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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
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BRIEF ON EDUCATIONAL PROGRESS 1992-2000

PREFACE

Since taking office, President Clinton and Vice President Gore have made education a cornerstone of their Administration's priorities, and have focused on ensuring that all Americans have the educational opportunities necessary to succeed in today's global Information Age economy.

Almost eight years after they were elected, the progress on many key education measures stands as testimony to their vision and their efforts on behalf of America's children to invest more in our nation's schools and demand more from them. Through their leadership, President Clinton and Vice President Gore have raised expectations for all students, required states to develop and put in place rigorous standards and systems of assessment and accountability aligned with those standards, and invested in proven strategies to increase the educational achievement of all students. As a result, student performance as measured by test scores, rigorous coursework, high school graduation, and college enrollment has improved, especially for students in our most disadvantaged schools.

However, relying on the momentum of this great educational progress is not enough, and President Clinton and Vice President Gore believe that much remains to be done in building upon these important gains. In fact, voters indicate that they see education as the highest priority for additional federal funding – above and beyond other critical national needs such as health care, Social Security, and Medicare – and above tax cuts as well. And this agreement on the urgency of improving our nation's schools with federal support cuts across the party affiliation of voters. With the juxtaposition of our current relative economic strength against the awareness of an ever-more global economy, expedient federal investment to improve the state of our schools is something that should move out of the realm of partisan debates to the arena of bipartisan action as Congress prepares its Fiscal Year 2001 budget.

Collectively our nation's leaders must think ahead to understand how to capitalize on the gains that have been made by expanding successful interventions and to anticipate where additional federal investments can have the greatest impact on our future workforce. Targeted commitments are especially crucial because the tax cut strategy passed by the Congress this year—in combination with the substantial tax cuts supported by the Congressional majority for next year—would drain over \$2 trillion of the projected surplus, effectively ignoring the great opportunity before us to meaningfully invest in the future, and seriously endangering key national priorities – including education.

This brief examines the educational progress over past eight years in key areas such as standards and accountability, student performance, closing the achievement gap, technology, access to higher education, as well as the key initiatives that have helped the nation's schools and student make these gains.* Key legislative action, including Goals 2000, the Reading Excellence Act, and the Improving America's Schools Act of 1994, ended the crippling era of watered-down curriculum and low expectations for disadvantaged students, and laid a foundation of educational standards and accountability to ensure that all students achieve to fulfill their potential. President Clinton and Vice President Gore's leadership on education policy has also meant the elimination of excess

federal paperwork burden and regulation and greater flexibility for states through the Education Flexibility Partnership Act – in exchange, ~~for~~ but not instead of strong accountability safeguards to ensure true achievement gains by students. Throughout this document progress is illustrated by gains in measures such as test scores and access to programs or curricula; in most cases the period examined is 1992 to 1999, though in instances where data was not available for those particular years, data from the closest years is considered and noted as such.

The Administration's FY 2001 budget priorities such as the 21st Century Community Learning Centers, Teacher Recruitment and Training, Class Size Reduction, the Title I Accountability Fund, the E-Rate and the Technology Literacy Challenge Fund have played key roles in accelerating achievement gains for our elementary and secondary students, while increased maximum Pell Grants, greater Work-Study opportunities, new tax credits and the GEAR UP mentoring program are making the dream of higher education a reality for more Americans. In some cases, Clinton-Gore initiatives have been based upon efforts that were reaping demonstrable success at the state and local levels, and in others, policies have drawn on the findings of an extensive research base – in other words, the educational budget priorities of this Administration have been rooted in what we know works to improve student learning.

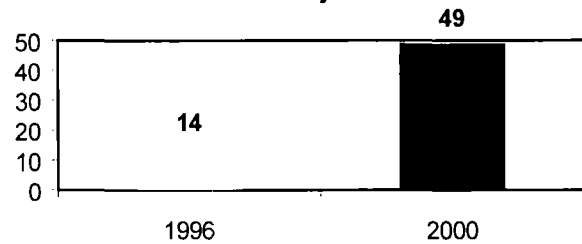
However, research has again proven what common sense tells us – investment matters, but significant investment must be balanced with accountability for results.¹ It is critical to remember that while the federal investment in education is the largest today that it has been in 30 years, it is not just the overall dollar amount, but rather the way in which funds have been targeted that has generated positive results during the Clinton-Gore Administration. And it is these innovative areas that we need to be looking to as we continue to shape both the leadership and supportive roles that the federal government can play in our nation's schools. The President and Vice President are committed to demanding more from our schools and investing more in them to continue the progress of the past seven-and-a-half years and to move closer to the goal of a high quality education for every single child in the nation.

NATIONAL LEADERSHIP ON STANDARDS AND ACCOUNTABILITY

In 1994, with the passage of the Goals 2000: Educate America Act and the Improving America's Schools Act, President Clinton and Vice President Gore charted a new course for American public education. With this legislation, the Administration raised expectations for all students to achieve to high standards and rallied bipartisan support and funding for State efforts to establish challenging academic standards, high-quality assessments to measure school and district progress, and rigorous accountability systems to hold schools and districts accountable for improving student performance. At the start of the Administration, only 14 states had designed and adopted academic standards; today, 49 states have developed content standards and 48 have assessments to measure student progress in core academic subjects. All states are required to have standards, assessments, and accountability systems in place by this school year. For the first time, these systems are allowing states and districts to identify low-performing schools. The Administration's Elementary and Secondary Education Act (ESEA) Reauthorization proposal, The Educational Excellence for All Children Act,

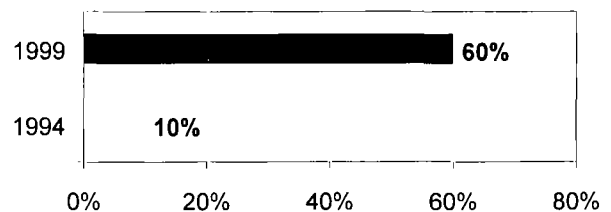
further strengthens accountability by requiring states and districts to fix failing schools or shut them down. The FY 2000 budget agreement included financial support and technical assistance through the President's Educational Accountability Fund to assist states and school districts in this critical process. In the FY 2001 budget, the Administration is seeking to expand funding for such accountability supports – from \$134 million to \$250 million – so that more schools can receive the additional assistance they need to turn around. The Administration's ESEA reauthorization proposal would advance efforts to make high standards a reality in every classroom by supporting state and local efforts to align instruction and professional development with challenging academic standards and the FY 2001 budget request for a \$1 billion investment to improve teacher quality would also further that goal.

States With Standards & Accountability in Core Subjects



1999 National Education Summit Briefing Book

% Title I Schools With After-School Programs

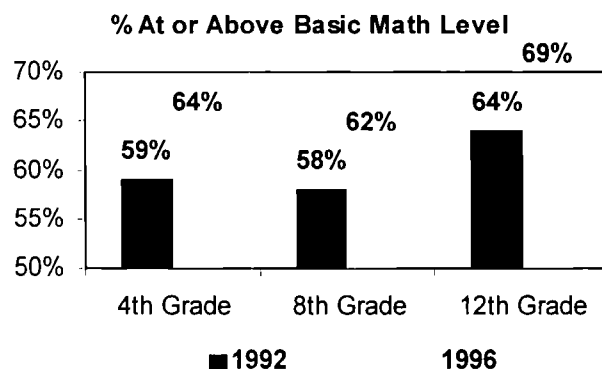


OMB FY2001 Budget

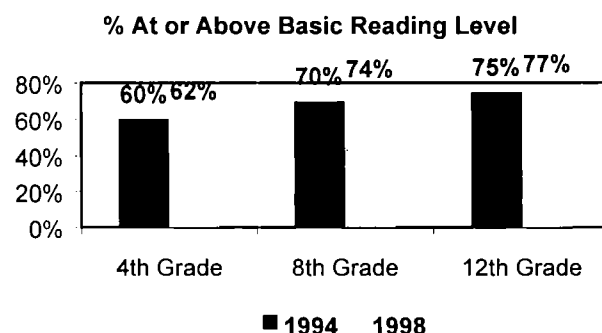
	Then (1992 Unless otherwise indicated)	Now (1999 Unless otherwise indicated)
States with standards-based promotion policies:	3 (96)	13 ⁱⁱ
States with standards-based high-school exit exams:	7 (95)	14 (checking this #) ⁱⁱⁱ
States offering extra funding to help low-performing students:	10 (96)	19 ^{iv}

AN EDUCATION AGENDA WITH RESULTS: TEST SCORES ARE ON THE RISE

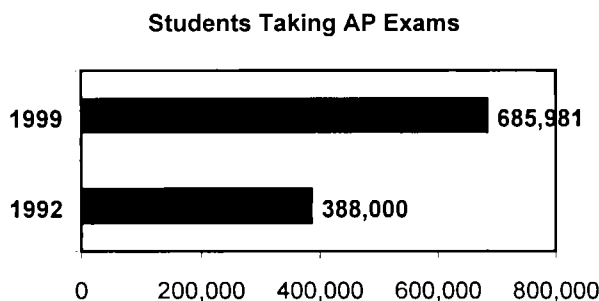
Scores on the National Assessment of Educational Progress (NAEP), the Scholastic Achievement Test (SAT), and the American College Test (ACT) and the number of students taking Advanced Placement (AP) exams have all risen since 1992. This year, math scores on the SAT have reached the highest average since 1969, particularly notable because more students from different backgrounds are taking the test, and attributable at least in part to the fact that more students are taking academically rigorous courses, including pre-calculus, calculus and physics. The Clinton-Gore Administration's emphasis on standards and accountability has been an important factor, as has the commitment to expanding access to Advanced Placement courses and other rigorous curricula. However, these achievement gains also reflect the impact that targeted, research-based initiatives have had over these past seven-and-a-half years. Federal support for such initiatives as class size reduction, comprehensive school reform, internet access in classrooms, and after-school and other extended learning opportunities have helped provide millions of students and their schools with the tools they need to meet high standards. The President's Fiscal Year 2001 budget seeks to continue and expand the federal commitment in several areas crucial to continuing these academic achievement gains – including \$1.75 billion for Class Size Reduction, \$1.3 billion for 21st Century Community Learning Centers, \$903 million for Education Technology, and \$1 billion for improving teacher quality through a mix of recruitment, retention, and professional development initiatives.



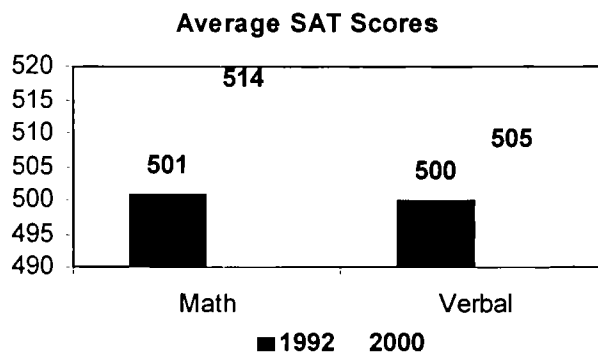
NAEP Mathematics Report Card 1996



Condition of Education 2000



www.collegeboard.org



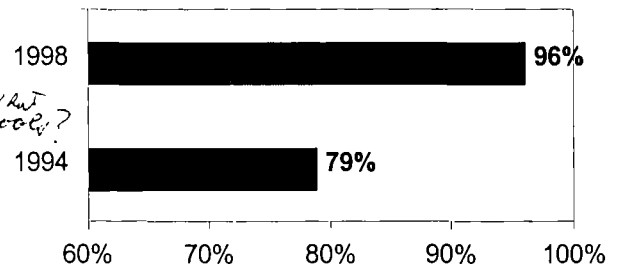
www.collegeboard.org

	Then (1992 Unless otherwise indicated)	Now (1999 Unless otherwise indicated)
Graduating high schools seniors taking a core curriculum of 4 years of English and 3 years each of Math, Science and Social Studies	38% (90)	55% (98) ^v
Average class size in schools participating in class size reduction initiative:	23 (96)	18 ^{vi}
Students taking the SAT:	Getting Data	Getting data

CLOSING THE ACHIEVEMENT GAP: ENDING THE ERA OF LOW EXPECTATIONS

Low-Income Students: Today, nearly all of the nation's highest-poverty schools receive Title I funds, compared to fewer than 80 percent at the start of the Administration, and the proportion of low-income high school students advancing directly to college is on the rise. New initiatives aimed at enhancing student learning and achievement, such as the 21st Century Learning Centers, Class Size Reduction, and Educational Technology, have provided Title I schools and low-income students with important tools for reaching high standards. Studies are also confirming that achievement is impacted when students attend schools that have unhealthy and unsafe conditions, such as leaks and ventilation problems. The Clinton-Gore Administration has been pushing the importance of additional funding for School Construction and Modernization (*stat on need*). This concerted attention to educational access and achievement divides has helped to narrow test score gaps between high-poverty students and their counterparts, though more needs to be done. In addition to increasing funds for initiatives that help close the gap between disadvantaged students and their peers such as Class Size Reduction, 21st Century Learning Centers, Technology Literacy Challenge Fund, Community Technology Centers, and the Accountability Fund, the President's FY 2001 budget requests \$50 million to reward states that make significant statewide progress in closing the achievement gap between groups of students.

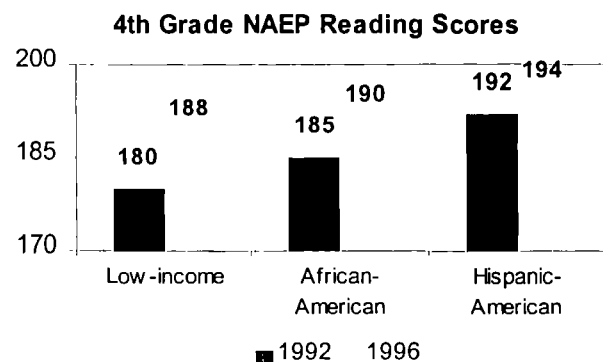
% High Poverty Schools Receiving Title I Funds



U.S. Department of Education "Study of Educational Resources and Federal Funding: Final Report" August 2000

	Then (1992 Unless otherwise indicated)	Now (1999 Unless otherwise indicated)
Gap between reading performance of 9-year-olds in high-poverty schools and all 9-year-olds:	29 points	22 points (96) ^{vii}
NAEP math performance of 9-year-olds in high-poverty schools:	208	217 (96) ^{viii}
Gap between math performance of 9-year-olds in high-poverty schools and all 9-year-olds:	20 points	13 points (96) ^{ix}
Low-income high school graduates going directly to college:	43.6 %	50.6% (97) ^x
Students taking the SAT:	Getting data	Getting data

African-American Students: The reach of the Clinton-Gore Administration's focus on educational accountability and elimination of the achievement gap has not been limited to just low-income students. African Americans as a group have also realized gains in test scores, high school graduation rates, and the proportion of students continuing directly onto college. The Administration's credo of high expectations and achievement for all – formally legislated in the

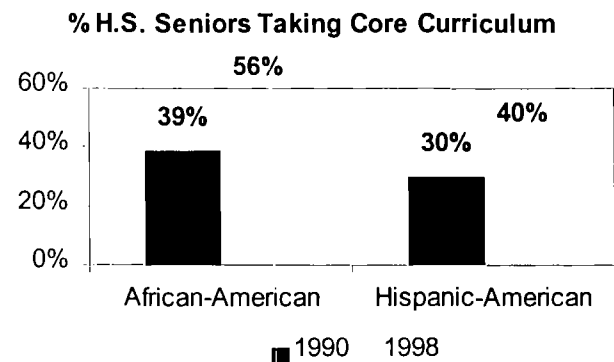


U.S. Department of Education, "5-Year Report Card," February 2000

Improving America's Schools Act of 1994 – has indeed made a difference. Beyond test score gains, more African American students are also taking a rigorous core curriculum and Advanced Placement courses in high school than at the beginning of the Administration. Again, continued cooperation from Congress and states on implementing accountability provisions and in dedicating the necessary resources will be critical to making further progress in the elimination of the achievement gap between school-aged African Americans and their peers.

	Then (1992 Unless otherwise indicated)	Now (1999 Unless otherwise indicated)
Reading test score gap between African American and White students (9 year olds):	34 points	30 points (96) ^{xi}
Reading test score gap between African American and White students (17 year olds):	37 points	29 points (96) ^{xii}
African American high school graduates going directly to college	50%	62% (98) ^{xiii}
African American SAT composite scores:	849 (89)	860 (2000) ^{xiv}
African Americans taking SAT exam:	106,573 (96)	119,394
African American students taking AP exams:	10,448 (88)	31,023 ^{xv}
25-29 year old African American high school graduates with college degrees:	14%	18% (1998) ^{xvi}

Hispanic-American Students: Over the course of the Clinton-Gore Administration, the achievement gap between Hispanic and non-Hispanic students has also narrowed. More Hispanic students are taking AP courses and a core curriculum in high school than ever before, and the gap in test scores on a variety of nationally-administered tests is narrowing as well. A whole host of initiatives, including mentoring and college preparation programs like GEAR UP, TRIO, as well as programs making up the comprehensive Hispanic Education Action Plan, which spans early childhood through adult education, are contributing to these gains. However, progress for Latino students is not happening quickly enough. Addressing the alarmingly low rates of high school completion of Hispanic students, as well as the unique needs of migrant and recently-immigrated, non-English speaking communities have been top priorities of the current Administration. In addition to establishing a dedicated task force on eradicating the achievement gap, the President's recent conference on Hispanic Education which brought policymakers together with educators, corporate interests and community leaders, complements other efforts being made across federal agencies to further narrow the educational gaps between Hispanics and their peers. The President's FY 2001 budget proposes \$823 million in increases for HEAP programs, including GEAR UP, Title I grants to localities, Adult Education, Migrant Education, Bilingual Education, and Hispanic Serving Institutions.

