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NAACP urges de-emphasis of college entrance test

11/20/99

Associated Press

LOS ANGELES - The NAACP launched a campaign Friday to push for a de-emphasis of SAT scores as a factor in college admissions and to work for state-funded test preparation for all minorities. The NAACP says the tests are culturally biased, and it will work to change them with the SAT's College Board, the Ewing, N.J.-based group that administers the tests.

"As we encourage the College Board to make changes in the test, we at the same time say we want our kids to be successful under the rules of the game as they exist today," said Jeffrey Johnson, NAACP youth councils national coordinator. "It's irresponsible to tell children to be successful but not empower them with the tools they need."

He said free test preparation clinics will be held Saturday in eight cities, including Dallas. They're sponsored by the Princeton Review and Sallie Mae, the nation's largest issuer of college loans.

Mr. Johnson praised California's College Preparation Partnership Program, a 1998 initiative to devote \$10 million to target free or low-cost test preparation classes at urban and minority students.

Bias in the SAT and the American College Test is reflected in drastically lower scores for female, black, Latino and American Indian students compared with scores for white and Asian students, said Jay Rosner, director of Princeton Review Foundation, one of several providers of California's test preparation classes.

Reasons for lower scores are among the most-debated issues in higher education, Mr. Rosner said. One reason, he said, is the "self-fulfilling prophecy" - if a group is stereotyped to do worse, it does. Another reason is "avoidance theory," in which minority students develop such a fear of the tests that they avoid taking them, wait until the last possible moment or don't prepare adequately.



Tuesday, November 23, 1999

What's New

By Compiled from news wires by Liz Marlantes

National test results show students have a poor grasp of civics

WASHINGTON - The results of the 1998 national test of government and civics education show that just 26 percent of 12th-graders - many old enough to vote in next year's elections - have a good understanding of how governments work and the ability to apply what they have learned to concrete situations. The test, called the National Assessment of Educational Progress, was given in 1998 to nationally representative samples totaling 22,000 fourth-, eighth- and 12th-graders in public and private schools.

Fewer than half of 12th-graders knew that the president and the State Department have more authority over foreign policy than Congress or the courts, while only 9 percent could list two ways democratic society benefits from the active participation of its citizens. Similarly, only 6 percent of eighth-graders could describe two ways countries benefit from having a constitution.

States and school districts lack sufficient requirements for civics education, says Charles Quigley, executive director of the Center for Civic Education, in Calabasas, Calif. "The vast majority [of students] are either not being taught civics and government at all or they are being taught too little, too late, and inadequately," Mr. Quigley says. "Under these conditions, you can hardly expect them to do well on such a test."

NAACP proposes state-funded SAT prep

LOS ANGELES - Concerned that pivotal SAT tests are derailing minorities from college, the NAACP has proposed state-funded test preparation classes for students of color while also advocating that the tests be changed. "As we encourage the College Board to make changes in the test, we at the same time say we want our kids to be successful under the rules of the game as they exist today," said Jeffrey Johnson, NAACP youth councils national coordinator, last week. Mr. Johnson praised California's College Preparation Partnership Program, an initiative introduced in 1998 to devote \$10 million to test prep classes for urban and minority students. But he also argued a better test should be designed that "more directly correlates with the high school curriculum."

4/03

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20+

0 COMS/ISE - TEACHING 6 LANT

BASMA - FMS AT COMS-ISE LEVEL

INCREASES (PROJECTIONS)

- 0 TECH + 100
- 0 CLASS SIZE
- 0 WORK-STUDY
- 0 CHAIR SCHOOLS + 150
- 0

TECH

- 0 APL-SCHOOL
- 0 HEAR
- 0 PER
- 0 IDCA (250-300)
- 0 TLO

ESLA

- 0 U.S. REFORM (OBT)
- 0 OPTIM--
- 0

QMB

- 0 TEACHING QUALITY (HUMAN GROWTH)
- 0 WSEU - WATNE IND 3+2

LEARN

- 0 TEACHS
- 0 GERM-1
- 0 AMERICA READS

RESEARCH + + +

Bruce N. Reed
11/22/99 06:31:01 PM

Record Type: Record

To: Barbara Chow/OMB/EOP@EOP
cc: Andy Rotherham/OPD/EOP@EOP, Eric P. Liu/OPD/EOP@EOP
Subject: budget shopping list

Sorry to miss your meeting tomorrow. As we talked about on the phone, our priorities are:

EDUCATION

1. Class size: somewhere in the vicinity of 1.8-2.0b.
2. After school: 700-900m (I think 700m will get us to 1 million kids)
3. Charter schools: 180m (or whatever # gets us to Pres's goal of 3,000 schools)
4. ESEA reward and incentive fund: 50-100m in year 1 for states that comply with Title I requirements, begins to reward progress in student achievement in year 3.
5. Small schools: 170-200m
6. Title I: an increase along the lines of what you suggested, while raising the accountability earmark from 134m to 250m
7. Teacher quality: in addition to your idea of a high school ROTC for teachers, we'd like to spend 50m on a Denver-style teacher pay-for-performance demo in 10-15 districts. We'll get you more details.
-- We should also decide what level to fund our Goals-Eisenhower-Title VI block grant. It might make sense to put that at 1.2b -- or at least at 1b (which would be an increase of about 170m above the Goals/Ike total, right?)
8. Report cards: 50m for states to develop the new report cards called for in ESEA;
9. School leadership: 20m for principal academies
10. Schools of the Future fund: 50m for competitive grants (we'll get you more details)
11. Ed tech \$ for distance learning
12. 10m for SAT/ACT test prep for minorities.
13. Some increase for character education/civics
14. School safety: let's discuss -- we should be creative
15. Other items you already mentioned: public school choice; troops to teachers;
-- should we try again on teacher scholarships?

