Continuing Education and Professional Training, New York University*
- **A. Lee Fritschler**, *Assistant Secretary of Postsecondary Education, U.S. Department of Education*
- **Ellen Futter**, *President, American Museum of Natural History*
- **William Goodling**, *Chairman, Education and the Workforce Committee, U.S. House of Representatives*
- **Brian Hawkins**, *President, EDUCAUSE*
- **Gerald Heeger**, *President, University of Maryland, University College*
- **Nitza Hernandez-Lopez**, *Executive Director, Hispanic Educational Telecommunications System*
- **Jack McManus**, *Interim Dean, Graduate School of Education and Psychology, Pepperdine University*
- **Jamie Merisotis**, *President, Institute for Higher Education Policy*
- **Michael T. Moe**, *Director of Global Growth Research, Merrill Lynch*
- **Laura Palmer Noone**, *Provost, University of Phoenix*
- **Gerald R. Odening**, *Managing Director, Chase H&Q*
- **Mary Beth Peters**, *Register of Copyrights, U.S. Copyright Office, Library of Congress*
- **Pamela K. Quinn**, *Assistant Chancellor for Educational Telecommunications, Dallas County Community College District*
- **Andrew Rosen**, *COO, Kaplan, Inc.*
- **Andrew Rosenfield**, *CEO, UNext.com*
- **Patricia Schroeder**, *President and CEO, Association of American Publishers*
- **L. Dennis Smith**, *President, University of Nebraska*
- **Dorothy Cowser Yancy**, *President, Johnson C. Smith University*

# Web-based Education

## OPENING STATEMENT SENATOR J. ROBERT KERREY, CHAIRMAN JULY 19, 2000

Ralph Waldo Emerson once said:

Colleges, in like manner, have their indispensable office -- to teach elements. But they can only highly serve us when they aim not to drill, but to create; when they gather from far every ray of various genius to their hospitable halls, and, by the concentrated fires, set the hearts of their youth on flame. Thought and knowledge are natures in which apparatus and pretension avail nothing. (*The American Scholar*, 1841)

It is a pretty safe bet that 160 years ago Emerson never imagined learning taking place via the Internet. But his words are still relevant today as we push the boundaries of education delivery in an attempt to offer more individuals greater access to knowledge.

The World Wide Web is bringing rapid and radical change into our lives. As with all rapid and radical change, the impact on human lives varies from the wonderfully beneficial to the terrifyingly difficult. Because of the Web, more individuals than ever before will have access to knowledge, more hearts will be set on flame by the excitement of higher learning. But the Web also forces us to re-examine the apparatus that we once thought was necessary to the learning process.

As we enter the 21st century we know that there is an ever-increasing demand for higher education. Since 1970, the percentage of high school completers with some college rose from 44 to 66 percent. The percentage of high school completers with a bachelor's degree or higher rose from 22 to 31 percent.

More than ever before, high school graduates see higher education as a way to not only expand their intellectual horizons, but also improve their economic status. The latest U.S. Census data show that college graduates make an average of \$600,000 more over a lifetime than do individuals without a college degree. That differential has doubled in the last 15 years.

Yet there are still many people who have the desire to pursue higher education but cannot do so. In some cases the barrier is a financial one. In

some cases it is distance from a college or university. In some cases it is because they cannot take time away from family or a job to travel to an institution, sit in a classroom for hours, and then make the return trip home.

For many of these students, online learning is the difference between getting a college degree and not getting one. For some students, technology offers the opportunity to enhance that degree. It helps students gain access to sources of knowledge that would otherwise be out of reach. Currently, over 90% of college students are accessing the Internet. Colleges and universities in the United States are offering more than 6,000 accredited courses on the Web. In 2002, 2.2 million students are expected to enroll in distributed-learning courses, up from 710,000 in 1998. Clearly, the Internet is changing the way we learn.

This new way of communicating has the potential to improve the quality of education in America. But in order to realize its promise, we must answer the tough questions: Does technology necessarily improve achievement? How do we measure quality when it comes to online learning? Will existing quality controls suffice for distributed learning? Does increased use of education technology mean less human interaction between teacher and student, and, if so, what is the consequence of that loss? Is education technology cost-effective?

As the education landscape changes, it is important that policymakers make informed decisions. Congress established the Web-based Education Commission to help make these decisions.

The mission of the Web-based Education Commission is to recommend actions to ensure that all learners have full and equal access to the capabilities of the Web, and to ensure that online content and learning strategies are affordable and meet the highest standards of educational quality. The Commission seeks to articulate a comprehensive policy road map for key education stakeholders, public policy officials, and the private sector. In addition, it intends to establish a Web presence that will be a focal point of discussion and debate over the key policies affecting the deployment of Web-based content and learning strategies.

Today, at our fourth public hearing, we continue the process of hearing from leading experts involved in Web-based learning. Over the next two days we will speak with some of the most distinguished and accomplished individuals working to educate higher education learners using the Web. Members of Congress, college and university presidents, deans, and faculty members, as well as online postsecondary content providers and market analysts, will help us understand both the challenges and opportunities of this new learning environment.

We will hear from the Honorable Bill Goodling, Chairman of the House Education and the Workforce Committee. Chairman Goodling has been a distinguished Member of the U. S. House of Representatives since 1974. He has successfully guided significant pieces of education legislation through Congress, including the reauthorization of the Higher Education Act in 1998. We will also hear from the Honorable Bill Clay, Ranking Member of the House Education and the Workforce Committee. Elected to Congress in 1968, Congressman Clay has worked tirelessly to ensure that students have equal opportunities to succeed in the classroom and the workplace.

Also joining us will be Assistant Secretary for Postsecondary Education A. Lee Fritschler, as well as a panel of esteemed leaders of colleges and universities throughout the country. Another panel will address the specific issues related to teaching with technology at the postsecondary level. We will discuss the particular concerns regarding Web-based learning in relation to teacher training, faculty hiring, tenure, and support. In addition, we will address the issue of ownership as it pertains to online course content.

On Thursday we will speak to the Honorable Louis Caldera, Secretary of the Army. He will tell us about the Army's University Access Online, a \$600 million distance learning program that will be available on the Web.

Later we will speak with Wall Street investors and others tracking the growth of technology use in postsecondary education. We will find out what these analysts consider to be the most significant trends in higher education as well as the most significant barriers when it comes to ensuring a thriving market of high-quality content. Finally, we will be joined by former Member of the U.S. House of Representatives Pat Schroeder, president and CEO of the Association of American Publishers, as well as Ellen Futter, president of the American Museum of Natural History, Andrew Rosenfield, CEO of Unext, and other distinguished panelists to discuss curriculum design and copyright protection issues.

It is our expectation that each panel will provide guidance on the key higher education Internet-related issues and policy alternatives. Most of all we want these experts to suggest possible policy changes that will enable the Internet to reach its full education potential in meeting the needs of higher education learners.

At our three previous hearings, we reached out to business leaders, elementary and secondary educators, and policymakers. They encouraged us to "think big" and create policies that address a rapidly changing learning environment. I hope that our higher education witnesses today and tomorrow will help us think big and move us closer to a comprehensive understanding of the educational power of the Internet to set on flame the hearts of all who have the capacity to learn.