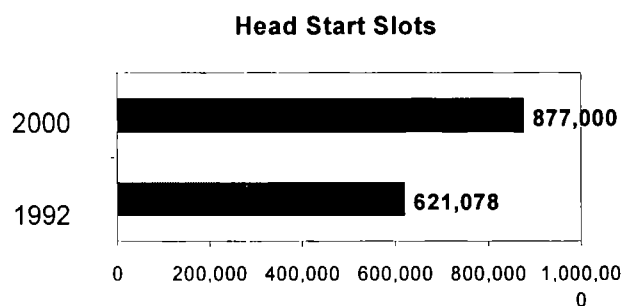


Digest of Education Statistics 1999

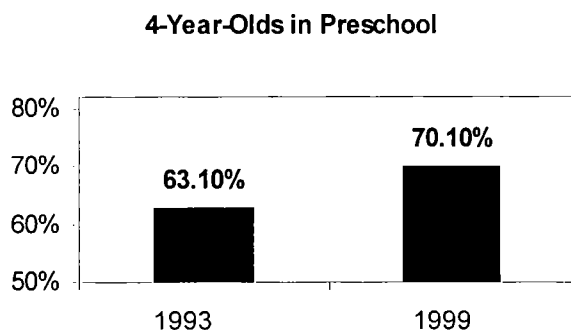
	Then (1992, Unless otherwise indicated)	Now (1999, Unless otherwise indicated)
Hispanic Students Testing at or above Basic Math Level	35% – 4th 34% – 8th 45% – 12th	41% – 4th (96) ^{xvii} 39% – 8th 50% – 12th
25-29 year old Hispanic High School graduates with college degrees:	15.6%	16.5% (98) ^{xviii}
Hispanic students taking AP exams:	13,322 (88)	68,236 ^{xix}

GREATER ACCESS TO QUALITY PRESCHOOL OPPORTUNITIES

Scientific studies of brain and cognitive development have made clear the long-term impact and importance of ensuring all families have access to high quality early childhood education. The President and Vice President have succeeded in expanding funding for the highly successful Head Start program, which has been shown to decrease placement in special education classes and increase graduation rates by 90 percent since 1993. In the 1998 reauthorization of Head Start, the Clinton-Gore Administration raised standards and increased accountability, and also augmented the percentage of funds spent on ensuring quality in Head Start centers. Today, not only does Head Start serve more children than ever, but since 1993 150 sub-par programs have been shut down while over 200 have received intensive assistance to substantially improve the quality of their programs. The Administration continues to make high-quality preschool opportunities a high priority in the FY 2001 budget, establishing and funding at \$3 billion over five years their previously proposed Early Learning Fund for grants to communities to foster cognitive development, and the President and the Vice President have also proposed \$20 million for early childhood educator professional development as well as further increasing the number of Head Start and Early Head Start slots to serve nearly 1 million children. The Administration will step up efforts to target groups that are underrepresented



Department of Health and Human Services Release, 12/31/99



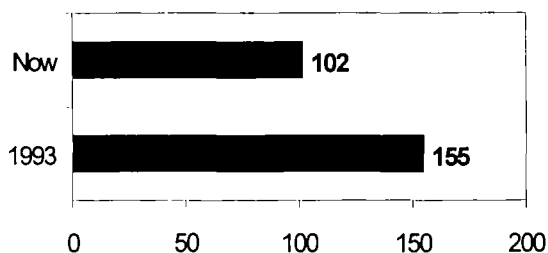
Condition of Education, 2000

in access to early childhood educational opportunities, such as areas with recent influxes of immigrants and limited English proficient children. President Clinton and Vice President Gore have also expanded the federal commitment in the FY 2001 budget request for research on child development.

INCREASING CHILDREN'S SAFETY AND IMPROVING SCHOOL DISCIPLINE

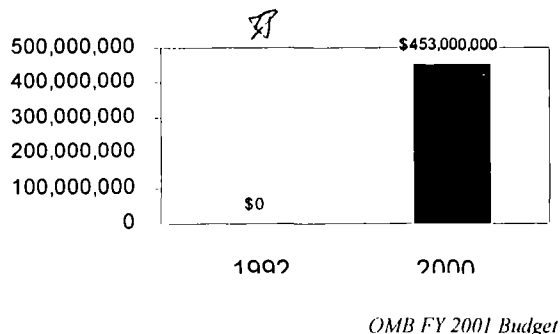
Though tragic, high-profile incidents have brought the issue of school violence to the forefront recently, the good news is that programs like the Safe and Drug Free Schools and Communities program and policies such as the expanded adoption of smaller learning communities have led to decreases in school crime and students bringing weapons to school. School climate, sense of belonging, and adequate individual attention are said to be key factors in student behavior, and in his budget the President increases funds for Safe and Drug Free schools and

School Crime / 100,000 Students



Department of Justice, "Indicators of School Crime and Safety," 1999

Federal Funding for After School Programs



Communities to \$650 million, Class Size Reduction to \$1.75 billion, and expands the Small, Safe and Successful High Schools program from \$45 million to \$120 million. Research shows that the hours after school lets out is the time when most young people are likely to be victims of violent crime, or use drugs and alcohol. Since it was started as a \$1 million demonstration program in 1997, President Clinton and Vice President Gore have grown the 21st Century Community Learning Centers to a \$453 million program serving 850,000 children. In addition, the Administration's budget also requests nearly \$250 million for the Safe Schools/Healthy students

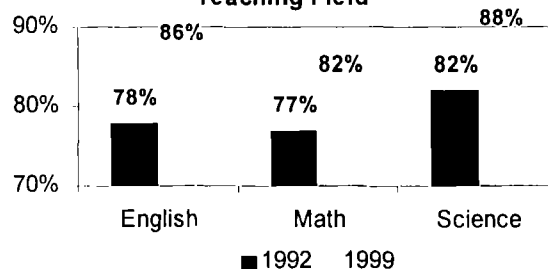
program to provide further assistance to community-wide efforts to address mental health, juvenile justice and education, and also calls on Congress to fund Project SERV (School Emergency Response to Violence) as the next important steps in improving school safety and discipline.

	Then (1992 Unless otherwise indicated)	Now (1999 Unless otherwise indicated)
Public schools with mandatory uniform policies:	1,700 (96)	2,600 (97) ^{xx}
Guns and weapons at school:	12% (93)	9% (97) ^{xxi}

A FOCUS ON IMPROVING TEACHER QUALITY

Research has shown that high-quality teachers are one of the most important factors in student learning, and schools across the nation will need to hire 2.2 million teachers over the next decade to serve rising enrollments and replace a large pool of retiring Baby Boomers. The Clinton-Gore Administration has made the recruitment, preparation, and training of high-quality teachers a priority, by increasing professional development grants and by raising the

% Teachers With Major or Minor in Teaching Field

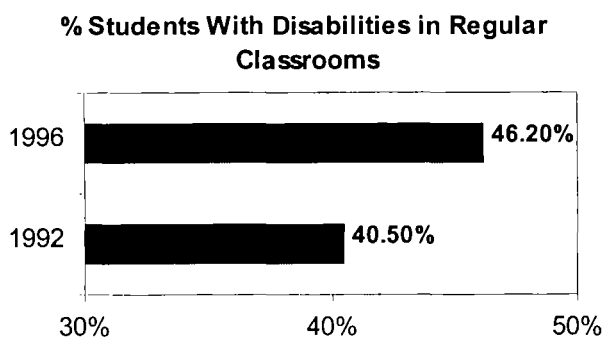


U.S. Department of Education, "5-Year Report Card on American Education," February 2000

standards for teacher education and certification in the Higher Education Act of 1998. Already there are tangible gains – more teachers today have a major or minor in their primary teaching field than at the beginning of the Administration, and innovations such as the Troops-to-Teachers and the National Board of Professional Teaching Standards have led more highly educated and well-trained individuals to come into and stay in our classrooms. The Administration's Elementary and Secondary Education reauthorization proposal underscores the importance of every child having a qualified teacher by requiring states to ensure that teachers are fully qualified and certified, expanding critical teacher recruitment, preparation, and training mechanisms, including innovative methods to attract mid-career professionals to the field. The President's FY 2001 budget provides \$1 billion for a strengthened program of recruitment and training, through expanding Troops-to-Teachers and other programs such as Hometown Teachers, as well as expanded professional development in technology and early childhood education, and incentive and reward programs for both districts and teachers. *what are they?*

	Then (1992 Unless otherwise indicated)	Now (1999 Unless otherwise indicated)
Teachers certified by the National Board of Professional Teaching Standards:	282 (95)	4,799 ^{xxii}
Troops to Teachers participants hired (cumulative):	0	3,721 ^{xxiii}
Eisenhower Professional Development Grants:	\$246 million	\$335 million ^{xxiv}

ADVANCING THE ACHIEVEMENT OF STUDENTS WITH DISABILITIES



U.S. Department of Education Release, 4/11/2000

Greater attention to the needs of students with disabilities and early intervention has enabled more special needs students to matriculate in regular classrooms and complete high school. Expanded awareness and investments in early childhood education and high-quality reading programs have enabled educators to provide intensive assistance to children who not to long ago may very well have been shunted off into separate special education classrooms or schools. The President's FY 2001 budget further increases funds to states and districts to provide the specialized educational assistance that students with disabilities require, with an eye towards improving the learning and achievement of all students. In addition, in recognizing the critical role that qualified teachers play in the education of any child, the Administration has also requested additional funds for special education professional development. The President's FY 2001 budget incorporates a \$333 million increase to fund Special Education at \$6.4 billion, including funds to help schools implement research-based practices and to assist families provide crucial intervention services to children with disabilities are early as possible.

	Then (1992 Unless otherwise indicated)	Now (1999 Unless otherwise indicated)
Students with Disabilities graduating with	101,589 (92-93)	134,319 (96-97) ^{xxv}

diplomas:

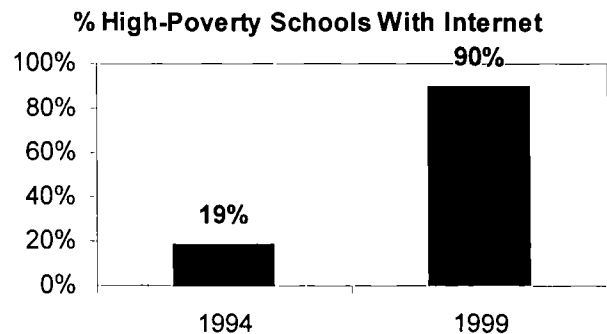
Students taking the SAT reporting a disabling condition:

42,789 (96)
940 combined score

73,169 (99) ^{xxvi}
949 combined score

ENHANCING THE REACH AND USAGE OF EDUCATION TECHNOLOGY

The rising importance of technology and general computer literacy has made closing the digital divide a national challenge, one which has been a priority for the Clinton-Gore Administration. Whereas computers were largely luxuries in the most affluent school districts just a decade ago, the Administration's aggressive E-Rate program has made it possible for nearly all schools in the country, including even the poorest, to be connected to the internet and the wealth of resources associated with access to the digital superhighway. Yet access alone is not sufficient, and the Administration has led the crusade to work collaboratively with states, districts, industry experts, and institutions of higher education – to make sure that adequate professional development is available, so that teachers can be comfortable integrating technology in their curricula, and to ensure that appropriate software is developed – through the Preparing Tomorrow's Teachers to Use Technology and Technology Literacy Challenge Fund programs. To ensure that technology provides schools and students with the most effective applications to help them achieve and meet high standards, the President's FY 2001 budget calls for \$450 million for the Technology Literacy Challenge Fund and \$170 million in funding for Next Generation Technology Innovation grants, for state-of-the art educational technology, including online and distance learning. The President's budget also includes increased commitments to the Community Technology Center and Preparing Tomorrow's Teachers to Use Technology programs.

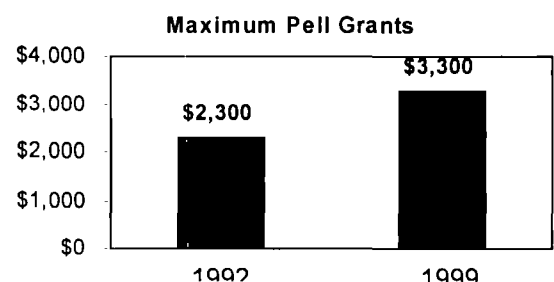


NCES. "Internet Access in U.S. Public Schools and Classrooms,"
February 2000

	Then (1992 Unless otherwise indicated)	Now (1999 Unless otherwise indicated)
Schools with internet access:	35% (94)	95% ^{xxvii}
Community Technology Centers	0	???
Preparing Tomorrow's Teachers to Use Technology	0	??

INCREASING COLLEGE OPPORTUNITY AND MAKING COLLEGE AFFORDABLE FOR ALL AMERICANS

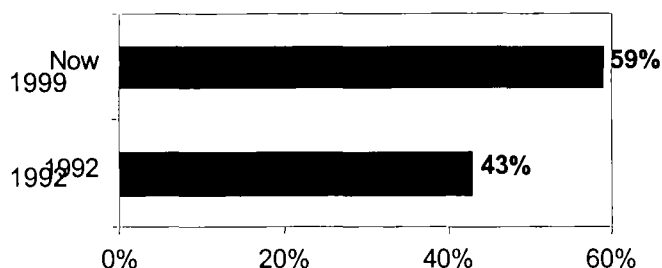
Education beyond high school is essential not only for individual opportunity but for the health of the nation's economy. The Clinton-Gore Administration has been and continues to be extremely committed to expanding



OMB FY 2001 Budget

access to post-secondary education, through tuition and loan assistance and by implementing programs aimed at better preparing high school students to continue their education after graduation from high school. Greater numbers of high school graduates are going directly to college and more working individuals are continuing their education today than ever before, thanks in part to

% Receiving Federal Grants & Loans



the largest federal investment in higher education since the G.I. Bill. A nearly 50 percent increase in the maximum amount for federally-backed Pell grants, other student aid resources such as Work Study assistance, and the new Hope Scholarship and Lifetime Learning tax credits are available now for those continuing their education – and more individuals are completing college degrees and receiving federal aid today than just eight years ago. In addition, the AmeriCorps program has provided scholarships for over 150,000 young

people to help them earn money for college while serving their communities. In addition, the President and Vice President have helped more low-income students prepare for college through the Administration's GEAR UP mentoring and college preparation initiative. The President's FY 2001 budget underscores the importance of increasing access to higher education by providing an additional \$125 million for GEAR UP; an increase of \$80 million for TRIO; funds to provide SAT and ACT preparation courses for disadvantaged youth; and tax credits including the 10-year, \$30 billion College Opportunity tax cut that will provide up to \$2,800 in tax relief for millions of families.

	Then (1992, Unless otherwise indicated)	Now (1999, Unless otherwise indicated)
High school graduates going ^{to} directly college:	61.9%	65.6% (1998) ^{xxviii}
GEAR UP participants:	0	766,000 (?)
Work-study grant recipients:	750,000	1,000,000 ^{xxix} (CHECKING)
25-29 year olds with college degrees:	27.3%	31.0% (98) ^{xxx}
Number of students benefiting from federal grants and loans:	6,231,000 (43%)	8,769,000 (59%) ^{xxxi}
AmeriCorps Scholarships:	0	150,000? (checking)

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- ⁱ RAND, "Improving Student Achievement: What NAEP State Test Scores Tell Us," 2000.
- ⁱⁱ American Federation of Teachers, "Making Standards Matter 1999"
- ⁱⁱⁱ American Federation of Teachers, "Making Standards Matter 1999"
- ^{iv} 1999 National Education Summit Briefing Book, p.8
- ^v NCES High School Transcript Study; Digest of Education Statistics 1999; Table 142
- ^{vi} Dept. of Education, "Local Success Stories: Reducing Class Size" (Nov. 99). 1996 numbers reflect national average size for elementary schools. 1999 figure represents class size in grades 1-3 for schools participating in President's class size reduction initiative.
- ^{vii} Dept of Education, "5-year Report Card" (Feb. 2000)
- ^{viii} Dept of Education, "5-year Report Card" (Feb. 2000)
- ^{ix} Dept of Education, "5-year Report Card" (Feb. 2000)
- ^x Bureau of the Census, March 1998 CPS; Condition of Education 2000 Table 32-3 (reflects 3-year averages 91-93 & 96-98)
- ^{xi} Department of Education, NAEP Trends in Academic Progress; Digest of Education Statistics 1999, Table 112
- ^{xii} Department of Education, NAEP Trends in Academic Progress; Digest of Education Statistics 1999, Table 112
- ^{xiii} Census Bureau; Condition of Education 2000, Table 32-1
- ^{xiv} The College Board; www.sat.org
- ^{xv} The College Board; www.sat.org/press/senior98/html/aptable3.html, www.sat.org/press/senior99/html/ap11.html
- ^{xvi} Bureau of Census, "Educational Attainment in the U.S." March 1998 (www.census.gov/prod/3/98pubs/p20-513.pdf); Condition of Education 1999, p.126
- ^{xvii} NAEP 1996 Mathematics Report Card (1997) Table 3.5
- ^{xviii} Bureau of Census, "Educational Attainment in the U.S." March 1998 (www.census.gov/prod/3/98pubs/p20-513.pdf); Condition of Education 1999, p.126
- ^{xix} The College Board; www.sat.org/press/senior98/html/aptable3.html, www.sat.org/press/senior99/html/ap11.html
- ^{xx} Indicators of School Crime and Safety 1999 – Table A2; Digest of Education Statistics 1999, Table 90.
- ^{xxi} Depts of Education and Justice, "Indicators of School Crime and Safety" 9/99, Figure 11.2 -- students carrying weapon to school at least once during past 30 days
- ^{xxii} National Board for Professional Teaching Standards, www.nbpts.org
- ^{xxiii} DOD, DANTES, 3/30/00, (voled.doded.mil/dantes/ttt/data.htm)
- ^{xxiv} OMB, FY2001 Budget p.43; Table 1-1
- ^{xxv} Report on the Implementation of IDEA, 4/2000, Table AD3
- ^{xxvi} The College Board, www.sat.org
- ^{xxvii} NCES, Internet Access in U.S. Public Schools and Classrooms, 2/2000
- ^{xxviii} Census, CPS; Condition of Education 2000 Table 32-1
- ^{xxix} OMB, FY2001 Budget p. 237
- ^{xxx} Census Bureau
- ^{xxxi} OMB, Budget Appendices FY1994 & FY2001; includes federal grants and loans only, 13 million Americans benefit from the HOPE Scholarship and Lifetime Learning Tax Credit.

Standards and Accountability

President Clinton and Vice President Gore have led the movement for higher standards and accountability for all students. They have helped states set high education standards and are working for the right type of accountability that demands results and rewards progress.

