



ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

*The New Executive Office Building
Washington, DC 20503
202/395-1010*

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MEMORANDUM TO SYLVIA MATHEWS

FROM: Judith A. Winston *Judith A. Winston*
Executive Director

SUBJECT: Letter from John Hope Franklin to the President Regarding the
December 17, 1997, Advisory Board Meeting

DATE: January 26, 1998

Attached is a signed version of the letter that we forwarded to you in draft form last week from Dr. John Hope Franklin to the President providing feedback on behalf of the Advisory Board on the lessons learned from their December 17, 1997, meeting. I hope you can forward this letter to the President as soon as possible for his consideration.

Thank you. If you have any questions or concerns, please feel free to contact Audrey Hutchinson, Chief of Staff, Lin Liu, Deputy Director for Policy Planning and Research, or Scott Palmer, Policy Associate, of my staff. They can all be reached at (202) 395-1010.

Attachment

cc: Elena Kagan



ONE AMERICA IN THE 21ST CENTURY

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January 23, 1998

President William J. Clinton
The White House
Washington, D.C. 20503

Dear Mr. President:

I am writing on behalf of your Advisory Board on Race to report on our December 17, 1997, meeting, which was held at Annandale High School in Fairfax County, Virginia, and which focused on issues of race in primary and secondary education. The meeting was designed both to follow up on your suggestion that we study Fairfax County as a microcosm of America's burgeoning diversity and to continue our focus on education as the key to creating One America. The meeting consisted mainly of two lively and fruitful discussions concerning racial disparities in educational opportunity and the challenges associated with increasing student diversity. We also discussed strategies that can overcome racial disparities and make diversity an asset in education. These discussions built on numerous articles and studies that Board members have reviewed in the last several months concerning issues of race in education.

While there is much more that your Advisory Board needs to know and discuss about issues of race in primary and secondary education, there are several areas upon which the Board would like to provide preliminary feedback to you at this time. According to Dr. Harold Hodgkinson, Director of the Center for Demographic Policy at the Institute for Educational Leadership, who presented at our December 17 meeting, the next thirty years will see a substantial increase in minority students in our schools -- from 33 percent today to over 50 percent by 2025. At the same time, the data indicate that racial disparities in education persist. For example, in terms of educational opportunity, students of color are more likely than white students to be educated in schools with poor facilities, less challenging curricula, less qualified teachers, and fewer computers. Furthermore, in terms of educational achievement, while achievement scores have increased for all groups, black, Hispanic, and Native American students continue to perform below white students, and high school dropout rates for Hispanic and Native American youth remain unacceptably high. Whether these racial disparities are due to higher poverty rates in minority communities or to more directly race-based causes such as low expectations for minority youth, it is clear that we cannot fully become One America unless we eliminate these inequities in education.

We know that you have made excellence in education a hallmark of your presidency and that you have successfully promoted many impressive policies to improve education for all Americans. In addition, several initiatives that you have recently proposed, including your Initiative to Attract and Prepare Tomorrow's Teachers, which would provide \$350 million to attract 35,000 new teachers to high-poverty schools, and your Economic Opportunity Zones Initiative, which would provide challenge grants to high poverty schools with comprehensive, effective reform programs, have the potential to address some central issues of racial disparities in education. Furthermore, several initiatives that we understand are presently in development, including a package of efforts aimed primarily at improving educational outcomes for Hispanic youth (including reducing Hispanic dropout rates) and a proposal to address the problem of crumbling school infrastructure, also have the potential to address key issues of race in primary and secondary education.

In addition to these initiatives, based on our readings and on conversations with education leaders with diverse perspectives on educational issues, we recommend that you examine closely and consider promoting some additional action in the following areas. Because we are not all education policy experts, we have chosen to make our recommendations in broad terms:

- Teacher equity and preparation: There seems to be substantial agreement that high-quality teachers are our most valuable educational resource. However, the data show that lesser-qualified teachers are overrepresented in high-poverty, high-minority communities. In addition, teachers are often ill-prepared to promote high expectations for students of all races, to create settings in which students of all races can learn effectively, and to teach in increasingly diverse environments. We recommend that you look at ways that the federal government can help bridge racial disparities in student access to quality teachers and support the professional development of teachers to serve minority students better.

On the latter point of the professional development of teachers, the Board was particularly impressed with the comments and work of Dr. James Comer, Professor of Child Psychiatry at Yale University, who participated in our December 17 meeting. It is our understanding that Dr. Comer has developed and implemented educational programs that have overcome racial disparities in student achievement by training teachers to understand and promote child development on all levels -- social-interactive, psycho-emotional, moral, linguistic, and intellectual-cognitive. According to Dr. Comer, colleges and universities do not presently train teachers in child development to any significant degree, and such training is critical to the success of minority students, particularly those in high-poverty schools. We urge you to examine this issue further. Perhaps child development can be promoted through your Initiative to Attract and Prepare Tomorrow's Teachers, by rewarding schools that teach child development in preparing teachers to serve in high-poverty, high-minority communities.

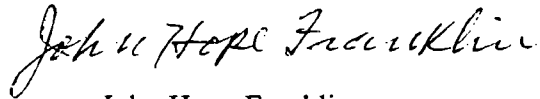
- Pipeline programs: One of the problems that we discussed at length at both our November 19 and December 17 meetings was the problem of limited expectations of and for minority students and the extent to which this problem negatively affects the achievement of minority students and their participation in higher education. It is our understanding that programs that expose students at an early age to future educational opportunities and that provide mentoring, tutoring, and other support for students who aspire to take advantage of those future opportunities have shown positive results in improving educational outcomes for minority youth. We understand that you are presently considering a proposal to expand existing pipeline programs, such as the TRIO programs, and to promote new programs, such as college-school partnerships, to increase expectations, improve achievement, and increase college access for minority students. We want to offer our support for such a proposal.
- Teaching racial understanding: As we saw firsthand during our visit to Annandale High School, many of our schools are rapidly becoming more racially diverse. This diversity can be a great asset in teaching students how to get along with people different than themselves and about how our cultural diversity enriches America. We have had the opportunity to learn about many programs, several of which the Initiative has featured as promising practices, that are working in our schools to teach children the tolerance and understanding necessary for them to function as good citizens in our multicultural, democratic society. Many of these programs, such as The Teaching Tolerance Project and Facing History and Ourselves, offer educational resources and guides designed to promote racial understanding and unity. Other programs are bringing together students from racially isolated schools to work together, often in community service activities, and thereby bridge racial divides. These efforts, which focus on youth and education, go to the very heart of your vision of One America. We must think of creative ways that the federal government can further support primary and secondary schools in their efforts to implement such programs and to promote understanding through diversity.
- Public school choice: At our December 17 meeting, we gave attention to the propriety of supporting charter schools and using vouchers as strategies for overcoming racial disparities in primary and secondary education. While many of us have substantial concerns about using public school money to fund private schools, there seemed to be some consensus among Board members and panel participants on the efficacy of exploring public school choice as one strategy for increasing educational opportunity and overcoming racial disparities in education. I know that you are a strong proponent of public school choice. We wish only to offer our support for your continuing efforts in this regard.

Finally, I am pleased to report that we were joined at our December 17 meeting by Secretary of Education Richard Riley who announced one small but important new effort

designed to help bridge racial divides in education. Secretary Riley announced a partnership between the Department of Education and the President's Initiative on Race to produce, as part of the promising practices effort, several case studies of educational programs that are promoting high expectations and positive outcomes for students of all races and can perhaps be replicated and strengthened across our nation. We also released at the December 17 meeting the first such case study -- a study of Bailey's Elementary School in Fairfax County, Virginia, which is a remarkably diverse magnet school that is overcoming past fears of racial diversity and making diversity an asset in education. A copy of the case study is attached for your information.