# Web-based Education

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## *The Promise of the Internet to Empower Higher Education Learners*

July 19, 2000  
Senate Dirksen Office Building, Room 628  
Washington, DC

### Agenda

1:00-1:15 PM **Welcoming Remarks and Introductions**

- *Sen. Bob Kerrey, Chairman*
- *Rep. Johnny Isakson, Vice Chairman*

1:15-2:00 PM **Panel 1: Members of Congress**

- *Rep. William Goodling (PA), Chair, Education and the Workforce Committee*
- *Rep. William Clay (MO), Ranking Member (invited)*

2:15-3:45 PM **Panel 2: College and University Presidents**

- *A. Lee Fritschler, Assistant Secretary of Postsecondary Education, U.S. Department of Education*
- *Gerald Heeger, President, University of Maryland, University College*
- *Laura Palmer Noone, Provost, University of Phoenix*
- *Pamela K. Quinn, Assistant Chancellor for Educational Telecommunications, Dallas County Community College District*
- *L. Dennis Smith, President, University of Nebraska*
- *Dorothy Cowser Yancy, President, Johnson C. Smith University*

(Continued)

# Web-based Education

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4:00-5:15 PM

## Panel 3: Faculty and Deans

- *Donald Babcock, Provost and Vice President for Academic Affairs, Harcourt Higher Education, Harcourt Learning Direct*
- *Mary A. Burgan, General Secretary, American Association of University Professors*
- *Judy Duffield, Program Coordinator of the Information and Learning Technologies Leadership Area of the Initial Teacher Education Program, University of Colorado - Denver*
- *David Finney, Dean, Continuing Education and Professional Training, New York University*
- *Nitza Hernandez-Lopez, Executive Director, Hispanic Educational Telecommunications System*
- *Jack McManus, Interim Dean, Graduate School of Education and Psychology, Pepperdine University*

# Web-based Education

c o m m i s s i o n

## *The Promise of the Internet to Empower Higher Education Learners*

July 20, 2000

Senate Dirksen Office Building, Room 628

Washington, DC

### Agenda

8:45- 9:10 AM     **The Hon. Louis Caldera, Secretary of the Army**

9:15-10:15 AM     **Panel 4: Analysts**

- *Brian Hawkins, President, EDUCAUSE*
- *Jamie Merisotis, President, Institute for Higher Education Policy*
- *Michael T. Moe, Director of Global Growth Research, Merrill Lynch*
- *Gerald Odening, Managing Director, Chase H&Q*

10:30-noon         **Panel 5: Content Providers/Instructional Issues**

- *Ellen Futter, President, American Museum of Natural History*
- *Mary Beth Peters, Register of Copyrights, U.S. Copyright Office, Library of Congress*
- *Andrew Rosen, COO, Kaplan, Inc.*
- *Andrew Rosenfield, CEO, UNext.com*
- *Patricia Schroeder, President and CEO, Association of American Publishers*

Noon                 **Adjournment**

SREB

# Reducing Dropout Rates

Southern  
Regional  
Education  
Board

592 10th St. N.W.  
Atlanta, GA 30318  
(404) 875-9211  
[www.sreb.org](http://www.sreb.org)

EDUCATIONAL BENCHMARKS 2000 SERIES

# Goals for Education: Challenge 2000

BY THE YEAR 2000—

*All children will be ready for first grade.*

*Student achievement for elementary and secondary students will be at national levels or higher.*

*The school dropout rate will be reduced by one-half.*

*90 percent of adults will have a high school diploma or its equivalent.*

*Four of every five students entering college will be ready to begin college-level work.*

*Significant gains will be achieved in the mathematics, sciences and communications competencies of vocational education students.*

*The percentage of adults who have attended college or earned two-year, four-year and graduate degrees will be at the national averages or higher.*

*The quality and effectiveness of all colleges and universities will be regularly assessed, with particular emphasis on the performance of undergraduate students.*

*All institutions that prepare teachers will have effective teacher-education programs that place primary emphasis on the knowledge and performance of graduates.*

*All states and localities will have schools with improved performance and productivity demonstrated by results.*

*Salaries for teachers and faculty will be competitive in the marketplace, will reach important benchmarks and will be linked to performance measures and standards.*

*States will maintain or increase the proportion of state tax dollars for schools and colleges while emphasizing funding aimed at raising quality and productivity.*

# D R O P O U T   R A T E

BY THE YEAR 2000—

*The school dropout rate will be reduced by one-half.*

*SREB Goals for Education, 1988*

Dropout rates in most SREB states are lower now than in the mid-1980s and are dramatically lower than in the mid-1970s. The SREB region has led the nation in reducing the dropout rate over the last two decades.

By the mid-1990s, the percentage of 16- through 24-year-olds without high school diplomas and not enrolled in school had been reduced by one-third — from 19 percent in 1975 to 13 percent in 1995. But progress has stalled since 1995; the rate remains at about 13 percent.

Most SREB states now have comprehensive plans for reducing dropout rates. These plans include:

- systems to collect and report dropout data for different groups of students;
- programs to identify and help students who are most likely to drop out of school;
- policies to reduce excessive absenteeism; and
- special assistance for particular groups of students, such as teen parents, children of migrant workers, and children whose native language is not English.

Compared with a decade ago, we know more about who drops out of school and why. We know that low expectations and academic and career-preparation programs that are not challenging will not keep students in school. We know that students who have fallen behind in reading, mathematics and writing are those who are most likely to drop out of school when they get to high school. We know that children who are not ready to begin first grade are more likely than their peers to drop out of school later. We know that the dropout problem cannot be solved by schools alone. Preventing teens from dropping out of school requires services from and cooperation among schools, community agencies and local businesses.

One of the most troubling and confusing issues in addressing the dropout problem is deciding when to count a student as having dropped out and how to calculate the dropout rate. Newspaper reports in SREB states — most notably Florida, South Carolina and Texas — in the last year highlighted problems associated with understanding dropout rates. Legislative hearings on the dropout problem are being conducted in Texas this year.

This report describes and compares different methods used to calculate and report dropout rates; looks at advantages and disadvantages of each method; explains what we know about students who drop out of school; and outlines actions states are taking to reduce dropout rates. To reduce the number of students who drop out of school, state leaders must

## DROPOUT RATE

insist on proper and accurate collection of data and reporting on dropout rates; support programs and actions that prevent students from dropping out; provide incentives and rewards for schools to give the academic and personal support needed by students who are most likely to drop out; and require coordination of services among schools and other government and community agencies that work with children and families.

Mark Musick  
SREB President

# Reducing Dropout Rates

*Are dropout rates in SREB states lower now than in the 1980s?*

*What is the dropout rate in your state and how is it measured?*

*Who drops out of school and why?*

*What actions are states taking to reduce further the dropout rates?*

*Are dropout rates in SREB states lower now than in the 1980s?*

Yes.

- The percentage of young people (ages 16 to 24) who are not enrolled in school and who are not high school graduates dropped from 18 percent in the early 1980s to just below 12 percent in 1997 but crept back up to about 13 percent in 1998. The national rate is 12 percent. (See Table 1.)
- Thirteen of the 16 SREB states have smaller percentages of teens (ages 16 to 19) dropping out of school than they had in 1986. The percentages increased in only two SREB states. (See Table 2.)

The measures in Tables 1 and 2 are used to compare dropout rates because they are calculated the same way for each state and are comparable from one year to the next. All SREB states now report the percentages of students in

grades nine through 12 who do not graduate and who do not return to school each year. However, the method of calculating these rates and the definitions of who is counted have changed, and the current rates are not comparable with those from earlier years in many states. In states that have retained the same definition of dropouts, rates are about the same as or lower than they were in the early 1990s.

Because states use dropout rates as a measure of performance in school accountability systems, it is important for state leaders to understand different ways to calculate dropout rates. The different rates that result from different methods can lead to confusion. Some rates are more appropriate than others for making decisions about the effectiveness of schools and of dropout prevention programs and for assessing progress in reducing the rates.

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This report was prepared by Joseph D. Creech, SREB director of educational policies.

## DROPOUT RATE

Table 1  
Percent of 16- through 24-year-olds who have dropped out of school

	Nation	Northeast	Midwest	South *	West
1975	13.9	11.3	10.9	18.9	13.0
1980	14.1	10.4	11.5	18.2	14.9
1985	12.6	9.9	9.8	15.2	14.6
1990	12.1	8.7	9.1	14.5	14.7
1991	12.5	9.1	9.7	14.1	15.9
1992	11.0	8.6	7.9	12.4	14.4
1993	11.0	8.5	8.8	13.0	12.5
1994	11.5	8.6	7.7	13.5	14.7
1995	12.0	8.4	8.9	14.2	14.6
1996	11.1	8.3	7.7	13.0	13.9
1997	11.0	10.5	8.8	11.7	12.5
1998	11.8	9.4	8.0	13.1	15.3

Source: National Center for Education Statistics, *Dropout Rates in the United States*, various years

\* South includes SREB states and the District of Columbia.

### *What is the dropout rate in your state?*

"It is not possible to compare dropout rates among states because there is neither a common definition of the term 'dropout' nor a uniform method of collecting information at the state and national levels." That was how SREB in 1990 described the difficulty in obtaining information on dropout rates.

Today, more states use similar definitions and methods for collecting information on how many students drop out of school each year. Students generally are considered to have dropped out when they leave school, do not

transfer to another school, do not graduate and do not return to school the next year. Students are not considered to have dropped out of school when they transfer to another public or private school, are home-schooled, enroll in college early, or graduate or receive a GED certificate.