High Standards For All Students

- In 1994, President Clinton and Vice President Gore fought for and won passage of Goals 2000 and the Improving America's Schools Act. The implementation of these acts has been crucial in helping states develop challenging curricula and set high performance standards. Today, 49 states require students to meet tough standards in core subjects, and 48 states test reading and mathematics skills in elementary, middle and high school to ensure students are meeting those standards. [1999 National Education Summit].
 - According to Republican Gov. Tommy Thompson, Goals 2000 *"changed the face of education as we know it."* [letter to Michael Cohen, senior advisor to Secretary Riley, 9/18/95]
 - A comprehensive General Accounting Office survey found that, "Almost all state and local officials said Goals 2000 funds provided valuable assistance to education reform efforts at both the state and local levels and that, without this funding, some reform efforts either would not have been accomplished or would not have been accomplished as quickly." [GAO, Goals 2000 Flexible Funding Supports State and Local Education Reform, November 1998]
- The Clinton-Gore Administration also passed significant education reforms that require states receiving Title I funds to ensure that all students are held to the same high standards, ending the practice of relegating poor children to a watered-down curriculum and remedial classes. [1994 ESEA Reauthorization]. Today, 11 million low-income students in 13,000 school districts benefit from higher expectations and a challenging curriculum geared to higher standards. [Dept. of Education, Challenging the Status Quo 1993-2000, 5/00, p. 4]
- Ending social promotion and providing students with the knowledge and skills necessary to perform in college and the workforce will ensure that all students receive a world class education. In 1996, President Clinton challenged all states to end social promotion the right way, by giving all children the support they need to meet high standards. To further this effect, the Administration has proposed the Education Accountability Act, which would require all states to end social promotion, and the FY2001 Budget proposal would provide the tools necessary to make sure all students have the chance to meet high standards by significantly expanding after-school and summer school opportunities, investing in high quality teaching, reducing class sizes and increasing access to early childhood education. [Educational Accountability Act of 1999, FY 2001 Budget p.61]

Fixing Failing Schools

- President Clinton and Vice President Gore dedicated \$134 million in Title I money to an Accountability Fund that is giving districts the resources to improve low performing schools through a variety of approaches, including providing professional development and implementing research based curricula. The Administration has requested \$250 million for the fund next year. [Dept. of Education, Challenging the Status Quo 1993-2000, 5/00, p. 4; OMB, FY2001 Budget, p.42]
- The Clinton-Gore administration is now fighting for legislation that will require states and districts to identify schools with the lowest achievement results and turn them around. If the district fails to achieve results, the school could be shut down and reopened under new leadership or students could be transferred to charter schools.
 - *After having been identified as performing below expectations on state assessments, Audubon Elementary School in Owensboro, Kentucky today ranks 18th statewide in student performance among elementary schools. Since 1994, even with two-thirds of its students in poverty,*

Audubon has boosted the percentage of students scoring at a level of "proficient" and "distinguished" on state assessments from 12 percent to 57 percent in writing; 5 percent to 70 percent in reading; and 0 percent to 64 percent in science.

How Standards and Accountability Transformed Head Start

- When President Clinton and Vice President Gore took office, Head Start served too few children, and programs were not required to meet quality or performance standards. Bipartisan legislation signed by President Clinton in 1994 not only expanded Head Start, but reformed it to guarantee that providers meet standards for facilities, teachers, class size and learning. Those programs that couldn't meet the standards would lose their funding. Since 1993, 150 grantees have been closed while more than 200 identified as seriously deficient have turned their programs around. Meanwhile, the Clinton-Gore Administration has dedicated \$800 million for quality improvements to make sure that Head Start programs meet basic standards. And the Head Start curriculum now stresses reading and math skill development. [HHS, Improving Head Start: A Success Story, 6/16/2000]

Investing in Proven Initiatives

President Clinton and Vice President Gore have not only doubled federal resources for education and training, but they have focused federal resources on proven initiatives that work.

Smaller Classes and Quality Teachers: Research proves that smaller class size leads to significant lasting gains in academic achievement. The Administration's initiative to hire 100,000 high quality teachers in the early grades has added 29,000 teachers, providing smaller classes for 1.7 million children. Class size in grades 1-3 has dropped from 23 to 18 students in schools taking advantage of grants. This year the administration is requesting..... [Dept. of Education, Local Success Stories, Reducing Class Size, 11/99].

- *We have had practically no discipline problems. The children are more like a team and they expect the best from each other. This saves a great amount of our instructional time. ...I had only one child (from my class of 19) fail reading for the first six-week grading period. This alone is proof that the children are receiving more individualized instruction and they are greatly benefiting from class size reduction.* –Teacher in Mississippi

Public School Choice: Public school choice increases parental involvement and accountability, and encourages innovation. Charter schools increase a parents choice by offering alternative schools in the area. The number of charter schools in the country has increased from one to 1,700 during the Clinton-Gore Administration, with the federal government providing nearly \$400 million in total support. Today, more than 250,000 students are enrolled in charter schools in 39 states. [U.S. Dept. of Education, The State of Charter Schools, 2000]. The Administration has also expanded the Magnet schools program from 2,400 to 5,200 schools serving 1.5 million students, expanding access to high-quality programs in math, science, technology and arts. [Dept. of Education, Challenging the Status Quo 1993-2000, 5/00, p. 21]

After-School and Summer School: Extended learning time is an essential strategy to improve reading and math scores and provide children a safe and productive environment in the after school hours, when most incidences of crime, alcohol and drug abuse occur. The 21st Century Community Learning Center initiative, launched by President Clinton and Vice President Gore in 1997, today provides after-school and summer school opportunities for 850,000 students. The Administration would expand this program to 10,000 schools and 2.5 million students, which would reduce the number of latch key kids by 25 percent. [Dept. of Education, Challenging the Status Quo 1993-2000, 5/00, pp. 12, 32; FY2001 Budget, p.61]

- *Esmeralda, a student in the low-income school district of La Quinta, California, improved her reading level from 2.75 to 5.80 through the Computer Curriculum Corporation program that provides reading software. She spent two hours a day, four days a week, in her school's computer lab, which was funded by a 21st Century Community Learning Center grant.*

Technology in the Classroom: Today 78 percent of teachers receive training in using technology in the classroom, up from 51 percent in 1994. Internet access has grown from 4 percent of classrooms in 1994 to 65 percent in 1999, with 100 percent of schools expected to be wired by the end of 2000. And the Vice-President's E-rate program has provided internet access for 1 million classrooms and libraries.

School Construction: needs data

- High School reform: small schools/schools to work
- School construction
- Gear up

Expanding and Improving Head Start: Thirty-five years of study and experience with Head Start has demonstrated that low-income children who participated were less likely to be held back in school or to be placed in special education classes and more likely to succeed in school and to graduate. [Council of Economic Advisers, *Educating America: An Investment in our Future*, 9/95] The Clinton-Gore Administration has enacted the largest expansion of Head Start ever, including expanding participation by over 200,000 children, extending Head Start to an all-day, full-year preschool program, and creating Early Head Start to support children under three and pregnant women.

Student Achievement

President Clinton and Vice President Gore introduced a strategy of high standards for all student, accountability for results and investment in what works that is beginning to pay off. Reading and math scores are up at all levels, college entrance scores are up and more students are heading to college.

Higher Reading and Math Scores at All Levels

- Average reading scores increased for students in grades 4, 8, and 12 between 1994-98. For eighth graders, the national average score was higher in 1998 than in 1994 and 1992. [NAEP 1998 Reading Report Card]
- Students' scores on the NAEP mathematics scale have also increased for all three grades measured. Scores were higher in 1996 than in 1992 for all three grades, and higher in 1992 than in 1990. The national average scaled score for fourth graders in 1996 was 224, an increase of 11 points over the national average for 1990. The average for eighth graders in 1996 was 272, an increase of 9 points over 1990; and the average score for twelfth graders was 304, an increase of 10 points over 1990. [NAEP 1996 Mathematics Report Card]
- Reading scores of 9-year-olds in the highest-poverty schools, where over 75% of students qualify for free or reduced-price lunch, rose by nearly one grade level on the National Assessment of Educational Progress (NAEP) between 1992 and 1996.
- Math scores of 9-year-olds in the highest-poverty schools rose by one grade level between 1992 and 1996.

Students Are Taking Tougher Classes And Aiming Higher

- In 1998, 55 percent of graduating high school seniors took a core curriculum (4 years of English, 3 years each of social studies, science and math). In 1990, just 38 percent did. [NCES High School Transcript Study, 1999]
- The number of students taking AP exams increased to 704,000 in 1999. In 1995 only 476,000 took AP tests. [The College Board, 8/31/99; 8/22/96] The Administration's Advanced Placement Initiative provides help to pay fees and provide classroom materials that has encouraged 92,000 low-income students to take AP exams since 1998 and will assist 80,000 more this year. [Dept. of Education, Challenging the Status Quo]

College Entrance Scores Are Up

- 1998 SAT math scores were the highest in 27 years. Verbal scores were the highest in 10 years, and have increased 5 points since 1992. Combined SAT scores have increased by 15 points since '92. [The College Board, 9/1/98; 8/31/99]. Need new numbers
- Average ACT scores have also increased over the past seven years after remaining virtually flat between 1980-92. [ACT, 8/17/99].
- Over the last 10 years, SAT test scores for college-bound African American students have increased by a total of 13 points. [The College Board, 8/31/99] The gaps in test scores between African American and white elementary and secondary students have also closed slightly in Math, Science and Reading. [NCES, The Condition of Education 1999, p.2]

Fewer Dropouts

- The percentage of students who drop out of high school fell from 5.3 percent in 1994 to 4.6 percent in 1997. The largest improvements came among African American and lower-income students. [NCES, The Condition of Education: 1999, p. 110].
- The percentage of young adults who have completed high school is the highest level ever reported. Today, 88.1 percent of 25-29 year olds graduated from high school. The number has increased from 86.3 percent in 1992. [NCES, The Condition of Education: 1998]

More Students Are Going To College

- Between 1992-97, the percentage of high school graduates going to college increased from 61.9 percent to 67.0 percent. The percentage of African American graduates going to college has increased by 12 points since 1992 and is now at its highest point ever. Low-income students are also much more likely to attend college. Today 50.6 percent of low-income graduates go on to college. In 1992, just 43.6 percent did. [NCES, The Condition of Education: 1999, p. 128]

Dollars to Classrooms

President Clinton and Vice President Gore have taken successful steps to improve efficiency in the Department of Education. Today 99 percent of funds for major education programs are distributed to states, the Department is doing more with fewer personnel and thousands of pages of paperwork and regulations have been eliminated.

Over 90 Percent of Federal Dollars to Local Districts

- A 1999 GAO study found that 99 percent of appropriations for 10 major education programs are distributed to states. And 94 percent of these funds are distributed to local agencies. [GAO, Federal Education Funding, Allocation to State and Local Agencies for 10 Programs, 9/99]

Doing More With Less

- Despite the fact that President Clinton and Vice President Gore have doubled the federal government's investment in education, there are fewer Department of Education staff this year than there were in 1992. [Dept. of Education FY2001 Budget Summary]

Eliminating Regulations and Unnecessary Programs

- Since President Clinton and Vice President Gore took office, 65 programs totaling \$625 million have been eliminated or consolidated. The U.S. Department of Education has eliminated 39 percent of departmental regulations – totaling 923 pages. [Testimony of Under Secretary Marshall Smith, 4/9/97]

Reforms Saving Billions of Dollars

- In 1990, the student loan default rate was 22.4 percent. Under the Clinton-Gore administration, the default rate has been cut every year, and is now a record low 8.8 percent. [5-year Report Card on American Education, February 2000]
- Collection of defaulted student loans have tripled under the Clinton-Gore Administration, to \$3.0 billion in FY1999. [Dept of Education, FY2001 Budget Request, www.ed.gov]
- The Direct Student Loan Program has saved taxpayers an estimated \$4 billion since 1993. [Dept of Education, Challenging the Status Quo, p.41]
- Federal subsidies for banks and guaranty agencies have been pared down, saving taxpayers an additional \$1.6 billion. [Dept of Education, Challenging the Status Quo, p.41]

Easing the Paperwork Burden

- In 1994, President Clinton signed the ESEA Reauthorization Act, which eliminated two-thirds of regulations governing federal elementary and secondary education programs. As part of these reforms, states are allowed to submit a single form. This has resulted in elimination of 85 percent of the paperwork requirements. [Statement of Deputy Secretary Marshall Smith, 12/6/99]

More State Flexibility than Ever Before

- Since 1993, the Department has approved 478 waivers of regulations for states. [Waiver Fact Sheet, 5/2000, www.ed.gov] In 1999, President Clinton signed the Education Flexibility Partnership Act, which allows all states with strong accountability safeguards the opportunity to waive many federal requirements in order to achieve results of local improvement plans. [Ed-Flex Fact Sheet, 6/28/00, www.ed.gov]

Discipline and School Violence

From day one, President Clinton and Vice President Gore have taken a tough stance against youth violence. They have adopted a zero tolerance policy against weapons in schools, and challenged states to adopt policies to improve order and safety in classrooms, including adopting school uniforms, enforcing truancy laws and imposing curfews. Although serious problems still exist across the country, crime in schools has dropped by more than one-third under The Clinton-Gore Administration.

School Violence Rates Drop

- School crime has decreased by more than one-third under President Clinton and Vice President Gore. In 1993, there were 155 school-related crimes per 1000 students. The rate had dropped to 102 per 1000 in 1997. [U.S. Dept of Justice, 1999 Annual Report on School Safety]
 - The number of students carrying a weapon to school and students getting in fights at school has also dropped significantly since 1993. Serious crime dropped for the seventh year in a row, the longest continuous decline in nearly 40 years. [U.S. Dept of Justice, 1999 Annual Report on School Safety]
 - Reversing the previous upward trend, drug use had been stopped and drug use among teenage students has decreased or remained flat for three straight years. [Monitoring the Future Survey 1992-1999]
- Need new numbers

Zero Tolerance for Guns and Weapons

- President Clinton and Vice President Gore fought for passage of the Gun Free Schools Act, which requires the expulsion of students caught bringing weapons to schools.
- The percentage of high school students who carried a weapon to school dropped from 12 to 9 percent between 1993-97. [Dept. of Education/ Dept. of Justice, Annual Report on School Safety 1999]

Encouraging Tougher Student Discipline Policies

- President Clinton and Vice President Gore have encouraged schools to adopt school uniform and dress code policies and urged communities to enforce truancy laws and impose curfews.

More Police Officers in Schools

- President Clinton and Vice President Gore have designated \$250 million in community policing grants to fund over 2,250 police officers to work in schools. [Dept. of Justice, Community Oriented Policing Services, www.usdoj.gov/cops/]

After-School and Summer-School Opportunities Reduce Crime

- President Clinton and Vice President Gore have provided funding for 7,700 after school and summer programs that serve 2.5 million students. Not only do these programs give students a safe place to improve skills necessary to meet tough academic standards, but they also have lowered crime rates in some areas where after-school programs have been implemented. [Dept of Education, Challenging the Status Quo, p.32]

Proposals for Project SERV and School Councilors:

Quality Teachers in Every Classroom

President Clinton and Vice President Gore are helping communities hire 100,000 quality teachers in school districts across the country. They have drastically increased federal efforts to attract quality teachers to high-need schools and are improving teacher training, pay and working to increase the respect for the teaching profession. They are also working to expand professional development for teachers, expanding the number of board certified teachers and have proposed requiring more secondary school teachers to have degrees in the subjects they teach.

Largest teacher training and recruitment effort ever

- President Clinton and Vice President Gore have launched the largest investment in teacher hiring and training ever. In 1998, the administration won funding to start hiring 100,000 new quality teachers over six years. ~~Since then President Clinton and Vice President Gore have secured a total of \$2.5 billion toward their goal and expect to hire 49,000 teachers by the end of FY2000.~~ [Dept of Education, Challenging the Status Quo, p.32; Dept. of Education, FY2001 Budget Summary, www.ed.gov]
- President Clinton and Vice President Gore have nearly doubled funding for teacher quality and recruitment programs. In 1993, the federal government spent just \$435 million to train and recruit quality teachers. In 1999, President Clinton fought for and secured \$793 million. The administration's 2001 budget proposal would increase this to \$1 billion annually. [FY2001 Budget, p.45]
- The Clinton-Gore Administration is working to enact laws that would reduce the number of teachers who teach outside their area of expertise. Today, 88 percent of science and 82 percent of math teachers in secondary schools had a major or minor in the area they taught. In 1993, 18 percent of science teachers and 23 percent of math teachers were teaching outside of their field of expertise. [NCES, Teacher Quality: A Report on the Preparations and Qualifications of Public School Teachers, 1/1999].

Professional Development and Board Certification

- President Clinton and Vice President Gore have encouraged professional board certification and licensing of teachers and launched state grants to encourage a rigorous process. [Higher Education Amendments of 1998]. There are currently 4,804 teachers certified by the National Board for Professional Teaching Standards. Thirty-eight states and 169 local school districts offer a variety of incentives, including fee support for candidates and salary increases for certified teachers. [NBPTS Release, 6/1/2000, www.nbpts.org].
- In order to educate students for the digital economy, teachers need to be computer literate and trained to integrate technology into the classroom. President Clinton and Vice President Gore have launched grants that are training 400,000 teachers to use technology in the classroom. [OMB, FY2001 Budget, p.46]
- The Clinton-Gore Administration implemented the Troops to Teachers program to encourage former military personnel to become teachers. So far 3,600 teachers in schools in all 50 states and almost 2,000 school districts. [DANTES, Troops to Teachers Program Status Report, 3/30/2000] President Clinton and Vice President Gore have requested \$25 million in funding for 2001 to substantially increase this proven pool of teaching talent and expand the successful concept to other mid-career professionals. [OMB, FY2001 Budget, p.45]

Standards and Accountability in Teacher Training

- The 1998 Higher Education Act signed by President Clinton holds states and teacher education programs accountable for preparing skilled teachers, and encouraging alternate ways for qualified professionals to enter the teaching profession. President Clinton and Vice President Gore have also

introduced annual report cards on teacher training, licensing and certification in each state. [Dept. of Education, Improving Teacher Quality, Recruitment, and Preparation, www.ed.gov/offices/OPE/heatqp/tqp.sum.html]

Hiring Quality Teachers Where They Are Needed Most

change
I The Clinton-Gore Administration's Class Size Reduction Initiative targets funds to high poverty communities, where the need for high quality teachers is the greatest, by distributing 80 percent of its funds on the basis of the number of poor children in each district. [Dept. of Education, Local Success Stories: Reducing Class Size, 11/99]

*to
President Clinton*
President Clinton and Vice President Gore have launched the American Indian Teacher Corps to attract 1,000 new, high quality teachers to American Indian and Alaska native schools. They have nearly doubled funding for bilingual and English as a Second Language education and have requested funds to train 8,000 tutors to help students with limited English skills excel academically. [OMB, FY 2001 Budget, pp. 43, 236]

Expanding College Opportunity

Recognizing that a college education is more important to success in today's economy than ever before. President Clinton and Vice President Gore have enacted the largest expansion of college opportunity since the GI Bill was passed in 1944. They have drastically increased the federal investment in student aid, resulting in an increase in the number of students receiving aid, enrolling in college, and the number of students preparing for college.

