

Race and Urban Education Issues
Preliminary Description of Issues

WORK ALREADY UNDERWAY

1. Raising Standards

Urban Testing Initiative which signed-up 15 urban school systems to participate in national tests and form network with ED and NSF to share information about promising practices and resources to prepare students to meet the standards. K-8

\$300 mil. Urban systemic reform building on ED's 1996 proposed urban initiative (ACE) which focused on accountability, choice and excellence through an urban grants program. K-12

Reconstitution of failing schools focused effort that would stimulate and support efforts to turn around failing schools. K-12

Minority teachers **Improving Teaching**

Teacher Recruitment and Preparation initiative proposed under Title V of HEA K-12

3. Providing Safe Places Before and After School

Community Schools Program in ED's FY 1998 budget K-12

After School Programs in proposed amendment to Juvenile Justice bill K-12

4. School Construction

Action needed depends upon outcome of budget reconciliation K-12

5. Expanding Access to Higher Education

Addressed in decision memo in response to Chaka Fattah proposal K-12

6. Hispanic Education Initiative

NEC leading effort on this

7. HBCU's

Minority teachers **POTENTIAL AREAS OF NEW WORK**

1. Using existing resources and programs (Title 1, Safe and Drug Free Schools, Technology Literacy Challenge, e-rate, Goals 2000, School-to-Work, Voc. Ed.) to more effectively support the improvement of urban education, by:

greater targeting of resources to urban areas through appropriations requests, formula changes, or regulatory changes.

increased flexibility in the use of formula funds to support local improvement strategies.

better information on effective practices for addressing urban issues with federal program funds.

targeted technical assistance to help small number of districts use program funds and R&D to strengthen reforms, with a special emphasis on reading and math standards.

accessing resources in EZ's/EC's to support education improvement

*4 par teachers of english
Jefferys
improving more*

targeting funds for National Board for Professional Teaching Standards to provide support to urban (and rural) teachers preparing for board certification and/or incentives for board-certified teachers to teach in high poverty urban (and rural) schools

2. Racially Identifiable Schools

3. Civil Rights Enforcement and Education Reform: Working through potential conflicts

School Takeovers and Voting Rights Act
High Stakes Testing and Title VI
Teacher Testing and Title VII

4. School Finance Equity

possible bully pulpit -- highlight problem, challenge states to do better

5. Tribal Schools

— MS,
Do you
want to
take this
piece on?

Add
Programs that work
on dialoging

A world of Difference
B'nai Br'n

Education -? ew

Education

Public School Choice

77/22 support/oppose a national law to give parents the right to pick the public school their children attend.

77% support (61% strongly +16% somewhat)
22% oppose (13% strongly +9% somewhat)

Arguments on Public School Choice

Given this, would you strongly support, somewhat support, somewhat oppose or strongly oppose a national law to give parents the right to pick the public school their children attend?	Strongly Support	Total Support	Total Oppose
Opponents say allowing parents to pick any school for their children to attend would flood best schools with students, overcrowding these schools and draining funds from other schools.	45	64	32
Some people say this would not be fair because people pay taxes to live in a certain community so their children can attend the public schools system in that community. Families not paying the same taxes should not be able to send their children to schools funded by these taxes.	47	68	29
Some people say the federal government should not have any say in how states determine how their public school system works.	45	68	28

Vouchers

Creating a system of public school vouchers which would allow parents who are unhappy with their current public school to get together to create a new public charter school for their children in their community

68% support (49% strongly +19% somewhat)
25% oppose (18% strongly +7% somewhat)

34% say we should have vouchers that would contribute towards the tuition of to private school; **51%** say private school vouchers will take money away from public schools and we should create a system that creates more competition within the public schools through vouchers that allow parents to send their kids to new public charter schools.

11/23/1997 17:38 202-283-8318 PENN, SCHOEN & BERLAND PAGE 83

Right now its possible to set up new public schools outside of the regular school board by getting a special charter or license from the state and help from the federal government. Should these new schools be called charter schools or independent public schools?

26% charter schools/ 50% independent public schools ✓

Which name, charter schools or independent public schools, appeals to you more?

27% charter schools/ 57% independent public schools

80/16 support/oppose government established after school programs through which college students mentor inner city students with the goal of encouraging them to attend college.

**80% support (64% strongly +16% somewhat)
16% oppose (11% strongly +5% somewhat)**

81/10% support/oppose a government promise to eliminate 100,000 bureaucrats from public school systems and hire 100,000 new teachers.