Thank you for your consideration. I expect that the Board will address again in subsequent meetings issues of race in primary and secondary education, and I look forward to reporting to you on our further findings and recommendations. I would, of course, be pleased to discuss any of the above thoughts with you. My best wishes.

Yours truly,

A handwritten signature in cursive script that reads "John Hope Franklin". The signature is written in dark ink and is positioned above the printed name and title.

John Hope Franklin
Chair



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The President's Initiative on Race

December, 1997

*The New Executive Office Building
Washington, DC 20503
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Dear Friends:

Creating One America will require effort from all Americans. One of the most important efforts of the President's Initiative on Race is to identify promising practices that are being utilized to bridge racial divides around our nation. Many groups of Americans are fostering racial dialogue, reducing disparities, promoting racial inclusion and facilitating racial reconciliation in their own communities. By highlighting these practices, we hope to provide useful information to other communities that are working on similar efforts. Our work to identify these efforts is ongoing and will culminate in the publication of a compendium that summarizes many of these promising practices.

In addition to providing summaries of these promising practices, we also want to develop brief but more in-depth case studies of a select few efforts. While each case study can only represent one experience with race and racial diversity in America, we believe that these studies can help others think about their individual experiences with race and can teach broader lessons. Therefore, each case study will end with a section devoted to lessons learned and include additional questions that emerge from the case study.

We chose Bailey's Elementary School of the Fairfax County Public Schools system as the first of these more in-depth profiles of promising practices. As President Clinton has mentioned on several occasions, Fairfax County's racial and ethnic transformation makes it a microcosm of change. His interest in discovering how these demographic changes have affected students as well as parents and educators led us to Bailey's Elementary School. While some of the experiences at Bailey's are unique, Bailey's offers valuable lessons in how schools can manage their growing student diversity.

We hope that you will find this information useful as we work together toward reaching One America.

Sincerely,

Judith A. Winston
Executive Director



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Bailey's Elementary School

Educational Strategies for Making Diversity an Asset

December 1997

Commissioned by the President's Initiative on Race

Prepared under U.S. Department of Education
contract EA94053001

By Michael C. Rubenstein, Clarenda M. Phillips, Jessica K. Wodatch

Bailey's Elementary School

"Just living at Bailey's opens your mind."

--Bailey's Elementary School teacher

During the summer of 1997, two young boys drowned while swimming in Fairfax County's Lake Barcroft. The boys, whose families had recently immigrated to the United States from Somalia, were students at Bailey's Elementary School. Although the tragedy occurred while school was out of session for the summer, Bailey's staff wished to share their grief with, and pay their respects to, the boys' families. Realizing that they had no knowledge of Somali and Islamic mourning customs and funeral services, they contacted the Fairfax County Public Schools central office to request a briefing on the proper way and time to approach the families in their homes, and about the proper protocol to observe at the funeral service. After the briefing, the principal, assistant principal, and several teachers visited the families' homes; 15 staff members from Bailey's proceeded to attend the funeral services at the mosque, entering through a back door as they had been advised, with their arms, legs, and heads covered. In accordance with Islamic tradition, only the men in the group attended the graveside services. This awareness of and respect for their students' cultural heritages is a major reason that staff at Bailey's have made their school an educational, social, and cultural haven for students from all backgrounds.

School Context and History

Bailey's Elementary School is located in the Fairfax County Public School (FCPS) system, a school district with the highest enrollment of any district in the Washington, D.C. metropolitan area and one of the highest enrollments in the United States. Although the racial/ethnic composition of the student population in Fairfax County is roughly comparable to that of the nation's, FCPS has a higher proportion of Asian students and slightly lower proportions of Hispanics and African Americans. More significantly, FCPS has seen its student population undergo a rapid socioeconomic and racial/ethnic transformation as more immigrant and refugee families have settled in Fairfax County. Since 1981-82, the percentage of White students in FCPS has fallen from 84 percent to 64 percent. As part of that trend, for each year since 1992-93, the number of minority students has grown by about 6 percent, although the effects of these demographic trends have been experienced more keenly in some areas than others.

Bailey's Elementary School serves one of Fairfax County's most richly diverse areas. As immigrant and refugee families settled in Bailey's attendance area, the percentage of its students who did not speak English as their first language grew from 64 percent in 1984 to 87 percent in 1991. In 1991, concerned that all students at Bailey's, native and non-native English-speakers alike, were educationally and culturally disadvantaged by the departure of native English-speaking students, a group of parents from Bailey's threatened to sue the county unless it redrew the school's attendance boundaries to raise the proportion of native English speakers. More controversy ensued when parents of native English speakers, whose children would be included in the new boundaries, protested that they did not want their children sent to a school where they would be in the minority. When the county balked at redrawing the boundaries, the group of Bailey's parents lobbied the district to create a magnet program at Bailey's that would draw more native English-speaking students to the school. The school board approved the parents' plan for a magnet school, voting to spend \$3 million to make Bailey's the county's first elementary magnet school. A committee composed of district administrators, university representatives, school staff, and parents designed the new magnet program (described below), and parents continue to be strong advocates for it.

When the school reopened as the Bailey's Elementary School for the Arts and Sciences in the fall of 1992, it emerged from the controversy more diverse than ever and with new resources to meet the educational needs of its students. Today, it serves about 900 students from 40 countries who speak 20 different languages. Almost half (45 percent) of Bailey's students are Hispanic, 25 percent are White, 20 percent are Asian, and 10 percent are African American. Bailey's is currently experiencing an influx of refugees from Bosnia and Somalia, who began arriving in 1996. About 300 out-of-boundary students (i.e., students who reside outside of Bailey's attendance area), required by the county to be fluent in English, vie for 30 first-grade openings each year; altogether, about 200 out-of-boundary students attend Bailey's.

Two new wings added to the school house state-of-the-art resources areas, including a television studio, computer and science labs, a musical technology lab (including synthesizers and computer programs that teach music), a performing arts studio, a Math Exploratorium, a large gymnasium, and an art room. Principal Carol Franz reminds envious visitors, of which the school has many, "To whom much is given, much is expected." Indeed, expectations for Bailey's are high, and its dedicated staff have met or exceeded most of them with thoughtful leadership, careful planning, and innovative ideas.

Even with the new resources provided by the magnet program, Bailey's still faced daunting challenges, beginning with the need to bring the community back together after the bitter battle over

whether to redraw the school's boundaries. The depth of some parents' bitterness in the wake of that struggle are best reflected in the comments of the school's former PTA president, who told *The Washington Post* after the school board's vote to fund the magnet program, "If you want to know the price of racism in Fairfax County, it's \$3 million." If the magnet program was to be a success, Bailey's would have to show families throughout the community that its multicultural environment would benefit all students. Other challenges, many of which the school still faces, included a high rate of student mobility, educating students of disparate skill levels, including different levels of English-language proficiency, integrating all of the school's new resources into the classroom-based curriculum, and providing planning time and professional development opportunities that enable teachers to implement the challenging integrated curriculum.

The Bailey's Approach

Despite some community members' vocal opposition to sending their students to a school where the majority of students do not speak English as their native language, Bailey's took the bold step of choosing to integrate all students, exposing them to the same curriculum and resources. Bailey's staff developed goals to reflect their commitment to provide students with a first-rate education. These goals are to:

- Maintain a learning environment that communicates high expectations for all students
- Meet every child's educational needs at their developmental level, using a diverse array of instructional strategies as needed
- Give students many different types of opportunities to demonstrate what they have learned and can do
- Give staff members responsibility for developing and implementing appropriate strategies and programs
- Allow students a voice in their own education

Ingrained in the school's culture is the unwritten goal of maximizing cross-cultural interaction and understanding. This commitment is reflected in almost everything the school does, from the way it puts together its classroom rosters to its choice of curriculum and instructional strategies. When Bailey's became a magnet school, the staff decided to integrate its out-of-boundary students rather than create a special program for them, as many magnet schools do. So far, the school's efforts have

produced not only strong academic results, but broad-based community support for the school. The school's educational strategies enable it to use its diversity as a strength.