Opening the Doors of College to All Americans

- President Clinton and Vice President Gore have enacted the largest expansion of college opportunity for Americans since the GI Bill. The Clinton-Gore Administration proposed and initiated the HOPE Scholarship and Lifetime Learning Tax Credits. These two programs provide tax credits worth a total of \$6.8 billion to 10 million families. The Administration has expanded participation in the work study program, so that 1 million students can work their way through school. They also created AmeriCorps, which has helped 150,000 students earn money for college through community service. [OMB, FY2001 Budget]
- The Clinton-Gore Administration created the Direct Lending program, which has made borrowing money for college cheaper and easier, saving students and their families over \$8 billion and saving taxpayers more than \$5 billion since 1993. Direct lending has reduced paperwork and fees for students and costs to the federal government. The Administration has also cut student loan interest rates and origination fees for all students, saving students more than \$8 billion. And Clinton-Gore economic policies have kept interest rates low, reducing college costs for students taking out loans by an estimated \$200 per year. [Dept of Education, Challenging the Status Quo; White House Fact Sheet, 1/27/00]
- President Clinton and Vice President Gore have increased the maximum Pell Grant award by \$1,000, and proposed an additional \$200 increase next year. Between 1993 and 1999, the maximum Pell Grant award has increased slightly faster than the rate of college tuition and fees. During the previous administration, college tuition and fees increased much quicker than the maximum Pell Grant. [Dept. of Education, Pell Grant Year-End Report, 1998-99; OMB, FY 2001 Budget; Dept. of Education, Digest of Education Statistics, Table 317]
- This Administration has greatly expanded the availability of student aid. More than 2.5 million more students receive some sort of federal grant, loan or work-study assistance today than in 1992, and this number does not include the 10 million families taking advantage of HOPE Scholarships and Lifetime Learning Tax Credits. [OMB, FY2001 Budget Appendix, p. 369; FY1994 Budget Appendix]

More Students Going to College

- As a result of President Clinton and Vice President Gore's efforts, more high school graduates are going directly to college today than ever before. In 1998, 66 percent of high school graduates went directly to college. This translates into an estimated 1.6 million students, or more than 200,000 more than went directly to college in 1992. [Condition of Education 2000 Table 32-1]
- Particularly impressive gains have been made among low-income students and African-Americans. The percentage of high school graduates going directly to college has increased from 44 percent in 1992 to more than 50 percent in 1997 among low-income families and from 50 percent in 1992 to 62 percent in 1998 among African American students. [Condition of Education 2000 Tables 32-1, 32-3]

Preparing Students for College Early

- In 1998, President Clinton and Vice President Gore created GEAR-UP to encourage students to begin planning for college as early as sixth grade. Research shows that students taking challenging courses in middle school are much more likely to succeed in high school and go on to college. The program will benefit more than 750,000 students. [Dept. of Education, GEAR-UP FY2001 Funding Information, www.ed.gov/gearup]
- The Administration has also expanded the TRIO programs, a network of eight initiatives designed to help low-income, first-generation college, and disabled individuals achieve academic success beginning in middle school, throughout college, and into graduate school. Since 1993, funding for the programs has increased from \$388 million to \$645 million, and TRIO programs now offer services to 730,000 students. [Dept of Education, Challenging the Status Quo]
- The number of students taking Advanced Placement exams increased to 704,000 in 1999. In 1995 only 476,000 took AP tests. [The College Board, 8/31/99; 8/22/96] The Administration's Advanced Placement Initiative provides help to pay fees and provide classroom materials that has encouraged 92,000 low-income students to take AP exams since 1998 and will assist 80,000 more this year. [Dept. of Education, Challenging the Status Quo]

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~~Crucial Leadership Set High Standards~~ *For all students*

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~~Holding Schools Accountable for Results~~

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- The Clinton-Gore administration is now fighting for legislation that will require states and districts to identify schools with the lowest achievement results and turn them around. If the districts fail to achieve results, the responsible school staff can be fired or the school could be shut down and *reopened* *under new leadership* or students transferred to other public schools in the district. [Educational Excellence for All Children Act] *charter schools*
- *add bullet on fixing failing schools (DAVE)*

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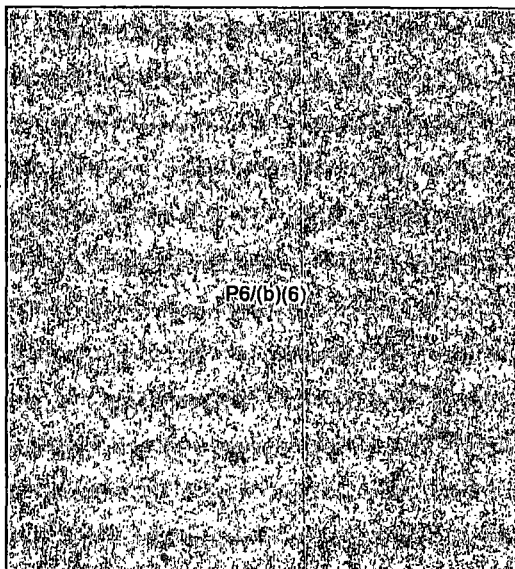
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[001]

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Investing in Proven Initiatives

President Clinton and Vice President Gore have not only doubled federal resources for education and training, but they have focused federal resources on proven initiatives that work.

academic achievement
Smaller Classes and Quality Teachers: Research proves that smaller class size leads to significant *high quality* lasting gains in reading, math and science. The Administration's *initiative* effort to hire 100,000 teachers in the early grades has added 29,000 teachers, providing smaller classes for 1.7 million children. Class size in grades 1-3 has dropped from 23 to 18 students in schools taking advantage of grants. [Dept. of Education, Local Success Stories, Reducing Class Size, 11/99]. *? This year the administration is adding teachers*

Bullet
Public School Choice: Public school choice increases parental involvement and accountability, and encourages innovation. The number of charter schools in the country has increased from one to 1,700 during the Clinton-Gore Administration, with the federal government providing nearly \$400 million in total support. Today, more than 250,000 students are enrolled in charter schools in 39 states. [U.S. Dept. of Education, The State of Charter Schools, 2000]. The Administration has also expanded the Magnet schools program from 2,400 to 5,200 schools serving 1.5 million students, expanding access to high-quality programs in math, science, technology and arts. [Dept. of Education, Challenging the Status Quo 1993-2000, 5/00, p. 21] *Charter schools increase parents' choice by offering alternative schools in the area.*

Book note
After-School and Summer School: Extended-learning time has been shown to improve reading and math scores and provides *children* additional opportunities for parents to become involved in their children's education. In some areas, it has also been shown to reduce juvenile crime. President Clinton and Vice President Gore launched the 21st Century Community Learning Centers initiative in 1997. Today, the program provides after-school and summer school opportunities for 850,000 students. The Administration *is requesting funds to* would expand this program to 10,000 schools and 2.5 million students. [Dept. of Education, Challenging the Status Quo 1993-2000, 5/00, pp. 12, 32; FY2001 Budget, p.61] *Bullet*

Transfer to first page under reauthorizing High & Standards...
Book note
Ending Social Promotion: Our schools do students a disservice when they graduate them without the knowledge and skills necessary to perform in college or the workforce. In 1996, President Clinton challenged all states to end social promotion the right way, by giving all children the support they need to meet high standards. Today, 27 states have high school exit exams, compared with just 10 in 1992. [1999 National Education Summit Briefing Book, p.8]. *To further this effort,* The Administration has ~~also~~ proposed the Education Accountability Act, which would require all states to end social promotion, and the FY2001 Budget

proposal
would provide the tools necessary to make sure all students have the chance to meet high standards by significantly expanding after-school and summer school opportunities, [Educational Accountability Act of 1999, FY 2001 Budget p.61] *investing in high quality teachers, reducing class sizes and increasing access to early childhood education.*

Technology in the Classroom: Today 78 percent of teachers receive training in using technology in the classroom, up from 51 percent in 1994. Internet access has grown from 4 percent of classrooms in 1994 to 65 percent in 1999, with 100 percent of schools expected to be wired by the end of 2000. And the Vice-President's E-rate program has provided access for 1 million classrooms and libraries, *with 100% of schools' internet*

Safe Schools: The Clinton-Gore Administration has relied on proven discipline and prevention methods to discourage violence in schools. The COPS community policing initiative has provided 2,250 officers for schools. [Dept. of Justice, Community Oriented Policing Services, www.usdoj.gov/cops/]. President Clinton and Vice President Gore encouraged the use of school uniforms and succeeded in passing zero tolerance laws that in the first two years has resulted in the expulsion of nearly 10,000 students who brought weapons to schools. [U.S. Dept. of Education, Report on State Implementation of the Gun-Free Schools Act, 1997-98] These initiatives have worked: The school crime rate has dropped by one-third *what have?*

school construction:
1. high school reform: small schools, solution to work
2. school construction
3. tear up

~~since 1993 and far fewer students report bringing weapons to school. [U.S. Dept of Justice, 1999 Annual Report on School Safety]~~

Expanding and Improving Head Start: Thirty-five years of study and experience with Head Start has demonstrated that low-income children who participated were less likely to be held back in school or to be placed in special education classes and more likely to succeed in school and to graduate.

to support [Council of Economic Advisers, Educating America: An Investment in our Future, 9/95] The Clinton-Gore Administration has enacted the largest expansion of Head Start ever, including expanding participation by over 200,000 children, extending Head Start to an all-day, full-year preschool program, and creating Early Head Start ~~for~~ children under three and pregnant women. ~~President Clinton and Vice President Gore have also implemented far-reaching quality improvements including mandatory quality and performance standards, professional development and a reading and math skills curriculum. [HHS, Improving Head Start: A Success Story, 6/16/2000]~~

Student

Education Achievement

President Clinton and Vice President Gore introduced a strategy of higher standards and accountability that is beginning to pay off. Reading and math scores are up at all levels, college entrance scores are up and more students are heading to college. ~~African-Americans and women have made particularly impressive gains over the past eight years.~~

for all students, for reading and math in what is what - work

Higher Reading and Math Scores at All Levels

this stays

- Average reading scores increased for students in grades 4, 8, and 12 between 1994-98. For eighth graders, the national average score was higher in 1998 than in 1994 and 1992. [NAEP 1998 Reading Report Card]
- Students' scores on the NAEP mathematics scale have also increased for all three grades measured. Scores were higher in 1996 than in 1992 for all three grades, and higher in 1992 than in 1990. The national average scaled score for fourth graders in 1996 was 224, an increase of 11 points over the national average for 1990. The average for eighth graders in 1996 was 272, an increase of 9 points over 1990; and the average score for twelfth graders was 304, an increase of 10 points over 1990. [NAEP 1996 Mathematics Report Card]

Students Are Taking Tougher Classes And Aiming Higher

- In 1998, 55 percent of graduating high school seniors took a core curriculum (4 years of English, 3 years each of social studies, science and math). In 1990, just 38 percent did. [NCES High School Transcript Study, 1999]
- The number of students taking AP exams increased to 704,000 in 1999. In 1995 only 476,000 took AP tests. [The College Board, 8/31/99; 8/22/96] The Administration's Advanced Placement Initiative provides help to pay fees and provide classroom materials that has encouraged 92,000 low-income students to take AP exams since 1998 and will assist 80,000 more this year. [Dept. of Education, Challenging the Status Quo]

College Entrance Scores Are Up

need new number

- 1998 SAT math scores were the highest in 27 years. Verbal scores were the highest in 10 years, and have increased 5 points since 1992. Combined SAT scores have increased by 15 points since '92. [The College Board, 9/1/98; 8/31/99].
- Average ACT scores have also increased significantly over the past seven years after remaining virtually flat between 1980-92. [ACT, 8/17/99].

Fewer Dropouts

- The percentage of students who drop out of high school fell from 5.3 percent in 1994 to 4.6 percent in 1997. The largest improvements came among African American and lower-income students. [NCES, The Condition of Education: 1999, p. 110].
- The percentage of young adults who have completed high school is the highest level ever reported. Today, 88.1 percent of 25-29 year olds graduated from high school. The number has increased from 86.3 percent in 1992. [NCES, The Condition of Education: 1998]

More Students Are Going To College

- Between 1992-97, the percentage of high school graduates going to college increased from 61.9 percent to 67.0 percent. The percentage of African American graduates going to college has increased by 12 points since 1992 and is now at its highest point ever. Low-income students are also much more likely to attend college. Today 50.6 percent of low-income graduates go on to college. In 1992, just 43.6 percent did. [NCES, The Condition of Education: 1999, p. 128]

Raising Achievement of All Students

- move to "higher reading and math"* • Reading scores of 9-year-olds in the highest-poverty schools, where over 75% of students qualify for free or reduced-price lunch, rose by nearly one grade level on the National Assessment of Educational Progress (NAEP) between 1992 and 1996.
- Math scores of 9-year-olds in the highest-poverty schools rose by one grade level between 1992 and 1996.
- move to "college entrance level"* • Over the last 10 years, SAT test scores for college-bound African American students have increased by a total of 13 points. [The College Board, 8/31/99] The gaps in test scores between African American and white elementary and secondary students have also closed slightly in Math, Science and Reading. [NCES, The Condition of Education 1999, p. 2]

Dollars to Classrooms

President Clinton and Vice President Gore have taken successful steps to improve efficiency in the Department of Education. Today 99 percent of funds for major education programs are distributed to states, the Department is doing more with fewer personnel and thousands of pages of paperwork and regulations have been eliminated.

Over 90 Percent of Federal Dollars to Local Districts

- A 1999 GAO study found that 99 percent of appropriations for 10 major education programs are distributed to states. And 94 percent of these funds are distributed to local agencies. [GAO, Federal Education Funding, Allocation to State and Local Agencies for 10 Programs, 9/99]

doing more with less ~~Fewer Education Department Employees~~

- Despite the fact that President Clinton and Vice President Gore have *done better* ~~increased~~ the federal government's *investment in* ~~commitment~~ to education, there are ~~142~~ *fewer* Department of Education staff this year than there were in 1992. [Dept. of Education FY2001 Budget Summary]

Eliminating Regulations and Unnecessary Programs

- Since President Clinton and Vice President Gore took office, 65 programs totaling \$625 million have been eliminated or consolidated. The U.S. Department of Education has eliminated 39 percent of departmental regulations – totaling 923 pages. [Testimony of Under Secretary Marshall Smith, 4/9/97]

Reforms Saving Billions of Dollars

- In 1990, the student loan default rate was 22.4 percent. Under the Clinton-Gore administration, the default rate has been cut every year, and is now a record low 8.8 percent. [5-year Report Card on American Education, February 2000]
- Collections of defaulted student loans have tripled under the Clinton-Gore Administration, to \$3.0 billion in FY1999. [Dept of Education, FY2001 Budget Request, www.ed.gov]
- The Direct Student Loan Program has saved taxpayers an estimated \$4 billion since 1993. [Dept of Education, Challenging the Status Quo, p.41]
- Federal subsidies for banks and guaranty agencies have been pared down, saving taxpayers an additional \$1.6 billion. [Dept of Education, Challenging the Status Quo, p.41]

Easing the Paperwork Burden

- In 1994, President Clinton signed the ESEA Reauthorization Act, which eliminated two-thirds of regulations governing federal elementary and secondary education programs. As part of these reforms, states are allowed to submit a single form. This has resulted in elimination of 85 percent of the paperwork requirements. [Statement of Deputy Secretary Marshall Smith, 12/6/99]

More State Flexibility than Ever Before

- Since 1993, the Department has approved 478 waivers of regulations for states. [Waiver Fact Sheet, 5/2000, www.ed.gov] In 1999, President Clinton signed the Education Flexibility Partnership Act, which allows all states with strong accountability safeguards the opportunity to waive many federal requirements in order to achieve results of local improvement plans. [Ed-Flex Fact Sheet, 6/28/00, www.ed.gov]

Discipline and School Violence

From day one, President Clinton and Vice President Gore have taken a tough stance against youth violence. They have adopted a zero tolerance policy against weapons in schools, and challenged states to adopt policies to improve order and safety in classrooms, including adopting school uniforms, enforcing truancy laws and imposing curfews. Although serious problems still exist across the country, crime in schools has dropped by more than one-third under The Clinton-Gore Administration.

School Violence Rates Drop

- School crime has decreased by more than one-third under President Clinton and Vice President Gore. In 1993, there were 155 school-related crimes per 1000 students. The rate had dropped to 102 per 1000 in 1997. [U.S. Dept of Justice, 1999 Annual Report on School Safety]
- The number of students carrying a weapon to school and students getting in fights at school has also dropped significantly since 1993. Serious crime dropped for the seventh year in a row, the longest continuous decline in nearly 40 years. [U.S. Dept of Justice, 1999 Annual Report on School Safety]
- ~~An upward trend in drug use had been stopped and~~ drug use among teenage students has decreased or remained flat for three straight years. [Monitoring the Future Survey 1992-1999]

Zero Tolerance for Guns and Weapons

- President Clinton and Vice President Gore fought for passage of the Gun Free Schools Act, which requires the expulsion of students caught bringing weapons to schools. ~~In the act's first two years, nearly 10,000 students were expelled for weapons violations.~~ [U.S. Dept. of Education, Report on State Implementation of the Gun-Free Schools Act, 1997-98].
- The percentage of high school students who carried a weapon to school dropped from 12 to 9 percent between 1993-97. [Dept. of Education/ Dept. of Justice, Annual Report on School Safety 1999]

Encouraging Tougher Student Discipline Policies

- President Clinton and Vice President Gore have encouraged schools to adopt school uniform and dress code policies and urged communities to enforce truancy laws and impose curfews.

