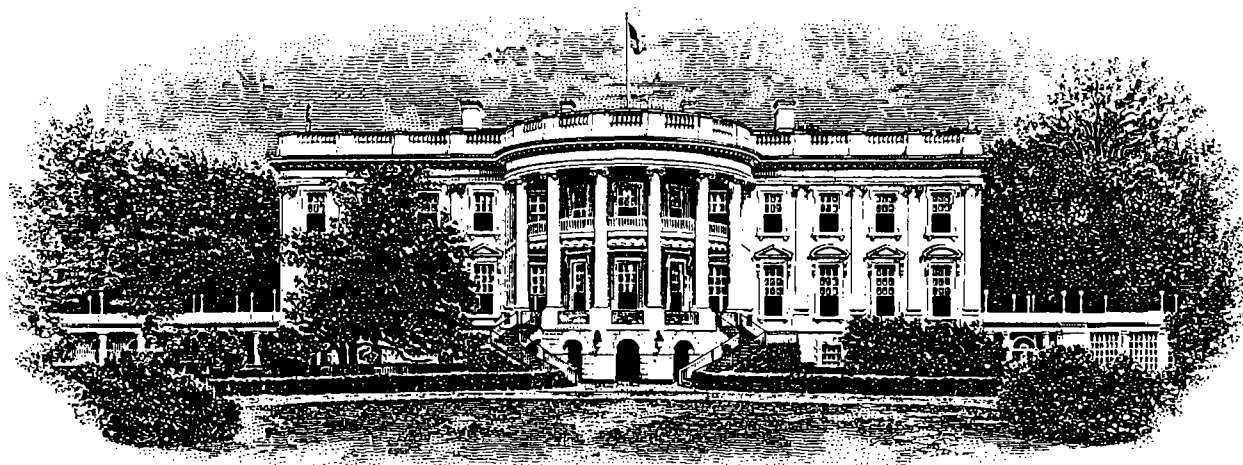


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Ms. Bethany Molinari Little
White House Staff



The White House





WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

It is essential to understand that each step in the education system is a building block... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life... These conditions routinely exist in middle-class, white schools... Such routine conditions often do not exist in low-income and Latino schools.

Our Nation on the Fault Line: Hispanic American Education
President's Advisory Commission on Educational Excellence for Hispanic Americans

The Creation of *Excelencia en Educación*

Excelencia en Educación: The Role of Parents in the Education of Their Children, is a series of conferences sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The decision to focus on the role of parents was based on the conviction that the heart of the Latino community is the family. Latino parents know that a quality education provides their children with the skills to achieve the best this country has to offer. America needs the talents of all its citizens to face the challenges of the 21st century. As the fastest growing community in the country, Latinos still have lower educational attainment rates than other groups--a cause for great national concern.

First, a little more background: The White House Initiative supports a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. In 1996, the Commission submitted to the President their report, **Our Nation on the Fault Line: Hispanic American Education**. This comprehensive report lays out issues in Latino educational attainment from pre-K through graduate and professional education. Equally important, the report includes an action plan for federal, state and local levels.

The Administration used the report as they developed their Hispanic Education Action Plan announced by Vice-President Gore in February 1998. The President's plan provided over \$520 million in new educational investments for programs that can make a difference in the quality of education for hundreds of thousands of bright, capable, Latino students. Responding to the Administration's achievement, the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans developed a strategy to more directly engage the Latino community in the pursuit of a quality education. The stage was set for the *Excelencia* conference series.

In developing a workplan for 1998-2000, Commissioners Gloria Rodriguez and Guillermo Linares encouraged a focus on *nuestros padres*, our parents--a strength within the Latino community. *Excelencia en Educación* is the resulting series of conferences and facilitates interactions among the federal government, Latino advocacy organizations, parents, teachers and other educational stakeholders. The strategy for the conference series was to have Commissioners from each of the five cities selected to anchor the conference.

The academic emphasis of the conference series is mathematics, reading and college readiness. The focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants should have even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the nation.

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. AVANCE's founder and CEO is Commissioner Gloria Rodriguez. For the inaugural conference, the White House Initiative brought together five federal agencies--Education, Health and Human Services, Labor, Interior, and the Small Business Administration—as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest Spanish-speaking television network, also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign. Our corporate allies, Univision, State Farm, and AT&T were also in attendance and described their commitment to addressing the strengths and needs of the Latino community and pledged to be with us for the entire national conference series.

In Los Angeles, in March 1999, the White House Initiative restaged the *Excelencia en Educación* conference in collaboration with the following five organizations: the Mexican American Legal Defense and Educational Fund (MALDEF), the Annenberg project in Los Angeles (LAAMP), University of California at Los Angeles (UCLA), Los Angeles Unified School District (LAUSD), and PUENTE Learning Center. Over 800 participants, primarily parents of students enrolled in schools in East Los Angeles, heard from speakers including California Governor Gray Davis, Univision President Henry Cisneros, current chair of the Congressional Hispanic Caucus (CHC) Lucille Roybal-Allard, and the former chair of the CHC Xavier Becerra. Commissioner Ruben Zacarias, Superintendent of Los Angeles Unified School District, and Commissioner Sonia Hernandez, Deputy Superintendent for the California Department of Education, facilitated the conference.

On June 4-5, 1999, the conference was restaged in New York City at CUNY-City College with Commissioner Guillermo Linares, New York City Councilman facilitating the conference. Partnering with the White House Initiative were the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey. Secretary of Education Richard Riley opened the conference and Congress member Robert Menendez sent a message on behalf of the Congressional Hispanic Caucus. Janet Murgia, Associate Director for Legislative Affairs spoke to the participants about the Administration's activities and commitment and both Vice President Gore and First Lady Hillary Clinton provided messages on behalf of the Administration. Univision continued its support for the conference by having two of its personalities, Rafael Pineda of their local station, and Giselle Blondet of *Despierta America*, participate in the program.

On November 5-6, 1999, the conference was restaged in Chicago, Illinois with the leadership of Commissioner Miriam Cruz. Partnering in the Chicago event were the Chicago Public School system and Mayor Daley's office. Activities began on November 5 at the University of Illinois-Chicago with Gery Chico, President of the Chicago School Board opening the conference. On November 6 the conference moved to Saucedo Scholastic Academy. Conference highlights included a call from Vice President Gore describing the Administration's efforts to increase educational opportunities for all Americans; Mickey Ibarra, White House Director of Intergovernmental Affairs and Assistant to the President, addressing, "Keeping the American Dream Alive", and Congressman Luis Gutierrez, Congressional Hispanic Caucus member from the 4th District in Illinois, sharing his commitment that all children deserve the best this country has to offer. Rafael Romo, a local Univision news reporter, closed the conference by moderating the final panel session.

The final conference in the series was held at Miami High School in Miami, Florida on December 4, 1999. Partnering in the Miami event were Miami-Dade Community College/InterAmerican Campus, Miami-Dade County Public Schools, Broward County Schools, Abriendo Puertas, ASPIRA of Florida, and the Cuban American National Council. Conference highlights included an address entitled *Making*

Excelencia Para Todos a Reality, by Ray Martinez, Deputy Assistant to the President for Intergovernmental Affairs and a video message from First Lady Hillary Rodham Clinton sharing her perspectives on educational excellence. There was also active involvement from local educational leaders and Univision personalities. Alina Mayo Azze, Guillermo Benites, and Giselle Blondet, all supported the conference by moderating sessions and summarizing Univision's national and local commitment to education through their community efforts. Commissioner Eduardo Padron, President of Miami-Dade Community College, and Commissioner Diana Wasserman, member of the Broward County School Board, served as facilitators on behalf of the President's Advisory Commission. Miami also included a pre-conference workshop where federal agency representatives met with educational leaders and community-based organizations to discuss ways to share information on federal programs and services that can assist Latino students and parents. This special pre-conference workshop generated new ideas and strategies that can facilitate partnership building between federal agencies and local communities.

Having concluded the national series, we are now working to bring *Excelencia* to our nation's capital. On September 9, 2000 the White House Initiative will work with local leaders including the Latin American Youth Center, the District Public Schools, the Office of the Mayor to stage the conference .

We are also working with federal and private partners to produce a resource kit for local organizers to stage similar conferences around the country. Proctor and Gamble has agreed to partner with the White House Initiative on the development of the kit and a national distribution. We are working to complete this project in time to release this new kit in Fall 2000.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

May 17, 2000

TO: Maria Echaveste and Members of the WH Planning Committee

FROM: Sarita E. Brown *seb*

RE: Ideas for the June 15 Conference

This memo consolidates the feedback we have received from Commissioners over the past several weeks on the White House event focussed on Latino educational excellence. This is not elegant prose but rather ideas, names of programs, people, and issues of concern that may be helpful. Please feel free to call with any questions or to receive additional information.

First, a couple of issues Commissioners advise the conference planners to consider:

- The conference must address the **federal role** in improving education for all young people. While Commissioners understand that conference planners want to emphasize looking beyond government, there must be a clear articulation of the federal role.
- To blunt the criticism that this conference is coming too late in the life of the Administration to make a difference, Commissioners encourage planners to explain, in the opening session of the conference, why the White House has chosen to commit its resources now to this issue.
- Commissioners hope that the conference will make reference to last August's White House Convening on Latino Youth and include one or two speakers from the programs to describe their continued progress since last summer.
- Commissioners hope that members of the Administration who speak will reference the body of work created in response to Executive Order 12900 which includes:

- Our Nation on the Faultline**, 1996 Commission Report
- The creation of the Interdepartmental Council on Hispanic Educational Improvement
- The FY98 Annual Performance Report (attached) and pending FY99/00 Report
- The conference series, **Excelencia en Educación: The Role of Parents in the Education of Their Children** (San Antonio, Los Angeles, New York, Chicago, Miami and on September 9, Washington, DC) (description attached)
- Policy Briefs on assessment and higher education
- Hispanic Serving Institutions (federal support, information kit)
- Commission's Final Report, tentatively titled, **How to Get from Here to There: Latino Educational Excellence**

Beyond these issues, we present the Commissioners' suggestions by following the five issue areas identified for the conference. We also encourage conference planners to consider the one page fact sheets prepared by the White House Initiative (early childhood, K-8, 9-12, undergraduate, and graduate and professional) as you make your strategic decisions about the conference content.

Early Childhood

In addition to strengthening federal support particularly in Head Start, the Commission suggests framing the discussion/message so that it includes practical information on practices in the home and employer support for parenting.

Commissioner Gloria Rodriguez, CEO and Founder of AVANCE, is an expert on early childhood programs and her comments from last August's Convening on Latino Youth offer good information about the topic. You may also wish to select representatives from programs from the 1st edition of What Works for Latino Youth.

Patricia Montoya, Commissioner for Children and Families, chairs the Interagency Working Group on Early Childhood that is part of the Interdepartmental Council for Hispanic Educational Improvement. This working group is developing a pilot project to expand quality early childhood programs in selected federal public housing facilities. Last month, Pat and I met with Saul Ramirez, Deputy Secretary from HUD on the proposed pilot and there may be something to report by the June conference.

Language

Commissioners recommend that the discussion/message make clear that proficiency in English is important and well-implemented bilingual education programs have accomplished this for years while not sacrificing grade level academic achievement.

Additionally, in today's global economy, language is an asset and research has long ago established that language acquisition is easier at early stages in life. Therefore, promoting dual immersion programs makes sense. The Commission fully supports Secretary Riley's message on the topic from his March 15 speech.

The Commission has offered two policy seminars addressing the private sectors support for multiple language skills among employees (see enclosed materials). Among the speakers are two that they recommend for the conference. Professor Sandra Fradd, University of Florida, has documented the positive effects of multiple language skills to employee salaries. Her work played a key role in the school district of Miami Dade adopting its English-plus-one curricula. The other speaker to consider is Ken Hunt, the General Manager of Longo Toyota in CA. Longo Toyota is the most successful Toyota dealership in the world and they believe it is because they have a sales force that speaks the language of the customers.

Commissioner Miriam Cruz (President, Equity Research, DC) has been very active in promoting efforts to strengthen dual immersion programs and the K-12 level (like in Chicago) and at the post secondary (University of Texas at Brownsville and the University of Puerto Rico).

Assessment

The Assessment Committee of the Commission focused attention on the impact of standards, assessment and accountability on Latino students, and particularly English language learners. Their report, **A Report to the Nation: Testing Hispanic Students in the United States** (enclosed) includes recommendations and offers a thorough delineation of the issues and proposed solutions. Commissioners would want the discussion/message to reflect that state and local accountability practices have not adequately addressed the needs of English language learners.

Commissioner Sonia Hernandez, Deputy Superintendent for the State of California's Department of Education is a national expert on this topic and Co-Chairs the Commission's Assessment Committee with Erlinda Archuleta from the State Department of Education in Colorado. Commissioner Hernandez served as Texas Governor Ann Richards educational advisor before moving to California and has significant classroom, administrative and policy experience.

High School Completion

Commissioners conclude that the most important factor in combating the current high school drop out rate is changing the expectations of school personnel. Once principals, teachers, and counselors act as if they expect all Latino students to succeed there will be a sea change in the success rate of students. **No More Excuses: The Final Report of the Hispanic Dropout Project** (Feb. 1998) provides important data and references on this point. The Secretary's response, **Improving Opportunities** is also a good resource.