Yet comparable information on who drops out of school is hard to come by. One state may count a student who transfers from one school to another as a dropout because it has no system to track students who transfer.

## DROPOUT RATE

Table 2  
Percent of teens who drop out of high school,\* 1986 and 1997\*\*

	1986	1997
United States	11	10
Alabama	15	12
Arkansas	13	9
Delaware	10	10
Florida	15	12
Georgia	14	13
Kentucky	13	14
Louisiana	15	12
Maryland	8	7
Mississippi	12	11
North Carolina	13	12
Oklahoma	11	10
South Carolina	10	11
Tennessee	15	13
Texas	16	13
Virginia	12	8
West Virginia	13	9

Source: 1999 Kids Count Data Book.

\* The percentage of 16- to 19-year-olds who are not enrolled in school and are not high school graduates.

\*\* Three-year averages were used to reduce random change. For example, the 1997 figure is the average of data from 1995, 1996 and 1997.

Another state may be able to account for students who transfer within the same district but may not be able to identify students who transfer to schools in other districts or in other states. Schools' accuracy in counting and reporting information also varies.

The various methods of calculating dropout rates convey different messages that may result in different decisions about which strategies to follow. Policy-makers need to be aware of the different ways that dropout rates are calculated and the advantages of each method.

### The percentage of ninth-graders who do not graduate within five years — the longitudinal dropout rate

The most credible definition of a dropout rate is one consistent with the public's understanding of the term "dropout": someone who enters ninth grade and, during the next four or five years, does not complete high school and no longer is enrolled. This rate — called a "longitudinal" or "cohort" dropout rate — is calculated by dividing the number of students who drop out and do not return to school by the number in the original class.

#### Advantages:

This method is consistent with the public's understanding of the definition of dropping out of school.

A longitudinal dropout rate accounts for students who leave school one year and return later, and it can account for students who are

retained in grade nine but stay in school and graduate later than their original classmates.

#### Disadvantages:

Education agencies in most SREB states do not have information systems to track individual students as they progress from grade to grade, transfer to other public schools in the state, move to another state, or graduate. Only two SREB states — Florida and Texas — have implemented systems capable of producing "longitudinal" dropout rates.

In the absence of information systems that can follow students over a period of years, longitudinal dropout rates often are estimated based on a sample of students (within a state or across the nation) or are projected based on "annual" dropout rates.

### The percentage of students in grades nine through 12 who leave school without a diploma each year — the annual dropout rate

Every SREB state now calculates and reports an "annual" dropout rate. The annual dropout rate is the percentage of students who are enrolled in May or June who do not graduate and do not return to school in September or October. It is the rate used most frequently to report school and district performance in state accountability systems. Annual dropout rates reported by different states may not be comparable for several reasons. States may include different grade levels (grades seven through 12; grades nine through 12) in the calculation or may define who drops out of

school differently. The annual dropout rates for grades nine through 12 — as calculated and reported by SREB states — range from 1.6 percent in Texas to 10.2 percent in Louisiana.

The National Center for Education Statistics is working with states to calculate dropout rates in ways that will allow comparisons among states. In reporting annual dropout rates for the 1996-97 school year, 37 states used consistent data definitions and methods of collecting information from schools. These 37 states had the same definitions of who was enrolled, who had completed

## DROPOUT RATE

a high school program, and who did not return to school. Eleven of the 37 states were SREB states: Alabama, Arkansas, Delaware, Georgia, Louisiana, Maryland, Mississippi, Tennessee, Texas, Virginia and West Virginia.

Using the National Center for Education Statistics definition, the annual dropout rates for grades nine through 12 in the 37 participating states range from less than 3 percent in North Dakota and Wisconsin to almost 12 percent in Louisiana. Among the 11 SREB states reporting for 1996-97, Texas and West Virginia had the lowest annual rates (about 4 percent); Louisiana (12 percent), Georgia (8 percent) and Mississippi (6 percent) had the highest rates. Alabama, Arkansas, Delaware, Maryland, Tennessee and Virginia reported rates of about 5 percent.

### Advantages:

The annual dropout rate is easy to calculate and requires states to collect little additional data.

Calculating this rate is a practical way for schools and states to get a handle on the numbers of students leaving school each year.

### The percentage of ninth-graders not enrolled in grade 12 four years later — the attrition rate

By subtracting the number of high school graduates from the number of students in the ninth-grade class four years earlier and then dividing by that ninth-grade enrollment, one arrives at a crude measure of the percentage of students who do not finish high school on time. This figure usually is used when total enrollment numbers are the only data available.

### Disadvantages:

Because the annual dropout rate includes only students who drop out in each year, it is a low rate and may understate the dropout problem over four years of high school.

Table 3 illustrates the differences that result from using each state's method to calculate annual dropout rates and from using the National Center for Education Statistics method. One factor that affects annual dropout rates is the range of grade levels used to compute the rates. For example, some states count the number of students who drop out in grades seven through 12 and divide by the number of students enrolled in those grades. Most students drop out of school in grades nine through 12, after they reach the age at which they no longer are required to attend school. A much smaller number drop out of school in grades seven and eight, and including these grades in this calculation understates the dropout rate. For example, Virginia's annual dropout rate for grades seven through 12 is 3.2 percent; for grades nine through 12 the rate is 5.1 percent.

### Advantage:

The numbers are readily available.

### Disadvantages:

This method does not adequately account for students who fail, who move from school to school or who take more than four years to graduate. For example, data from several states

Table 3  
Annual dropout rates as calculated by SREB states and  
by the National Center for Education Statistics

	Using the state's method for 1998-99	Grades used in state calculation	Using NCES method for 1996-97 for grades nine through 12
Alabama	— <sup>1</sup>	9-12	5.3%
Arkansas	3.9% <sup>2</sup>	7-12	5.0
Delaware	4.1	9-12	4.5
Florida	5.4	9-12	—
Georgia	6.5	9-12	8.2
Kentucky	5.3	9-12	—
Louisiana	10.2	9-12	11.6
Maryland	4.1	9-12	4.9
Mississippi	2.0	1-12	6.0
North Carolina	4.6	7-12	—
Oklahoma	5.0	9-12	—
South Carolina	2.7 <sup>2</sup>	9-12	—
Tennessee	4.2	9-12	5.1
Texas	1.6	7-12	3.6
Virginia	3.2	7-12	4.6
West Virginia	2.9 <sup>2</sup>	7-12	4.1

<sup>1</sup> Alabama uses the NCES method to calculate an annual rate and calculates and reports a projected four-year dropout rate of 15.3 percent.

<sup>2</sup> 1997-98 state rate is most recent information.

— State did not calculate rate using this method.

show failure rates as high as 20 percent in ninth grade. Thus, the 12th-grade class would be 20 percent smaller than the ninth-grade class, even if all the students who did not fail went on to complete high school in four years.

This method also fails to account for students who graduate early and are not included in grade 12 enrollment figures. The attrition rate tends to overstate the dropout rate and is not recommended.

## DROPOUT RATE

### The percentage of teenagers who are not high school graduates and are not enrolled in school — the status dropout rate

*Kids Count*, an often-cited report on the well-being of children, reports that about 10 percent of the nation's 16- to 19-year-olds are not enrolled in school and are not high school graduates. In the SREB states, the percentages range from 7 percent to 14 percent. The percentage of a particular age group who are not enrolled in school and who do not have high school diplomas is called a "status" dropout rate. Status dropout rates are calculated from data collected by the U.S. Census Bureau through population surveys.

#### Advantages:

Status rates are calculated the same way for the same age group in each state and in the

nation and may be the most appropriate rates for comparing state results and for determining changes over time.

A status rate represents the dropout problem for all people in an age group.

#### Disadvantages:

Like all estimates based on samples, these percentages contain some errors. The information for three years is averaged to reduce the differences attributed to the size of population samples in the states.

Status rates are not available for individual schools and school districts.

### The percentage of young adults (ages 18 to 24) who complete high school — the high school completion rate

School completion rates provided by the U.S. Census Bureau show that 85 percent of the nation's young adults (ages 18 to 24) have high school diplomas or the equivalent. In SREB states the percentages range from 80 percent in Texas to 95 percent in Maryland. Maryland is one of 15 states nationwide in which 90 percent or more of the young adults have high school diplomas.

#### Advantages:

The information is comparable among states.

