

Proposed Strategy for Addressing the Relationship of Charter Schools and Other New Schools to Desegregation

- Don't communicate a requirement that chartering authority or school obtain prior approval from court or OCR.
- With respect to OCR-approved desegregation plans enforcement generally would occur through the handling of complaints filed by third parties or compliance reviews, consistent with normal enforcement procedures.
- With respect to new schools in jurisdictions under court order, there would be no general requirement that the schools be cleared by DOJ. Our guidance would indicate that creation of such schools may need to be cleared by the cognizant court and that recipients should use due diligence to ensure that any new schools do not impede desegregation obligations. Chartering authorities should address this issue in each case.
- The Department would write a letter to State educational agencies alerting them to the importance of their exercising leadership and coordination in ensuring that civil rights and desegregation issues are appropriately addressed in connection with the creation of new LEAs and public schools, making it clear that there are a wide variety of ways that they can do this, and offering them technical assistance. In instances when OCR has an ongoing compliance or enforcement relationship with States, such States would be advised to expect additional follow up from OCR. The Department would write a similar letter to chartering authorities and LEAs.
- The main point of the letter is to encourage recipients with the authority to approve the creation of new schools, including new charter schools and other public schools of choice, to be aware of existing desegregation responsibilities, when making decisions about opening any new schools. The letter is not meant to discourage the creation of new public school choices, including charter schools, in jurisdictions where continuing vestiges of prior discrimination are being eliminated. Rather, it is designed to head off possible Title VI problems in the future by drawing attention to these concerns prior to the creation of new schools.
- To assist chartering authorities and schools in addressing these and other civil rights issues, the Department would offer to coordinate technical assistance. We anticipate that this could include working in conjunction with the OCR Regional Offices, our ten federally funded regional Equity Assistance Centers, and, where appropriate, the Department of Justice, State and local agencies, and other ED offices, such as the Public Charter Schools Program, to help to identify applicable desegregation obligations, and provide technical assistance to entities with these Title VI responsibilities. Additionally, we would be available to provide assistance to new schools that encounter desegregation responsibilities as roadblocks to their creation.

- States and other recipients have a broad range of discretion in determining how to carry out these responsibilities, including exercising independent judgment as to whether the new school would impede desegregation obligations; establishing a process for review of any new schools proposed; or, directly assisting the new school in getting all necessary approvals from the entity overseeing the desegregation efforts.

DOJ - 400

South

IL-Chicago

+ State required Deseg efforts

+ other court approved plans - DOJ not a party

Guidance re all new schools, not just charter schools - tone is one of helping to make people aware and help them navigate

OCR

Total 758

Arkansas

GA

MS

NC

SC

OK

TX

TN

VA

MD

LA

FA

KS

**ESTABLISHMENT OF NEW CHARTER SCHOOLS IN JURISDICTIONS THAT ARE
UNDER EXISTING DESEGREGATION PLANS**

Extent to Which Proposed New Public Schools Are Required to Be Approved Under Office for Civil Rights (OCR) Desegregation Plans Before They Open

One of OCR's enforcement offices reports that about half of OCR's 441B plans expressly or implicitly suggest that OCR be notified, and provided an opportunity for review and approval, regarding the establishment of proposed new public schools or zone changes to ensure consistency with the OCR 441B plan. OCR's enforcement offices report that in some cases, districts come to OCR for approval of new schools or rezoning. Other times, OCR has been alerted to possible resegregation regarding establishment of new schools or rezoning through complaints. Some districts have requested OCR's review and approval of school boundary changes in order to head off problems with local communities. Generally, 441B plan districts may believe that the desegregation plans were "one time, one shot" plans and addressed the assignment of Black and White students at the time of the initial desegregation back in the early 1970's.

In general, with respect to proposed new schools in 441B plan districts, applicable information needs to be provided to OCR regarding the planned new school, such as the projected racial composition of the new school's student body and the impact that the new school will have on the racial composition of the other public schools in the district. The same requirements would apply in situations where a new neighborhood school is being proposed in a predominantly minority community that is part of a 441B plan district. Generally, OCR makes a final decision regarding the approval of new public schools within 90 days of the date a complete information package is provided to OCR.

Recent Experiences Regarding the Approval of New Charter Schools In School Districts Under OCR 441B Plans and Under Court Orders Requiring Desegregation

None of the OCR enforcement offices that have OCR 441B plan districts within their jurisdiction report that any school district or charter school has sought OCR review or clearance prior to or after a charter school has been recognized or funded in a school district. However, note that attorneys for the Lighthouse Charter School in Beaufort, SC visited OCR for technical assistance. The school has not been opened because of a state court injunction obtained by the Beaufort County School District.¹ It should also be noted that OCR's Dallas Office has entered into a methods of administration agreement with the State of Texas that all new charter schools approved by the State Board of Education will file assurances of compliance with OCR; OCR's Dallas Office has received 19 such assurances from new charter schools, all in Houston.

¹ In the injunction, the court stated that the Lighthouse Charter School Committee had failed to prove that the charter school would adhere to the Beaufort Board of Education's existing desegregation compliance agreement with OCR, and that the Board's decision to deny the application was not arbitrary and capricious because the Committee had not received clearance from OCR for establishing the charter school. Beaufort County Board of Education vs. Lighthouse Charter School Committee and the State of South Carolina, No. 97-CP-07-794, Order at 13-15 (S.C. Ct. of Common Pleas Feb. 21, 1998).



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American Council on Education/ Business-Higher Education Forum

A NATIONWIDE SURVEY OF 1,000 ADULTS AGES 18 AND OLDER

January 13-16, 2000

Frequency Questionnaire

1. Are you currently registered to vote?

Yes	80%
No	19
(don't know)	1

SPLIT SAMPLE A:

2. In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?

Very important	54	81
Somewhat important	27	
Not very important	9	
Not at all important	8	16
(don't know)	3	

SPLIT SAMPLE B:

3. In general, how important *to the future of the economy* do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?

Very important	60	85
Somewhat important	25	
Not very important	7	
Not at all important	6	12
(don't know)	3	

SPLIT SAMPLE A:

4. How important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?

Very important	63	87
Somewhat important	24	
Not very important	5	
Not at all important	5	10
(don't know)	3	

SPLIT SAMPLE B:

5. How important *to the quality of education* do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?

Very important	70	90
Somewhat important	20	
Not very important	5	
Not at all important	4	9
(don't know)	1	

SPLIT SAMPLE A:

6. Please tell me whether you strongly agree, somewhat agree, somewhat disagree or disagree with the following statement: universities and businesses should be allowed to take affirmative actions to ensure that their student body or workforce is diverse.

Strongly agree	28	67
Somewhat agree	39	
Somewhat disagree	14	
Strongly disagree	13	27
(don't know)	6	

SPLIT SAMPLE B:

7. Please tell me whether you strongly agree, somewhat agree, somewhat disagree or disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.

Strongly agree	40	77
Somewhat agree	37	
Somewhat disagree	8	
Strongly disagree	9	17
(don't know)	6	

RESUME ASKING ALL:

8. Let me read you a short statement: Recently, many top businesses in America and colleges and universities created a partnership to positively influence public support for diversity and equal opportunities for all.

On a scale of zero to 10 where 0 means very unfavorable and 10 means extremely favorable how favorable do you feel about this approach? You can use any number from 0 to 10

Overall Mean: 6.96

10	22
9	7
8	17
7	13
6	7
5	18
4	4
3	3
2	1
1	0
0	4
Don't know	4

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item, please say so.

[FOLLOW UP: Is that a very convincing reason, a somewhat convincing reason, not too convincing or a not convincing at all reason to support diversity in business and education?]

[ROTATE Q9-Q18]

Very conv	Smwt conv	Not too conv	Not at all conv	Don't know
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SPLIT SAMPLE A

9. Business and universities say that in the new global economy, we don't have a talented person to waste. Our country needs a variety of different backgrounds and skills to compete in today's global market. Each person must have not only the opportunity to learn but the opportunity to use their skills. Everybody counts and we need to make sure that everybody gets a chance.

56	32	7	3	2
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SPLIT SAMPLE B

10. Business leaders and educators believe diversity in education is essential for keeping America's democracy and communities vibrant and successful. Our nation can only be strong when the doors of opportunity are open for each person to make the most of his or her potential. Our country was built on this kind of opportunity and if any one of us is left behind, we put our success as a country in peril.

54	30	8	6	2
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RESUME ASKING ALL

11. The success of American business depends on a well-trained and diverse workforce. To compete and succeed in the global marketplace, American businesses require workers with an array of talents, experiences, and cross cultural skills and competence to understand and deal with customers, co-workers, suppliers and competitors from every part of our nation and the world

51	37	7	3	3
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12. As technology brings the world closer together and increases our contact with other nations and cultures, diversity in the workplace is important and inevitable. America's competitive advantage has always been our ability to nurture a highly trained and diverse workforce through quality schools, colleges, and universities that are racially integrated

40	42	10	5	4
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__13. Diversity programs in higher education are crucial in building tomorrow's workforce. America has no resource to waste and must develop the talent of all people. Developing the full potential of our labor force requires that everyone be given fair access to the best possible education available

59 30 5 3 3

__14. Institutions of higher learning and businesses need to have the ability to take necessary steps to create the best educational environment possible and to promote diversity in today's workforce. We need to allow them to use all of the tools they have to create a strong, diverse workforce that reflects all of our citizens and makes us stronger in the global economy.

43 39 10 5 3

SPLIT SAMPLE A

__15. We need to make sure our colleges and universities provide a diverse and well-educated workforce. However, it can't start there. We must start early, developing programs in grades K through 12 that make sure all of our children are educated for the future. This gives universities the opportunity to develop a large pool of educated and trained people.

63 25 6 4 2

SPLIT SAMPLE B

__16. We need to make sure our colleges and universities provide a diverse and well-educated workforce. However, it can't start there. We must improve the pipeline with special programs in grades K through 12 that make sure all of our children are educated for the future. This gives universities the opportunity to develop a large pool of educated and trained people

61 26 6 5 2

SPLIT SAMPLE A:

__17. As stated by the CEO of Coca-Cola, "We do business in every corner of the world. Therefore it is critical to our success to have a workforce that reflects our consumers. We see our commitment to diversity as a daily responsibility, an important part of the way we do business around the world."

48 37 8 4 4

SPLIT SAMPLE B:

__18. As stated by the CEO of Merrill Lynch, "There are plenty of good business reasons for us to promote diversity. But it's also the right thing to do. Two of our principles are 'respect the individual' and 'responsible citizenship,' which are really two sides of the same coin. We believe that when one of us does better, we all do better."

49 34 10 5 2

RESUME ASKING ALL

19. Do you consider yourself an Hispanic, Latino or a Spanish-speaking American?

Yes 6
No 93
(Don't know) 1

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Presentation of Findings from a
Nationwide Survey of 1,000 Adults

Ages 18 and Older

by Lake Snell Perry & Associates

January 2000





Survey Methodology

Lake Snell Perry & Associates designed and administered this survey which was conducted by phone using professional interviewers. The survey reached 1000 adults, ages 18 and older, across the nation. The survey was conducted between January 13-16, 2000.

Telephone numbers for the survey were drawn from a random digit dial sample (RDD). The sample was stratified geographically by region based on the total proportion of adults in each region. The data were weighted by gender, age, race, region, and age to ensure the sample is an accurate reflection of the population.

In interpreting survey results, all sample surveys are subject to possible sampling error; that is, the results of a survey may differ from those which would be obtained if the entire population were interviewed. The size of the sampling error depends upon both the total number of respondents in the survey and the percentage distribution of responses to a particular question. **We can be 95% confident that the true percentage will fall within 3.1% of the reported percentage.**



Executive Summary

- The public overwhelmingly believes diversity in both business and higher education is important. However, contrary to past research, people believe that diversity in higher education is slightly more important than diversity in business. A focus on education, especially early education programs in grades K through 12, is recommended. This approach has a values orientation that can help develop a new paradigm.
 - African Americans, Hispanics, women -- especially college educated, younger women, homemakers and mothers of children ages 18 and under -- and people in lower income households are the most likely to believe diversity is important in both the workplace and in higher education
 - Men are the least likely to believe diversity in the workplace and classroom is important. However, when diversity in the workplace is tied to the future of the economy and diversity in higher education is tied to the quality of education, men are more likely to place more importance on diversity.
- Furthermore, more than three-quarters of people agree that universities and businesses should be allowed to take actions to ensure diversity in their student bodies or workforces, including four in ten who strongly agree. When "affirmative action" language is included, however, overall support and intensity drop. The dropoff is concentrated among men -- especially college educated and older men -- seniors, people with incomes over \$50,000, adults living in the Midwest, college educated people, and those in white collar jobs.



Executive Summary, cont.

- Every demographic and geographic sub-group, except African Americans, is more supportive of the statement using "action" language than the statement using "affirmative action" language. Even those who place the most importance on diversity in the workplace and classroom are sensitive to the term "affirmative action." Avoiding dated language is important.
- To the extent possible, this partnership should avoid using affirmative action language in outreach to the public.
- Nearly two-thirds of the public give a partnership between business and higher education to promote diversity a favorable rating. The average mean for every geographic and demographic sub-group is favorable toward the partnership.
- African Americans, and women -- especially mothers of young children -- are the most supportive of a partnership between business and higher education. Notably, non-registered voters are slightly more supportive of the partnership than registered voters, suggesting a voter mobilization piece to the partnership.



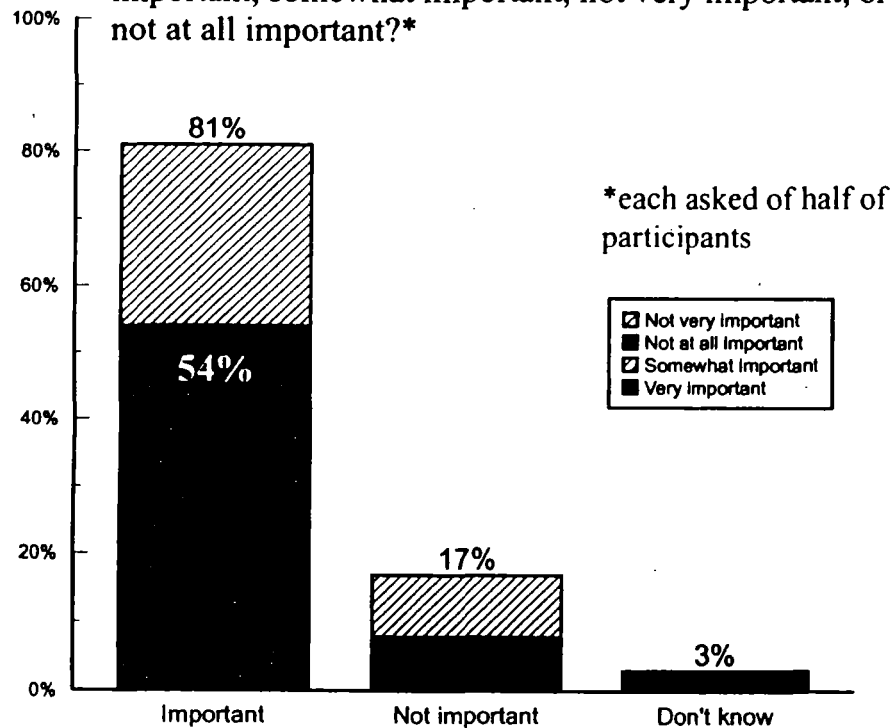
Message

- Opportunity and a focus on people are convincing umbrellas for messages. The most convincing messages on supporting diversity in business and higher education center around developing early education programs in grades K through 12 and the "pipeline" of education to create a more diverse pool of educated and trained people, as well as those messages focusing on not wasting our talented resource of people and giving everyone a chance and fair access.
 - People do not like messages that rely on CEOs or universities authoritatively asserting what is right or wrong. Least convincing are messages focusing on technology bringing the world closer and increasing our contact with other cultures and mandating that institutions of higher learning and businesses should have the ability to take any necessary steps to promote diversity.
 - Both men and women are convinced by the same top messages. However, women respond more to the notion that diversity adds to the success of democracy. Notably, African Americans are most convinced by developing early education programs to ensure a diverse and well-educated workforce. In contrast, Hispanics* are most convinced by messages that stress we don't have a talented person to waste in this global economy and the future success of American business depends on a well-educated and diverse workforce, as well as the early education messages. White adults are most convinced by the early education programs and "pipeline" messages, as well as the message that focuses on the labor force's full potential depending on fair access.

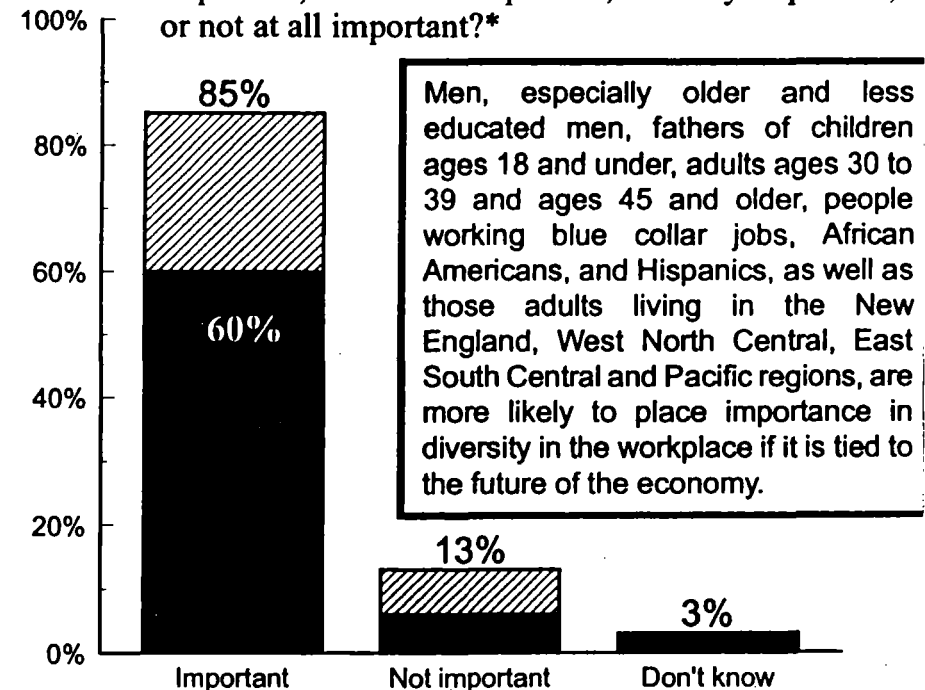
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More than eight out of ten adults believe it is important to have employees of different races, cultures and backgrounds in the workplace. Notably, the overall level of importance and the intensity increase when asked about the importance of a diverse workforce to the future of the economy.

