

PART B GRANTS TO STATES SUMMARY

Fiscal Year	School Year	Applicable APPE (\$)	Year of Applicable APPE	Percent Increase in APPE	Applicable Child Count ('000)	Year of Applicable Child Count	% Growth in Child Count	Appropriation (\$000)	Percent Increase in Appropriation	Share Per Child (\$)	% APPE	% Excess Cost	% Total Cost	Excess Cost (APPE * 1.17)	Total Cost (\$) (APPE * 2.17)	State and Local Funding Excess Cost (\$000)	State and Local Funding Total Cost (\$000)
1977	77-78	\$1,430	75-76		3,485	76-77		\$251,770		\$72.24	5.1%	4.3%	2.3%	\$1,873	\$3,103	\$5,571,884	\$10,562,534
1978	78-79	1,560	76-77	9.1%	3,561	77-78	2.2%	598,030	124.8%	158.95	10.2%	8.7%	4.7%	1,825	3,385	5,931,507	11,488,687
1979	79-80	1,736	77-78	11.3%	3,700	78-79	3.9%	804,000	42.0%	217.30	12.5%	10.7%	5.8%	2,031	3,787	6,711,144	13,134,344
1980	80-81	1,919	78-79	10.5%	3,803	79-80	2.8%	874,500	8.8%	225.96	12.0%	10.2%	5.5%	2,245	4,164	7,664,110	14,962,087
1981	81-82	2,168	79-80	13.0%	3,941	80-81	3.6%	874,500	0.0%	221.90	10.2%	8.7%	4.7%	2,537	4,705	9,122,083	17,688,171
1982	82-83	2,354	80-81	8.6%	3,990	81-82	1.2%	931,008	6.5%	233.34	9.9%	8.4%	4.6%	2,754	5,108	10,058,170	19,450,630
1983	83-84	2,640	81-82	12.1%	4,053	82-83	1.8%	1,017,600	9.3%	251.15	9.5%	8.1%	4.4%	3,049	6,729	11,601,008	22,200,828
1984	84-85	2,861	82-83	8.4%	4,086	83-84	1.1%	1,063,875	5.0%	260.95	9.1%	7.8%	4.2%	3,347	6,208	12,841,953	24,360,809
1985	85-86	3,088	83-84	7.9%	4,124	84-85	0.7%	1,135,145	6.2%	275.25	8.9%	7.6%	4.1%	3,611	6,987	13,753,052	26,481,718
1986	86-87	3,356	84-85	8.7%	4,121	85-86	-0.1%	1,183,282	2.5%	282.28	8.4%	7.2%	3.9%	3,927	7,283	15,017,907	28,847,863
1987	87-88	3,510	85-86	4.6%	4,167	86-87	1.1%	1,308,000	15.0%	321.09	9.1%	7.8%	4.2%	4,167	7,817	15,771,819	30,400,789
1988	88-89	3,871	86-87	10.3%	4,238	87-88	1.7%	1,431,737	7.6%	337.99	8.7%	7.4%	4.0%	4,529	8,400	17,753,404	34,150,980
1989	89-90	4,130	87-88	6.7%	4,347	88-89	2.6%	1,475,449	3.1%	338.42	8.2%	7.0%	3.8%	4,832	8,962	18,528,880	37,482,800
1990	90-91	4,403	88-89	6.8%	4,419	89-90	1.7%	1,542,610	4.8%	349.08	7.9%	6.8%	3.7%	5,152	9,555	21,221,913	40,678,770
1991	91-92	4,704	89-90	8.8%	4,567	90-91	3.3%	1,854,186	20.2%	406.00	8.6%	7.4%	4.0%	5,504	10,208	23,281,121	44,784,289
1992	92-93	4,968	90-91	5.6%	4,727	91-92	3.5%	1,978,085	6.6%	418.04	8.4%	7.2%	3.8%	5,813	10,781	25,499,876	48,883,612
1993	93-94	5,106	91-92	2.8%	4,806	92-93	3.6%	2,052,728	3.6%	419.27	8.2%	7.0%	3.8%	5,978	11,084	27,207,631	52,210,299
1994	94-95	5,280	92-93	3.0%	5,101	93-94	4.2%	2,149,688	4.7%	421.42	8.0%	6.8%	3.7%	6,154	11,414	29,242,868	58,074,148
1995	95-96	5,429	93-94	3.2%	5,467	94-95	7.2%	2,322,915	8.1%	424.90	7.8%	6.7%	3.6%	6,352	11,781	32,408,088	62,083,429
1996	96-97	5,640	94-95	3.9%	5,629	95-96	3.0%	2,323,837	0.0%	412.83	7.3%	6.3%	3.4%	6,599	12,239	34,828,808	68,568,368
1997	97-98	5,786	95-96	2.6%	5,808	96-97	3.1%	3,107,522	33.7%	635.23	9.2%	7.9%	4.3%	6,781	12,577	36,264,822	69,816,388
1998	98-99	5,913	96-97	2.0%	5,978	97-98	3.0%	3,801,000	22.3%	635.83	10.6%	9.2%	5.0%	6,918	12,831	37,558,069	72,903,873
1999	99-00	6,001	97-98	1.5%	6,125	98-99	2.5%	4,301,000	13	702.20	11.7%	10.0%	5.4%	7,021	13,022	38,703,686	75,459,791
2000	00-01	6,140	98-99	2.3%	6,248	99-00	2.0%	4,301,000	14	688.38	11.2%	9.6%	5.2%	7,184	13,324	40,583,382	78,946,192

1 Estimate

2 4,226,271 Initial Part B Allocation +8,311 for BIA and 3,357 for Outlying Areas from 11th Annual Report

3 4,337,376 Initial Part B Allocation +8,311 for BIA based on 11th Annual Report (No data provided for BIA in 12th Annual Report) +3,470 for Outlying Areas per 12th Annual Report

4 4,409,172 Initial Part B Allocation +8,587 for BIA and 3,204 for Outlying Areas from 13th Annual Report

5 4,558,860 Initial Part B Allocation +8,997 for BIA and 3,518 for Outlying Areas from 14th Annual Report

6 4,716,905 Initial Part B Allocation +6,365 for BIA and 3,412 for Outlying Areas from 15th Annual Report

7 4,885,438 Initial Part B Allocation +6,578 for BIA and 3,560 for Outlying Areas from 16th Annual Report

8 5,091,004 Initial Part B Allocation +10,138 for BIA and Outlying Areas from 16th Annual Report

9 5,455,819 Initial Part B Allocation +10,898 for BIA and Outlying Areas from 16th Annual Report

10 5,617,564 Initial Part B Allocation +7,876 for BIA and +4,148 for Outlying Areas from 18th Annual Report

11 5,798,349 Initial Part B Allocation including 4,182 indicated for Outlying Areas + 7,676 for BIA from 18th Annual Report

12 5,978,010 Initial Part B Allocation including 4,975 for Outlying Areas (Inc. Palau) and 8,824 for BIA

13 Excludes \$9,700,000 for studies and evaluations.

14 Excludes \$13,000,000 for studies and evaluations.

Special Education Funding History										
	Budget					Enacted				
	BA (in millions)	Increase from Previous Enacted	%	Incr. Since FY94	%	BA (in millions)	Increase from Previous Enacted	%	Incr. Since FY94	%
FY 1994						3,109				
FY 1995	3,295	186	6%	186	6%	3,253	144	5%	144	5%
FY 1996	3,342	89	3%	233	7%	3,245	(8)	-0%	136	4%
FY 1997	3,553	308	9%	444	14%	4,035	790	24%	926	30%
FY 1998	4,210	175	4%	1,101	35%	4,811	776	19%	1,702	55%
FY 1999	4,846	35	1%	1,737	56%	5,334	523	11%	2,225	72%
FY 2000	5,450	116	2%	2,341	75%					

↑
 budget
 increases

↑
 enacted
 increases

Total Special Ed
 Account (i.e., more than
 Part B).

David Rowe

03/05/99 01:48:56 PM

Record Type: Record

To: Barbara Chow/OMB/EOP@EOP

cc: Barry White/OMB/EOP@EOP, Sandra Yamin/OMB/EOP@EOP, Wayne Upshaw/OMB/EOP@EOP, Leslie S. Mustain/OMB/EOP@EOP

Subject: FYI: Summary of Wednesday's Supreme Court Ruling

Per your request, below is a summary of Wednesday's Supreme Court ruling and the reaction to it.

- On Wednesday, the Supreme Court ruled 7-2 that the Cedar Rapids School District was required to provide, and pay for, an in-school nurse for Garret Frey, a paralyzed student who needed continuous one-on-one nursing care in order to be educated in a regular classroom.
- Judy Heumann is supportive of the decision. In a statement ED released yesterday, she said that "we believe students like Garrett should receive the services necessary to ensure access to an appropriate education. That's what the law guarantees, and now the Court has made that clear." Judy's entire statement is at the bottom of this email.
- More importantly, Judy also stated that **"We also believe that the Individuals with Disabilities Education Act provides the mechanisms to assist school districts to tap other available financial resources when necessary. The Department of Education offers a great deal of technical assistance to states and school districts to understand these options."** Note she did not specifically mention Medicaid in this statement. As you know, under pressure from the Hill, HCFA has embarked on an education campaign for the states and schools indicating areas where it is acceptable to bill Medicaid and areas it is not. The main purpose of today's 3:30 meeting is to make sure HCFA's education campaign and ED's technical assistance do not contradict each other.
- According to the National School Boards Association (NSBA), the precedent set by this ruling would require schools to provide nursing care to approximately 17,000 "medically fragile" (the NSBA's term) children, which would cost about \$500 million a year. We don't know how the NSBA derived either the 17,000 or \$500 million estimates, or whether this \$500 million cost is the total cost of providing in-school nursing care to these students (i.e., including the cost of the intensive nursing care school districts already provide), or the additional cost. If it's the former, it averages to about \$29,000 a student.
- In one article on this decision, Sandra Feldman of the American Federation of Teachers noted how special education services are already "grossly underfunded" by the federal government, and that this ruling will require districts to reduce their regular education spending to provide medical services to disabled students. Other statements (e.g., the NSBA, school superintendents) dealt with the same cost concerns, but did not mention federal funding.

Details on the Ruling

- The IDEA authorizes federal grants to States that agree to provide "special education and related services" to students with disabilities. The question in this case was whether the IDEA's definition of

"related services" required a school district to provide nursing care to a ventilator-dependant student during school hours.

- The IDEA defines "related services" as those services required to assist a child with a disability from benefiting from special education, and includes such services as transportation, speech-language pathology services, psychological services, and physical therapy. The IDEA's "related services" definition also includes medical services, but notes that medical services are limited to those services that are for diagnostic and evaluation purposes only. The statute does not specify any services that should not be considered medical services.
- The question, then, is whether continuous in-school nursing care could be considered "medical services." The Department of Education had previously determined that the term "medical services" referred only to those services that must be provided by a physician, and not to school health services. The Supreme Court upheld ED's definition of "medical services" in a 1984 court case (Irving Independent School Dist. v. Tatro).
- The Cedar Rapids School District did not argue that any of the services Garret Frey needed, considered individually, could be deemed a "medical service" that did not have to be provided by the school district. Rather, the district argued that the combined and continuous character of the student's required care made his care equivalent to medical care. The school district also raised concerns about financial burden it would have to bear to provide Garret the services he would need to stay in school.
- In its decision, the Supreme Court concluded that the school district's determination that Garret's care was the equivalent of medical care was not "supported by any recognized source of legal authority." Though continuous services to a single student may be costly and require the school to hire additional personnel, these factors themselves do not make a set of services more "medical." The court's majority opinion stated that "whatever its imperfections, a rule that limits the medical services exemption to physician services is unquestionably a reasonable and generally workable interpretation of the statute."
- In the dissenting opinion, Justices Thomas and Kennedy argued that when Congress passed the IDEA, it did not intend to "impose upon the States a burden of unspecified proportions and weight." They interpret the IDEA's "related services" provision as only requiring school districts to provide disabled students with health-related services that school nurses can perform as part of their normal duties (i.e., not all-day care for one student).

Judy Heumann's Statement on the Supreme Court Decision

STATEMENT OF JUDITH E. HEUMANN ASSISTANT SECRETARY FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

On the Cedar Rapids Community School District v. Garrett F. Supreme Court Ruling

This is a very important decision for Garrett, and all of America's disabled children. Obviously, we are pleased with the Supreme Court's interpretation of the Individuals with Disabilities Education Act (IDEA). As we argued before the court, we believe students like Garrett should receive the services necessary to ensure access to an appropriate education. That's what the law guarantees, and now the Court has made that clear. We also believe that the Individuals with Disabilities Education Act provides the mechanisms to assist school districts to tap other available financial resources when necessary. The Department of Education offers a great deal of technical assistance to states and school districts to understand these options. I'm proud to be part of an administration that stood up for Garrett's rights and that offers real assistance to schools that are responsible for implementing the



Barbara Chow
03/11/99 09:38:18 AM

Record Type: Record

To: Elena Kagan/OPD/EOP@EOP, Jonathan H. Schnur/OPD/EOP@EOP
cc: David Rowe/OMB/EOP@EOP, Sandra Yamin/OMB/EOP@EOP
Subject: "Cost" of the IDEA/Supreme Court ruling

I asked my staff to double check the potential costs of the IDEA Supreme Court ruling and confirm our earlier understanding that this will not result in significant (or possibly any) additional expenses—withstanding the National School Board Association estimates that this could cost up to \$500 million/year. The bottom line is that we have no good cost estimates (and are unlikely to develop any given the paucity of the data) but ED still does not believe this is a cost issue.

----- Forwarded by Barbara Chow/OMB/EOP on 03/11/99 09:33 AM -----

David Rowe

03/10/99 06:40:36 PM

Record Type: Record

To: Barbara Chow/OMB/EOP@EOP
cc: Barry White/OMB/EOP@EOP, Wayne Upshaw/OMB/EOP@EOP, Sandra Yamin/OMB/EOP@EOP
Subject: "Cost" of the IDEA/Supreme Court ruling

Today I had a few informal discussions with people at ED regarding the "cost" of the Supreme Court ruling. The consensus at ED is that the decision should not have much of a cost at all because the decision just affirmed ED's position on what school districts should have been providing students with disabilities in the first place, and that it is difficult if not impossible to derive a good estimate of what costs this ruling might impose on school districts. **ED, in other words, doesn't have a cost estimate for us.**

The "cost" of this ruling would be relatively small for a couple reasons. First, there aren't too many disabled students who are comparable to the child in the Supreme Court case. ED estimates that there are between 680 and 2,000 "ventilator dependent" children in the U.S. (this estimate was actually derived by the former Office of Technology Assessment); **ED does not know, however, how many of these students attend school and thus receive services under IDEA.** Some of these children may be receiving care in hospitals, others may be infants.

Second, the additional cost of the ruling would be relatively small because **many, if not most, school districts already provide nursing services to disabled students who need them.** ED has already talked to reps from MA and CA, who said this ruling wouldn't affect them because they already serve these students. Someone from ED also told me that the Cedar Rapids school district (i.e., the district being sued in the Supreme Court case) provided nursing services to a Medicaid-eligible student similar to the one in the case. In the Supreme Court case, the district was just trying to keep from paying for

nursing services for a family who was not Medicaid-eligible.

To derive a cost estimate, you would have to estimate how many severely disabled students were not receiving nursing students prior to the ruling, and estimate the additional cost of providing nursing services to these students. **ED does not have an estimate of how many students are currently not receiving nursing services.**

Please also note that school districts can be reimbursed for providing nursing or other medical services through either Medicaid (for which half of disabled students are eligible) or parents' private insurance if the parents consent. Schools, in other words, don't have to pick up the tab in most cases.

The other factor affecting the ruling's "costs" is whether schools may react to this case by overcompensating. In other words, schools may react to this ruling by providing more expensive medical services to students not as severely disabled as the one in the case, out of fear of being sued. **ED doesn't have an estimate of these costs, and I doubt they could come up with a good estimate here.**

The people I talked to at ED also brought up a couple other interesting points:

- In today's special education hearing before the House Labor-H appropriations subcommittee, Porter told Judy Heumann that groups have been telling him that the cost of this ruling will be about \$500 million/year. In response to Porter's question, Judy told him that the ruling should not have a significant impact of special ed costs because most schools already provide these nursing services to students.

Porter's \$500 million number is the National School Boards Association's number, and the folks at ED told me that it was not a good estimate, primarily because most of the students counted in the NSBA's estimate already receive nursing and other medical services. NSBA's estimate also assumes there are 17,000 "medically fragile" children in the U.S. who would be affected by the Supreme Court's decision; I don't know how many of these children are comparable to the one in the Supreme Court case.

- One significant factor driving the cost of medical services similar to those required by the student in the Supreme Court case (e.g., urinary catheterizations, tracheotomy cleanings) is the State-requirements on who has to provide these services. Some States, such as Iowa, require nurses to provide these services. Other States only require the person providing these services to be supervised by a nurse (i.e., the person providing these services would likely be less expensive than a nurse).

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Tuesday, April 6, 1999

Stanford 9 a Test of Nerves as Well as Achievement

■ Education: Schools and students alike are feeling newfound pressures to get scores up on this month's exam.

By *MARTHA GROVES*, Times Education Writer

It's not how most boys would have chosen to spend a Saturday morning, but there was Erich Burciaga Ruiz perched beside his mother at a parents workshop on standardized testing. And he was getting worked up at the mere thought of tackling the Stanford 9 on April 17.

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"It makes me very anxious," said the fifth-grader from Brentwood Science Magnet School in Los Angeles. "I'm scared of failing. I'm worried about the future."

If that sounds like awfully cosmic thinking for a 10-year-old, chalk it up to the pressure cooker atmosphere surrounding the Stanford 9 achievement test, which is being given this spring to about 4.1 million students in more than 8,000 California schools.

The stakes are high. Test scores will figure heavily in Gov. Gray Davis' plans to put pressure on schools to improve. Likewise, beginning next year, Los Angeles schools Supt. Ruben Zacarias will scrutinize Stanford 9 results along with grades to determine which students get promoted.

As a prominent if hotly disputed measure of a school's performance, test scores can even determine whether home values in a neighborhood rise or fall.

With all this hanging in the balance, the heat is on educators--and parents--to make students test-savvy without turning them into neurotic messes inclined to choke at the sight of a No. 2 pencil.

As a result, test prep has become the hottest subject around--from the Sierra foothills to the Central Valley to Los Angeles. Some year-round schools finished the test in March, but most students will be on the hook this month and next.

Continued

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Statewide, many schools are giving practice exams to make elementary-age pupils more adept at filling in the bubbles on multiple-choice answer sheets. Others have altered their curricula to adhere more closely to recent state reading and math standards, which will be tested for the first time in this year's Stanford 9. Still others are simply urging parents to make sure that children get lots of sleep the night before the test and a protein-rich breakfast on the morning of the exam.

All are working to reduce the anxiety children have about taking standardized tests while emphasizing how important they are.

Nowhere is the Stanford 9 being ignored.

"There's a saying in our cluster: If your test scores don't go up, nothing good is going to happen to you," said William Elkins, cluster administrator for schools that feed into Jordan and Locke high schools in Los Angeles.

Principals' Jobs Are on the Line

Signaling his own strong belief in testing, Zacarias last year put 30 schools with lagging scores on notice that if their showing does not improve by the end of this school year--the third year of Stanford 9 testing for Los Angeles schools--he will place them under receivership. That would mean reassigning or demoting principals, suspending local decision-making and revoking budget flexibility.