More Police Officers in Schools

- President Clinton and Vice President Gore have designated \$250 million in community policing grants to fund over 2,250 police officers to work in schools. [Dept. of Justice, Community Oriented Policing Services, www.usdoj.gov/cops/]

After-School and Summer-School Opportunities Reduce Crime

- President Clinton and Vice President Gore have provided funding for 7,700 after school and summer programs that serve 2.5 million students. Not only do these programs give students a safe place to improve skills necessary to meet tough academic standards, but they also have lowered crime rates ~~in~~ areas where after-school programs have been implemented. [Dept of Education, Challenging the Status Quo, p.32]

Proposals for project SERI and School Councils

Quality Teachers in Every Classroom

President Clinton and Vice President Gore are helping communities hire 100,000 quality teachers in school districts across the country. They have drastically increased federal efforts to attract quality teachers to high-need schools and are improving teacher training, pay and working to increase the respect for the teaching profession. They are also working to expand professional development for teachers, expanding the number of board certified teachers and have proposed requiring more secondary school teachers to have degrees in the subjects they teach.

Largest teacher training and recruitment effort ever

- President Clinton and Vice President Gore have launched the largest investment in teacher hiring and training ever. In 1998, the administration won funding to start hiring 100,000 new quality teachers over six years. Since then President Clinton and Vice President Gore have secured a total of \$2.5 billion toward their goal and expect to hire 49,000 teachers by the end of FY2000. [Dept of Education, Challenging the Status Quo, p.32; Dept. of Education, FY2001 Budget Summary, www.ed.gov]
- President Clinton and Vice President Gore have nearly doubled funding for teacher quality and recruitment programs. In 1993, the federal government spent just \$435 million to train and recruit quality teachers. In 1999, President Clinton fought for and secured \$793 million. The administration's 2001 budget proposal would increase this to \$1 billion annually. [FY2001 Budget, p.45]
- The Clinton-Gore Administration is working to enact laws that would reduce the number of teachers who teach outside their area of expertise. Today, 88 percent of science and 82 percent of math teachers in secondary schools had a major or minor in the area they taught. In 1993, 18 percent of science teachers and 23 percent of math teachers were teaching outside of their field of expertise. [NCES, Teacher Quality: A Report on the Preparations and Qualifications of Public School Teachers, 1/1999].

Professional Development and Board Certification

- President Clinton and Vice President Gore have encouraged professional board certification and licensing of teachers and launched state grants to encourage a rigorous process. [Higher Education Amendments of 1998]. There are currently 4,804 teachers certified by the National Board for Professional Teaching Standards. Thirty-eight states and 169 local school districts offer a variety of incentives, including fee support for candidates and salary increases for certified teachers. [NBPTS Release, 6/1/2000, www.nbpts.org].
- In order to educate students for the digital economy, teachers need to be computer literate and trained to integrate technology into the classroom. President Clinton and Vice President Gore have launched grants that are training 400,000 teachers to use technology in the classroom. [OMB, FY2001 Budget, p.46]
- The Clinton-Gore Administration implemented the Troops to Teachers program to encourage former military personnel to become teachers. So far 3,600 teachers in schools in all 50 states and almost 2,000 school districts. [DANTES, Troops to Teachers Program Status Report, 3/30/2000] President Clinton and Vice President Gore have requested \$25 million in funding for 2001 to substantially increase this proven pool of teaching talent and expand the successful concept to other mid-career professionals. [OMB, FY2001 Budget, p.45]

Standards and Accountability in Teacher Training

- The 1998 Higher Education Act signed by President Clinton holds states and teacher education programs accountable for preparing skilled teachers, and encouraging alternate ways for qualified professionals to enter the teaching profession. President Clinton and Vice President Gore have also

introduced annual report cards on teacher training, licensing and certification in each state. [Dept. of Education, Improving Teacher Quality, Recruitment, and Preparation, www.ed.gov/offices/OPE/heatqp/tqp.sum.html]

Hiring Quality Teachers Where They Are Needed Most

- The Clinton-Gore Administration's Class Size Reduction Initiative targets funds to high poverty communities, where the need for high quality teachers is the greatest, by distributing 80 percent of its funds on the basis of the number of poor children in each district. [Dept. of Education, Local Success Stories: Reducing Class Size, 11/99]
- President Clinton and Vice President Gore have launched the American Indian Teacher Corps to attract 1,000 new, high quality teachers to American Indian and Alaska native schools. They have nearly doubled funding for bilingual and English as a Second Language education and have requested funds to train 8,000 tutors to help students with limited English skills excel academically. [OMB, FY 2001 Budget, pp. 43, 236]

Expanding College Opportunity

Recognizing that a college education is more important to success in today's economy than ever before. President Clinton and Vice President Gore have enacted the largest expansion of college opportunity since the GI Bill was passed in 1944. They have drastically increased the federal investment in student aid, resulting in an increase in the number of students receiving aid, enrolling in college, and the number of students preparing for college.

Opening the Doors of College to All Americans

- President Clinton and Vice President Gore have enacted the largest expansion of college opportunity for Americans since the GI Bill. The Clinton-Gore Administration proposed and initiated the HOPE Scholarship and Lifetime Learning Tax Credits. These two programs provide tax credits worth a total of \$6.8 billion to 10 million families. The Administration has expanded participation in the work study program, so that 1 million students can work their way through school. They also created AmeriCorps, which has helped 150,000 students earn money for college through community service. [OMB, FY2001 Budget]
- The Clinton-Gore Administration created the Direct Lending program, which has made borrowing money for college cheaper and easier, saving students and their families over \$8 billion and saving taxpayers more than \$5 billion since 1993. Direct lending has reduced paperwork and fees for students and costs to the federal government. The Administration has also cut student loan interest rates and origination fees for all students, saving students more than \$8 billion. And Clinton-Gore economic policies have kept interest rates low, reducing college costs for students taking out loans by an estimated \$200 per year. [Dept of Education, Challenging the Status Quo; White House Fact Sheet, 1/27/00]
- President Clinton and Vice President Gore have increased the maximum Pell Grant award by \$1,000, and proposed an additional \$200 increase next year. Between 1993 and 1999, the maximum Pell Grant award has increased slightly faster than the rate of college tuition and fees. During the previous administration, college tuition and fees increased much quicker than the maximum Pell Grant. [Dept. of Education, Pell Grant Year-End Report, 1998-99; OMB, FY 2001 Budget; Dept. of Education, Digest of Education Statistics, Table 317]
- This Administration has greatly expanded the availability of student aid. More than 2.5 million more students receive some sort of federal grant, loan or work-study assistance today than in 1992, and this number does not include the 10 million families taking advantage of HOPE Scholarships and Lifetime Learning Tax Credits. [OMB, FY2001 Budget Appendix, p. 369; FY1994 Budget Appendix]

More Students Going to College

- As a result of President Clinton and Vice President Gore's efforts, more high school graduates are going directly to college today than ever before. In 1998, 66 percent of high school graduates went directly to college. This translates into an estimated 1.6 million students, or more than 200,000 more than went directly to college in 1992. [Condition of Education 2000 Table 32-1]
- Particularly impressive gains have been made among low-income students and African-Americans. The percentage of high school graduates going directly to college has increased from 44 percent in 1992 to more than 50 percent in 1997 among low-income families and from 50 percent in 1992 to 62 percent in 1998 among African American students. [Condition of Education 2000 Tables 32-1, 32-3]

Preparing Students for College Early

- In 1998, President Clinton and Vice President Gore created GEAR-UP to encourage students to begin planning for college as early as sixth grade. Research shows that students taking challenging courses in middle school are much more likely to succeed in high school and go on to college. The program will benefit more than 750,000 students. [Dept. of Education, GEAR-UP FY2001 Funding Information, www.ed.gov/gearup]
- The Administration has also expanded the TRIO programs, a network of eight initiatives designed to help low-income, first-generation college, and disabled individuals achieve academic success beginning in middle school, throughout college, and into graduate school. Since 1993, funding for the programs has increased from \$388 million to \$645 million, and TRIO programs now offer services to 730,000 students. [Dept of Education, Challenging the Status Quo]
- The number of students taking Advanced Placement exams increased to 704,000 in 1999. In 1995 only 476,000 took AP tests. [The College Board, 8/31/99; 8/22/96] The Administration's Advanced Placement Initiative provides help to pay fees and provide classroom materials that has encouraged 92,000 low-income students to take AP exams since 1998 and will assist 80,000 more this year. [Dept. of Education, Challenging the Status Quo]

Public schools, working with community partners, are the best place for afterschool programs. Not only are they convenient and reach the most children, but they are at the center of the community and in a great position to offer high-quality learning opportunities in a safe place.

--U.S. Secretary of Education, Richard W. Riley

Serving Those Most in Need

The 21st Century Community Learning Centers serve populations in rural and inner-city locales, as about 55 percent of the 21st Century projects can be considered rural and 45 percent are inner city. As recently as the 1993-1994 school year, 70 percent of all public elementary and combined (e.g., K-12) schools did not have a before- or afterschool program. This picture was even bleaker in rural areas, where 82 percent of public schools did not have such programs.⁷

Schools with 21st Century Community Learning Centers grants also serve more minority students and are far more likely to serve high-poverty students than the average school.

Race, Ethnicity, and Poverty Level of Students in 21 st Century Community Learning Centers	White	African American	Hispanic or Latino	Asian, Hawaiian, Pacific Islander or Native America	High Poverty
21st Century Community Learning Centers (schools)	43%	26%	24%	6%	66%

Esmeralda, a student in the low-income school district of La Quinta, California, improved her reading level from 2.75 to 5.80 through the Computer Curriculum Corporation program that provides reading software. She spent two hours a day, four days a week, in her school's computer lab, which was funded by a 21st Century Community Learning Centers grant.

In Huntsville, Alabama, 98 percent of students at Lincoln Elementary School receive free lunch. The Camp Success program provides low-income students opportunities to participate in activities they may be unable to access such as the Kiwanis Club, 4-H, art classes, chemistry camp, the Chess Club, sports teams, and Boy and Girl Scouts.

⁷ National Center for Education Statistics (1996, September). *Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools*. Washington, DC: Author.

Teachers Report Results From Reducing Class Size

Smaller class sizes allow our teachers and students to do the best they can. Teachers do not teach most effectively when they are hampered by the burden of too many students in the classroom.

--U.S. Secretary of Education Richard W. Riley

Teachers throughout the country report experiencing significant benefits from smaller classes. For instance:

I had a good idea of each child's basic ability by the first week of school, because I had more time to spend with each child individually. I knew very early on who to watch for potential learning and behavior problems....Each child also had more time to share his thoughts and ideas in both oral and written form... There also were few behavior problems...Since everything that we did this year took so much less time than usual, we were able to do so much more...

--Teacher in West Middlesex, Pennsylvania

 *We have had practically no discipline problems. The children are more like a team and they expect the best from each other. This saves a great mount of our instructional time. ...I had only one child (from my class of 19) fail reading for the first six-week grading period. This alone is proof that the children are receiving more individualized instruction and they are greatly benefiting from class size reduction.*

--Teacher in Mississippi

All children in this city, this state, this country are entitled to the benefits of smaller classes. Speaking as an educator, it should not be a privilege, it should be a right.

--Principal Norma Genao, P.S. 185, Harlem, New York

Supporting State Efforts: Sparking a National Movement

Over 20 states across the country have instituted their own efforts to lower class size, and the flexibility of the federal program has allowed for close coordination between the federal and state programs. Last year, at least two new states – Georgia and Massachusetts – began investing their own resources in smaller classes and improving student achievement. In some other states, class-size reduction initiatives have been in place for more than a decade. For instance:

- ***Massachusetts*** appropriated \$18 million to the Aid to Reduce Class Size in grades K-3. The initiative will be targeted to schools in which at least 22 percent or more of the children come from low income households. The funds may also be used to extend half-day kindergarten to full-day kindergarten. The first installment of the Aid to Reduce Class Size funds will be used in the 2000-2001 school year.

Reading and Literacy

Reading Scores Improve:

- The 1998 NAEP Reading Report Card found that average reading scores improved at all three levels tested – 4th, 8th and 12th grades – between 1994 and 1998. [NAEP, 1998 Reading Report Card, 3/99]

America Reads Has Tutored More than 2 Million Children:

- President Clinton and Vice President Gore created the America Reads program as a challenge to communities, businesses and families to work together to make sure every child reads well by the third grade. President Clinton made it possible for work-study students to earn money for college by serving as reading tutors for children. Today, more than 25,000 work study students serve as tutors. Since America Reads was launched in 1997, more than two million children have been tutored to read by national service programs such as AmeriCorps, VISTA, and Foster Grandparents. One million children will be served by the America Reads program this year.

Head Start Quality Improvements Focus on Reading Readiness:

- Reforms enacted in 1998 set aside new funds to make quality improvements in the Head Start program, including providing quality early literacy training for Head Start students so that Head Start graduates enter school ready to read. [HHS, Improving Head Start: A Success Story, 6/16/2000]

Expands Even Start Family Literacy

- President Clinton and Vice President Gore have increased participation in the Even Start family literacy initiative to 48,000 families.

Expanding Bilingual and Immigrant Opportunities

- The Clinton-Gore Administration has significantly expanded opportunities for children, adults and families to improve English skills. They have nearly doubled funding for bilingual and immigrant programs and launched a new initiative combining English language and reading instruction with civics and life skills instruction and new teacher training initiatives will help teachers specialize in teaching children improve their English skills.

Special Education

Doubled funding for Special Education

- The Clinton-Gore Administration has increased funding for students with disabilities from less than \$3 billion in 1993 to more than \$6 billion in 2000. State grants are at the highest level ever, and have increased by 127 percent since 1994.

Raised Standards and Improved IDEA

- In 1997, the President enacted a stronger Individuals with Disabilities Education Act (IDEA), reaffirming our national commitment to provide a world class education for all our children by ensuring that our nation's schools are safe and conducive to learning, while scrupulously protecting the rights of students with disabilities. Funding for the basic IDEA grant program has increased by 100 percent under the Clinton-Gore Administration. Because of the 97 IDEA reforms:
- students with disabilities have a right to be in the classroom and to be included in school activities,
- students with disabilities learn the same things with the same curricula and the same assessments as all other children,
- teachers receive more training so that they can effectively teach students with disabilities, and
- schools are required to develop individual plans to prepare students for life beyond school including job training, independent living plans and preparation for higher education.

More Students with Disabilities are Taught in Regular Classes

- The percentage of students with disabilities taught in regular classrooms has reached all-time high under President Clinton and Vice President Gore. In 1996-97, 46.2 percent of students spent 80 percent or more of their time in a regular classroom. By comparison, 40.5 percent of students with disabilities attended regular classes in 1992-93. This means that approximately 600,000 more students with disabilities attend regular classes than in 92-93, an increase of 29 percent. [Dept of Education, 21st Annual Report on IDEA, 4/11/2000]

More Students with Disabilities are Receiving High School Diplomas

- The number of students receiving high school diplomas increased by 32 percent between 1992-93 and 1996-97. This means that 33,000 more students with disabilities graduated with diplomas [Dept of Education, 21st Annual Report on IDEA, 4/11/2000]

Expanded Opportunities for Persons with Disabilities

The Clinton-Gore Administration has worked to remove the many barriers that make it more difficult for people with disabilities to contribute to the work force:

- They supported and signed the Work Incentives Improvement Act to allow people with disabilities to return to work without fear of losing their Medicare or Medicaid health insurance coverage.
- The Clinton Administration proposed and succeeded in enacting a \$1,000 tax credit to help pay work-related expenses such as transportation and assistive technology that will help over 200,000 working people with disabilities.
- The Administration has accelerated research and adoption of assistive technologies and made them more affordable.
- The Clinton-Gore Administration has implemented FCC regulations ensuring that people with disabilities have access to important business technology such as telephones, cell phones, pagers, call waiting, and operator services.

Education Technology

Connecting Schools and Classrooms to the Internet

- In 1999, 95 percent of public schools were connected to the Internet -- up from 35 percent in 1994. In 1999, 63 percent of all public school classrooms were connected to the Internet -- up from just 3 percent in 1994. [NCES, Internet Access in U.S. Public Schools and Classrooms, February 2000]
- President Clinton and Vice President Gore also Fought for the \$2.25 billion "E-rate" to Connect Schools and Libraries to the Internet. The E-rate is providing 20 percent - 90 percent discounts to connect schools and libraries to the Internet, with the deepest discounts going to the poorest schools that need it most. By the end of 2000, the E-rate will have funded \$6.25 billion of telecommunications infrastructure and services to schools and libraries. In 1999, 82 percent of public schools (over 78,000) and 51 percent of public libraries received public funding.

Increased Investments in Education Technology

- President Clinton Succeeded in Increasing Educational Technology Funding by Over 3,000 Percent -- From \$23 Million in FY94 to \$766 million in FY2000.
- President Clinton and Vice President Gore have provided nearly \$1.5 billion over the past four years to states through the Technology Literacy Challenge Fund in order to work with the private sector to put computers, educational software and Internet connections in classrooms.
- Over the last five years, the Technology Innovation Challenge has generated \$1.3 billion in matching commitments for \$450 million in federal investment. Partnerships created by the program involve 220 colleges and universities, 381 businesses, 520 community-based organizations, and 744 schools, districts, and other partners in developing innovative uses of computers, networking, Web-based instruction, and multimedia across the curriculum.

Closing the Digital Divide

- In 1999, the Clinton-Gore Administration created Community Technology Centers to increase access to computers and technology in communities all across the country. There are now centers in 120 communities across the country, and President Clinton has requested funding to establish 1,000 more. In addition, the President has proposed \$2 billion in tax incentives to encourage private sector contributions of technology, sponsorship of technology centers and technology training for workers.