The high school completion rate provides a good estimate of a state's needs for adult education and training.

#### Disadvantages:

The high school completion rate of 18- to 24-year-olds is not a very appropriate indicator of a particular state's dropout problem because there is more interstate mobility among this age group than among 16- to 19-year-olds.

Like the status rates, the percentages contain some errors because of sampling.

These rates are not available for individual schools and school districts.

Table 4 shows annual dropout rates for grades nine through 12, the percentage of teens who drop out of school, high school completion rates among young adults, and grade 12 enrollment as a percentage of grade nine enrollment four years earlier. In general, a state that

Table 4  
Selected measure of dropout rates and school completion rates

	Annual dropout rates, grades nine through 12	Percent of teens (16- to 19-year-olds) who drop out of school	High school completion rates, 18- to 24-year-olds	Grade 12 enrollment as percentage of grade nine enrollment four years earlier
United States	5%	10%	85%	74%
Alabama	5*	12	84	70
Arkansas	5*	9	85	80
Delaware	5*	10	89	71
Florida	5	12	84	63
Georgia	8*	13	85	61
Kentucky	5	14	85	72
Louisiana	12*	12	82	61
Maryland	5*	7	95	74
Mississippi	6*	11	82	62
North Carolina	5	12	85	64
Oklahoma	5	10	86	77
South Carolina	3	11	88	61
Tennessee	5*	13	87	67
Texas	4*	13	80	64
Virginia	5*	8	86	79
West Virginia	4*	9	89	81

Source: State education agencies; *1999 Kids Count Data Book*; National Center of Education Statistics

\* Dropout rates for grades 9-12 calculated using NCES method.

has a high dropout rate will have a low completion rate and grade 12 enrollment will be a smaller percentage of grade nine enrollment. A state with a low dropout rate will have a high completion rate.

As noted earlier, the relationship of grade 12 enrollment to grade nine enrollment does not account for students who were retained; students who completed school early; or students who dropped out and then enrolled later

## DROPOUT RATE

in the same district, a different district or a different state. This percentage therefore will be lower than the completion rate of young adults, which does include students who dropped out, were retained and completed high school later, or earned GED certificates. The completion rate also reflects migration into and out of the state. For example, if many 18- to 24-year-olds with high school diplomas move into a state and few state residents who have high school diplomas move to other states, the high school completion rate will increase. Changes in high school completion rates are influenced by factors other than state actions to increase the rates.

The dropout data sometimes are inconsistent. For example, South Carolina reports the smallest percentage of students who drop out each year *and* the smallest percentage of ninth-graders who become 12th-graders in four years. The most likely explanation is that there are flaws in South Carolina's procedures for collecting information used to calculate the annual dropout rate. Because of such differences, sev-

eral SREB states have reviewed or are reviewing procedures that schools use to report who drops out of school as well as the accuracy of these reports.

Following a review of different methods of reporting dropout rates, Alabama's state board of education decided to use the dropout rate at each grade level to project the percentage of students who drop out during the four years of high school. When the Louisiana Department of Education switched from collecting school-level counts of students who dropped out to keeping records on individual students, the annual dropout rate changed from about 4 percent to almost 12 percent. Florida recently changed its method of calculating an annual dropout rate to include *all* students who drop out of school in grades nine through 12 rather than only students age 16 and older who drop out. The Texas legislature is reviewing different methods used to report dropout rates for the state's schools and will determine the most appropriate method.

### *Who drops out of school and why?*

Understanding who is dropping out of school and why can help states develop policies to get more students to stay in school and graduate. National and state studies show that the students who are most likely to leave without completing high school often:

- live in single-parent households;
- live in low-income households;
- have parents or brothers or sisters who dropped out of school;
- do not speak English well (27 percent of all students who drop out of school were

born in other countries; another 10 percent are children of parents born in other countries);

- have repeated one or more grades;
- are behavioral problems in school; and are absent frequently from school.

Sixty-four percent of students in public schools are white; 43 percent of all students who drop out of school are. Seventeen percent of students in public schools are black; 17 percent of students who drop out of school are black. Fourteen percent of students in public

Table 5  
Students who drop out (by race and gender)

Group	Percent of public school enrollment	Percent of this group who drop out of school	Percent of all dropouts who fall into this group
White	64	8	43
Black	17	14	17
Hispanic	14	30	38
Male	51	13	57
Female	49	10	43

Source: National Center for Education Statistics, *Dropout Rates in the United States: 1998*, November 1999

schools are Hispanic; 38 percent of students who drop out of school are Hispanic.

Black students are almost twice as likely as white students to drop out of school; Hispanic students are more than three times as likely as white students to drop out. Boys are more likely than girls to drop out. (See Table 5.)

Knowing which students are most likely to drop out of school helps states focus efforts to help them. Knowing their reasons for dropping out helps states develop strategies that respond to students' needs. Surveys of students who drop out of high school show that they typically do so for a combination of reasons. The most frequently cited reasons related to school are:

- dislike of school and teachers, poor grades and inability to get along with classmates;
- a perception that what is being learned in school is not relevant to real life;
- inability to keep up with peers because of low achievement in reading, writing, mathematics and other basic skills; and

- behavioral problems and attendance problems that result in expulsion.

The most frequently cited reasons not directly related to school are:

- child care, marriage and pregnancy;
- the opportunity to have jobs (almost always low-skills jobs) and earn money; and
- peer groups outside of school.

Schools themselves can contribute to high dropout rates. High dropout rates are associated with schools that have poorly organized academic programs, morale problems, ineffective teachers and low expectations of students. Many academic problems that students experience in high school began when they were in middle school. Schools also contribute to higher dropout rates when they do not provide additional support to help middle school students who fall behind.

Some claim that raising expectations for students and establishing higher standards will result in more students' dropping out of

Table 6  
State assistance to local schools and districts to reduce dropout rates

	AL	AR	DE	FL	GA	KY	LA	MD	MS	NC	OK	SC	TN	TX	VA	WV
Provides financial assistance to encourage development encourage development of dropout prevention programs	✓			✓	✓	✓		✓		✓	✓			✓	✓	
Evaluates districts' or schools' dropout prevention programs				✓		✓		✓	✓		✓			✓	✓	✓
Requires local school districts to establish special goals for reducing dropout rates		✓			✓	✓	✓	✓	✓				✓	✓	✓	✓
Holds state workshops on dropout prevention for school principals and superintendents			✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	
Holds regional or state workshops on dropout prevention for teachers and counselors				✓				✓		✓	✓	✓	✓		✓	✓
Provides schools with technical assistance in developing dropout prevention programs	✓			✓	✓	✓		✓		✓	✓	✓		✓	✓	✓
Disseminates information on successful practices in dropout prevention	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
Makes on-site visits and reviews of schools with chronic dropout problems to evaluate progress and provides school leaders with recommendations for specific actions	✓				✓			✓			✓			✓		✓
Requires all school systems to develop dropout prevention plans, which are reviewed and/or approved by the state department of education	✓							✓	✓		✓				✓	✓

Source: SREB survey of state education agencies, 1999-2000.

school. Experiences in some SREB states do not support this notion. Kentucky, Maryland, North Carolina and Texas raised standards and increased expectations for students and schools during the 1990s. Since the late 1980s, the percentage of 16- to 19-year-olds who leave school decreased by three percentage points

in Maryland and by one percentage point in North Carolina and Texas. Kentucky's dropout rate is one percentage point higher. If higher expectations and standards were to cause dramatic increases in dropout rates, one would expect to have seen the effects in these states by now.

### *What actions are states taking to reduce further the dropout rates?*

#### **Establishing comprehensive plans**

Reducing the dropout rate obviously is not easy. The subject has been discussed and debated for years and has been the focus of various programs. To meet the challenge, each state needs a comprehensive plan that includes:

- a credible, reliable definition of a "dropout" that is consistent among schools and that motivates schools to report accurately;
- a good state-level information system that can track students' movements among schools and districts and can provide information on who drops out of school and why;
- a system to identify early which students are most likely to drop out of school and to provide them with additional help and resources;
- challenging academic and vocational/technical programs and teachers who know various teaching styles to help students understand the value of what they are learning;
- a way to bring together resources and services from the school and from other community and government agencies to prevent students from dropping out of school and to attract those who have dropped out into alternative programs that lead to high school diplomas; and
- a system to evaluate the effectiveness of dropout prevention programs and programs to attract those who do drop out back to school or into alternative programs.