CHILD CARE

1. Move CCDBG to discretionary side, scale back to \$5b over 5
2. Scale back Early Learning Fund if possible
3. An inexpensive paid leave demo
4. Whatever you recommend on SSBG

WELFARE/FOOD STAMPS/IMMIGRANTS

1. Child support enforcement/distribution rules/pass-through: 100m/yr (maybe more if we can come up with a good enforcement idea)
2. Competitive grants for welfare-to-work: 250-500m, with another 500-750m of formula grants in the out-years (and extend the 3-yr deadline for when they can spend down the \$). We're looking at the VP's proposal for work requirements for fathers.
3. Cars-to-work: Raise the food stamps vehicle limit (1.6b over 5), plus perhaps a few other cheap bells and whistles



5112

EDUCATION BUDGET AGREEMENT FOR FY2000**

"The budget makes progress on several important fronts. The first budget of the 21st century puts education first, as it should. That's why I stood firm for our commitment to hire 100,000 highly qualified teachers to lower class size in the early grades. I am pleased that Congress is going to fulfill that promise, and I am also pleased that this budget doubles funds for after school and summer school programs and provides the largest Pell Grant award maximum ever. I believe we can maintain our fiscal discipline, continue to pay down our national debt, and still make the investments we must in our people and our future." President Clinton

November 22, 1999

(IN THOUSANDS OF DOLLARS)

Selected Education Programs	Current Funding	President's FY2000 Request	FY 2000 CONFERENCE	INCREASE FROM FY99
<u>Reducing Class Size.</u> Second installment in reducing class sizes in grades 1-3 to a nationwide average of 18 to give children more personal attention and get them on the right track.	\$1,200,000	\$1,400,000	\$1,300,000	+\$100,000
<u>Goals 2000.</u> Helps schools raise academic standards, improve teaching, expand the use of technology and increase parental involvement.	\$491,000	\$491,000	\$491,000	--
<u>Eisenhower Professional Development State Grants.</u> Improves teachers' skills in core academic subjects.	\$335,000	\$335,000	\$335,000	--
<u>21st Century Community Learning Centers.</u> Funds school-community partnerships to keep schools open after regular hours as safe havens for enhanced learning.	\$200,000	\$600,000	\$453,710	+\$253,710
<u>Extra Help in the Basics (Title I LEA Grants).</u> Helps disadvantaged students learn the basics.	\$7,732,397	\$7,996,020	\$7,941,397	+\$209,000 ¹
<u>Reading Excellence Act.</u> Helps children learn to read well and independently by the end of the third grade.	\$260,000	\$286,000	\$260,000	--
<u>Special Education State Grants.</u> Helps schools & States provide special education and early intervention services.	\$5,054,685	\$5,106,435	\$5,754,685	+\$700,000
<u>Safe and Drug-Free Schools.</u> Helps schools become safe, drug-free learning environments.	\$566,000	\$591,000	\$605,750	+\$39,750
<u>Comprehensive School Reform Demonstration.</u> Helps schools develop or adapt, and implement, comprehensive school reform programs that are based on reliable research and effective practices.	\$120,000	\$150,000	\$170,000	+\$50,000
<u>Small Schools.</u> Helps create smaller learning communities for students in large high schools, establishes career academies, and restructures the school day and other innovations that allow schools to insure that every student receives personal attention and support.	NEW	NEW	\$45,000	+\$45,000
<u>Charter Schools.</u> Stimulates comprehensive education reform and public school choice by supporting the planning and development, and initial implementation of public charter schools.	\$100,000	\$130,000	\$145,000	+\$45,000
<u>Advanced Placement Incentives.</u> awards grants to States or LEAs seeking to establish Internet-based AP pilot programs in rural parts of the country or other underserved districts where students would otherwise not have access to Ap instruction.	\$4,000	\$20,000	\$15,000	+\$11,000
<u>Teacher Quality Enhancement (HEA Title II).</u> Helps recruit and prepare excellent and diverse teachers for America's classrooms.	\$75,000	\$115,000	\$98,000	+\$23,000
<u>Teacher Training in Technology.</u> Helps train new teachers to use technology in the classroom.	\$75,000	\$75,000	\$75,000	--
<u>Technology Literacy Challenge Fund.</u> Helps provide students and teachers with computers, educational software, telecommunications, and technology training.	\$425,000	\$450,000	\$425,000	--
<u>Community-based Technology Centers.</u> Funds technology learning centers in low-income communities.	\$10,000	\$65,000	\$32,500	+\$22,500

* Does not reflect an across-the-board cut of 0.38% to be distributed at the Secretary's discretion within Department of Education programs.

¹ Includes \$134 million to help turn around the worst-performing schools and hold them accountable for results.