Classroom Rosters

Bailey's commitment to building a truly integrated school community begins with its classroom rosters. In accordance with its ethic of equity, the school resists isolating students based on their level of English-language proficiency or skill levels. The school categorizes every student in the school according to multiple criteria, not to segregate them, but to promote diversity in every classroom so that students learn to work with peers from all backgrounds and abilities. Some of the categories used include students' English proficiency, race/ethnicity, gender, academic skill level, native language, special education status, and more. This approach allows the school to ensure that every classroom contains a mix of students from all categories. Both native English speakers (who learn about other nations and languages) and English language learners ("The kids need English-speaking role models," commented a teacher) benefit from this approach.

Professional Staff

Bailey's relies heavily on its teachers' professionalism to ensure that the school meets all students' needs. Though not as diverse as their students--the vast majority of classroom teachers are White women--it is only through

teachers' shared commitment to developing and successfully implementing Bailey's imaginative curriculum and their appreciation for the opportunities presented by their students' diversity, that Bailey's can provide its students with an appropriate education. The principal recruits teachers based on their desire and ability to work with diverse populations (some have experience teaching, living, or studying in other cultures). She also looks for candidates with a knowledge of appropriate instructional strategies or a desire to learn those strategies through opportunities provided by the county or other organizations.

"Empowering teachers makes a lot more happen than holding the power yourself."

Carol Franz, Principal

The school's professional atmosphere is sustained through weekly grade-level meetings (which include the Spanish Immersion, special education, and ESL teachers), a monthly Teacher Research group, paid planning time during the summer, and informal interactions among teachers. All these

opportunities allow teachers to exchange ideas, explore and suggest alternative strategies for teaching diverse groups of students, and pursue their own personal and professional growth. "What I've learned about teaching I learned here," one teacher assured us. The 20 members of Bailey's teacher research group select their own research questions, conduct research, and share their findings through articles and presentations. According to one member, the group provides "a time for us to be reflective practitioners. We can really think about what we're doing in our classroom." It comes as little surprise, then, that three Bailey's teachers recently completed the challenging requirements for earning national certification for teaching from the National Board for Professional Teaching Standards.

Curriculum and Instruction

Bailey's unique educational program, developed and refined by teachers and parents at the school, is designed to both take advantage of and account for students' diversity. The curriculum revolves around conceptual units that include substantial hands-on and interactive learning activities that help students master the necessary knowledge and skills. Students are quick to point out the benefits of this approach: "You actually get to do something instead of just sitting down and reading a book," said one student enthusiastically. Teachers develop lessons that include a conceptual base that all students are expected to master, a second tier that students are expected to understand according to their different developmental levels, and a third level designed for the most advanced students. The units require students to work together, conduct some basic research, and use varied materials and strategies to demonstrate what they learn. At the conclusion of some units, classes create and display an "exhibit" about what they have learned. The school has a display area reserved for the exhibits so that students throughout the school can learn from their peers in other classes and grades.

This instructional approach has three primary advantages for Bailey's students. First, it encourages students to work together, creating supportive relationships that help all students learn. Indeed, teachers and students alike told us that students often take the initiative in helping new students become acclimated to their classes and in working together to solve problems. Second, the use of multiple instructional strategies, including hands-on teaching strategies and demonstrations, gives all students alternative modes for learning the subject matter. For students who learn better by engaging in hands-on activities and demonstrating what they learn in tangible ways, teachers' use of hands-on learning helps reinforce the skills and knowledge learned through reading and other means. Students with limited English proficiency may derive the greatest benefits from this approach: compared with learning through reading or listening, learning through doing and showing relies less on language proficiency. Third, Bailey's instructional approach enables teachers to work with students of varied

academic abilities at the same time. The multi-level unit designs give all students the opportunity to learn and grow according to their talents, efforts, and skills.

Spanish-Language Immersion and English-as-a-Second Language (ESL)

Bailey's Spanish Partial-Immersion program, which predates its magnet status by three years, serves about 150 students in grades 1-5. Students enrolled in the program receive reading/language arts and social studies instruction in English, and math, science, and health instruction in Spanish. Two program features reflect Bailey's commitment to building cross-cultural contact, and distinguish this program from similar programs in other schools. First, the program welcomes native Spanish speaking students so that they can model fluent Spanish for non-native Spanish speakers. Second, students in the partial-immersion program are not kept together for the subjects they study in English. Instead, they are scattered in classrooms throughout the school as part of Bailey's approach to ensuring diversity in all classrooms, thus preventing an elitist atmosphere within the partial-immersion program.

Bailey's applies similar principles to its English as a Second Language (ESL) program. Students eligible for ESL services are assigned to all classrooms. Only those speaking very little English (typically those students who have just arrived in the United States) leave the classroom for ESL instruction. First-graders are not pulled out at all for ESL instruction. Bailey's also blurs the distinction between classroom teachers and teachers who provide ESL instruction; several teachers who provide ESL instruction have their own classrooms, with a mixture of students from all backgrounds and language proficiency levels.

Resource Areas

The \$3 million renovation of Bailey's established numerous resource areas, including a television studio, computer and science labs, a musical technology lab (including synthesizers and computer programs that teach music), a performing arts studio, a Math Exploratorium, a large gymnasium, and an art room. Although the resources available to students and teachers at Bailey's are impressive, the school's policy of giving all students and teachers equal access to those resources is also important to its mission. For instance,

"Resource areas provide a richness to the program and provide an opportunity for our second language learners to be more experiential. It's like an enrichment program for everybody."

Carol Franz, Principal

not only do all fifth-grade students rotate through the school's television studio to produce a morning news report on closed-circuit television, but all are encouraged to play different roles, including anchor, cameraperson, and various technical roles. Besides the television studio, the other resource labs, each staffed by a teacher or instructional assistant, exist only to enrich and enhance classroom instruction. Instead of offering a separate curriculum apart from what students are learning in their classes, resource labs work with classroom teachers to build upon what students are learning in their classrooms. For example, second graders use the science lab to dissect invertebrates once they learn about them in class, and teachers use the performing arts stage to arrange small-scale class performances based on books that their students have read in class. Classroom teachers schedule time in a lab according to their need, not according to a predetermined schedule. Weekly schedules distributed by resource staff alert classroom teachers to gaps available to be filled on short notice.

Class Meetings

Almost all classes in grades 3-5 hold class meetings regularly to allow students to share good news with their classmates and teachers and to discuss issues affecting students either individually or collectively. Each room has a box into which only students can drop suggestions for issues to discuss during class meetings; at each meeting, the teacher draws one or more suggestions from the box for the group to discuss during the meeting. Although a variety of topics are discussed, issues related to interpersonal relations are common. During one meeting in particular, the students sat in a circle on the floor to encourage participation by all students. The meeting began with students sharing positive observations about their classmates. They then spent 15 minutes discussing possible solutions to the problem of students tripping over bookbags left on the floor. Another teacher recounted that he drew a card from the suggestion box on the first day of school from a student who did not wish to sit next to another student because "her skin is black." The teacher reported that he had to give very little direction to the discussion because students in his class were eager to express their disapproval. While this discussion no doubt has deeper social consequences than the bookbag problem, perhaps of greater significance than the specific topics that students discuss is the fact that through these meetings, students from all backgrounds become accustomed to working together to solve problems. According to one teacher, class meetings are an asset because "the walls fall down--you're building a classroom community."

Parent and Community Involvement

Parents and community members actively support teaching and learning at Bailey's. The Bailey's Parent-Teacher Association (PTA) has an active membership that is composed of parents of all races, religions,

and nationalities. The PTA provides books for the Reading Is Fundamental program, sponsors Teacher Appreciation Week, funds cultural assemblies, and provides each teacher with a \$50 gift annually in appreciation for their hard work during the year. According to the PTA president, teachers may spend the money however they choose, but most decide to spend it on school supplies and instructional materials. To better communicate with parents at the school, the PTA publishes its newsletter in five languages. Some PTA members adopt families who are new to the United States, helping them to settle into their new homes, find employment, enroll their children in school, and gain access to the services they need.