Training Teachers to use Technology

- In 1994, 51 percent of teachers had recently participated in professional development on the use of technology. In 1998, 78 percent of teachers received professional development that focused on the integration of technology in the grade and subject they taught.
- The new \$75 million Preparing Tomorrow's Teachers to Use Technology program supports 1,350 partnerships among colleges, school districts, State educational agencies, high-tech companies, and non-profit organizations. These partnerships will train 400,000 new teachers to be technologically literate and able to integrate technology into the curriculum.

Opportunity and Results for African American Students

Test Scores of African American Students Are Up

- Reading and Math test scores of African American students are up in virtually all categories.
- Reading scores increased for both 9-year-old and 17-year-old African Americans between 1992 and 1996.
- 17-year-olds narrowed the gap between white students and all students by seven points – eliminating nearly 20 percent of the gap that existed between African American and white students when the Clinton-Gore Administration took office in the first four years.
- Under the previous Administration, scores dropped and gaps widened. This Administration has worked to recover some of its losses. In its first four years, the Clinton-Gore administration succeeded in narrowing three-quarters of the gap opened during the previous administration among 9-year-olds and nearly half the gap opened among 17-year-olds. [Condition of Education, 1998; NAEP]

Average NAEP Reading Scores Among African-American Students			
		1988-92	1992-96
9-year-olds	test scores	- 4 points	+ 5 points
	score gap	Widens by 4 points	Narrows by 3 points
17-year-olds	test scores	- 13 points	+ 4 points
	score gap	Widens by 15 points	Narrows by 7 points

- Math scores increased at the 4th, 8th and 12th grade levels for African American students. Improvements among African American students at all three levels roughly kept pace with improvements among white students and among students as a whole. [Condition of Education, 1999; NAEP]

More African American Students are Taking AP Exams

- Three times as many African American students took AP exams in 1999 as took the tests in 1988. [www.collegeboard.org]

More African American Students are Going to College

- The percentage of African American high school graduates who go on to college has increased from 50 percent in 1992 to 58.5 percent in 1997. And over a period when the rates were increasing for all students to the highest level ever, The gap between African American and white high school graduates narrowed was cut almost in half over this period, dropping from 16 points to 9. [Condition of Education, 1999; Census Bureau]
- The percentage of young African Americans with college degrees increased from 13.7 percent in 1992 to 17.9 percent in 1998. [Condition of Education, 1999; Census Bureau]

Doubled Support for Historically Black Colleges and Universities

- The Clinton Gore Administration has nearly doubled funding for Historically Black Colleges and Universities. In FY1993, these institutions received \$109 million from the Education Department. The President's FY2001 budget contains \$209 million for HBCUs and HBCU graduate programs. Over 300,000 African American students attend HBCUs. These schools award over 25 percent of all Bachelors degrees earned by African Americans nationwide.
- In order to further strengthen these institutions, the President proposed a \$40 million program in his FY2001 budget that allows students to earn dual degrees at a HBCU and a partner school that offers additional programs.

Clinton-Gore Education Reforms Expand Opportunity for African Americans:

- Title I: Clinton-Gore reforms to Title I have ended the practice of setting different standards for Title I students, targeted funds to schools that need help, created a \$134 million accountability fund to identify and turn around failing schools and created a new level of flexibility, including eliminating two-thirds of regulations at the elementary and secondary level.
- Head Start: President Clinton and Vice President Gore have expanded Head Start participation and implemented quality reforms that have drastically improved Head Start. In 1998, 36 percent of the children enrolled in Head Start were African American.
- Charter and Magnet Schools: Charter schools and magnet schools provide parents with school choices that are affordable and accountable. Magnet schools are especially helpful in encouraging diversity and eliminating segregation. The number of charter schools has increased from 1 to 1,700 since 1992 and the number of magnet schools has increased from 2,400 to 4000.
- GEAR-UP: GEAR UP works with students starting in 7th grade or earlier through high school graduation because research shows that students taking challenging courses in middle school are much more likely to succeed in high school and go on to college. GEAR UP is serving more than 750,000 students nationwide.
- AmeriCorps: Since 1993, more than 150,000 people have had the opportunity to serve through AmeriCorps, with African Americans comprising 23 percent of all participants.
- College Assistance: The Administration has increased the amount of Pell Grants, the number of work-study spots, and added new service options like AmeriCorps to help students earn money for school. Over 2.5 million more students receive some sort of federal help paying for college today than in 1992. In 1995-96, 57 percent of all African American students enrolled full-time in college received a Pell Grant.
- Expanded After-School & Summer School Opportunities: The 21st Century Community Learning Centers program will provide enriching after-school and summer school opportunities for 850,000 school-age children in rural and urban communities in FY 2000. Extended learning time has not only been shown to increase achievement in reading and math, but to decrease youth violence and drug use. The President's budget proposal will double funding and nearly triple the number of students served to 2.5 million.

Opportunity and Results for Hispanic Students

Test scores of Hispanic Students are Up

- Math Scores of Hispanic Students increased at the 4th, 8th and 12th grade levels between 1992-96. [NAEP Mathematics Report Card, 1996, p. 33]
- The percentage of Hispanic students testing at or above basic math skills increased from 1992-96 at 4th, 8th and 12th grade levels. Half of Hispanic students in their final year of high school have mastered basic math skills, compared with 55 percent below basic level in 1992. [NAEP Mathematics Report Card, 1996, p. 55]
- The percentage of Hispanic students testing at or above basic reading skills increased at the 8th grade level between 1992-98, and a larger percentage of 12th grade students test at or above proficient reading levels in 1998 than in 1992. [NAEP Reading Report Card, 1998, p. 70]

More Hispanic Students taking Core Academic Curriculum

- The percentage of Hispanic High School students taking a core curriculum of 4 years of English and 3 each of Math, Science and Social Studies increased from 30 percent in 1990 to 40 percent in 1998. [Digest of Education Statistics, 1999, Table 142]

More Hispanic Students are Taking AP Exams

- Nearly 70,000 Hispanic, Puerto Rican and Mexican American high school students took AP exams in 1999, the most ever. [The College Board, College-Bound Seniors 1999, 8/31/99]

More Hispanic High School Graduates are Going to College

- The percentage of Hispanic High School graduates going directly to college increased from 55 percent in 1992 to 66 percent in 1997 [Condition of Education, 1999, p. 114]

More Hispanic Students Completing College

- The percentage of Hispanic high school graduates age 25-29 who have a college degree is the highest ever. [Census Bureau, Condition of Education 1999, p.126]

Increased Support of Hispanic Education

- **Title I:** Clinton-Gore reforms to Title I have ended the practice of setting different standards for Title I students, targeted funds to schools that need help, created a \$134 million accountability fund to identify and turn around failing schools and created a new level of flexibility, including eliminating two-thirds of regulations at the elementary and secondary level.
- **Head Start:** President Clinton and Vice President Gore have expanded Head Start participation and implemented quality reforms that have improved Head Start Programs. In 1998, TK percent of the children enrolled in Head Start were Hispanic.
- **Charter/Magnet Schools:** Charter schools and magnet schools provide parents with school choices that are affordable and accountable. Magnet schools are especially helpful in encouraging diversity and eliminating segregation. The number of charter schools has increased from 1 to 1,700 since 1992 and the number of magnet schools has increased from 2,400 to 4000.
- **GEAR-UP:** GEAR UP works with students starting in 7th grade or earlier through high school graduation because research shows that students taking challenging courses in middle school are much more likely to succeed in high school and go on to college. GEAR UP is serving more nearly 750,000 students nationwide.
- **AmeriCorps:** Since 1993, more than 150,000 people have had the opportunity to serve through AmeriCorps, with Hispanics comprising 11 percent of all participants.

- **College Assistance:** The Administration has increased the amount of Pell Grants, the number of work-study spots, and added new service options like AmeriCorps to help students earn money for school. Over 2.5 million more students receive some sort of federal help paying for college today than in 1992. In 1995-96, 54 percent of Hispanic students enrolled full-time in college received a Pell Grant.
- **Expanded After-School & Summer School Opportunities:** The 21st Century Community Learning Centers program will provide enriching after-school and summer school opportunities for 850,000 school-age children in rural and urban communities in FY 2000. Extended learning time has not only been shown to increase achievement in reading and math, but to decrease youth violence and drug use. The President's budget proposal will double funding and nearly triple the number of students served to 2.5 million.
- **Bilingual education:** Bilingual education programs today help school districts teach English to more than 1 million students with limited English skills.

Standards and Results for High Poverty Schools

High Standards & Accountability for High Poverty Schools

- The Clinton-Gore Administration ended the practice of setting lower curriculum standards for poor schools in its Title I reauthorization. [1994 ESEA Reauthorization Act]
- Title I funding is better targeted to high-poverty schools. In 1993-94 just 70 percent of high-poverty schools received Title I funds. As a result of changes signed into law by the Clinton-Gore Administration, 95 percent of the highest-poverty schools receive Title I funds. [Dept of Education, Targeting Schools: Study of Title I Allocations Within School Districts, 3/99]
- The Clinton-Gore Administration created the federal government's first ever attempt to identify failing schools -- a \$134 million Title I accountability fund to identify and help turn around failing schools. The Administration is pushing for broader reforms that would require states to turn around failing schools or shut them down. [OMB, FY2001 Budget]

Progress in Closing Educational Gaps

- 9-year-olds in high-poverty schools increased their reading test scores by an average of 8 points between 1992-96 -- the equivalent on one full grade level. The gap between test scores for high-poverty 9-year-olds and all 9-year-olds narrowed by 7 points over this period -- nearly 25 percent of the gap existing when the Clinton-Gore Administration took office was erased in the first four years. [Dept of Education, 5-year Report Card on American Education, 2/00]
- 9 year-olds in high-poverty schools increased their math scores by an average of 9 points between 1992-96. The gap between test scores for high-poverty 9-year-olds and all 9-year-olds narrowed by 7 points over this period -- 35 percent of the gap existing when the Clinton-Gore Administration took office was erased in the first four years. [Dept of Education, 5-year Report Card on American Education, 2/00]
- Low-income high school graduates are much more likely to go on to college today. In 1992, 40.9 percent of high school graduates from families in the bottom 20 percent went directly to college. In 1997, 57 percent did -- an all time high. [Condition of Education, 1999; Census Bureau]

Clinton-Gore Reforms and Initiatives Targeting High-Poverty Schools

- **Head Start:** The Clinton-Gore Administration has increased funding for Head Start by 90 percent, adding 250,000 slots for Head Start students, including expanding the program to serve 40,000 children under three years old in Early Start. [HHS 6/16/2000] In addition, Head Start reforms have brought accountability to the program. Over 200 grantees have turned their failing programs around, while another 100 that failed to reform have been shut down. [HHS, 10/27/98]
- **After School:** After school and summer school programs give low-income students the extra tutoring, mentoring and study opportunities they need to meet high standards. Under President Clinton and Vice President Gore, after school and summer school programs now serve 850,000 students.
- **GEAR-UP:** Encourages students in high-poverty middle schools to begin preparing to go to college. GEAR-UP serves 750,000 students.
- **E-Rate:** Provides over \$2 billion per year in discounts for internet connections and access, with the deepest discounts going to the poorest schools. Over 647,000 classrooms will be connected to the Internet as a direct result of E-Rate. Today, 90 percent of high-poverty schools are connected to the internet.
- **Teacher Quality:** President Clinton's and Vice President Gore's efforts to hire quality teachers in the early grades.

- **Advanced Placement Initiative:** Provides \$15 million to encourage students in high-poverty schools take AP tests through fee waivers, tutoring and classroom materials. Over 92,000 students have taken advantage of the program.
- **More College Assistance:** The Administration has increased the amount of Pell Grants, the number of work-study spots, and added new service options like AmeriCorps to help students earn money for school. Over 2.5 million more students receive federal grants or loans to pay for college today than in 1992.

Math, Science and Technology Education

Higher Math Test Scores

- Since 1992, scores on the national standardized NAEP math test have increased at 4th, 8th and 12th grade levels. In 1996, nearly 70 percent of High School seniors performed at a level above basic skills, up from 64 percent in 1992. [NAEP 1996 Mathematics Report Card; The Condition of Education 1999]

Math Scores Increased For Minority Students

- NAEP Math scores increased for African American, Hispanic, and Native American students at all three levels tested. African American students performed seven points better in 1996 than in 1992 at the 4th grade level and Native American students performed nine points better at the 8th grade level. [NAEP 1996 Mathematics Report Card; The Condition of Education 1999]

High School Students Are Taking More Math and Science Classes

- As states have set higher standards and more students have aimed for college, the number of students taking math and science classes have increased. In 1990, just 39 percent of high school graduates took a core curriculum of four years of Math Science and Social Studies. In 1998, 55 percent of graduates had taken four years of Math, Science and Social Studies. [Department of Education, 5-year Report Card on American Education, February 2000]

Recruiting and Preparing Quality of Math and Science Teachers

- The number of public school math teachers who have a major or minor in math has increased from 77 percent in 1993 to 82 percent in 1998 and the number of science teachers with major or minor in science has increased from 82 percent in 1993 to 88 percent in 1998. [Department of Education, Schools and Staffing Survey; 5-year Report Card on American Education, February 2000] In his 2000 State of the Union, the President called on states to require 95 percent of teachers to be teaching within their field by 2004. And the President's proposed \$1 billion Teaching to High Standards Initiative provides the incentives and funding for recruitment and professional development to make it possible. [OMB, FY2001 Budget, p.45]

America Counts – Helping Students Master Mathematics

- In 1997, the Administration made it a national priority for all students to master mathematics, including the foundations of algebra and geometry, by the end of 8th grade. [1997 State of the Union Address, 2/4/97] To reach this goal, Vice President Gore announced the America Counts initiative in November 1998, a national effort to provide children with well-trained tutors challenge. The Administration eased Work-Study regulations, encouraging college students in the federal Work-Study program to serve as math tutors. [OVP Release, 12/12/98] In the first year alone, nearly 500 colleges and universities had joined the America Counts program. [America Counts Release, 5/22/00; ed.gov/mericacounts/committed.html]

Expanded Access to Technology

- The President and Vice President created the Technology Literacy Challenge Fund to help connect every school to the Internet, increase the number of multimedia computers in the classroom and provide technology training for teachers. They increased overall investments in educational technology from \$23 million in 1993 to \$769 million in FY 2000, and tripled funding for Community Technology Centers to reach at least 120 low-income communities. [Office of Management and Budget, FY2000, FY2001 Budgets] Through the E-rate program, they secured low-cost connections to the Internet for schools, libraries, rural health clinics and hospitals,

benefiting more than 80 percent of America's public schools. [EdLinc, E-Rate, Connecting Kids to the Future, edlinc.org] In 1999, 95 percent of public schools were connected to the Internet -- up from 35 percent in 1994. In 1999, 63 percent of all public school classrooms were connected to the Internet -- up from just 3 percent in 1994. [NCES, Internet Access in U.S. Public Schools and Classrooms, February 2000]

Character Education

Zero Tolerance for Guns and Drugs

- President Clinton worked to pass the gun-free schools act requiring states to adopt a zero tolerance policy toward guns in schools. Since its enactment, nearly 10,000 students have been expelled for gun and weapon violations. [U.S. Dept. of Education, Report on State Implementation of the Gun-Free Schools Act, 1997-98]

New Tools to Improve School Discipline

- President Clinton and Vice President Gore have encouraged states, communities and districts to adopt common sense measures to address school behavior problems such as school uniforms, and strong truancy and curfew laws. They have also advocated after-school and summer school opportunities to provide safe supervised learning opportunities when children are not in school.

Giving Parents Tools to Fulfill their Responsibilities

- The Clinton-Gore Administration has worked with the entertainment industry to give parents the tools they need to monitor what their children see on television and the Internet. They led the fight for legislation requiring installation of the V-chip in televisions and worked with the entertainment industry to implement a voluntary rating system. [White House Conference on Teenagers, 5/2/00]

Roles for Religion and Faith-Based Organizations

- President Clinton and Vice President Gore have worked to make sure that faith-based organizations can play a role in helping students succeed. The Administration issued guidelines that allow and encourage faith-based organizations to participate in after-school programs, school safety, discipline, mentoring and literacy programs. The guidelines help teachers, administrators and parents develop policies that protect private religious expression while avoiding coerced student participation in religious expression. [Department of Education, 12/18/99]

Brining the Right Messages to Young People

- President Clinton and Vice President Gore have organized and launched national media campaigns that bring the right messages to young people. The National Youth Anti-Drug Campaign is bringing a message to kids that drugs are dangerous and wrong through television, radio, print and the Internet. The campaign also encourages responsible adults to talk to kids about drugs and get more involved in the lives of young people. The campaign is reaching 90 percent of youth four to seven times a week and messages are delivered in 11 different languages. Youth attitudes toward drug use are showing progress, with more young people disapproving of drug use. [ONDCP Release, 8/2/99]
- The Clinton-Gore Administration also launched a national anti-violence campaign aimed at youth to encourage parents to talk to their kids about violence and teach young people conflict resolution skills. [White House Release, 10/19/99]
- Finally, their successful National Campaign to Reduce Teen Pregnancy played a part in helping to bring teen pregnancy rates to the lowest level since record keeping began 60 years ago. [HHS, 8/8/2000]

Character Education Partnership

- Since 1995, the Clinton-Gore Administration has awarded nearly \$9 million in character education partnership grants to states to integrate values into the school curriculum. [Department of Education, Development and Demonstration Programs Division, www.ed.gov/OERI/ORAD]

1998 NABE HONOREE

"All students who enroll in our schools will graduate from high school fluently bilingual and prepared to enter a four-year college or university." So begins the Vision Statement for the Ysleta Independent School District in El Paso, Texas. A school district which five years ago ranked at the bottom on state tests, Ysleta ISD has undergone a total transformation, based on the belief that "regardless of the social, economic, ethnic, or political status of our students, we maintain very high standards for, and expectations of, all our students." Today, Ysleta is ranked first among all major urban school districts in Texas on the Texas Assessment of Academic Skills.

Such dramatic progress is not achieved overnight. Rather, innovative campus leadership, staff development, teacher commitment to the district's vision, and a supportive board of Trustees have given Superintendent Anthony Trujillo the tools to make Ysleta ISD what it is today.