In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*



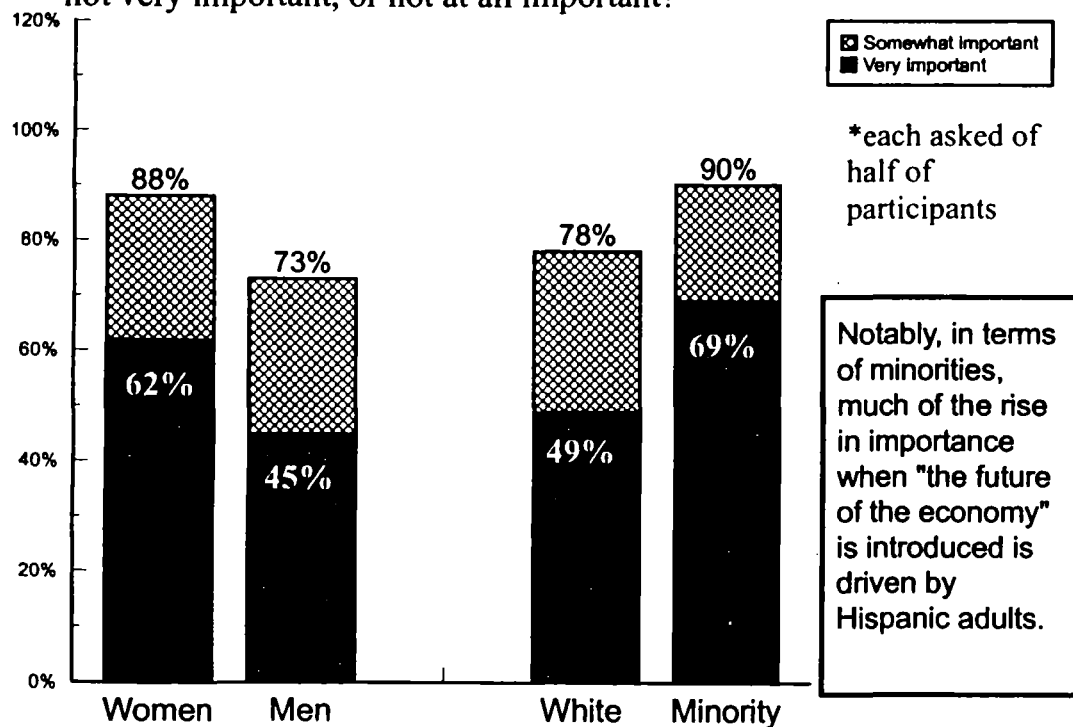
In general, how important to the future of the economy do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*



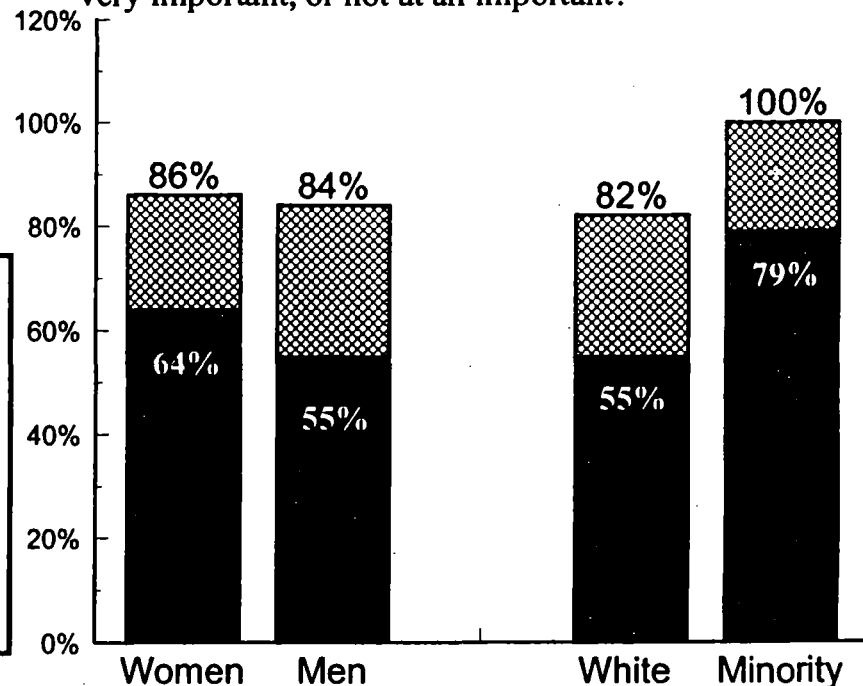
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Women and minorities are more likely overall and are more intense in their belief that diversity in the workplace is important, although strong majorities of all subgroups believe it is important. Notably, men and minorities are more intense in their belief that diversity is important in the workplace when it is attached to the future of the economy.

In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*



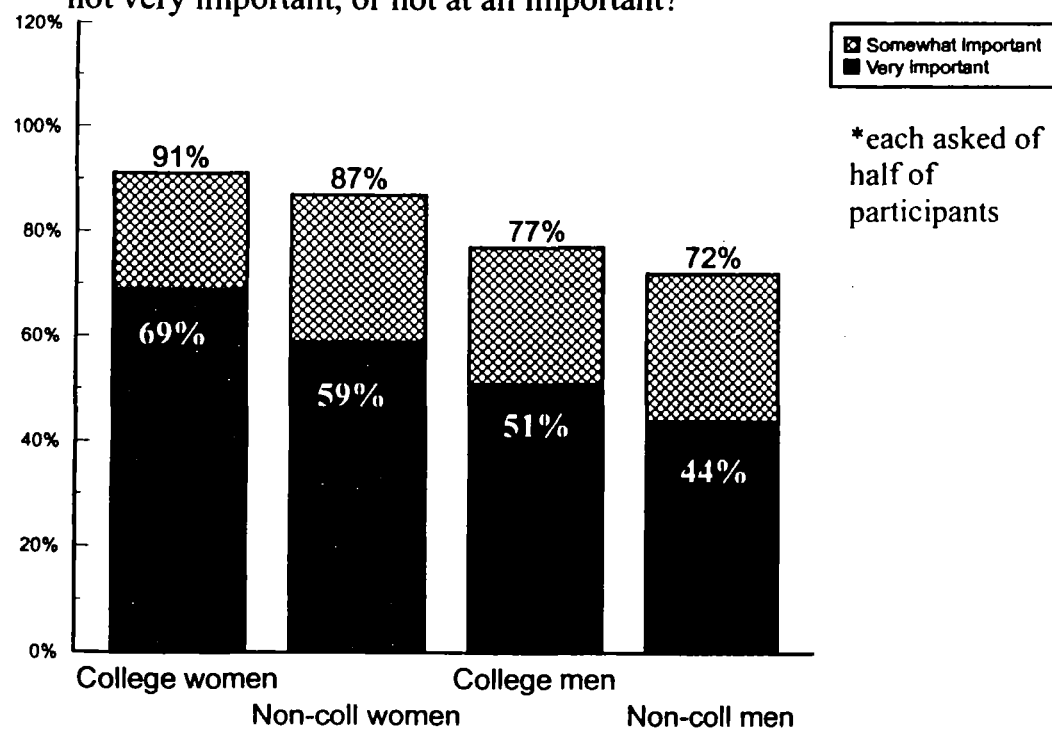
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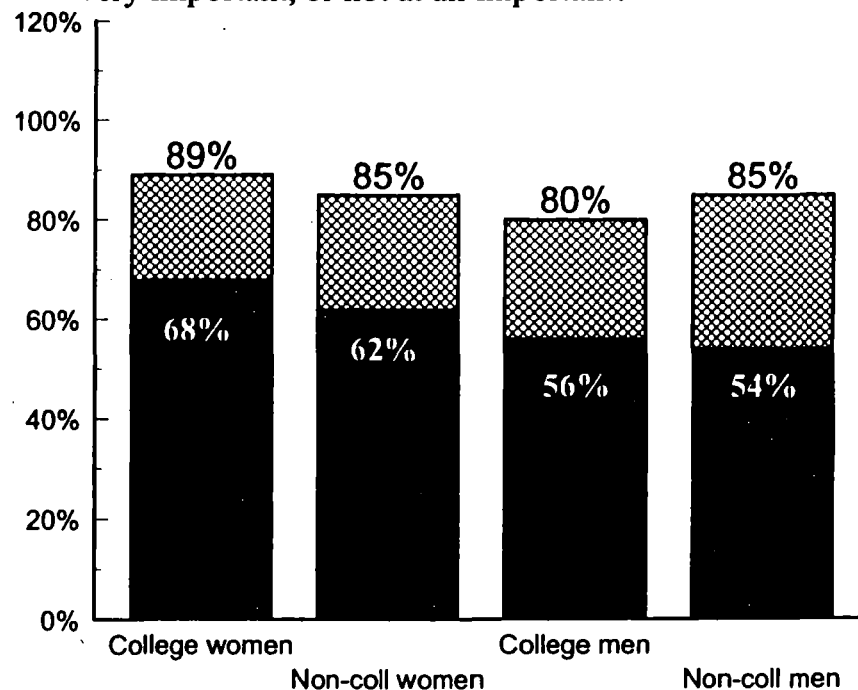
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More specifically, college educated women are the most intense and most likely overall to believe diversity in the workplace is important, while non-college educated men are the least intense in their belief of its importance.

In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

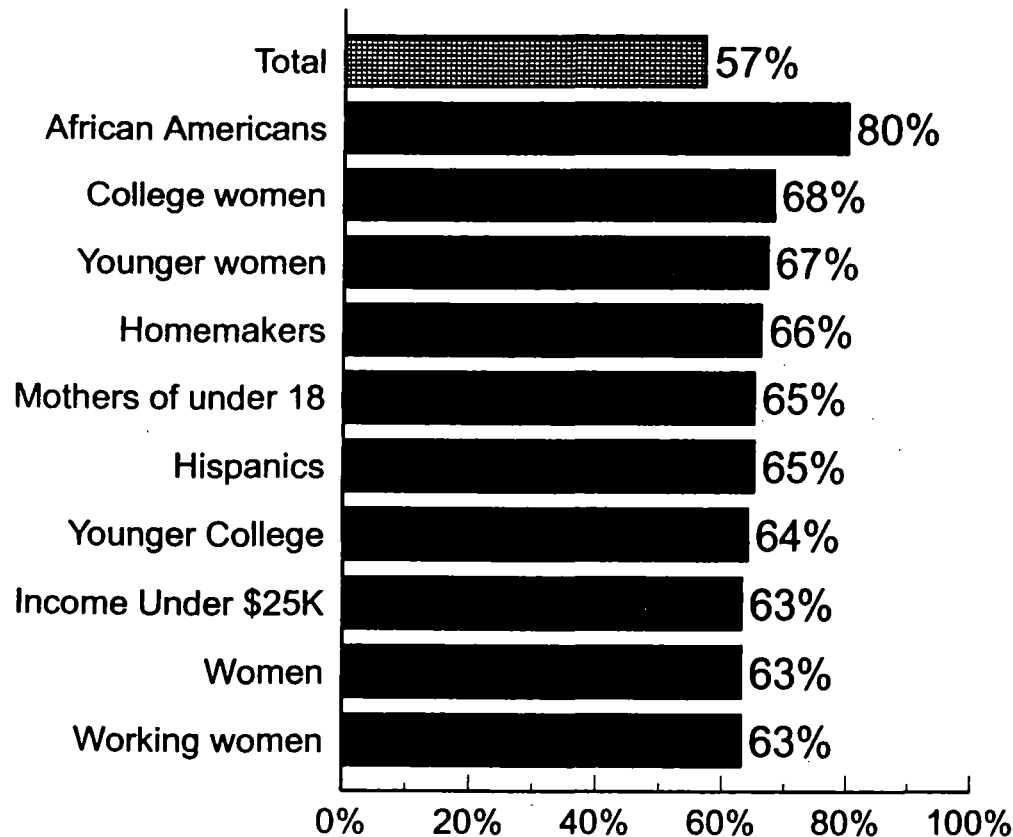


In general, how important to the future of the economy do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*



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Minorities, women -- especially college educated women, younger women, homemakers and mothers of children ages 18 and under -- and people with incomes of \$25,000 or less are the most likely to believe diversity in the workplace is very important.

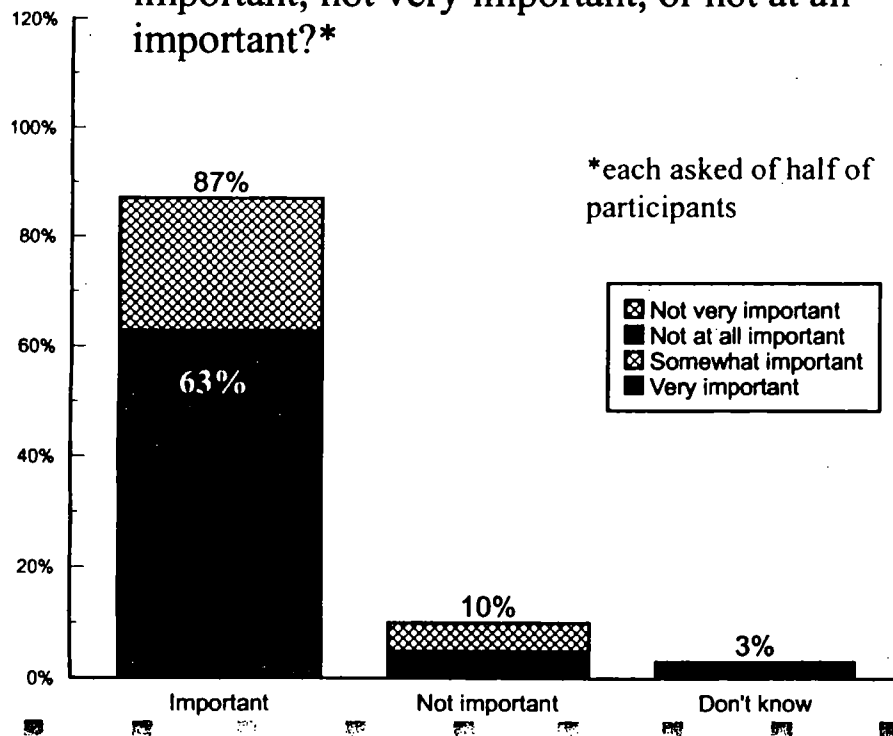


- **At least three-fourths of every demographic and geographic sub-group believes it is overall important to have employees of different races, cultures and backgrounds in the workplace.**
- While majorities of all subgroups believe diversity in the workplace is important, men and those living in the West North Central and Mountain regions are the most likely to believe it is not important.

% Very important (Questions 2 and 3 combined)

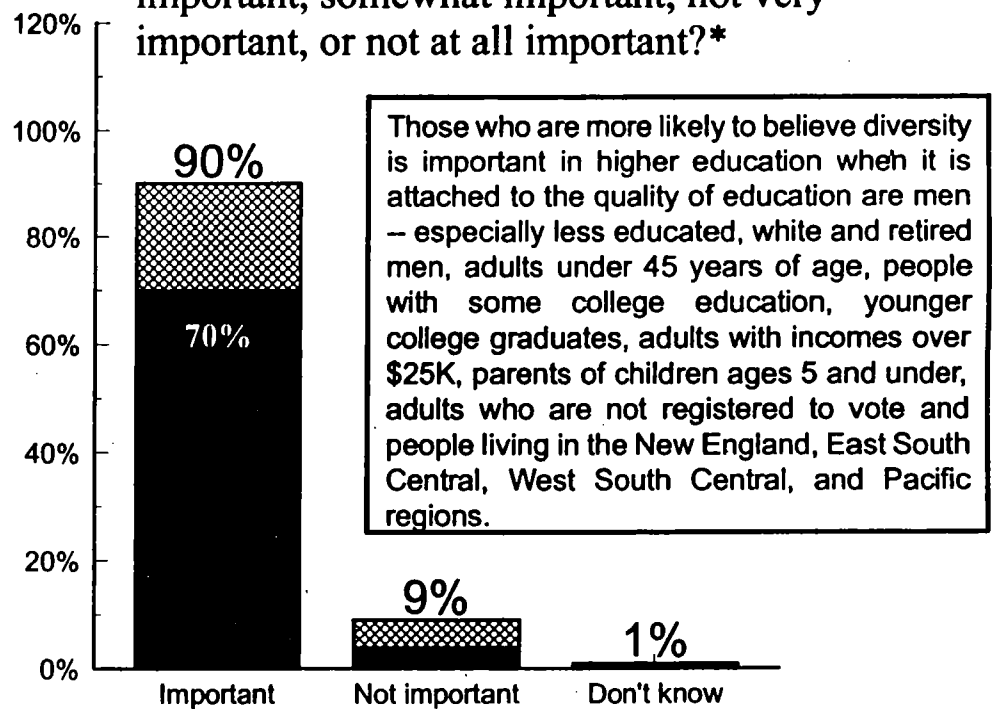
Even more, the public overwhelmingly believes it is important to have students of different races, cultures and backgrounds in higher education. Again, the overall level of importance and the intensity is higher when asked about the importance of diversity to the quality of education.

In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*



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In general, how important to the quality of education do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

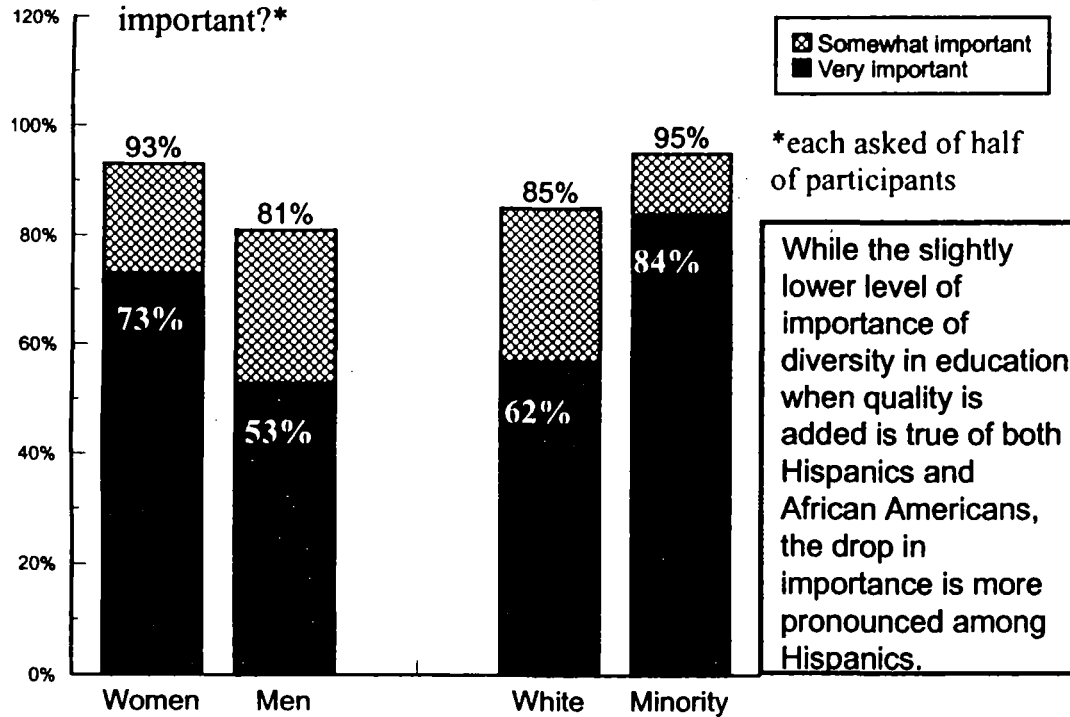


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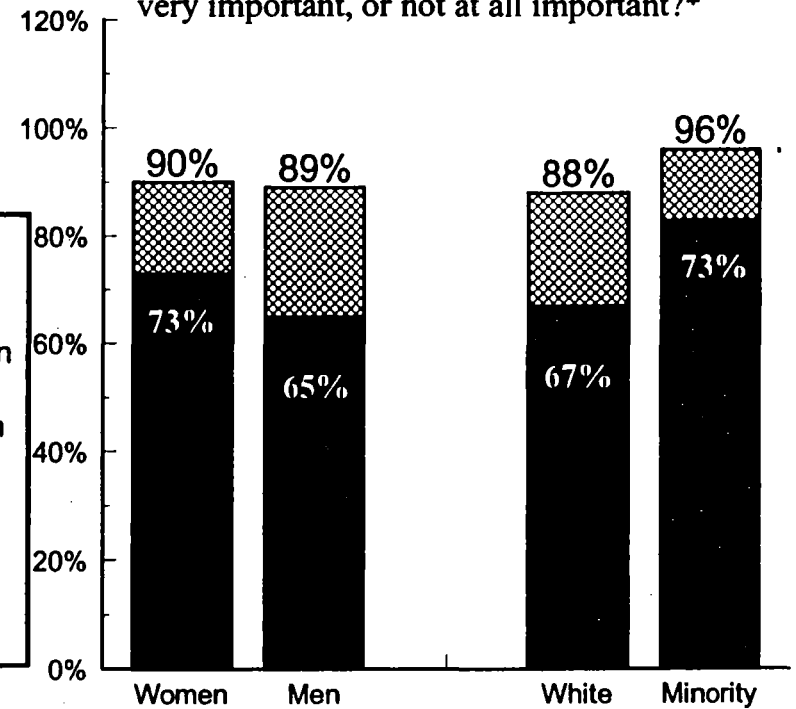
Although majorities across all sub-groups believe diversity in higher education is important, again, women and minorities are more likely to believe it is important and are more intense in their belief. Notably, minorities are more suspicious of references to diversity in education that include quality.