Selected Education Programs	Current Funding	President's FY2000 Request	FY 2000 CONFERENCE	INCREASE FROM FY99
<u>Indian Education:</u> Supplements the efforts of State and local educational agencies, and Indian tribes, to improve educational opportunities for Indian children.	\$66,000	\$77,000	\$77,000	+\$11,000
<u>Bilingual Education.</u> Helps school districts operate high-quality instructional programs to help children learn English.	\$224,000	\$259,000	\$248,000	+\$24,000
<u>Adult Education and Literacy.</u> Provides adult and family literacy, English as a second language, and other educational programs.	\$365,000	\$468,000	\$450,000	+\$85,000
<u>Vocational Education Basic State Grants:</u> provides formula grants that States, local education agencies, and postsecondary institutions to improve vocational education programs and to ensure that individuals with special needs have full access to those programs.	\$1,013,129	\$1,013,129	\$1,037,704	+\$24,575
<u>Pell Grants.</u> Provides grant assistance to low-income undergraduate students.	\$7,704,000 Max Grant \$3,125	\$7,463,000 Max Grant \$3,250	\$7,700,000 Max Grant \$3,300	-\$4,000 Max Grant +\$175
<u>Supplemental Educational Opportunity Grants (SEOGs).</u> Provides grant assistance to low-income undergraduate students.	\$619,000	\$631,000	\$631,000	+\$12,000 ²
<u>Work-Study.</u> Helps undergraduate and graduate students pay for college through part-time work assistance.	\$870,000	\$934,000	\$934,000	+\$64,000
<u>Leveraging Educational Assistance Partnership (LEAP).</u> Provides Federal matching funds for States to support need-based postsecondary student grant assistance.	\$25,000	\$25,000	\$40,000	+\$15,000
<u>GEAR UP.</u> Gives disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and universities or through state-administered programs.	\$120,000	\$240,000	\$200,000	+\$80,000
<u>TRIO Programs.</u> Provides education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.	\$600,000	\$630,000	\$645,000	+\$45,000
<u>Strengthening HBCUs.</u> Helps provide equal opportunity and strong academic programs.	\$136,000	\$148,750	\$148,750	+\$12,750
<u>Developing Hispanic-Serving Institutions.</u> Helps strengthen colleges with large Latino populations.	\$28,000	\$42,250	\$42,250	+\$14,250
<u>Strengthening Tribally-Controlled Institutions (HEA Title III).</u> Supports institutions that serve Native Americans.	\$3,000	\$6,000	\$6,000	+\$3,000
<u>Graduate Assistance in Areas of National Need.</u>	\$31,000	\$41,000	\$51,000	+\$20,000
<u>Learning Anytime Anywhere Partnerships.</u> Supports access to quality postsecondary education for underserved populations through the use of technology.	\$10,000	\$20,000	\$23,940	+\$13,940
<u>Direct Student Loans for College.</u> Reduced origination fees paid by students for college loans.	Fee: 3% Of Loan Principal	Fee: 3% Of Loan Principal	Fee: 3% Of Loan Principal	Fee: 3% Of Loan Principal
<u>School Modernization Bonds and Qualified Zone.</u> Provides new bonds with interest paid by Federal tax credits to help local communities go much further in renovating and building needed schools and address overcrowding	NEW	\$3.7 billion to help pay interest on \$25 billion of new bonds.	\$0	\$0

² Includes \$10 million in emergency student aid funds for victims of Hurricane Floyd.

Better Preparing Low-Income and Minority Students to Take Required Examinations

ISSUE 1: What options are available to increase the availability of high quality SAT/ACT test preparation courses for low-income and minority students?

BACKGROUND:

I. SAT/ACT PARTICIPATION, PREPARATION, AND PERFORMANCE AMONG RACIAL AND ETHNIC GROUPS AND INCOME GROUPS

The rate at which high school students took the SAT or ACT varied significantly among racial and ethnic groups, from 47% of Hispanic sample members to 77% of Asians and Pacific Islanders. 66% of non-Hispanic whites in the sample took the SAT or ACT, compared to 55% of non-Hispanic blacks. Test participation also varied among income groups. 48% of low-income students took the SAT or ACT, compared to 59% of middle-income students and 79% of high-income students.

Racial and ethnic groups differed in the degree to which they participated in SAT/ACT preparation activities. Blacks were significantly more likely than all other groups, including whites, to use a test preparation computer program. The rates at which whites and Hispanics used computer programs were statistically indistinguishable. Blacks and Hispanics were more likely to take a private test preparation class and to prepare through private tutoring than whites.

Among high-achieving students (those with high school GPAs of 3.5 or higher), Hispanics were significantly less likely than other students to prepare for the SAT or ACT. All other groups prepared at statistically indistinguishable rates.

The rates at which low-income students used computer test preparation programs were statistically indistinguishable from the rates at which middle- and high-income students used the programs. The rates at which low-income students took a private test-preparation class, while lower than high-income students', were significantly higher than the rates at which middle-income students took such classes. Low-income students were also more likely than middle-income students to receive private tutoring for the SAT/ACT.

Overall, participating in some of these forms of test preparation is correlated with a significant increase in the rate at which sample members took the SAT/ACT. 77% of individuals who used a computer test preparation program took the SAT or ACT, compared to 69% of those who did not. Enrolling in a private class also increased test-taking from 69% to 77%. Tutoring did not significantly affect test participation rates.

The relationship between test preparation and test participation is less clear when considered for individual groups. For whites, all three types of preparation were associated with a significant increase in test participation; for blacks and Hispanics, no preparation seemed to make a significant difference. Computer programs and private classes were associated with increased Asian participation, while tutoring was not. High-income students who used any type of test

preparation had a greater likelihood of taking a test, while low- and middle-income students' likelihood of taking a test was not affected by test preparation.

Students' performance on the SAT and ACT varied significantly by their race, ethnicity, and family income. Middle-income students earned significantly higher scores on both the SAT and ACT than low-income students did, and high-income students' scores were significantly higher than either middle- or low-income students' scores. White and Asian students earned significantly higher scores on both tests than black and Hispanic students.