Innovation, bilingualism and academic excellence weave the colorful tapestry that is the story of Ysleta ISD. Nestled in the middle of the El Paso/Juárez metroplex — the largest international community on an international border of the United States — Ysleta ISD has 58 campuses located in a 69.9 square-mile area which includes El Paso, much of the historic Lower Valley Mission Trails district, and a portion of the fast growing Northeast El Paso community. Its 46,500 students are enrolled in early childhood to 12th grade making the district the eighth largest of the urban "Big Eight" school districts in Texas. The student population of Ysleta ISD — 85% Hispanic, 3% African-American, and 11% White — is 22% limited English proficient and more than 70% low-income.

Ysleta offers *all* students the opportunity to become bilingual-biliterate in English/Spanish through a two-way dual language immersion program called "Project Mariposa." Project Mariposa is instituted through Ysleta ISD's nine "school within a school" Two-Way Dual Language Immersion Magnet programs. By the year 2000, *all* elementary schools in Ysleta will begin Two-Way Dual Language Immersion Programs.

Recognizing the value of bilingualism, Ysleta ISD has a unique approach to language instruction that is unparalleled in the country. Ysleta ISD is the home of the



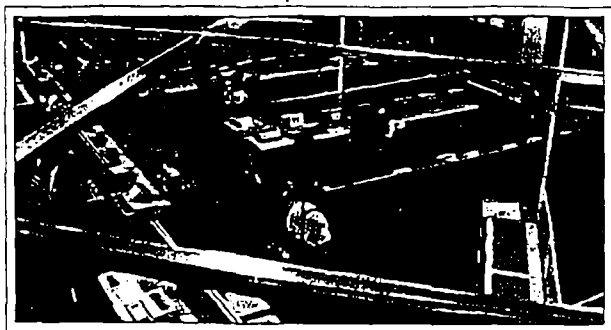
Alicia R. Chacón International School — the only multi-language school of its kind in the nation — which provides instruction in Japanese, Mandarin Chinese, Russian, German and Spanish. Students attending the Alicia R. Chacón school will become literate in English, Spanish and a third language after completing a seven-year program. This unique school opened in the fall of 1995 and since that time has had a waiting list of students anxious to be a part of the best multi-language magnet school program in the nation. The Alicia R. Chacón school has been recognized for its rigorous curriculum of integrated, interdisciplinary units and critical thinking, parental commitment and involvement.

The Communications Magnet School at Hacienda Heights is an extension of the success of the Alicia R. Chacón International School. Hacienda Heights provides Kindergarten and first-grade students with skills in French, Italian, Portuguese and Japanese. This program began in 1996 with three Kindergarten sections. In 1997, the school added a fourth section and will add another grade level per year. These students study French in addition to the Spanish/English two-way program.

The BEEMS (Bilingual Education with an Emphasis on Math and Science) program and a system-wide grant are enhancing an already successful bilingual education program.

PHOTOCOPY PRESERVATION

1998 NABE HONOREE



Innovative campus leadership, staff development, teacher commitment and a diverse student body are the tools Ysleta ISD uses to achieve academic excellence. Instructional innovation is a hallmark phrase in Ysleta, exemplified by the creation of the 17-acre Student Entrepreneur Center, where students market and sell goods and services to the community at "Mercado" events. It is the only program in the nation offering business entrepreneurship training to students from Kindergarten through 12th grade.

Technology is also changing the instructional delivery systems: a fiber optic network has been installed, and new phone systems and upgraded telecommunications centers are in each school, making campuses virtual information hubs. Soon, schools will equip each student with low-cost laptop computers to access school technology through an infrared system or which can be taken home to access the school via phone modems.

Clearly, the Ysleta ISD is a creative district that has proven to the state and nation that *all* children can learn. Ysleta is also a district that firmly believes that no child should be left behind, especially those children who often "fall between the cracks." Providing opportunities to succeed for students who often have few choices has been the role of two special campuses in the district — the César Chávez Academy and the Tejas School of Choice.

For three years, The César Chávez Academy has opened its doors to students who need a structured environment, one-on-one teacher contact and community-service-based education. Students develop an awareness of commu-

nity, team work, and responsibility through the various civic events in which they participate. The Academy has seen 15 students fight the odds and graduate; to help them graduate from college, the school provides scholarship assistance to most of its graduates.

The Tejas School of Choice stresses strong parental involvement and commitment in the students' work and activities at school all year long. Parent involvement has meaning and support in Ysleta; parents are active on Campus Education Improvement Committees and home visits are frequent. Many young families participate in the "Ready to Be Ready/Listo Para Estar Listo" program which reaches out to families with newborns to emphasize education starting at the very early years.

Other innovations include a Health Professions Magnet School, a Performing Arts Magnet School, the state's first tuition-free summer school, an open enrollment policy, Reading Recovery Program, community learning center for adult basic education, and community-based schools.



Ysleta's approach to institutionalizing bilingual education and bilingualism in its curriculum will provide every student the opportunity to succeed and compete at state and national levels. Ysleta ISD is on the leading edge of educational innovation in the Nation. Its academic programs, teacher quality, test scores, student achievement, staff awards, and state-of-the-art facilities are proof that these innovations are successful and support the vision of Ysleta ISD to create a conducive learning environment for *all* students where their total potential may blossom and flourish.

*For its commitment to academic excellence through bilingual education,
NABE is pleased to recognize the Ysleta Independent School District as the Association's Honoree for 1998.*



NABE NEWS

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Bilingual Education: Portraits of Success Project NABE's Student Essay Writing Contest

*by Martha Loera de Olivas and
Dr. Kathy Escamilla*

The NABE essay contest started in 1982 and was created by Dr. Jaime de la Isla, who continues to serve as the NABE Chairperson of this contest. Jaime created the contest to help connect NABE directly to its constituents (language minority students and their families) and to highlight student achievement in bilingual classrooms. The contest was created to honor students in three categories (elementary, middle and high school) and was designed to encourage students to write about the benefits of being bilingual. At each grade level, there are three winners.

NABE's national essay contest has had a proud tradition with humble beginnings. In the early 1980's, winners received savings bonds (\$250 for first place, \$150 for second, and \$100 for third) and first-place winners received a trip to the national NABE Conference. In the 1990's, thanks to the support of *The Coca-Cola Company* and Apple Computer, Inc., winners began to receive significant educational scholarships (\$5,000 for first-place, \$2,500 for second, and \$1,000 for third) and the

first-place winners were provided with an Apple computer system, in addition to a trip to the national NABE Conference.

Essays are submitted each year from virtually all states. Since 1982, 42 students, representing 15 states, have won first, second, or third-place in the contest. Winners represent at least ten different linguistic groups, with Spanish being the most common.

At its meeting in Denver in July 1996, the Board discussed revising the contest. During this discussion the following questions were raised: 1) What impact has this contest had on students? 2) Where are these winners now and what are they doing? 3) What value do they give to bilingualism in their lives?

Former NABE President Kathy Escamilla and Martha Loera de Olivas, a doctoral student from the University of Colorado at Boulder, embarked on a year-long project to locate former contest winners. Results are reported below and serve to reaffirm our faith in the efficacy of bilingual education programs.

Data Collection

Copies of the winning essays were used as a starting point for contacting schools that the winners attended when they won the contest. All schools were contacted by phone to obtain an address and the name of their respective principal. A survey was developed for completion by contest winners. Letters were sent to school principals requesting their assistance in locating and forwarding a student survey to contest winners. These surveys were designed to gather information on what these students have accomplished from the time they became essay contest winners to the present. A total of 42 letters and surveys

were mailed to elementary, middle and high schools. Eighteen surveys were returned. Some students could not be located, but we are still in the process of trying to find them. This project continues to search for more students.

During this process we were delighted by the willingness of most school principals to help us locate the contest winners. We were also impressed with the pride that the schools took in talking about these students. We are grateful to these schools for their assistance with this project and their work with language minority students.

Where Are These Students Now?

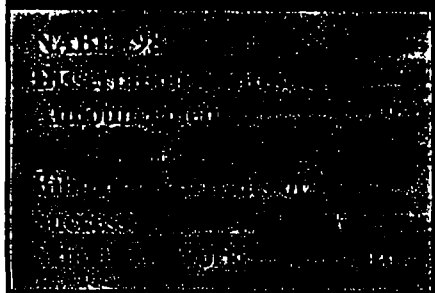
Of the eighteen winners for whom surveys were returned, one student, Vanessa R., is still in elementary school. Four — Janet F., Maria Luisa M., Josie O. and Karla R. — are in high school. Thirteen are attending college, have graduated, are pursuing higher studies, or have started employment with a professional firm. The following is a synopsis of those students who are in college or have already graduated. All had access to bilingual education programs at critical times during their public schools careers. All students gave us their permission to publish their success stories.

Lourdes A.

Lourdes, a Spanish-speaker from Puerto Rico, won in 1991 when she was a senior at Holyoke High School in Massachusetts. She graduated *summa cum laude* in accounting from Bentley College in 1996. Lourdes is currently employed as an auditor at Price Waterhouse LLP. She plans to pursue an MBA in the near future.

CONTINUED ON PAGE 22

ISSUE HIGHLIGHTS



ESSAY CONTEST

Claudia B.

Claudia, a Native American who was fluent in Cree and Crow while learning English, won in 1992 when she was a 7th grader at Rocky Boy Elementary in Montana. She is presently attending Stone Child College where she plans to pursue a degree in either business or psychology.

Isabel G.

Isabel, a Spanish-speaker from Mexico, won in 1995 when she was an 11th grader at Sierra Vista High School in California. She is presently attending Watterson College in California where she is pursuing a degree in Computer Information Systems.

Patricia F.

Patricia, a Spanish-speaker from Mexico, won in 1993 when she was a 10th grader at West Las Vegas High School in New Mexico. Patricia is presently attending the University of New Mexico where she is majoring in Biology. She plans to attend Medical School.

Aaron J.

Aaron, a Navajo-speaker from Arizona, won in 1991 when he was an 8th grader at Tuba City Junior High School. Aaron is presently attending Northern Arizona University where he is majoring in elementary education. He plans to become a bilingual elementary teacher.

Joseph M.

Joseph, a Spanish-speaker from New Mexico, won in 1985 when he was a 4th grader at Pojoaque Elementary School in New Mexico. Joseph is currently attending the University of New Mexico where he is majoring in Architectural Engineering. Joseph works for the Vigil Law Firm.

Sabino M.

Sabino, a Spanish-speaker from Mexico, won in 1994 when he was a 12th grader at Río Grande High School in New Mexico. Sabino is presently attending The University of New Mexico under a Regent's Scholarship. He is majoring in Electrical Engineering and plans to work for General Motors in Mexico.

Paloma R.

Paloma, a Spanish-speaker from Wisconsin, won in 1990 when she was a 6th grader at Wisconsin Avenue School in Wisconsin. She is presently attending Duluth Business University. Paloma plans to become a medical assistant first, and then apply to Medical School.

Axel R.

Axel, a Spanish-speaker from Nicaragua, won in 1983 when he was a 5th grader at Wisconsin Avenue School in Wisconsin. He is now a senior at UCLA where he is majoring in premedicine. Axel is in the process of applying to medical school.

Deborah R.

Deborah, a Cherokee-speaker from Oklahoma, won in 1986 when she was a 10th grader at Oaks Mission School in Oklahoma. She graduated from the University of Oklahoma in 1993 with a degree in Journalism and Mass Communication. Deborah is presently working for Radio Tashkent in the Republic of Uzbekistan and also owns her own business.

Peggy S.

Peggy, a Chinese-speaker from China, won in 1984 when she was a 3rd grader at Ynez Elementary School in California. Peggy is now a senior at UCLA completing a degree in biology. She has applied and been accepted to several medical schools.

Denise V.

Denise, a Spanish-speaker from New Jersey, won in 1988 as a 5th grader at Franklin School in New Jersey. Denise is currently a student at Rutgers University, Newark where she is pursuing a degree in education. She plans to become a secondary history teacher.

Rebecca Y.

Rebecca, a Chinese-speaker from China, won in 1988 as a 10th grader at Sierra Vista High School. She graduated from UCLA in 1994 with a degree in economics/business. Rebecca is currently employed at Glenfed Brokerage, an investment firm located in Los Angeles. She plans to pursue an MBA in the near future.

How Did Winning NABE's Essay Contest Impact Student Lives?

Winning a national contest is not something that happens every day for many bilingual/ESL students, but when something of this magnitude is accomplished, it certainly makes an impact not only on the student, but also on those who contributed to making a student's essay a winning one. The following is a synopsis of how students felt as they were given the good news.

- Lourdes says, "winning the essay was very inspiring" and it became the impetus for moving forward. Even though her English-speaking skills were quite limited, the speech she delivered in Albuquerque was "marvelous."
- Claudia was "just another student," but after winning the essay, she began to be recognized as a talented and special student.
- Isabel cannot forget how two of the most important people were there when she needed them the most, one was her teacher who flew with her to Arizona and the other was her mother who risked crossing the border to see Isabel present her essay.
- Janet reported that winning the essay not only opened a world of opportunities, but it also permitted her to see the future with a new set of eyes.
- Patricia mentioned that having received the good news from her mother on Christmas Eve became the best Christmas present ever.
- Aaron could not believe the good news that his teacher had given him, but it all became real when First Lady Barbara Bush presented him with his award.
- Joseph felt that the winning essay was not only representing himself, but also his family and the whole state of New Mexico as well. He is certain that having won the essay contest facilitated his acceptance into the University of New Mexico.
- Sabino remembers how the winning essay brought prestige to

him. Since then, Sabino's outlook on life has changed.

- Paloma acquired a sense of security and confidence after having won the contest. She said she began to feel capable of conquering any obstacle.
- Axel became a double winner in 1983. He not only won the essay contest, but his mother brought into this world a little sister for him.
- Deborah, although quite surprised, felt proud of herself.
- Peggy felt like a very lucky person and she began to see herself not only as a good writer, but also as the best writer possible.
- Denise, being a 5th grader, could not really grasp how becoming a winner would change her life. Today, she reflects on how winning the essay inspired her to become a teacher.
- Rebecca remembers that winning the contest became the biggest event in her family. To top it off, her mother translated the essay into Chinese and published it in a major newspaper in China!

In analyzing the comments that students included as they reflected on how winning this essay contest contributed positively to their educational career, cultural and linguistic affirmation was an important factor and a determinant in the academic success of these students. This essay contest was an important event for these students in creating a sense of ethnic and linguistic pride, a positive affirmation of who they are and a sense of knowing that they have the skills to compete in an event at a national level. Winning the contest also impacted their educational and personal lives as well.

Reflections on Bilingual Education and the Value of Bilingualism in Their Lives

In the 1990s, when political winds are not blowing in favor of bilingual education it becomes imperative to search for bilingual students who credit their success to a sound and quality bilingual program during their schooling. Because of the

quality bilingual education that many of these students received, they have reached positions in life which are not considered to be the norm for limited English speakers. The following synopsis reflects not only what students said about bilingual education in their winning essays, but what they say about bilingual education in 1996. Hopefully, these reflections will lift our spirits and our morale, and give us the

Open your eyes! Don't waste the opportunity to become somebody!

Think of your future and you will see that bilingual education is the key that will open the door where you had hid your dreams to let them come true.

Take bilingual education as a special gift, because that's what it really is; a very special gift.

additional energy needed to continue the battle against opponents of bilingual education.

- Lourdes reflects that "being bilingual is a heritage that will help you and me to profess our beliefs in two languages."
- Isabel wrote "I was delivering a powerful message that bilingual education works" as she delivered her speech in Phoenix.
- Janet urges bilingual students to "Open your eyes! Don't waste the opportunity to become somebody!. Think of your future and you will see that bilingual educa-

tion is the key that will open the door where you had hid your dreams to let them come true. Take bilingual education as a special gift, because that's what it really is; a very special gift."

- Patricia urges students to place great emphasis on learning their native language and culture. When students do this, they will be able to communicate with the older generation.
- Aaron's mother and her passion for her profession as a bilingual teacher is what really motivated him to work towards an education degree in order to become a bilingual (Navajo-English) elementary teacher. Aaron is contemplating going back to the reservation to teach a new generation of students.
- Joseph's rich cultural background was the inspiration for stating that "Bilingual education to me was an affirmation of not only who I was but also of those attributes that contributed to what I have become. Those attributes were inclusive of my rich heritage background of my Hispanic, my French, my Spanish and my Scotch-Irish lineage."
- Maria says, "Bilingual education began to formulate my new experiences of success in school. There was never a year in which I was not an honor roll student. Bilingual education opened a whole new spectrum of light for me. An array of rainbows through the music makes me a leader and an ambassador of my culture...my serenades are a gift for your enjoyment. Your pay is the song of your soul through the simple clapping of your hands."
- Sabino adds that bilingual education "should be available to every student in this country... with my education, it will be gratifying to help make these two countries (the United States and Mexico) the best places in the world in which to live."

ESSAY CONTEST

FROM PAGE 23

- Josie expressed that bilingual education is "not just learning another language and leaving your old language behind. I don't care in what language it is, as long as I understand it."
- Paloma feels that bilingual education is so important today, and will be more important in the future. "With the growing barriers between language it is not only important to know another way of communication with others, but also important to have an open mind to different cultures, and acceptance of your own."
- Karla says, "I am a child of two languages. As I become older this is going to help me in many ways, for to be bilingual is not only important but is to have a treasure that others do not have. I am very proud to know two languages, two cultures."
- Axel adds that bilingual education can teach you that the United States is a nation that gives you opportunities. "I used to be ashamed of speaking Spanish until our teacher read an article about Chang-Díaz," the first and only Latino astronaut in the history of America in the Space Program. Since that day he decided to be proud of his Nicaraguan heritage.
- Vanessa says that bilingual education is important because it will help us go and figure out the puzzles and mazes that are out there in the big world. I want to travel to other parts of the world to learn more language. Bilingual education is the key that will open the doors of the world for me.
- Deborah comments that as time passes, it seems that there are fewer and fewer people speaking their native language. "Children are now taught English first; a native language is taught in schools as a second language instead of being taught at home as it used to be. We are losing something. Many do not see it because

it is happening gradually from generation to generation. I do not know what the future holds for me or for the generations to come, but I will try my hardest not to lose this gift of knowing my Indian language."