#### **Holding schools accountable for dropout rates**

Every SREB state now publishes annual dropout rates for the state, school districts and individual schools. Ten SREB states (Arkansas, Florida, Georgia, Kentucky, Louisiana, North Carolina, Maryland, Tennessee, Texas and West Virginia) use dropout rates as performance indicators in school accountability systems.

Dropout rates are one of the factors used to identify high- and low-performing schools. For example:

- Kentucky passed legislation in 2000 that limits rewards given through the accountability system to schools that have annual dropout rates of less than 5 percent.

## DROPOUT RATE

- School districts and schools in Texas that have annual dropout rates higher than 6 percent are rated “low-performing.”
- Schools in Florida must have annual dropout rates below the state average to be recognized as “high-performing.”

Most states also require schools to establish special goals for reducing dropout rates. Seven

SREB states (Florida, Kentucky, Maryland, Oklahoma, Texas, Virginia and West Virginia) evaluate dropout prevention programs in districts or schools. Alabama, Maryland, Oklahoma, Virginia and West Virginia require all school districts to develop dropout prevention plans that must be reviewed and approved by the state departments of education.

### Providing assistance to local schools and districts

State education agencies in most SREB states conduct workshops that show school superintendents, principals, counselors and teachers how to prevent students from dropping out of school. All SREB states provide all schools with information on successful practices for dropout prevention.

Most SREB states provide schools with technical assistance to develop dropout prevention programs. Alabama, Georgia, Maryland,

Oklahoma, Texas and West Virginia conduct on-site reviews of schools that have chronic dropout problems. Teams evaluate the schools' progress and recommend specific actions they should take to reduce dropout rates.

Alabama, Florida, Georgia, Kentucky, Maryland, North Carolina, Oklahoma, Texas and Virginia provide financial assistance to encourage school districts to develop dropout prevention programs.

### Establishing policies that encourage school attendance and completion

Frequent absences are an early warning sign that a student is likely to drop out of school. All SREB states enable local schools to intervene when students have excessive absences. Delaware, Florida, Kentucky, Louisiana, Maryland, North Carolina, Texas and Virginia have established minimum definitions of truancy or excessive absenteeism to be used by all school districts. Local school boards can set more stringent attendance requirements but may not set less stringent ones. Other SREB states allow local school districts to define excessive absenteeism. The number of unexcused absences that define truancy or excessive absenteeism varies from state to state.

For example:

- In Delaware, Kentucky and North Carolina, a truant is a student who has three days of unexcused absences; in Louisiana and Virginia, a student who has five days of unexcused absences is a truant.
- In Florida, a student who has 15 unexcused absences within 90 calendar days is a habitual truant. Maryland defines habitual truancy as being absent from school more than 20 percent of the school days within any term or year. Texas defines excessive absenteeism as 10 or more days of unexcused absences within a six-month period — or three or more days within a four-week period.

States help schools encourage regular attendance through policies that:

- require local schools to contact the parents of students who miss school and do not have a written excuse from parents;
- require counseling for students and parents when students exceed a certain number of unexcused absences from school;
- enable local judicial systems to help provide early intervention in truancy problems and to prosecute parents for not curbing their children's excessive absenteeism; and
- require students to prove that they are in school or have high school diplomas before obtaining driver's licenses — and suspend the driver's licenses of students who have excessive unexcused absences from school.

### Establishing dropout recovery programs

Programs also are needed to locate students who have dropped out of school and encourage them to return and earn high school diplomas.

Kentucky requires local school districts to contact personally students ages 16 to 18 who drop out of school and to encourage them to re-enroll. Dropout recovery programs typically involve coordination of services from several public and private community agencies. For example, Maryland's dropout recovery plan includes increased funding for comprehensive services and greater coordination of efforts among schools and other agencies. It also offers incentives to encourage innovative approaches to reducing the dropout rate.

Florida's program to reduce dropouts includes a program for teen parents that provides health and social services, child care and transportation. The program also offers regular academic classes — allowing teen parents to continue their educational program — and classes in child development, nutrition and parenting skills.

All SREB states have alternative schools or programs that lead to alternative diplomas or GED certificates. Many school systems now operate special schools that have smaller classes for and give extra attention to students with histories of academic or disciplinary problems or

who quit or were expelled. Many alternative-school programs are for disruptive, disobedient students who exhibit dangerous behavior. They are designed to remove these students from traditional classrooms. Alternative classes may take place within a school or in a separate building away from the school. Some alternative programs focus on discipline and order; others focus on individualized counseling and mentoring for students. The programs also are supposed to upgrade students' academic skills and prepare them for graduation from high school or for the General Education Development (GED) tests.

Some observers fear that alternative schools will become nothing more than convenient places to "dump" or "warehouse" disruptive students. Others question whether these schools can provide the same educational opportunities that conventional high schools offer. It sometimes is difficult to find teachers for alternative schools because of the challenging nature of the students.

Other alternative programs serve students who have dropped out of school or who are about to drop out. These programs provide flexible scheduling for teenage parents, young adults who need to work to support their families, and other students who have trouble with the traditional school schedule.

Table 7  
 State policies and practices to help reduce absenteeism

	AL	AR	DE	FL	GA	KY	LA	MD	MS	NC	OK	SC	TN	TX	VA	WV
Requires schools to contact parents of students who have unexcused absences	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Requires schools to provide counseling to students and parents when students have a particular number of unexcused absences			✓	✓		✓	✓	✓	✓	✓	✓	✓				✓
Has state agreements with local judicial systems to provide early intervention in truancy cases	✓	✓	✓	✓				✓	✓			✓		✓		
Allows local judicial systems to prosecute parents for not curbing their children's excessive absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Requires students to prove that they are in school in order to obtain driver's licenses or to reinstate suspended licenses	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓

Source: SREB survey of state education agencies, 1999-2000.

### *What have we learned?*

In the 1980s, many SREB states started programs to reduce dropout rates. As a result, the rates declined steadily from the 1980s to the mid-1990s. In 1980, more than 18 percent of young people in the South had not graduated and were not enrolled in school. By 1997 the figure had dropped to about 12 percent. The rate crept back up to 13 percent in 1998. This may mean that schools and communities are doing the right things — but not as effectively as possible. It also may mean that the

dropout prevention programs of the 1980s and early 1990s have reached the students most open to help. It also means that states need to continue searching for ways to identify the students who are most likely to quit school and need to provide them with effective assistance and incentives to stay in school.

The process of dropping out of school begins early. Strategies that improve student achievement are strategies that will reduce the dropout rate.

### **Strategies that work:**

- Identify early the students who are at risk and provide these students with both academic and social interventions to help them overcome problems that begin in preschool and continue through elementary, middle and high school.
- Do whatever is necessary to prepare students for the transitions from elementary to middle to high school and to help students connect with at least one teacher or counselor. In some schools each teacher is assigned to advise a group of students and work with them each year until they complete high school. These programs show that one person can make a difference in whether students complete high school.
- Involve parents in school activities and in planning their children's programs of study.
- Coordinate the efforts of state and community agencies and organizations.
- Commitment from state leaders and leaders in schools and communities to solve the dropout problem.

## Other Educational Benchmarks 2000 series reports:

*SREB States Lead the Way: Getting Children Ready for the First Grade*

*Student Achievement in SREB States*

*Reducing Dropout Rates*

*A Challenge for SREB States: Increasing the Percentage of Adults With a High School Diploma*

*Reducing Remedial Education: What Progress are States Making?*

*Using Lessons Learned: Improving the Academic Achievement of Vocational Students*

*Linking Higher Education Performance Indicators to Goals*

*Getting Beyond Talk: State Leadership Needed to Improve Teacher Quality*

*Getting Results with Accountability: Rating Schools, Assisting Schools, Improving Schools*

*Teacher Salaries and State Priorities for Educational Quality — A Vital Link*

*Faculty Salaries in Colleges and Universities: Where do SREB States Stand?*

*Educational Benchmarks 2000*

(00E08)

# THE WOUNDED HEALER

*If they do not remain whole, how can they heal?*

SISTER ANNE E. BROOKS, SNJM, DO

## *Sister / Doctor in the Delta*

Sister Anne Brooks started her medical mission in Mississippi's Delta region (Figs. 1 to 3), one of America's least affluent areas, in 1983. She and three other sisters of her order set up the Tutwiler Clinic (Fig. 4), an ambulatory care medical clinic, dedicated to the idea that quality health care is a right not a privilege. These pages give some images and anecdotes from Sister Brooks' experience in the Delta.