Commissioners are quite concerned about how the President will address the Hispanic drop out rate. As recently as the White House Conference on Teens the President stated:

The drop out rate among Hispanic young people is still too high, but that's largely explained, I think, by the fact that we still have a very large number of Hispanic children in our schools who are first-generation immigrants whose first language is not English, and they come from families that are struggling to make ends meet, and very often drop out to go to work still.

Later during the Teen conference, Professor Katherine Newman from Harvard's Kennedy School discussed the results of her research on working class and immigrant students, many of them Latino. Her findings were that students who hold a job actually have higher academic achievement and graduation rates than their non-working counterparts. Commissioners recommend the President's message emphasize talent development and focus on the dramatic results achieved by schools that actively pursue better graduation rates.

One other aspect of the drop out discussion is the loss to the nation of human capital, or saying it in positive terms—what the nation will gain with more Latino students receiving at least a high school degree. Commissioners hope that the President's message will focus on how the economy will be enhanced by the addition of new Latino high school graduates. Perhaps with all this deliberation over social security, the President's message might indicate the potential positive impact of the increased Latino percentage in the workforce and the country's resources to support social security and its beneficiaries.

Commission Chair Guillermo Linares can speak to the entire agenda proposed for the conference. Over the past 18 months he has served as a Commission a leader on their work to support Latino parents efforts to secure a quality education for their children. Co-chairing with Commissioner Gloria Rodriguez the Committee on Children, Youth and Families, Chair Linares catalyzed the development of a 5 city conference series that modeled the cross sector partnering and pragmatic discussion about excellence that the Commission wants to see grow across the country.

College Going

Attached is the draft policy brief on higher education which Commissioners hope will inform the discussion on this topic. Commissioners also recommend that graduate and professional education be included the point be made that today's Latino doctoral students are tomorrow's faculty.

Commissioner Juliet Garcia, President of the University of Texas at Brownsville and Texas Southmost College is the Chair of the Commission's Higher Education Committee. Her campus is a Hispanic Serving Institution, she currently serves on the Student Financial Aid Advisory Commission, and she is the past Chair of the Board of the American Council on Education.

Next week, the Educational Testing Service will release a report tentatively titled, **Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?** Through our

collaboration with the DC office of ETS, a special report on Latino Gen. Y students will also be released and might be a good resource for the conference.

Strategies

Rather than offer advice in a vacuum, Commissioners would prefer to wait until the conference planners make their strategic decisions about the conference content to then offer additional suggestions about the proposed strategies.

Participants

Beyond the Commissioners (list attached) the following includes the suggestions from the Commission:

Tomas Arciniega, President, California State University, Bakersfield
Douglas Patiño, Vice President, California State University, Bakersfield
Ricardo Romo, President, University of Texas at San Antonio
Maria Vallejo, Chancellor, Palm Beach Community College
Ricardo Fernandez, President, Lehman College, New York
Raymond Paredes, Vice Chancellor, UCLA
Esaul Rodriguez, President, California Hispanic School Board Association
Harry Valenzuela Garewal, Chair, Hispanic Caucus, National Association of School Boards
Ellen Moir, Executive Director, New Teachers Center, UC Santa Cruz
Richard Elmer, Colorado Deputy Superintendent
Sara Martinez-Tucker, Hispanic Scholarship Fund
Lorraine Cortes-Vasquez, Hispanic Federation, New York
Ernesto Cortes, Industrial Areas Foundation
Barbara Taveras, President, Hazen Foundation, NY
Blandina Cardenas Ramirez, Professor of Education, University of Texas at San Antonio
Arturo Pacheco, Dean, College of Education, University of Texas at El Paso
Maria Casillas, LAAMP Director, Los Angeles

Hector Cordero-Guzman, Professor, New School University, NY (speaker at last Aug. convening)

Carlos Rodriguez, DC area consultant and adjunct professor at American University NY (speaker at last Aug. convening)

Ana Maria Fernandez-Haar, President, IAC Group, Chair of the Human Capital Committee of the New America Alliance-An American Latino Business Initiative

Daisy Exposito, Bravo Group and Chair, Association of Hispanic Advertising Agencies (Ahaa)

Ivelisse Estrada, VP Community Affairs, Univision

Art Ruiz and Tony Waller, State Farm Insurance

Orlando Padilla, GM Motors

John Guerra and Roberto Cruz, AT&T

Ingrid Rivera, Proctor and Gamble, Director, Public Affairs and Corporate, Puerto Rico, US Hispanic and Caribbean Markets

Diane Medina, Walt Disney Company

Rafael Fantauzzi, American Airlines

Antonia Jimenez, Judge Luis Perez, and Reverend Wesley Williams, Steering Committee of the MA Education Initiative for Latino Students (a state wide effort involving 18 communities and inspired by EO 12900)

Frank Reyes, San Bernardino Community College
Erlinda Torres, Director of Inter-Institutional Relations, University of Arizona Leader in the
National Assembly of Hispanic Higher Education Associations-NAHHEA)
Identify key representatives from the state higher education system and LEAs in California,
Texas, Illinois, New York, and Florida
Select 3 “emerging communities” (e.g. Arkansas, Iowa, Georgia)

Cc: Guillermo Linares, Commission Chair
Sonia Hernandez, Commission Vice Chair

California Releases Results from first two years of Class Size Reduction (CSR)

California's Class-Size Reduction Program shows that reducing class size improves student achievement. A study of the first three years of class-size reduction efforts in California shows that smaller classes have boosted student achievement in communities across the State for the second year in a row. Children throughout California, regardless of their socioeconomic background, race or ethnicity, are benefiting from being in smaller classes. This confirms findings from Tennessee's STAR study and other reports that students do better in smaller classes.

- Third-grade students in reduced classes performed better on achievement tests than third graders in non-reduced classes for the second year in a row. These achievement gains persisted after the students returned to larger classes in grade 4. Teachers in smaller classes are devoting more time to individual and small group instruction than teachers in non-reduced size classes and are providing more attention to poor readers. Smaller classes also had fewer disruptions, giving teachers and students more time to focus on learning.
- In school year 1998-99, over 1.8 million students in 92,000 classrooms (K-3) benefited from reduced class size. Over 92 percent of California students in K-3 were in classes of 20 or smaller, and only 9 districts in the State were not participating in the initiative.
- The percentage of fully certified teachers in grades K-3, which had dropped from 98 percent in 1995 to 88 percent in 1997, remained fairly steady in the third year of class-size reduction, dropping only 1 percent further in 1998 (to 87 percent).

Smaller classes with certified teachers have the greatest benefit for the neediest students. The evaluation shows that though students in the most disadvantaged schools were most likely to be in larger classes or have less qualified teachers, students in smaller classes still outperformed their peers in larger classes, even with less-qualified teachers. These students could be performing even better if all children in these schools had fully qualified teachers and smaller classes.

That is why the Federal CSR Program is designed differently from the California program:

- **The Federal CSR program is targeted to the neediest schools.** States are required to distribute the money to school districts based on the number of poor children in the districts and total enrollment. Through this funding formula, the Federal program targets funds to the students that research shows can benefit most from reduced class sizes. In this way, the Federal program sends more of its funds to disadvantaged schools that have not yet fully benefited from the California program, to help teachers become fully-certified and to hire additional fully-certified teachers.
- **The Federal CSR program provides resources to hire teachers before requiring classes to be small.** The California program requires districts to reduce their class sizes before they receive any funds, which many districts struggled to afford. The Federal Program provides funds up front so districts can hire teachers first and can do as much as they can afford to without having to take resources from other programs.
- The Federal Program also takes very seriously the requirement in law that the funds be used to hire only **fully certified teachers**. The Department of Education has recently sent notices to superintendents, including all those in California, reminding them of this requirement.

The Federal Program allows California increased flexibility to address the serious problems of teacher quality and to reduce class sizes in the schools that need it the most. The Federal Program provides flexibility to allow California to make the most of its unique situation. In school year 1999-2000 (which was not included in this interim evaluation), California:

- used 25 percent of its grant for professional development to upgrade the skills of teachers, an amount **triple** the rate of other States;
- used its Federal grant of \$129,177,936 to hire about 2,000 new teachers; and
- assigned 3/4th of these new teachers to grades 4 and 5, thus enabling the class-size reduction initiative to extend beyond grade 3.

Class Size Reduction: The Federal Approach Vs. The California Approach

(draft as of 6/27/00)

Federal Class Size Reduction Initiative

California Class Size Reduction Initiative

Phased-in implementation. The Department of Education's Class Size Reduction Initiative's goal of hiring 100,000 new teachers nationwide is phased in over seven years, allowing districts, principals, and teachers the planning time that is crucial whenever new staff are being recruited, trained and hired. It allows schools to plan, in a well thought-out approach, how many teachers they need, where they'll find them, whether they have the right training, how to get them the right training, and where they'll put them. This more thoughtfully planned approach benefits students by minimizing their exposure to unqualified staff teaching subjects they may not know, in rooms never meant to hold classes.

The Administration's school construction and modernization proposals would help communities lower class sizes by taking a two-pronged approach of providing loans and grants for urgent renovations and repairs, and bonds for major renovations and constructing new schools. The loan and grant program would provide \$1.3 billion to leverage over \$6.5 billion in renovation projects to schools with little or no capacity to fund repairs. The tax-credit bond proposal would support \$25 billion in bonds over the next two years to help communities reduce class sizes by helping them build and modernize up to 6,000 schools. The School Modernization Package would support the building and renovation of school facilities to ensure that all children go to school in safe and engaging environments that promote learning to high standards, even while class sizes are shrinking.

Targeted funding for students who need it most. The Department's program is designed to focus its impact on inner city and high poverty schools that need the most help. These schools typically have the hardest time finding and retaining high-quality teachers, and their students typically learn under the least productive circumstances. Research clearly shows that minority and disadvantaged students show significantly greater achievement gains than other students in small classes. The Department's program targets its money so that inner city and high poverty schools get the most help, first in finding and then keeping the best teachers available.

Program implemented "overnight". When California created their class size reduction program, no accommodation was made for the kind of planning needed to hire new staff, provide new training for veteran staff, and find new classrooms. Instead, school districts had only six weeks between the creation of the program and the start of the school year to find new teachers. Consequently, there was an immediate shortage of qualified teachers as districts scrambled to find enough teachers to hire in order to take advantage of the new funding, forcing the state to significantly ease its teacher qualifications. Also, many schools didn't have time to plan where new classes would be, forcing many principals to convert computer labs, child care centers, libraries, music rooms, and other spaces into makeshift classrooms. Temporary trailers were installed in many playgrounds to make up for the space shortage.

Most qualified teachers drawn to the suburbs. California's program was not targeted to the schools that needed it most. Consequently, many wealthier communities found themselves with plenty of money to recruit the best new and veteran teachers while schools in the inner cities and in poor communities often had to hire teachers who were not fully qualified. Teachers also left jobs where their skills and experience were needed for openings that offered enticements, such as better facilities, resources, and perhaps pay, that poorer and more urban communities could not offer. This led to more and more unqualified teachers going to schools with the hardest students to teach.

The Department's program not only avoids this

	<i>problem, it actually helps reverse it. By targeting the money to high-poverty communities, the Department is helping these communities become competitive in attracting the best teachers to the communities that need them the most.</i>
Enough funds to hire teachers first. The Department's program provides districts with funds to hire teachers based on need, allowing them to pay for teachers first to reduce class sizes. Districts may then use the Federal funds hire as many teachers as they can afford to, and even have the flexibility to combine these funds with other state and local funds. In this way, the Federal program provides districts with enough funding to reduce class sizes as much as they can, without requiring them to do more than they can afford to.	Costs of reducing classes exceeded the gains in many districts. The California program was designed to give districts an incentive to participate by allocating funds according to the number of students in a class of 20 or fewer (currently \$800 per student). In order to receive funds, a school had to lower its class sizes first, and then it would get paid for having done so. As a result, districts with already small class sizes found it to be relatively inexpensive getting classes below 20, and were quickly rewarded. Districts with larger class sizes however, which are typically more urban and less affluent, had a more difficult time reducing class sizes and had to spend more money of its own in hiring teachers and finding space to qualify for the funds. Both districts received the same per-pupil expenditure.
Emphasis on Teacher Quality. The Department's program ensures teacher quality by insisting that class size reduction funds be used to hire only certified teachers. School districts that face a shortage of qualified teachers may use a portion of their funds to recruit and train teachers. In addition, by allowing local school districts to reserve up to 25% of their funds for professional development for teachers, the Department's program helps to maximize the positive effects of class size reduction by ensuring that teachers have the knowledge and skills to teach content more effectively in smaller classes. Furthermore, the Federal program provides flexibility for districts with small class-size reduction awards. Districts whose class-size reduction funds are less than the amount of one teacher's salary would be able to combine Federal funds with their own funds to hire a teacher or use their class-size funding for professional development.	No requirement for certified teachers. The California program did not require schools to hire certified teachers and had no allocation for teacher training.