In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*



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In general, how important to the quality of education do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

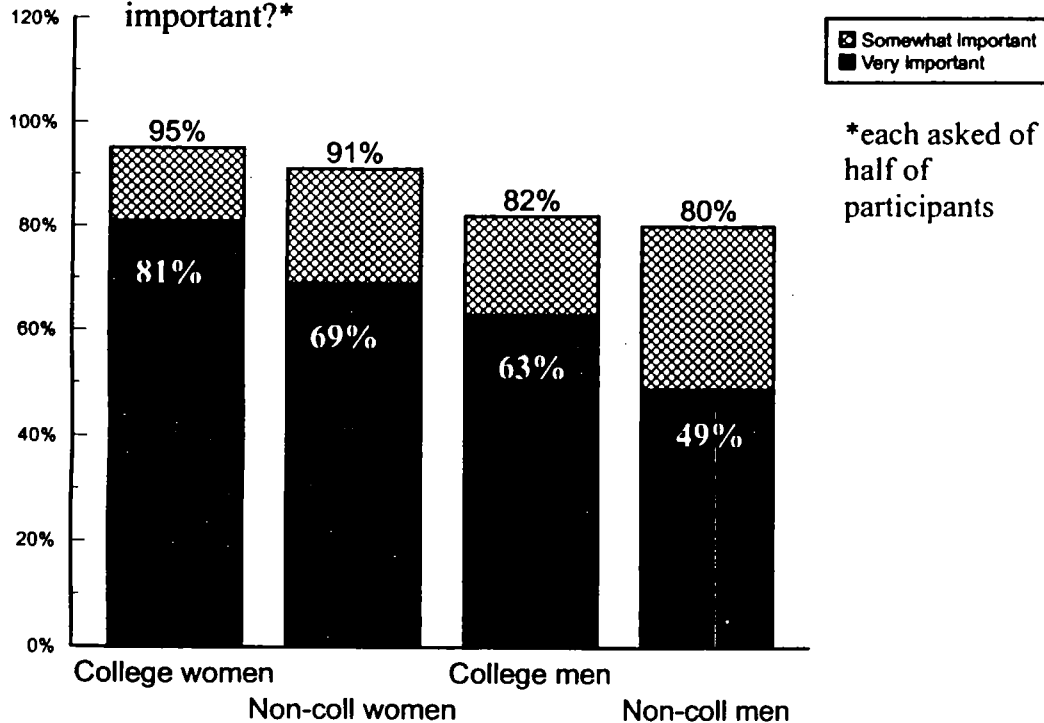


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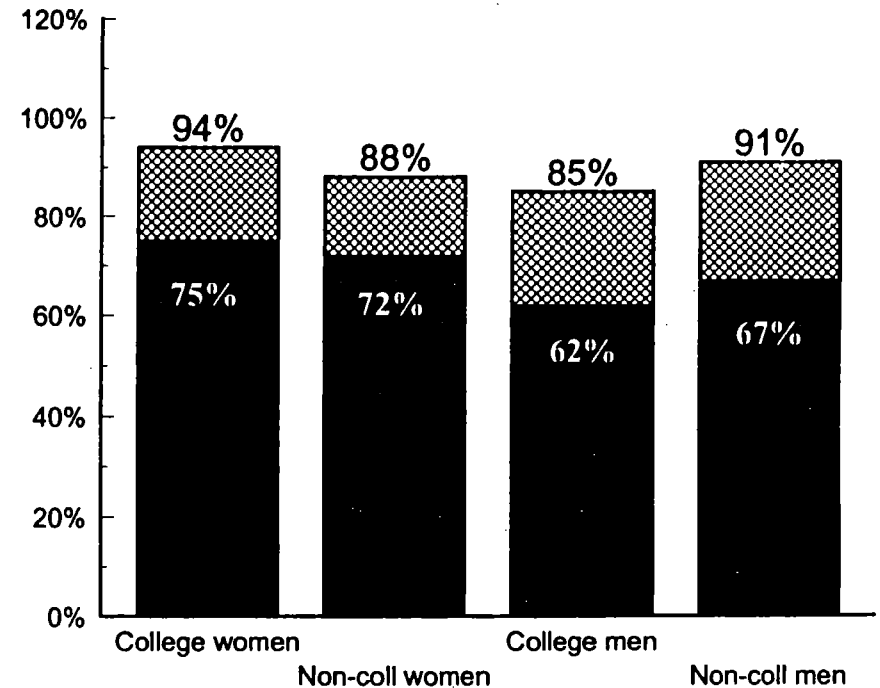
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As with diversity in the workplace, college educated women are the most intense and the most overall likely to believe diversity in higher education is important and blue collar men are the least.

In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

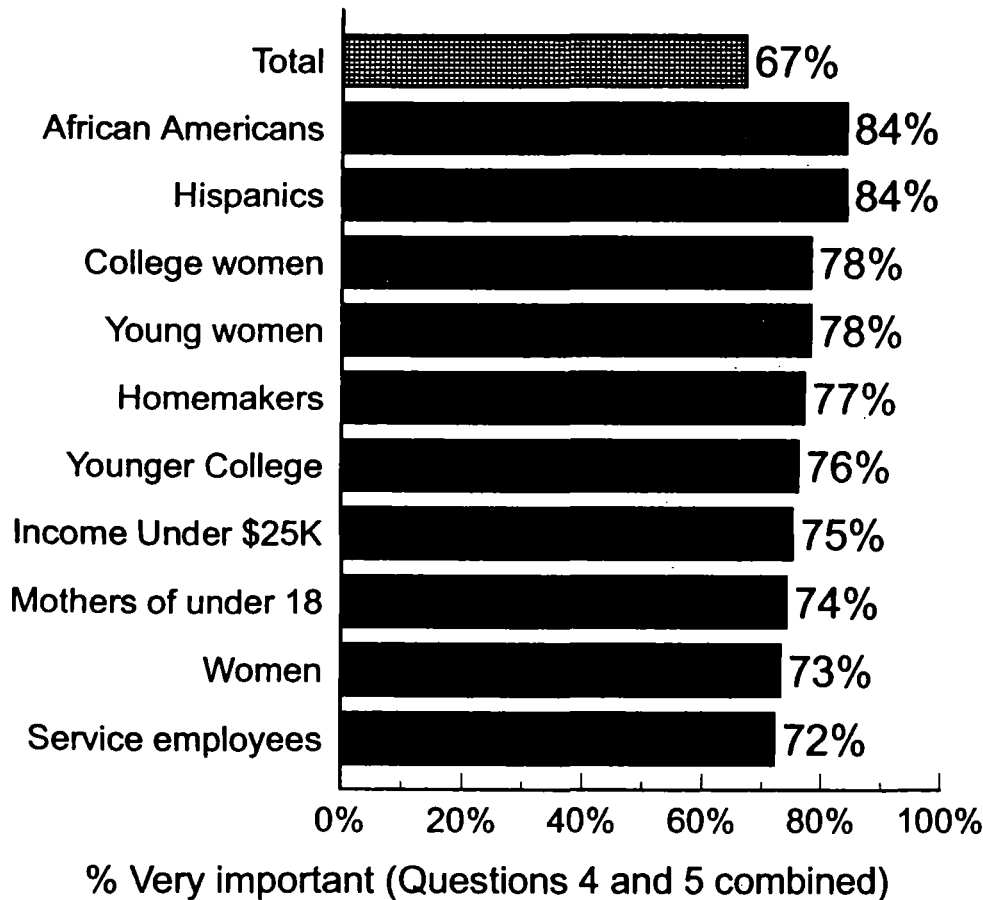


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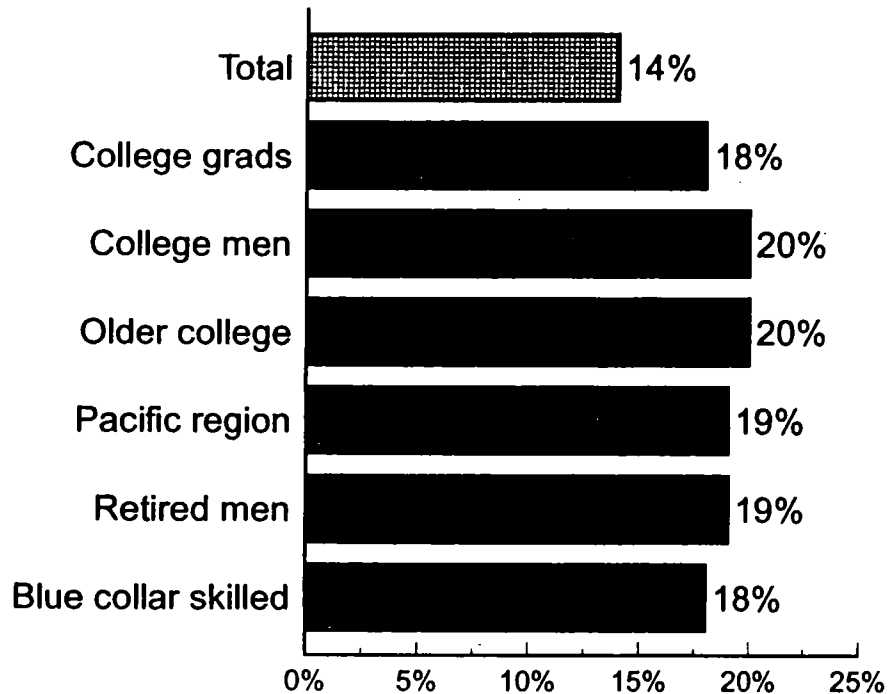
Again, minorities, women -- especially college educated women, younger women, homemakers and mothers of children ages 18 and under -- and people with incomes of \$25,000 or less are the most likely to believe diversity in higher education is very important.



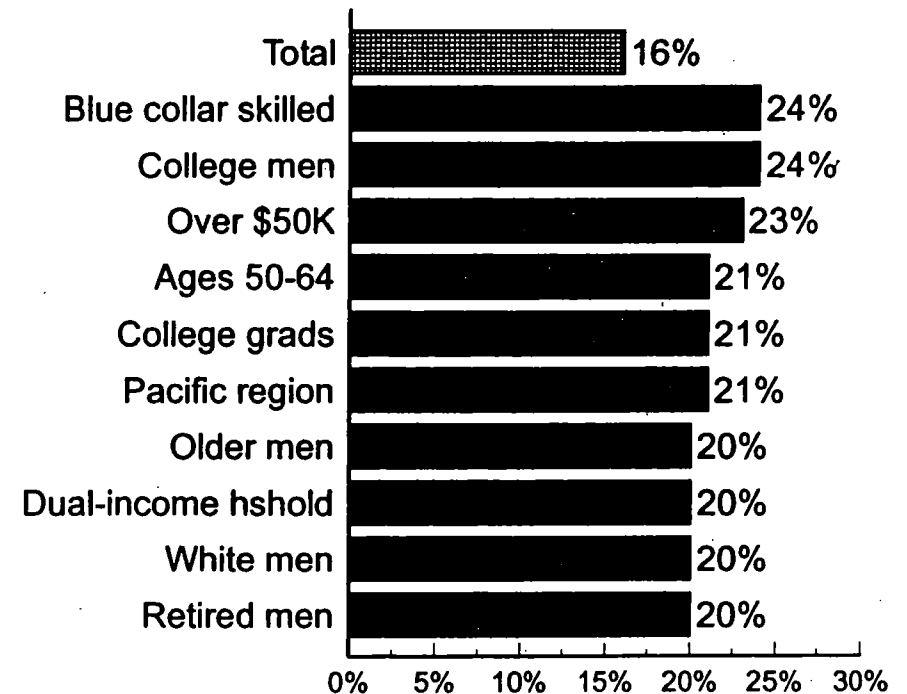
- At least eight out of ten adults across every demographic and geographic sub-group believes it is overall important to have employees of different races, cultures and backgrounds in higher education.
- Every sub-group is more likely to believe that diversity in education is important, than are likely to believe that diversity in business is important.
- While overwhelming majorities of all subgroups believe diversity in higher education is important, seniors, men -- especially college educated and white men -- and those living in the West North Central and West South Central regions are the most likely to believe it is not important.

There is a small level of conflict evident between diversity in business and education, particularly among college educated men, people living in the Pacific region, and people working in blue collar jobs with higher skill levels.

14% of the public believes diversity is important in business but NOT higher education:



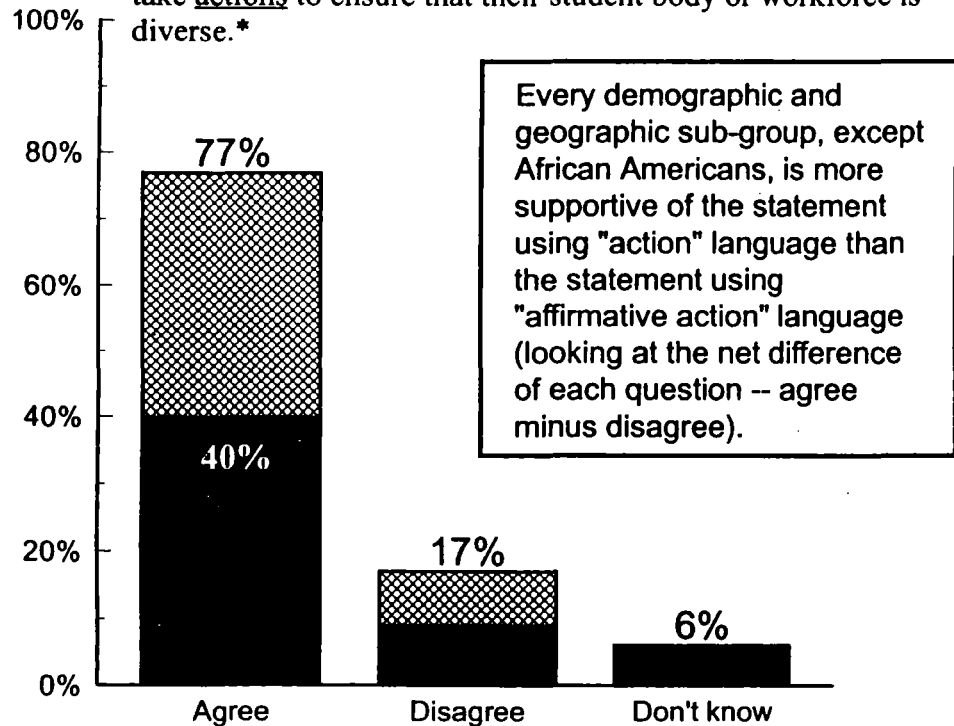
16% of the public believes diversity is important in higher education but NOT business:



■ ■ ■ ■ ■ ■ ■ ■ ■ ■

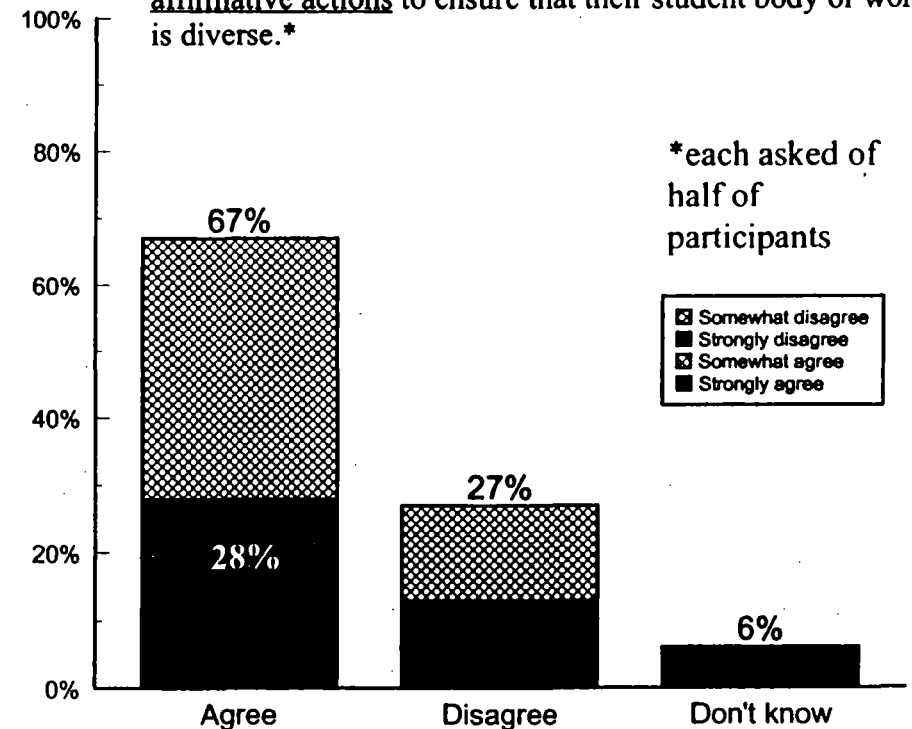
More than three-fourths of people agree that universities and businesses should be allowed to take action to ensure diversity in their student bodies or workforces, including four in ten who strongly agree. When "affirmative action" language is included overall support and intensity drop, but still two-thirds agree.

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.*



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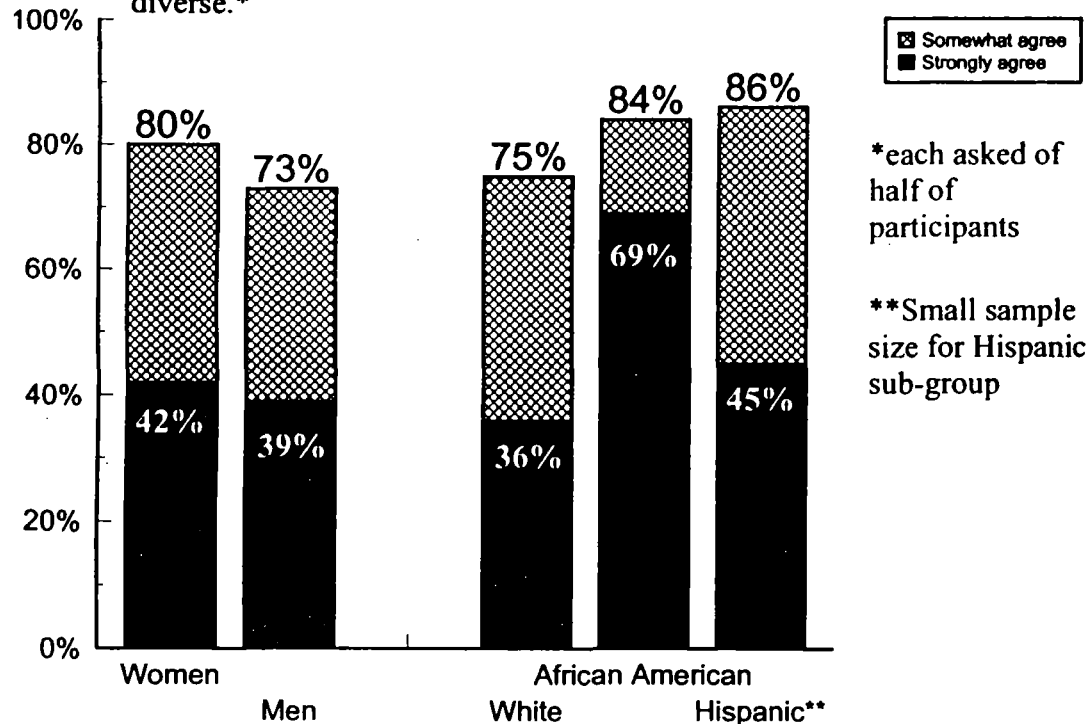
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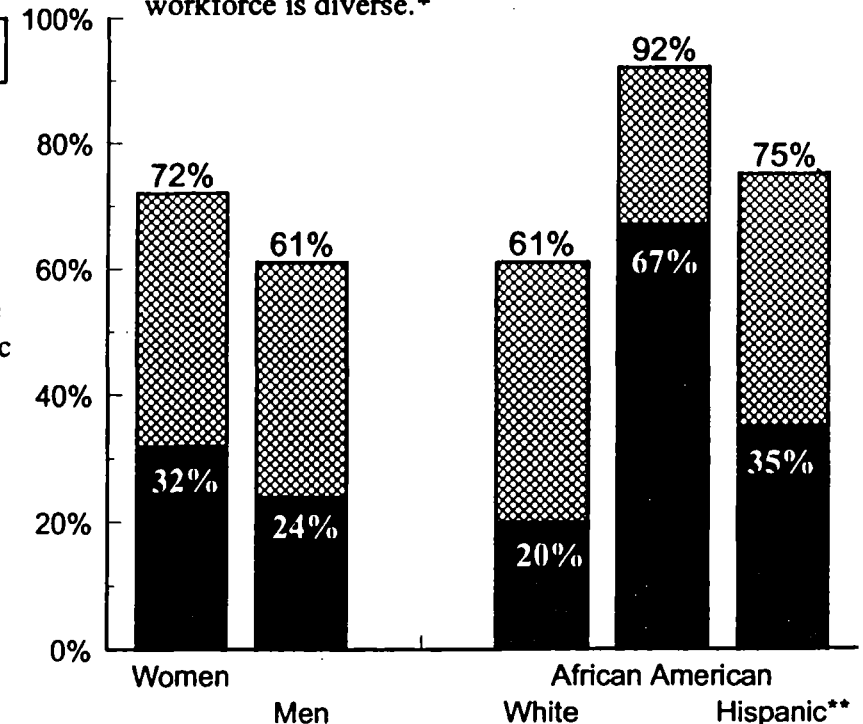
Even those subgroups that form the base of support for diversity are sensitive to affirmative action language. Across gender and race overall support and intensity are lower when affirmative action language is used in the statement asserting that universities and businesses should be allowed to take steps to ensure diversity.