Preparation did not seem to have a substantial effect on students' test scores. Whether a student used a computer program to prepare did not significantly affect either the SAT or ACT scores of any racial or ethnic group. Computer preparation programs were associated with a significant increase in SAT scores among high-income students and a significant decrease in SAT scores among middle-income students. Enrolling in a private test preparation class was correlated to higher scores on the SAT and ACT for Asians, on the ACT only for blacks, and on the SAT only for whites. Among income groups, the only significant effect of private classes were to raise SAT scores among high-income students. Tutoring appeared to raise the SAT scores of Asians, whites, and high-income students, and appeared to lower the ACT scores of low-income students.

II. ANALYSIS OF SAT/ACT DATA

The finding that minority students and low-income students are more likely to prepare for the SAT or ACT than whites and middle-income students, while surprising to some, is entirely consistent with other research that has been conducted in this area. Studies of test preparation activities by both ETS and ACT have produced similar results. ETS found that of students who took the SAT, 9% of whites, 12% of blacks and Hispanics, and 25% of Asians had enrolled in a private test preparation class. Data from the ACT were even more striking: 63% of African-American students taking the ACT had done some type of preparation for the test, compared to 53% of Asians, 50% of Hispanics, and only 48% of whites. ETS also found that the likelihood that a student participated in some test preparation activities decreased as family income increased, from 52% of students whose families earned less than \$18,000 to 45% of students whose families earned more than \$50,000.

Researchers who have studied test preparation among racial/ethnic and income groups attribute these patterns to free test preparation programs available to underprivileged students. The test preparation company Princeton Review, for example, assists lower-income students in two ways. First, students can apply to have up to 50% of the test preparation course fee waived on the basis of financial need. Second, the Princeton Review Foundation, in partnership with community organizations such as the Urban League and Upward Bound, provides preparation courses to financially disadvantaged students at no or minimal cost to the student. According to the Princeton Review Foundation, SAT and Related Skills courses are currently offered to nearly 1,500 students nationwide each year. The Kaplan test preparation company is also involved in community outreach activities, including offering test-preparation scholarships and tuition assistance to disadvantaged individuals, schools, and community groups and donating test preparation software and books to needy institutions. Analysts have also cited educational

initiatives by companies such as Ford and GM as expanding test preparation availability for underprivileged students.

The story to explain this pattern, then, goes like this: among high-income students, those who hope to attend the most selective colleges often enroll in test preparation services. Low-income, black, and Hispanic students, who often feel that their K-12 education has been poor and that they may not be accepted to any college without test preparation, can take advantage of opportunities such as free courses from Princeton Review and Upward Bound. Meanwhile, most middle-income and white students, many of whom will attend non-selective public institutions, assume that their educational experience has been adequate and are not willing to spend large sums of money on preparation courses.

Why would test preparation seem to boost the scores of whites, Asians, and high-income students but not others? First, the disparities in the effects of test preparation may reflect differences in the quality of the test preparation activity. The courses and programs available to low-income students may not be as comprehensive or content-based as those purchased by wealthier families. Moreover, the same program that produces significant gains for a student from a privileged background may not be useful for another student. If a student has not had a quality education, then preparation courses or programs have no base of knowledge to build on and will add little value. A few hours or even days of test preparation cannot compensate for twelve years of indifferent education—for some students, these activities offer too little, too late.

SUMMARY/OPTIONS:

While non-Asian minority and low-income students did take the SAT/ACT at lower rates than other students and earned lower scores, blacks and Hispanics and low-income students actually participated in test preparation activities at higher rates than white and middle-class students did. Among students with high GPAs, however, Hispanic students were less likely than others to prepare for the SAT or ACT. The data do not indicate that test-preparation activities such as computer programs, private classes, and tutoring significantly affect the percentage of black, Hispanic, low-income, and middle-income students who take the SAT or ACT or their performance on the tests.

Considering these facts, and considering that the TRIO programs Talent Search, Upward Bound, Educational Opportunity Centers, and Student Support Services already offer services to low-income and minority students to prepare for these examinations, analysis does not support any major new policy initiatives on this issue. The racial and income disparities in test participation and performance reflect the fundamental inequities in the K-12 education system and cannot be erased with a “quick fix.”

One reasonable policy option would be to use the “bully pulpit” to laud the private companies, federal programs, and community organizations that are currently providing test preparation services to disadvantaged students and to encourage more students to take advantage of such opportunities. These organizations could also be encouraged to make more of an effort to reach out to high-achieving Hispanic students.

Literature Review

Degree Attainment and College Completion among Income Groups

According to a Department of Education analysis of the Beginning Postsecondary Students survey, of all students enrolled at four-year institutions, those from low-income families were more likely to drop out and less likely to earn a degree than students from high-income families. Of students whose family incomes were in the bottom quartile, 42% had earned a BA within five years, while 35% had dropped out. In contrast, of those with family incomes in the highest quartile, 62% had earned a BA within five years, while only 21% had dropped out. A slightly different analysis showed that of students seeking bachelor's degrees, 22% of those in the bottom quartile of socioeconomic status had earned a BA within six years, while 52% had left without any degree. For those in the top socioeconomic group, the figures were reversed: 53% had earned a BA, while only 22% had left without a degree.

In his 1997 paper "The Impact of Pell Grants on Student Persistence," John B. Lee finds that of college enrollees from families with incomes below \$20,000, 37% received bachelor's degrees and 43% received any degree within five years, while of students from families earning \$60,000 or more, 61% had earned bachelor's degrees and 68% had earned any degrees.