Anne Brooks has been a sister of the Order of the Holy Names of Jesus and Mary since 1955. The order, which was founded in 1840 and has its headquarters in Montreal, is active internationally. Sister Brooks taught school for 17 years in Florida, doing volunteer work after school at the Clearwater Free Clinic, an institution for the disadvantaged. She left teaching to start a Free Clinic in another Florida community, St. Petersburg. There she lived in a garage

behind the clinic with another sister. John Upledger, DO, the founder of the Free Clinics, encouraged Sister Brooks to go to medical school. She graduated in 1982 with the help of a scholarship from the National Health Service Corps. The terms of her scholarship included 4 years of service in a medically deprived area. This brought her to the Delta. Sister Anne's stories that follow will give our readers an impression of her life and work in the Delta.

The clinic sees an average of 630 patients per month. During the first 8 years, about 25% of the patients were pediatric (Fig. 5) and about 25% were elderly (Fig. 6). About 52% of patients at the clinic have no means to pay for their care. Sister Anne Brooks directs a staff of 25, including: Sister Maureen Delaney, outreach director; Sister Cora Lee Middleton, clinic coordinator; Sister Joann Blomme, psychologist; and Sister Rita D'Astous, laboratory manager, and Sister Zenon D'Astous, registered nurse.

T.H.G.



FIGURE 1: Sister Anne Brooks visiting a family in the Mississippi Delta region.



FIGURE 2: Dilapidated house in Rome, Miss., home of one of Sister Brooks' patients.

**A**LBERTA: "Even if you ARE white, I'm gonna hug you!" She was in her early 60s, gnarled by years bent picking cotton. I recalled her first visit, 3 weeks before, when her sour look had reflected the toll of incessant pain. All I had done was examine her, diagnose degener-

ative joint disease and give her an anti-inflammatory pill, requesting that she return. Now she had her strong arms around me, her toothless smile lighting her weathered face. We held close in a moment of communion. Shackles of race, pain and poverty shattered. I had become HER doctor.



FIGURE 3: Two houses, typical of those seen in the Mississippi Delta.

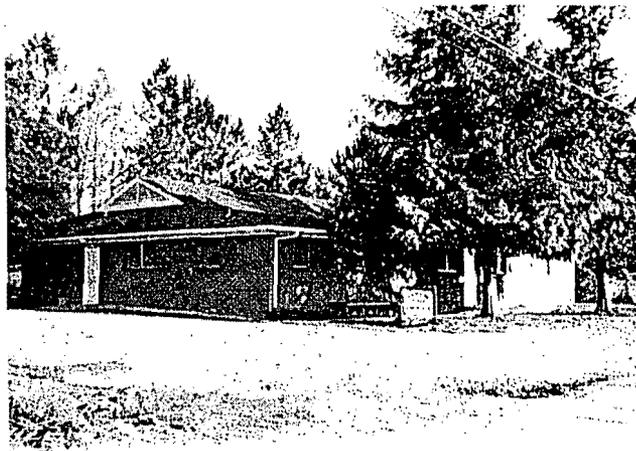


FIGURE 4: Tutwiler Clinic, founded in 1983 by Sister Brooks and three other sisters of the Holy Names.

#### MISSISSIPPI'S DELTA

The Delta area is about 320 km from north to south and 135 km at its greatest width from east to west. It is bounded by Memphis in the north, Vicksburg in the south and the Mississippi and Yazoo rivers.

The area was settled in the 1840s by cotton planters from the southeastern United States, who brought with them many slaves.

The population numbers 340 000 of which 55% are black.

The area was a major focal point for the American civil rights movement of the 1950s and 1960s.

It has been called "the poorest and blackest part of America."

Welfare payments are the largest source of income in rural areas, greater than income from cotton, which is the region's major crop.

The unemployment rate is almost 24% in some communities.

Many Delta people live under Third-World conditions, without adequate food, plumbing and roads.

The area was hit hard economically in the 1940s — mechanization put many farm hands out of work.

The Delta has produced some of America's finest writers, including William Faulkner, Shelby Foote, and Tennessee Williams, and best blues musicians, including Robert Johnson, B.B. King, Muddy Waters and Howlin' Wolf.

#### TUTWILER CLINIC

The clinic was founded in Tutwiler, Miss., in 1983 by four sisters of the Holy Names. It is open to all patients, regardless of their ability to pay. The town of Tutwiler provided the building and equipment. The clinic takes a "holistic" approach, so, in addition to medical services, it also provides counselling and outreach services. Medical services include: examinations by physicians, radiography, electrocardiograms, laboratory services, nutritional counselling, physical therapy, respiratory therapy and intravenous chemotherapy and rehydration. The medical staff includes three registered nurses, three medical assistants and a technical aide. The clinic's counselling department provides family and individual counselling. It also works with abused children, pregnant teenagers and teenage mothers.

In 1987, the clinic established a separate department for outreach, which provides such support as transportation to the clinic and to specialists in a nearby major urban centre; educational programs, including literacy and parenting classes; clothing, household goods and emergency food through a thrift store. It also administers the Tutwiler Community Education Centre, which organizes programs and activities, promoting "physical, mental and social well-being" in the community. To pay for its building, the Community Education Centre has set a fund-raising goal of \$488 429. As of May 1991, officials had raised almost \$320 000.

To be allowed into a person's centre of naked pain is a special privilege. To search to find the spring that will trigger the body's own ability to heal itself, to walk with the patient's life in my hands as recovery continues — those are the challenges I face from patients of all ages. To see dignity, stripped away by welfare, restored by a caring clinic staff, to teach Graduate Equivalency Diploma (GED) classes after clinic hours, the eagerness of students my own age sparking enthusiasm in place of my day's fatigue, to bump over rutted roads to hold a strong hand, now cooling in the presence of the Angel of Death, to gently move my hands along muscle worked to a spasm and feel it relax, to hold the limp form of a child dying of malnutrition — these are facets of my life as a sister/doctor in the Mississippi Delta.

Years ago, responding to the insistence of a doctor friend and to the encouragement of my religious community, I (who hated chemistry) found myself in osteopathic medical school at the age of 40. But, in the years since my diploma, neatly framed, was first hung to gather dust, I have learned much more.

My patients have taught me that loving



FIGURE 5: Sister Anne comforting one of her young patients.

compassion heals — not the doctor. Hope heals — not the doctor. These are among the indefinable things that change curing into healing. Curing is what happens when a disease goes away. However, illness is how sickness affects one's relationships with others, and illness must be healed before a person can return to the equilibrium of health. It is thrilling to help folks recognize their illness, to call it by name, even when it is perhaps hard to pronounce aloud, like "leukemia." This is the beginning of their taking on the task of their own healing. I have come to believe that, even if a patient cannot be cured, healing is still possible; a healing that enables one to rise above one's disability and continue a meaningful life. So that's my role as "sister/doctor" — to enable, to gently coax, to challenge, to love, to stand strong, to facilitate healing, to receive.

I'm still learning my part in the continuing drama of healing. Each patient calls forth a slightly different response — like when Sam came in complaining that his elbow hurt. On examining his elbow, I found it to be perfectly normal. I looked up to see tears in his eyes. "Doc," he whispered, "I've just lost the farm." What do you do when a 51-year-old cries? You cry with him, entering into his guilt and frustration, being with him during the weeks it took him to name his apparent failure and find his buried strengths. Sam took on the new job of his own healing — and I had a small part in his triumphant recovery.

I have a 100% job satisfaction. My patients do for me what I try to do for them — love, enable, coax and challenge me. I love being a



FIGURE 6: Sister Anne treats an elderly patient at the Clinic.

doctor because together we tap the well-spring of divine energy that is the source of healing and that makes life worth living!

**W**ILLIE: "Oh Doctor, I ain't never had such a good 'xamination!" That was my introduction to you, Willie, the first of many office visits (Fig. 7), as we tried to keep you well — as well as you could be when you "flat-out" refused to take medicine to keep your heart from "jumpin' like a goat." How I admired you — thin, wiry, so gentle — as I saw you carefully walking about town with your "quad" cane, your only concession to your age. I worried about you each time I left town, but each time, you were there when I returned.