**81% support (62% strongly +19% somewhat)
10% oppose (6% strongly +4% somewhat)**

49% we need more federal involvement, 44% less federal involvement in education.

- Under 35: **71/24**; Over 35: **42/51**
- No College Degree: **60/35**; College Degree: **32/59**
- Dem: **63/26**; GOP: **34/65**; Ind: **48/44**

You know Shipley
is leaving to
work for the NYT?

Hi, 5.17.16

Bus meeting

MEMORANDUM

*Education
ideas*

TO: TOM FREEDMAN, MARY SMITH

FROM: JULIE MIKUTA

RE: EDUCATION IDEAS BASED ON STATE OF THE UNION ADDRESS

DATE: JULY 9, 1997

SUMMARY

This memo lists local initiatives that may be of interest because they tie into the first three education principles of the State of the Union address, and may be a source of ideas for federal initiatives. The speech is quoted, and then the programs described.

I. RAISING STANDARDS

"Every state should adopt high national standards."

Governors, for the most part, are not enthusiastic about giving up their ability to regulate standards for their state, even if this means merely adopting a nationwide test of academic standards. Most states are setting or raising standards for what students should learn, and how well they should learn it; Florida's actions are described below. Few states address the issue of the *rigor* of their standards [Ed Week Report, Spring, 1997].

Examples of What Some States Have Done

Florida

The Florida Legislature passed a law this spring which raises academic standards in schools. It:

- increases the minimum grade point average (to 2.0 from 1.5) required for participation in extra-curricular activities;
- requires all high school students to complete Algebra I;
- allows students below 9th grade to take classes for high school credit;
- raises numerical scores for grades of C, D, and F;
- creates a merit pay program for teachers; and
- requires additional instruction for elementary school students who are deficient in reading.

Maryland

Maryland, one of the states to sign-on to the national standards, is worked toward making high school assessments more rigorous. The tests will begin in 1999. Students will have to pass a battery of 10 tests: three in English, three in social studies, and two each in mathematics and science. The exams will include a section that will test skills on how to work with others, communicate, use technology, and think critically. Virtually all high school students now pass Maryland's standardized tests, some as early as 8th and 9th grade. [Ed Week, 2/21/96] It hasn't

been determined if the new tests will be linked to the high school diploma [Ed Week, 3/19/97].

North Carolina

In 1996, implemented a plan to give local educators control over decisions involving the school calendar, class size and text book selection. The schools, in turn, will be held responsible for improving student skills. Each year, the state will work with the school to develop a plan of improvement based on the results of end-of-year examinations.

A School Incentive Award scheme has been introduced to recognize schools achieving exemplary growth. The awards average between \$500 and \$1000 per staff member, and are distributed to the school, which decides how to use the money. Other schools that make significant progress or consistently have large percentages of their students scoring high on the standardized tests will receive recognitions including a banner, certificate or plaque to display in the school, and a banquet for school representatives. This Spring, Governor Hunt introduced reforms to address the high teacher-attrition rate. The package includes raising starting teachers' salaries and offering bonuses to teachers who take on mentoring duties.

II. A TALENTED TEACHER IN EVERY CLASSROOM

"We should reward and recognize our best teachers. And as we reward them, we should quickly and fairly remove those few who don't measure up, and we should challenge more of our finest young people to consider teaching as a career." The President mentions in the speech that his budget will "enable 100,000 teachers to seek national certification as master teachers" (meaning they will pass the test developed by the National Board for Professional Teaching Standards).

Testing Teacher Job Applicants

Only one-quarter of teachers who recently applied for jobs in a Long Island school district (202 out of 758) could pass a test comprised of 50 reading comprehension questions from statewide tests for high-school juniors. The idea of using a test of basic skills has been supported by the American Association of School Administrators, the Education Commissioners of the States, and the Long Island Teachers Association, which helped draft and administer the test. This approach doesn't appear to be used elsewhere. [NYT, 7/8/97]

On-Going Professional Development Programs for Teachers

To improve the entire teaching force, efforts need to be made that concentrate on the majority of teachers who aren't horrible, but aren't great, either. These are some model programs that offer on-going teacher development.

1. Professional Development Schools Project:

- A collaboration between Temple University and the School District of Philadelphia (13 schools involved in 1995-96).
- University personnel work with school personnel in teams to provide staff development in-service days and workshops, and to enable seasoned teachers to participate in the training of new teachers.
- Ohio State University and Montclair State University (NJ) participate in similar programs.

2. *TEAMing..HEART of the Middle School:*

- A professional development summer institute for teachers in the Boston Public Schools.
- It establishes interdisciplinary teams of teachers across all grade levels of middle school and a forum for the on-going exchange of ideas throughout the year.
- Teachers are instructed on making learning more active for students.