TO: Bethany
FROM: Randy
RE: School Breakfast Program

School Breakfast Program

The School Breakfast Program ensures that all children have access to a healthy breakfast at school to promote learning readiness and healthy eating behaviors.

<http://www.fns.usda.gov/cnd/Breakfast/Default.htm>

The School Breakfast Program (SBP) was established in 1966 as a two-year pilot project designed to provide categorical grants to assist schools serving breakfasts to "nutritionally needy" children. While the term "nutritionally needy" was not defined, the original legislation stipulated that first consideration for program implementation was to be given to schools located in poor areas or in areas where children had to travel a great distance to school. To encourage schools in needy areas to participate, Congress authorized higher federal payments for schools determined to be in "severe need." During the first year of operation, the SBP served about 80,000 children at a federal cost of \$573,000.

During the next few years, the pilot program was extended several times, and a number of modifications were made to expand the program. In 1971, Congress directed that priority consideration for the program would include schools in which there was a special need to improve the nutrition and dietary practices of children of working mothers and children from low-income families. Even more important, in 1973, the categorical grant reimbursement structure was replaced by a system of specific per-meal reimbursement.

In 1975 the program received permanent authorization. As part of the legislation making the SBP permanent, Congress declared its intent that the program "be made available in all schools where it is needed to provide adequate nutrition for children in attendance." Moreover, the legislation continued to emphasize participation by schools in severe need and to provide higher reimbursement to these schools.

In 1975, approximately 2 million children participated in the SBP on given day. Over the next two decades, participation has increased until today, some 7 million children enjoy a school breakfast each day.

<http://www.fns.usda.gov/cnd/Breakfast/AboutBFAST/ProgHistory.htm>

SIX SCHOOL DISTRICTS SELECTED FOR SCHOOL BREAKFAST PILOT PROGRAM AND STUDY

Release No. 0165.00

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SIX SCHOOL DISTRICTS SELECTED FOR SCHOOL BREAKFAST PILOT PROGRAM AND STUDY

WICHITA, May 15, 2000--Agriculture Secretary Dan Glickman announced today that USDA will provide free school breakfasts to elementary school children in six school districts across the country as part of a comprehensive study examining the critical link between a nutritious breakfast and learning.

"Parents, teachers, doctors and scientists all understand the importance a healthy, nutritious breakfast can make to better learning," said Glickman. "This major new study is the most comprehensive ever to examine the link between nutrition and learning for children."

The six school districts selected to participate are:

Independent School District of Boise City, Boise, Idaho
Shelby County Board of Education, Columbiana, Ala.
Harrison County School District, Gulfport, Miss.
Washington Elementary School District, Phoenix, Ariz.
Santa Rosa City Schools, Santa Rosa, Calif.
Wichita Public Schools, Wichita, Kan.

Almost 400 school districts in 43 states expressed interest in participating in the School Breakfast Pilot Program.

The selected sites represent a mix of rural, suburban and urban elementary schools, with varying family income levels.

The School Breakfast Pilot Program will evaluate the benefits of a three-year universal free school breakfast program. Research to date has shown a direct link between eating breakfast and higher test scores, improved behavior and improved attendance.

The School Lunch Program, one of the most successful federal nutrition programs, served lunch to 27 million children last year, including free and reduced cost lunches.

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Notices

Federal Register

Vol. 65, No. 65

Tuesday, April 4, 2000

This section of the FEDERAL REGISTER contains documents other than rules or proposed rules that are applicable to the public. Notices of hearings and investigations, committee meetings, agency decisions and rulings, delegations of authority, filing of petitions and applications and agency statements of organization and functions are examples of documents appearing in this section.

DEPARTMENT OF AGRICULTURE

Farm Service Agency

National Drought Policy Commission

AGENCY: Farm Service Agency, USDA.

ACTION: Notice of Commission Meeting.

SUMMARY: The National Drought Policy Commission (Commission) shall conduct a thorough study and submit a report to the President and Congress on national drought policy. This notice announces a meeting to be held on April 19, 2000, and April 20 if necessary. The Commission will review public comments submitted in response to its draft report, as well as discuss and approve the content of the Executive Summary and final report. The meeting is open to the public.

DATES: The Commission will conduct a meeting on April 19, 2000, from 8:00 a.m. to 5:00 p.m., and April 20, 2000, from 9:00 a.m. to 5:00 p.m., if necessary to complete its work, in the Jamie L. Whitten Federal Building, 12th and Jefferson Drive, SW, Washington, D.C. All times are Eastern Daylight Time.

Persons with disabilities who require accommodations to attend or participate in this meeting should contact Leona Dittus, on 202-720-3168, Federal Relay Service at 1-800-877-8339, or Internet: leona.dittus@usda.gov, by COB April 12, 2000.

ADDRESSES: Comments and statements should be sent to Leona Dittus, Executive Director, National Drought Policy Commission, U.S. Department of Agriculture, 1400 Independence Avenue, SW, Room 6701-S, STOP 0501, Washington, D.C. 20250-0501.

FOR FURTHER INFORMATION CONTACT: Leona Dittus (202) 720-3168; FAX (202) 720-9688; Internet: leona.dittus@usda.gov.

SUPPLEMENTARY INFORMATION: The purpose of the Commission is to provide advice and recommendations to the

President and Congress on the creation of an integrated, coordinated Federal policy, designed to prepare for and respond to serious drought emergencies. Tasks for the Commission include developing recommendations that will (a) better integrate Federal laws and programs with ongoing State, local, and tribal programs, (b) improve public awareness of the need for drought mitigation, prevention, and response and (c) determine whether all Federal drought preparation and response programs should be consolidated under one existing Federal agency, and, if so, identify the agency.

The Commission's draft vision statement is of a well-informed, involved U. S. citizenry and its governments prepared for and capable of lessening the impacts of drought—consistently and timely. Drought policy should improve national security and foster economic prosperity, environmental quality, and social well being. It should also benefit future generations as well as our own.

Signed at Washington, D.C., on March 29, 2000.

Keith Kelly,

Administrator, Farm Service Agency.

[FR Doc. 00-8227 Filed 4-3-00; 8:45 am]

BILLING CODE 3410-05-P

DEPARTMENT OF AGRICULTURE

Food and Nutrition Service

Child Nutrition Programs—Income Eligibility Guidelines

AGENCY: Food and Nutrition Service, USDA.

ACTION: Notice.

SUMMARY: This Notice announces the Department's annual adjustments to the Income Eligibility Guidelines to be used in determining eligibility for free and reduced price meals or free milk for the period from July 1, 2000 through June 30, 2001. These guidelines are used by schools, institutions, and facilities participating in the National School Lunch Program (and Commodity School Program), School Breakfast Program, Special Milk Program for Children, Child and Adult Care Food Program and Summer Food Service Program. The annual adjustments are required by section 9 of the National School Lunch Act. The guidelines are intended to

direct benefits to those children most in need and are revised annually to account for changes in the Consumer Price Index.

EFFECTIVE DATE: July 1, 2000.

FOR FURTHER INFORMATION CONTACT: Mr. Robert M. Eadie, Chief, Policy and Program Development Branch, Child Nutrition Division, FNS, USDA, Alexandria, Virginia 22302, or by phone at (703) 305-2620.

SUPPLEMENTARY INFORMATION: This action is not a rule as defined by the Regulatory Flexibility Act (5 U.S.C. 601-612) and thus is exempt from the provisions of that Act.

In accordance with the Paperwork Reduction Act of 1995 (44 U.S.C. 3507), no new recordkeeping or reporting requirements have been included that are subject to approval from the Office of Management and Budget.

This action is exempted from review by the Office of Management and Budget under Executive Order 12866.

These programs are listed in the Catalog of Federal Domestic Assistance under No. 10.553, No. 10.555, No. 10.556, No. 10.558 and No. 10.559 and are subject to the provisions of Executive Order 12372, which requires intergovernmental consultation with State and local officials. (See 7 CFR part 3015, subpart V, and the final rule related notice published at 48 FR 29114, June 24, 1983.)

Background

Pursuant to sections 9(b)(1) and 17(c)(4) of the National School Lunch Act (42 U.S.C. 1758(b)(1) and 42 U.S.C. 1766(c)(4)), and sections 3(a)(6) and 4(e)(1)(A) of the Child Nutrition Act of 1966 (42 U.S.C. 1772(a)(6) and 1773(e)(1)(A)), the Department annually issues the Income Eligibility Guidelines for free and reduced price meals for the National School Lunch Program (7 CFR part 210), the Commodity School Program (7 CFR part 210), School Breakfast Program (7 CFR part 220), Summer Food Service Program (7 CFR part 225) and Child and Adult Care Food Program (7 CFR part 226) and the guidelines for free milk in the Special Milk Program for Children (7 CFR part 215). These eligibility guidelines are based on the Federal income poverty guidelines and are stated by household size. The guidelines are used to determine eligibility for free and reduced price meals and free milk in

accordance with applicable program rules.

Definition of Income

"Income," as the term is used in this Notice, means income before any deductions such as income taxes, Social Security taxes, insurance premiums, charitable contributions and bonds. It includes the following: (1) Monetary compensation for services, including wages, salary, commissions or fees; (2) net income from nonfarm self-employment; (3) net income from farm self-employment; (4) Social Security; (5) dividends or interest on savings or bonds or income from estates or trusts; (6) net rental income; (7) public assistance or welfare payments; (8) unemployment compensation; (9) government civilian employee or military retirement, or pensions or veterans payments; (10) private

pensions or annuities; (11) alimony or child support payments; (12) regular contributions from persons not living in the household; (13) net royalties; and (14) other cash income. Other cash income would include cash amounts received or withdrawn from any source including savings, investments, trust accounts and other resources which would be available to pay the price of a child's meal.

"Income," as the term is used in this Notice, does not include any income or benefits received under any Federal programs which are excluded from consideration as income by any legislative prohibition. Furthermore, the value of meals or milk to children shall not be considered as income to their households for other benefit programs in accordance with the prohibitions in section 12(e) of the National School Lunch Act and section 11(b) of the

Child Nutrition Act of 1966 (42 U.S.C. 1760(e) and 1780(b)).

The Income Eligibility Guidelines

The following are the Income Eligibility Guidelines to be effective from July 1, 2000 through June 30, 2001. The Department's guidelines for free meals and milk and reduced price meals were obtained by multiplying the year 2000 Federal income poverty guidelines by 1.30 and 1.85, respectively, and by rounding the result upward to the next whole dollar. Weekly and monthly guidelines were computed by dividing annual income by 52 and 12, respectively, and by rounding upward to the next whole dollar. The numbers reflected in this notice for a family of four represent an increase of 2.09% over the July 1999 numbers for a family of the same size.

INCOME ELIGIBILITY GUIDELINES
(Effective from July 1, 2000 to June 30, 2001)

Household size	Federal Poverty Guidelines			Reduced Price Meals - 185%			Free Meals - 130%		
	Annual	Month	Week	Annual	Month	Week	Annual	Month	Week
48 CONTIGUOUS UNITED STATES, DISTRICT OF COLUMBIA, GUAM AND TERRITORIES									
1.....	8,350	696	161	15,448	1,288	298	10,855	905	209
2.....	11,250	938	217	20,813	1,735	401	14,625	1,219	282
3.....	14,150	1,180	273	26,178	2,182	504	18,395	1,533	354
4.....	17,050	1,421	328	31,543	2,629	607	22,165	1,848	427
5.....	19,950	1,663	384	36,908	3,076	710	25,935	2,162	499
6.....	22,850	1,905	440	42,273	3,523	813	29,705	2,476	572
7.....	25,750	2,146	496	47,638	3,970	917	33,475	2,790	644
8.....	28,650	2,388	551	53,003	4,417	1,020	37,245	3,104	717
For each add'l family member add	+2,900	+242	+56	+5,365	+448	+104	+3,770	+315	+73
ALASKA									
1.....	10,430	870	201	19,296	1,608	372	13,559	1,130	261
2.....	14,060	1,172	271	26,011	2,168	501	18,278	1,524	352
3.....	17,690	1,475	341	32,727	2,728	630	22,997	1,917	443
4.....	21,320	1,777	410	39,442	3,287	759	27,716	2,310	533
5.....	24,950	2,080	480	46,158	3,847	888	32,435	2,703	624
6.....	28,580	2,382	550	52,873	4,407	1,017	37,154	3,097	715
7.....	32,210	2,685	620	59,589	4,966	1,146	41,873	3,490	806
8.....	35,840	2,987	690	66,304	5,526	1,276	46,592	3,883	896
For each add'l family member add	+3,630	+303	+70	+6,716	+560	+130	+4,719	+394	+91
HAWAII									
1.....	9,590	800	185	17,742	1,479	342	12,467	1,039	240
2.....	12,930	1,078	249	23,921	1,994	461	16,809	1,401	324
3.....	16,270	1,356	313	30,100	2,509	579	21,151	1,763	407
4.....	19,610	1,635	378	36,279	3,024	698	25,493	2,125	491
5.....	22,950	1,913	442	42,458	3,539	817	29,835	2,487	574
6.....	26,290	2,191	506	48,637	4,054	936	34,177	2,849	658
7.....	29,630	2,470	570	54,816	4,568	1,055	38,519	3,210	741
8.....	32,970	2,748	635	60,995	5,083	1,173	42,861	3,572	825
For each add'l family member add	+3,340	+279	+65	+6,179	+515	+119	+4,342	+362	+84