"We wanted to send our children to a school that looks like America."

Bailey's parent

Bailey's principal and PTA members forge partnerships with community organizations in order to enhance the resources and services available to Bailey's students and families. For example, nursing students from George Mason University not only enrich the school's health curriculum but also offer health screenings and home-based follow-ups. Some parents establish ties with social service agencies to provide clothing and furniture for families new to the country. U.S. Forest Service employees serve as mentors, and students from nearby J.E.B. Stuart High School tutor Bailey's students in the after-school Homework Center. These additional services are a testament to the school's commitment to meeting its students' needs.

Bailey's also supports parents' efforts to help their children succeed in school. Bailey's uses a Total School Approach grant¹ from FCPS to employ a full-time Hispanic parent liaison. The liaison's primary responsibility is to reach out to the school's Hispanic parents, but in

"This school takes advantage of every resource [it has]--you don't have to speak the language, you don't have to be educated [to help]."

Bailey's Parent Liaison

¹Total School Approach grants replaced the school district's Minority Student Achievement discretionary grants, which had been a key component of the county's efforts to raise the academic achievement of minority students.

reality she provides all parents with valuable information and access to various services, all in an environment of friendship and support. For example, she helped one parent secure a job as a custodian in the school, providing a reference on his behalf to the county employment office. Working out of a large trailer that serves as a Parent Center, she arranges presentations to parents by county agencies that provide family services, helps parents find jobs, and manages a food and toy “boutique” that consists of donated items. The county also offers adult ESL classes in the trailer. According to the liaison, “Parents in the area know that they can come here and ask for help and get it.” The parent liaison has worked hard to develop activities that bring parents of all backgrounds together. For example, twice a month, she invites parents to a potluck breakfast that includes a presentation or discussion of interest to them. This Breakfast Club, as she calls it, gives parents an opportunity to meet one another, try foods from different countries, and discuss or learn about the particular theme for that breakfast. Through the Breakfast Club program, parents have shared their family histories and cultural differences and similarities. As one parent observed, “If we know each other, we get along better.” The welcoming atmosphere generated by the parent liaison also encourages parents to become more involved. For example, parents volunteer in classrooms, serve as chaperones on field trips, and help with special events such as stage productions (by sewing costumes) and the school’s International Fair (by furnishing food, clothing, and music from their respective countries).

Staff members are also invested in making parents feel welcome. Parents are invited to join their children for breakfast and lunch, and many do. On the day of our visit, several parents had come to enjoy the special “Thanksgiving lunch” with their children. According to the principal, “The school is very open, and parents can come and go through the building without a prearranged visit.” Parents are also encouraged to speak with staff about any problems. “When I come to find solutions to problems,” one parent confirmed, “I am not brushed aside. The staff works to help parents solve problems. You can’t ask for more than that. We work together to come up with solutions.” Parents are also encouraged to become familiar with what their children are learning through Family Science Nights, Family Literacy Nights, and “tool kits” consisting of educational materials and games sent home with first graders on a rotating basis. In addition, office staff and parent volunteers compile folders containing student work, letters to parents, lunch menus, and calendars that are sent home with every student each Thursday.

Evidence of Success

Bailey’s efforts have yielded a vibrant and integrated school community as well as impressive academic outcomes. In 1996-97, the first year that Fairfax County administered the Stanford

Achievement Test Ninth Edition (Stanford 9), Bailey's fifth-graders scored, on average, at the 70th percentile in reading and the 74th percentile in math. Those scores fell just below the districtwide averages, but far exceeded both the state and national averages. The school was unable to provide scores according to students' race/ethnicity and language proficiency for 1996-97. In earlier years, however, scores on the district's Program of Studies math tests for non-native English speakers at Bailey's were on a par with the scores of native English speakers. On the Iowa Test of Basic Skills, which FCPS no longer administers, composite scores from 1992 to 1994 improved for students from all racial groups. Although white students scored considerably higher in all subject areas than did African American and Hispanic students, the gap between them narrowed over that time period.

Just as important as Bailey's academic achievement is its success in bringing together children and families from all backgrounds. A fifth-grader from the Philippines told about the day she needed a partner to edit something she had written. The only person available was an African American student with whom she did not get along. After working together, the two became good friends, and now they hope one day to become a famous singing duet. The class meetings, Breakfast Club, and International Fair

"You learn about different countries and cultures just by being friends with the person sitting next to you."

Bailey's student

"In second grade, I didn't speak English and they did hand motions to me. In third grade I understood more English. Now [in fifth grade], I help students who don't speak English."

Bailey's student

reflect the school's commitment to forging a shared experience for all students. Several students confirmed teachers' views that students help newcomers settle into their new environments. When asked how they communicate with students who don't speak the same language, one student said, "We're like their friends, but we can't really communicate with them. We use tone of voice, signs with our hands, acting out. It feels sometimes like you're the teacher." Students were pleased with their experiences at Bailey's: "It would be very boring to have people from the same country," one student commented. "That's why my mother lets me come here," explained another.

Lessons for Other Schools

There is no question that most schools will never match the material resources available to students at Bailey's or that those resources have contributed greatly to the school's success. Nevertheless, there is still much that other schools serving diverse student populations can learn from Bailey's. The school has worked hard to become the multicultural haven that it is today. Twenty years

ago, Bailey's was still a neighborhood school with a student body that was predominantly, but it was experiencing an influx of Hispanic and Asian students. Students who were not fluent in English often missed out on much of the learning that occurred in the classroom. For large portions of each day, these students left the room to learn English, and when they returned, they often could not follow the lesson; what's more, they received little or no help from their fellow students. Cross-cultural tensions also existed among students, and occasionally manifested themselves in fights, name-calling, and more. According to every administrator, teacher, student, and parent with whom we spoke, Bailey's enjoys a whole new culture of cross-cultural respect and academic excellence 20 years later that has emerged from the staff's hard work and thoughtful implementation of educational strategies designed to use diversity as a strength.

The first lesson that other schools can learn from Bailey's is the importance of creating a commitment to building a community of learners in which all students are represented and appreciated. This begins with its policy of developing representative class rosters and, to the extent possible, meeting all students' educational needs in the classroom rather than pulling students out of class. It includes maintaining high expectations for all students, a commitment to high academic standards, and adopting a curriculum that enables all students, not just those proficient in English, to master important skills and content. Finally, it entails a recognition of the value of diversity in the classroom, inviting students to share their stories and experiences while encouraging cross-cultural teaming.

Another key to Bailey's success has been the principal's focus on recruiting skilled and dedicated teachers, and on creating a professional atmosphere in which those teachers have access to the material and professional resources they need to serve their students. Without the skill that Bailey's teachers bring to the job, the school's educational program would struggle under the tremendous challenges facing the school. The principal identifies and hires teachers who welcome the opportunity to teach in a multicultural setting and finds ways to support them professionally. She musters resources that help keep teachers informed about the varied cultural norms they encounter in their classrooms. She also provides them with opportunities to grow as professionals by collaborating with their peers. Funding from the magnet program has enabled teachers to meet for one or two weeks each summer to develop and fine-tune a curriculum suited to their students. Other schools wishing to replicate this approach might turn to funding from any of several U.S. Department of Education programs, including Title I, the Eisenhower professional development program, or Goals 2000. The Teacher Research group, which teachers run on their own initiative and time, speaks to their commitment to staying abreast of the latest research in their profession and to maintaining an environment that welcomes the open exchange of ideas.