3. *Laboratory sites/ schools within a school:*

- NY and Baltimore run laboratory sites.
- Teachers interested in professional development visit for a specified period to observe instruction, practice strategies, and work on skills such as the use of technology in the classroom.

4. *Teacher Mentoring programs:*

- Some districts match beginning teachers with experienced consulting teachers for a year or two.

Standards for Schools of Education

In 28 states, more than 90% of new teachers graduate from schools of education that meet national standards for the quality of their programs. In a few states, all schools of education must meet these standards.

Incentive Pay

Twenty states provide financial or other incentives for veteran teachers to pass the National Board for Professional Teaching Standards [Ed Week Report, Spring, 1997]. Some states that offer financial incentives and the amount of the bonuses are: Ohio where teachers receive \$2,500 stipend for 10 years; North Carolina gives a significant percentage raise; Oklahoma gives \$5,000 annually, and Mississippi, \$3,000 [UPI]. Some districts/ states have developed programs to assist teachers in the preparation for the tests; the most successful is run in St. Paul.

Teacher Recruitment Programs

I've got information on a handful of programs that either support beginning teachers, attempt to encourage minorities or career-changing adults to become teacher, or prepare students in schools of education to work in urban school settings. They are not listed here because Mike Cohen seems to have worked with the Dept of Ed to create a teacher recruitment program. If you want to know about these programs, let me know.

Licensing by Peers

- Minnesota has created a board with a teacher majority to license new teachers. The updated certification requires applicants to demonstrate their skills and knowledge in addition to completing a set of courses.

Impediments to having a competent teacher in every classroom

- Large numbers of teachers in every state are teaching out of their area of expertise.
- Large numbers of teachers have emergency, temporary or no licenses.

III. AMERICA READS INITIATIVE

“We must do more to help all our children read.” These are some literacy programs that have proven successful.

1. *Success for All:*

- A national reading program developed by Johns Hopkins University for increasing the reading achievement of disadvantaged students.
- It has been piloted in Houston, Columbus and Memphis since 1994.
- A 1995 evaluation of the Houston program indicates that students in the program had significantly higher composite post-test achievement scores than students in comparison schools. It is funded in-part by Title I money.

2. *Reading Recovery:*

- A national program (running in at least Boston, Louisville and St. Louis) that targets first grade students who have difficulty in reading. Title I funds help to support the program.
- An evaluation of Boston’s program (which was initiated in 1990) found that 89% of the 155 children in the program were successfully discontinued, as they read at or above the grade reading level.
- The program also addresses other issues affecting the overall learning ability of the child.

3. *Philadelphia's Children's Literacy Initiative program:*

- Kindergarten classrooms are generously supplied with good books, and teachers are trained for seven weeks on teaching reading.
- The children of two public elementary school kindergartens where the program is used are now scoring well above the national average on tests measuring vocabulary, reading and writing skills. Both schools are in the city’s most impoverished neighborhood.
- The program costs \$250 per kid. [Bob Chase’s column, 3/9/97]

4. *Teaching All Children to Read:*

- A collaboration between Georgia State University and Atlanta Public Schools to train teachers and enhance reading performance of students by encouraging the teachers to teach reading every day.

6. *Peer-Assisted Learning Strategies in Reading:*

- Students work in pairs according to their reading ability (a strong reader works with a weak reader).
- The students are taught how to read together and then work in their pairs three times a week for 35 minutes for at least 15 weeks.
- The Dept of Education designated this program “an effective instructional program” in 1995.



June 8th Survey

- Would you favor or oppose administering a national test for 11th graders which must be passed before graduation from high school? 

79/18 favor/oppose

- If this test were administered to students in the fall of their junior year - 21 months before graduation, so they knew what level of preparation was necessary to graduate, would you support or oppose administering a test required for graduation?

85/12 support/oppose

- Some people say requiring students to pass a standardized test before graduating from high school will increase high school drop out rates because poor performing students will be discouraged if they think they will not pass the test.

74/21 support/oppose

March 11th Survey

- Promoting national educational standards for our schools. Does this make you much more comfortable with the President's values, somewhat more comfortable, somewhat less comfortable or much less comfortable with the President's values?

53% much more comfortable
28% somewhat more comfortable
6% somewhat less comfortable
8% much less comfortable

January 27 Survey

- Challenge states and school districts to set rigorous standards for their students by adopting national tests in the core subjects of 4th grade reading and 8th grade math. Would you be much more favorable, somewhat more favorable, somewhat less favorable, or much less favorable to the President if he did this?