Frontloading

In his 1999 book "The Price of Admission: Rethinking How Americans Pay for College," Harvard University professor and former Council of Economic Advisors staff economist Tom Kane proposes frontloading the Pell Grant program as part of his package of reforms to the student financial aid system:

"...when college freshmen are more likely than college seniors to have their decisions changed by an extra dollar in aid, there are potential gains to be had from raising the amount of aid available to a college freshmen to an amount greater than the aid available to a college senior. For instance, rather than providing grants to students for all four years in college, the same funds could be used to offer larger grants to students in their first two years of college, essentially encouraging those who are uncertain of their college prospects to learn about their college potential by enrolling. Those who discover the benefits of a college training could then be expected to borrow a larger share of the costs during their final years of college."

David Brenneman, Dean of the University of Virginia's Curry School of Education, and Fred Galloway, Director of Federal Policy Analysis for the American Council on Education, were commissioned by the College Board to write an analysis of ways to maximize the effectiveness of the Pell Grant program in the face of budgetary constraints. Their 1996 paper, "Rethinking the Allocation of Pell Grants," analyzed the cost savings associated with different forms of frontloading Pell Grants: "The rationale for frontloading is that it would provide larger grant support for entering and second year students, for whom higher education represents substantial risk and uncertainty. For those students who succeed in their first two years, much of that risk and uncertainty is diminished, and it is reasonable to expect them to borrow more heavily for the final two years. In essence, this option would reduce borrowing for first and second year students and increase it for third and fourth year students, while providing larger grant support in the first two years. Such a policy change would encourage more students to try higher education,

while reducing loan defaults by students who start but do not complete a four-year degree.”

In a 1995 letter report, “Restructuring Student Aid Could Reduce Low-Income Student Dropout Rate” (HEHS-95-48), GAO found that grant aid lowers the probability of low-income students’ dropping out of college. A survey database sample showed that an additional \$1,000 in grant aid for a low-income student reduced the dropout probability by 14% overall. GAO found that grant aid is relatively more effective during the first school year than in subsequent years: the effect of an additional \$1,000 was to reduce the dropout probability by 23% in the first year and by 8% in the second year. In the third year, the additional grant aid had no statistically significant effect on dropout probabilities. GAO also studied a university program for high-need freshmen that included frontloaded grant aid. Those program participants were 39% less likely to drop out in a year than nonparticipants. For the lowest-income students, the program reduced the dropout probability by 64%. The report recommended that ED conduct a pilot program to evaluate the effects and costs of frontloading grants.

Lee states that “Researchers agree that student aid has a positive effect on student persistence to graduation” and summarizes various researchers’ findings that “financial aid is effective because it helps equalize persistence across income categories.” Lee’s paper summarizes the findings of many researchers who have demonstrated the effectiveness of grant aid in improving persistence, especially in the early years of college. In his 1990 paper “Price Response in Persistence Decisions,” E. St. John found that both grants and loans improved persistence, but that grants had a greater effect in the first year and loans were more effective in later years. In 1995, T. Murdock, L. Nix-Mayer, and P. Tsui also reported that grants in the first year were effective in promoting student retention. Lee recommends increasing the maximum Pell grant in the first year of enrollment both to improve persistence rates and to reduce the student loan default rate of students who drop out in their first year.

DRAFT

Education, 2001 budget ideas:

Class Size (Andy) Expand funding to a target of 50,000 teachers for FY '01. 1.8 →

After-School Double funding to \$900, is it universal for poor kids at this point? Allow faith-based groups to be the primary fiscal agent at a public school site? COST TAG out

Charter Schools Enough funding to support 3,000 \$180 ?

Pay for Performance—\$20 million, A 10 state pilot program for pay for performance strategies that link individual teacher pay to performance in the classroom. To be eligible, states would have to have performance standards and assessments in place for students. This initiative is designed to complement the commitment laid out in the Action Plan from the 1999 National Education Summit to pilot pay-for performance initiatives in 10 states or school districts. \$25 million →
50 million

Venture Capital Fund for Innovation-- \$100 → \$200 million given out by competitive grant for innovative state, regional, and local ideas that require upfront infusions of cash. Similar to the provision in the Lieberman bill. \$200 million annually would be given out by a board comprised of the Asst. Secretaries of Education for Elementary and Secondary Education and for the Office of Educational Research and Improvement, two business leaders (one each appointed by the Senate Minority and Majority leaders), one appointee by the Secretary of Education, one by the National Governors Association, and one appointee by either the majority or minority leader of the House of Representatives from the party that does not control the White House. This seven person board would have to vote unanimously to fund projects that they consider worthy of venture capital. Grant size and longevity would be determined by the board. The "return" for the Federal Government's investment would be that any activities sponsored would have to be subject to rigorous evaluation enabling the Department of Education to collect empirical data on promising educational innovations.

School Report Cards -- \$50 million in seed money to help states and localities develop report cards.

Rewards/Incentive fund for Title I (Kendra) – Incorporate dissemination piece?? \$50

Small Schools (Bethany) \$200 → 5 year →

Teacher Quality Block Grant Put our Title II, VI, and Goals Consolidation plan from ESEA into the budget.

Public School Choice (JB)

Glow
OK
and →

Closing the Achievement Gap:

"If we are to continue to have an essentially free and classless society in this country, we must proceed from the premise that there are no educational privileges... no one channel should have a social standing above the other". –James Bryant Conant, former Harvard president

Because every child deserves an equal shot at academic success and because, for the moment, standardized college entrance exam prep courses are not going anywhere, each student regardless of financial standing should have equal training and preparation for college entrance exams. It is the responsibility of the rest of us to meet their needs.