A third element of Bailey's success is its dedication not just to informing and involving parents, but to offering them whatever assistance they need to be effective and better parents. Its efforts are rewarded by parents' active involvement in the school, which only serves to enrich the learning environment. The centerpiece of the school's effort, of course, is the parent liaison. Without full-time attention to parents' needs, schools quickly find that parent support and involvement lags. Other schools that receive federal Title I funds and that wish to increase their parent involvement would do well to replicate the position of parent liaison by using the portion of Title I funds reserved for parent involvement activities.

Questions for Further Consideration

1. How does daily classroom instruction reflect the school's ethic of equity? Do all students have equal opportunities to learn and to demonstrate what they learn in the classroom?
2. What mechanisms (e.g., staff, resources, tests, tools) does Bailey's have in place to help incoming students make a successful transition to their new school environment?
3. What accounts for the gaps in the performance of White and other students at Bailey's? How does the size of gaps found at Bailey's compare with similar gaps at other schools in the district? In the country?
4. What is the composition of the pool from which Bailey's hires new teachers? Do other schools in the county have more success in hiring qualified minority candidates? Why or why not?
5. How do Bailey's students perform when they advance to middle and high school?



ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

*The New Executive Office Building
Washington, DC 20503
202/395-1010*

*File 1
Sgt.
Jesse*

MEMORANDUM TO SYLVIA MATHEWS

FROM: Judith A. Winston *Am I for Judith Winston*
Executive Director

SUBJECT: Draft Letter from John Hope Franklin to the President Regarding the
December 17, 1997, Advisory Board Meeting

DATE: January 23, 1998

Attached is a draft copy of a letter from Dr. John Hope Franklin to the President providing feedback on behalf of the Advisory Board on the lessons learned at their December 17, 1997, meeting, which focused on issues of race in primary and secondary education. Dr. Franklin has approved the letter and we have sent a final copy to him for his signature, but I wanted to deliver this draft copy to you today in case the President would like to refer to the guidance in his State of the Union Address or related policy announcements.

The letter expresses the Advisory Board Members' concerns about continuing racial disparities in education and expresses support in broad terms for several upcoming policy announcements, including the Hispanic education proposal and, most notably, the college-school partnerships initiative. The letter also offers in broad terms some additional policy recommendations.

If you have any questions or concerns, please feel free to contact Audrey Hutchinson, Chief of Staff, Lin Liu, Deputy Director for Policy Planning and Research, or Scott Palmer, Policy Associate, of my staff. They can all be reached at (202) 395-1010.

Attachment

cc: Elena Kagan



ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

DRAFT/1.23.98/10:00 a.m.

The New Executive Office Building

Washington, DC 20503

202/395-1010

January 23, 1998

President William J. Clinton
The White House
Washington, D.C. 20503

Dear Mr. President:

I am writing on behalf of your Advisory Board on Race to report on our December 17, 1997, meeting, which was held at Annandale High School in Fairfax County, Virginia, and which focused on issues of race in primary and secondary education. The meeting was designed both to follow up on your suggestion that we study Fairfax County as a microcosm of America's burgeoning diversity and to continue our focus on education as the key to creating One America. The meeting consisted mainly of two lively and fruitful discussions concerning racial disparities in educational opportunity and the challenges associated with increasing student diversity. We also discussed strategies that can overcome racial disparities and make diversity an asset in education. These discussions built on numerous articles and studies that Board members have reviewed in the last several months concerning issues of race in education.

While there is much more that your Advisory Board needs to know and discuss about issues of race in primary and secondary education, there are several areas upon which the Board would like to provide preliminary feedback to you at this time. According to Dr. Harold Hodgkinson, Director of the Center for Demographic Policy at the Institute for Educational Leadership, who presented at our December 17 meeting, the next thirty years will see a substantial increase in minority students in our schools -- from 33 percent today to over 50 percent by 2025. At the same time, the data indicate that racial disparities in education persist. For example, in terms of educational opportunity, students of color are more likely than white students to be educated in schools with poor facilities, less challenging curricula, less qualified teachers, and fewer computers. Furthermore, in terms of educational achievement, while achievement scores have increased for all groups, black, Hispanic, and Native American students continue to perform below white students, and high school dropout rates for Hispanic and Native American youth remain unacceptably high. Whether these racial disparities are due to higher poverty rates in minority communities or to more directly race-based causes such as low expectations for minority youth, it is clear that we cannot fully become One America unless we eliminate these inequities in education.

We know that you have made excellence in education a hallmark of your presidency and that you have successfully promoted many impressive policies to improve education for all Americans. In addition, several initiatives that you have recently proposed, including your Initiative to Attract and Prepare Tomorrow's Teachers, which would provide \$350 million to attract 35,000 new teachers to high-poverty schools, and your Economic Opportunity Zones Initiative, which would provide challenge grants to high poverty schools with comprehensive, effective reform programs, have the potential to address some central issues of racial disparities in education. Furthermore, several initiatives that we understand are presently in development, including a package of efforts aimed primarily at improving educational outcomes for Hispanic youth (including reducing Hispanic dropout rates) and a proposal to address the problem of crumbling school infrastructure, also have the potential to address key issues of race in primary and secondary education.

In addition to these initiatives, based on our readings and on conversations with education leaders with diverse perspectives on educational issues, we recommend that you examine closely and consider promoting some additional action in the following areas. Because we are not all education policy experts, we have chosen to make our recommendations in broad terms:

- Teacher equity and preparation: There seems to be substantial agreement that high-quality teachers are our most valuable educational resource. However, the data show that lesser-qualified teachers are overrepresented in high-poverty, high-minority communities. In addition, teachers are often ill-prepared to promote high expectations for students of all races, to create settings in which students of all races can learn effectively, and to teach in increasingly diverse environments. We recommend that you look at ways that the federal government can help bridge racial disparities in student access to quality teachers and support the professional development of teachers to serve minority students better.

On the latter point of the professional development of teachers, the Board was particularly impressed with the comments and work of Dr. James Comer, Professor of Child Psychiatry at Yale University, who participated in our December 17 meeting. It is our understanding that Dr. Comer has developed and implemented educational programs that have overcome racial disparities in student achievement by training teachers to understand and promote child development on all levels -- social-interactive, psycho-emotional, moral, linguistic, and intellectual-cognitive. According to Dr. Comer, colleges and universities do not presently train teachers in child development to any significant degree, and such training is critical to the success of minority students, particularly those in high-poverty schools. We urge you to examine this issue further. Perhaps child development can be promoted through your Initiative to Attract and Prepare Tomorrow's Teachers, by rewarding schools that teach child development in preparing teachers to serve in high-poverty, high-minority communities.

- Pipeline programs: One of the problems that we discussed at length at both our November 19 and December 17 meetings was the problem of limited expectations of and for minority students and the extent to which this problem negatively affects the achievement of minority students and their participation in higher education. It is our understanding that programs that expose students at an early age to future educational opportunities and that provide mentoring, tutoring, and other support for students who aspire to take advantage of those future opportunities have shown positive results in improving educational outcomes for minority youth. We understand that you are presently considering a proposal to expand existing pipeline programs, such as the TRIO programs, and to promote new programs, such as college-school partnerships, to increase expectations, improve achievement, and increase college access for minority students. We want to offer our support for such a proposal.
- Teaching racial understanding: As we saw firsthand during our visit to Annandale High School, many of our schools are rapidly becoming more racially diverse. This diversity can be a great asset in teaching students how to get along with people different than themselves and about how our cultural diversity enriches America. We have had the opportunity to learn about many programs, several of which the Initiative has featured as promising practices, that are working in our schools to teach children the tolerance and understanding necessary for them to function as good citizens in our multicultural, democratic society. Many of these programs, such as The Teaching Tolerance Project and Facing History and Ourselves, offer educational resources and guides designed to promote racial understanding and unity. Other programs are bringing together students from racially isolated schools to work together, often in community service activities, and thereby bridge racial divides. These efforts, which focus on youth and education, go to the very heart of your vision of One America. We must think of creative ways that the federal government can further support primary and secondary schools in their efforts to implement such programs and to promote understanding through diversity.
- Public school choice: At our December 17 meeting, we gave attention to the propriety of supporting charter schools and using vouchers as strategies for overcoming racial disparities in primary and secondary education. While many of us have substantial concerns about using public school money to fund private schools, there seemed to be some consensus among Board members and panel participants on the efficacy of exploring public school choice as one strategy for increasing educational opportunity and overcoming racial disparities in education. I know that you are a strong proponent of public school choice. We wish only to offer our support for your continuing efforts in this regard.