- Peggy recommends to "Always try your best. Don't be lazy, just do it. Sometimes you can do better than you expected. My educa-

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tion helps me become a better and useful person and provides me with a good future."

- Denise says, "I think that all Americans should have the opportunity to learn more than one language in order to help the country remain a leader...If we are capable and smart enough to land on the moon, why can't we offer the opportunity to our citizens to educate themselves. I think Congress should pass a law mandating that every school system in the nation have a foreign language program starting in kindergarten. Bilingual education,

be it in English and Spanish, or any other combination, gives an individual an opportunity to transcend all cultural barriers and get to know what is really important — the individual."

- Rebecca expressed that "Bilingual education is the opportunity to our future. Bilingual education opened the door to me to my American dream. Without it, I would not have the basic skills to communicate to the rest of the world. We, as young American immigrants, are entitled to the very basic human rights of learning to speak English and to find our place in our new home. We have to have bilingual education to give us the equal footing to achieve in life, and to find our own way to make the United States a better place to live."

Closing Thoughts

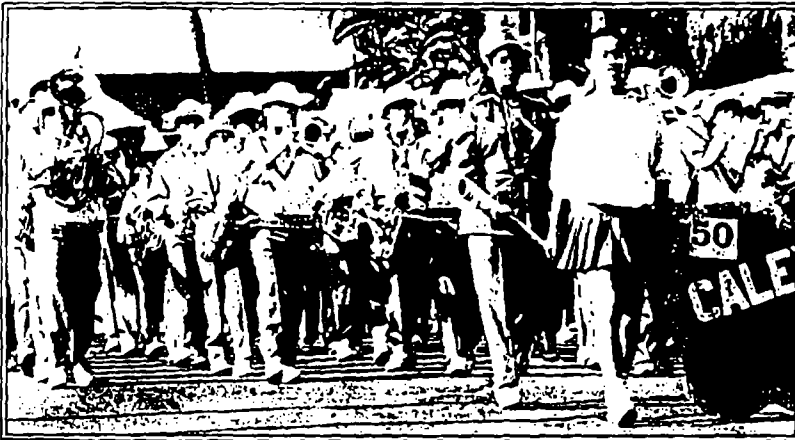
There is no doubt that bilingual education works. These students are only a handful of successful cases for whom bilingual education has made a tremendous impact. We note that there are thousands more capable and bright students who have also become successful, but whose essays did not make it to NABE's national contest level. These student voices should be heard as well, and we need to collect and tell their stories in other research projects. As bilingual educators we share and welcome the opportunity of educating the next generation of successful bilingual students.

Editor's Note: Contributions to the Bilingual Education: Portraits of Success column should be sent to Dr. María Estela Brisk, School of Education, Boston University, 605 Commonwealth Ave. Boston, MA 02215; To contact Via Internet: brisk@acs.bu.edu; fax: 617-232-8907.

• NABE •

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NCBE HONOREE FOR 1994



Christmas parade - Moreno and De Anza combined Junior High Band

The Calexico Unified School District, located on the U.S.-Mexico border in California's fertile Imperial Valley, is an educational oasis. This oasis was developed during the last 25 years by the Calexico school community which has consciously and collectively carried out a total transformation of the district, its philosophy, goals, curriculum, staff, and programs.

The Calexico Unified School District is comprised of six K-6 schools, two Junior High (7-9) Schools, one High School, and one Continuation High School. The district enrolls approximately 6,900 students of whom 98 percent are Hispanic, 80 percent LEP (98

percent of all children entering Kindergarten are LEP or non-English-speaking), and 30 percent migrant. Average family income in Calexico, where unemployment runs between 25 and 35 percent, is less than \$12,000. A majority of Calexico's students qualify for free or reduced lunch programs.

Bilingual education was both the catalyst and the object of the Calexico Unified School District's initial steps towards transformation. Troubled by the lagging academic achievement of limited-English-proficient immigrant students who were enrolled in the district's intensive English-as-a-second language (ESL) programs, Calexico school officials in 1969 began piloting bilingual education programs in grades 7-12. In the 1980's district personnel made further progress by studying the research evidence on successful bilingual education programs and implementing new K-12 programs.

With the assistance of Title VII funding, the Calexico Unified School District shifted the focus of its instructional programs from student limitations to student strengths; from remedial programs emphasizing English language development to enriched programs emphasizing total academic development; from narrow ESL programs to comprehensive bilingual programs which provide instruction in English and Spanish, the native language of 98 percent of Calexico's students.

The curricular transformation of the Calexico Unified School District is grounded on a strong positive "value position" -- that all students, irrespective of native language or socio-economic status, can achieve academic success if they are taught effectively. This value position pervades the operations of schools in Calexico.

The pervasive optimism of Calexico school staff is buttressed by a robust staff development program that has provided staff with incentives to learn and to experiment with new and innovative instructional strategies. Over the last nine years, the district has regularly offered extensive training in literature and whole language strategies; the writing process; cooperative learning; peer and cognitive coaching; ESL strategies including a natural approach and sheltered English instruction for oral language development; and hands-on science, art, and math strategies. Calexico has utilized categorical funds to provide incentives for staff development and to operate a mentor teacher program. Calexico's emphasis on staff development contributes to the fact that more than 70 percent of its K-6 teachers hold California state certification in bilingual education.

In Calexico schools, limited-English-proficient students receive as much as 80 percent of their early elementary instruction in Spanish. After students achieve full English proficiency, they continue to have opportunities to study in and further develop their Spanish. Calexico students benefit from an integrated instructional program based on whole-language theory and continuous authentic and portfolio student assessment in Spanish and English.



Staff development workshop

NABE HONOREE FOR 1994

Calexico has developed, largely through federal funds, a series of programs to meet the special needs of migrant students who comprise nearly one-third of the district's enrollment. Programs for migrant students including special language arts instruction, parent education and extensive tracking of the traveling students supplement Calexico's regular school programs which have been restructured to ensure full access by migrant students.

Calexico has been aggressive in pursuing state, federal and other funding sources to support innovation. Four of the district's ten schools were awarded state restructuring planning grants and two were awarded restructuring implementation grants. The R.J.R. Nabisco Corporation selected Calexico's De Anza Junior High as one of 14 "Next Centuries Schools;" the \$600,000 grant will enable the school to incorporate many effective innovations including: school-within-a-school program, thematic integrated instruction, integration of technology, performance-based assessment, increased parent-teacher communication, etc.



1993 Math Penthalon champions, Dool Elementary

Calexico High School is in the second year of a restructuring plan in which it is moving from a traditional school model to one which provides strong academics and career paths for all students. Students in 9th and 10th grades are enrolled in academies modeled around a school-within-a-school concept, each containing 150 students who are heterogeneously grouped. The emphasis of the academies including the ESL Academy is on a fixed college prep curriculum. Students in 11th and 12th grades will be enrolled in one of four institutes which will contain ten majors as curriculum themes and will focus on applied academics. The academies are already in place and the first institute will be initiated in the 1994-1995 school year. All students at Calexico High School (including ESL students) are expected to complete a three-part senior project as part of the graduation requirement which includes researching a self-selected topic, writing a research paper, and presenting an oral demonstration of their project to be judged by a review panel. Students in ESL I and II may elect to present their projects in Spanish; students in ESL III, and all other students, must present their projects in English. The senior project is in line with the philosophy of performance-based assessment and accountability for all students.

The fruits of Calexico's school transformation are evident in the success of the community's children. Calexico's dropout rate, which varies between 11 and 15 percent, is half of the state average for Hispanic students. Of the 380 students in the Calexico High School class of 1993, 93 percent were accepted by a junior college or 4-year college or university. Calexico students not only enroll in college, they complete college. Calexico High School graduates are currently enrolled in medical schools at the University of Southern California and Harvard University. Calexico High School graduates constitute about half of the district's teachers at the elementary level, and are the main source of bilingual teachers for the district as a whole.

Calexico school officials are quick to point out the district's natural advantages. Hispanic role models abound in Calexico. Students see Hispanic city council members, school board members, businessmen and women, teachers, school administrators, and other professionals. While the geographic and ethnic isolation of Calexico has drawbacks, it also has served to shield the community's students from racial and economic prejudice that they might face in other communities. The schools of Calexico validate the language and culture of their students. When graduates of Calexico schools leave the area to attend college, their self-concept and self-esteem are strong, and they are prepared to succeed.

*For its commitment to academic excellence for all students,
the National Association for Bilingual Education salutes
the Calexico, California Unified School District and recognizes the Calexico school community
as the Association's Honoree for 1994.*

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DRAFT

PHOTOCOPY
PRESERVATION

Partnerships:

Faith Communities

Supporting

Public Education

U.S. Department of Education
September 1999

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September 1999

Partnerships:

***Faith Communities
Supporting
Public Education***

**U.S. Department of Education
September 1999**

Partnerships: Faith Communities Supporting Public Education

There is a new and growing tone of civility. That's good for America and good for public education. Our public schools should not be the public space for a war on values. When you put schools in the middle, education loses. This is why I am encouraged when people of faith reach out to each other and act on their faith and help raise our children.

*Secretary of Education Richard W. Riley
St. Petersburg, FL
September 19, 1997*

Faith communities play a vital role in reaching out and connecting to families and children. As faith communities fulfill this role, they often become involved in and supportive of education issues of importance in their local community. The issuance by Secretary of Education Richard Riley of *Religious Expression in Public Schools* opened the door to partnerships with faith communities as another effective way to reach and serve children, youth, and families.

Across the nation, there are excellent examples of the positive impact that faith communities have had in encouraging and enabling families to be involved in their children's learning. Many faith communities partner with schools to provide tutoring, safe havens, afterschool programs, mentoring, and summer activities. One role that faith communities can play is to inspire their membership to support children, youth, and families in education. A result of this is to add community groups, businesses, family organizations, and local government agencies to the partnership—resulting in a broad-based partnership that supports families and children's learning.

Afterschool Programs

Faith community leaders can help students take advantage of the afterschool time in a safe and constructive manner by starting or supporting afterschool,

extended learning programs in local schools and communities. By providing these activities, faith community partnerships are giving children lots of wholesome activities and helping schools and other facilities open before and after school and in the summer as community learning centers. By sponsoring alcohol- and drug-free activities, and by providing extracurricular learning activities, mentors, internships with employers, and community service opportunities, faith communities are making a difference for youth in their community.

The following are some examples of partnerships involving faith communities in support of children, youth and families in activities during the afterschool hours:

Shiloh Baptist Church (Washington, DC)—Shiloh Baptist Church established a Family Life Center to strengthen and nurture families in the surrounding community, bringing them together for educational, cultural, and recreational activities. One of their educational programs is the Male Youth Enhancement Project, designed to stimulate healthy lifestyles in African-American males ages 8-15 by providing positive role models, socialization activities, and educational enrichment. Shiloh/Seaton Elementary School Partnership creates mutual support activities for the children served by the school and the church. The partnership has established a reading tutorial program for children attending Seaton, staffed by volunteers from Shiloh. (*Contact: Rev. Justus Reeves, Education Director, Shiloh Baptist Church, 202/232-4200*)

Johns Hopkins Community Learning Center—Several years ago, racial unrest in the Jordon Park area of St. Petersburg, FL, brought to the forefront one of the issues that many in the community knew already: their youth needed support and attention, particularly in the after-school hours. A coalition, the Interdenominational Ministerial Alliance (IMA), which was formed 24

years ago, came together and formulated the Urban Fellowship Mentoring, Tutoring, and Enrichment Program. They began to pursue ways that they could make the after-school hours safe and productive for their young people. The Urban Fellowship Program approached the Pinellas County Schools with their ideas and together they found other partners to make their dream a reality. The Urban Fellowship Program, Pinellas County Schools, Juvenile Welfare Board, the National Conference on Community and Justice, and the University of South Florida today are partners in a 21st Century Community Learning Center grant, operating the John Hopkins Community Learning Center, providing safe and beneficial after-school and summer activities to middle school youth in Jordon Park.

(Contact: Elder Martin Rainey, Director, Interdenominational Ministerial Alliance, 813/866-2589)

School Safety

On balance, America's public schools remain safe places for children and youth to work and learn. But much remains to be done to make our public schools even safer and to provide for the safety of our children in their homes, their communities, and in their passage to and from school. In this time of concern—and even some fear—faith communities can send our young people a powerful message of hope and security. They can assist parents in slowing down their lives and help them tune into their children, and support both young people and parents during the difficult teenage years. Faith communities can also help youth make connections and have a stake in their communities.

The following examples give an idea of the promise that partnerships give to community members on the issue of school safety:

Chicago Public Schools Interfaith Community Partnerships—This multicultural interfaith group of religious leaders, brought together by Superintendent Paul Vallis, forms a network for the purpose of assisting

local schools in addressing crises in and around the schools, student discipline problems, truancy and low attendance rates, school safety concerns, student and staff attitudes, and self-esteem. The partnership provides crisis intervention, workshops for parents, character education and values curriculum development, a diversity calendar, expansion of local school partnerships, safety escorts, sponsorship of radio and TV interviews with public school staff to promote Chicago Public School initiatives, and coordination of the establishment of a crisis support fund. *(Contact: Rev. Dr. Janette Wilson, Director, Chicago Interfaith Partnership, 773/533-2140)*

The National Conference on Community and Justice in the Tampa Bay region operates Camp Anytown. The purpose of Camp Anytown is to foster understanding and cooperation among students from diverse backgrounds. Students exposed to this multicultural experience become better prepared to assume roles of leadership in our society. Camp Anytown, in the Tampa Bay region, is sponsored in cooperation with the school systems of the area. Following Camp Anytown, student participants organize multi-cultural clubs in their own school and participate in monthly follow-up meetings. *(Contact: H. Roy Kaplan, Executive Director, National Conference for Community and Justice Tampa Bay Region, 813/636-8851).*

Youth and Police in Partnership is sponsored by the United Methodist Church Urban Services. It supports neighborhood-based youth initiatives in problem solving, public safety, and trust building. The goal is to bring the resources of the religious community and its members to bear on inner-city problems. The goal is being achieved through collaborations between successful adults, youth, police and other agencies. Youth and police work together, using a problem-solving methodology, to make their

respective neighborhoods safe, clean, attractive, and productive. (*Contact: Rev. Wesley Williams, United Methodist Urban Services, 617/266-2122*).

College Planning

For years, the college-going rate of lower-income students has lagged far behind the rates for students from higher income families. Much of the problem stems from the fact that many lower-income families do not know how to plan for a college education, often because they simply never have done it before. Faith communities can play an important role in this process. Through leadership and youth activity programs, faith communities can echo the high standards that schools and families set for students, encourage them to work hard and earn the best grades they can, connect them with mentors who will help them in their studies, and make sure that students and their families know about financial aid opportunities.

The examples below illustrate how faith communities can be a key player in ensuring that every child has the opportunity to pursue his or her dreams:

A Religion and Education Summit held at Spalding University in Louisville, KY drew participants from across the state and from neighboring school districts in Ohio and Tennessee. This summit had as its goal bringing together faith communities, educators, and institutions of higher education to positively impact middle and high school students to work toward high standards and make realistic plans for post-secondary education. Kentuckiana Metroversity, a coalition of colleges, universities, and seminaries in the greater Louisville area is coordinating follow-up activities to keep alive the excitement generated at the summit. (*Contact: Sister Mary Angela Shaughnessey, Spalding University, 800/896-8941*).

Reading

The America Reads Challenge is a call to all Americans—parents, educators, libraries, religious institutions, universities, college students, the media, community and national groups, cultural organizations, business leaders, and senior citizens—to support teachers and to help ensure that every child can read well and independently by the end of the third grade. Faith communities can play an important role in the America Reads Challenge by working with students who need extra help in learning to read. Members of faith communities can provide the resources and encouragement to parents in their community, collect children's books to distribute to local families, be volunteers to an on-going reading effort in the local community, connect to a public library's summer reading program, or begin a weekly family reading program held at the faith community's facility.

The reading programs outlined below give an idea of the high level of involvement by faith communities and their members in ensuring that every child receives the gift of reading:

Alexandria (VA) Tutoring Consortium—This partnership between the Alexandria Faith Community and the Alexandria Public Elementary Schools sets as its goal to tutor young children in reading through one-on-one discussion. A congregation-based coordinator recruits tutors and assists with scheduling; a school-based coordinator acts as the building point-of-contact. Working with the school's volunteer coordinator, the classroom teacher identifies and assists with scheduling a child for tutoring. Tutoring materials are selected by the public schools, which also provide training for the volunteer tutors. The tutor and student meet three times per week for 30 minutes each time. The qualifications for tutors are a love of reading and a love of children. (*Contact: The Alexandria Tutoring Consortium, 703/549-6670*).

The National Jewish Coalition for Literacy has pledged to recruit 100,000 volunteers over five years in response to the America Reads Challenge. In most instances, the Coalition is working with existing literacy programs to support ongoing efforts. In a few communities, the coalition has taken the initiative to get a new partnership started. The Coalition's 27 affiliates include cities as diverse as Boston, Hartford, Louisville, Atlanta, and Seattle. (*Contact: Craig Sumberg, Executive Director, 212/545-9215*)

The Baltimore-Washington Conference of the United Methodist Church began a summer reading program through Foundry United Methodist Church in Washington, DC, using the READ*WRITE*NOW! Program. Reading program volunteers work with children from neighboring public schools during the summer months to provide a fun and enriching reading program. Both volunteers and children agreed—it was a great success! Additionally, the Baltimore area UMC churches joined an existing literacy program to extend the services offered. (*Contact: Dr. Marcus Matthews, Council Director, 800/492-2525, ext. 435*)

Faith communities' involvement in these and other partnership activities can make a real difference to children, youth, and families. *Religious Expression in Public Schools: A Statement of Principles*, and the community, parent, and teacher guidelines built from it, outline the appropriate role that faith communities can play in strengthening education, supporting local schools, ensuring that all children—especially those most at risk—receive the tools they need to succeed, and making the school and the community a safe place to live, work, and learn.

Please share your program with us, so that we might share it with others. To tell us about your success or to learn more about partnerships in the community, call

1-800-USA-LEARN or visit the U.S. Department of Education's partnership web site at <http://pfie.ed.gov>.