*Overview of Public Elementary and Secondary Schools and Districts: School Year 1997-98 / Table 6***Table 6. Selected characteristics of public elementary and secondary school member
School year 1997-98**

State	Percentage of membership free lunch eligible	Percentage of membership Individualized Education Program	American Indian / Alaskan Native	Asia Paci Islan
United States	--	11.9	1.2	
Alabama	38.2	13.2	0.8	
Alaska	24.5	13.7	24.8	
Arizona	--	10.1	7.0	
Arkansas	37.1	10.5	0.4	
California	47.0	10.7	0.9	1
Colorado	21.9	9.9	1.1	
Connecticut	19.7	13.6	0.2	
Delaware	30.5	12.2	0.2	
District of Columbia	--	10.0	0.0	
Florida	36.4	14.2	0.2	
Georgia	43.1	10.0	0.1	
Hawaii	27.3	9.2	0.4	7
Idaho	23.4	10.7	1.3	
Illinois	--	11.8	0.2	
Indiana	22.4	14.0	0.2	
Iowa	20.6	13.5	0.5	
Kansas	32.3	14.9	1.1	
Kentucky	39.6	12.9	0.1	
Louisiana	50.8	12.1	0.6	
Maine	24.2	14.4	0.6	
Maryland	25.5	13.0	0.3	
Massachusetts	--	17.2	0.2	
Michigan	25.4	4.1	1.0	
Minnesota	19.2	12.0	2.0	
Mississippi	55.6	12.6	0.5	
Missouri	27.9	15.2	0.3	
Montana	22.8	11.6	10.0	
Nebraska	21.8	14.5	1.5	
Nevada	32.9	10.7	1.9	
New Hampshire	11.3	13.6	0.2	
New Jersey	24.5	6.2	0.2	
New Mexico	--	17.2	10.6	
New York	36.6	14.2	0.5	
North Carolina	31.2	12.9	1.5	
North Dakota	21.5	10.9	8.3	
Ohio	22.2	11.9	0.1	
Oklahoma	36.4	12.4	15.5	
Oregon	24.8	10.7	2.1	
Pennsylvania	--	11.0	0.1	
Rhode Island	28.0	17.7	0.5	
South Carolina	42.3	12.9	0.2	
South Dakota	32.3	11.4	14.4	
Tennessee	--	13.6	0.1	

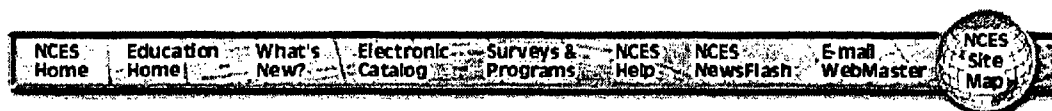
Texas	38.9	12.1	0.3	
Utah	19.0	11.3	1.5	
Vermont	--	10.6	0.5	
Virginia	25.6	13.3	0.2	
Washington	--	10.7	2.8	
West Virginia	40.3	16.1	0.1	
Wisconsin	20.0	12.8	1.4	
Wyoming	19.9	12.3	2.9	
Outlying areas				
DOD Dependents	--	8.5	1.0	1
American Samoa	94.9	3.1	0.0	10
Guam	27.6	5.9	0.1	9
Northern Marianas	38.8	3.6	0.0	9
Puerto Rico	80.9	8.2	0.0	
Virgin Islands	66.4	7.7	0.0	

NOTE: Data are shown as "---" if reported for less than 70 percent of schools or a agencies reporting. National percentages are shown as "---" if data were mis outlying areas. Percentages are rounded to the nearest tenth and may not add

SOURCE: U.S. Department of Education, National Center for Education Statistics, Comm 1997-98.

BACK

Last update June 4, 1999



[Up] [NSLP Summary] [School Prg \$] [NSLP Part FY] [SL MEAL FY] [SL CASH FY]
 [SL COMM \$] [NSLP Current] [SL Monthly]

FEDERAL COST OF SCHOOL FOOD PROGRAMS 1]								
Data as of May 26, 2000								
	Cash Payments				Commodity Costs			
	National	School						Total
Fiscal	School	Break-	Special		Entitle-			Federal
Year	Lunch	fast	Milk	Total	ment 3]	Bonus	Total	Cost
	-----Millions of Dollars-----							
1969	203.8	5.4	101.3	310.5	272.0	--	272.0	582.5
1970	300.2	10.8	101.2	412.2	265.2	--	265.2	679.4
1971	532.2	19.4	91.2	642.8	277.3	--	277.3	920.1
1972	738.7	24.9	90.3	853.9	312.1	--	312.1	1,166.0
1973	882.1	34.6	90.8	1,007.5	331.0	--	331.0	1,338.5
1974	1,085.4	59.1	49.2	1,193.7	316.1	--	316.1	1,509.8
1975	1,289.0	86.1	122.9	1,498.0	423.5	--	423.5	1,921.5
1976	1,491.5	113.7	138.5	1,743.7	418.6	--	418.6	2,162.3
1977	1,570.3	148.6	150.0	1,868.9	540.8	--	540.8	2,409.7
1978	1,808.3	181.2	135.3	2,124.8	485.3	57.6	542.9	2,667.7
1979	1,983.7	231.0	133.6	2,348.3	675.3	69.6	744.9	3,093.2
1980	2,279.4	287.8	145.2	2,712.4	765.5	139.0	904.5	3,616.9
1981	2,380.6	331.7	100.8	2,813.1	578.9	316.3	895.2	3,708.3
1982	2,185.4	317.3	18.3	2,521.0	426.2	330.8	757.0	3,278.0
1983	2,401.8	343.8	17.4	2,763.0	426.8	374.1	800.9	3,563.9
1984	2,507.7	364.0	16.0	2,887.7	440.5	386.9	827.4	3,715.1
1985	2,578.4	379.3	15.8	2,973.5	456.0	345.2	801.3	3,774.8
1986	2,714.6	406.3	15.5	3,136.4	445.7	376.2	821.9	3,958.3
1987	2,797.1	446.8	15.5	3,259.4	448.5	439.6	888.2	4,147.6
1988	2,916.4	482.1	18.7	3,417.2	466.3	347.4	813.7	4,230.9
1989	3,005.6	513.2	18.5	3,537.2	471.4	292.5	763.9	4,301.1
1990	3,214.0	596.2	19.2	3,829.4	465.9	153.8	619.7	4,449.1
1991	3,524.7	685.0	19.8	4,229.5	590.1	109.1	699.3	4,928.8
1992	3,856.5	786.7	19.5	4,662.7	583.4	123.9	707.2	5,369.9
1993	4,081.3	868.8	18.7	4,968.8	577.8	90.5	668.4	5,637.2
1994	4,290.8	959.0	17.8	5,267.6	629.2	96.2	725.3	5,992.9
1995	4,466.5	1,048.3	17.0	5,531.8	611.8	81.8	693.6	6,225.4
1996	4,661.5	1,118.6	16.8	5,796.9	647.2	45.8	693.0	6,489.9

1997	4,934.0	1,214.3	17.4	6,165.7	590.9	28.8	619.7	6,785.4
1998	5,101.6	1,272.2	16.9	6,390.7	642.5	85.7	728.2	7,118.0
1999	5,314.1	1,344.6	16.5	6,675.2	661.1	43.9	704.9	7,380.1

Data are subject to revision.

- 1) Does not include payments for the Federal share of State administrative expenses.
- 2) Includes Commodity Schools.
- 3) Includes cash-in-lieu of commodities and Commodity Schools.

[[Up](#)] [[SBP Summary](#)] [[SBP Part FY](#)] [[SB MEAL FY](#)] [[SB CASH FY](#)] [[SBP Current](#)]
 [[SB Monthly](#)]

School Breakfast Program Participation and Meals Served						
Data as of May 26, 2000						
Fiscal	-----Total Participation 1]-----				Meals	Free/RP of
Years	Free	Red. Price	Paid	Total	Served	Total Meals
	-----Millions-----					--Percent--
1969	--	--	--	0.22	39.7	71.0
1970	--	--	--	0.45	71.8	71.5
1971	0.60	2]	0.20	0.80	125.5	76.3
1972	0.81	2]	0.23	1.04	169.3	78.5
1973	0.99	2]	0.20	1.19	194.1	83.4
1974	1.14	2]	0.24	1.37	226.7	82.8
1975	1.45	0.04	0.33	1.82	294.7	82.1
1976	1.76	0.06	0.37	2.20	353.6	84.2
1977	2.02	0.11	0.36	2.49	434.3	85.7
1978	2.23	0.16	0.42	2.80	478.8	85.3
1979	2.56	0.21	0.54	3.32	565.6	84.1
1980	2.79	0.25	0.56	3.60	619.9	85.2
1981	3.05	0.25	0.51	3.81	644.2	86.9
1982	2.80	0.16	0.36	3.32	567.4	89.3
1983	2.87	0.15	0.34	3.36	580.7	90.3
1984	2.91	0.15	0.37	3.43	589.2	89.7
1985	2.88	0.16	0.40	3.44	594.9	88.6
1986	2.93	0.16	0.41	3.50	610.6	88.7
1987	3.01	0.17	0.43	3.61	621.5	88.4
1988	3.03	0.18	0.47	3.68	642.5	87.5
1989	3.11	0.20	0.51	3.81	658.4	86.8
1990	3.30	0.22	0.55	4.07	707.5	86.7
1991	3.61	0.25	0.57	4.44	772.1	87.3
1992	4.05	0.26	0.60	4.92	852.6	88.0
1993	4.41	0.28	0.66	5.36	923.6	87.9
1994	4.76	0.32	0.75	5.83	1,001.6	87.4
1995	5.10	0.37	0.85	6.32	1,078.9	86.8
1996	5.27	0.41	0.91	6.58	1,125.7	86.5
1997	5.52	0.45	0.95	6.92	1,191.2	86.5
1998	5.64	0.50	1.01	7.14	1,220.8	86.1

1999	5.71	0.56	1.09	7.37	1,267.2	85.4
Data are subject to revision.						
1) Nine month average: October-May plus September.						
2) Included with free participation.						

TITLE I

General Info

- High Poverty schools are schools with a poverty level of 50% or higher.
- Low Poverty schools are schools where less than one student in three is from a low-income family.
- Title 1 retains a provision that gives high-poverty schools the flexibility to use Title 1 funds to improve the instructional program of the entire school.
- The highest poverty schools (3 out of 4 students are from low-income families) make up only about 15% of schools nationwide, they receive 46% of Title 1 funds.
- 73% of the funds go to schools with 50 percent or more students who are eligible for free or reduced-price lunch.
- Title 1 funds go to help over 11 million students in 45,000 schools. Nationally, 50 percent of small, poor districts and 47 percent of large, poor districts report that Title I is driving reform to a great extent.

From Educational Excellence for All Children Act of 1999

- Six out of 10 children who benefit from Title I are African-Americans and Hispanics.
From: <http://www.edweek.org/ew/ewstory.cfm?slug=20jennings.h19&keywords=high%20poverty%20schools%20>
- Link to state by state breakdown of children eligible for free lunch in 97-98 (in percentages)
<http://www.nces.ed.gov/pubs99/1999322/table6.html>

In 1997 approximately 13,300 school districts and 46,000 schools received Title I funds.

There were 31,000 targeted assistance schools and 15,000 schoolwides.

There were 11 million children served by Title I -- of these 36% were white -- 30% were Hispanic-- and

28% were African -American. The remaining 6% were Asian, Pacific Islanders, and American Indian and Alaska Natives.

17% of the children served had limited English proficiency.

And 9 percent (over 1 million children) had disabilities.

Most of the Title I funds were in elementary schools -- nearly 68% of the children served were in grades

1-6.

2 % of the children served in Title I are in preschool programs.

Most of the Title I instruction was in reading and language arts -- followed closely by mathematics.

Finally -- 15% (or 7,000 Title I schools) were identified for school improvement.
From <http://www.ed.gov/offices/OESE/CEP/neworlea2.html>

How Title 1 Funds are allocated

- Title I allocations to the states vary because of the complex formulas that govern the program. For example, Oklahoma receives \$576 per student below the poverty line, while Vermont receives about \$1,326.

From <http://www.heritage.org/library/backgrounder/bg1271.html#sbfmt5>

Department of Education (ED) provides Title I, Part A funds to each SEA through a statutory formula based primarily on the number of children ages 5 through 17 from low-income families, counted in the most recent decennial census. This number is augmented by annually collected counts of children ages 5 through 17 in foster homes, locally operated institutions for neglected or delinquent children, and families above poverty that receive assistance under the Aid to Families with Dependent Children program and adjusted to account for the cost of education in each State. To receive funds, an SEA must submit to ED for approval either (1) an individual State plan as provided in Section 1111 of the ESEA or (2) a consolidated plan that includes Part A, in accordance with Section 14302 of the ESEA. The individual or consolidated plan, after approval by ED, remains in effect for the duration of the State's participation in Title I, Part A but must be updated to reflect substantive changes.