Finally, I am pleased to report that we were joined at our December 17 meeting by Secretary of Education Richard Riley who announced one small but important new effort

designed to help bridge racial divides in education. Secretary Riley announced a partnership between the Department of Education and the President's Initiative on Race to produce, as part of the promising practices effort, several case studies of educational programs that are promoting high expectations and positive outcomes for students of all races and can perhaps be replicated and strengthened across our nation. We also released at the December 17 meeting the first such case study -- a study of Bailey's Elementary School in Fairfax County, Virginia, which is a remarkably diverse magnet school that is overcoming past fears of racial diversity and making diversity an asset in education. A copy of the case study is attached for your information.

Thank you for your consideration. I expect that the Board will address again in subsequent meetings issues of race in primary and secondary education, and I look forward to reporting to you on our further findings and recommendations. I would, of course, be pleased to discuss any of the above thoughts with you. My best wishes.

Yours truly,

John Hope Franklin
Chair

The President's Advisory Board on Race
Overview of Roundtable Topic for December 17 Advisory Board Meeting

The December 17 Advisory Board meeting will focus on issues of race in public primary/secondary education. Education is the key to creating One America. Today, there are still substantial racial disparities in educational opportunity and outcomes, and schools face additional challenges associated with the growing diversity of their student bodies. On December 17, 1997, the Advisory Board will meet at Annandale High School in Fairfax County, Virginia, to discuss these challenges and some promising practices that are bridging racial divides in education. The Board will address these issues primarily through three roundtable discussions, each led by a moderator and there will be a brief demographic presentation on diversity in schools. The Board will also participate in lunch discussions on issues of race in schools, with several classes of high school students.

I. Roundtable Discussion: A Microcosm of Change:
What can we learn from the growing diversity in Fairfax County Public Schools?

The purpose of this panel discussion is to gain valuable insight on how to deal successfully with the increasing diversity of our nation's schools from people who live in one of the most diverse school districts in the United States. Participants will be selected from different schools throughout Fairfax County and will represent views of students, parents, teachers and principals. Fairfax, seen as the microcosm for change, will help us chart the course of diversity in the nation's schools by examining where they have been and the road which led them to where they are today.

II. Roundtable Discussion: Experiences and Challenges Associated with Race in Public Education

This roundtable will describe the varying experiences of public education in America and discuss the challenges that exist (such as racial segregation, low expectations, limited resources, racial disparities in achievement, and multilingual issues). Racial disparities in educational opportunity and the challenges associated with increasing student diversity will be illuminated during this session. The participants will include "real people" from different school environments, education experts (representing widely diverse perspectives on the challenges facing public education), and the seven Advisory Board members (each of whom will have visited a public school in his/her area prior to the meeting).

III. Roundtable Discussion: Promising Practices and Strategies for Bridging Racial Divides in Public Education

This roundtable discussion will focus on a few of the challenges (or dilemmas) identified in the previous session and present promising practices that are overcoming those racial divides in primary/secondary education. Once again, the discussion will be led by a moderator. The participants will include persons who are implementing promising practices and education experts (representing diverse perspectives on the best strategies to address the challenges identified in the previous session).



ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

The New Executive Office Building

Washington, DC 20503

202/395-1010

THE PRESIDENT'S INITIATIVE ON RACE ADVISORY BOARD MEETING

ANNANDALE HIGH SCHOOL FAIRFAX COUNTY, VIRGINIA

**December 17, 1997
9:00 a.m. to 4:00 p.m.**

AGENDA

- I. Introduction/Review of the Agenda John Hope Franklin
9:00 a.m. - 9:05 a.m.
- II. Welcoming Remarks Donald L. Clausen, Principal
Annandale High School
9:05 a.m. - 9:10 a.m.
- III. Report from the Advisory Board Chairman John Hope Franklin
9:10 a.m. - 9:30 a.m.
- IV. Report from the Executive Director Judith A. Winston
9:30 a.m. - 9:40 a.m.
- V. Introduction of Roundtable Topic for the Day: John Hope Franklin
Bridging Racial Divides in Primary and Secondary Education:
How can we promote equity and excellence in education for all Americans?
9:40 a.m. - 9:45 a.m.
 - A. Roundtable Discussion I: A Microcosm of Change:
What can we learn from the growing diversity in Fairfax County Public Schools?
Moderator: *TBA*
9:45 a.m. - 10:45 a.m.
 - *Student from Annandale High School, Fairfax County, Virginia*
 - *Parent from a Fairfax County public school*
 - *Teacher from a Fairfax County middle/junior high public school*
 - *Carol Franz, Principal, Bailey's Elementary School, Fairfax County, Virginia*
 - *Fairfax County school representative to talk about the demographic changes (?)*

B. Overview: The Varying Experiences of Education in America

10:45 a.m. - 11:00 a.m.

- Harold Hodgkinson, Director, Center for Demographic Policy, Institute for Educational Leadership

C. Film: Children In America's Schools

11:00 a.m. - 11:15 a.m.

**** LUNCH ****

[Advisory Board members meet with Annandale High School students, parents, and teachers]

11:30 a.m. - 12:30 p.m.

D. Roundtable Discussion II: Issues of Race in Primary and Secondary Education: What are the challenges associated with the continuing racial disparities in education and the growing student diversity?

Moderator: Judith A. Winston, Executive Director, President's Initiative on Race
12:45 p.m. - 2:15 p.m.

- William J. Bennett, Director, Empower America, and Former Secretary, U.S. Department of Education
- James Comer, Professor of Child Psychiatry, Yale University
- Lisa Delpit, Professor, Georgia State University
- Jonathan Kozol, Author, *Savage Inequalities*
- Waldemar ("Bill") Rojas, Superintendent, San Francisco Public Schools, and Chair, Council of Great City Schools

12:45 w

****15-MINUTE BREAK ****

2:15 p.m. - 2:30 p.m.

E. Roundtable Discussion III: Promising Practices for Bridging Racial Divides: What strategies can help overcome racial disparities and make diversity an asset in education?

Moderator: Judith A. Winston, Executive Director, President's Initiative on Race
2:30 p.m. - 3:45 p.m.

- Diana Lam, Superintendent, San Antonio Public Schools
- Robert Moses, The Algebra Project
- Deborah Meier, Principal, Mission Hill Charter School
- Gary Orfield, Professor of Education, Harvard University
- Other participant TBA

5:20 w

VI. Advisory Board Comments/Next Steps/Adjournment
3:45 p.m. - 4:00 p.m.

John Hope Franklin

VII. Press Availability
4:00 p.m. - 4:30 p.m.

Advisory Board



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

November 26, 1997

MEMORANDUM

TO: Judith Winston, Executive Director
President's Race Initiative

FROM: Terry Dozier *Terry*
Special Advisor on Teaching

RE: Equity Issues Related to the Teacher and the Race Initiatives

*any of these
ideas any
good?
(fr 12/17
policy announcement)*

As leader of the Department's priority to ensure a talented, dedicated, and well-prepared teacher in every classroom, I have had preliminary discussions with the Secretary and Mike Smith about framing the teacher quality issues in the context of equity. As you know, over the next ten years, our nation will need to hire 2 million teachers due to increasing student enrollments and to replace teachers who retire or otherwise leave the profession. Over half — approximately 1 million — will be first-time teachers.