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.*



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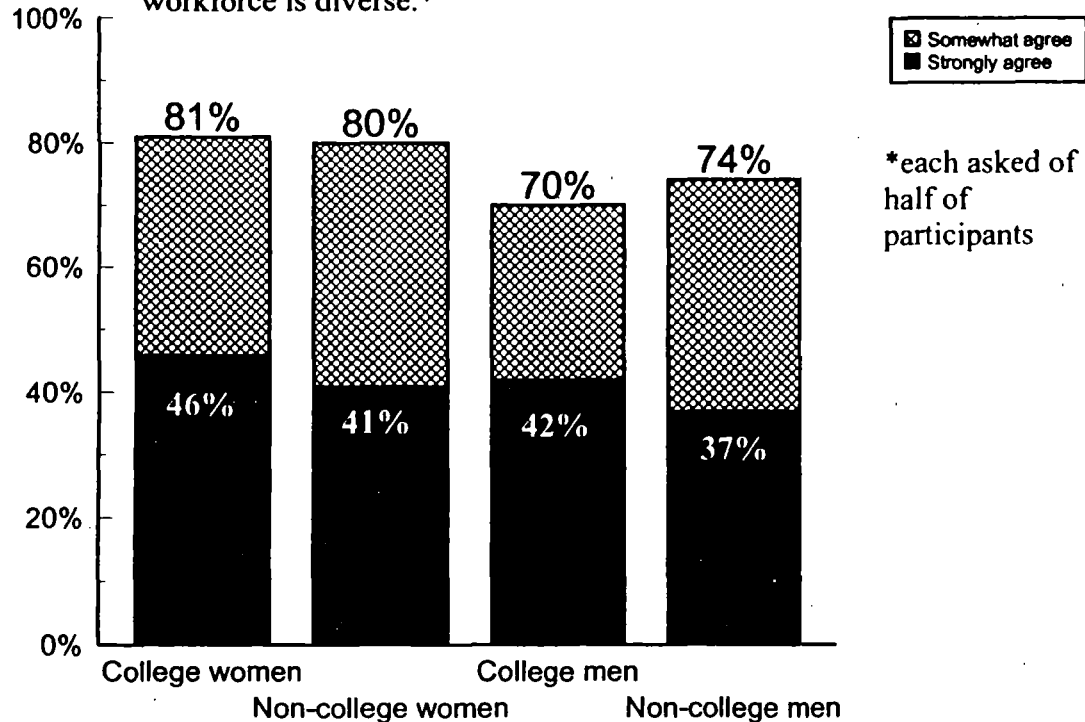
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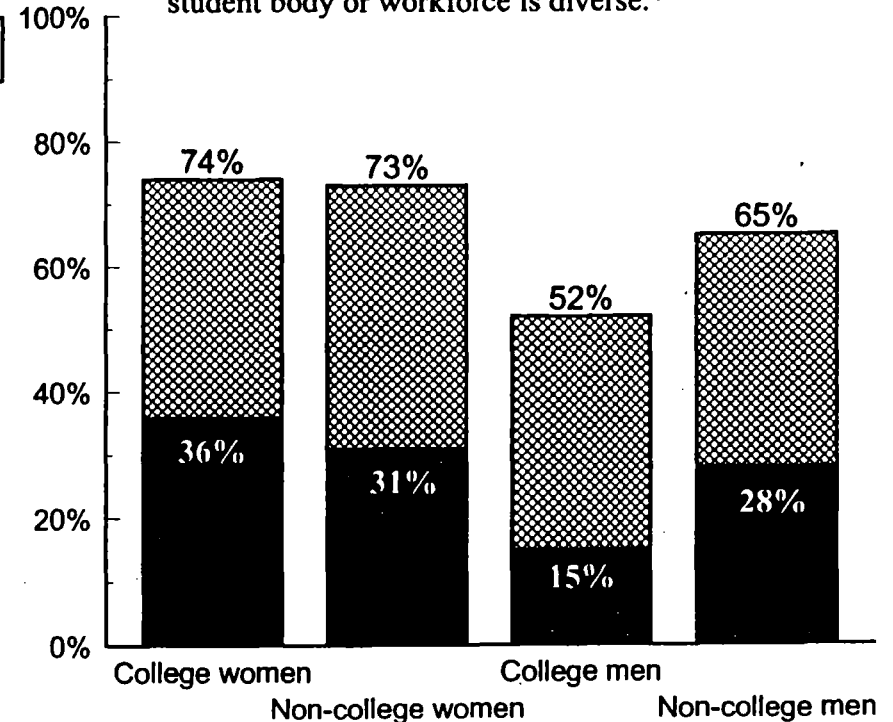
Moreover, overall support and intensity are higher across education sub-groups when "action" language is used -- especially among college educated men.

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.*



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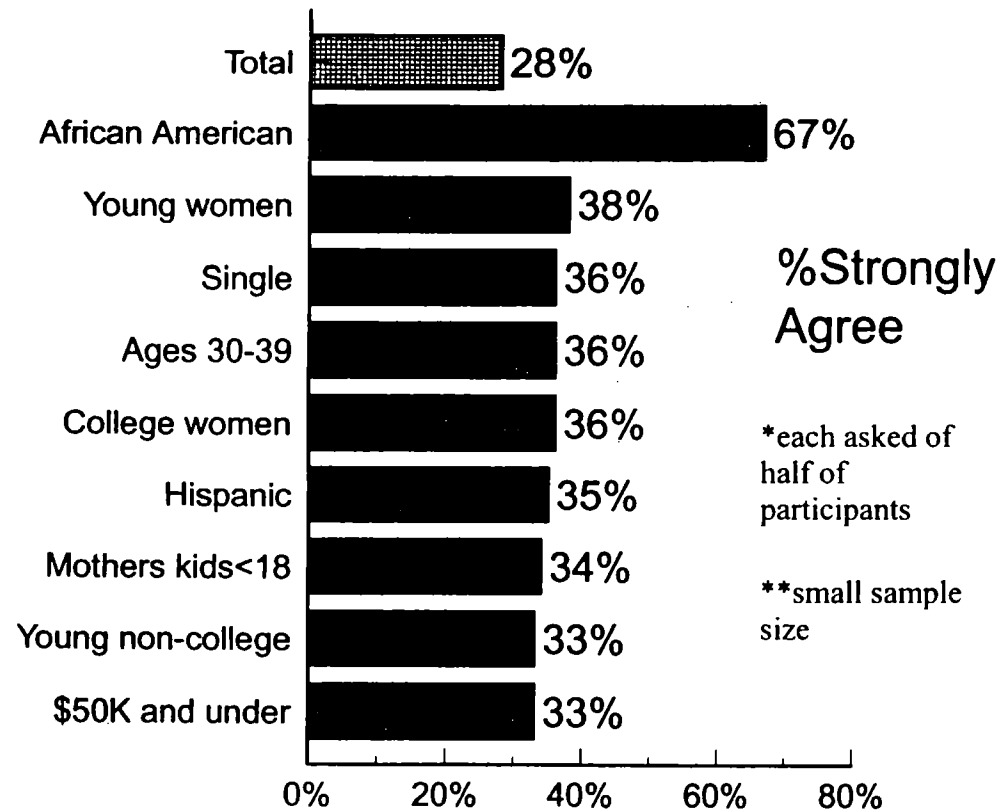
Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take affirmative actions to ensure that their student body or workforce is diverse.*



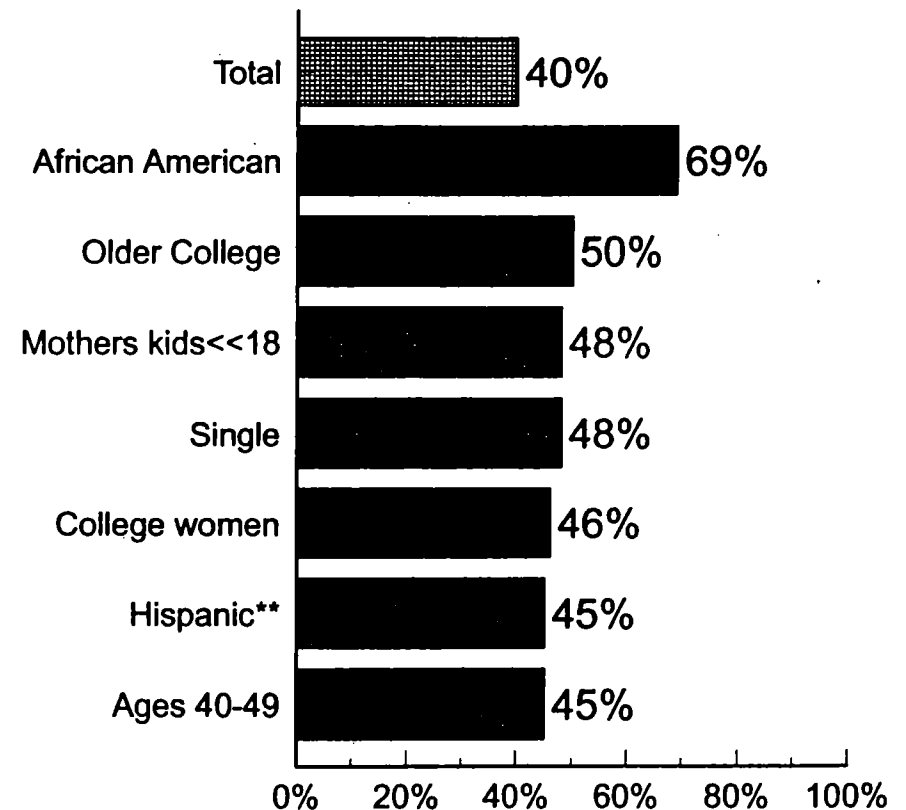
Lake Snell Perry & Associates

African Americans, Hispanics, college educated women, single voters, and mothers of children ages 18 and under are the most supportive of allowing businesses and universities to have the autonomy to take action to ensure diversity in their student bodies or workforces. Notably, the intensity of support is stronger when just "action" is used in the statement.

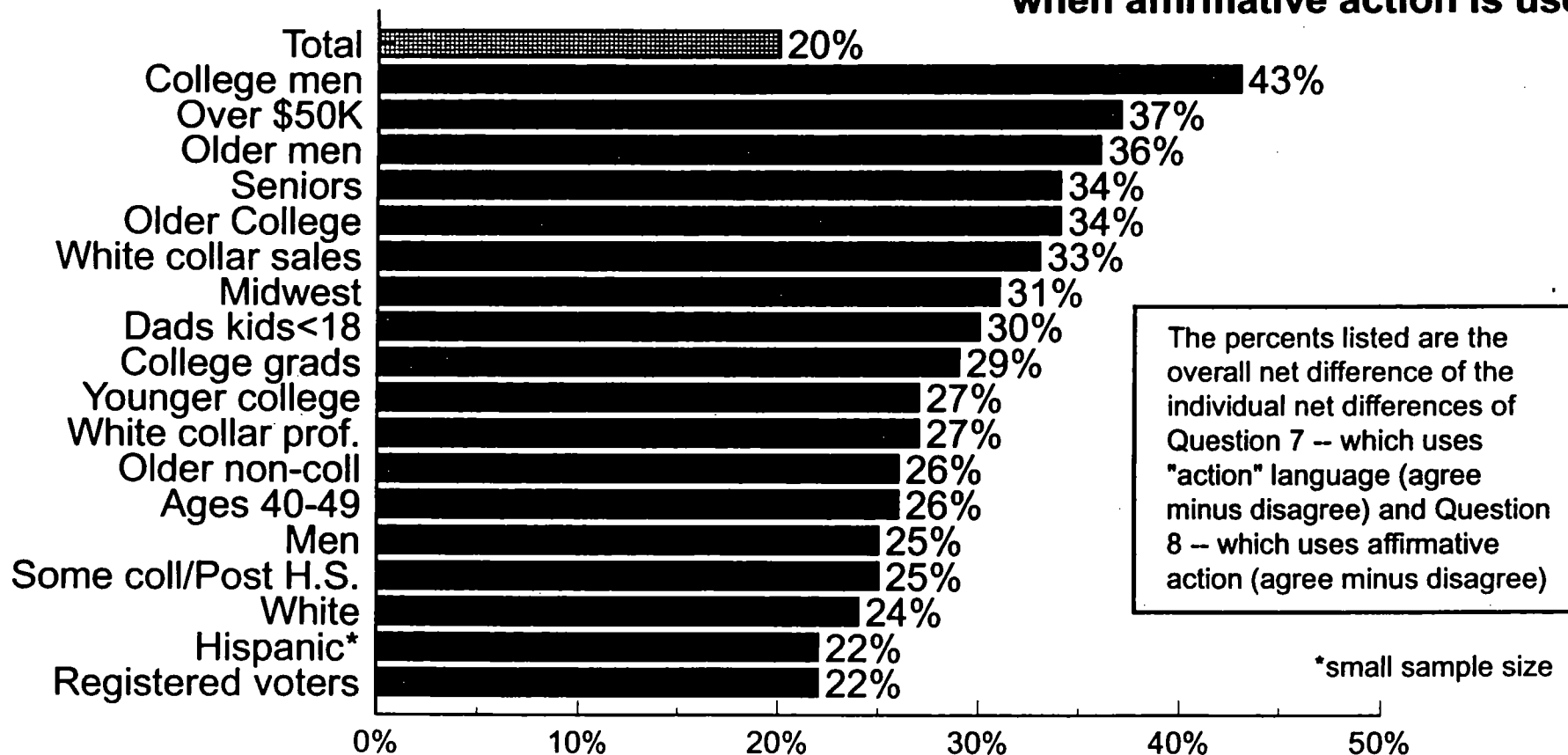
Affirmative Action*:



Action*:



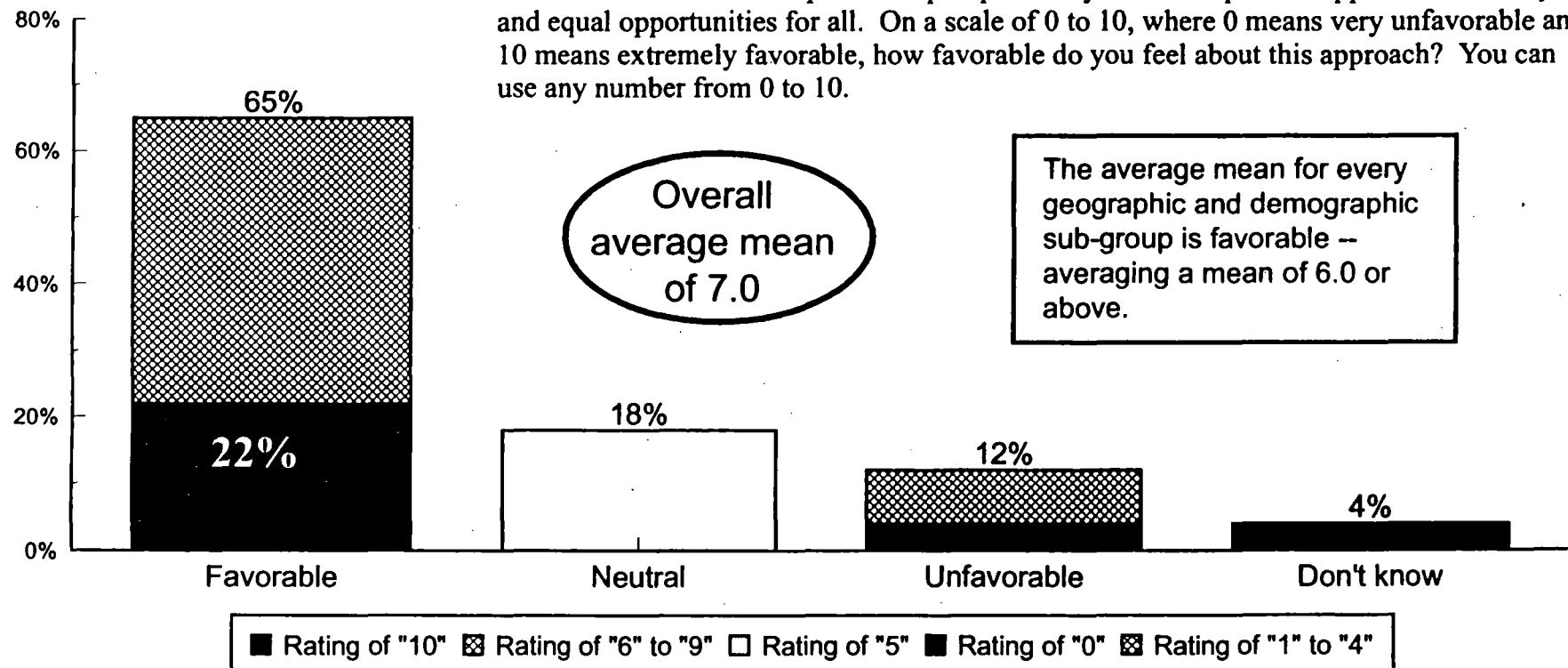
Most likely to drop in support of businesses and universities having the autonomy to take actions to ensure diversity in their student bodies or workforces when "affirmative action" language is included are men -- especially college educated and older men -- seniors, people in the Midwest, college educated people, and those in white collar jobs. Notably, Hispanics as well as whites drop significantly when affirmative action is used.



■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Additionally, nearly two-thirds of people give a favorable rating to a partnership between business and higher education to support diversity -- including more than two in ten who say they are extremely favorable.