"This [season's test showing] is definitely going to be a crossroads for the district," said Brad Sales, a spokesman for Zacarias.

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That message has blared like a fire drill bell through 118th Street School, which last year scored in the 12th percentile on the Stanford 9--the lowest among the Los Angeles Unified School District's 661 schools. That means the average student at the school scored better than only 12% of a norm group derived from a national sampling.

"We are working hard to teach test-wiseness," said Principal Robert M. Caplan. "We are bombarding our students."

Indeed, a visitor to the 587-pupil South-Central school sees any number of "intervention programs" in action--all aimed at improving academic proficiency, particularly for the majority of students with limited English skills. Only by boosting basic language skills, Caplan figures, does the school stand a chance of bettering its test performance.

Programs include Open Court, a reading program steeped in phonics; a Writing to Read computer lab; a "reading recovery" program, in which teachers work one-on-one for 40 minutes a day with faltering students; and Key Links, materials from the Stanford 9 test publisher that drill students on content areas. And tutoring is available after school and on weekends.

The school's 38 teachers, many of them new, say the state's academic standards, posted in every classroom, have helped them design consistent, focused lessons.

Sandra Sklarsh and 10 other teachers developed a new lesson and homework format that mimics the Stanford 9 in appearance--if not content, which the test publisher, Harcourt Educational Measurement of San Antonio, attempts to keep a closely guarded secret. Every day in Sklarsh's third-grade classroom, pupils practice bubbling in answers and get frequent reminders that the test might ask which answer is wrong, rather than which is correct.

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Still, Melinda Ali, whose 10-year-old daughter, Zuri, is a fifth-grader, sees more fundamental problems keeping 118th Street children from shining. For many of the pupils, she said, the only solid food they get is breakfast and lunch at school. Many live in crowded homes where books and quiet study nooks are nonexistent.

"How," she asked, waving her hand at head level, "can you expect their test scores to be up here?"

At Longfellow Elementary School in Compton, teacher Racquel Welch said her colleagues cover test-taking just as they might cover science or language arts. "We work on test-taking skills and strategies even before content," she said.

The prospect that schools would start "teaching to the test" led to harsh criticism of the Stanford 9 last year when it was introduced statewide. Detractors also complained that the test is administered only in English--hampering districts with large immigrant populations.

All California students in grades 2 through 11 are required to take the Stanford 9 test, regardless of English fluency. The Los Angeles Unified School District also requires first-graders to take it.

Many education professionals say a strategy of teaching to the test is doomed to fail. Plain good teaching, they say, can get lost in the shuffle.

"I've expressed the concern that people will do the things that will show gains quickest because they're easiest," said Eva Baker, co-director of the Center for Research on Evaluation, Standards and Student Testing at UCLA. "When you start trying to directly affect that score, the numbers might go up, but it might not reflect real learning."

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Richard F. Elmore, a Harvard education professor, is more blunt: "Test preparation, except in a very limited way, is a waste of time. It's [used] when the teaching is weak and the kids don't really know the stuff."

Teachers and principals with diverse student populations say the deck is stacked against their pupils because the test is, as one Compton teacher described it diplomatically, "a little more European" than previous California tests.

"When you have [standardized test] questions talking about the family ski trip or about missing the 5 o'clock family dinner, it's not necessarily realistic for our children," said Norris Curl, an eighth-grade teacher of U.S. heritage at Whaley Middle School in Compton.

Despite all the preparation frenzy, one state official fears that scores will continue to disappoint.

"The test is way out in front of what's going on in the classroom," said Gerry Shelton, administrator with the California Department of Education's testing program in Sacramento. "We know in a lot of cases students are not going to perform well."

Many parents say they prefer to let the scores fall where they may. At workshops, they are warned not to force children to cram for the test but rather to create a calm atmosphere to settle any jitters. They are told that the test should be viewed as a snapshot of a child's performance--and as only one of many measures of ability and intelligence that will come along in a student's academic career.

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Tuesday, April 6, 1999

Stanford 9 a Test of Nerves as Well as Achievement (cont'd)

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That suits Michele Cloud. "We don't make any special preparations at all," said Cloud, whose daughter Chelsea, 13, attends Palms Middle School. "With the Stanford 9, I'd rather find out what she can do without any special instruction. If we know where she's falling behind, we can work on those areas."

As a UCLA psychology major who has studied standardized tests, Nicole Ramsay urges her son, Jonathan, to take his time. "He tends to hurry through," she said. Jonathan, a fifth-grader at Canfield Avenue School, acknowledges that he tends to get nervous before the test and "a little bit confused" by the directions.

Test Difficulty Surprises Parents

To give parents an idea what their children face, Melrose Avenue School Principal Regina Goldman presented them with a sample test at a workshop.

"They really were all amazed at the difficulty and wished they had had more time to do it," she said. To keep parents informed, Goldman writes about the Stanford 9 in each month's newsletter. Taking a long view, she also increased the amount of art and music taught in the school--with the aim of improving attendance throughout the year but especially at test time.

Melrose Avenue second-grade teacher Nancy Bisharat credits daily reading and writing with boosting scores. The school's Stanford 9 score soared by 19 percentile points last year, the biggest gain in its cluster. Yet it still reached only the 37th percentile, and Goldman is striving for the 50th.

At John Muir Middle School, math and science teacher Gary Kaloostian in February was named the school's testing coordinator. Because Muir failed to show improvement last year, Kaloostian said, the pressure is intense.

Continued

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AUCTION

Teachers have "spent most of the year aligning the curriculum to the test standards," he said.

To encourage students to show up throughout the test period, Muir assistant principal Karen Cheval plans a rock 'n' roll concert for those with perfect attendance.

The Palos Verdes Peninsula Unified School District doesn't have such worries. Last year, the affluent district topped all others in Los Angeles County on Stanford 9 scores. The test is a topic of conversation but not a source of high anxiety. Individual teachers decide whether to drill students on test-taking skills.

"The [Stanford 9] is a snapshot," said Rosemary Claire, the district's director of curriculum. "It is sustained academic growth that we look for from our students."

Sometimes parents are caught unawares by their children's test anxiety. At the recent parents test preparation workshop on the Westside, Ophelia Ruiz was stunned by her son Erich's comments. "It's not something that will kill you," she said, seeking to put him at ease. "You just need to listen carefully."

* * *

Stanford 9 at a Glance

All California students in grades 2 through 11 are required to take the Stanford 9 test in English, regardless of their level of English fluency. The Los Angeles Unified School District also requires first-graders to take the test.

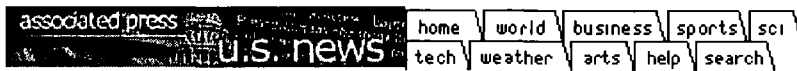
For grades 1 through 10 in Los Angeles schools, this will be the third year of Stanford 9 testing; 11th-graders will be taking it for the second time.

Some students at year-round schools completed this year's test in March. Other students will be taking the test this month or next. Testing is generally done in 2 1/2-hour segments over several mornings.

For the first time this year, the Stanford 9 will include a set of questions designed to test students' mastery of the state's recently set standards for reading and math.

About 11.5 million students in 10 states take the Stanford 9.

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APRIL 30, 03:17 EDT

N.H. Avoids State Income Tax

By HOLLY RAMER
Associated Press Writer

CONCORD, N.H. (AP) — Lawmakers in the Live Free or Die State have come up with a school funding plan that will allow New Hampshire to avoid imposing a dreaded state income tax.

“There are a lot of issues we still need to resolve, but today we're going to celebrate,” Gov. Jeanne Shaheen said Thursday after signing the \$825 million plan.

April 29

The deal ends a long saga that tested the tax-hating reputation of New Hampshire.

Lawmakers were forced to come up with the plan after the state Supreme Court ruled in 1997 that financing for public schools was unconstitutional because it relied on local property taxes, which varied widely.

The deal reached Thursday relies primarily on a new statewide property tax. It also increases business, cigarette and property sales taxes and contains a new tax on car rentals.

“It's a watered-down, hodgepodge of competing political interests. It may solve the short-term, immediate concerns, but it doesn't solve the problem,” said Tom Connair, chairman of the five-town coalition that brought the original lawsuit against the state.

Under the plan, about three dozen towns would pay higher school property taxes, sending some of the money to the state for redistribution. But the plan softens the blow by phasing it in over five years.

The deal allows New Hampshire to maintain, for now, its status as one of only two states with no general income or sales tax. Alaska is the other. Eight other states have no state income tax.

“They said it couldn't be done and we did it. We resolved the education funding crisis without an income tax,” said House Speaker Donna Sytek, a longtime income tax opponent.

No one has been elected governor of New Hampshire for three decades without taking “The Pledge” to veto any broad-based tax.

School funding bill passed

Many think the law is flawed, illegal

By Bob McElroy - Cabinet Press reporter

MERRIMACK—One school official called it Frankenstein's monster. A state legislator called it unconstitutional. Another lawmaker called it an easy vote, but he was distinctly in the minority.

Several state legislators found themselves in a difficult position last week when it came time to vote for the school funding bill that Gov. Jeanne Shaheen quickly signed into law. It was a choice between a flawed bill that funds education, or chaos, they said.

Most legislators chose the bill, believing they had to do something, but it proved a bitter choice, and some of them said it was \$50-100 million short of the \$825 million needed.

In December 1997, the state Supreme Court ordered the state to end its reliance on local property taxes to fund education. The court gave the Legislature until April 1, 1999, to determine the cost of an adequate education and told it to come up a new method to fund education that spread the tax burden more equitably among rich and poor towns.

When the Legislature missed that deadline, schools were forced to issue pink slips to teachers because it was uncertain whether they would be able to hire them for the fall term. The crisis also threatened the tenure of the support staff and other administrative and maintenance functions.

Last week's vote is expected to solve those problems, which it did for the Merrimack School District.

Merrimack School board members voted unanimously Monday night to approve nominations for the district's teaching staff. Teachers had received layoff notices, or so-called pink slips, last month informing them that unless there was a solution to the state's education funding crisis, they would not have jobs as of July 30.

"We still have some difficulties to overcome, but it gives me a great deal of satisfaction and pleasure to be able to send out the notices tomorrow telling all of our staff that they have positions for next year," said school board Chairman Ken Coleman.

Teachers were scheduled to receive the letters Tuesday. "We now have staff for the upcoming school year," Coleman said.

The future of education funding in the state and the potential shortfall with this solution is still a major concern with lawmakers.

Merrimack state Rep. Peter Batula, who supported the plan, agreed the bill is not perfect and will probably be challenged in the courts. "It was the best bill I'd seen, even though I had to hold my nose to vote for it," Batula said.

Merrimack Rep. Rose Arthur said this bill is not a good long-term solution and the issue will likely go back to court. (See her column on Page 4.)

"I don't think it's perfect, but I don't think anything is perfect with it comes to taxes. I don't think the rich towns will let this go without a fight." But Arthur noted that all eight of the town's representatives voted for the measure, while Merrimack senator Sheila Roberge cast a dissenting vote.

Rep. Cynthia Dokmo (R-Amherst) said the bill was not fiscally prudent and voted against it.

"It was the legislative equivalent of a 'Sophie's Choice,' whichever way I picked was both right and wrong," Dokmo said.

Dokmo said the Legislature had to do something or there would be "immediate negative consequences."

State Sen. James Squires of Hollis echoed Dokmo's view, saying it was a case of voting for one of two bad choices.

"I think if we failed to pass this bill it would have resulted in chaos and catastrophe for the communities," said Squires, who voted for the measure. "I chose order over chaos."

Linda Foster (D-Mont Vernon) agreed that lawmakers had to do something to resolve the crisis because their backs were up against the wall.

"We couldn't delay any longer," Foster said. "I don't feel good about it. I'd hoped we could have done better, but we had to deal within the realm of what was possible, we couldn't indulge in pipe dreams."

State Sen. Mark Fernald, who supports an income tax, said he voted for the funding bill reluctantly because he felt there was no other plan that would pass successfully through the Legislature and be signed by the governor.

"I don't like it but it was either that or close the schools," Fernald said. "When the governor said she would veto an income tax, it didn't leave us with a lot of options."

Amherst Rep. Bob Rowe voted for the bill even though he admitted it was not perfect and would eventually be changed.

"It was enacted as a long-term plan; there will be changes," Rowe noted. "We had to pass something, we were past the deadline in my opinion. It was most important to get something done."

Rowe said the bill will be good for the towns because all of them will get some property tax relief. He added that now that the state was funding education more equitably, the Legislature will be monitoring it more closely to ensure it is getting its money's worth.

Rep. Hal Melcher, a Democrat of Wilton, voted against the funding bill, calling it "insufficient in funds and unsustainable in time. It's a new regressive tax."

Melcher called the bill unconstitutional and said it could drain the general fund by up to \$100 million to make up for its funding shortfalls.

"Because of the phase-in, the donor towns will be paying unequal taxes," Melcher said. "I wouldn't be surprised if it's illegal in two weeks."

The new bill calls for a five-year phase-in of the \$22.5 million increase in taxes to property rich towns. Those towns would pay 10 percent the first year, 25 percent the second, 50 percent in the third, 75 percent in the fourth and 100 percent in year five.

One area legislator did not share the same sense of unease. Keith Herman, a Milford Republican, said, "It was a pretty easy vote because we had to do something. I wasn't willing to let chaos happen in the schools. This was the only way to stop the bleeding."

One Amherst school official was relieved that something was finally done.

Kathy Skoglund, the director of special services for the Amherst School District said that although she was "slightly encouraged" by the funding bill's passage, she was still concerned by the funding deficit in it.

"I'm not sure how it will be made up, but from a special education point of view, I'm breathing a sigh of relief," Skoglund said.

If a funding bill had not passed, Skoglund said the district would have been unable to fund summer special education programs. This would have left it open to potential lawsuits for failing to comply with federal laws mandating special education instruction.

Legislators acknowledge that the school funding issue is far from resolved.

"This is not the last word," Foster said, "I think we all know that."

Squires and Rowe said they both expected the Legislature to alter the bill in the future.

Some, like Fernald, Melcher and Squires, believe an income tax is the best way to fund education because it is more equitable and grows as the economy grows.

The most prominent income tax plan, the Hager-Below bill, would have enacted an income tax, with heavy deductions, plus a tax on second homes. Although it passed narrowly in the House, it died in the Senate.

"Hager-Below offered immediate relief of property taxes for homeowners," Squires said.

Melcher said he thought Hager-Below would have given the state "a permanent funding source with enough money and was the fairest to all people."

But for now, the chances of an income tax are slim, Fernald said.

"I don't see a strong movement," he said. "We don't have the two-thirds vote to override the governor's veto. It's

not on the table this year or next."

Another issue looming for the state is whether the funding law will satisfy the plaintiffs in the Claremont lawsuit. One of their attorneys, Andru Volinsky, was quoted as saying the bill was a fraud because it didn't raise enough money to adequately fund public education statewide.

Journal reporter Rebecca McKinnon contributed to this story

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— ON THE WEB —

STATEHOUSE

Shaheen is staking a cautious position on school funding

Some believe her referendum proposal is merely a tactic to avoid playing a leading role.

By KEVIN LANDRIGAN, Telegraph Staff

Let's call it "practical realism."

It describes Gov. Jeanne Shaheen's political philosophy as she tries to walk lightly over a political minefield and solve the education-funding crisis over the next 84 days.

What the term really means is that Shaheen won't get behind any proposal that changes the tax system unless it has majority support from both the Legislature and the voting public.

This is 1999 and it's chic for public figures to find a safe-sounding label for their brand of politics.

Vice President Al Gore called his "progressive idealism" recently.

Texas Gov. George W. Bush — a possible Republican presidential contender — dubbed his "compassionate conservatism."

"Practical realism" fits the solution for the box Shaheen finds herself in and is consistent with her style of governing.

"Jeanne Shaheen doesn't surprise people. Her success as a candidate comes from promising very little or specific and being able to say she met those goals," said GOP State Chairman Steve Duprey.

Nashua Mayor Donald Davidson was among a "Friends of the Governor" group that sat in the balcony of historic Representatives Hall to watch Shaheen's inaugural.

"It was vintage Jeanne Shaheen, very cautious. That is one thing the governor definitely is," Davidson said.

Shaheen wants the House of Representatives to take the first step toward replacing the way the state pays for public schools.

And any funding proposal should go to voters for a binding referendum as soon as possible, she said.

Former Republican state Sen. Jim Rubens, a 1998 gubernatorial candidate, called on Shaheen to support asking the Supreme Court whether a binding referendum would be constitutional.

"A leader of the state, a governor, should seek out and present today a well-thought out proposal to resolve Claremont," Rubens said.

And former Gov. John H. Sununu said he, too, thinks a binding referendum would be illegal and that letting lawmakers settle the issue remains the most sound course.

"I think the New Hampshire way is to use the legislative body that is most democratic . . . of all political bodies in the country," Sununu said of the House of Representatives.

But Sununu said he did not want to rain on Shaheen's parade, which celebrated not only her victory but Democratic control of the state Senate for the first time in 86 years.

ANALYSIS

Democrats also picked up 11 seats in the House and shaved the Republican advantage to 90 votes.

"I told her the second term is always better than the first. She will have more fun, I hope," Sununu said.

After taking the oath, Shaheen referred to the four prayers in the one-hour inaugural ceremony.

"Now I know why we had all those prayers. We're going to need them," she quipped.

The Rev. Carla Bailey of the Church of Christ at Dartmouth College urged Shaheen to be bold in her prayer.

"We ask that (God) help her relentlessly pursue new solutions to old problems," Bailey said.

House Democratic Leader Peter Burling, D-Cornish, said it's time GOP leaders get serious about solving the school-funding crisis and admit it requires a \$900 million solution – not the \$630.1 million proposed by a Republican-led commission studying the cost of an adequate education.

Sen. Clifton Below, D-Lebanon, and Sen. Mark Fernald, D-Milford, are crafting one of the leading options for a referendum, a combination statewide income and statewide property tax.

Each campaigned for fundamental tax reform and won, while Shaheen took the anti-tax pledge and her campaign advised Democratic Senate candidates to do the same.

Defeated Democratic Senate candidates were invited to take select seats in the crowd. They included Peter Dolloff of Hudson and Marilyn Peterman of Amherst.

Below, whose Senate Ways and Means Committee starts work today on its own proposals, said Shaheen's speech was as advertised.

"I didn't expect anything different on that subject so I was not surprised," Below said.

Former Democratic Party Chairman Joe Keefe said no one can blame Shaheen, who tried throughout 1998 to fix the education funding system only to have the Supreme Court rule her ABC state-aid plan unconstitutional.

"This governor is very popular with the people and they trust her. She's putting her trust in the people to help solve this issue," Keefe said.

But Nashua talk show host and 1992 Democratic gubernatorial nominee Deborah "Arnie" Arnesen said Shaheen missed an opportunity to lead the debate.

"She said, 'Thanks for the job and here you have it back,'" Arnesen said.

"Last year it was about delay and now it is about denial of responsibility."

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— ON THE WEB —

Some see budget groups as too strong

Committees' decisions can kill big-ticket items in school and town plans – which some say undercuts voters

By HELEN STOCK, Telegraph Staff

We only hear about budget committees for a few months out of the year, but they exist in more than a third of New Hampshire communities, exercising a little understood, yet surprisingly significant, power.

In the more than 90 towns that have adopted the Municipal Budget Law over the last 50 years, budget committees serve to scrutinize local-level spending proposals on the premise that an objective panel should check the financial priorities of boards of selectmen, school boards and village district boards.