The need to hire more teachers than ever before will exacerbate teacher shortages that already exist in many communities, particularly in our nation's high-poverty urban and rural areas. (Current rates of attrition suggest that high-poverty districts will need over 700,000 teachers in the next decade.) However, these shortages will not be shortages of **quantity** (we will always find bodies to fill classrooms); they will be shortages of **quality**. Schools that face shortages of highly-qualified teachers (most often our high-poverty schools which are predominantly minority) are forced to hire less-qualified teachers. Therefore, the challenge is also one of **equity** — of ensuring that all children have access to talented, dedicated and well-prepared teachers.

Secretary Riley is very interested in the Department exercising a leadership role in exploring approaches to addressing teacher quality and related equity issues in a positive, politically sensitive way. He also has encouraged us to identify equity issues that are related to the President's Race Initiative. Therefore, the purpose of today's meeting is to discuss the current direction of the work of the Race Initiative and possible linkages with the Teacher Initiative around issues of equity.

In addressing equity issues related to teacher quality, the following questions need to be considered:

- (1) How do we document the problems?
- (2) How do we explain them to the American people?
- (3) How might we address the problems?

Issues/Questions Related to Teacher Quality and Equity

- The gap is growing between the diversity of our student population and our teaching force.
- How do teachers get assigned to schools?
- What kinds of expectations do teachers have of students and what kind of pedagogical strategies are used with them?
- What skills do teachers bring to the classroom? Is high-quality professional development available to teachers in predominantly minority school systems?
- What does it mean to teach for equity?
- What happens for children who are not at grade level? Are teachers given the kind of clinical/diagnostic skills needed to identify the problem and work to correct it?
- ? • Are teachers being provided with skills that relate to community and parents so that they can interact with resources outside of the school that can help their students achieve?

Possible Actions

- Create a comprehensive conceptual framework to outline and link a wide range of equity issues related to both the teacher and race initiatives. (See attached description and outline)

Produce and disseminate a guide that provides information on federal civil rights protections and educational entitlements which promote educational equity.

Develop legislative proposals. In addition to the Administration's Title V proposal that would bring highly-qualified teachers into high-poverty urban and rural schools and identify and spread the most effective practices in preparing teachers for the nation's most challenging classrooms, do we want to propose additional legislation? Some have suggested a revival of programs such as Teacher Corps.

Create leadership programs for teachers which would provide incentives for master teachers to work in high-poverty schools with both students and teachers, upgrading the level of instruction.

Launch a "Success Initiative" that identifies schools that are doing an exemplary job of educating poor, minority children. Engage researchers and the Office of Civil Rights in the search for and documentation of these exemplars so that a record of "case experiences" rather than "case law" can be established. Partner with states that are struggling with equity issues, providing them with technical assistance and guidance about what works.

I hope that this will serve as a catalyst for our discussions this afternoon. I look forward to discussing these issues and possible linkages that we can forge between the Teacher and Race Initiatives.

reservice
& in service
issues

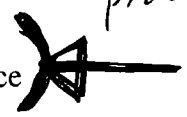
Teacher
Initiative

Educ. Opp.
Zones

for whom?

Promising
models/practice

Promising
practices



RATIONALE FOR FRAMEWORK ON "EDUCATIONAL EQUITY TO ENSURE A QUALITY EDUCATION FOR ALL STUDENTS"

The Office of Civil Rights has drafted a possible framework for discussing issues of education equity. When fully developed, this framework will encompass a core set of discrete, related, and (to the extent possible) logically sequenced "talking points" within various categories focused on salient aspects of "educational equity" and a "quality education." Although the framework would focus on priority teacher quality issues, e.g., access to qualified teachers, it would also include a wider focus on related issues (i.e., access to quality programs/courses, educational facilities/equipment/materials, etc.). Structuring the framework as "talking points" allows for: concentration on essential aspects of an issue; ease in grouping related issues/points; flexibility in inserting, extrapolating, modifying, matching, and editing different points; and options for developing different products (e.g., presentations, pamphlets, guides) of varying complexities and lengths.

The framework allows for consideration of the issues in a context, i.e., "educational equity," that's much broader than "civil rights," but inclusive of it. The focus is appropriately on educational equity -- a key prerequisite of a "quality education," and a central goal of all of the Department's programs and/or regulations (e.g., those of OSERS, OBEMLA, OESE, OVAE, and OCR). Since the combination of broad educational and civil rights statutes administered or enforced by the Department essentially allow for any student to be "covered" (if he/she meets a particular program/regulation's criteria and depending on the circumstance), the framework focuses on all students.

The framework provides an opportunity to focus on what's currently being done and what further efforts can be made to provide "educational equity" (e.g., specifically in relation to teacher quality and the resources/supports teachers need to be effective; and specifically for "economically disadvantaged" and "at-risk" students). Through the framework, the issues can be viewed in their appropriate context, i.e., as a comprehensive national problem requiring comprehensive educational solutions at the Federal, State and Local levels. Thus, the framework will reflect: the comprehensive nature and linkages of the problems; the comprehensive Federal approach to addressing the problems through a variety of on-going programs and regulations and via specific initiatives (e.g., Teacher and Race Initiatives); and the comprehensive approach that should be taken by State and Local educational agencies, in partnership with colleges, universities, community organizations, and businesses to address equity/quality of education issues. This approach would deflect the focus from what the Department and OCR should be doing to "remedy" the situation, and more appropriately focus it on what all educational entities and advocates should be doing, cooperatively and collaboratively, to address educational problems/issues.

Attached is the beginnings of a rough draft of the framework. Two categories of sample, and very basic, talking points are illustrated, along with headings for other suggested categories. The sample points were developed with a focus on teacher quality and some related issues, but the focus will be broadened as we scope out and link the issues.

SAMPLE FRAMEWORK

Educational Equity To Ensure A Quality Education For All Students

What Does "Educational Equity" And A "Quality Education" Entail?

- Our system of public education in the U.S., if it is functioning effectively and optimally, should afford all students the "equal educational opportunity" (often referred to as "educational equity") needed to obtain a "quality education."
- Educational equity essentially means "equal access" to the critical resources, opportunities and benefits which public schools must provide in order to ensure a quality education for all students. This means "equal access" to qualified teachers and other educational personnel, as well as "equal access" to quality academic programs and courses, extra-curricular activities, school buildings and other educational facilities, and educational equipment/ books/materials.
- Educational equity is an essential precursor to a quality education since such an education is very difficult and often impossible to obtain without equal access.
- In order to provide "equal access to ensure a quality education for all students," public schools must strive to meet the standards of being "equitable," i.e., just, fair, and impartial.
- Inherent in the concept and principles of educational equity is equal access to an education that is free from bias and discrimination. Thus, equal access to a quality education should not be denied to any student based on race, color, national origin or ethnicity, language origin, disability, age, or any other individual characteristic or orientation.
- A public system of "quality education" is one that sets high expectations for achieving excellence in teaching and learning. A quality educational system also provides a variety of opportunities for teachers and students to be continuously challenged and to achieve positive educational outcomes.
- A quality education is dependent, to the greatest extent, on access to qualified, certified and experienced teachers who can competently apply subject matter expertise and effective teaching techniques to the job of providing a first-class education to each and every student in every classroom.
- In order to provide a quality education, teachers must not only bring professional qualifications and experience to the tough job of teaching, but also talent, dedication, concern, caring and respect for their students.
- Teachers must also bring to bear a high level of instructional ability, interpersonal/cultural understanding and sensitivity given the wide range of learning needs and learning styles reflected in the diversity of America's students (e.g., by students with chronic academic deficiencies; cultural and languages differences; behavioral problems; physical, mental and learning

disabilities; and other "special needs").