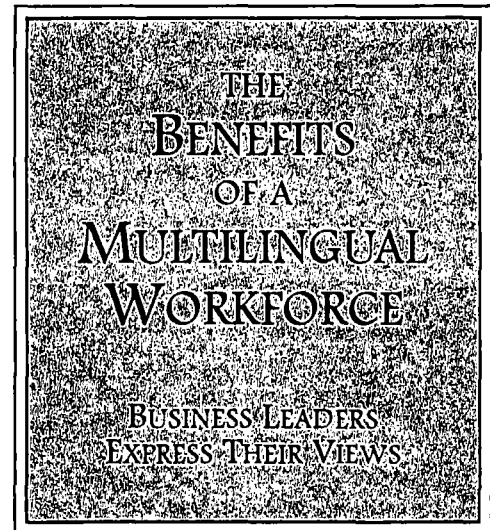
SEAs allocate funds to LEAs based on the best available data that reflect the current distribution of children from low-income families. To receive Title I funds, an LEA must have on file with the SEA an approved plan that includes descriptions of the general nature of services to be provided, how program services will be coordinated with the LEA's regular program of instruction, additional LEA assessments, if any, used to gauge program outcomes, and strategies to be used to provide professional development. An LEA may also include Part A as part of a consolidated application submitted to the SEA under Section 14304 of the ESEA.

LEAs allocate Title I funds to eligible school attendance areas based on the number of children from low-income families residing within the attendance area. A school above 50 percent poverty may use its Part A funds, along with other Federal, State, and local funds, to operate a schoolwide program to upgrade the instruction program in the whole school. Otherwise, a school operates a targeted assistance program in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging performance standards and who have the greatest need. The school then designs, in consultation with parents, staff, and the LEA, an instructional program to meet the needs of those students.

From <http://www.ed.gov/legislation/ESEA/compliance/title1.html>



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FOR HISPANIC AMERICANS



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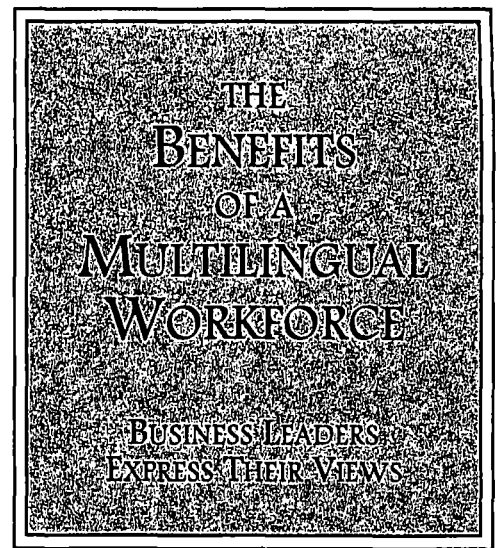
The White House Initiative
on Educational Excellence
for Hispanic Americans
600 Independence Avenue, S.W.
Washington, D.C. 20202-3601

Tuesday, September 22, 1998
9 a.m. to noon

Ronald Reagan International Trade Center
Hemisphere Room-A
1300 Pennsylvania Avenue
Washington, D.C.

*Bestow great attention
on the Spanish language
and endeavor to acquire
an accurate knowledge of it.
Our future connection
with Spain and Spanish America
will render that language
a valuable acquisition.*

Thomas Jefferson
to his nephew, Peter Carr
August 10, 1787



Language as an Asset

Ana M. Guzman
*Chair, President's Advisory Commission on Educational
Excellence for Hispanic Americans*

The Global Economy and its Multilingual Workforce

Irasema Garza
Secretary, U.S. National Administrative Office

Business Leaders Panel

Ana Mita Betancourt
Overseas Private Investment Corporation
Terene Todman
Global Diversity Initiatives, Chase Manhattan Bank
Christopher Signs
Director, AT&T Language Line
Isalias Zamarripa
Recruitment Director, Amoco
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America's Place in the World

Congressman Esteban Torres
*34th Congressional District, California, and former
Ambassador to the United Nation's Education, Scientific and
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of employing individuals
with multiple language skills
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"Kohlmoos, Jim" <JKohlmoos@vsadc.com>

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To: "Kohlmoos, Jim" <JKohlmoos@vsadc.com>, "Catherine LeBlanc (E-mail)" <Catherine_LeBlanc@ed.gov>, Karen Hobbs/CEQ/EOP

cc:

Subject: RE: Draft Questions for the plenary session

Catherine,

For some reason, the email below bounced back to me...here it comes again (not as an attachment)....

Jim Kohlmoos
The Implementation Group, Inc.
1420 New York Avenue, NW Suite 710
Washington DC 20005
202 639-0671(main), 202 737-7399 (direct), 202 639-0713 (fax)

draft 6/20/2000
Kohlmoos

White House Community Empowerment Conference
"Schools as Centers of the Community" Plenary Session

Questions for the Secretary

Question for all: The American people are beginning to more fully appreciate and understand that schools should indeed be the centers of the community. Schools should play an integral role in the revitalization of communities and neighborhoods and, similarly, the community can have an important stake in the improvement of its schools. What do you think is the single greatest barrier to realizing this goal of schools as the centers of the community and how might we best overcome this barrier? *What do you see as the role of communities in revitalizing schools and neighborhoods?*
Charles Rangel: In promoting economic development in our depressed urban communities, how do you suggest that we also promote more capital investment in our schools, particularly in modernizing crumbling physical infrastructures.

Hugh Price: The achievement gaps among people of color are still far too large. What do you think is the best strategy for closing the gaps? What can schools and the community do together to close the gaps?

HBCU President: What role can the higher education community, and specifically the HBCUs, play in working with communities in improving their schools?

Greg O'Brien: ~~What can urban universities do to help urban schools address the teacher shortage and attract and retain more highly qualified teachers?~~

- Rangel - NY
- Hugh Price - DC
- Patricia Sawyer - DC
- Greg O'Brien - NO
- Martin Blank - Community Schools
- TOY - OH
- Roberta Teo (prim)
- John Danielson (small business)
- Superintendent - NY
- Harold Levy

In addition to teacher education, what can urban universities do to enhance economic development in their communities?

How can urban universities work w/ K-12 public schools to ensure students are prepared to succeed in college?

Marty Blank: If schools are really to become centers of the communities, don't they have to change the way they have traditionally operated? What are some of the innovations that work?

Many outside groups - pub + priv nonp - want to help schools, shut up strategies but schools make it hard for them. How do school systems have to change?

Teacher: As a teacher, how do you know you are contributing to your community's economic development? And how can the community play a larger role in your classroom strategies? *Parental involvement?*

Roberta Tayah (Principal): Your school, Rough Rock, on the Navajo Reservation has been strongly supported by the tribe since its inception in 1960's. What lessons have you learned in building strong relations with your community? How do you resolve the seemingly competing goals of preserving a community's traditional culture and preparing young people for the modern world?

Community-based person: Why is it that some schools have very strong partnerships with the surrounding community while other schools seem to have great difficulties? What makes the difference?

Superintendent: Is it really true that the community can help schools improve? How so? What is the single most important thing that the community can do to? *Fixing failing schools*

Economic Development person: From a business point of view, how do good schools affect the economic development of a community? Is it in the self interest of local businesses to invest in their schools? If so, why and how?

> -----Original Message-----

> From: Kohlmoos, Jim

> Sent: Tuesday, June 20, 2000 2:52 PM

> To: Catherine LeBlanc (E-mail); Karen Hobbs (E-mail); Kohlmoos, Jim

> Subject: Draft Questions for the plenary session

>

> Catherine and Karen,

> Here are draft questions that the Secretary might ask during the plenary.

> we should probably discuss this at our meeting tomorrow...

> regards,

>

>

> Jim Kohlmoos

> The Implementation Group, Inc.

> 1420 New York Avenue, NW Suite 710

> Washington DC 20005

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>

> << File: EZ conference secretary questions.doc >>

Class Size Reduction: The Federal Approach Vs. The California Approach

(draft as of 6/27/00)

Federal Class Size Reduction Initiative

California Class Size Reduction Initiative

Phased-in implementation. The Department of Education's Class Size Reduction Initiative's goal of hiring 100,000 new teachers nationwide is phased in over seven years, allowing districts, principals, and teachers the planning time that is crucial whenever new staff are being recruited, trained and hired. It allows schools to plan, in a well thought-out approach, how many teachers they need, where they'll find them, whether they have the right training, how to get them the right training, and where they'll put them. This more thoughtfully planned approach benefits students by minimizing their exposure to unqualified staff teaching subjects they may not know, in rooms never meant to hold classes.

The Administration's school construction and modernization proposals would help communities lower class sizes by taking a two-pronged approach of providing loans and grants for urgent renovations and repairs, and bonds for major renovations and constructing new schools. The loan and grant program would provide \$1.3 billion to leverage over \$6.5 billion in renovation projects to schools with little or no capacity to fund repairs. The tax-credit bond proposal would support \$25 billion in bonds over the next two years to help communities reduce class sizes by helping them build and modernize up to 6,000 schools. The School Modernization Package would support the building and renovation of school facilities to ensure that all children go to school in safe and engaging environments that promote learning to high standards, even while class sizes are shrinking.

Targeted funding for students who need it most.

The Department's program is designed to focus its impact on inner city and high poverty schools that need the most help. These schools typically have the hardest time finding and retaining high-quality teachers, and their students typically learn under the least productive circumstances. Research clearly shows that minority and disadvantaged students show significantly greater achievement gains than other students in small classes. The Department's program targets its money so that inner city and high poverty schools get the most help, first in finding and then keeping the best teachers available.

Program implemented "overnight". When California created their class size reduction program, no accommodation was made for the kind of planning needed to hire new staff, provide new training for veteran staff, and find new classrooms. Instead, school districts had only six weeks between the creation of the program and the start of the school year to find new teachers. Consequently, there was an immediate shortage of qualified teachers as districts scrambled to find enough teachers to hire in order to take advantage of the new funding, forcing the state to significantly ease its teacher qualifications. Also, many schools didn't have time to plan where new classes would be, forcing many principals to convert computer labs, child care centers, libraries, music rooms, and other spaces into makeshift classrooms. Temporary trailers were installed in many playgrounds to make up for the space shortage.

Most qualified teachers drawn to the suburbs.

California's program was not targeted to the schools that needed it most. Consequently, many wealthier communities found themselves with plenty of money to recruit the best new and veteran teachers while schools in the inner cities and in poor communities often had to hire teachers who were not fully qualified. Teachers also left jobs where their skills and experience were needed for openings that offered enticements, such as better facilities, resources, and perhaps pay, that poorer and more urban communities could not offer. This led to more and more unqualified teachers going to schools with the hardest students to teach.

The Department's program not only avoids this

	<i>problem, it actually helps reverse it. By targeting the money to high-poverty communities, the Department is helping these communities become competitive in attracting the best teachers to the communities that need them the most.</i>
Enough funds to hire teachers first. The Department's program provides districts with funds to hire teachers based on need, allowing them to pay for teachers first to reduce class sizes. Districts may then use the Federal funds hire as many teachers as they can afford to, and even have the flexibility to combine these funds with other state and local funds. In this way, the Federal program provides districts with enough funding to reduce class sizes as much as they can, without requiring them to do more than they can afford to.	Costs of reducing classes exceeded the gains in many districts. The California program was designed to give districts an incentive to participate by allocating funds according to the number of students in a class of 20 or fewer (currently \$800 per student). In order to receive funds, a school had to lower its class sizes first, and then it would get paid for having done so. As a result, districts with already small class sizes found it to be relatively inexpensive getting classes below 20, and were quickly rewarded. Districts with larger class sizes however, which are typically more urban and less affluent, had a more difficult time reducing class sizes and had to spend more money of its own in hiring teachers and finding space to qualify for the funds. Both districts received the same per-pupil expenditure.
Emphasis on Teacher Quality. The Department's program ensures teacher quality by insisting that class size reduction funds be used to hire only certified teachers. School districts that face a shortage of qualified teachers may use a portion of their funds to recruit and train teachers. In addition, by allowing local school districts to reserve up to 25% of their funds for professional development for teachers, the Department's program helps to maximize the positive effects of class size reduction by ensuring that teachers have the knowledge and skills to teach content more effectively in smaller classes. Furthermore, the Federal program provides flexibility for districts with small class-size reduction awards. Districts whose class-size reduction funds are less than the amount of one teacher's salary would be able to combine Federal funds with their own funds to hire a teacher or use their class-size funding for professional development.	No requirement for certified teachers. The California program did not require schools to hire certified teachers and had no allocation for teacher training.

Executive Summary

CSRResearchConsortium

a partnership researching California's class size reduction reform

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Class Size Reduction in California:

The 1998-99 Evaluation Findings

Pre-publication Copy

CRLE

Brian M. Stecher
George W. Bohmstedt

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Since we first reported on California's Class Size Reduction (CSR) program in June of last year, the national interest in reducing the size of classes in America's schools as a way to improve education has continued to grow. During the current school year (1999-2000), federal funds for reduced size classes became available for the first time, additional states initiated reduction programs, and California's CSR effort approached full implementation. In addition, expectations about the benefits of reduced size classes have remained high, partly because ongoing analyses of Tennessee's Student/Teacher Achievement Ratio (STAR) project found that the benefits of small classes in kindergarten through third grade are sustained well into high school.