"In my mind, the budget committee is sort of a voters watchdog," said Bernard Waugh, chief legal counsel for the New Hampshire Municipal Association, a nonprofit membership organization that offers legal and technical assistance to the state's municipalities.

These committees – which can be either elected or appointed by the moderator of a given town or district – are most visible during the Town Meeting season that's upon many communities now, but perhaps because of their very specific role, they aren't always as well-recognized as other boards.

Yet, in communities as close as Hollis, Hudson, Litchfield, Merrimack, Lyndeborough and Wilton, budget committees can have a profound effect on what a town spends its money on.

The crux of budget committee power stems from the so-called "10 percent rule," a poorly understood but powerful piece of the law that allows the committee to effectively veto large funding proposals for projects such as a new school, town hall or library.

In fact, it's the 10 percent rule that has certain officials in Litchfield and Hudson suggesting the electorate should vote to repeal the budget committee's statutory authority. Proponents say the budget committee should be replaced with a panel that simply advises on budgetary issues. Similar advisory panels exist in Milford, Amherst, Mason, New Ipswich and Greenville.

In towns that have statutory budget committees, one committee oversees the town, school district and village district budgets. The only exception is when a school district or village district encompasses more than one town.

In those cases, as in the Hollis-Brookline and Wilton-Lyndeborough co-operative school districts, there is a separate budget committee for those entities.

Towns, school districts and village districts each have their own ballots, however, and the 10 percent rule applies separately to each ballot.

For each entity, the appropriate board submits an operating budget to the budget committee, which then makes final changes before presenting it to voters. The budget committee also votes on whether to recommend all money articles on each ballot. These articles are proposed either by a board or by a group of residents who submit a petition.

The budget committee's authority comes into play because a town, school district or village district cannot spend more than 110 percent of the total amount the budget committee recommends for that ballot, even if voters have approved an amount totaling more than 110 percent. The only items subtracted when calculating the total recommended by the budget committee are fixed charges such as loan payments.

The costs of employee raises and other provisions as afforded in collective bargaining agreements, however, are exempt from the rule entirely.

How the rule works

Here's an example of how the 10 percent rule limits spending: A budget committee puts forth a \$16 million town operating budget and recommends four ballot articles – each proposing projects of \$1 million – for a total of \$4 million. The committee doesn't recommend three other ballot articles, each of which also is \$1 million, or a total of \$3 million.

That means the total amount recommended by the budget committee is \$20 million – a \$16 million operating budget and \$4 million in separate ballot articles.

The ballot proposes a total of \$23 million in spending, however. That means if voters were to approve everything on the ballot, not everything could be funded, since by law the town cannot spend more than 110 percent of \$20 million, which is only \$22 million.

In situations where the budget committee votes not to recommend an expensive construction proposal that would definitely breach the 110 percent cap, the committee's vote often is effectively a veto, since the board that proposed it usually has time to withdraw the project before the ballot is finalized.

School proposal

This was just the case in Hudson. For the second time in three years, the Hudson School Board took an elementary school proposal off the school district ballot after the Hudson Budget Committee voted not to recommend it. Last year, a proposal was recommended, but voters turned it down.

This year the committee voted 6-4 not to recommend a \$6.9 million bond issue. Among the concerns was that there wasn't enough of a plan.

"I don't think (the budget committee) should have that power," Hudson

School Board Chairman Todd Linscott said. "The School Board knows what the school system needs."

Linscott likes the idea of repealing the statutory authority of the budget committee. Instead, he said, the town could create an advisory committee.

The repeal also is one of several possible remedies offered by Peter Dolloff, a retired superintendent for the Hudson and Litchfield school districts.

Dolloff has said the Hudson Budget Committee is practicing the "politics of obstructionism at the expense of our children."

Yet, Hudson Budget Committee member Howard Dilworth Jr., a former selectman, says the committee is crucial, and in fact, when the Municipal Budget Law was repealed between 1986 and 1989, there were "galloping tax increases."

"I think that's the only real check and balance that the citizens really have," said Dilworth, who voted against the elementary school proposal.

"It's up to the selectmen and the School Board to put together something that's really sellable."

And as for those who say the committee is depriving voters of their right to vote, Dilworth said voting to recommend a proposal you don't like simply to let the voters have a say is wrong.

"Then you're abdicating what you've raised your right hand and sworn to uphold and defend," he said.

Repeal committee

In Litchfield, a budget committee repeal is actually proposed on next month's town ballot, along with the creation of a replacement budget committee that would be strictly advisory and would report to selectmen. If the repeal passes, the town budget would no longer be reviewed by the budget committee, although it would remain in force for the school district.

Thomas Levesque, chairman of the Litchfield Board of Selectmen, is pushing for the repeal. His board voted 3-1-1 to put the proposal on the ballot.

"I think the voters are capable of making their own decisions," Levesque said.

While conflicts between the selectmen and the committee are not new, it was a dispute over how to fund construction of the center of Albuquerque Avenue that seemingly tipped the scales this year. Because of the 10 percent rule, the budget committee was able to block the selectmen's initial funding proposal and get the selectmen to propose something the committee would support.

But Bill Spencer, chairman of the Litchfield Budget Committee, said repealing the statutory authority is "clearly the wrong thing to do."

Now that voters have adopted the official ballot law, there's less discussion

among voters and therefore even fewer checks and balances, Spencer said. It's all the more important that his committee protect the taxpayers, he said.

"I think that (the repeal proposal) was done in haste by the selectmen and they didn't give much thought to it," Spencer said.

Levesque argued, however, that because the official ballot law draws more voters, they now have a greater voice, and repealing the budget committee will just continue with that direction.

Influential backing

Of course, a budget committee's power can work both ways. The Litchfield Budget Committee, for instance, put its unanimous endorsement on an \$11.7 million high school proposal – a proposal that certainly would have breached the 110 percent cap if it had not been recommended, but instead has the committee's influential backing.

But is this power missed in towns that don't have statutory budget committees?

Robert Heaton, chairman of the Amherst Ways and Means Committee, said the selectmen and School Board of his town are "very responsive" to his committee, which strictly advises on the Amherst town and Amherst School District budgets and has its members appointed by the town moderator.

"I don't know why a budget committee would have that kind of power over the selectmen and school board," he said. "I would not be in favor of (a statutory budget committee) in Amherst."

While the 10 percent rule has been around for decades, the recent passage of the official ballot law poses new unanswered questions about how the rule should be implemented. Essentially, for communities that have adopted both the official ballot law and a budget committee, it may be possible, if residents aren't careful, to put the town in a major financial bind.

The problem stems from the fact that the 10 percent rule does not discuss which items should be invalid if a body of voters approves more than 110 percent of the budget committee's recommendations.

Keeping track

For towns that subscribe to the traditional Town Meeting format, the hope is that the 110 percent cap will have been calculated before the meeting and that the moderator will keep track of what's been passed so voters don't leave the meeting believing they made a valid appropriation that will in fact be disallowed.

If the voting body does approve more than 110 percent, the practice of the state Department of Revenue Administration has been to fund items in the order that the votes were passed during the Town Meeting until the allowable amount has been spent.

But for towns that now conduct all-day balloting, there is no chronological order, and since no town has yet to encounter this, no precedent has been

set.

“Sooner or later this is going to be breached,” said Andrea Reid, director of the DRA’s municipal services division. “We don’t know what we’ll do when this happens.”

Reid said the department will have to get an opinion from the attorney general if and when this happens. It may even happen this year, she said, noting she had heard Grafton – and perhaps one other official-ballot town – could potentially be in this predicament, since voters have completed the first part of Town Meeting – the deliberative session – with a ballot that offers more than 110 percent of the Grafton Budget Committee’s recommendations.

“How are voters to know that as they’re casting their ballots?” Reid asked.

Although Reid and others are hoping the oversight will be addressed in an amendment to the law, Waugh recommends that in the meantime, the moderator should point out the rule at the deliberative session, which allows voters to amend ballot items before the all-day vote.

“We’ve advised the moderator to take a really active role,” Waugh said. “You should not have a ballot going to voters at the second session (the all-day ballot vote) in which it is possible to violate the 10 percent rule.”

Alternative solutions

There are a couple of ways voters may be able to remedy the situation at the deliberative session, Waugh said. Depending on what the proposal is, the voters may be able to reduce the ballot articles so that the cap cannot be breached. Or, there may be a case where there are two unrecommended ballot articles, neither of which alone violates the limit, but both of which together violate the limit. In that case, the voters could prioritize by amending one of the articles to say it only takes effect if the other one is defeated.

But these options usually don’t exist in the case of big construction proposals, and often, a town’s budget committee ends up feeling like it’s caught.

The Merrimack Budget Committee, for example, wrestled over just this issue when deciding last month whether to recommend a \$4.4 million bond to build a new public library.

The committee eventually voted 7-5 to recommend it, but some members of the committee voted in favor not because they actually supported the proposal, but because they worried about the ramifications of the 10 percent rule.

The library proposal would have definitely invoked the 10 percent rule. But unlike in Hudson, the project would have been difficult, if not impossible, to withdraw from the ballot. It was petitioned by residents, and removal would have required each of the petitioners to withdraw, according to Betty Spence, the town manager’s executive assistant.

(The library board of trustees originated the petition, but that board does not have the authority to put forth a proposal, as the selectmen or School

Board does.)

Therefore, if the Merrimack Budget Committee had not recommended the library and voters had approved it anyway, the DRA would have had to invalidate certain expenditures.

The question is, what would it have invalidated? The committee, worried that the DRA would apply money according to the order of the proposals on the ballot, feared that because the library is a bond issue that must go first on the ballot, the 10 percent rule might ultimately have shortchanged the municipal operating budget.

"I definitely think something needs to be changed," Merrimack Budget Committee member Carol Lang said.

She doesn't like the idea of compromising her vote, and it might be cleaner and simpler to just eliminate the 10 percent rule altogether, she said.

Terry Wiggin, business administrator for the Hudson-Litchfield school districts, understands what he calls the "rock and the hard place." On the one hand, the committee might feel like it's disenfranchising the voters by effectively keeping the project off the ballot.

Exempt proposals

Perhaps the solution, Wiggin said, is something Hudson Budget Committee Vice Chairman John Knowles has proposed. According to Wiggin, Knowles has suggested that proposals for bond issues be exempt from the 10 percent rule. Large construction projects are almost always proposed as bonds.

Wiggin pointed out that in most school districts, a school addition or a new school is going to almost always be a good chunk of the proposed spending, so when a budget committee does not recommend it, there are no other options.

Wiggin, a former School Board and budget committee member, would not favor eliminating the statutory authority of the budget committee. The budget committee serves a "good and vital function" because it has some "legal teeth," Wiggin said.

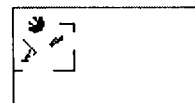
"I'm not sure I'd throw the budget committee out with the bath water," he said.

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The Telegraph

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Welcome to The HBCU/MI Environmental Technology Consortium

The HBCU/MI Environmental Technology Consortium (ETC) was established to address the nations serious need for solutions to problems in the area of environment and energy. There is a pressing need for the creation of new environmental technologies and new solutions which will also require a technologically and scientifically trained workforce. The HBCU ETC seeks to provide increased participation of underrepresented populations in environmental and energy professions by improving outreach and precollege education; undergraduate education and postsecondary training; graduate and postgraduate education and research; and technology transfer.

This effort is called the RETT PLAN. The ETC is managed by Clark Atlanta University in Atlanta, Georgia. The seventeen members of the consortium are:

- Alabama A&M University - Huntsville, Alabama
- Clark Atlanta University - Atlanta, Georgia
- Florida A&M University - Tallahassee, Florida
- Florida International University - Miami, Florida
- Hampton University - Hampton, Virginia
- Howard University - Washington, D. C.
- Jackson State University - Jackson, Mississippi
- New Mexico Highlands University - Las Vegas, New Mexico
- North Carolina A&T State University - Greensboro, North Carolina
- Northern Arizona University - Flagstaff, Arizona
- Prairie View A&M University - Prairie View, Texas
- Southern University at Baton Rouge - Baton Rouge, Louisiana
- Texas A&M University-Kingsville - Kingsville, Texas
- Texas Southern University - Houston, Texas
- Tuskegee University - Tuskegee, Alabama
- University of Texas at El Paso - El Paso, Texas
- Xavier University - New Orleans, Louisiana

In case you are relatively new to the World Wide Web, you may wish to read the NCSA Mosaic Demo Document. There is also the Suggested Starting Points for Internet Exploration. You may wish to use the following resources to keep track of the evolution of cyberspace and to find information on the Internet:

- What's New with NCSA Mosaic and the Internet.

The RETT Plan

The RETT Plan has the following elements:

Outreach and Precollege Education

To increase the amount, access and quality of mathematics and science education and information dissemination in communities of traditionally underrepresented populations.

Undergraduate Education and Postsecondary Training

To increase the number of qualified professionals from traditionally underrepresented populations to teach and work in the sciences and engineering, especially the energy, materials and environmental sciences

Graduate and Postgraduate Education and Research

To develop nationally recognized capabilities within the Consortium to provide graduate research, education and support to students from traditionally underrepresented populations at the master's and Ph.D. levels in those sciences and engineering that support the energy, environment, and solid, hazardous and radioactive waste handling industries.

Technology Transfer

To effect technology transfer among HBCUs/MIs, the environmental and ER/WM industry, and federal and state governments.

Majors Listed by Institution, then Majors

Search Results for:

Institution Name Majors	Student Enrollment			Degree
	Bachelors	Masters	Doctorate	Bachelors M
Alabama A&M University				
Agribusiness Education	29	18	10	TBD
Management	5	TBD	6	TBD
Plant & Soil Science	TBD	TBD	12	TBD
Fayetteville State University				
Psychology	TBD	TBD	TBD	TBD
Florida A&M University				
Chemical Engineering	115	1	1	4
Mechanical Engineering	181	7	1	10
Pharmacy (General)	512	TBD	24	46
Howard University				
African-American Studies	TBD	TBD	TBD	6
Biology	TBD	TBD	TBD	91
Chemistry	TBD	TBD	TBD	26
Communication Science and Disorder	37	TBD	TBD	TBD
Critical Languages	TBD	TBD	TBD	TBD
Economics	TBD	TBD	TBD	33
Education	TBD	TBD	TBD	17
Electrical Engineering	189	TBD	TBD	50
English	TBD	TBD	TBD	36
Health Affairs	83	TBD	TBD	125
History	TBD	TBD	TBD	13
Human Communication	98	TBD	TBD	19
Mathematics	TBD	TBD	TBD	11
Mechanical Engineering	113	TBD	TBD	25
Modern Languages	1	TBD	TBD	4
Physics & Astronomy	TBD	TBD	TBD	3
Political Science	TBD	TBD	TBD	85
Psychology	TBD	TBD	TBD	68
Social Science	TBD	TBD	TBD	TBD
Sociology	TBD	TBD	TBD	48
Nutritional Sciences	32	TBD	TBD	TBD
Morgan State University				
Urban Education Leadership	TBD	TBD	TBD	TBD
North Carolina A&T State University				
Business Teacher Ed (Voc)	TBD	TBD	10	4
Music Teacher Education	313	46	5	6
North Carolina Central University				
Law	TBD	TBD	320	TBD

Law - Special Law	TBD	TBD	5	TBD
-----	-----	-----	-----	-----
South Carolina State University				
Education - Educational Administration	TBD	TBD	62	TBD
-----	-----	-----	-----	-----
Southern University and A&M College				
ISRECY - Special Education	TBD	TBD	TBD	1
LAW	TBD	TBD	TBD	TBD
-----	-----	-----	-----	-----
Tennessee State University				
Administration & Supervision	TBD	56	TBD	TBD
Psychology	37	47	61	23
Public Administration	16	54	11	TBD
Sociology	17	TBD	81	11
Speech	12	TBD	39	29
-----	-----	-----	-----	-----
Texas Southern University				
Accounting	382	31	28	8
Administrative Management Systems	112	TBD	26	TBD
Airway Science	TBD	TBD	3	TBD
Civil Engineering	62	TBD	1	TBD
Communications	407	29	29	2
Curriculum and Instruction	TBD	TBD	TBD	TBD
Drafting and Design Technology	TBD	TBD	7	TBD
Electronics Engineering	169	TBD	11	TBD
Electronics Technology	TBD	TBD	3	TBD
Environmental Health	57	TBD	10	TBD
Fine Arts	33	1	3	TBD
General Business and Economics	721	62	78	30
Guidance and Psychology	343	42	21	13
History/Geography	69	14	10	2
Home Economics	41	28	5	9
Mathematics	74	26	6	2
Medical Record Administration	51	TBD	15	TBD
Medical Technology	75	TBD	11	TBD
Pharmacy	389	TBD	72	5
Photographic Technology	TBD	TBD	5	TBD
Physical Education	11	8	33	TBD
Public Affairs	723	146	70	27
Respiratory Therapy	115	TBD	10	TBD
Social Work	228	TBD	25	TBD
Sociology	92	94	10	13
Business	TBD	TBD	99	27
-----	-----	-----	-----	-----
Tuskegee University				
Veterinary Medicine	231	TBD	TBD	TBD
-----	-----	-----	-----	-----
University of California - Riverside				
	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	2
	TBD	TBD	TBD	19
	TBD	TBD	TBD	55
	TBD	TBD	TBD	150
	162	TBD	TBD	TBD
Art History	TBD	TBD	TBD	67
Asian Studies	1,497	TBD	TBD	268
Biochemistry	TBD	TBD	TBD	3

Botany (Plant Genetics)	TBD	TBD	TBD	18
Computer Science	TBD	TBD	TBD	30
Economics/Law & Society (Cooperative	TBD	TBD	TBD	81
Education	TBD	TBD	TBD	1
English	TBD	TBD	TBD	TBD
Entomology	TBD	TBD	TBD	5
Human Development	94	TBD	TBD	25
Linguistics	TBD	TBD	TBD	9
Mathematics	TBD	TBD	TBD	75
Physics	TBD	TBD	TBD	39
Political Science/Admin. Studies (Co	TBD	TBD	TBD	TBD
Political Science/Law & Society (Coo	TBD	TBD	TBD	12
University of Puerto Rico - Mayaguez Campus				
Sciences -	1,259	TBD	TBD	146
University of Puerto Rico - Medical Science Campus				
Health Services -	2,592	TBD	TBD	411
University of Puerto Rico - Rio Piedras Campus				
Education	3,416	TBD	TBD	479
Education - Guidance & Counseling	194	TBD	TBD	TBD
Education - School Mgmt. & Supervisi	236	TBD	TBD	TBD
Education - Secondary Education	TBD	TBD	TBD	TBD
Humanities	1,949	TBD	TBD	216
Humanities - Spanish Studies	220	TBD	TBD	19
Natural Sciences	1,873	TBD	TBD	366
Natural Sciences - Biology	643	TBD	TBD	170
Social Sciences - Psychology	649	TBD	TBD	168
University of Texas at El Paso				
Civil Engineering, General	163	77	8	24
Computer Engineering	142	20	7	19
Electrical Electronic, & Comm. Engin	243	50	9	34
Geology	52	19	28	3
Geophysics & Seismology	3	7	2	TBD
Information Sciences & Systems	TBD	TBD	1	TBD
Materials Engineering	TBD	10	8	TBD
Psychology, General	612	TBD	6	64
Psychometrics	TBD	TBD	2	TBD
Xavier University of Louisiana				
Pharmacy - Pharmacy Doctorate	TBD	TBD	541	TBD

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HBCU Executive Order

EXECUTIVE ORDER 12876 OF NOVEMBER 1, 1993
PRESIDENT OF THE UNITED STATES

By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of human potential, to strengthen the capacity of historically Black colleges and universities to provide quality education, and to increase opportunities to participate in and benefit from Federal programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education the President's Board of Advisors on Historically Black Colleges and Universities ("Board of Advisors" or "Board"), a Presidential advisory committee. The Board of Advisors shall issue an annual report to the President on participation by historically Black colleges and universities in federally sponsored programs. The Board of Advisors will also provide advice to the Secretary of Education ("Secretary") and in the annual report to the President on how to increase the private sector role in strengthening historically Black colleges and universities, with particular emphasis on enhancing institutional infrastructure and facilitating planning, development, and the use of new technologies to ensure the goal of long-term viability and enhancement of these institutions. Notwithstanding the provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2), which is applicable to the Board of Advisors, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Sec. 2. The members of the Board of Advisors shall be appointed by the President. The Board shall include representatives of historically Black colleges and universities, other institutions of higher education, business and financial institutions, private foundations, and secondary education.