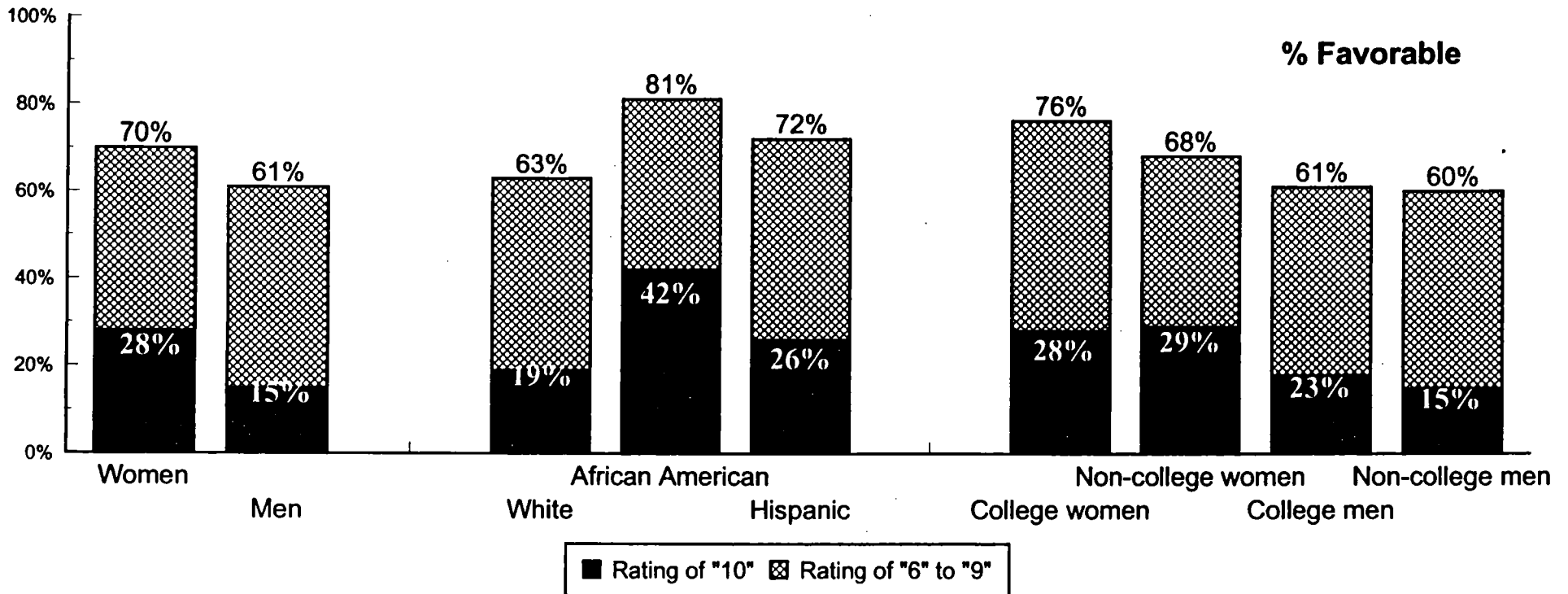
Let me read you a short statement: Recently many top businesses in America and colleges and universities created a partnership to positively influence public support for diversity and equal opportunities for all. On a scale of 0 to 10, where 0 means very unfavorable and 10 means extremely favorable, how favorable do you feel about this approach? You can use any number from 0 to 10.



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Men, particularly less educated men, are overall less positive, as well as less intense, toward a partnership between business and higher education. Additionally, whites and Hispanics show less intensity in their support.

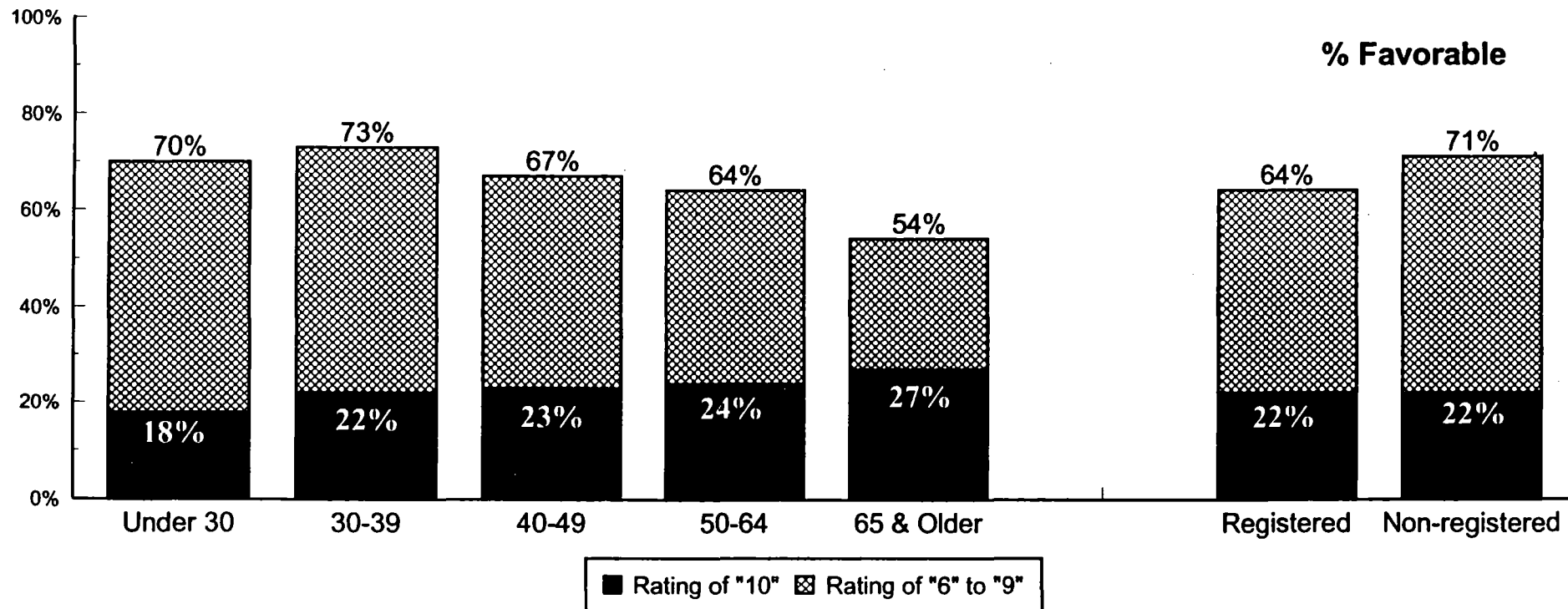
Let me read you a short statement: Recently many top businesses in America and colleges and universities created a partnership to positively influence public support for diversity and equal opportunities for all. On a scale of 0 to 10, where 0 means very unfavorable and 10 means extremely favorable, how favorable do you feel about this approach? You can use any number from 0 to 10.



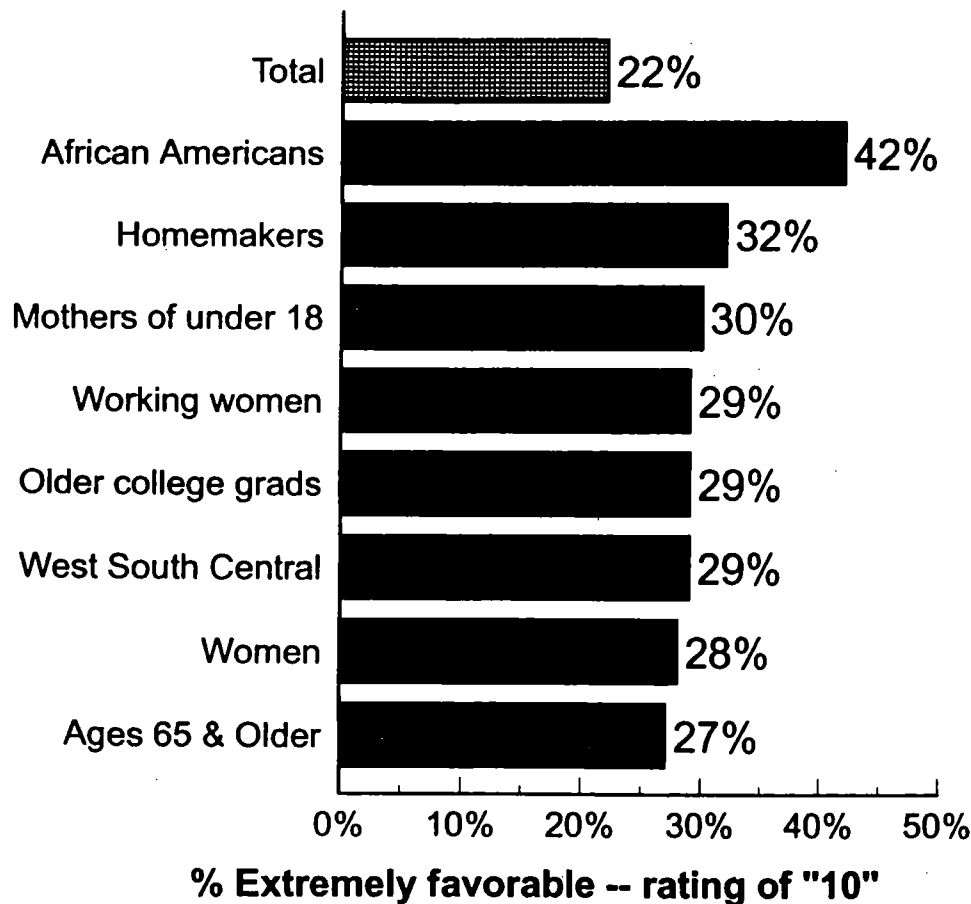
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In terms of overall support for a partnership, favorability decreases slightly with age. However, the intensity of support increases slightly among the older cohorts. Notably, non-registered voters are slightly more likely to favor the partnership than registered voters.

Let me read you a short statement: Recently many top businesses in America and colleges and universities created a partnership to positively influence public support for diversity and equal opportunities for all. On a scale of 0 to 10, where 0 means very unfavorable and 10 means extremely favorable, how favorable do you feel about this approach? You can use any number from 0 to 10.



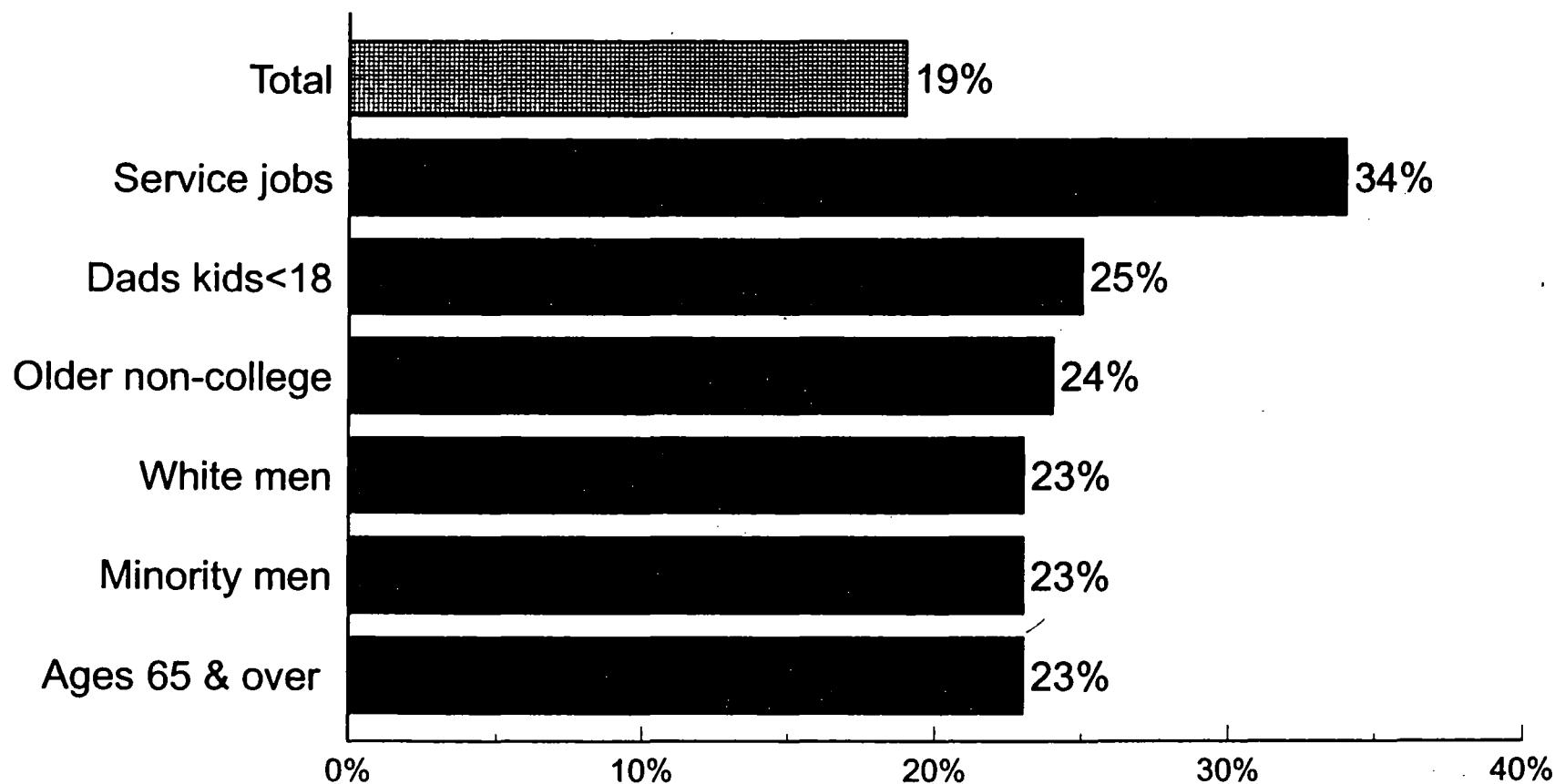
Overall, African Americans, women -- particularly homemakers and mothers of children ages 18 and under -- as well as seniors, are the most intensely favorable toward a partnership between business and higher education to promote diversity.



- While all subgroups give a positive or favorable average rating to the partnership, those who tend to be the most negative or unfavorable are men -- particularly older men, college educated men and retired men -- as well as people living in the Pacific region.
- Retired women, seniors ages 65 and over, older non-college graduates, people working in service industry jobs, and married fathers of children ages 18 and under are the most likely to feel "neutral" toward the partnership between business and higher education.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Nearly two out of ten voters believe diversity in both business and higher education is important but are not favorable toward a partnership between business and higher education to promote diversity. These people tend to be working in service industry jobs, men -- especially married dads with children ages 18 or under -- and seniors.





Message:

"We must start early, developing early education programs in grades K through 12."

"Developing the full potential of our labor force requires that everyone be given fair access to the best possible education."

"We don't have a talented person to waste."



TEXT OF TOP MESSAGES:

Develop Early Programs in K-12*: We need to make sure our colleges and universities provide a diverse and well-educated workforce. However, it can't start there. We must start early, developing programs in grades K through 12 that make sure all of our children are educated for the future. This gives universities the opportunity to develop a large pool of educated and trained people.

Improve Pipeline with Programs in K-12*: We need to make sure our colleges and universities provide a diverse and well-educated workforce. However, it can't start there. We must improve the pipeline with special programs in grades K through 12 that make sure all of our children are educated for the future. This gives universities the opportunity to develop a large pool of educated and trained people.

Labor Force's Full Potential Lies in Fair Access: Diversity programs in higher education are crucial in building tomorrow's workforce. America has no resource to waste and must develop the talent of all people. Developing the full potential of our labor force requires that everyone be given fair access to the best possible education available.

Don't Have A Talented Person to Waste*: Business and universities say that in the new global economy, we don't have a talented person to waste. Our country needs a variety of different backgrounds and skills to compete in today's global market. Each person must have not only the opportunity to learn but the opportunity to use their skills. Everybody counts and we need to make sure that everybody gets a chance.

Diversity Essential For American Vibrance*: Business leaders and educators believe diversity in education is essential for keeping America's democracy and communities vibrant and successful. Our nation can only be strong when the doors of opportunity are open for each person to make the most of his or her potential. Our country was built on this kind of opportunity and if any one of us is left behind, we put our success as a country in peril.

**Split Sampled -- only asked of half of respondents*



TEXT OF 2ND TIER MESSAGES:

Need Diversity In Global Marketplace: The success of American business depends on a well-trained and diverse workforce. To compete and succeed in the global marketplace, American businesses require workers with an array of talents, experiences, and cross cultural skills and competence to understand and deal with customers, co-workers, suppliers and competitors from every part of our nation and the world.

Merrill Lynch CEO Statement*: As stated by the CEO of Merrill Lynch, "There are plenty of good business reasons for us to promote diversity. But it's also the right thing to do. Two of our principles are 'respect the individual' and 'responsible citizenship,' which are really two sides of the same coin. We believe that when one of us does better, we all do better."

Coca-Cola CEO Statement*: As stated by the CEO of Coca-Cola, "We do business in every corner of the world. Therefore it is critical to our success to have a workforce that reflects our consumers. We see our commitment to diversity as a daily responsibility, an important part of the way we do business around the world."

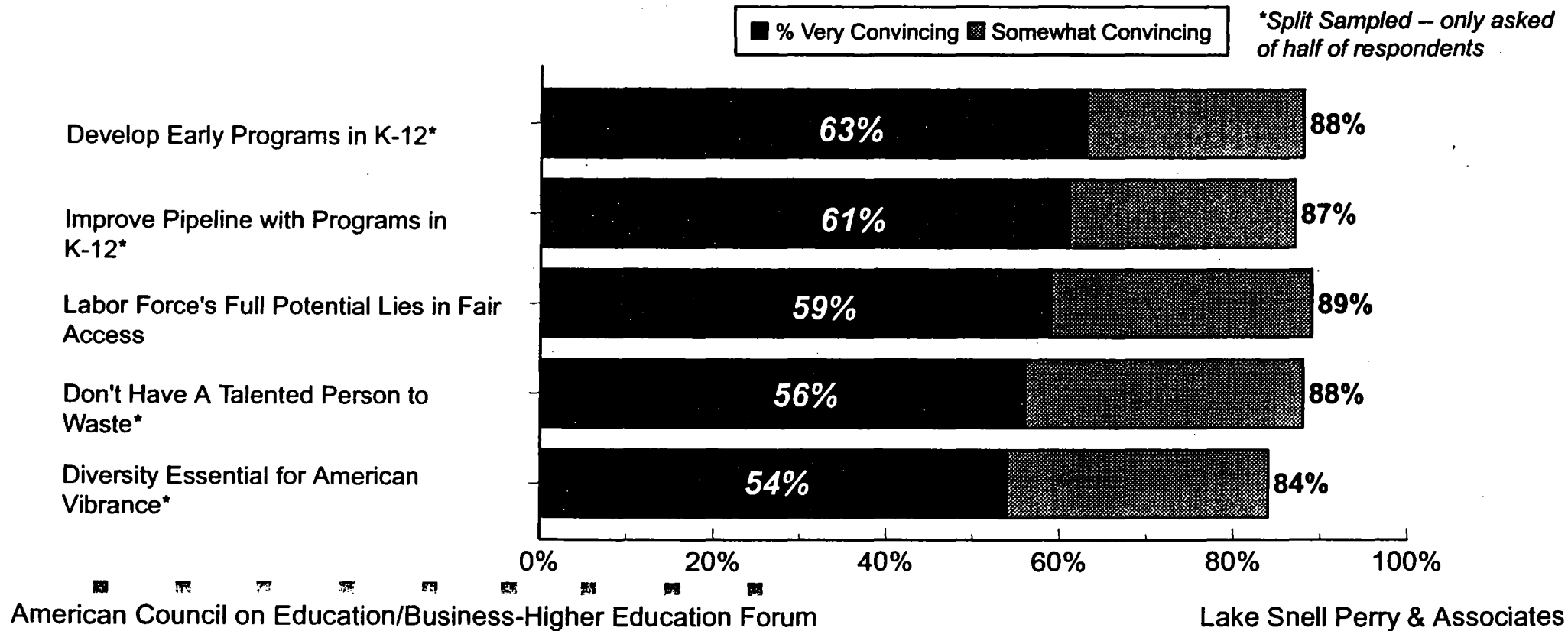
Allow Institutions All Tools for Diverse Workforce: Institutions of higher learning and businesses need to have the ability to take necessary steps to create the best educational environment possible and to promote diversity in today's workforce. We need to allow them to use all of the tools they have to create a strong, diverse workforce that reflects all of our citizens and makes us stronger in the global economy.

Diversity Is Inevitable/Competitive Advantage: As technology brings the world closer together and increases our contact with other nations and cultures, diversity in the workplace is important and inevitable. America's competitive advantage has always been our ability to nurture a highly trained and diverse workforce through quality schools, colleges, and universities that are racially integrated.

**Split Sampled -- only asked of half of respondents*

Overall, messages centering around developing early education programs in grades K through 12 and the "pipeline" of education to create a more diverse pool of educated and trained people are the most intensely convincing to the public, followed closely by messages focusing on not wasting our talented resource of people and giving everyone a chance.