Last year's CSR report,¹ the first in a planned series of four, presented our evaluation of the first two years of the CSR program—1996-97 and 1997-98.² We documented what turned out to be an extremely rapid implementation of reduced size classes in California's schools and confirmed that third-grade students in reduced classes did indeed perform better on achievement tests than third graders in non-reduced classes, although the difference was small. However, we also pointed out that the program was just beginning and that its implementation had been uneven, with those most in need—minority students, students from low-income families,³ and students not fully proficient in the English language⁴—being least likely to be in reduced size classes. Furthermore, the need for teachers grew as program implementation proceeded, resulting in many less-qualified teachers being hired into the school system. And the greatest increases in the number of teachers with lower qualifications were seen in schools with high proportions of the same groups of historically disadvantaged students.

In this second report in the series, we revisit our earlier findings as we examine what happened during 1998-99, the third year of the program. Our major findings for 1998-99 can be summarized as follows:

- The CSR program was almost fully implemented by 1998-99. Over 92 percent of California students in kindergarten through third grade (K-3) were in classes of 20 or fewer.
- K-3 classes that had not been reduced in size were concentrated in districts serving high percentages of minority, low-income, or English learner (EL) students.

¹ Bohmstedt, G.W., & Stecher, B.M. (Eds.), (1999). *Class size reduction in California: Early evaluation findings, 1996-1998* (CSR Research Consortium, Year 1 Evaluation Report). Palo Alto, CA: American Institutes for Research.

² Evaluation efforts were not funded until the second year of the CSR program, so the first report covered both the first and second years.

³ Students are referred to as low-income or as being from low-income families in this report if state records classify them as receiving public assistance in the form of Aid to Families with Dependent Children (AFDC) or its successor in California, CalWORKS.

⁴ Students for whom English is a second language and who are not fully proficient in English are often referred to as limited English proficient (LEP), English language learners (ELL), or English learners (EL). The last term is used in this report.

Executive Summary

- The average qualifications (that is, education, credentials, and experience) of California teachers declined during the past three years for all grade levels, but the declines were worse in elementary schools.
- The qualifications of K-3 teachers continued to decline in this third year of the CSR program, but at a slower rate than in the past; and schools serving low-income, minority, or EL students continued to have fewer well-qualified teachers than did other schools. Moreover, the declines in teacher qualifications observed in K-3 during the program's first three years were mirrored in grades 4 and 5, as were the inequities between schools in terms of teacher qualifications.
- Curriculum and instruction were generally similar regardless of class size. However, teachers in reduced size classes spent more time working individually with students during mathematics and language arts lessons than did their counterparts in non-reduced size classes. The added individual work included doing more frequent sustained work with individual students who were having reading problems.¹ Also, students in reduced classes were less disruptive during lessons than were students in non-reduced classes.
- There was again a small positive gain in student achievement associated with being in a reduced size class, as measured in grade 3, and this gain was realized equally by all students, regardless of their background characteristics. For students who had been in a reduced class in grade 3 in 1997-98, this small positive effect persisted even after they returned to a non-reduced size class in grade 4.
- Programs serving EL students and special education students were further affected by transfers of teachers from these areas into regular classes.

These findings point to specific issues that educators and policymakers need to address if they are to maximize the benefits of California's CSR program. Our recommendations are presented at the end of this summary.

BACKGROUND

The California program to reduce class size began in 1996 when California's state legislature passed SB 1777, a reform measure aimed at cutting class size in the early school grades from what had been an average of 28 students to a maximum of 20. To our knowledge, the CSR initiative was and still is the largest state educational reform in history. This voluntary program currently costs over \$1.5 billion per year and affects over 1.8 million students. In 1998-99, the year covered by this report and the third year of the program, California school districts that chose to participate received just over \$800 for each K-3 student enrolled in a class of 20 or fewer students.

¹ Sustained individual work means five or more consecutive minutes of assistance.

The high expectations educators and policymakers hold for the program are based in large part on the results of a class size reduction experiment conducted in Tennessee from 1985 to 1990. Known as the Tennessee STAR (Student/Teacher Achievement Ratio) project, this educational improvement effort produced relatively large achievement gains for all students, as measured by their scores on the Stanford Achievement Test (SAT-9). Moreover, the gains for low-income and minority students were almost twice as large as those for other students.

However, there are substantial differences between Tennessee's and California's situations, and one cannot assume that the CSR program will automatically produce the same or better results for California's students. The Tennessee program was a carefully controlled experiment involving about 10,000 students, whereas the California program is implemented statewide and serves 1.8 million students. Another difference is that California's program reduces its maximum class size of 33 students down to 20, whereas Tennessee took its class size of 22–26 students down to 13–17. California also serves a student population that is decidedly more ethnically and linguistically diverse. Finally, California schools lack two important ingredients that Tennessee schools did not—adequate space and enough qualified teachers for program implementation. These differences between the two programs are large. When considered together, they clearly indicate that California's CSR program must be judged on its own terms rather than as a replication of the Tennessee experiment.

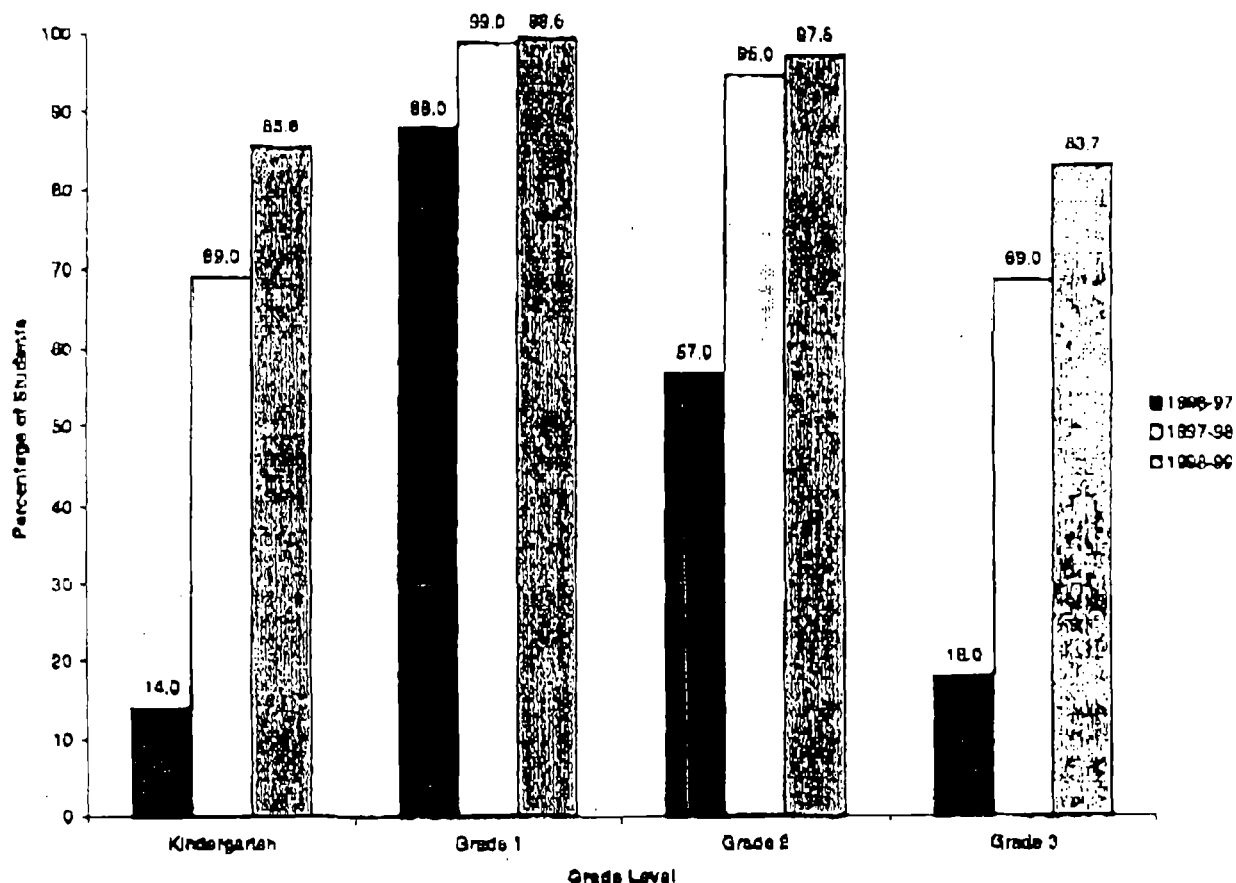
It is also important to understand that the CSR program is not being implemented within a static system. California's schools are undergoing numerous other major educational reforms that involve changes in curriculum standards, state assessments, bilingual education guidelines, teacher certification procedures, and student promotion policies. These interventions and others interact in intricate and complex ways, making it difficult to attribute changes to any single effort, including the CSR program.

RESULTS

CSR is Nearing Full Implementation

By the end of the third year of CSR (the 1998–99 school year), 98.5 percent of all eligible districts were participating in the program, and 92 percent of California's K–3 students were in reduced size classes (see Figure 1). In other words, CSR had been implemented in about 94,000 classes serving nearly 1.8 million students. This represents an increase over the second year of implementation, when 84 percent of California's K–3 students received instruction in reduced classes. And because the law required that districts first reduce class size in grades 1 and 2, the growth in 1998–99, as might be expected, occurred primarily in kindergarten and grade 3.

**Figure 1—
CSR Implementation Over First Three Years of Program**



Source: California Department of Education. Retrieved February 24, 1999, from the World Wide Web: <http://www.cde.ca.gov/ftpbranch/cfpdiv/classize/facts.htm>.

Moreover, 1998-99 saw the elimination of the gap in the extent to which CSR had been implemented in schools serving high versus low percentages of low-income students. And there was a considerable narrowing of the gap between schools serving high and low percentages of minority or EL students.

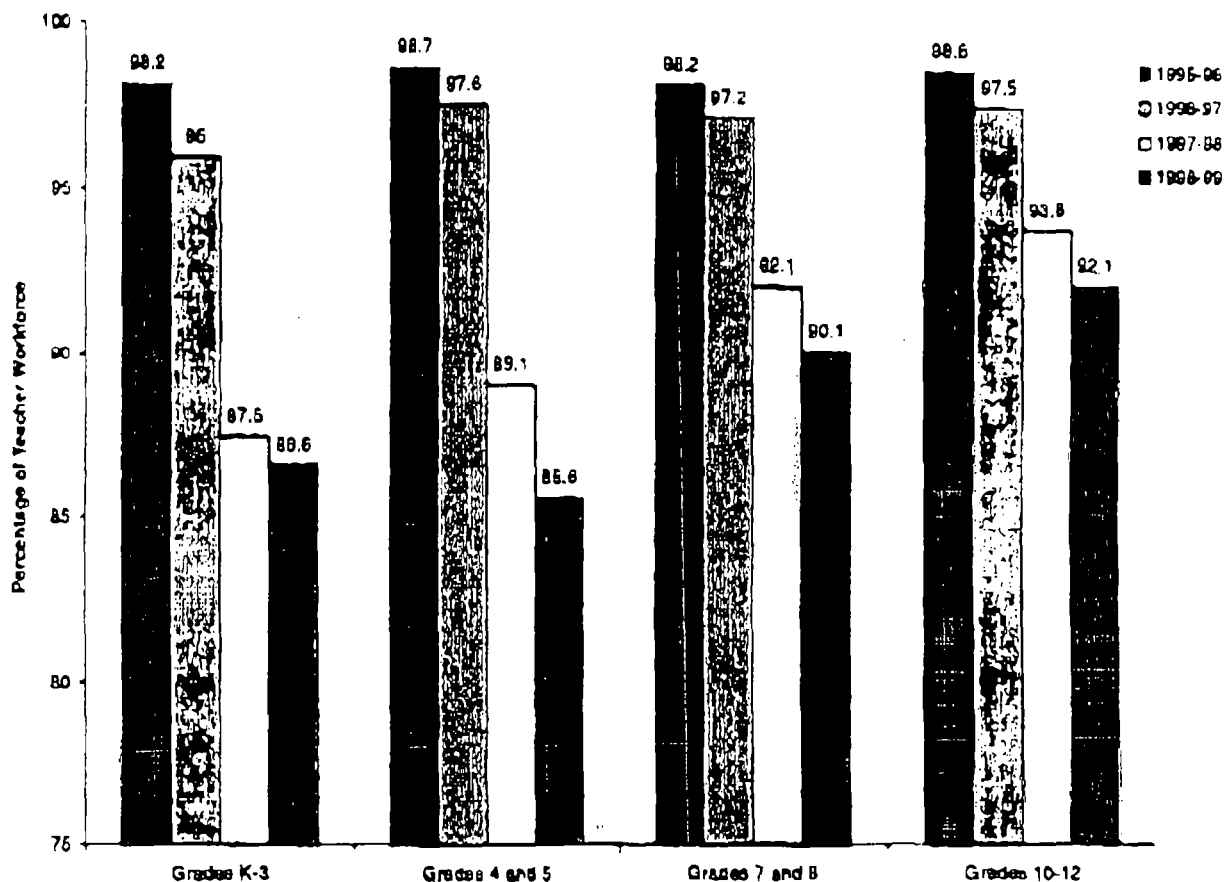
Even so, there were still some non-reduced classes (primarily in kindergarten and grade 3), and they were concentrated in schools serving high percentages of Hispanic students. For example, schools whose student body was less than 15 percent Hispanic had 95 percent of their third graders in reduced classes, whereas schools with 45 percent or more Hispanic students had 80 percent of their third graders in the smaller classes. That's a difference of 15 percentage points. The comparable gap at the kindergarten level was 11 percentage points.