Sec. 3. The White House Initiative on Historically Black Colleges and Universities, housed in the Department of Education, shall: (1) provide the staff, resources, and assistance for the Board of Advisors; (2) assist the Secretary in the role of liaison between the executive branch and historically Black colleges and universities; and (3) serve the Secretary in carrying out his responsibilities under this order.

Sec. 4. To carry out the purposes of this order, each executive department and each agency designated by the Secretary shall, consistent with applicable law, enter into appropriate grants, contracts, or cooperative agreements with historically Black colleges and universities. The head of each agency subject to this order shall establish an annual goal for the amount of funds to be awarded in grants, contracts, or cooperative agreements to historically Black colleges and universities. Consistent with the funds available to the agency, the goal shall be an amount above the actual amount of such awards from the previous fiscal year and shall represent a substantial effort to increase the amounts available to historically Black colleges and universities for grants, contracts, or cooperative agreements. In order to facilitate the attainment of the goals established by this section, the head of each agency subject to this order shall provide technical assistance and information to historically Black colleges and universities regarding the program activities of the agency and the preparation of applications or proposals for grants, contracts, or cooperative agreements. {pg 58736}

Sec. 5. Each executive department and designated agency shall appoint a senior official, who is a full-time officer of the Federal Government and who is responsible for management or program administration, to report directly to the department or agency head or designated agency

representative on department or agency activity under this order and to serve as liaison to the Board and White House Initiative. To the extent permitted by law and regulation, each executive department and designated agency shall provide appropriate information requested by the Board and the White House Initiative staff pursuant to this order.

Sec. 6. Each executive department and designated agency shall develop an annual plan for, and shall document, the agency's effort to increase the ability of historically Black colleges and universities to participate in federally sponsored programs. These plans shall describe the measurable objectives for proposed agency actions to fulfill this order and shall be submitted at such time and in such form as the Secretary shall designate. In consultation with participating agencies, the Secretary shall review these plans and develop, with the advice of the Board of Advisors, an integrated Annual Federal Plan for Assistance to Historically Black Colleges and Universities for consideration by the President. The Secretary shall ensure that each president of a historically Black college or university is given the opportunity to comment on the proposed Annual Federal Plan prior to consideration by the President. Each participating agency shall submit to the Secretary and the Director of the Office of Management and Budget, an Annual Performance Report that shall measure each agency's performance against the objectives set forth in its annual plan. The Director of the Office of Management and Budget shall be responsible for overseeing compliance with the Annual Federal Plan.

Sec. 7. Each year the Board of Advisors shall report to the President on the progress achieved in enhancing the role and capabilities of historically Black colleges and universities, including findings and recommendations on the Annual Performance Reports, described in Section 6, submitted by the participating agencies. The Secretary shall disseminate the annual report to appropriate members of the executive branch and make every effort to ensure that findings of the Board of Advisors are taken into account in the policies and actions of every executive agency.

Sec. 8. The Department of Education, along with other Federal departments or agencies, shall work to encourage the private sector to assist historically Black colleges and universities through increased use of such devices and activities as: (1) private sector matching funds to support increased endowments; (2) private sector task forces for institutions in need of assistance; and (3) private sector expertise to facilitate the development of more effective ways to manage finances, improve information management, strengthen facilities, and improve course offerings. These steps will be taken with the goals of enhancing the career prospects of graduates of historically Black colleges and universities and increasing the number of such graduates with degrees in science and technology.

Sec. 9. In all its recommendations, the Board of Advisors shall emphasize ways to support the long-term development plans of each historically Black college and university. The Board of Advisors shall recommend alternative sources of faculty talent, particularly in the fields of science and technology, including faculty exchanges and referrals from other institutions of higher education, private sector retirees, Federal employees and retirees, and emeritus faculty members at other institutions of higher education.

Sec. 10. The Board of Advisors, through the White House Initiative, shall provide advice on how historically Black colleges and universities can achieve greater financial security. To the maximum extent possible, the Board of Advisors shall consider how such institutions can enlist the resources and experience of the private sector to achieve such security.
{pg 58737}

Sec. 11. The Director of the Office of Personnel Management, in consultation with the Secretary and the Secretary of Labor, shall develop a program to improve recruitment and participation of graduates and

undergraduate students of historically Black colleges and universities in part-time, summer and permanent positions in the Federal Government.

Sec. 12. Administration: (a) Members of the Board of Advisors shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service, (5 U.S.C. 5701-5707).

(b) The Board of Advisors and the White House Initiative shall obtain funding for their activities from the Department of Education.

(c) The Department of Education shall provide such administrative services for the Board as may be required.

Sec. 13. Executive Order No. 12677 of April 28, 1989, is hereby revoked.

WILLIAM J. CLINTON
THE WHITE HOUSE,

November 1, 1993.

MOLIS Institution Listed by State, Then Name

This is a list of **HBCU** Institutions on MOLIS.

State Name Quick Find

A D F G K L M N O P S T V W

ALABAMA

- Alabama A&M University **President: Dr. John T. Gibson** (Campus: (205) 851-5245)
 - Alabama State University **President: Dr. William H. Harris** (Campus: (334) 229-4100)
 - Bishop State Community College - Main Campus **President: Dr. Yvonne Kennedy** (Campus: (334) 690-6419)
 - Concordia College **President: Dr. Julius Jenkins** (Campus: (334) 874-5700)
 - J.F. Drake State Technical College **President: Dr. Johnny L. Harris** (Campus: (205) 539-8161)
 - Lawson State Community College **President: Dr. Perry W. Ward** (Campus: (205) 925-2515)
 - Miles College **President: Dr. Albert J.H. Sloan II** (Campus: (205) 929-1000)
 - Oakwood College **President: Dr. Delbert Baker** (Campus: (205) 726-7000)
 - Selma University **President (Interim): Dr. James C. Carter** (Campus: (334) 872-2533)
 - Shelton State Community College (Campus: (205) 391-2655)
 - Shelton State Community College-Freddie Campus **President: Dr. Tom Umphrey** (Campus: (205) 391-2655)
 - Stillman College **President: Dr. Ernest McNealy** (Campus: (205) 349-4240)
 - Talladega College **President: Dr. Joseph B. Johnson** (Campus: (205) 761-0206)
 - Trenholm State Technical College **President (Interim): W. Clyde Williams** (Campus: (334) 832-9000)
 - Tuskegee University **President: Benjamin F. Payton** (Campus: (334) 727-8011)
-

ARKANSAS

- Arkansas Baptist College **President: Dr. William Thomas Keaton** (Campus: (501) 374-7856)
 - Philander Smith College **President: Dr. Myer L. Titus** (Campus: (501) 370-5215)
 - Shorter College **President (Acting): Dr. Irma Hunter Brown** (Campus: (501) 374-6305)
 - University of Arkansas at Pine Bluff **Chancellor: Lawrence A. Davis, Jr.** (Campus: (870) 543-8000)
-

DELAWARE

- Delaware State University **President: Dr. William B. DeLauder** (Campus: (302) 739-4917)
-

DISTRICT OF COLUMBIA

- Howard University **President: Dr. H. Patrick Swygert, ESQ.** (Campus: (202) 806-6100)
 - University of the District of Columbia **President (Acting): Julius F. Nimmons Jr.** (Campus: (202) 274-5000)
-

FLORIDA

- Bethune-Cookman College **President: Dr. Oswald P. Bronson Sr.** (Campus: (904) 255-1401)
 - Edward Waters College **President: Dr. Jimmy R. Jenkins** (Campus: (904) 355-3030)
 - Florida A&M University **President: Dr. Frederick S. Humphries** (Campus: (850) 599-3000)
 - Florida Memorial College **President: Dr. Albert E. Smith** (Campus: (800) 822-1362)
-

GEORGIA

- Albany State University **President: Dr. Portia Holmes Shields** (Campus: (912) 430-4600)
 - Clark Atlanta University **President: Dr. Thomas W. Cole Jr.** (Campus: (404) 880-8000)
 - Fort Valley State University **President: Dr. Oscar L. Prater** (Campus: (912) 825-6211)
 - Interdenominational Theological Center **President: Dr. Robert M. Franklin, Jr.** (Campus: (404) 527-7700)
 - Morehouse College **President: Walter E. Massey** (Campus: (404) 215-2632)
 - Morehouse School of Medicine **President: Louis W. Sullivan M.D.** (Campus: (404) 752-1500)
 - Morris Brown College **President: Samuel D. Jolley Jr.** (Campus: (404) 220-0270)
 - Paine College **President: Shirley A.R. Lewis** (Campus: (706) 821-8200)
 - Savannah State University **President: Dr. Carlton E. Brown** (Campus: (800) 788-0478)
 - Spelman College **President: Dr. Audrey Manley** (Campus: (800) 982-2411)
-

KENTUCKY

- Kentucky State University **President: Dr. Mary L. Smith** (Campus: (502) 227-6000)
-

LOUISIANA

- Dillard University **President: Dr. Samuel DuBois Cook** (Campus: (504) 283-8822)
 - Grambling State University **President: Dr. Raymond A. Hicks** (Campus: (318) 274-3395)
 - Southern University and A&M College **Chancellor: Edward R. Jackson** (Campus: (225) 771-2011)
 - Southern University at New Orleans **Chancellor: Dr. Gerald C. Peoples** (Campus: (504) 286-5000)
 - Southern University at Shreveport **Chancellor: Dr. Jerome Greene, Jr.** (Campus: (318) 674-3300)
 - Xavier University of Louisiana **President: Dr. Norman C. Francis** (Campus: (504) 486-7411)
-

MARYLAND

- Bowie State University **President: Dr. Nathanael Pollard Jr.** (Campus: (301) 464-6500)
 - Coppin State College **President: Dr. Calvin W. Burnett** (Campus: (410) 383-5400)
 - Morgan State University **President: Dr. Earl S. Richardson** (Campus: (410) 319-3333)
 - University of Maryland - Eastern Shore **President: Dr. Dolores R. Spikes** (Campus: (410) 651-2200)
-

MICHIGAN

- Lewis College of Business **President: Dr. Marjorie Harris** (Campus: (313) 862-6300)

MISSISSIPPI

- Alcorn State University **President: Dr. Clinton Bristow, Jr.** (Campus: (601) 877-6100)
 - Coahoma Community College **President: Dr. Vivian Presley** (Campus: (601) 627-2571)
 - Hinds Community College **President: Dr. Clyde Muse** (Campus: (601) 885-6062)
 - Jackson State University **President: Dr. James E. Lyons, Sr.** (Campus: (800) 848-6817)
 - Mary Holmes College **President: Dr. Elvalu Banks** (Campus: (601) 494-6820)
 - Mississippi Valley State University **President: Dr. William W. Sutton** (Campus: (601) 254-3344)
 - Rust College **President: Dr. David L. Beckley** (Campus: (601) 252-8000)
 - Tougaloo College **President: Dr. Joe A. Lee** (Campus: (601) 977-7700)
-

MISSOURI

- Harris-Stowe State College **President: Dr. Henry Givens, Jr.** (Campus: (314) 340-3300)
 - Lincoln University - Missouri **President (Interim): Dr. Donald L. Mullett** (Campus: (573) 681-5000)
-

NORTH CAROLINA

- Barber-Scotia College **President: Dr. Sammie Potts** (Campus: (704) 789-2900)
 - Bennett College **President: Dr. Gloria R. Scott** (Campus: (910) 370-8624)
 - Elizabeth City State University **Chancellor: Dr. Mickey L. Burnim** (Campus: (919) 335-3400)
 - Fayetteville State University **Chancellor (Interim): Dr. Donna J. Benson** (Campus: (910) 486-1371)
 - Johnson C. Smith University **President: Dr. Dorthy Cowser Yancy** (Campus: (704) 378-1010)
 - Livingstone College **President: Dr. Burnett Joiner** (Campus: (704) 638-5500)
 - North Carolina A&T State University **Chancellor: Dr. Edward B. Fort** (Campus: (910) 334-7500)
 - North Carolina Central University **Chancellor: Dr. Julius L. Chambers** (Campus: (919) 560-6100)
 - Saint Augustine's College **President: Bernard W. Franklin** (Campus: (919) 516-4000)
 - Shaw University **President: Dr. Talbert O. Shaw** (Campus: (919) 546-8200)
 - Winston-Salem State University **Chancellor: Dr. Alvin J. Schexnider** (Campus: (800) 257-4052)
-

OHIO

- Central State University **President (Acting): Dr. John W. Garland** (Campus: (937) 376-6348)
 - Wilberforce University **President: Dr. John L. Henderson** (Campus: (937) 376-2911)
-

OKLAHOMA

- Langston University **President: Dr. Ernest L. Holloway** (Campus: (956) 466-3428)
-

PENNSYLVANIA

- Cheyney University of Pennsylvania **President: Dr. W. Clinton Pettus** (Campus: (610) 399-2000)
 - Lincoln University - Pennsylvania **President: Dr. Niara Sudarkasa** (Campus: (610) 932-8300)
-

SOUTH CAROLINA

- Allen University **President: Dr. John K. Waddell** (Campus: (803) 376-5735)
 - Benedict College **President: Dr. David Swinton** (Campus: (803) 256-4220)
 - Clafflin College **President: Dr. Henry N. Tisdale** (Campus: (803) 534-2710)
 - Clinton Junior College **President: Dr. Cynthia Russell** (Campus: (803) 327-7402)
 - Denmark Technical College **President: Dr. Joann R. G. Boyd-Scotland** (Campus: (803) 793-5175)
 - Morris College **President: Dr. Luns C. Richardson** (Campus: (803) 775-9371)
 - South Carolina State University **President: Dr. Leroy Davis** (Campus: (803) 536-7000)
 - Voorhees College **President: Dr. Leonard Dawson** (Campus: (803) 793-3351)
-

TENNESSEE

- Fisk University **President (Acting): Charles W. Johnson** (Campus: (615) 329-8500)
 - Knoxville College **President (Acting): Dr. Barbara Hatton** (Campus: (423) 524-6500)
 - Lane College **President: Dr. Wesley McClure** (Campus: (901) 426-7500)
 - LeMoyné-Owen College **President: Dr. George R. Johnson, Jr.** (Campus: (901) 942-7302)
 - Meharry Medical College **President: Dr. John E. Maupin Jr.** (Campus: (615) 327-6000)
 - Tennessee State University **President: Dr. James A. Hefner** (Campus: (615) 963-5000)
-

TEXAS

- Huston-Tillotson College **President: Dr. Joseph T. McMillan Jr.** (Campus: (512) 505-3027)
 - Jarvis Christian College **President: Dr. Sebetha Jenkins** (Campus: (903) 769-5700)
 - Paul Quinn College **President: Dr. Lee E. Monroe** (Campus: (214) 302-3250)
 - Prairie View A&M University **President: Dr. Charles A. Hines** (Campus: (409) 857-2626)
 - Southwestern Christian College **President: Dr. Jack Evans, Sr.** (Campus: (972) 524-3341)
 - St. Philip's College **President: Charles A. Taylor** (Campus: (210) 531-3200)
 - Texas College **President: Dr. Heyward L. Strickland** (Campus: (903) 593-8311)
 - Texas Southern University **President: Mr. James M. Douglas** (Campus: (713) 313-7011)
 - Wiley College **President: Dr. Julius S. Scott, Jr.** (Campus: (800) 658-6889)
-

VIRGIN ISLANDS

- University of the Virgin Islands **President: Dr. Orville Kean** (Campus: (340) 776-9200)
-

VIRGINIA

- Hampton University **President: Dr. William R. Harvey** (Campus: (757) 727-5000)
- Norfolk State University **President: Marie V. McDemmond** (Campus: (757) 683-8600)
- Norfolk State University **President: Marie V. McDemmond** (Campus: (757) 683-8600)
- Saint Paul's College **President: Dr. Thomas M. Law** (Campus: (804) 848-3111)

- Virginia State University **President: Dr. Eddie N. Moore, Jr.** (Campus: (804) 524-5000)
 - Virginia Union University **President: Dr. S. Dallas Simmons** (Campus: (800) 368-3227)
-

WEST VIRGINIA

- Bluefield State College **President: Dr. Robert E. Moore** (Campus: (304) 327-4000)
 - West Virginia State College **President: Dr. Hazo W. Carter, Jr.** (Campus: (304) 766-3000)
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CRS-4

Table 1. Comparison of FY2000 Allocation of \$25.5 Million for English Literacy and Civics Education Services and an Allocation of \$40.5 Million Based 75% on 10-Year Average of Numbers of Recently Admitted Permanent Residents and 25% on Growth in This Population
 (dollars rounded to the nearest \$000)
 (columns may not sum to totals because of rounding)

State	FY2000 Allocation	Estimate Allocation
ALABAMA	\$0	\$57,000
ALASKA	\$0	\$40,000
ARIZONA	\$314,000	\$419,000
ARKANSAS	\$0	\$89,000
CALIFORNIA	\$7,596,000	\$10,117,000
COLORADO	\$231,000	\$684,000
CONNECTICUT	\$285,000	\$295,000
DELAWARE	\$0	\$78,000
DISTRICT OF COLUMBIA	\$104,000	\$117,000
FLORIDA	\$2,168,000	\$6,908,000
GEORGIA	\$355,000	\$1,013,000
HAWAII	\$215,000	\$228,000
IDAHO	\$0	\$160,000
ILLINOIS	\$1,285,000	\$1,500,000
INDIANA	\$119,000	\$195,000
IOWA	\$0	\$182,000
KANSAS	\$103,000	\$156,000
KENTUCKY	\$0	\$55,000
LOUISIANA	\$101,000	\$109,000
MAINE	\$0	\$40,000
MARYLAND	\$524,000	\$1,196,000
MASSACHUSETTS	\$597,000	\$652,000
MICHIGAN	\$434,000	\$840,000
MINNESOTA	\$229,000	\$643,000
MISSISSIPPI	\$0	\$68,000
MISSOURI	\$129,000	\$187,000
MONTANA	\$0	\$40,000
NEBRASKA	\$0	\$188,000
NEVADA	\$180,000	\$564,000
NEW HAMPSHIRE	\$0	\$55,000
NEW JERSEY	\$1,385,000	\$1,548,000
NEW MEXICO	\$127,000	\$246,000
NEW YORK	\$3,962,000	\$4,320,000
NORTH CAROLINA	\$199,000	\$211,000
NORTH DAKOTA	\$0	\$40,000
OHIO	\$259,000	\$260,000
OKLAHOMA	\$97,000	\$172,000
OREGON	\$225,000	\$247,000
PENNSYLVANIA	\$442,000	\$460,000
RHODE ISLAND	\$0	\$88,000
SOUTH CAROLINA	\$0	\$102,000
SOUTH DAKOTA	\$0	\$40,000
TENNESSEE	\$109,000	\$232,000

CRS-5

State	FY2000 Allocation	Estimate Allocation
TEXAS	\$2,235,000	\$2,764,000
UTAH	\$102,000	\$202,000
VERMONT	\$0	\$40,000
VIRGINIA	\$548,000	\$1,312,000
WASHINGTON	\$540,000	\$762,000
WEST VIRGINIA	\$0	\$40,000
WISCONSIN	\$117,000	\$135,000
WYOMING	\$0	\$40,000
GUAM	\$0	\$68,000
N. MARIANAS	\$0	\$40,000
PUERTO RICO	\$184,000	\$208,000
VIRGIN ISLANDS	\$0	\$45,000
TOTALS	\$25,500,000	\$40,500,000

Source: CRS analysis of data obtained from the U.S. Department of Education (ED) Budget Office

Do not release

Accomplished Teaching: A Validation of National Board Certification

EXECUTIVE SUMMARY

Purpose

The purpose of the study was to investigate three important questions about the validity of the National Board for Professional Teaching Standards' (NBPTS) system for assessing and certifying accomplished teachers. These questions were:

1. Do teachers certified by NBPTS differ significantly from teacher candidates who did not earn certification in terms of the quality of their classroom teaching practices?
2. Do teachers certified by NBPTS differ significantly from teacher candidates who did not earn certification in terms of the quality of work produced by their students on classroom assignments and on external modes of student assessment?
3. Do teachers certified by NBPTS differ significantly from teacher candidates who did not earn certification in terms of their post-assessment professional activities?