Then I got that call from Essie; my heart was in my throat as I hurried to your house as fast as I could through town. (That house was unfit for human habitation; "sub-standard" they call it.) There you were, lying face up on the floor by the back door. I thought for a moment you had gone to God but, no, you were just terribly weak and scared, and so was I. I didn't know if you had had a stroke — or maybe a heart attack or pneumonia, so we called the "sick wagon" and got you up to the hospital.

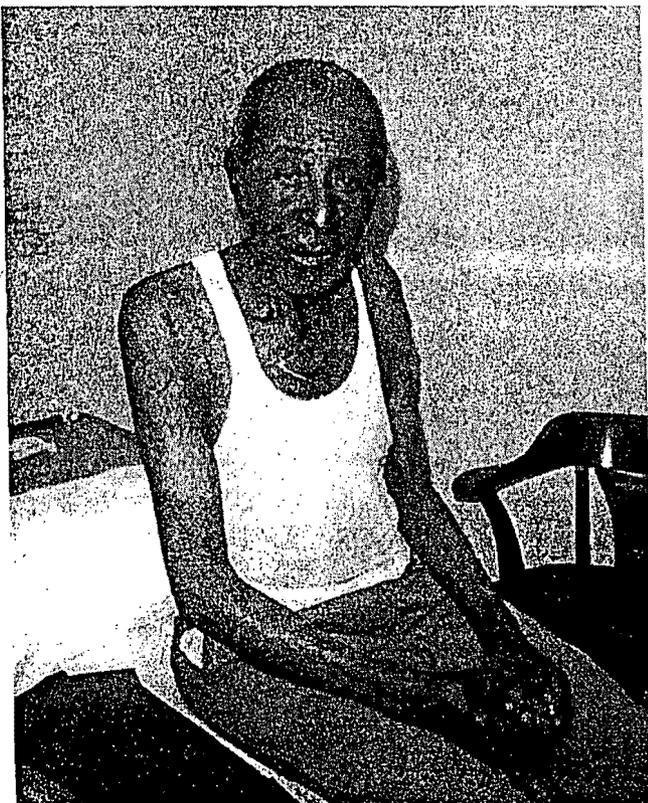


FIGURE 7: Willie, aged 95 years.

That was the day I saw your boss-man, and he told me what a fine hand you were, how you never got drunk and always worked harder than anyone else. (I wondered where your retirement benefits were, and how come you stayed in that falling-down house. . .)

It turned out you were just dehydrated from lying there so long, but it kind of took the "oomph" out of you. Someone was kind enough to take you and care for you at their home. That's where I saw you last, Willie, lying skewed across that hospital bed in the small windowless area they called your "room." I was leaving to go out of town to a meeting and your smile-just lit up your face when you saw it was me tickling your foot. But when I came back to town, you had gone, and I hadn't said goodbye. I guess I didn't see the Lord standing by your bed that day. But I know one thing — When I see you again, I 'spect to see you standing next to Him, all straight and proud.

**T**HE BABY IN ROME: The phone rang.

Quickly I dried my hands and clipped my "beeper" to my slacks. "Hello, Dr. Brooks speaking."

"Mary Ann just radioed from the van and said there was an accident in Rome. She said a baby was hurt."

"Coming," I said, slamming the phone down. I grabbed my doctor bag and my keys, leaped down the porch steps and fumbled with the stubborn seat belt as I started the jeep. Shoving aside the blanket that covered the radio, I grabbed the mike. "Luke One to TC base."

"TC base, come in," Sister Cora Lee, my nurse, immediately answered.

"Get the emergency bags and meet me out front."

"10-4." I laid the mike on the seat.

In another minute I pulled up at the clinic and Cora Lee hopped in, throwing the bags in the back seat. Dodging the potholes, we swung out onto the highway. No one turning at the Jitney store . . . Road clear. Headlights. Flashers. The emergency light was in the other car. Bummer. Swung west on 49 around the curve. Pigue's house shimmered in the June sun. Farm talk chattered on the radio.

"Where in Rome did Mary Ann say the wreck was?"

"I don't know."

I thought of the tiny settlement of squalid field hands' quarters, the gas station, the two or three gravel roads, the once-proud brick buildings that lined the main street.

The speedometer needle crept up. Only 3 more miles to go. . .

"Breaker! Breaker!" Cora Lee's voice had a taut edge to it. "Luke One to Outreach."

"Outreach. Go ahead."

"Where exactly are you?"

"At the turn off the highway."

"Unit 3 to Unit 2." The farmer's laconic voice came back on. "Someone interrupted us. But I appreciate it."

Rounding the last curve we saw it. An 18-wheeler lay jackknifed several yards off the highway to the left. About 20 people were standing around. I swung onto the shoulder. "You get the driver, and I'll take the baby," I said.

A small group stood around the baby lying on the grass. A young man was kneeling beside it, pushing on its chest. He looked up as I put the bag down. "I did everything I could," he choked. I knelt beside him and ripped off the baby's bloody shirt. The child looked not even 6 months old. Briefly listening to the steady heartbeat, rapid between the pounding beats of my own heart, I suddenly realized there were no spontaneous respirations. Automatically I cleared the airway and placed my mouth over the baby's bloodied lips. Airway open, good chest motion. . . .

In between breaths I ran my hand under his diapers. Lots of shards of glass, not many cuts. His ear was streaming blood. "Bad sign," I thought. Puff. . . puff. . . . Heart still going well. I settled back for a long haul.

"Anyone call an ambulance?" A chorus of yeses answered me. "Yewel," I said, spotting one of my patients. "Can you get the blanket from the jeep?" His worried look eased a little as he ran to get it. Puff. . . puff. . . . We eased the blanket around the small body. Bruising was apparent now under the eyes of the baby. How long had those pupils been fixed wide? Puff. . . puff. . . . Heart still strong. . . . A siren shrilled in the distance. Puff. . . puff. . . .

Sister Cora Lee joined me. "The truck driver is stable," she said. "Some bad cuts, but he wanted to know how the baby is." Some bystanders were holding a towel over us to

block the sun. God bless them. Puff. . . puff. . . . "Heart is good." She nodded.

The ambulance screeched to a halt. Two nurses jumped out, gloved, holding an Ambu bag for breathing. I looked at my own hands, red with dried blood. The risk of AIDS had never entered my head. Somehow it seemed part of a distant world. Puff. . . puff. . . puff. . . "Where's the pediatric mask?" the nurse screamed. Puff. . . puff. . . . Cora Lee's voice sounded anxious as she held her stethoscope to the tiny chest. "Heart's slowing."

My back suddenly began aching, and I realized I'd hunkered down for a while. They had found the mask and came to bag the baby. I knelt up straight for a moment, looking at Cora Lee's stethoscope. Her eyes met mine. "Stopped," she said. I moved my fingers to the breast bone and began pint-sized chest compressions. Someone brought the spine board and we gently eased the floppy form of the baby onto it. I wondered if it was a boy or a girl. I wondered. . . my thoughts broke off as I heard Cora Lee. "Lift on the count of three. One, two, three." We placed the board in the ambulance, the nurses continuing their CPR. A woman suddenly appeared at my side. "Can I go?" she asked. "I'm the baby's grandmother." I directed her to the front seat, wondering if she knew the baby was probably not going to live.

"OK," the nurse yelled and we slammed the door shut. The silence was thick in the noon sun. Tears welled up in my eyes as I heard choking sobs from the young man who had first been helping. I held him close as he bent over, vomiting. "You did all you could," I said helplessly. "That's what matters."

All we could, I thought. How hard to have that tiny life slip away under our fingers. All we could do. And yes, it mattered. Mattered a whole lot that we tried. Mattered that we cared. . . . I blinked fast and turned to help Cora check out the other passengers leaning against the front of the crumpled car.

**M**AN WALKER: Man died today: Man Walker, age 54, plantation field hand. Man, whose boss-man recently had allowed his family to move into a brick house on the Place; Man, who had kept silent from fear of eviction after a suspicious chest x-ray. Man died today, a victim, 2 months after he first came to the clinic for an

unending cough, 1 year after that fateful test.

The jeep jerks and swerves over the rutted road as I respond to the call from his sister a few minutes earlier: "Turn off at the white fence, the one at the pecan grove." The chickens scatter indignantly as the jeep bounces over the bayou bridge, dust billowing in the air. Pulling up just short of the ditch, I run into the house, white coat flapping.