Teacher Qualification Levels Declined in Grades K-12, But the Decline Was Greatest in the Elementary Grades

While CSR was being implemented, the qualifications of California's teacher workforce declined. The proportion of teachers with full credentials decreased in all grades (see Figure 2), as did the proportion of teachers with the minimum level of college education (only a bachelor's degree) and the proportion of experienced teachers (those with more than three years of experience). A number of factors, including the booming state economy and increasing enrollments may have been responsible for this decline.

But the problem of underqualified teachers was greatest in elementary schools, where CSR created the greatest increase in demand. The decline in qualification levels of the K-3 teacher workforce that we described in last year's report continued in 1998-99, although at a much slower pace. And the changes in the teacher workforce that we saw for K-3 were mirrored in grades 4 and 5. That is, the proportions of teachers who were fully credentialed, had college training beyond a bachelor's degree, or had more than three years of experience decreased for grades 4 and 5 at the same rate they decreased for K-3.

**Figure 2—
Percentage of Fully Credentialed Teachers, 1995 to 1999**

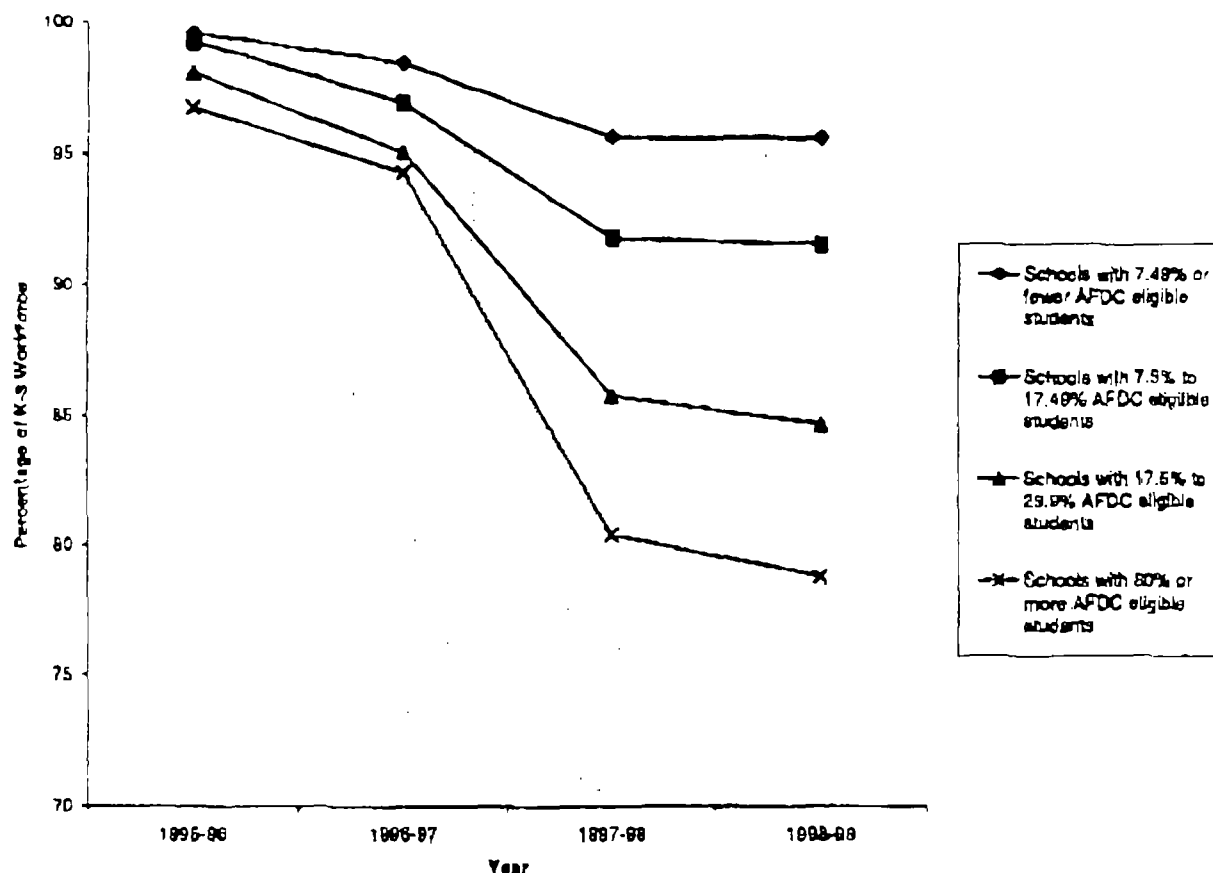


Source: CSR Consortium analysis of California Department of Education, California Basic Education Data System—Professional Assignment Information Form (CBEDS-PAIF) data.

Decline in Teacher Qualifications Was Greatest in Schools Serving Students Most in Need

The decline in teacher qualifications was greater in elementary schools serving low-income, EL, or minority students than in other schools (see Figure 3). Elementary schools serving the fewest low-income students saw the proportion of fully credentialed K-3 teachers decrease from 98 to 96 percent from 1995-96 to 1998-99, while schools serving the most low-income students saw the proportion of underqualified K-3 teachers decrease from 96 to 80 percent. In 1998-99, the rapid decrease in qualified teachers that happened in the first three years was halted for schools with fewer low-income students, but it continued, though more slowly, for schools with more low-income students.

**Figure 3—
Percentage of K-3 Teachers Fully Credentialed in Schools with Different
Proportions of Low-Income Students**

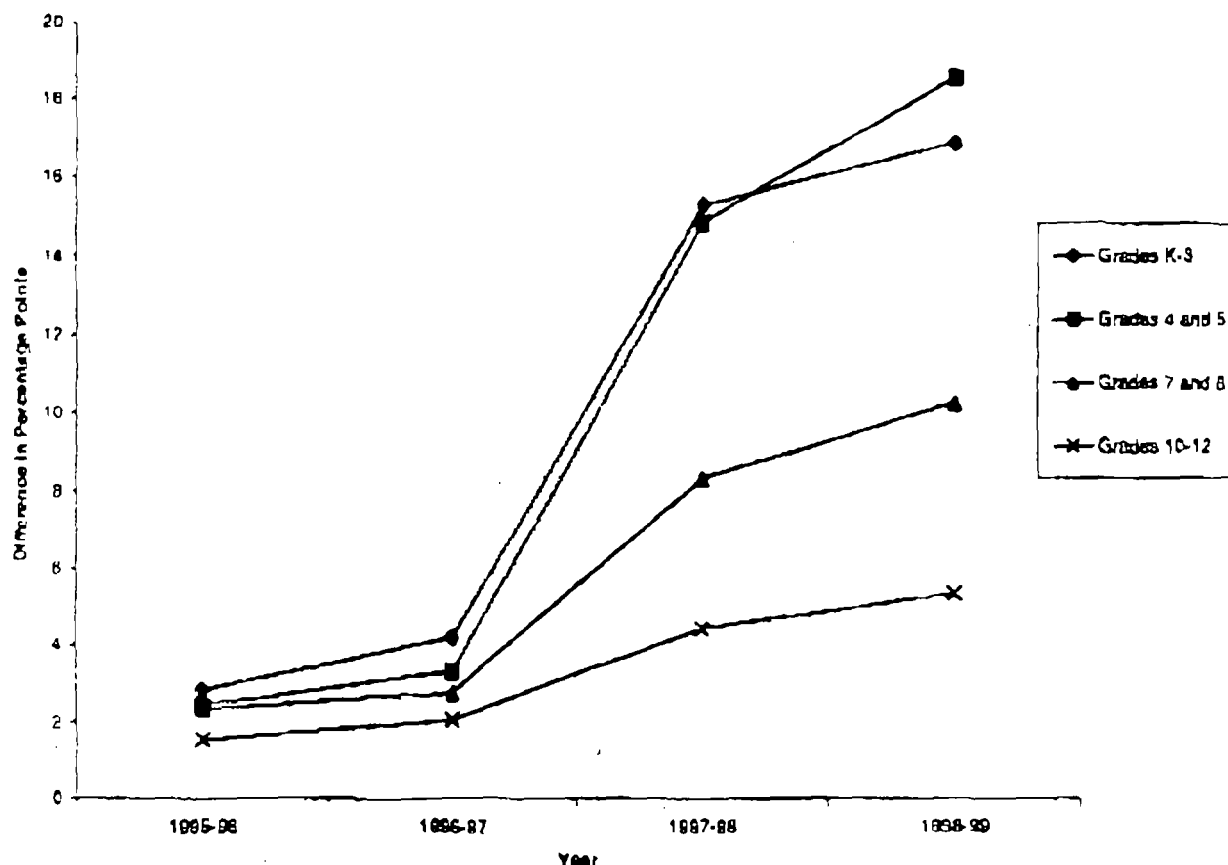


Note: Differences between the top and bottom quartiles in the same years are statistically significant at the 0.01 level.
Source: CSR Consortium analysis of California Department of Education, CBEDS-PAIF data.

The uneven decline in teacher qualifications seen in grades K-3 occurred to a lesser extent in all grade levels, K-12. This is illustrated by dividing all schools into four groups based on the percentage of low-income students, and looking at the gap in teacher qualifications between the top and bottom groups (see Figure 4). At every grade level, there was a difference in teacher qualifications between schools with high percentages of low-income students and schools with low percentages of low-income students, and these differences increased from 1995-96 to 1998-99. These gaps were greatest in the elementary grades.

Figure 4—

Difference in Percentages of Fully Credentialed Teachers Between Schools with Less Than 7.5% Low-Income Students and Schools with More Than 30% Low-Income Students



Source: CSR Consortium analysis of California Department of Education, CBEDS-PAIF data

Reduced Size Classes Provided More Individual Instruction But Not Different Curriculum

The survey responses we received from third-grade teachers for 1998-99 were similar to those we had received for the previous school year. They indicate that teachers in reduced size classes, once again, devoted more instructional time to small groups and to working with individual students on mathematics and language arts lessons than did teachers in non-reduced size classes (see Table 1). Moreover, teachers in the smaller classes also continued to provide comparatively more extended attention to poor readers, and were more positive about their ability to assess and meet student needs and to provide students with quick feedback and individual attention. Reduced class size was related to better student discipline in both years as well. In 1997-98, teachers in the smaller classes spent

proportionately less time disciplining students than their counterparts in the larger classes did; in 1998–99, the proportion of students who were disruptive during lessons was smaller in the reduced classes.

**Table 1—
Grouping Practices Used by Teachers in Language Arts**

Practice	Average Minutes per Day			
	1997–98		1998–99	
	Reduced	Non-reduced	Reduced	Non-reduced
Time with whole class	38.2	43.0	51.1	50.4
Time with large group (5 or more students)	26.5	32.2	28.7	34.9
Time with small group (2–4 students)	20.6	15.7	23.4	14.6
Time with individuals	16.0	14.0	18.1	11.4

Note: Differences shown in bold italics are statistically significant.