Participants

The study focused on a sample of 65 teachers from three geographic locations: North Carolina, Ohio and the Washington, DC area. In addition, all the teachers in the study had gone through the National Board's certification process in one of two NBPTS certificate areas: Early Adolescence/English Language Arts and Middle Childhood/Generalist. Thirty-four (34) teachers were Early Adolescence/English Language Art teachers, of whom 13 earned National Board Certification, and 21 did not. The remaining thirty-one (31) teachers were Middle Childhood/Generalists, of whom 18 earned National Board Certification and 13 did not. This sample was recruited from all eligible candidates from all years the Early Adolescence/English Language Arts and Middle Childhood/Generalist assessments were available. Of the 1,556 teachers who sought National Board Certification in these two certificate areas between 1993-94

and 1998-99, eligible study participants included only those candidates whose final scores on the NBPTS assessments met the following guidelines: (1) candidates for National Board Certification whose total scores on an assessment were at least one and one-fourth standard deviations below the certification score; (2) candidates for National Board Certification whose total scores on an assessment were between one-fourth, and three-fourths of a standard deviation below the certification score; (3) candidates for National Board Certification whose total scores on an assessment were between one-fourth, and three-fourths of a standard deviation above the certification score; and (4) candidates for National Board Certification whose total scores on an assessment were at least one and one-fourth standard deviations above the certification score. These groups were defined to ensure that dependable differences between National Board Certified Teachers and non-Board Certified teachers could be detected.

Design and Methodology

The study was designed and carried out by a team of researchers at the University of North Carolina at Greensboro. Members of the research team included university educational researchers, teacher educators, assistant principals, curriculum specialists, and highly experienced practicing and retired English Language Arts and elementary and middle school generalist teachers.

The study was based on a comprehensive review of the vast research and scholarly literature on expert/novice comparisons, comparative teaching practices, and studies of schooling effects and outcomes. From the analysis of this literature emerged the 15 dimensions on which the two groups of teachers were compared. Thirteen (13) of these dimensions were related to the skills and abilities of excellent teachers; two of the dimensions were related to student learning,

and a final attribute was a complex combination of both student outcomes and teacher characteristics.

The evidence analyzed in the study was obtained from a variety of sources: teachers' instructional objectives and lesson plans for a particular instructional unit; classroom observations of all 65 teachers' classrooms; and scripted interviews of the teachers and their students. All of this information was obtained and evaluated by observers and assessors who had no knowledge of the teachers' certification status. The information gathered for each teacher was compiled into a "casebook", which served as the basis for evaluating teachers along the 13 teaching dimensions related to the skills and abilities of excellent teachers. In addition, evidence about student learning was obtained from two sources: (1) products and artifacts of the observed unit of instruction created by a randomly selected sample of students, and (2) student writing samples created in response to prompts developed by the research team. Measures of student motivation and self-efficacy were also obtained. Finally, evidence about the extent to which National Board Certified Teachers and their non-Board Certified counterparts engage in a variety of professional activities outside of the classroom was obtained via a series of structured telephone interviews.

To assess the degree to which the teachers in the sample possessed the attributes characteristic of expert teachers that emerged from the literature review, a rigorous, highly articulated assessment protocol was developed and applied to each casebook. The protocol was developed, tested, and refined by senior members of the research team and experienced teachers with over 50 years of combined experience in teacher assessment and evaluation. Trained assessors, all recently retired or practicing teachers in the relevant discipline, scored each casebook. All assessors were unaware of the certification status of the teachers in the study.

Findings and Conclusions

In every comparison between NBCTs and non-NBCTs on the dimensions of teaching excellence, NBCTs obtained higher mean scores. In 11 of the 13 comparisons, the differences were highly statistically significant. In eight of the comparisons, differences between the two groups held up against what is generally regarded as the most stringent statistical test available. The conclusion seems clear: the National Board Certified Teachers in this sample possess, to a considerably greater degree than non-certified teachers, those characteristics of expert teaching that have emerged from the body of research on teaching and learning. Specifically, they possess pedagogical content knowledge that is more flexibly and innovatively employed in instruction; they are more able to improvise and to alter instruction in response to contextual features of the classroom situation; they understand at a deeper level the reasons for individual student success and failure on any given academic task; their understanding of students is such that they are more able to provide developmentally appropriate learning tasks that engage, challenge, and even intrigue students, but neither bore nor overwhelm them; they are more able to anticipate and plan for difficulties students are likely to encounter with new concepts; they can more easily improvise when things do not run smoothly; they are more able to generate accurate hypotheses about the causes of student success and failure; and they bring a distinct passion (i.e., deep commitment to their students' academic success) to their work.

On two of the thirteen dimensions (Monitoring Students & Providing Feedback and Responding to the Multidimensional Complexity of Classrooms) NBCTs obtained higher mean scores than non-NBCTs, but the differences did not reach conventional levels of statistical significance. Because of design and scorer training improvements made during the course of this

research, the authors of this report are reasonably convinced that these two differences also will be found to be statistically significant in future studies.

To investigate the differential effects, if any, that NBCTs have on student learning, the research team selected two different student outcome measures: a student product in response to an instructional assignment by the teacher tied to the instructional unit we observed, and (2) an “external” measure of writing in response to an age appropriate prompt devised by lead teachers on the scoring and observational teams. Trained assessors evaluated the responses of students to the instructional assignment using an elaborated scoring classification scheme designed to assess a student’s depth of understanding. As before, assessors were unaware of the certification status of the teachers in the study.

The evaluation of the student responses to teacher assignments provided evidence that is both compelling and consistent: the National Board for Professional Teaching Standards, through its series of comprehensive performance assessments of teaching proficiency, is identifying and certifying teachers who are producing students who differ in profound and important ways from those taught by less proficient teachers. These students appear to exhibit an understanding of the concepts targeted in instruction that is more integrated, more coherent, and at a higher level of abstraction than understandings achieved by other students.

The evaluation of the responses to writing prompts designed by the teachers on the research team as “external” indicants of achievement not directly tied to the teacher’s specific instructional objectives at the time of observation provided evidence that was less compelling. The decision to use writing as one of the measures of student outcomes was motivated by a desire to gauge the effects teachers have on a universally valued student outcome that is common to virtually all school curricula. In comparisons of the student writing scores, only students of

National Board Certified Middle Childhood/Generalist teachers obtained writing scores with statistical significance above that of non-Board Certified teachers. Differences between the writing scores of the full complement of students, as well as students of English Language Arts teachers, while in the expected direction, were not statistically significant.

Evidence of the effects that National Board Certified Teachers have on measures of student motivation and self-efficacy were inconclusive, in part, we speculate, because such effects are inherently more elusive and measures of these effects are less sophisticated.

Consistent and reliable differences in the number and variety of professional activities the teachers in the sample engaged in were not discernible. In addition, the separate sample of 40 National Board Certified Teachers interviewed to determine how schools, school districts, and other entities were using their talents indicated that, with rare exception, they have not noticed an increase in the use of their expertise since obtaining National Board Certification. It is hoped that with the increasing numbers and visibility of National Board Certified Teachers in all certificate areas, this pattern will change.

Finally, it should be noted that a limitation of the present investigation is the absence of adequate and appropriate measures of entering student ability. Attempts to match students with standardized test scores from state records were largely unsuccessful. Although we have no compelling reason to believe that students differed systematically at the beginning of the observational year, future research in this area should consider the collection of such information as part of the study design.

INTEROFFICE MEMORANDUM

TO: BETHANY LITTLE
FROM: DAVID AMBROZ
SUBJECT: THE FOSTER CARE CRISIS: 20,000 MORE SOCIAL WORKERS INITIATIVE
OVERBURDENED SOCIAL WORKERS: PROBLEMS AND SOLUTIONS

By federal law, states that participate in Aid to Families with Dependent Children (AFDC) must provide foster care. States receive matching funds amounting to approximately half of the families, because these children would have qualified for AFDC had they remained in the home. According to the Child Welfare League of America, state and localities continue to fund about 65 percent of all foster care. While some states directly administer Foster Care/Child Welfare, nearly one third delegate this authority to their counties, including the states with the largest caseloads -- California, Pennsylvania, and New York. In 1995, \$4.5 billion represented about 97 percent of all federal funding targeted to child welfare and protection, including foster care. Under IV-B of the Social Security Act, states are eligible for case management and placement activities. The federal government's role in Foster Care has been essential in the program's success, and can further influence the future of a struggling program.

Federal law requires the provision of direct child welfare service to children and families, but total cost of these services generally cannot be supported with federal funds designated for foster care alone. The available state funds have been stretched to the limit to increasing demands from other activities. The increasing competing demands have disabled states to guarantee that child welfare services are sufficient to meet needs. Statistics carry out the fact that many youth in Child Protective Services continue to be victims of abuse even in the custody of the state. Taken from abusive or neglectful families and placed in abusive or neglectful foster homes, foster youth are effectively abandoned by the state. In designing a program to aid abused children, social workers are our front-line fighters. Their relationship, supervision, and friendship with a youth can be the key to a successful child. However, these front-line workers are unable to meet the growing demands as the number of foster youth grows, and the number of social workers stagnates or declines in most areas in proportion.

Overburdened and underpaid, social workers are unable to effectively monitor and work with the children they supervise. In addressing similar problems, federal government has acted to address social ills like crime and failing public education with programs aimed at increasing teachers and community police organizations. With the continued apathy toward the crisis, 100,000 more police officers may not be enough. Consider the following statistics: Of the 25,000 young people that age out of the foster care system when they reach age 18, only 50% will graduate high school. A mere 11% will continue on to college, and only 4% will graduate from college. Within two to four years, 18% will have been incarcerated, 25% will be, or have been, homeless, 50% are unemployed, and 60% of the women have given birth. Perhaps the most daunting statistic, studies indicate that 40 to 70 % of the homeless population was in foster care at some point in their lives. Without the support foster youth need from CPS or the government, many foster youth will end up in jail, on welfare, or on the streets.

Action Plan

In tackling the issue of too few social workers the government can also address in an immediate fashion other effects of a failing system. To begin with, there are too few social workers to deal with a growing number of foster youth. The simple answer to this is to require states to reduce caseloads, but at the same time increase funding for new social workers and increase their pay.

- Reduce caseloads over the next five years by half. The federal government will provide funds to do this and increase the salaries of the average social worker by \$10,000. How much will this cost?

The Child Welfare League of America recommends that for providers of out-of-home services the number of children per caseload should be 12 to 15. Currently there are approximately 520,000 out-of-home needing foster youth. Additionally, 90 percent of states reported social worker recruiting and retaining caseworkers as the major problem second only to the growth in the number of foster youth. In some jurisdictions caseloads have reached 100 cases per caseworker. With 75 percent of the growth happening in foster youth populations occurring in urban areas between 1983 and 1992, New York serves as an example of the problem, with a 75 percent turnover rate for social workers.

In 1996, starting salary for caseworkers in child welfare, including those who do investigations, assessments, and intake, ranged from \$18,826 to \$37,908. Specifically for social workers that have more responsibilities than investigations was \$25,173. The average salary for casework supervisors was \$31,654 in the 32 reporting states. According to the Child Welfare League of America, there were 47,099 full time position filled in Public Child Welfare Agencies in 1996, of which 34,178 were direct service positions. And the average caseload for foster care placements was 28.0. This number is misleading because while caseloads in some rural settings have reached low numbers, in some jurisdictions, caseloads have reached 100 cases per caseworker. Decreasing the average caseload to the recommended 15 to 20 would require an almost 50 percent total reduction from the national average. Enabling this step would require an increase in the number of child welfare workers that provide direct services to foster youth.

Within California, Illinois, Michigan, New York and Texas there were 208,011 foster children in late 1993. Of which New York and California accounted for 70 percent. In examining the incredible growth in foster youth populations in these states, it is important to note that when researchers separated the primary urban area in each of the five states, they determined that 75 percent of the caseload growth between 1983 and 1992 occurred in urban areas. New York City and Chicago were responsible for virtually all of the foster care caseload growth in New York State and Illinois. Both urban areas experience a tripling of their foster care populations. These new child welfare workers could be targeted to the counties that have the highest average caseload, which will most likely be in urban areas. To avoid efforts to fudge caseload average data in order to gain funds, the federal government could look at the trends in these areas, and assess the expected outcome of growth vs. the actual or reported.

To calculate the cost of employing 20,000 new direct service providing child welfare workers, we can determine the highest possible cost by using the high average salaries as a base. Additionally, to address retention we need to increase their pay by \$5,000, which will increase the average pay to \$35,173. The total approximate cost of this dual effort is \$774,350,000. If we were to increase pay by \$10,000, and still add the 20,000 new child welfare workers, the approximate cost would be

\$1,045,024,000. An alternate route could take one on at a time. First, focusing on hiring the additional 20,000 child welfare workers, and then increasing average pay. However, both fronts must eventually be addressed in order to make a serious reform effort. The cost can be defrayed over a time period to be set by states or the federal government.

In return for the commitment to increase child welfare workers, the federal government can request that states contribute to the preparation of foster youth by waiving tuition at state schools. Massachusetts has recently begun waiving tuition at state schools for foster youth, or former foster youth that have been adopted. The program is estimated to cost a little over a million to ensure that all qualified foster youth have access. Recognizing the importance of education, ensuring access would be a major step toward the preparation of foster youth for adulthood. As part of this effort, recent legislation incorporated into the independent living funding act enables states to keep former foster youth enrolled in medical insurance programs while in school, can be reaffirmed, and required to access this new money.

Guaranteeing foster youth access to higher education does not preclude preparation. The digital divide is exacerbated by the extreme poverty and mobility common to this group. Placing a computer in each foster home would benefit not only the foster child, but also the foster family that has opened its home to foster children. According to a recent report by CASA, there are 140,000 licensed foster care homes nationally. At a cost of \$900 for a new computer per household, would cost \$126,000,000. This is a high cost estimate considering the possibilities for bulk and government discounts, used computer acquisition, and government hand-me-downs.

Enabling the states to increase social workers with federal funds, requiring tuition grants for foster youth and adopted foster youth, and extending health coverage to these youth will combine to address many of the negative outcomes of the current CPS. By increasing the number of child welfare workers, thereby decreasing caseloads, foster families can receive the support and attention from the foster child's social worker. This support could decrease the attrition rate for foster families. In a similar fashion, a decrease in caseload size could increase the retention rate for social workers. Fewer cases translates into less stress, and makes the salary more comparable to the work performed. The ability for child welfare workers to develop relationships with foster youth should mean that they can be better advocates for the youth's interests, and participate in a more meaningful manner in his/her development and recuperation.

Class Size Reduction?

Urban Areas?

\$ waiving tuition @ state US?

what salary base?

Summary of the...

***“Success for All Does Not Produce Success For Students”* Article by Dr. Stanley Pogrow**

(The author is a professor at the University of Arizona and specializes in school reform and administration. He is also the developer of the Higher Order Thinking Skills program for Title I and learning disabled students.)

Dr. Pogrow is probably the #1 opponent of the Success for All (SFA) program so I would take this with a grain of salt. He however bring up valid points of why the program should be questioned.

- His first argument is that concentrated finding from the U.S. Dep. Of ED in the hand of a few large organizations has created a monopoly that has resulted in huge investment gains by Slavin and Madden who are now out to protect there investment instead of researching new and better program innovations.
- He argues that the Dep. of ED funding for another five years at \$36.5 million was given without any competition and has created a huge conflict of interest for Slavin and Madden who is the director of the SFA foundation. He claims that SFA Foundation continues to receive the lion's share of federal R&D money despite a lack of valid evidence of success. Because of the monopoly in funding they have created a monopoly of information, only doing (or releasing) research that is favorable to the program.
- Another argument is why are they still getting dissemination grants at all. SFA projected sales are at \$44 million this year, they are 15 years old, they charge schools high prices for the program and SFA also has an arrangement with Edison Schools, Inc which raises capital in the private sector.
- Dr. Pogrow points out that **none** of the sources of positive data about SFA comes from independent sources. All sources such as “WestEd” had large contracts to be regional training centers for SFA. They also use examples of authorities on the issues of education such as William Sanders (U. of Tennessee) who has produced work for SFA and is listed as the “Mid-South distributor for SFA”. (All but 2 sources are affiliated with Slavin's research center.)
- Since Slavin became the director or the center for research on the Education of Students Placed at Risk there has not been one negative finding publish by his center or outsiders collaborating with the center.

- Pogrow claims that SFA goals no longer include making students successful but instead to spin finding that only show they are progressing children from hopeless to hapless.
- When Slavin and Madden did their research for the final analysis they counted only the students that had participated for five years, which means they dropped a large number of students (such as special Ed). **The special Ed students however remained in the comparison schools.**
- Throughout this paper he continues to reinforce his feeling of SFA's "troubling willingness to say anything in an effort to cover up the failure in its programs." He claims, "Ultimately, this is about making numbers successful-not students."
- Every study they cite in their comparison section to show SFA's superiority to other schoolwide models (such as Reading Recovery) has involved the SFA South researchers.
- Dr. Pogrow reviews Slavin and Madden's research in Baltimore, Memphis, Texas and New York City, new Jersey and an number of other places. Here are four examples of data he found in this research:
 1. Memphis places next to last in ranking of the districts. 24 of the lowest-achieving 77 elementary schools in Tennessee are Memphis SFA schools. SFA is used by 36% of Memphis elementary schools while 52% are ranked in the lowest 77 in the state.
 2. In Texas an entire industry has developed in producing sample tests and related curriculum at much lower cost than SFA.
 3. In New Jersey after the first year of SFA in Abbott schools only 1 of the 277 met state requirements. SFA announced this June that Abbott was eligible for up to \$220,000 in additional funds. New Jersey educators labeled this as a bribe.
 4. Dade County, Florida (same as Coral Way). The county did an independent study that confirmed that, "The gains in English language proficiency for students in schools Implementing the SFA program were found to be generally inferior to those of other schools in the district."