Because college prep courses are beyond the financial reach of most families, many intelligent, but financially needy students are at an extreme disadvantage when it comes to competing with privileged students in college admissions. Some suggestions:

- Provide incentives and/or priority for After-School programs and 21st Century Learning Centers to serve as a host and/or sponsor of college prep courses that is free of charge to all students.
- A demonstration program: Student Success Teams comprised of a teacher, family member and a thoroughly trained curriculum counselor to assess academic needs, advise and support each student as they choose classes and help them look for opportunities in and out of school that will help them succeed in postsecondary education and other goals assess potential of a student upon.
- Executive Order to the Department of Education to develop indicators of success for students other than college placement exams.

Title I-- Significant increase, at least double whatever the set-aside is.

Title I Accountability—Expand set-aside to \$250 million (an increase of \$116 million).

Distance Learning (JB)

School Leadership—Grants for regional academies. Existing or new programs could be eligible. Three purposes: Recruit new principals and superintendents, provide training and professional development for existing ones, and open alternative paths into the profession.

Test Prep for Minorities (Eric)

School Construction (BK)

Troops to Teachers (Kendra/Bethany)

Teacher recruitment (JB)

\$50

Grants → \$15

Grant
on the way

12 20

200

491

$$\begin{array}{r} \$1191 \\ \hline \end{array} = 125000$$

- \$45 million in competitive grants to school districts to help them create smaller learning communities for students in large high schools using strategies such as creating schools within schools, establishing career academies, and restructuring the school day and other innovations that allow schools to ensure that every student receives personal attention and support.

Krusca

Berman

EXTRA TIME

ACTIVIST CAL
TECH TO TEACH

SMALL SCHOOLS



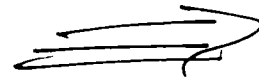
Bruce N. Reed
11/19/99 02:50:57 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP
cc: Eric P. Liu/OPD/EOP@EOP
Subject: sotu ideas

Thanks for your note. But you don't have to be shy about spending \$.

Here are some ideas to flesh out. You should take a look at our ESEA bill, Lieberman's bill, the Title I bill, and any other sources (VP and Bush speeches) for ideas. Thanks!



EDUCATION

1. Increase class size funding to \$1.7-2.3b. [Andy should figure out what level would get us 50,000 teachers. It must be in the 2.3-2.5 range.]

2. Double after-school funding to \$900m [At that level, I think it could be universal for low-income kids. Ask Andy and Ann] We also have our idea for after-school vouchers, which at one point had NEA/AFT support. Or we could just look at opening up the program to faith-based institutions.

fy can perform states

3. Increase charter school funding from \$145m to \$200m [or whatever level enables us to reach President's goal of 3,000 by the time we leave. [FY2000 budget gets us to 2,400]

4. Pay for performance: 10-city demo to reward good teachers (linked to our proposal to make it easier to fire bad ones)

5. Reward and incentive fund for ESEA: Our ESEA bill authorizes rewards for states that make progress in Title I schools, but we never set a funding level. We should in this budget - even if it's only 50-100m in the first year. [Andy, Ann, and Mike Cohen can flesh this out.]

6. Increase small schools program from \$45m to [\$200m]. This idea has enormous potential as both an education reform and a school safety proposal.

7. Teacher quality block grant: Our ESEA bill combines Goals 2000, Eisenhower, and Title VI into a \$1.2 billion teacher quality block grant. To do this right, we'll need another \$300m because we never fund Title VI.

8. Public school choice: Our ESEA bill authorizes a new program; I don't know what level.

9. Increase Title I by \$200-300m, while increasing accountability set-aside from 134m to 200m.

10. Distance learning (Andy) - SB

11. School leadership (Eric/Andy) - we tried for this last year and failed

12. Test prep for minorities (Eric)

13. School construction (NEC)

14. TROOPS TO TEACHERS

mic
Pot of money
given
class size

-200m
RANKING

[In general, Andy and Ann need to review our ESEA proposal (as well as Lieberman's and the House Title I bill) to see whether there are other ideas we authorize and should now fund, so that we're in the strongest possible position going into the ESEA debate.]



Andy Rotherham
11/18/99 07:36:18 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP@EOP
cc: Eric P. Liu/OPD/EOP@EOP
Subject: 2001 budget ideas

Bruce: Because we would like to see healthy increases in the mainline programs and have an ESEA reauthorization proposal and OERI reauthorization proposal in play right now, rather than clutter the deck we are looking at a package of smaller, strategic initiatives aimed at emergent issues. The theme would basically be retooling the federal role for the information age, less programmatic more strategic:

We are discussing a package that includes:

- pay for performance for teachers
- school leadership development-- support
- distance learning
- closing the achievement gap
- and something around failing schools although we are a bit befuddled politically and policywise about what to do.

Sort of a five-point plan looking to the future. We are very interested in your input and would like to have some discussions as soon as schedules permit.

Andy

Arlington Public Schools
School and Community Relations Department

MEMORANDUM

November 3, 1999

To: Kendra Brooks
(202) 456-5543
(fax) (202) 456-5581

From:  Lisa Farbstein, Director of School and Community Relations
(703) 228-6002
fax: (703) 228-7640

Subject: List of Arlington Schools that Receive Federal Funds as IEP Schools

Some of the schools that would be good for a visit that meet the requirements that you've explained include (in no order)

Glencaryn Elementary

Barrett Elementary

Randolph Elementary

Oakridge Elementary

Hoffman-Boston Elementary

Claremont Academy Program and Early Childhood Center

Kenmore Middle School

Wakefield High School

→ all have
class-size

Memo starts here

[illegible]

FAIRFAX COUNTY PUBLIC SCHOOLS
FEDERAL GRANTS INFORMATION

Class Size Reduction Initiative

Implemented in the following schools:

- ✓ 1. Bailey's ES
2. Beech Tree ES
3. Belle View ES
4. Braddock ES
5. Bren Mar Park ES
6. Brookfield ES
7. Bush Hill ES
- ✓ 8. Centreville ES
9. Crestwood ES
10. Franconia ES
11. Forestdale ES
12. Freedom Hill ES
13. Garfield ES
14. Herndon ES
15. Jermantown ES
- ✓ 16. Lake Anne ES *reston*
17. Lemon Road ES
18. Shreveview ES
- ✓ 19. Terraset ES
20. Washington Mill ES
21. Westgate ES
22. Weyanoke ES
23. Woodlawn ES
24. West Springfield ES
25. Kings Park ES

After-School Programs

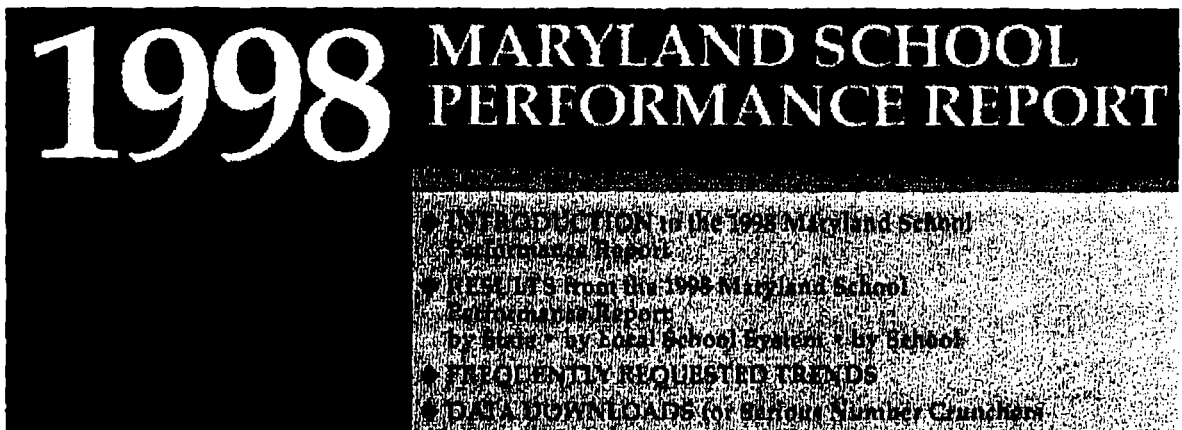
21 Century Learning Center Grant

Glasgow Middle School

After-school program targeting multi-culturally diverse students

Gear Up Program

N/A



Maryland State Department of
EDUCATION
200 West Baltimore Street
Baltimore, Maryland 21201-2595
Phone: 410.767.0600
Toll-Free: 1.888.246.0016
<http://www.msde.state.md.us>

Since 1991, the Maryland State Department of Education has reported state, school system, and school level information to the public each year. Some data are used to measure school performance and are reported with statewide standards of "satisfactory" or "excellent". Other data are used simply to describe characteristics, and thus are reported without standards. This Web site is the 1998 annual report as released December 22, 1998. As of July 1999 this site includes trends for both statewide standards and descriptive characteristics.

Minor revisions to the data and its presentation were made in July 1999. A footer on each page identifies the release date.

Feedback about this Web site is welcome. We urge you to use the data cautiously.

VAN BOKKELN ELEMENTARY 1997-1998

School #: 3152

Elementary School Report

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM

	Standard Percent		Percent												Status
	E	S	E S		E S		E S		E S		E S		E S		
			1993		1994		1995		1996		1997		1998		
Grade 3															
Reading	25	70	n/a	n/a	2.0	14.3	1.6	7.8	0.0	6.0	0.0	1.9	2.4	19.5	N
Writing	25	70	4.8	14.3	1.9	26.9	0.0	17.3	1.2	12.2	2.9	10.3	4.7	29.4	N
Language Usage	25	70	4.8	14.3	0.0	11.5	0.0	18.8	3.8	19.0	1.6	24.2	14.6	34.1	N
Mathematics	25	70	0.0	4.8	0.0	9.6	0.0	12.0	0.0	6.1	0.0	6.3	0.0	14.5	N
Science	25	70	0.0	4.8	0.0	9.6	0.0	4.0	0.0	3.7	0.0	13.2	3.5	17.6	N
Social Studies	25	70	0.0	9.5	0.0	13.5	0.0	6.7	0.0	2.4	0.0	8.8	1.2	22.4	N
Grade 5															
Reading	25	70	0.0	5.7	3.4	12.1	0.0	3.6	0.0	7.5	3.9	17.6	1.6	27.4	N
Writing	25	70	1.3	16.7	4.4	17.6	0.0	4.2	3.2	8.1	0.0	7.8	4.1	9.5	N
Language Usage	25	70	2.6	6.4	5.9	20.6	0.0	5.4	1.7	15.5	5.0	15.0	4.1	19.2	N
Mathematics	25	70	0.0	14.1	2.9	23.5	0.0	8.3	0.0	12.9	0.0	23.4	0.0	17.6	N
Science	25	70	0.0	7.7	1.5	16.2	0.0	6.9	0.0	8.1	0.0	20.3	0.0	10.8	N
Social Studies	25	70	0.0	7.7	0.0	10.3	0.0	4.2	0.0	4.8	0.0	14.1	0.0	5.4	N

SCHOOL LEVEL ATTENDANCE RATE (YEARLY)

Grades 1-6	Standard Percent		Percent						Status
	E 96	S 94	1993 93.5	1994 93.1	1995 92.4	1996 92.5	1997 94.3	1998 94.8	
Students absent fewer than 5 days:									36.7%
Students absent more than 20 days:									8.0%