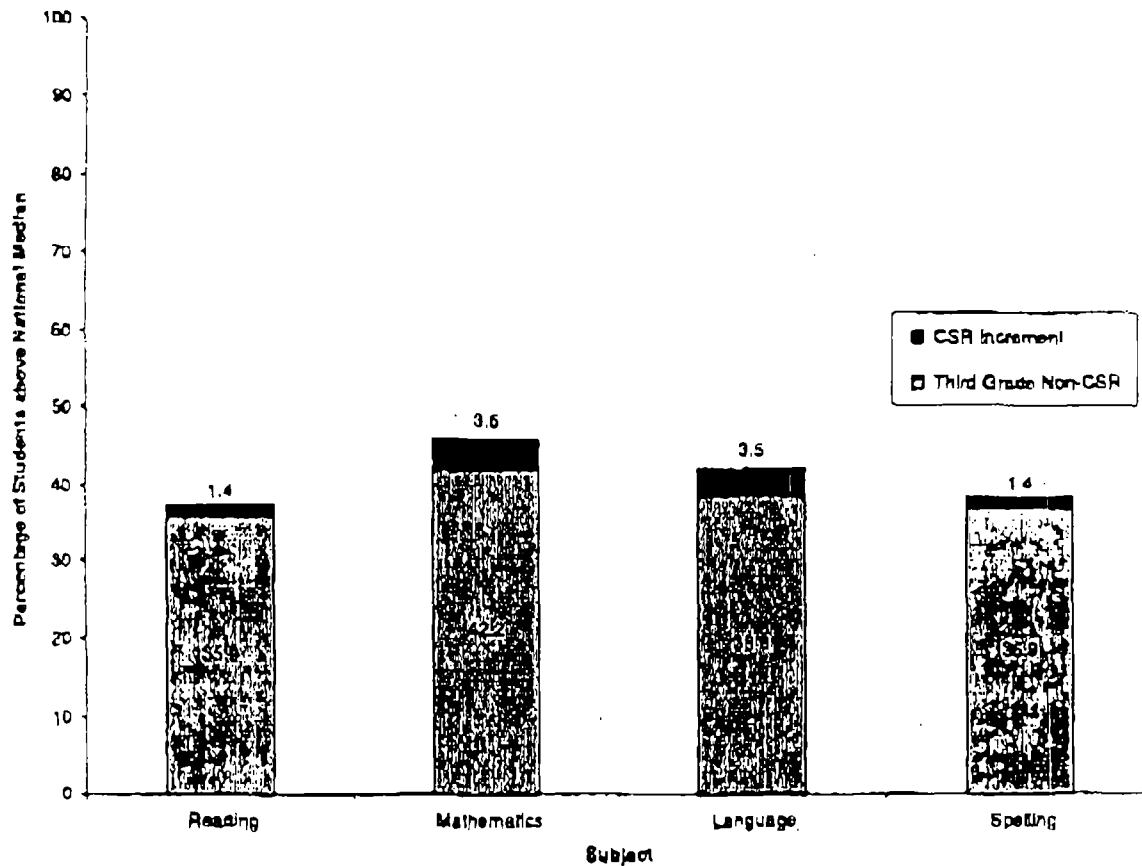
Source: 1998 and 1999 CSR teacher surveys.

However, teachers reported few differences in curriculum, regardless of class size. Teachers in reduced and non-reduced size classes alike covered about the same number of mathematics and language arts topics and devoted about the same amount of time to each major curriculum element. There were no differences between reduced and non-reduced classes in terms of language arts learning activities, and there was only one difference in terms of mathematics: Students in reduced classes worked with measuring instruments in mathematics (e.g., rulers, compasses) more frequently than their counterparts in non-reduced classes did.

Small Improvement In Third-Grade Student Achievement Persisted Into Fourth Grade

This year's evaluation and last year's found that third-grade students who were enrolled in reduced size classes performed better than those who were not. This was true in 1997–98, when both of these groups had little or no prior exposure to reduced size classes, and it was true again in 1998–99, when both groups had one to two years of prior exposure to such classes. For 1998–99, we also found that between 1 and 4 percent more third-grade students scored above the national median in schools that had implemented CSR than in schools that had not (see Figure 5).

**Figure 5—
Percentage of Third-Grade Students Above 50th National Percentile Rank
(Median) With and Without CSR**



Moreover, we found that the gains in achievement were similar regardless of a school's student characteristics—that is, regardless of the percentage of minority, low-income, or EL students in the school. This was true in 1997–98 and again in 1998–99.

In addition, there was evidence that the benefits of being in a reduced size class persisted after students returned to a large class for one year. In 1997–98, third-grade students who were in smaller classes had higher scores at the end of the year than did third-grade students who were in larger classes. In 1998–99, both of these groups were in fourth grade and thus in non-reduced size classes. At the end of fourth grade, students who had been in the smaller third-grade classes once again had higher scores than did students who had been in the larger third-grade classes. The difference in achievement at the end of fourth grade was smaller than the difference after third grade, but it was still statistically significant.⁴ And the difference was observed whether students in the smaller classes had been in them for third grade alone or for both second and third grade. There

⁴ This analysis was based on students who were enrolled at the same school for at least three years.

were no lasting effects in fourth grade, however, for students who had participated in reduced size classes only in second grade.

When we looked at the state-level results, comparing the whole 1997-98 fourth-grade class that had little or no exposure to reduced size classes with the whole 1998-99 fourth-grade class that had over a year of exposure to CSR on average, we found no differences. We are more likely to see statewide effects from the CSR program in fourth grade in the future, when the total years of exposure will be greater.

Special Populations Fared Somewhat Worse Under CSR

The percentage of students identified as needing special education services was unaffected by CSR, although interviews in six large districts suggested that the number of students referred for special education assessment did increase with the implementation of CSR. However, the CSR program placed additional pressures on services for EL and special education students. As the program grew, many teachers switched from teaching these two groups of students to teaching in regular K-3 classes (see Table 2). Based on reports from superintendents, we estimate that in 1998-99 alone, about 1,000 teachers moved out of these programs and into K-3 classes.

**Table 2—
EL and Special Education Teachers Becoming Regular K-3 Teachers from
1995-96 to 1997-98**

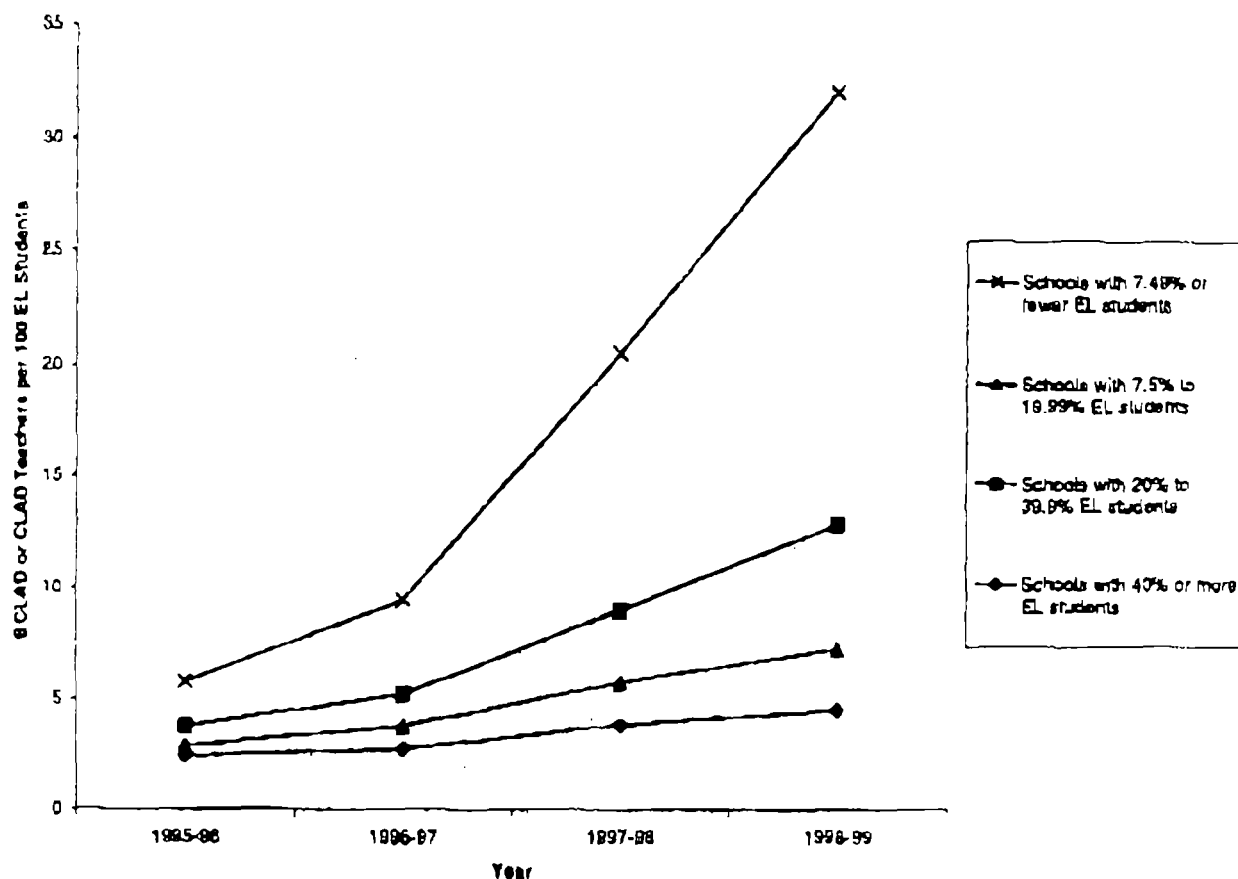
Transfer Type	1995-96	1996-97	1997-98
EL to regular K-3	65	420	509
Special education to regular K-3	165	357	495

Note: Statewide estimates are based on responses to district surveys.

At the same time, more teachers were obtaining extra training to qualify for special certificates to work with minority and bilingual students.⁷ Although the proportion of teachers with extra certification increased dramatically during this period, schools serving more EL students received proportionately fewer of these teachers (see Figure 6).

⁷ The additional certificates are called Cross Cultural Language and Academic Development (CLAD) and Bilingual Cross Cultural Language and Academic Development (BCLAD) certificates.

**Figure 6—
K-3 Teachers with CLAD or BCLAD Credentials in Schools with Different
Proportions of EL Students**



Source: CBEDS and R-30 Language Census Forms.

IMPORTANT CAVEATS

Some people will see the small positive effect on student achievement associated with the CSR program as good news, particularly given the still early stage of the program's implementation and the difficulties some schools have encountered with implementation. Other people may be disappointed that California's large investment of funds has produced such relatively small effects and that, thus far, the program has not reduced the gap in achievement between low-income, minority, or EL students and other students. We suggest caution in making too strong a judgment about the CSR program's effects on achievement at this early point in time. No one has ever implemented a class size reduction reform on this scale before, and it is difficult to establish criteria for success at this juncture. Additional time and experience are needed if we are to measure the cumulative effects of reduced size classes and to clarify what would be a reasonable standard for success. Students in the Tennessee STAR study had four years of class size

Executive Summary

reduction beginning in kindergarten, and no student in California has yet received this much instruction in reduced size classes.

IMPLICATIONS

One of the primary purposes of the CSR evaluation was to let policymakers know whether changes were needed to increase the benefits of the CSR program. Based on our research to date, we can make the following recommendations:

- Stay the course. Policymakers should continue the CSR program in grades K-3 in its basic form to allow the time necessary to realistically assess its impact.
- Address funding and facilities challenges to ensure they do not undermine the effectiveness of the CSR program. Policymakers should
 - periodically review the cost of CSR implementation at the district level and adjust the funding formula to ensure that the support provided for CSR covers the full cost.
 - analyze the funding allocation system for CSR to ensure that it is not leading to educationally unsound teacher or student assignment practices. The funding mechanism must support rational implementation of CSR if the program is going to have the greatest positive effect on student achievement.
 - provide annual cost of living adjustments for the CSR program.
 - take actions to remove the barriers that exist for the 15 percent of California's schools that have not reduced class size in kindergarten or third grade.
 - support state bond measures and other initiatives that help school districts expand, modernize, and maintain their facilities.
- Make sure that all state policies focused on improving California's teacher workforce address the full range of problems, including those exacerbated by the CSR program. Policymakers should
 - ensure that teacher qualifications in grades 4 and 5 are strengthened so that they do not undermine student gains made in K-3.
 - track the early career patterns of novice teachers in reduced K-3 classes to determine the relationship between CSR and early career retention.

Executive Summary

- **Make CSR in K-3 more effective for the schools and students most in need. Policymakers should**
 - target funding designated to improve the qualifications of California's teacher workforce in schools serving low-income, minority, and EL students.
 - establish experimental pilot projects to investigate the benefits of further reductions in class size for low-income, minority, and EL students in the most essential subject areas.
 - continue to monitor the program's implementation to ensure that CSR does not threaten the availability of resources and teachers essential to meeting the needs of special education students.
- **Encourage the strategic use of California's federal funds for class size reduction as a way to address the problems identified in this evaluation. Policymakers should**
 - explore the use of federal class size reduction funds to complete the implementation of CSR, especially in schools with high percentages of Hispanic students.
 - ensure that any new state or federal CSR initiatives do not exacerbate the existing shortage of qualified teachers.
- **Move quickly and boldly to mandate improvements in the state's education data system so that the effects of current reforms can be carefully investigated and future reform efforts can be meaningfully evaluated. Policymakers should**
 - require that student identifiers be included on the SAT-9 files retained by the state so that student achievement can be linked across years.
 - develop secure data systems that allow information about teacher qualifications to be linked to student test scores. Qualified researchers can then use these data to help policymakers evaluate the effectiveness of their programs without revealing the identity of teachers and students
 - ensure that the mandated data system benefits both districts and the state by helping districts meet their needs for data and easy local record transfers on students, and by helping the state evaluate and report the success of its programs.
 - provide incentives for schools and districts to cooperate with state efforts to collect additional data. Some states make participation in state-sponsored programs or funding contingent on a school's cooperation with state data collection efforts.

Executive Summary

- Evaluate future school reform efforts thoroughly to ensure that California gets the most value for its investments. Policymakers should
 - continue to fund careful evaluations of existing school improvement programs to assess the interactions between school reform variables, the status and effectiveness of implementation of various reforms, and the cost/benefit analysis related to improved student achievement.
 - conduct pilot projects or preliminary impact analyses before implementing costly school reforms in order to determine program effectiveness, costs and benefits, and possible unintended consequences.