81% more favorable (49% much more + 32% somewhat more)
17% less favorable (8% much less + 9% somewhat less)

This would be a: 39% major advancement, 29% medium advancement, 28% minor advancement

WGU

Education

MEMORANDUM

TO: BRUCE REED, MICHAEL COHEN, SIDNEY BLUMENTHAL

FROM: TOM FREEDMAN, MARY L. SMITH

RE: VIRTUAL UNIVERSITY

DATE: SEPTEMBER 11, 1997

SUMMARY

Western Governors University (WGU) is a virtual university that is scheduled to be operational in 1998. WGU is sponsored by 15 western governors. It will offer competency-based rather than credit-hour-based courses and will also offer corporate training programs. It seems that distance learning, whereby students seek instruction via the computer, CD-ROM, or audio and visual instruction, is growing at a rapid rate, particularly for post-secondary education and for corporate training programs. Because this is a burgeoning and potentially far-reaching area of education, we propose an event where the President could announce a major policy initiative in conjunction with WGU to complement and augment his education and welfare-to-work initiatives. Some possible policy initiatives are financial aid for virtual education, some welfare-to-work corporate training programs, and accessibility to distance learning at workforce development boards.

STATISTICS

- Distance learning encompasses the learning alternatives available outside the traditional fact-to-face classroom. The distance learning market is rapidly expanding.
- Over 2,000,000 people currently participate in some form of distance education, and this total has grown at an annual rate of approximately 25% over the last five years.
- An estimated 1,150,000 employees receive distance learning through their companies that have contracted with providers of distance education. In addition, approximately 500,000 students take courses through the distance learning departments of universities. An additional 400,000 receive education through the Public Broadcasting Service and its relationship with community colleges. Another 250,000 students receive distance learning through private institutions such as the University of Phoenix.
- The distance learning market can be broken into 3 distinct segments: higher education, mandatory continuing education, and employee training.

71234

DESCRIPTION OF WGU

WGU is a virtual university that will be available to prospective students through its **Smart Catalog/Advisor** on the Internet that will list course offerings and will map out the skills that need to be mastered in order to receive a WGU-competency credential in a particular subject area. Students will be able to use the catalog to assist in assessing their existing skills in order to determine which additional skills are needed for a particular competency credential. WGU will also have a network of Local Learning Centers which will, among other things, offer counseling and serve as virtual classrooms with audio, visual, and computer technology resources.

WGU will focus on the following four educational products:

1. **Competency-Based Certifications and Degrees.** WGU's core offering will be competency-based credentials via distance learning. These courses will be based on assessed competencies rather than on completed courses. Each program will contain a set of assessments, all of which must be mastered in order to be awarded a certification.

WGU plans to have available initially an Associate of Arts degree program and an Electronics Technician Industry certification.

It should be noted that WGU will not engage in the development and delivery of course content. Rather, WGU will specify competency objectives, and third-party providers will develop course content. WGU will design and administer assessments of competency, and award WGU credentials for successful demonstration of competency (not for course completion).

2. **Corporate Training Programs.** WGU will also offer competency-based training programs for corporations. WGU will assist corporations with the development of training programs based on an employee's demonstration of competency. Many of the corporations on the WGU's Board of Advisors, including Sun Microsystems, 3Com/US Robotics, and IBM, have indicated an interest in working with WGU to deliver competency-based training programs. Motorola, which currently trains 140,000 employees annually, has also expressed interest.
3. **Brokered Courses and Degrees through WGU's Open College.** WGU plans to offer traditional courses from education providers and a full range of support services, effectively serving as a value-added broker. Educational providers will contract with WGU to list educational content in the Open College through WGU's on-line catalog system.
4. **Clearinghouse Services.** WGU will provide a one-stop shopping service that lists many different degree and certification programs of educational providers through

its online catalog system. Students will then contact listed providers to enroll in the courses.

POSSIBLE POLICY PROPOSALS

1. Provide financial aid to students seeking advanced degrees in the distance learning market.
2. Provide training through the distance learning market for welfare-to-work participants in connection with corporate training programs. One possible idea is for Marriott to develop a course based on its Pathways to Independence Program. This course could then be used by other hotels and service providers to train those moving from welfare to work. The Welfare to Work Partnership could also involve some of its participating companies in designing curriculums and competency assessments.
3. Provide computers at workforce development boards so that potential students can access the distance learning courses.
4. Provide scholarships to those attending virtual universities such as WGU.