ENROLLMENT

Pre Kindergarten	53	Grade 4	75
Kindergarten	67	Grade 5	79
Grade 1	83	Grade 6	63
Grade 2	79		
Grade 3	98		
Total Enrollment	392		
Percentage of First Graders with Kindergarten Experience	98.9%		

STUDENTS RECEIVING SPECIAL SERVICES

	Number	Percent
Limited English Proficient	7	1.2
Title I	597	100.0
Free/Reduced Price Meals	582	97.5
Special Education	88	14.7

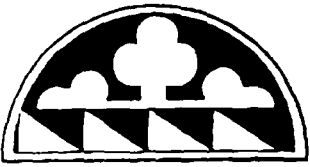
STUDENT MOBILITY

	Number	Percent
Entrants	148	27.9
Withdrawals	124	23.3

1997-1998 DISAGGREGATED DATA

	Standard Percent		American Indian/ Alaskan Native		Asian/ Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
	E	S	M	F	M	F	M	F	M	F	M	F	M	F
Attendance Rate (Yearly) 1-6	96	94	—	—	97.9	98.5	94.2	95.0	96.1	94.0	95.0	96.6	94.5	95.2
MSPAP			M% at	F% at	M% at	F% at	M% at	F% at	M% at	F% at	M% at	F% at	M% at	F% at
			E S	E S	E S	E S	E S	E S	E S	E S	E S	E S	E S	E S
Grade 3														
Reading	25	70	—	—	—	—	0.0 16.7	0.0 20.5	—	—	—	0.0 16.7	0.0 14.3	3.7 22.2
Writing	25	70	—	—	—	—	0.0 22.2	6.8 34.1	—	—	—	0.0 16.7	0.0 22.6	7.4 33.3
LanguageUsage	25	70	—	—	—	—	12.5 20.8	15.9 43.2	—	—	—	0.0 16.7	10.7 21.4	16.7 40.7
Mathematics	25	70	—	—	—	—	0.0 7.7	0.0 11.6	—	—	—	0.0 16.7	0.0 13.3	0.0 15.1
Science	25	70	—	—	—	—	0.0 14.8	2.3 18.2	—	—	—	0.0 0.0	3.2 16.1	3.7 18.5
Social Studies	25	70	—	—	—	—	0.0 14.8	0.0 20.5	—	—	—	0.0 16.7	0.0 22.6	1.9 22.2
Grade 5														
Reading	25	70	—	—	—	—	0.0 18.5	0.0 25.9	—	—	—	—	3.6 21.4	0.0 32.4
Writing	25	70	—	—	—	—	0.0 3.0	6.5 16.1	—	—	—	—	0.0 2.8	7.9 15.8
LanguageUsage	25	70	—	—	—	—	0.0 12.5	3.2 22.6	—	—	—	—	0.0 11.4	7.9 26.3
Mathematics	25	70	—	—	—	—	0.0 21.2	0.0 9.7	—	—	—	—	0.0 19.4	0.0 15.8
Science	25	70	—	—	—	—	0.0 9.1	0.0 9.7	—	—	—	—	0.0 8.3	0.0 13.2
Social Studies	25	70	—	—	—	—	0.0 6.1	0.0 6.5	—	—	—	—	0.0 5.6	0.0 5.3

- No students in category * Fewer than 5 students 1998 Status: E = Excellent S = Satisfactory N = Not Met



Maryland State Department of
EDUCATION

Schools for Success

Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street
Baltimore, Maryland 21201
Phone (410) 767-0100
TTY/TDD (410) 333-6442

MEMO

To: Andy Rutherham at the White House
Voice 202/456-5372; fax 202/456-5581; pager 202/757-5000
From: Rhona Fisher, Ph.D., Director of Reconstituted Schools *RST*
Voice 410/767-0322; fax 410/333-2369
Subject: A Turned Around School Near the DC Area
Date: November 8, 1999

Van Bokkelen Elementary School in Anne Arundel County may meet your needs. Van Bokkelen was a failing school that after being identified by the Maryland as reconstitution-eligible has made great strides in both student achievement and school climate. The school is a Title I school with nearly all students qualifying for free and reduced priced meals. The principal, Mrs. Tasker, imparts her high standards for instruction throughout the building and has also included the community in many of the school's educational initiatives.

The following are key contacts in Anne Arundel County Public Schools (AACPS) for the reconstitution-eligible school process.

1. Ms. Nancy Mann, Assistant Superintendent for Instruction in AACPS
Voice 410/222-5400
Fax 410/222-5605
2. Mrs. Rose Tasker, Principal
Van Bokkelen Elementary School
1140 Reece Road
Severn, MD 21144
Voice 410/222-6535
Fax 410/222-6549

Attached is the 1998 State Report Card which shows Van Bokkelen's progress on the Maryland School Performance Program. The 1999 State Report Card will be available December 1, 1999 and will be published on MSDE's website. See <http://msp.msde.state.md.us> as per attachment. Another resource for additional information is our Assistant State Superintendent for School and Community Outreach, Dr. Ronald Peiffer. He can be reached at 410/767-0473.

Attachments

- c. Ronald Peiffer, Nancy Grasmick

FAX TRANSMISSION
RECONSTITUTED SCHOOLS
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
Phone: (410) 767-_____
Fax: (410) 333-2369

To: Andy Rutherford Date: 11/8/99

Pages: 4, including this cover sheet.

Fax #: 202/456-5581

From: Rhona Fisher

Subject: Your request

COMMENTS:

Rhona S. Fisher, Ph.D., Director of Reconstituted Schools
Cynthia C. Caldwell, Coordinator of Reconstituted Schools