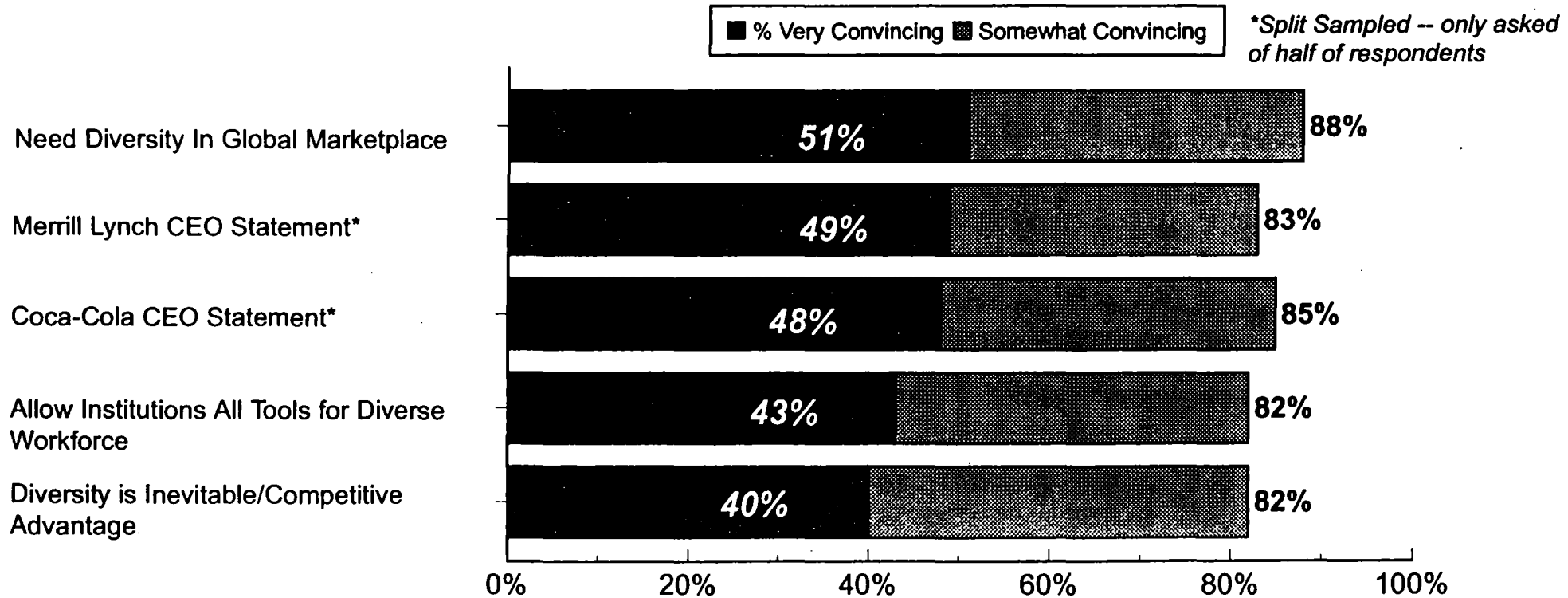
Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.



■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Messages that are less intensely convincing to the public are those that center around technology bringing the world closer and increasing our contact with other cultures, and allowing institutions of higher learning and businesses to have the ability to take necessary steps to promote diversity.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.

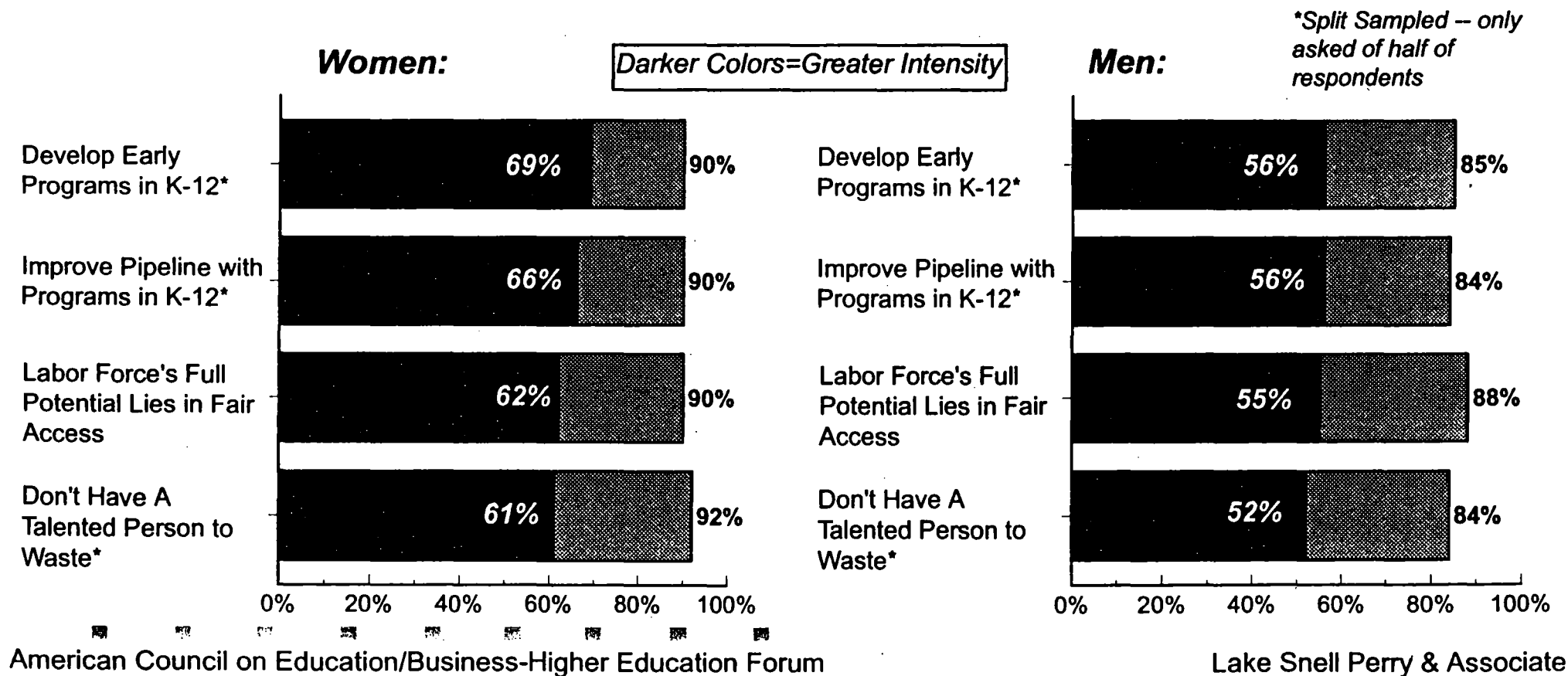


American Council on Education/Business-Higher Education Forum

Lake Snell Perry & Associate

Interestingly, men and women are most convinced by the same messages -- developing early education programs in grades K through 12, improving the education "pipeline," and tapping into the full potential of our labor force by ensuring fair access. However, women are more overall convinced and are more intense.

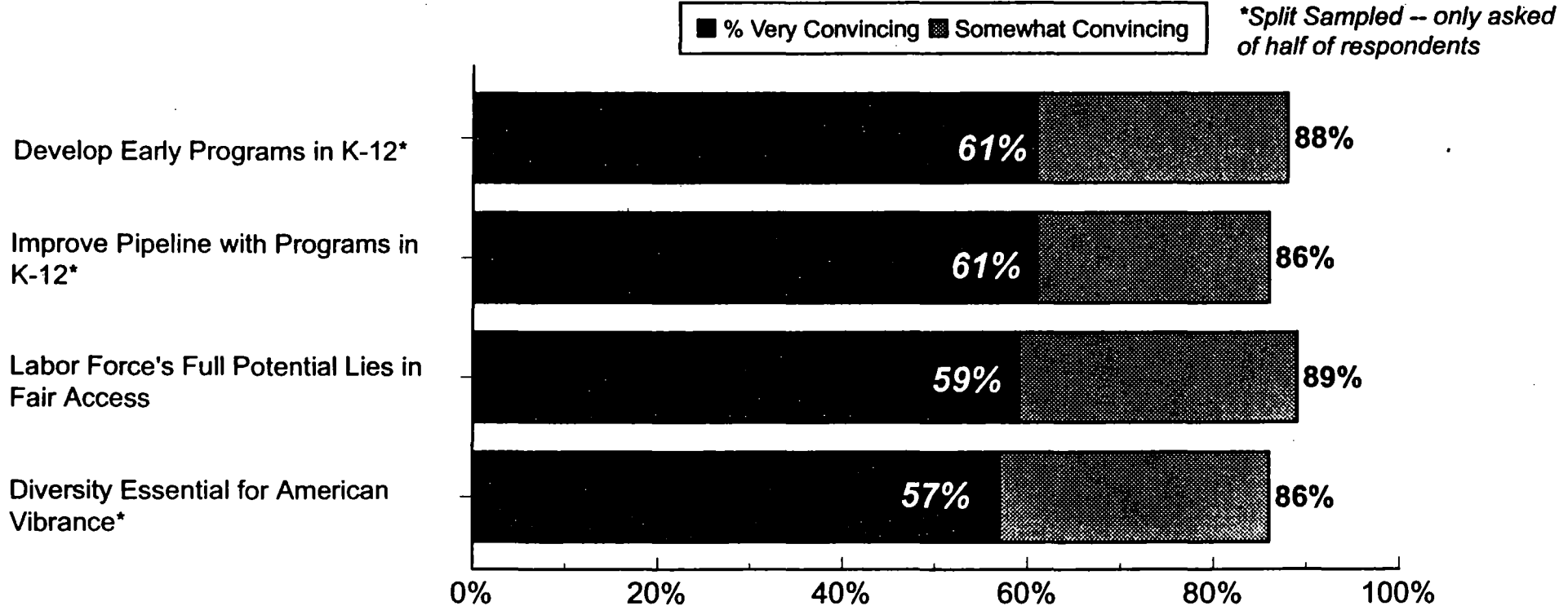
Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.



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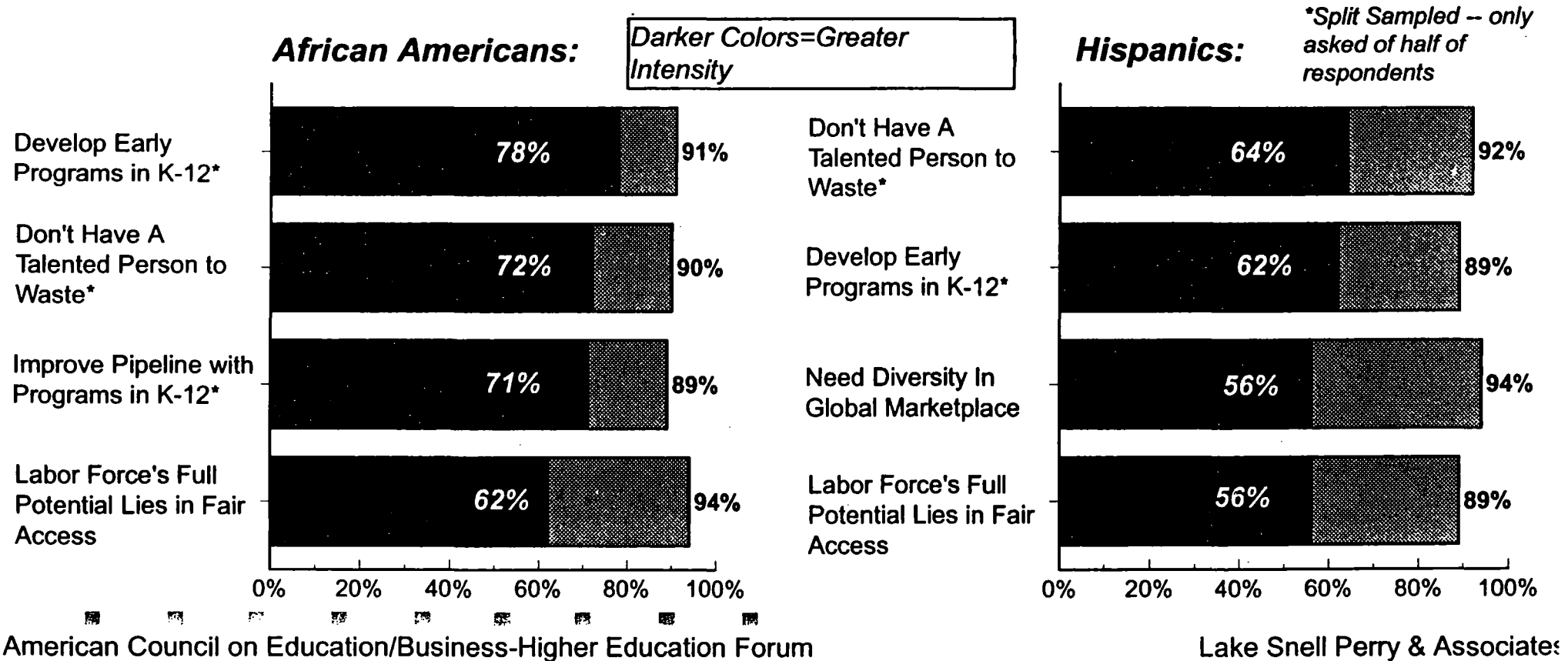
White adults are also most convinced by developing early education programs and improving the education pipeline. Notably, diversity being essential to the vibrancy of America is also especially convincing to white adults.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.



African Americans are most convinced by developing early education programs to ensure a diverse and well-educated workforce. In contrast, Hispanics are most convinced by messages that stress we don't have a talented person to waste in this global economy and the success of American business depends on a well-educated workforce in the future, as well as the early education messages.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.

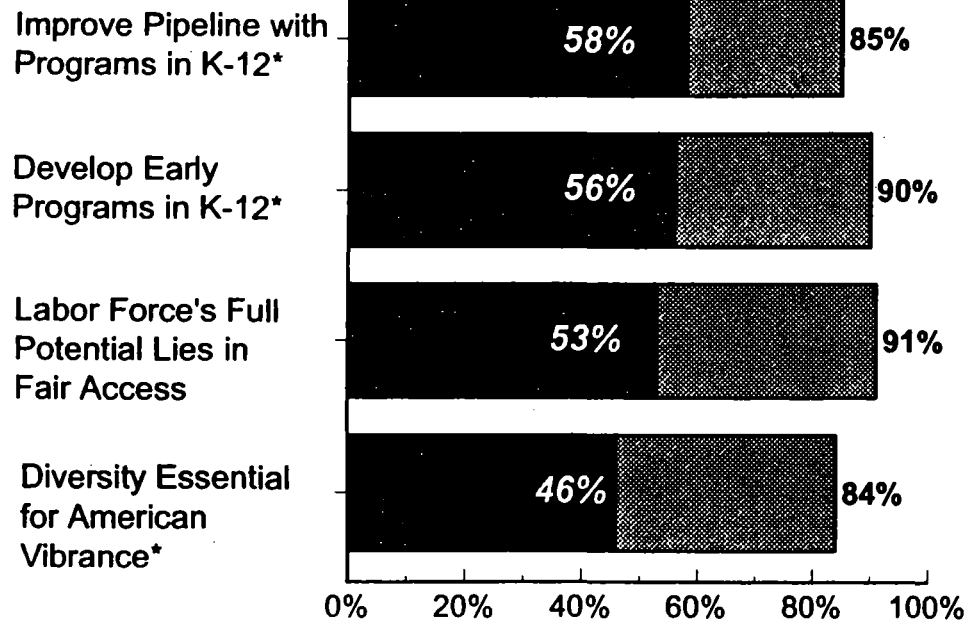


Notably, persuasion targets for the partnership to promote diversity find nearly the same messages most convincing as the public in general.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.

Diversity Important/Not Pro-Partnership:

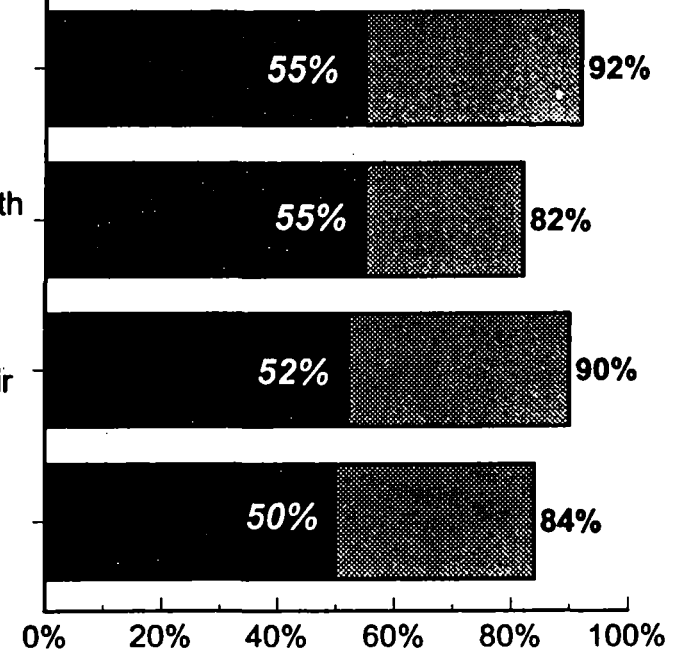
Darker Colors=Greater Intensity



American Council on Education/Business-Higher Education Forum

Rate Partnership 3-6:

*Split Sampled – only asked of half of respondents



Lake Snell Perry & Associates



OFFICE OF THE GOVERNOR
STATE OF CALIFORNIA

Fax Transmittal

TO: Bethany Little

FAX #: 456-5581

FROM: Kimberly D. Miller

DATE: 2/29/00

PAGES (Including Cover): 4

COMMENTS: As promised

UC REGENTS PASS GOVERNOR DAVIS' FOUR PERCENT PROPOSAL

Page 1 of 1

A99:062**FOR IMMEDIATE RELEASE**

March 18, 1999

CONTACT: Michael Bustamante

916/445-4571

UC REGENTS PASS GOVERNOR DAVIS' FOUR PERCENT PROPOSAL

SACRAMENTO -- The UC Board of Regents Committee on Education Policy today adopted Governor Gray Davis' proposal for the University of California to admit the top 4% of every graduating high school class in California. The vote by the policy committee overwhelmingly supported the motion by Governor Davis to adopt the proposal. Following the adoption of Governor Davis' proposal the governor made the following comments:

"Today we have established an admissions criteria that rewards hard work, effort and excellence; raises expectations and keeps dreams alive.

"I believe the 4% proposal will say to every student in every high school keep dreaming big dreams, keep working hard. If you really excel we will reward your effort by giving you a place at one of the eight UC campuses.

"This proposal will add roughly 1800 new students on top of the students already historically taken. I want to stress that no students will be displaced."

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FOR IMMEDIATE RELEASE

Friday, March 19, 1999

Terry Lightfoot (510) 987-9194

terry.lightfoot@ucop.edu

BOARD OF REGENTS ADOPTS NEW ELIGIBILITY PLAN

The University of California Board of Regents Friday (March 19) approved changes in freshman eligibility that will make the top 4 percent of students from all California public high schools eligible for UC.

The new criteria ensure access to the university and academic excellence among the pool of students eligible for enrollment at UC's eight general campuses.

UC faculty developed the new criteria following more than a year of analysis and considering ways for the university to increase the number of UC-eligible students in order to meet its obligation to enroll from the top 12.5 percent of California high school graduates and continue to maintain academic quality.

Granting eligibility to students who rank in the top 4 percent of each high school class based on UC-required courses will make nearly 3,600 additional students eligible for the university.

Those new students increase the percentage of high school graduates eligible for UC from 11.1 percent to 12.5 percent as required by the state Master Plan for Higher Education and do not displace students who currently are eligible on a statewide basis.

"This new approach to eligibility represents an historic change in California higher education admissions," said UC President Richard C. Atkinson. "Under this plan, the University of California is sending a clear message, especially to young people from rural and inner city schools who may have considered UC beyond their grasp -- that we will recognize and reward academically accomplished students from every public high school in California."