Pogrow identifies some problems with the system, particularly its inability to build upon early gains. He recognizes that some teachers

benefit from the very structured format but teachers that prefer to make their own diagnoses and judgments about class and individual needs and ability feel that SFA limits their ability to perform.

- There is also a anti-SFA web site that is registering over a million hits a year.

Many of these people are teachers and parents who feel that SFA will have a psychic toll on quality and creative teachers while limiting student creativity.

Turning Around Low-Performing Schools: What the Research Indicates

Research Studies

Low-performing schools, especially those in high poverty neighborhoods, are receiving a good deal of attention from education researchers. Several organizations, as well as the Department of Education, have conducted studies trying to determine why some schools manage to perform at high levels of academic achievement while others do not. These studies tend to be narrowly focused, concentrating on relatively small numbers of schools, and they vary in terms of the rigor and intensity of their research methods. Several of these studies have come out in recent months:

- *Hope for Urban Education: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools* (1999). Researchers at the Charles A. Dana Center at The University of Texas at Austin conducted this study for the Planning and Evaluation Service of the United States Department of Education. Researchers conducted intensive observations at nine urban, predominantly minority schools and interviewed administrators, teachers, parents, and students at all sites, noting similarities between practices at the nine campuses. Schools were chosen to participate in the study on the basis of how well they met the criteria of the study in terms of poverty levels, availability of student achievement data, and the schools' willingness to participate.
- *Dispelling the Myth: High Poverty Schools Exceeding Expectations* (1999). This study was conducted by the Education Trust, in cooperation with the Council of Chief State School Officers. Surveys were sent to 1,200 urban schools with poverty rates of over 50 percent that had been identified by their states as high-performing or dramatically improving. Educators at 366 of these campuses responded to the survey. Researchers used survey data to determine common practices that might account for the schools' success. Researchers did not visit participating schools.
- *No Excuses: Lessons from 21 High-Performing, High Poverty Schools* (2000). Samuel Casey Carter, a Bradley Fellow at the Heritage Foundation, wrote this report. The report contains case studies of 21 urban and rural high poverty schools, 15 of which are public schools. Schools were selected for the study on the basis of recommendations from state education officers, state assessment offices, state and local think tanks, teachers' unions, and research organizations. The list of over 400 schools compiled by researchers was narrowed down to 21 schools on the basis of concentrations of low-income students, the ability of the researchers to verify student achievement, and schools' willingness to participate. All 21 schools were visited, and interviews were conducted with principals, teachers, students and parents.

- *Leave No Child Behind: A Baker's Dozen Strategies to Increase Academic Achievement* (1999). This report is based on the findings of a two year study conducted by the Chicago Schools Academic Accountability Council. The study examines the practices of principals in 32 improving elementary schools in the Chicago school system, some of which are high poverty. The report details practices common to the schools.

In addition to these studies, the United States Department of Education has released *Turning Around Low-Performing Schools: A Guide for State and Local Leaders* (May 1998), which provides research based pointers for state and local officials on how to improve low-performing schools.

Research Findings

Although these studies and others like them are products of individuals and organizations representing a broad range of political and ideological positions, and despite their varying degrees of academic rigor and size of sample, they are remarkably similar in their findings.¹ While the studies differ in detail and emphasis, there is general agreement among the researchers about what works in improving low-performing schools. Researchers in the studies discussed above repeatedly stress seven important characteristics of high-performing schools. These findings are consistent with recommendations from the effective schools research of the last decade, and they seem to indicate that if low-performing schools were to emulate these characteristics of high-performing schools, performance would improve.

1. *High-performing schools set high standards for student achievement and plan curriculum and assessment based upon those standards.*

In order for students to perform at high levels, schools need to plan carefully, and in order to plan, they need to know what their goals for students are. Setting clear, consistent, measurable standards for what students should know and be able to do is one way to set such goals and to help schools focus on their central mission. But simply creating or adopting standards is not enough; the standards must be *ambitious*. If schools have low expectations for what students can accomplish, it is unlikely that students will exceed those expectations.

High standards, by themselves, are not enough. They must be *used*, and used regularly and consistently. Successful schools use standards as a framework for curriculum design and for both horizontal and vertical planning. They also use standards as a basis for assessment, to measure whether or not students are actually learning what they are

¹ The small size of the studies discussed above is a concern. The fact that the small studies are in general agreement is promising, but a larger scale analysis of practices in high-performing schools would be helpful. An additional concern is the dearth of information about high-performing secondary schools; most of the existing studies look exclusively at elementary schools. It is unclear whether methods that work for lower grades will be equally successful with secondary students.

intended to learn. Standards are also used to evaluate teacher performance. If a teacher's students do not meet the required standard, the school can take appropriate action.

2. *High-performing schools hold teachers and administrators accountable for meeting school goals.*

Schools and school personnel need to be held accountable for meeting their schools' goals. Teachers and administrators must be willing to accept negative consequences when students fail to achieve as well as incentives when schools succeed. Successful schools do not see low-performance by students as "a student problem." Instead, they see it as a problem with the school, a problem that can be addressed through changes in curriculum and instruction.

Most researchers see testing as a key component in accountability. Test data provide an opportunity for schools to build capacity by allowing them to determine which areas of the curriculum and which groups of students need additional attention. Data allow schools to target areas for improvement and adjust instruction accordingly. Data are best used to provide constructive criticism for teachers and administrators rather than as a form of punishment. In order to use data in this way, school administrators and teachers need adequate training in how to use data.

The most important aspect of a good accountability system, however, is having established, adequate strategies to build capacity and provide support when schools do have problems. Having high standards for accountability and achievement does little good if schools have no means, financial or otherwise, to correct areas identified as problematic. State and district support is crucial if schools are to make good use of their accountability systems.

3. *High-performing schools create a safe, orderly environment that allows students to concentrate on academics.*

Good order is a prerequisite to learning; if students are trapped in an unsafe, violent, or drug-infested school environment, it is unlikely that they will be able to achieve at high levels. Successful schools foster an environment where all school stakeholders, including school personnel, parents, and students, contribute to and take responsibility for the orderly running of the school. Simply having "get tough" disciplinary policies will not help; students must feel that they have an important responsibility to help maintain a safe environment. Children need to see that achievement depends upon self-discipline and self-control. Schools also need to foster an environment where students' self-esteem is dependent on achievement, not on disruptive behavior; this is best done through the example set by committed faculty, administrators, and parents.

4. *High-performing schools maximize time spent on instruction.*

Successful schools do everything they can to increase time spent on instruction, especially in reading and mathematics. Many successful schools make use of longer



NATIONAL TEACHER OF THE YEAR PROGRAM

Sponsored by the COUNCIL OF CHIEF STATE SCHOOL OFFICERS and SCHOLASTIC INC.

202/336-7047 ♦ 202/789-1792 FAX

April 14, 1999

FACSIMILE TRANSMISSION

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MEMORANDUM

TO: Tanya Martin

FROM: Jon Quam, Director

SUBJECT: Information on the 1999 National Teacher of the Year and the
State Teachers of the Year

Attached are materials on the 1999 National Teacher of the Year. I've included:

- copy of our press release set to go out on Sunday evening including general materials on the program and it's sponsors
- a list of those organizations who comprise the National Selection Committee
- the 1999 National Teacher of the Year thoughts on teaching
- *Daddy Teacher*.. based on a speech of the 1999 National Teacher
- short biographical sketches on the three 1999 Finalists

If you would like additional information on the national teacher I can fax you his complete application, a series of essays on teaching and professional quality. I have those for all candidates.

If you give me some idea of what kind of "anecdotes" you would like on the State Teachers I'm sure I can find exactly what you might need.

Please contact me at 202-336-7047; or email at: jonq@ccsso.org. Thanks.



NATIONAL TEACHER OF THE YEAR PROGRAM

EMBARGOED FOR RELEASE

**Sunday, April 18, 1999
8 p.m., EDT**

*'The biggest kick in teaching comes when I look
into the face of a young child and watch confusion
turn to concentration, concentration to surprise
and, finally, surprise into the pride of accomplishment.'*

Georgia Kindergarten Teacher To Be Named 1999 National Teacher of the Year at White House Ceremony

As a career teacher, the parent of a learning-disabled child, and a male teaching kindergarten students, Andy Baumgartner sees education from varied perspectives. These perspectives, driven by a passionate desire to effectively influence his students' early school experiences, have earned him the 1999 National Teacher of the Year honor.

Baumgartner will be recognized tomorrow by President Clinton in a White House ceremony, which also recognizes the 1999 State Teachers of the Year. He was selected by the oldest and most prestigious awards program to focus public attention on teaching excellence, and which is sponsored by the Council of Chief State School Officers (CCSSO) and Scholastic, Inc., the world's largest publisher of educational materials for children and young adults. Baumgartner, the first honoree to represent Georgia, begins a year as a full-time national and worldwide educational spokesperson on June 1.

In his 23 years of teaching, all in Georgia, Baumgartner has discovered that major educational issues fall into two categories: "successfully meeting the needs of each student and upgrading the public's perception of our integrity as a profession."

"Every student has a right to find some element of success in his or her school career, since this is most often the major prerequisite to finding success in life," he says. Likewise, teachers

-- more--

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can enhance this goal by "demonstrating a high level of competency in our work while demanding more visible support from legislators, corporations and the general citizenry.

"We must educate others to *our* needs and to the needs of the *students*."

Baumgartner strives to meet and exceed these challenges. He listens, establishing continuous communication and rapport between students, parents and himself. He also works constantly to develop and maintain a supportive environment for very young learners.

"A nurturing classroom and school involve an environment where students feel safe to converse with peers, teachers and visitors alike, and one that encourages adventure, exploration and discovery," Baumgartner says. Also, "it should be a place where each child's needs for understanding and attention are understood and met, where they feel loved and treasured, and where there is a definite set of boundaries that are clearly stated and consistently enforced.

"Most of all, though, it must be a happy place for everyone."

"I am often amazed that I sometimes learn more from an activity that does not work as planned than one that does. This is one of the important lessons I try to help my students discover."

Being open to adjustment and change is necessary for an early childhood educator, Baumgartner says.

"Because young children are so active and their attention spans so short, I constantly switch channels and move to new activities. I attempt to replenish my 'bag of tricks' with a new idea, a new song or poem, a picture that holds meaning or stimulates ideas, a game I've seen, or a book someone has shared with me."

He gets the most enjoyment, though, by coming up with his own new ideas. "Sometimes they may seem a bit off the wall or too big to handle, but nothing tried is nothing gained."

Through this experimentation and change,

Baumgartner's teaching grows each year, adding even more interest and excitement to his classroom experiences.

"I am often amazed that I sometimes learn more from an activity that does not work as planned than one that does," he says. "This is one of the many important lessons I try to help my students discover."

"We are delighted that a person who wholeheartedly embraces the challenge of getting his students excited about daily accomplishments and who is dedicated to fostering respect for the teaching profession has been selected," said Ernest Fleishman, Senior Vice President for Education and Corporate Relations for Scholastic, Inc., a company seeking to elevate the status of teaching and honor professional excellence through its sponsorship.

Gordon Ambach, Executive Director of CCSSO, which houses the NTOY Program, is also excited by Baumgartner's selection.

"Andy's attention to his young students, his enthusiasm for their uniqueness and creativity, and his connection with their families merit his recognition as a national representative of teachers," Ambach says.

-- more--

Baumgartner was born in Anniston, AL, on August 21, 1952 and was raised in Hickory, NC, and Macon and Savannah, GA. After graduating in 1970 from H.V. Jenkins High School in Savannah, he served in the U.S. Marine Corps and received an Honorable Discharge. Baumgartner was graduated from the University of Georgia in 1976 with a Bachelor of Science in Education degree in Speech and Language Pathology. He holds a Masters Degree in Early Childhood Education from North Georgia College. He began his career as a Kindergarten through twelfth-grade speech therapist; however, after finding he preferred one school to working with many schools, he changed to teaching upon receiving his Masters degree two years later.

Baumgartner was a speech therapist for the Gilmer County Public School System from 1976-78; taught Kindergarten for the Chatham County/Savannah City Public School System from 1978-81; and, since 1982, has taught at three schools in the Richmond County Public School System, including A. Brian Merry Elementary School since 1995. He also was employed as an early childhood consultant during the 1981-82 school year for the Middle Georgia Cooperative Educational Services Agency.

The second Kindergarten teacher to be named, Baumgartner joins Helen Adams, the now-retired 1961 recipient from Wisconsin, as the National Teacher of the Year honorees who educate among the youngest of students.

He is married to Nancy Cisick-Baumgartner, Principal at Southside Elementary School in Augusta, and is the father to three sons: Brock Baumgartner, Jason Cisick and Andy Cisick.

Other 1999 National Teacher of the Year finalists are Bruce Penniman, 1999 Massachusetts Teacher of the Year and an English teacher at Amherst Regional High School in Amherst, MA; Peter White, 1999 New York Teacher of the Year and a social studies teacher at Northport High School in Northport, NY; and Lynn Peacher, 1999 Oklahoma Teacher of the Year and a fourth-grade teacher at Jenks East Elementary School in Jenks, OK.

A committee of representatives from the 15 leading national education organizations chooses the recipient from among the State Teachers of the Year, including those representing the four extra-state jurisdictions of American Samoa, Guam, the Northern Mariana Islands, and Puerto Rico; the District of Columbia, and the Department of Defense Education Activity.

State Teachers of the Year are selected on the basis of nominations by students, teachers, principals and school administrators throughout their states. Their applications then are submitted to CCSSO in Washington, D.C., where the national selection committee reviews the data on each candidate and selects finalists. The selection committee then personally interviews each finalist before naming the National Teacher of the Year.

* * *

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THOUGHTS ON TEACHING & LEARNING

by
ANDY BAUMGARTNER
1999 NATIONAL TEACHER OF THE YEAR

What I Do to Strengthen and Improve the Teaching Profession

Having a son with a learning disability and an attention deficit allows me to see my profession from an additional perspective. I understand the feelings of frustration, heartache and even anger that many parents suffer when they feel that the system is too large or too uncaring or just not capable of helping their children with educational success. Through such experiences, I have gone through a renewal in enthusiasm and a passionate reclaiming of the ideas that led me into teaching in the first place.

I am constantly honing my skills and seeking to improve myself, both as an educator and as a personal model to my students. I enthusiastically praise members of my profession that I see doing a good job, and encourage those educators who seem to need it. I openly exchange ideas and techniques with other teachers and enjoy developing a sense of comradery with my peers and supervisors through honesty, sincere friendship and humor. I actively participate in meetings and forums from my grade level up through the system level, and write letters to administrators, board members, newspaper editors and legislators.

When educational issues come up in a social setting, I confidently assert the positives of public education, admitting our weaknesses but stating our strengths. I invite doubters into my school to view education at work and quickly remind them that support from individuals outside the schools is a great asset in strengthening young people who will eventually work with them in jobs and with community issues.

By modeling knowledge of and quality performance in my specialized field, and by exhibiting beliefs that I strongly support, I strengthen and improve the teaching profession at the ground floor, making a foundation on which others can build. By being a strong individual teacher that works well with others, I help produce a stronger school, which adds to the integrity of our system and the profession as a whole.

What I Do to Promote Professional Accountability

Accountability must be related to the percentage of students that successfully get productive positions in society after leaving school. This is most often related to a student finding success in his/her first years of school.

Teachers of very young children are responsible for encouraging growth in all areas: social, emotional, physical, creative and academic. Therefore, I must be held accountable for making certain that the children in my classroom experience every opportunity to learn to trust educators and to develop a joy of learning! I must also be held accountable for instilling in them the proper conduct and citizenship skills that will enable them to positively contribute to the creation and continuation of a classroom environment that promotes individual student achievement and the productivity of a school.

Furthermore, I must establish active goals for my students that are clearly stated, attainable and measurable through evaluation instruments and observation. I must be ever mindful that each student in my classroom is treated with understanding, dignity and fairness so that he or she may leave me with a sense of personal accomplishment and self-worth that will allow the student to be motivated toward a lifetime of learning! I must, therefore, be accountable for setting up a classroom environment that guarantees respect, courteous cooperation, and effective instruction. I should be expected to allow my students to express their individual needs, wants and ideas without fear of reprisal or disapproval. I must consciously strengthen my emotional and mental health, avoid prejudice and stereotyping, and maintain a high level of energy to possess the stamina needed to meet the challenges of students and career.

As one of the first teachers with whom students come in contact, I am responsible for developing the attitudes and foundation that will produce academic achievement. Therefore, I must always remain faithful to the basic philosophy of kindergarten as a developmental, "readiness" year. The activities and techniques used in my classroom must be appropriate to the age of the students and be targeted to the abilities of each particular group of students that enter kindergarten.

I must make every effort to challenge the stronger students to strive toward further progress and to patiently love the struggling students into persevering. Through the use of encouragement, praise, and the spotlighting of individual successes, I can promote self-confidence and self-worth, and a feeling of accomplishment at each level of instruction for each student. Because I am always aware of my competence as an educator, I am intent on tracking the progress of my students as they leave me so that I might change and upgrade my approach and enhance my effectiveness.

NATIONAL TEACHER OF THE YEAR PROGRAM

General Information

The classroom teacher is the backbone of the American educational system. No one person has a greater impact on the education of a child than does the teacher who creates the primary learning and instructional environment. It is the mission of the **National Teacher of the Year Program** to recognize and honor the contributions of the American classroom teacher. The Program is the oldest and most prestigious awards program to focus public attention on excellence in teaching. Now celebrating its 48th year, the National Teacher of the Year Program is sponsored by the **Council of Chief State School Officers and Scholastic Inc.**

Each year chief state school officers from the states, the extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools are invited to nominate a candidate from their state (or jurisdiction). The methods and materials used to select the State Teacher of the Year vary from state to state.

Candidates for National Teacher of the Year are expected to be dedicated and highly skilled teachers in any state-approved or accredited school, pre-kindergarten through grade twelve, who are planning to continue in an active teaching status. Since the purpose of the National Teacher of the Year Program is to recognize the contributions of the classroom teacher, supervisory and administrative responsibilities are of secondary consideration. Candidates should inspire students of all backgrounds and abilities to learn. The candidates should have the respect and admiration of students, parents and colleagues and should play an active and useful role in the community as well as in the school. Since 1980, the National Teacher of the Year has been released from classroom duties during the year of his or her recognition. This has allowed the National Teacher to travel throughout the country, and increasingly throughout the world, speaking before a variety of business, community and education groups. These candidates therefore must be poised, articulate and possess the energy to withstand a taxing schedule.

A National Selection Committee, comprised of representatives of the major national educational organizations, selects four finalists from the nominations received. The four finalists are brought to Washington, DC, for individual interviews with the committee. The National Selection Committee then selects the National Teacher.

In each of the forty-eight years of the Program, the National Teacher of the Year has been introduced to the nation by the President and honored at special events in the nation's capital. During the year of recognition, The National Teacher serves as a spokesperson for the education community. All scheduling of events for the National Teacher is coordinated by the national program. Information may be obtained by contacting the National Teacher of the Year Program, Council of Chief State School Officers; One Massachusetts Avenue, NW, Suite 700; Washington, DC 20001-1431; 202-336-7047 - 202-789-1792 Fax; e-mail: jonq@ccsso.org.