And there is Man, lying on the sofa, making small gasps like a fish out of water, eyes closed, heart pounding, sweat rolling down his handsome face. His wife stands by, stoic in her knowledge of his death.

"Go talk to him," I say. "Talk loud in his ear, and tell him how much you love him." Tears stream down our faces as she kneels beside the worn couch, taking his calloused hands in hers. Their children huddled behind her, wide-eyed and scared, touching their father for the last time, communicating all their hearts are unable to express in words. There is time to wipe his face only once before his laboured breathing ceases and his hands go limp.

"He pass?" The oldest daughter's voice is husky and soft. Stethoscope to chest, I hear the last of widely spaced heart beats. I nod, automatically glancing at my watch. My fingers trace the sign of the cross on his forehead. His son brings a quilt to cover him. Neighbours come in silently, only to break into loud sobs when they realize they have come too late. For a moment,

I hold his wife and children close and then slip out quietly leaving them to the ministry of their friends.

Man died today.

The jeep just misses the ditch as I manoeuvre back to the road. The dog sits in his usual place in the sun, lazily scratching. The chickens are pecking under Georgia's house now, well out of the way. Someone has started the tractor, its loud motor shattering the silence. L.W. looks up from his repair work on the cotton picker and waves. The dust stirs in little whirlwinds as I turn onto the highway.

Man Walker, you took part of my heart with you when you passed today. May the angels lead you into paradise, and may the martyrs come to welcome you. May all the saints march with you up to the door of the Big House, and may the Lord open the door wide, and invite you in, forever.

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# Where 'Separate but Equal' Still Rules

By Ward Connerly

**I**f you're looking for one of the last bastions of segregation in America today, you are likely to find it at your local bookstore. I learned to my surprise and consternation last week that a customer looking for a specific book may need to identify and be conscious of the race of the author in order to locate it. Or the customer will need to presume that the subject matter is an issue of importance only to readers of a specific race.

As a recently published author, I stopped by a prominent bookstore in Washington a few days ago to autograph its stock of my new book, which recounts the story of my advocacy against racial preferences. First I looked in the "New Arrivals" section. It was not there. Nor was it in "Politics & Government" or "Biography & Autobiography."

When I asked a store employee to check to see if the book had been ordered, the manager recognized me

*Ward Connerly is the chairman of the American Civil Rights Institute and the author of "Creating Equal: My Fight Against Race Preferences."*

as the author and helpfully explained that the book had been shelved under "African-American Interest." When I asked why he had placed the book in that section, he said he had done so as a "service to the community."

The "service" to the African-American "community" is in reality a great disservice to the general book-buying public. And for those authors like me who find themselves consigned to the redlined literary ghetto, it represents discrimination of the most insidious type.

## Some stores segregate books by black authors.

One of the great joys of bookstore shopping is serendipity, the unplanned discovery of a book one hadn't known existed. Most of my book purchases over the years have been the result of such chance encounters, and I know that I am not alone. Publishers, after all, work hard to design attractive dust jackets to encourage impulse buying.

But for black authors — or any authors who write about race issues

— the "special section" approach rules out the serendipitous purchase. Only those book buyers who self-consciously identify with the "black community" are likely to head for the "African-American Interest" shelves.

What about other readers who may be interested in the subjects we're writing about? If they browse in "Performing Arts," will they find the new biography of David Geffen, but not Sidney Pollitt's memoir? If they check the shelves in "American History," will they see Tom Brokaw's books on the World War II generation but not Michael Eric Dyson's controversial reinterpretation of the life of Dr. Martin Luther King Jr.?

The shelving of their books in a special section deprives black authors or "race" authors of significant sales opportunities, putting them at a competitive disadvantage compared with authors whose books are not ghettoized.

But the economic harm pales in contrast to the intellectual and cultural damage caused by the bookstores' version of racial profiling. They have fallen into the trap of thinking that a writer's skin color is a reliable guide to judging the contents of his or her books. My book, like those by other writers who happen to be black, is meant for readers of any race interested in the subjects and controversies I address. By relying on a blatant

stereotype — that blacks are the only ones interested in the history, culture and politics of black people — the bookstores marginalize some writers and limit their ability to reach out to a broader audience and to share common bonds and values.

If bookstores are truly interested in performing a "service to the community," they should make an active effort to integrate black writers, and writers of other ethnic and racial groups, into the general mainstream of the publishing world, and to allow books to rise and fall on their literary and intellectual merits — not on their supposed narrow appeal to racial pride.

"Separate but equal" did blacks no favors in schools or on public transportation; it does us no favors in bookstores, either. □

### Note to Readers

*The Op-Ed page welcomes unsolicited manuscripts. We regret, however, that because of the volume of submissions, we cannot acknowledge an article or return it. If a manuscript is accepted for publication, the author will be notified within two weeks. For further information, call (212) 556-1831.*

In America

BOB HERBERT

# Room To Learn

If you can get past the politics that keeps a sense of impending doom hovering over the city's school system, you can actually find some pockets of good news.

Most parents would welcome an initiative that resulted in improved test scores, more manageable classrooms, and heightened morale among teachers and principals. That's what you're supposed to get when you reduce class sizes. And according to a new report from the nonprofit Educational Priorities Panel, that's what's been happening in some New York City schools in which classes in the very early grades have been reduced to about 20 pupils.

Yes, the long knives are out for Harold Levy, the interim chancellor. Yes, the needs of children are frequently sacrificed to the power cravings of ruthless politicians and mindless bureaucrats. But as this report shows, there are also some modest successes.

Substantial amounts of money from the state and federal governments have been flowing into the school system to reduce class sizes in some schools from kindergarten through third grade. The Educational Priorities Panel did a survey of five schools where the program has been under way for at least a year and compiled the results in a report called "Smaller is Better."

The report found:

- That students in the smaller classes tended to display a greater enthusiasm for reading and appeared to be learning faster than the year before, although it was too early to make definitive judgments.
- That there was a noticeable decline in disciplinary problems.
- That parental involvement increased.
- That teacher morale increased and schools found it easier to hire more qualified and experienced teachers.

One might ask, "What took so long?" It seems obvious that even the best teachers would be handicapped by the huge, unruly classes that have plagued so many of the city's schools for so many years. And there is now substantial research showing that reduced class size is the most effective way to improve student performance, especially in the

very early grades.

This year, with the help of \$110 million in state and federal money, about 950 smaller classes were established in the city's schools, according to Leonie Haimson, a consultant to the E.P.P. and author of the report. But while there are smaller classes in 530 of the city's 675 elementary schools, some of the schools were able to reduce classes in only one or two grades.

The report said that over all about 30 percent of the pupils in kindergarten through third grade are now in smaller classes.

Not surprisingly, the teachers and the principals love it.

Ivy Sherman, the principal at P.S. 139 in Brooklyn, told me last week: "It's working wonderfully. The children's needs are being met individually. Teachers can really work one on one with the children, identifying their strengths and weaknesses. Our classes are heterogeneously grouped — you know, mixed abilities — and having a smaller class allows the teacher to address everybody's different learning style."

Ms. Sherman was quoted in the report as saying: "The first year I got here, 48 percent of the first graders were meeting or exceeding their grade level on the California Achievement Test. Last year it was 69 percent."

If this were easy it wouldn't be New York. While state and federal money is coming in, and even more will be available next year, so many of the city's schools are in such bad physical condition, and there is so much overcrowding, that many schools are unable to use the money to reduce the size of their classes.

Schools that are too crowded to create new, smaller classes are, in some cases, using "floating teachers" to provide additional instruction to small groups of pupils in their regular classrooms. This method is having mixed results.

The lesson to be learned here is that, politics and fights over financing aside, there no longer seems to be any question about the important benefits of reducing class size, especially in the earliest grades. Studies have shown that those benefits last for years. The challenge in New York — a huge one — is to keep the money flowing while rebuilding the physical plant to the point where smaller classrooms are the norm. □

Handwritten notes: "Ready", "RM 217", "20502"

Handwritten circled number: "252"

Handwritten initials: "BR"

Handwritten text: "Ed. Priorities Panel"

Handwritten notes: "JB - Do we have this study? BR"

Redacted area with text: "P6(b)(6)"

Handwritten notes: "why", "Jennifer McGree"

Handwritten notes: "F Drip", "Bethany Budget", "SOTU", "FY01 Priorities"