This new path to eligibility greatly enhances UC's ability to attract students from across the state, particularly from rural and inner city schools.

It also rewards individual academic achievement regardless of the level of educational opportunities available in a student's school.

An analysis of several schools showed that the additional students who would become eligible based on performance at individual high schools have achievement and potential that are comparable to other UC-eligible students.

The mean grade point average of the newly eligible students in the top 4 percent is 3.91, compared to 3.56 for eligible students not in the top 4 percent. The mean SAT I score for the newly eligible students in the top 4 percent is 1025, compared to 1130 for eligible students not in the top 4 percent.

The university is committed to accommodating all eligible students at one of its eight general campuses. However, eligible students are not guaranteed admission to the campus of their

Board Adopts New Eligibility Plan

Page 2 of 2

choice.

In addition to granting eligibility to students ranked in the top 4 percent of their high school class, the board also approved including a visual and performing arts course among the 15 yearlong high school courses students must take to become eligible. This change fully aligns the courses required by UC and California State University, making it easier for students and parents to plan for college.

The board referred back to the faculty for further review proposed changes in the amount of extra credit given for honors courses.

To give students, parents and schools ample time to prepare and plan for these changes, the new criteria will be phased in over a number of years.

In 2001, eligibility will be granted to the top 4 percent of students at each high school. In 2003, the visual and performing arts requirement will be among one of 15 UC-required courses.

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**UPCOMING
EVENTS**

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

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

February 7, 2000
Phoenix, AZ

February 9, 2000
Kansas City, MO

February 16, 2000
Jackson, MS

February 18, 2000
Washington, DC

February 22, 2000
Edinburg, TX

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

National Council for Community & Education Partnerships

One Dupont Circle, N.W., Suite 118

Washington, DC 20036

Telephone: 202/939-9450

Fax: 202/530-0809

E-Mail: Hector_Garza@nccep.nche.edu

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

From:

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

Date: 2/28/2000

To: Bethany Little

Institution: the white House

Fax: 202 456-5581

Telephone: _____

Pages: 18 (Including Cover Sheet)

☐ **URGENT**

Memo:

NEWS RELEASE

FOR IMMEDIATE RELEASE

Contacts: Rene A. Redwood, (202) 939-9345 or Janetta M. Hammock, (202) 939-9365

NEW SURVEY REVEALS STRONG SUPPORT FOR DIVERSITY IN HIGHER EDUCATION AND BUSINESS

Washington, DC (February 17, 2000) – An overwhelming majority of Americans believe that diversity in the nation's businesses and higher education institutions is important, and favor taking actions to ensure that student populations and workforces are diverse, according to data released today by the Business Higher Education Forum (BHEF)—a collaboration between the American Council on Education (ACE) and the National Alliance of Business (NAB).

Eight out of ten adults (81 percent) said it is important to have employees of different races, cultures, and backgrounds in the workplace, while 85 percent noted the importance of diversity to the future of the economy, survey findings reveal. In addition, nearly 90 percent of those surveyed indicated that it is important to have students of different races, cultures, and backgrounds in higher education, and 90 percent said they believed diversity is important to the quality of higher education.

"Our country needs a variety of different backgrounds and skills to compete in today's global market—we don't have a talented person to waste," said Roberts T. Jones, NAB president and CEO. "Developing the full potential of our labor force requires that everyone be given fair access to the best possible education."

"The success of America depends on a well-educated, well-trained, diverse workforce," said ACE President Stanley O. Ikenberry. "The survey findings show that the American people have come to the same conclusion as business and higher education leaders and view diversity as vitally important to America's future."

BHEF Survey - 2

The BHEF data is based on an omnibus telephone survey of 1,000 adults, ages 18 and older, conducted in mid-January. The survey was conducted by the Washington, DC public opinion firm, Lake Snell Perry & Associates, and has a margin of error of plus or minus 3.1 percent.

Three-quarters (77 percent) of those surveyed “strongly” or “somewhat agreed” that businesses and universities should be allowed to take action to ensure that their student bodies and workforces will be diverse—40 percent strongly agreed, while only 17 percent disagreed.

“These findings show that diversity is as American as apple pie and the Fourth of July, and is a core value held by a clear majority of the public,” said Rene Redwood, BHEF project consultant. “Because it is a core value, it is critical that we start early to develop programs in K-12 that provide equal opportunities and ensure that all of our children are educated to compete in the global marketplace.”

Other survey findings include:

- Most Americans, regardless of race or gender, support diversity in the workplace—90 percent of minorities and 78 percent of whites surveyed view diversity in the workplace as important and 100 percent of minorities and 82 percent of whites said diversity is vital to the nation’s future economy. In addition, a majority of both women and men (88 percent and 73 percent, respectively) view diversity as important in the workplace and important to the future of the economy (86 and 84 percent).

- Likewise, 95 percent of minorities and 85 percent of whites surveyed believe diversity in higher education is important, as do 93 percent of women and 81 percent of men. When asked about the importance of diversity to the quality of higher education, 90 percent of women and 89 percent of men indicated that they view it as important, as do 96 percent of minorities and 88 percent of whites.

- Nearly two-thirds (65 percent) of the public support a partnership between business and higher education to promote diversity.

- more -

BHEF Survey - 3

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

NAB is a national business organization singularly focused on increasing student achievement and improving the competitiveness of the workforce. Its 5,000 members include Fortune 500 companies, their CEOs and senior executives, educators, and business-led coalitions.

The report is available by calling ACE's Public Affairs Office at (202) 939-9365.

#####

American Council on Education/ Business-Higher Education Forum

Presentation of Findings from a Nationwide
Survey of 1,000 Adults
Ages 18 and Older
by Lake Snell Perry & Associates
January 2000

Survey Methodology

Lake Snell Perry & Associates designed and administered this survey for the Business-Higher Education Forum which was conducted by phone using professional interviewers. The survey reached 1000 adults, ages 18 and older, across the nation. The survey was conducted between January 13-16, 2000.

Telephone numbers for the survey were drawn from a random digit dial sample (RDD). The sample was stratified geographically by region based on the total proportion of adults in each region. The data were weighted by gender, age, race, region, and age to ensure the sample is an accurate reflection of the population.

In interpreting survey results, all sample surveys are subject to possible sampling error; that is, the results of a survey may differ from those which would be obtained if the entire population were interviewed. The size of the sampling error depends upon both the total number of respondents in the survey and the percentage distribution of responses to a particular question. **We can be 95% confident that the true percentage will fall within 3.1% of the reported percentage.**

Region Definitions

NORTH:

New England

Respondents who live in Maine, New Hampshire, Vermont, Massachusetts, Rhode Island or Connecticut.

Mid Atlantic

Respondents who live in New Jersey, New York, or Pennsylvania.

MIDWEST:

East North Central

Respondents who live in Ohio, Indiana, Illinois, Michigan or Wisconsin.

West North Central

Respondents who live in Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, or Kansas.

SOUTH:

South Atlantic

Respondents who live in Delaware, Maryland, District of Columbia, West Virginia, Virginia, North Carolina, South Carolina, Georgia or Florida.

East S. Central

Respondents who live in Kentucky, Tennessee, Alabama or Mississippi.

West S. Central

Respondents who live in Arkansas, Louisiana, Oklahoma, or Texas.

WEST:

Mountain

Respondents who live in Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah or Nevada.

Pacific

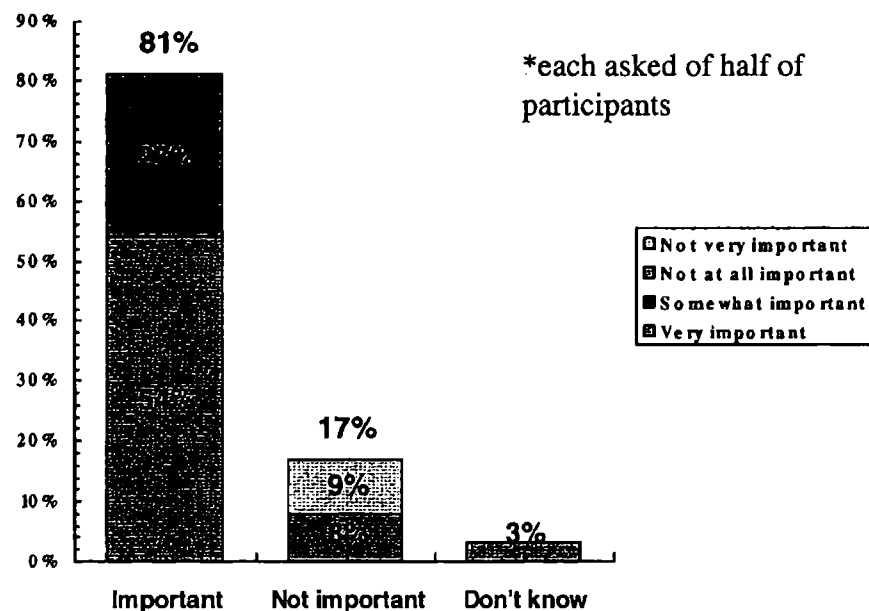
Respondents who live in Washington, Oregon, or California.

Executive Summary

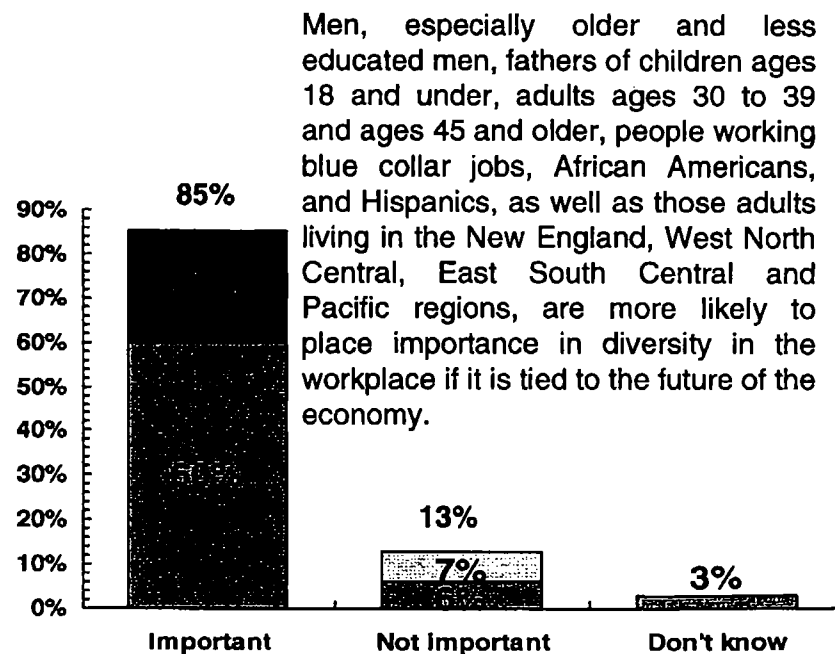
- The public overwhelmingly believes diversity in both business and higher education is important. However, contrary to past research, people believe that diversity in higher education is slightly more important than diversity in business.
 - African Americans, Hispanics, women -- especially college educated, younger women, homemakers and mothers of children ages 18 and under -- and people in lower income households are the most likely to believe diversity is important in both the workplace and in higher education
 - Men are the least likely to believe diversity in the workplace and classroom is important. However, when diversity in the workplace is tied to the future of the economy and diversity in higher education is tied to the quality of education, men are more likely to place more importance on diversity.
- Furthermore, more than three-quarters of people agree that universities and businesses should be allowed to take actions to ensure diversity in their student bodies or workforces, including four in ten who strongly agree. When "affirmative action" language is included a majority are still supportive, but overall support and intensity drop slightly.
- Nearly two-thirds of the public give a partnership between business and higher education to promote diversity a favorable rating. The average mean for every geographic and demographic sub-group is favorable toward the partnership.

More than eight out of ten adults believe it is important to have employees of different races, cultures and backgrounds in the workplace. Notably, the overall level of importance and the intensity increase when asked about the importance of a diverse workforce to the future of the economy.

In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

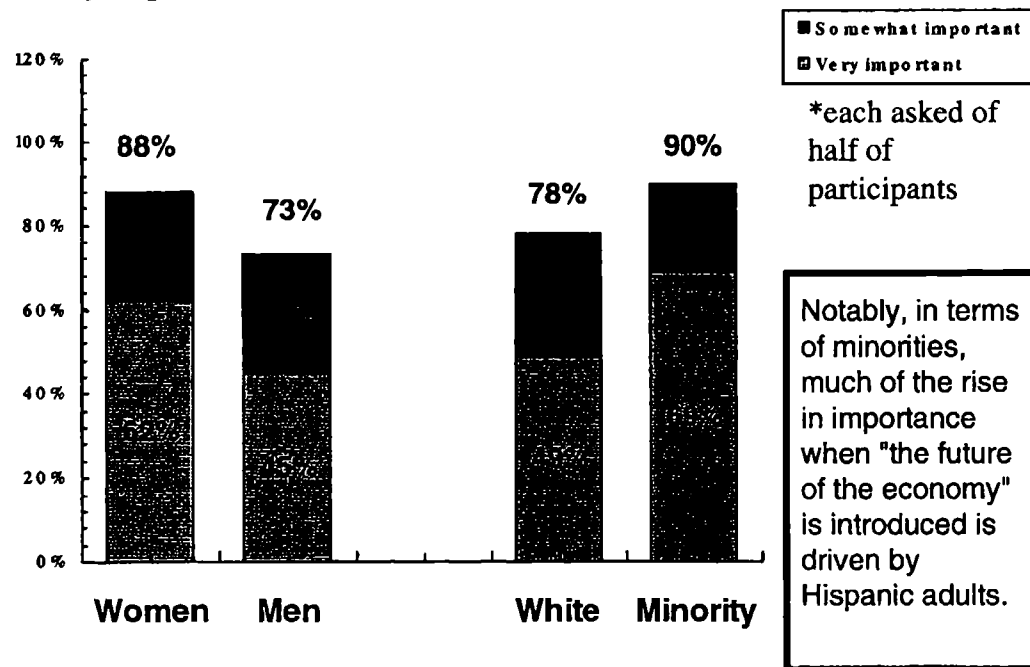


In general, how important to the future of the economy do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

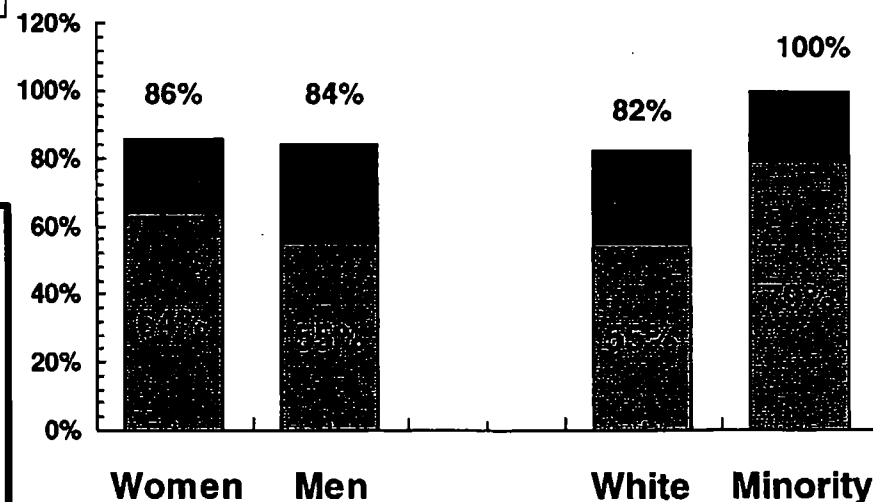


Women and minorities are more likely overall and are more intense in their belief that diversity in the workplace is important, although strong majorities of all subgroups believe it is important. Notably, men and minorities are more intense in their belief that diversity is important in the workplace when it is attached to the future of the economy.

In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

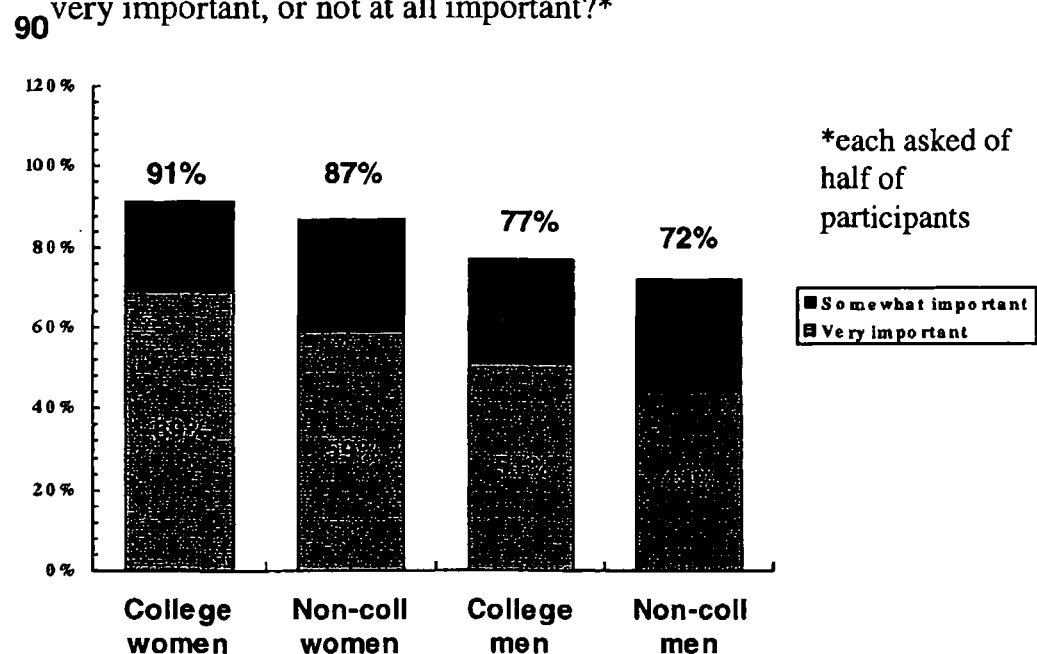


In general, how important to the future of the economy do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

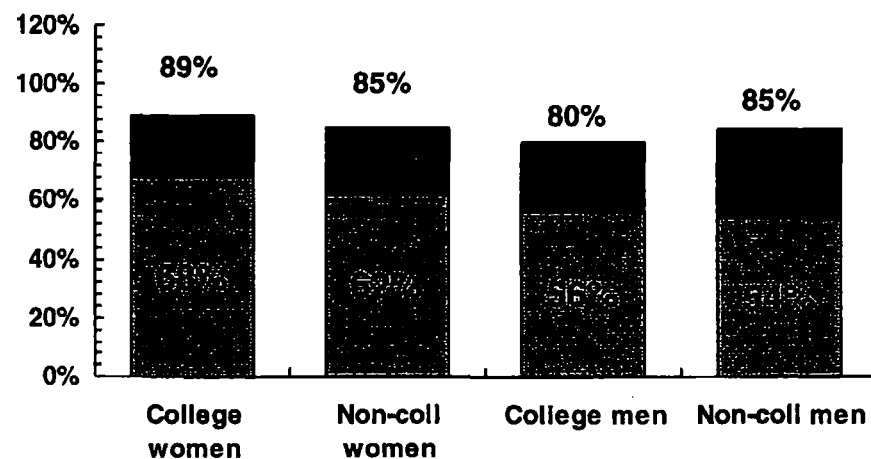


More specifically, college educated women are the most intense and most likely overall to believe diversity in the workplace is important, while non-college educated men are the least intense in their belief of its importance.