National Selection Committee Participating Organizations

American Association of Colleges for Teacher Education (AACTE), American Association of School Administrators (AASA), American Federation of Teachers (AFT), Association for Childhood Education International (ACEI), Association for Supervision and Curriculum Development (ASCD), Association of Teacher Educators (ATE), National Association of Education for Young Children (NAEYC), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Association of State Boards of Education (NASBE), National Congress of Parents and Teachers (PTA), National Education Association (NEA), National Middle School Association (NMSA), National School Boards Association (NSBA), National School Public Relations Association (NSPRA).

NATIONAL TEACHER OF THE YEAR PROGRAM

Forty-Eight Year Facts
1952-1999

STATES THAT HAVE HAD NATIONAL TEACHERS OF THE YEAR

<i>Alaska (1)</i>	<i>Kentucky (1)</i>	<i>Oregon (2)</i>
<i>Arizona (1)</i>	<i>Michigan (1)</i>	<i>South Carolina (2)</i>
<i>California (4)</i>	<i>Minnesota (4)</i>	<i>Tennessee (1)</i>
<i>Colorado (2)</i>	<i>Missouri (2)</i>	<i>Texas (1)</i>
<i>Connecticut (2)</i>	<i>Montana (1)</i>	<i>Virginia (2)</i>
<i>Florida (2)</i>	<i>New Hampshire (1)</i>	<i>Washington (2)</i>
<i>Georgia (1)</i>	<i>New York (2)</i>	<i>West Virginia (2)</i>
	<i>Pennsylvania (1)</i>	

Fourteen
National Teachers
(29%) have taught
at the **Elementary**
School level.

Five
National Teachers
(10%) have taught
at the **Middle or**
Junior High
School level.

Twenty-Seven
National Teachers
(55%) have taught
at the
High School level.

Three
National Teachers
(6%) have taught in
multiple school
level or specialty
programs.

In 1957 two National Teachers were
named -- 1 elementary and 1 high school.
This is the only year
in which this occurred.

In the 48 years of the program
29 (59%) National Teachers have been
female and 20 (41%) have been male.

All National Teachers who remain
in the workforce are still connected directly
with teaching, either in the classroom,
in administration, in higher education, or
as education consultants.

The first
National Teacher,
Geraldine Jones,
retired from
teaching
in 1989.

NATIONAL TEACHERS OF THE YEAR

1952-1999

- | | | | |
|------|---|------|---|
| 1999 | Andy Baumgartner - Kindergarten, A. Brian Merry
Elementary School, Augusta, GA | 1974 | Vivian Tom - Social Studies
Lincoln High School, Yonkers, NY |
| 1998 | Philip Bigler - Humanities, American History
Thomas Jefferson High School for Science & Technology,
Alexandria, VA | 1973 | John A. Ensworth - Sixth Grade
Kenwood School, Bend, OR |
| 1997 | Sharon M. Draper - English, Language Arts
Walnut Hills High School, Cincinnati, OH | 1972 | James M. Rogers - American History and Black Studies
Durham High School, Durham, NC |
| 1996 | Mary Beth Blegen - History, Humanities, Writing
Worthington Senior High School, Worthington, MN | 1971 | Martha M. Stringfellow - First Grade
Lewisville Elementary, Chester County, SC |
| 1995 | Elaine B. Griffin - 4-10 Self Contained Classroom
Chiniak School, Chiniak, AK | 1970 | Johnnie T. Dennis - Physics and Math Analysis
Walla Walla High School, Walla Walla, WA |
| 1994 | Sandra L. McBrayer - 7-12 Self Contained Classroom
Homeless Outreach School, San Diego, CA | 1969 | Barbara Goleman - Language Arts
Miami Jackson High School, Miami, FL |
| 1993 | Tracey Leon Bailey - Science
Satellite High School, Satellite Beach, FL | 1968 | David E. Graf - Vocational Education and Industrial Arts
Sandwich Community High School, Sandwich, IL |
| 1992 | Thomas A. Fleming - Special Education
Washtenaw ISD, Ann Arbor, MI | 1967 | Roger Tenney - Music
Owatonna High School, Owatonna, MN |
| 1991 | Rae Ellen McKee - Remedial Reading
Slanesville Elementary School, Slanesville, WV | 1966 | Mona Dayton - First Grade
Walter Douglas Elementary School, Tucson, AZ |
| 1990 | Janis Gabay - English
Junipero Serra High School, San Diego, CA | 1965 | Richard E. Klinck - Sixth Grade
Reed Street Elementary, Wheat Ridge, CO |
| 1989 | Mary V. Bicuvaris - Government/International Relations
Bethel High School, Hampton, VA | 1964 | Lawana Trout - English
Charles Page High School, Sand Springs, OK |
| 1988 | Terry Weeks - Social Studies
Central Middle School, Murfreesboro, TN | 1963 | Elmon Ousley - Speech, American Government
Bellevue Senior High School, Bellevue, WA |
| 1987 | Donna H. Oliver - Biology
Hugh M. Cummings High School, Burlington, NC | 1962 | Marjorie French - Mathematics
Topska High School, Topeka, KS |
| 1986 | Guy R. Doud - Language Arts
Brainerd Senior High School, Brainerd, MN | 1961 | Helen Adams - Kindergarten
Cumberland Public School, Cumberland, WI |
| 1985 | Therese Knecht Dozier - World History
Irmo High School, Columbia, South Carolina | 1960 | Hazel B. Davenport - First Grade
Central Elementary School, Beckley, WV |
| 1984 | Sherleen Sisney - History, Economics and Political Science
Ballard High School, Louisville, Kentucky | 1959 | Edna Donley - Mathematics and Speech
Alva High School, Alva, OK |
| 1983 | LeRoy E. Hay, Ph.D. - English
Manchester High School, Manchester, Connecticut | 1958 | Jean Listebarger Humphrey - Second Grade
Edwards Elementary, Ames, IA |
| 1982 | Bruce E. Brombacher - Mathematics
Jones Junior High School, Upper Arlington, Ohio | 1957 | Eugene G. Bizzell - Speech, English and Debate
A.N. McCallum High School, Austin, TX |
| 1981 | Jay Sommer - Foreign Languages
New Rochelle High School, New Rochelle, New York | | Mary F. Schwarz - Third Grade
Bristol Elementary, Kansas City, MO |
| 1980 | Beverly J. Bimes-Michalak - English
Hazelwood East High School, St. Louis, Missouri | 1956 | Richard Nelson - Science
Flathead County High School, Kalispell, MT |
| 1979 | Marilyn W. Black - Elementary Art
Bernice A. Ray School, Hanover, New Hampshire | 1955 | Margaret Perry - Fourth Grade
Monmouth Elementary, Monmouth, OR |
| 1978 | Elaine Barbour - Sixth Grade
Coal Creek Elementary, Montrose, Colorado | 1954 | Willard Wideberg - Seventh Grade
DeKalb Junior High School, DeKalb, IL |
| 1977 | Myrra L. Lee - Social Living
Helix High School, La Mesa, California | 1953 | Dorothy Hamilton - Social Studies
Milford High School, Milford, CT |
| 1976 | Ruby Murchison - Social Studies
Washington Drive Junior High, Fayetteville, NC | 1952 | Geraldine Jones - First Grade
Hope Public School, Santa Barbara, CA |
| 1975 | Robert G. Heyer - Science
Johanna Junior High School, St. Paul, MN | | |

* work for the Admin
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THE NATIONAL TEACHER OF THE YEAR PROGRAM SPONSORS

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS and SCHOLASTIC INC.

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO) is a nationwide, nonprofit organization comprised of the public officials who head the departments of elementary and secondary education, and in some states other aspects of education in the state, five U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Schools. The Council has served as an independent voice on federal education policy since 1927 and has maintained a Washington, D.C., office since 1948. Since 1908, chief state school officers have conferred with the Congress and federal agencies "to consider educational interests common to all of the states... which are furthered by a free comparison of views." In representing the chief education administrators, the Council speaks on behalf of the state education agencies (SEAs), which have primary authority for education in each state, and carries national influence commensurate with this position. The Council's members develop consensus on major education issues, which the Council advocates before the President, federal agencies, the Congress and the public. With the support of foundations and federal agencies, the Council undertakes projects that assist states with new policy and administrative initiatives and assist the federal agencies and foundations in implementing their programs. Robert E. Bartman, Commissioner of Education for the state of Missouri, is the current president of the Council.

SCHOLASTIC INC. was founded in 1920 with the launch of *The Scholastic*, the nation's first classroom magazine for high-school students. Today, the company is one of the world's leading publishers and distributors of children's books, classroom and professional magazines, educational software and internet-based curriculum, and instructional materials. Scholastic products are used in nine out of 10 classrooms in America. The company publishes a broad range of books, magazines, activity programs, and software to serve the needs of young children. Additionally, Scholastic produces children's video and television programming. Scholastic's 35 classroom magazines reach more than 25 million students, from pre-school through 12th grade, around the world. The company's paperback titles have topped the children's bestseller lists for years. Each year, there are more than 65,000 school-sponsored Scholastic book fairs in the United States, where parents and children can browse through hundreds of high-quality, age-appropriate titles. All together, Scholastic distributes more than four books per child ages 4-12 in the U.S. every year. Scholastic's new instructional programs offer an innovative alternative to traditional textbooks and share a new, educationally integrated learning philosophy. Among the Company's most prominent products in this field are *Scholastic Literacy Place*®, a core reading curriculum designed for K-6 grade, and its parallel Spanish-language program *Solares*™. In 1993, the Company launched Scholastic Network, the leading Internet subscription service for K-8 teachers and students. Scholastic publishes books, classroom magazines, and education materials, and operates school-based book clubs and book fairs through the Company's international operations in Canada, Australia, the United Kingdom, New Zealand, Mexico, India and Hong Kong. Scholastic also exports English-language books, magazines, and educational materials to more than 50 nations throughout the world.



NATIONAL TEACHER OF THE YEAR PROGRAM

A DADDY-TEACHER'S PERSPECTIVE ON FAMILY AND EDUCATION

by
ANDY BAUMGARTNER
1999 NATIONAL TEACHER OF THE YEAR

During my 23 years in this profession, my definition of an effective teacher has undergone many revisions, but one characteristic has always remained constant. An effective teacher must be an effective communicator!

He must also know which of his communication skills makes the most impact on his audience. As a primary teacher, my strength lies in storytelling. So I would like to share a story and, because I am a kindergarten teacher, I only know one way to start a story. That, of course, would be...

O

nce upon a time...

There was a teacher who moved his family to Augusta, Georgia. He brought a wife and child with him and embarked on an exciting career in a magnet school teaching students whose families were interested in having their children receive a quality education in an environment of structured academics, and where self-discipline was required and disruptive students were not tolerated. So launched a promising opportunity!

The second term at the magnet school had the makings of a perfect year. The teacher was comfortably situated in the schools and his only son was starting kindergarten there. He knew that his "golden boy" had had just the right language foundation laid for him at home and there was no doubt that the very bright and verbally proficient youngster would be an academic star!

On the first day of school, the beautiful little boy climbed into the front seat of his Daddy's car and cheerfully babbled all the way to his first day at Daddy's school.

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At the end of the first day, when his daddy posed that wonderfully exciting parental question, "How was your day?", the beautiful boy emphatically responded that he had had enough of school and wouldn't be going back!

And the teacher daddy was at first ready to accept this seemingly natural reaction of a young child to a new situation. With confidence and pride, the daddy returned the reticent boy to school.

But with each passing day, the child's response to school became more and more negative. The child's teacher made sure the daddy teacher knew everything that was wrong with each school day. And the boy and the daddy developed a routine of riding home after a long day at work in angry silence or heated discussion.

The boy's academic progress was not satisfactory and so the daddy changed roles and became the boy's teacher at night. Their relationship, which had once been filled with laughter and fun, became filled with goals...and practice...and homework...and...

Frustration.

W

hen the boy entered the third grade, the daddy teacher was presented with standardized test scores that signified what he had been taught in college constituted a mentally challenged student.

The daddy was, at first, crushed, but he refused to accept this. Instead, he took the child for a private evaluation where it was discovered the son was actually quite bright. However, the child had a learning disability and an attention deficit, along with being hyperactive. The daddy teacher at once felt relieved! Here was the reason for the beautiful boy's difficulty in school.

Now it could be fixed.

With a renewed resolve, the daddy teacher pushed to get assistance for his child and continued to supplement with hours of support at home. But the child continued to hate school and despise the hours spent working at home. And the school system, not yet able to help all students meet with success, could not instill motivation in the child, renew his self-confidence or rebuild his wounded pride.

Still the daddy teacher pushed, so much that he came to doubt himself both as a daddy and a teacher. He continued to work hard at his job, but found little pleasure in it and could only see the things he left undone or did poorly.

His self-esteem sank just as low as the beautiful boy's.

After a while, the boy became an adolescent, then a teenager full of indignation, resentment and animosity. Finally, with a push from the daddy teacher, he left home.

The destruction left behind dissolved that family.

N

ow that the teacher found himself alone and with all the time he had once spent on the beautiful boy now vacant, he became desperate for ways to fill it.

He realized changes were necessary, so he returned to kindergarten, his first love, at a new

school where he could make a fresh start. What happened to him there was incredible.

He began to remember why he had first gone into teaching. He regained the feeling of completeness that comes when young children loved him just for being him and always greeted him with an anxious readiness to receive something new from him.

He began to look back over his teaching years and realized how many lives he had indeed touched and how much he had actually been able to give to his profession—even when he had been unable to see it and even though he had felt such a failure in his own home.

He remembered all of the teachers and administrators who had supported him and tried to help that beautiful boy.

He began to read about and listen to others talk about family situations similar to his and to realize that sometimes all we can give is simply the best we have to give.

And what about the beautiful boy? Now 21 years old, the son is growing into a man who has become a friend to his father because they have been able to put aside some of their past hurts.

F

or me, there are many morals to this story:

—Both life and the teaching profession provide us with second chances. We must enthusiastically embrace and energetically use them to their fullest.

—In our desire to raise standards and accept accountability, we teachers must never forget that we do not teach books, programs or tests. We teach children!

—Standardized tests do not paint an entire picture, so we must continually strive to find more and better ways to evaluate the progress of our students, as well as the effectiveness of our teachers.

—Sometimes it is not only the students in our classes that need our attention and understanding, but their families as well.

—We must refrain from giving into the idea that the harder we push young students, the more they will learn!

—Schools must be places where discovery, exploration, excitement and the joys of childhood are openly and ardently celebrated.

—The right or wrong kind of beginning in school has a definite and often irrevocable effect on the outcome of an entire student's educational career.

—We must cling to our ideals and advocate for that which is best for our students and our profession, even when that is difficult!

-We must educate those outside of our classrooms who misunderstand or mistrust our teaching techniques or educational philosophies.

-We must use all of the avenues open to us to help correctly point the direction of the popular movement toward school reform.

-We must be aware of the power and the control that politics has over our profession, and use our rights as American citizens to influence wise decision-making by the policy makers.

-And most importantly for me, I will never again allow myself to fall victim to the idea that I am "just a teacher." Instead, I will forever hold my head up high and proclaim to the world that, of all the many things I could have chosen to do, I chose the most important job in the world.

TEACHING

###

BRUCE PENNIMAN - MASSACHUSETTS TEACHER OF THE YEAR

Discovering the power of language led Bruce Penniman away from a career interest in science to teaching, after realizing he "couldn't image anything greater than sharing the love of literature with others."

Although it is difficult at times for Penniman to believe he gets paid for something as wonderful as discussing books, "students are the 'texts' I most enjoy." This 27-year teaching veteran says, "I am especially drawn to the ones who inhabit the margins of the high school classroom for various reasons: shyness, social insecurity, disability, limited English proficiency, or perhaps even an 'uncool' level of academic curiosity. These students are also the ones who seem most drawn to me, maybe because they sense I experienced high school the same way. My greatest accomplishment in education comes from the knowledge that I have been able to make a difference for some of these students."

His work as an English teacher at Amherst Regional High School also includes advising the student newspaper, *The Graphic*, and serving a second stint as head of the English Department. This variety of responsibilities has given Penniman opportunities to influence various writing projects and lead curricular and organizational changes departmentally and school-wide. One of his fondest experiences involves helping de-track English classes, a move that has, among several things, decreased the number of racial minority students in so-called "lower level" classes. This first included discovering the importance of multiculturalism in literary teaching and has led to continuous communication because, while that effort increased classroom diversity, it did not in itself ensure that all students feel connected to school. "Outreach is my watchword now; finding that customized mix of interventions that will allow each student to thrive."

Through these experiences, Penniman has come to understand that his role in teaching is to focus on students' construction of knowledge through meaningful activity. Through the influence of three of his own high school teachers, he entered his classroom with "the notion that subject-matter expertise and missionary zeal were the keys to good teaching. But I gradually came to understand these teachers were effective primarily because of the relationships they built with their students in the context of student-centered activities."

Penniman holds Bachelor's, Master's and Doctorate degrees from the University of Massachusetts at Amherst, all in English.

PETER WHITE - NEW YORK TEACHER OF THE YEAR

Never forgetting and always learning would be the two phrases that best describe Peter White, a Social Studies teacher at Northport High School in Northport, Long Island.

Growing up in an financially, but not values-deprived, environment and attending an elementary school with many challenges are some of White's earliest influential memories. Despite his father abandoning the family when he was four, his mother not only served as his first and "ultimate" teacher, but as his major inspiration for becoming an educator.

"She was a strong woman who did not mince words; when she spoke, all were certain of what she meant," White said. "She taught us the real and important value lessons she felt had to be taught: truth, honesty, work, empathy and respect." When his mother was killed in a car crash, he decided to "carry her message of dedication, care, respect, and concern for others" into a career in teaching.

White's own elementary school environment, with class sizes of up to 90 students and youngsters feeling intimidated and fearful of speaking, shaped his desire to make his classroom more inviting. "I did not enjoy school and felt that if I became a teacher, my students would be more comfortable, relaxed, trusting of adults and able to wear a smile more often than I did at

their age."

Carrying memories to shape the present is also part of White's teaching philosophy. Among the opportunities he has given students have been trips to the poorest regions of the Western Hemisphere, such as Nicaragua. The experience of interacting and helping people who often make \$100 a year or less is powerful. "I believe this field work gets students excited, able to write things which would have been impossible before, and go forth substantially changed. I am fortunate to work in a district which continues to support action learning."

Closer to home, White has had his suburban students, as part of their Urban Studies class, visit New York City and Boston to learn about diversity, homeless issues, and similar urban challenges. In addition, White, also a practicing attorney, is the lead law instructor in Project P.A.T.C.H, Northport High's model law program and teaches an American Law class at Northport. Students learn criminal law, trial practice, torts, contracts, legal research and writing, and property, family and educational law.

White earned a Bachelor's degree in History at the University of Dayton (Ohio), a Master's in Secondary Education at Hofstra University, and a Doctorate in School Administration and Supervision at Long Island University. His law degree comes from Touro College School of Law.

MARY LYNN PEACHER - OKLAHOMA TEACHER OF THE YEAR

When the Peacher Creatures of Jenks East Elementary School laugh, read, play, celebrate diversity, and even more, everyone there knows Lynn Peacher's fourth-grade students are connecting with school and life.

Whether it's the beginning or year of a school year, Peacher never stops emphasizing with her students the concepts she wants them to embrace. They are: write, save and buy wisely, play, laugh, be art smart, read, celebrate diversity, cooperate, give, savor (don't crunch) your numbers (focus on ways to use them instead of just knowing them), be independent, and remember our motto - AT LEAST ONCE A WEEK, SHOUT OUT LOUD "I AM MARVELOUS" AND BELIEVE IT.