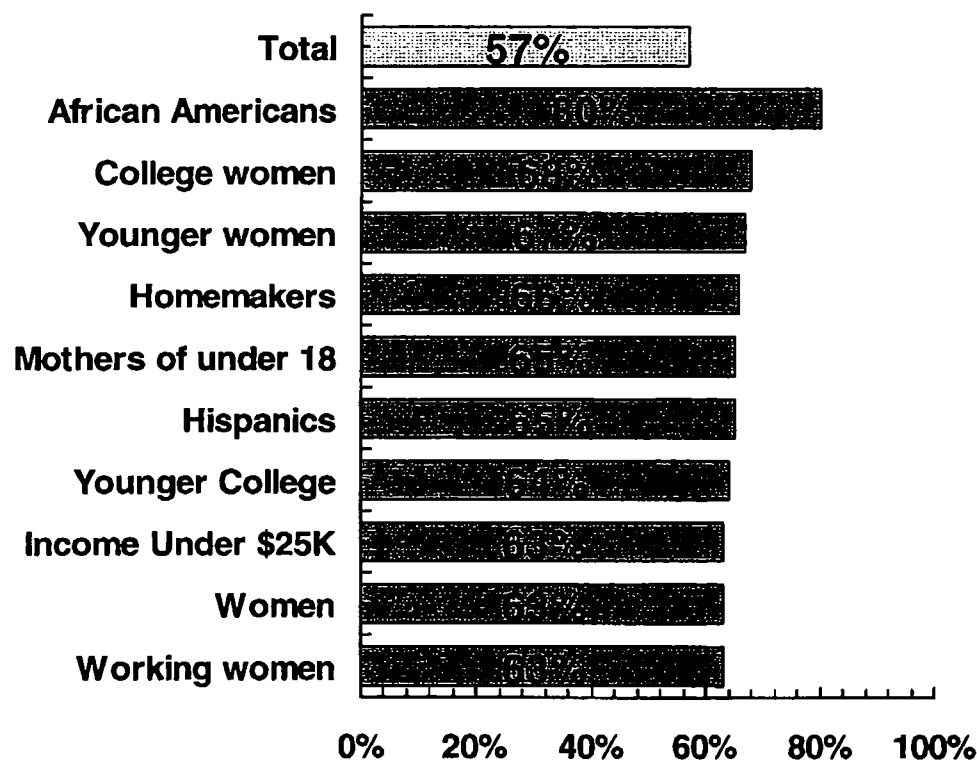
In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*



In general, how important to the future of the economy do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*



Minorities, women -- especially college educated women, younger women, homemakers and mothers of children ages 18 and under -- and people with incomes of \$25,000 or less are the most likely to believe diversity in the workplace is *very important*.



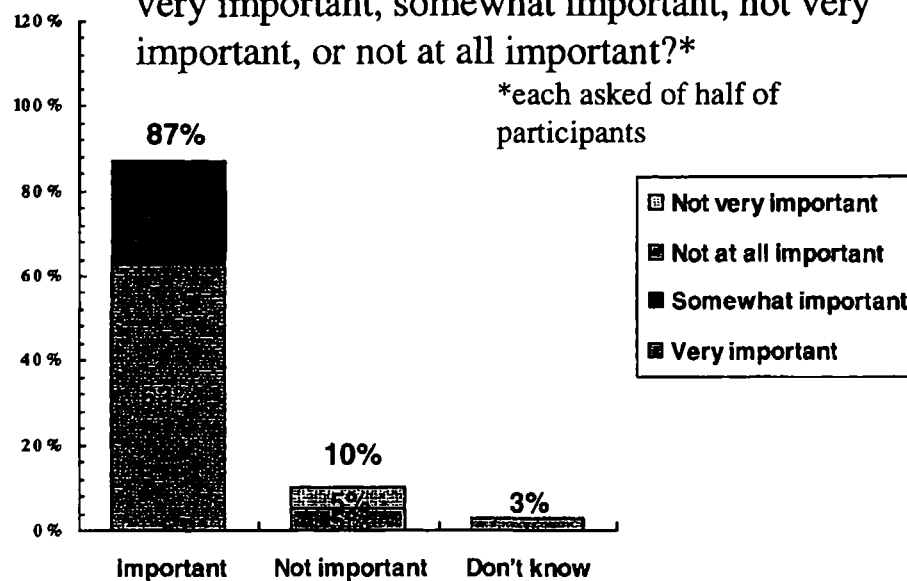
- At least three-fourths of every demographic and geographic sub-group believes it is overall important to have employees of different races, cultures and backgrounds in the workplace.
- While majorities of all subgroups believe diversity in the workplace is important, men and those living in the West North Central and Mountain regions are the most likely to believe it is not important.

% Very important (Questions 2 and 3 combined)

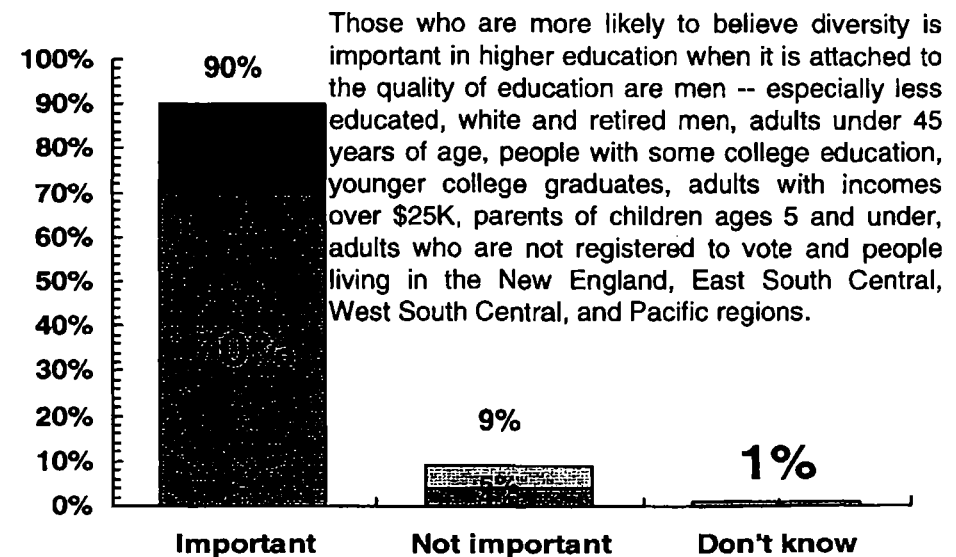
Even more, the public overwhelmingly believes it is important to have students of different races, cultures and backgrounds in higher education. Again, the overall level of importance and the intensity is higher when asked about the importance of diversity to the quality of education.

In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

*each asked of half of participants

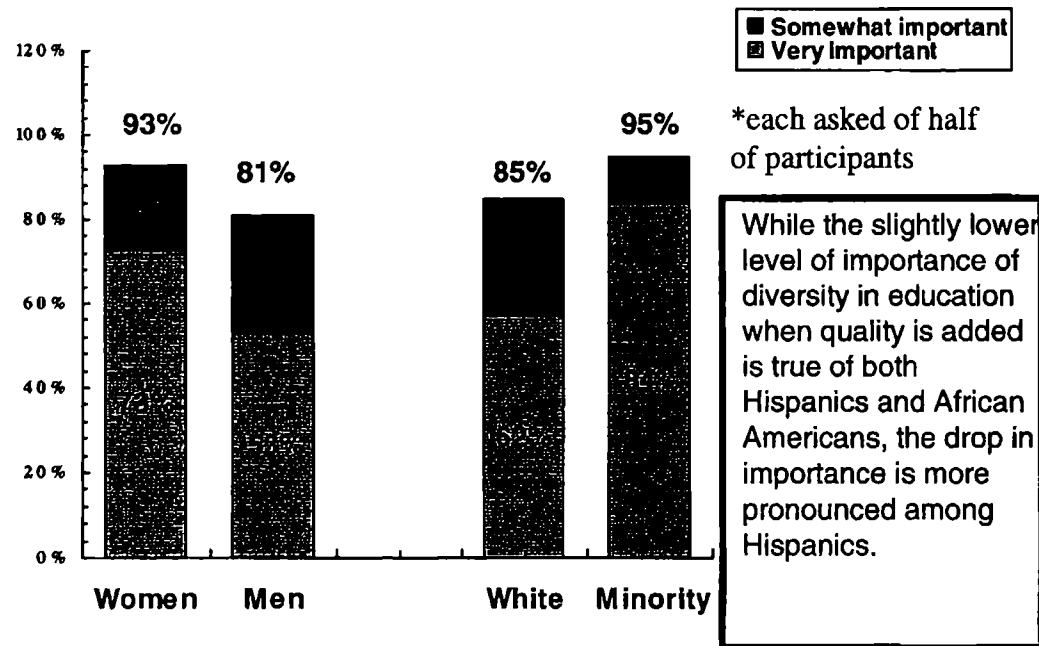


In general, how important to the quality of education do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

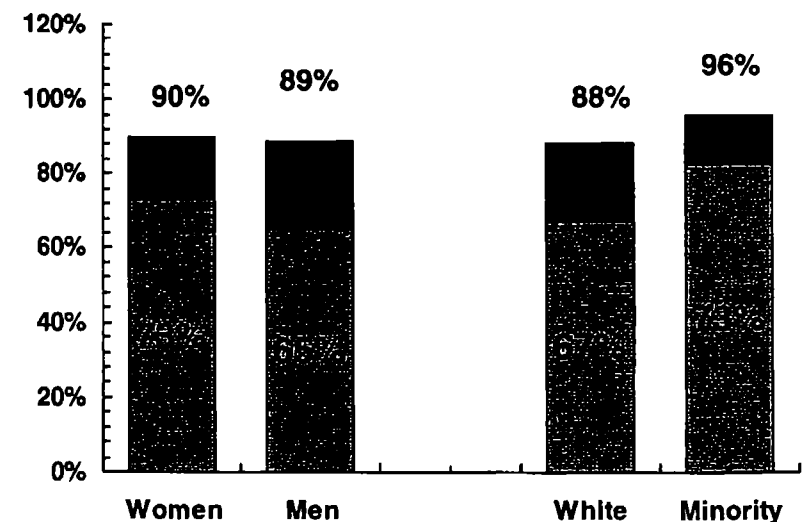


Although majorities across all sub-groups believe diversity in higher education is important, again, women and minorities are more likely to believe it is important and are more intense in their belief.

In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

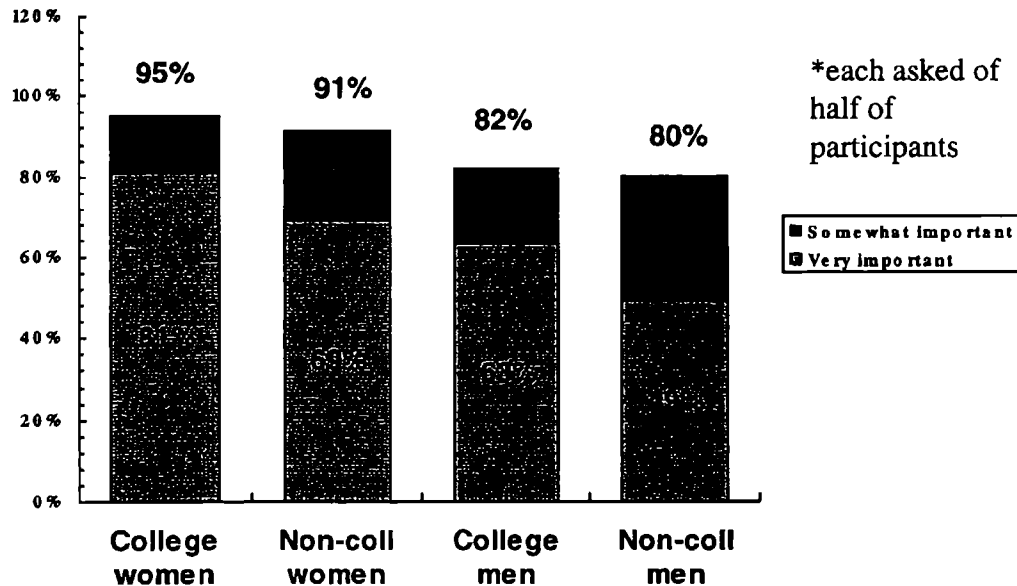


In general, how important to the quality of education do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

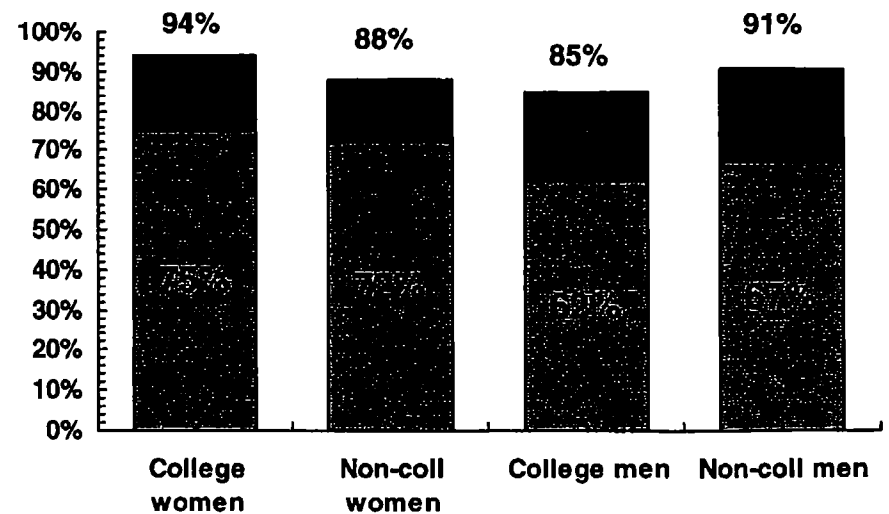


As with diversity in the workplace, college educated women are the most intense and the most overall likely to believe diversity in higher education is important and blue collar men are the least.

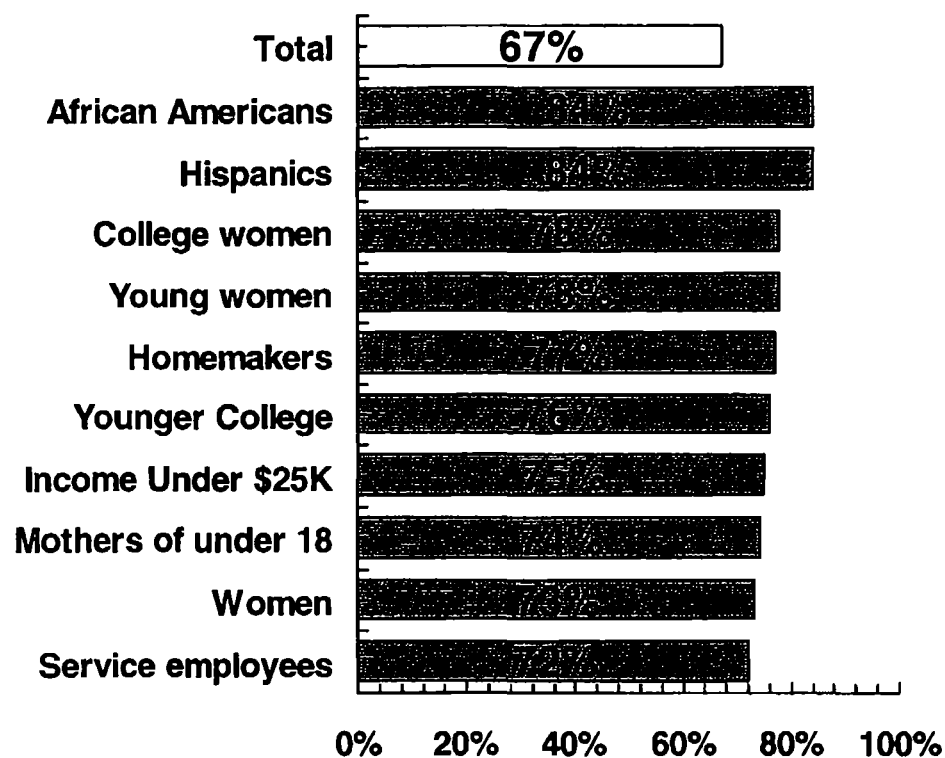
In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*



In general, how important to the quality of education do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*



Minorities, women -- especially college educated women, younger women, homemakers and mothers of children ages 18 and under -- and people with incomes of \$25,000 or less are the most likely to believe diversity in higher education is *very important*.

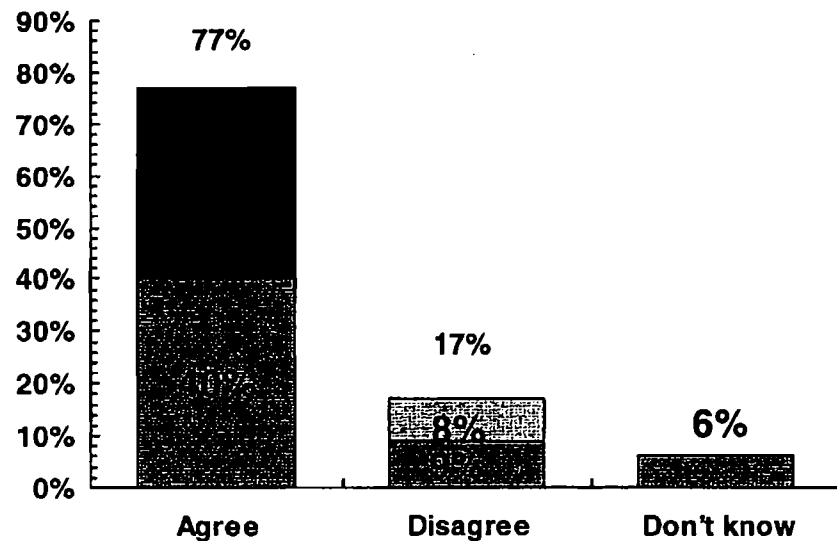


- At least eight out of ten adults across every demographic and geographic sub-group believes it is overall important to have employees of different races, cultures and backgrounds in higher education.
- Every sub-group is more likely to believe that diversity in education is important, than are likely to believe that diversity in business is important.
- While overwhelming majorities of all subgroups believe diversity in higher education is important, seniors, men -- especially college educated and white men -- and those living in the West North Central and West South Central regions are the most likely to believe it is not important.

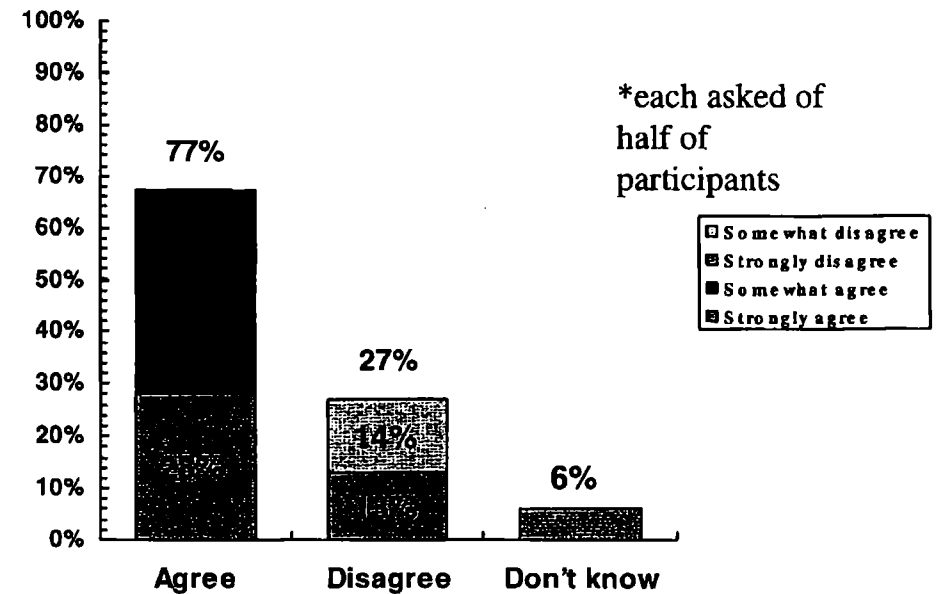
% Very important (Questions 4 and 5 combined)

More than three-fourths of people agree that universities and businesses should be allowed to take action to ensure diversity in their student bodies or workforces, including four in ten who strongly agree. When "affirmative action" language is included more than two-thirds still agree. However, overall support and intensity drop.

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.*



Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take affirmative actions to ensure that their student body or workforce is diverse.*



Additionally, nearly two-thirds of people give a favorable rating to a partnership between business and higher education to support diversity -- including more than two in ten who say they are extremely favorable.