The people Peacher say most influenced these concepts were her parents, who gave her strength; her grandparents, who modeled patience and understanding; and the supervising teacher she had as a student teacher, a "pioneer" in learning through experience and who is "still on the cutting edge" of discovery learning after 30-plus years in the profession.

Peacher, the child of a Choctaw Native American, has centered her educational and teaching development around a passion for cultural diversity for all children, including the importance of bilingual education, and inclusion of special-needs students into the educational mainstream. "The keys to a successful inclusion program are: a positive attitude, a willingness to risk new ideas, adequate reflection time for planning, appropriate student preparation, and excellent support services. Inclusion is not a set of lesson plans and good intentions...it is the belief that all children can learn and, despite disabilities and ethnicity, can be integrated into a classroom environment where they can learn from each other.

"Through the understanding of our differences, we appreciate our similarities," Peacher adds. "Children need teachers who model tolerance as a way of life."

Peacher earned a Bachelor of Science degree in education from Oklahoma State University in 1969. She taught for two and a half years before leaving the profession for full-time parenting, then returned in 1986, before taking another break in 1989 and returning in 1991.

**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS**

FOR RELEASE
March 12, 1999

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**31 PERCENT MORE STUDENTS WITH DISABILITIES
RECEIVE HIGH SCHOOL DIPLOMAS, REPORT SHOWS**

The number of students with disabilities who received high school diplomas jumped 31 percent from 1986-87 to 1995-96, reflecting the mandate of a "free appropriate public education" to which America's nearly six million special education students have been entitled since passage of the Individuals with Disabilities Education Act (IDEA) almost a quarter-century ago.

Increased graduation rates have occurred as ever-greater numbers of disabled students have been educated alongside their nondisabled peers. "Increasing the high school completion rate of disabled children is very important to these young people, their families, and America," said Secretary Riley. "It opens doors of opportunity and self-sufficiency." A record 45.4 percent of disabled students ages 6-21 attended regular classes in the 1995-96 school year, extending a trend that began with enactment of IDEA in 1975.

The figures are contained in the 20th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, released today by the U.S. Education Department. The volume has become a benchmark on the progress the nation is making toward promoting educational excellence for America's nearly six million students with disabilities.

"We've emptied the institutions that warehoused students with disabilities a generation ago that wasted their talents and energy," said Judith E. Heumann, assistant secretary for special education and rehabilitative services. "These numbers show that thanks to IDEA, disabled students can succeed in school and go on to become productive, taxpaying citizens while enabling schools to save money by keeping dual education systems to a minimum."

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Among the highlights of the report:

- The number of students with disabilities ages 14-22 graduating with diplomas increased 31 percent -- from 96,210 in 1986-87 to 126,051 in 1995-96, the most recent year statistics are available.
- The number of disabled students ages 6 through 21 spending at least 80 percent of their day in regular classes has more than doubled -- from 1.1 million in 1986-87 to 2.3 million in 1995-96.
- Total numbers of students with disabilities ages 3 through 21 served under IDEA rose 29 percent from 4.5 million in 1987-88 to 5.8 million in 1996-97.
- (States with the highest graduation rates in 1995-96 -- Hawaii 90 percent, Texas 81 percent and Pennsylvania, 77 percent. States with the lowest graduation rates -- Alaska, 43 percent, Michigan, 44 percent and Iowa, 48 percent.)
- More than 90 percent of the school-aged students served under IDEA in 1996-97 were classified in one of four disability categories -- learning disabilities (51.1 percent or 2.7 million children), speech or language impairments (20.1 percent or 1.1 million children), mental retardation (11.4 percent or 0.6 million children) and emotional disturbance (8.6 percent or 0.4 million children).
- The per-child allocation of special education dollars from the federal government rose 107 percent -- from \$258 per child in 1984 to \$535 per child in 1997. (Additional figures compiled after the report went to press showed the per-child allocation in 1998 was \$636 and the estimate for 1999 is \$702.)
- States with the highest percentage of IDEA children ages 6 through 17 during the 1996-97 school year, based on the estimated resident population: Rhode Island and Massachusetts, 14.4 percent; New Jersey and West Virginia, 13.7 percent; and Connecticut, 13.2 percent.
- States with the lowest percentage of children ages 6 through 17 served under IDEA, based on the estimated resident population: Hawaii 7.6 percent; South Dakota, 8.6; and Idaho, 8.8. The District of Columbia's rate was 8.7 percent.
- Although males and females comprise equal proportions of the school-aged population, males account for approximately two-thirds of all students served in special education. The disproportionate representation of males in special education seems greatest in the learning disability and emotional disturbance categories.

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- Significant increases have occurred in the number of students with learning disabilities and orthopedic impairments. From 1987-88 to 1996-97, learning disabilities grew 37.8 percent and orthopedic impairments 41.4 percent.
- Overall, girls with and without disabilities had better in-school results than boys with and without disabilities. However, despite their better academic performance, females with disabilities have less positive postschool results than their male peers. They are less likely to be employed, have lower wages and are less likely to enroll in postsecondary education or training.
- Students with emotional disturbance fail more courses, earn lower grade point averages, miss more days of school, and are retained at grade more than students with other disabilities. Fifty-five percent leave school before graduating.
- A "chronic" shortage exists of special education teachers who are fully certified in their positions.
- Graduation rates vary by disability. Students with speech and language impairments, specific learning disabilities, hearing impairments and visual impairments were most likely to graduate with a diploma or certificate.

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NOTE TO EDITORS: The 20th annual report will soon be posted on the department's web site at www.ed.gov/offices/OSERS/OSEP/OSEP98AnlRpt/. Copies are also available by calling the department's "ED Pubs" service at 1-877-4-ED-PUBS, faxing 1-301-470-1244 or writing ED Pubs, P.O. Box 1398, Jessup, Md. 20794-1398.

- The extent to which it would be appropriate for the regular education teacher member of the IEP Team to participate in IEP meetings must be decided on a case-by-case basis; and,
- Each of the child's teachers, including the regular education teacher(s) and provider(s) must be informed of his or her responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child.

4) Graduation with a Regular Diploma

Neither the old or revised IDEA speaks directly to the issue of students with disabilities graduating with a regular high school diploma. However, the 1997 amendments placed greater emphasis on involvement of disabled students in the general curriculum and in State and district-wide assessment programs.

The final regulations incorporate the Department's long-standing policy position clarifying that:

- Graduation from high school with a regular diploma is considered a change in placement requiring written prior notice;
- A student's right to FAPE is terminated upon graduation with a regular high school diploma (The statutory requirement for reevaluation before a change in a student's eligibility does not apply.); and,
- A student's right to FAPE is not terminated by any other kind of graduation certificate or diploma.

5) Discipline

Prior to 1997, the statute only specifically addressed the issue of discipline in a provision that allowed personnel to remove a child to an interim alternative educational placement for up to 45 days if the child brought a gun to school or to a school function. The IDEA '97 incorporated prior court decisions and Department policy that allows schools to remove a child for up to ten school days at a time for any violation of school rules as long as there is not a pattern, and children with disabilities can not be long-term suspended or expelled from school for behavior that is a manifestation of his or her disability and services must continue for children with disabilities who are suspended or expelled from school. The IDEA '97 also expanded the authority of school personnel to remove to an interim alternative educational placement for up to 45 days to apply to all dangerous weapons and to knowing possession of illegal drugs and sale or solicitation of the sale of controlled substances and added a new ability of schools to request a hearing officer to remove a child for up to 45 days if keeping the child in his or her current placement is substantially likely to result in injury to the child or others. The amendments added provisions requiring schools to assess children's



IDEA '97 FINAL REGULATIONS

MAJOR ISSUES

The final regulations accompanying the Individuals with Disabilities Education Act (IDEA) amendments of 1997 appear in the March 12th *Federal Register*. Here are some of the major issues addressed in this package of regulations:

1) IEPs & General Curriculum:

Prior to 1997, the law did not specifically address general curriculum involvement of disabled students. The 1997 Amendments shifted the focus of the IDEA to one of improving teaching and learning, with a specific focus on the Individualized Education Program (IEP) as the primary tool for enhancing the child's involvement and progress in the general curriculum.

The final regulations reflect the new statutory language which requires that the Individualized Education Program for each child with a disability include:

- A statement of the child's present levels of educational performance including how the child's disability affects the child's involvement and progress in the general curriculum;
- A statement of measurable annual goals related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum;
- A statement of the special education and related services and supplementary aids and services; and
- A statement of the program modifications or supports for school personnel that will be provided for the child to advance appropriately toward attaining the annual goals, be involved and progress in the general curriculum, and participate in extra

curricular and other nonacademic activities and to be educated and participate with other children with disabilities and nondisabled children.

2) General State and District-wide Assessments

The 1997 amendments specifically require that, as a condition of State eligibility for funding under Part B of IDEA, children with disabilities are included in general State and district-wide assessment programs. The amendments also address timelines and reporting requirements.

The final regulations essentially incorporate these statutory provisions on general State and district-wide assessments verbatim. These provisions require that States and LEAs must:

- Provide for the participation of children with disabilities in general State and district-wide assessments –with appropriate accommodations and modifications in administration, if necessary;
- Provide for the conduct of alternate assessments not later than July 1, 2000 for children who cannot participate in the general assessment programs; and
- Make available, and report, to the public on the assessment results of disabled children, with the same frequency and in the same detail as reported on the assessment results of non-disabled children.

3) Regular Education Teacher Involvement

Prior to 1997, the law did not include a regular education teacher as a required member of the Individualized Education Program team. Under the 1997 IDEA amendments, the IEP team for each child with a disability now must include at least one of the child's regular education teachers, if the child is, or may be, participating in the regular education environment. The new law also indicates that the regular education teacher, to the extent appropriate, participates in the development, review and revision of the IEP of the child.

The final regulations package clarifies that:

- If a child has more than one regular education teacher, the LEA may designate which teacher (or teachers) will be on the IEP team;
- Depending upon the child's needs and the purpose of the specific IEP team meeting, the regular education teacher need not be required to participate in all decisions made as part of the meeting or to be present throughout the entire meeting or attend every meeting;

troubling behavior and develop positive behavioral interventions to address that behavior, and defining how to determine whether behavior is a manifestation of a child's disability.

The final regulations incorporate these statutory provisions and provide additional specificity on a number of key issues:

- **Services During Periods of Disciplinary Removal:** Schools do not need to provide services during the first ten school days in a school year that a child is removed.
 - During any subsequent removal that is for less than ten school days, schools provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals of his or her IEP. In cases involving removals for ten school days or less, school personnel, in consultation with the child's special education teacher, make the service determination.
 - During any long-term removal for behavior that is not a manifestation of disability, schools provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals of his or her IEP. In cases involving removals for behavior that is not a manifestation of the child's disability, the child's IEP team makes the service determination.
- **Conducting Behavioral Assessments & Developing Behavioral Interventions:** Meetings of the IEP team to develop behavioral assessment plans or if the child has one, review the behavioral intervention plan, are only required when the child has first been removed from his or her current placement for more than ten school days in a school year and when commencing a removal that constitutes a change in placement. If other subsequent removals occur, the IEP team members review the child's behavioral intervention plan and its implementation to determine if modifications are necessary, and only meet if one or more team members believe that modifications are necessary.
- **Manifestation Determinations:** Manifestation determinations are only required if a school is implementing a removal that constitutes a change of placement.
- **Change of Placement:** The final regulations clarify that a change of placement occurs if a child is removed for more than ten consecutive school days or is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

- **Removals of Up to Ten School Days at a Time:** The final regulations clarify that school personnel may remove a child with a disability for up to ten school days and for additional removals of up to ten school days for separate acts of misconduct as long as the removals do not constitute a pattern.

6) Attention Deficit Disorder & Attention Deficit Hyperactivity Disorder

Neither the old nor revised IDEA included Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder as a separate disability category.

Relying on the Department's long-standing policy, the final regulations clarify that:

- ADD and ADHD have been listed as conditions that could render a child eligible under the "other health impaired"(OHI) category of Part B of IDEA; and,
- The term "limited strength, vitality, or alertness" in the definition of "OHI", when applied to children with ADD and ADHD, includes a child's heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.

7) Developmental Delay

Prior to the 1997 IDEA amendments, States could define and require Local Education Agencies to use the developmental delay category for children ages 3 through 5. The 1997 IDEA amendments allowed States to define developmental delay for children ages 3 through 9 and authorized LEAs to choose to use the category and, if they do, they are required to use the State's definition.

The final regulations clarify that:

- A State that adopts the term developmental delay determines whether it applies to children ages 3 through 9, or to a subset of that age range (e.g., ages 3 through 5);
- If an LEA uses the term developmental delay, the LEA must conform to both the State's definition of that term and to the age range that has been adopted by the State;
- If the State does not adopt the term developmental delay, an LEA may not independently use that term as a basis for establishing a child's eligibility under Part B of IDEA; and,

- Any State or LEA that elects to use the term developmental delay for children aged 3 through 9 may also use one or more of the disability categories for any child within that age range if it is determined, through the evaluation under Part B of IDEA, that the child has an impairment under Part B of IDEA, and because of that Impairment needs special education and related services.

8) Definition of Day & School Day

Prior to 1997, the law included only the term "day" that was interpreted by the Department to mean "calendar day." Now, law uses the terms "day," "business day," and "school day."

The final regulations clarify that:

- Day means calendar day, unless otherwise indicated as business day or school day;
- Business day means Monday through Friday, except for Federal and State holidays, unless holidays are specifically included in the designation of business day;
- School day means any day (including a partial day) that children are in attendance at school for instructional purposes; and,
- The term "school day" has the same meaning for all children with and without disabilities.

9) Charter Schools

The IDEA Amendments of 1997 contain two specific provisions on public charter schools, including requiring that: (1) in situations in which charter schools are public schools of the LEA, the LEA must serve children with disabilities in those schools in the same manner that it serves children with disabilities in its other schools, and provide Part B funds to those schools in the same manner as it provides Part B funds to its other schools; and (2) An SEA may not require a charter school that is an LEA to jointly establish its eligibility with another LEA unless it is explicitly permitted to do so under the State's charter school statute.

The final regulations clarify that:

- Part B final regulations apply to all public agencies, including public charter schools that are not included as LEAs or education service agencies (ESAs), and are not a school of an LEA or ESA;
- The term LEA includes public charter schools that are established as an LEA under State law;

- The term "public agency" includes among the list of examples of a public agency, public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA;
- Children with disabilities who attend public charter schools and their parents retain all rights under Part B of IDEA; and,
- Compliance with Part B of IDEA is required regardless of whether a public charter school receives Part B funds.

10) Parentally-Placed Children with Disabilities In Private Schools

Prior to 1997, the law did not extensively address the education of children with disabilities placed in private schools by their parents. These children were served based on the limited provisions of the statutes and on the Education Department's General Administrative Regulations (EDGAR) and the Department's long-standing policy interpretation.

The 1997 amendments included some of the old language and incorporated the Department's long-standing policy interpretation.

Specifically, the final regulations clarify that:

- The term "service plan" has been adopted for use in lieu of "IEP" for parentally-placed children in private schools;
- Part B services must be provided in accordance with a "service plan" that, to the extent appropriate, meets specified IEP requirements;
- Child find activities for private school children with disabilities must be comparable to that in the public schools;
- Public agencies must consult with representatives of parentally-placed private school children with disabilities on how to conduct child find activities for those children in a manner that is comparable to that for public school children;
- Each LEA must consult with representatives of private school children with disabilities to decide how to conduct the annual count of the number of those children;
- The costs of child find activities for private school children with disabilities may not be considered in determining whether the LEA met the minimum expenditure requirements; and,

- The due process procedures under Part B apply to child find activities for private school children with disabilities, including evaluations, but do not apply to the other provisions regarding children with disabilities enrolled by their parents in private schools.

For further information about the IDEA '97 statute and implementing regulations, contact the Department of Education at 202-205-5465 or 202-205-5507, or visit the Department's website at "<http://www.ed.gov/offices/OSERS/IDEA>."

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Recruiting New Teachers, Inc.

Fax

To: Bethany Little From: Liz Fiderer
Fax: 202-456-5581 Pages: (Including cover page) 4
Phone: 202-456-5543 Date: 4/22/99
Re: _____ CC: _____

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COMMENT:

Hope this is helpful! Call if any questions.

STATE	TEACHER LOAN FORGIVENESS PROGRAM (sponsored by the state)	TEACHER SCHOLARSHIP PROGRAM (sponsored by the state)
Alaska	1. Teacher Scholarship Loan Program (rural areas)	
Arkansas	1. Emergency Secondary Education Loan Program	1. Minority Teachers Scholarship Program 2. Freshman/Sophomore Minority Grant Program 3. Teacher and Administrator Grant Program 4. Minority Masters Fellows Program
Arizona	1. Arizona Teacher Incentive Program	
California	1. The APLE (Assumption Program of Loans for Education) Program (urban and rural areas) 2. The Child Development Teacher Loan Program	1. Cal Grant T Program
Connecticut	1. CT Minority Teacher Incentive Program	
Florida	1. Florida Critical Teacher Shortage Forgivable Loan Program 2. Florida Critical Teacher Shortage Student Loan Forgiveness Program	1. Tuition Reimbursement Program (For current teachers seeking re-certification in subject shortage areas)
Georgia	1. Service-Cancelable Loan Program	
Indiana		1. Minority Teacher/Special Education Scholarship Program
Kansas		1. Kansas Teacher Scholarship Program

STATE	TEACHER LOAN FORGIVENESS PROGRAM (sponsored by the state)	TEACHER SCHOLARSHIP PROGRAM (sponsored by the state)
Kentucky		1. KHEAA (Kentucky Higher Education Assistance Authority) Teacher Scholarship Program
Illinois		1. Minority Teachers of Illinois (MTI) Scholarship Program 2. David. A. Debolt Teacher Shortage Scholarship Program 3. Illinois Special Education Teacher Tuition Waiver Program (for IL re-certification in special education areas)
Maryland		1. Distinguished Scholar Teacher Education Program
Massachusetts	1. Attracting Excellence to Teaching Program (poor urban school districts)	
Missouri		1. Teacher Education Scholarship program 2. Minority Teaching Scholarship Program
Mississippi	1. William Winter Teacher Scholar Loan Program	1. The Mississippi Teacher Fellowship Program
New Mexico	1. Southeastern New Mexico Teachers' Loan-for-Service Program (encourages ethnic minorities into teaching)	

STATE	TEACHER LOAN FORGIVENESS PROGRAM (sponsored by the state)	TEACHER SCHOLARSHIP PROGRAM (sponsored by the state)
North Carolina	1. The Teacher Assistant Scholarship Loan Program (teacher aides seeking certification) 2. Prospective Teacher Scholarship Loan Program	
Ohio	1. Teacher Education Loan Program	
Pennsylvania	1. The Early Childhood Education Professional Loan Forgiveness Program	
South Carolina	1. The South Carolina Teacher Loan Program	
Tennessee		1. Minority Teaching Fellows Program
Texas	1. Future Teacher Loan Program	
Utah		1. Utah Careers In Teaching Scholarship Program
Virginia	1. Virginia Teacher Scholarship Loan Program	
Washington	1. Teacher Incentive Loan Program for Math and Science	1. Future Teacher Conditional Scholarship Program
Wisconsin		1. Minority Teacher Grant
West Virginia		1. Underwood-Smith Teacher Scholarship Program