- A quality education is also highly dependent on access to the quality resources and conditions teachers need to be effective and students need to be successful, i.e., safe and drug-free schools; a positive and healthy school environment which is conducive to teaching and learning; well-equipped and functional classrooms, science and computer labs; state-of-the art textbooks and educational materials; etc.
- Access to quality educational personnel and quality educational programs/opportunities is very dependent on the availability of principals and administrators with the professional competence, integrity, leadership abilities, dedication and perseverance needed to promote and support educational excellence on the part of teachers and students.
- A quality education often cannot be obtained without access to special educators, school psychologists, counselors, instructional aides, and other education personnel who provide invaluable educational expertise and support.

Who Are Most In Need Of "Educational Equity" To Obtain A "Quality Education"?

- Despite the existence of legal safeguards, and on-going Federal, State and Local efforts to implement educational reforms and to counter discrimination in schools, significant deficiencies exist in the provision of equal educational opportunity for a significant percentage of America's students.
- All students are potentially "at-risk" for low academic achievement and school failure, if they are denied access to qualified/certified/experienced teachers, and other essential resources and educational inputs needed to obtain a quality education. Some students are put at even greater academic risk in this situation. These individuals include students:

... with on-going academic problems, learning disabilities, language deficiencies, and other special learning needs;

...from economically impoverished or disadvantaged families and communities -- regardless of race, ethnicity or other characteristics;

...with physical, mental and/or learning disabilities;

...who are deficient in their ability to effectively read, write, speak, and comprehend standard English; and

...who experience dysfunction, abuse and/or violence in their homes or communities;

What Components of "Educational Equity" Are Most Needed to Ensure A "Quality Education"?

What Can State and Local Educational Agencies Do To Promote "Educational Equity" And Provide A "Quality Education" For All Students?

What Can Teachers and Other Educational Personnel Do To Ensure "Educational Equity" And A "Quality Education" For All Students?

What Can The U.S. Department of Education Do To Promote "Educational Equity" And A "Quality Education" For All Students?

ONE AMERICA IN THE 21ST CENTURY
The President's Initiative on Race

CONFIDENTIAL FACSIMILE TRANSMISSION

Date:	December 5, 1997		
To:	Elena Kagan Mike Cohen	From:	Michele Cavataio
Fax #:	456-2878 6-5581	Tel.:	(202)395-1013
Subject:	Bailey's case study	Fax:	(202)395-1020
Pages:	14 (including cover sheet)	Inet:	michele_cavataio@oa.eop.gov

COMMENTS:

Elena/ Mike-

Attached is a draft of the case study on Bailey's Elementary in Fairfax. We plan to release this case study on Monday, Dec. 15 at the school. Linda Chavez-Thompson will be there with a group of parents to talk about diversity issues as part of the event. We will also have people from Bailey's participating in the Advisory Board meeting on the 17th. If you have any comments, please let us know as soon as possible. Thanks.

POLICY STUDIES ASSOCIATES, INC.

1715 CONNECTICUT AVENUE, N.W. • SUITE 400 • WASHINGTON, D.C. 20009 • (202) 939-9780

Bailey's Elementary School

Making Diversity an Asset

**Michael C. Rubenstein
Clarenda M. Phillips
Jessica K. Wodatch**

November 1997

Draft: For review only

**Prepared under U.S. Department of Education
contract EA94053001**

Bailey's Elementary School

"Just living at Bailey's opens your mind."

-Bailey's Elementary School teacher

During the summer of 1997, two young boys drowned while swimming in Fairfax County's Lake Barcroft. The boys, whose families had recently immigrated to the United States from Somalia, were students at Bailey's Elementary School. Although the tragedy occurred while school was out of session for the summer, Bailey's staff wished to share their grief with, and pay their respects to, the boys' families. Realizing that they had no knowledge of Somali and Islamic mourning customs and funeral services, they contacted the Fairfax County Public Schools central office to request a briefing on the proper way and time to approach the families in their homes, and about the proper protocol to observe at the funeral service. After the briefing, the principal, assistant principal, and several teachers visited the families' homes; 15 staff members from Bailey's proceeded to attend the funeral services at the mosque, entering through a back door as they had been advised, with their arms, legs, and heads covered. In accordance with Islamic tradition, only the men in the group attended the graveside services. This awareness of and respect for their students' cultural heritages is a major reason that staff at Bailey's have made their school an educational, social, and cultural haven for students from all backgrounds.

School Context and History

Bailey's Elementary School is located in the Fairfax County Public School (FCPS) system, a school district with the highest enrollment of any district in the Washington, D.C. metropolitan area and one of the highest enrollments in the United States. Although the racial/ethnic composition of the student population in Fairfax County is roughly comparable to that of the nation's, FCPS has a higher proportion of Asian students and slightly lower proportions of Hispanics and African Americans. More significantly, FCPS has seen its student population undergo a rapid socioeconomic and racial/ethnic transformation as more immigrant and refugee families have settled in Fairfax County. Since 1981-82, the percentage of White students in FCPS has fallen from 84 percent to 64 percent. As part of that trend, for each year since 1992-93, the number of minority students has grown by about 6 percent, although the effects of these demographic trends have been experienced more keenly in some areas than others.

Bailey's Elementary School serves one of Fairfax County's most richly diverse areas. As immigrant and refugee families settled in Bailey's attendance area, the percentage of its students who did not speak English as their first language grew from 64 percent in 1984 to 87 percent in 1991. In 1991, concerned that all students at Bailey's, native and non-native English-speakers alike, were educationally and culturally disadvantaged by the departure of native English-speaking students, a group of parents from Bailey's threatened to sue the county unless it redrew the school's attendance boundaries to raise the proportion of native English speakers. More controversy ensued when parents whose children would be included in the new boundaries protested that they did not want their children sent to a school where they would be in the minority. When the county balked at redrawing the boundaries, the group of Bailey's parents lobbied the district to create a magnet program at Bailey's that would draw more native English-speaking students to the school. The school board approved the parents' plan for a magnet school, voting to spend \$3 million to make Bailey's the county's first elementary magnet school. A committee composed of district administrators, university representatives, school staff, and parents designed the new magnet program (described below), and parents continue to be strong advocates for it.

When the school reopened as the Bailey's Elementary School for the Arts and Sciences in the fall of 1992, it emerged from the controversy more diverse than ever and with new resources to meet the educational needs of its students. Today, it serves about 900 students from 40 countries who speak 20 different languages. Almost half (45 percent) of Bailey's students are Hispanic, 25 percent are White, 20 percent are Asian, and 10 percent are African American. Bailey's is currently experiencing an influx of refugees from Bosnia and Somalia, who began arriving in 1996. About 300 out-of-boundary students (i.e., students who reside outside of Bailey's attendance area), required by the county to be fluent in English, vie for 30 first-grade openings each year; altogether, about 200 out-of-boundary students attend Bailey's.

Two new wings added to the school house state-of-the-art resources areas, including a television studio, computer and science labs, a musical technology lab (including synthesizers and computer programs that teach music), a performing arts studio, a Math Exploratorium, a large gymnasium, and an art room. Principal Carol Franz reminds envious visitors, of which the school has many, "To whom much is given, much is expected." Indeed, expectations for Bailey's are high, and its dedicated staff have met or exceeded most of them with thoughtful leadership, careful planning, and innovative ideas.

Even with the new resources provided by the magnet program, Bailey's still faced daunting challenges, beginning with the need to bring the community back together after the bitter battle over

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whether to redraw the school's boundaries. The depth of some parents' bitterness in the wake of that struggle are best reflected in the comments of the school's former PTA president, who told the The Washington Post after the school board's vote to fund the magnet program. "If you want to know the price of racism in Fairfax County, it's \$3 million." If the magnet program was to be a success, Bailey's would have to show families throughout the community that its multicultural environment would benefit all students. Other challenges facing the redesigned school include a 50 percent student mobility rate (i.e., half the students enrolled in the fall are no longer enrolled at the end of the year, and half the students enrolled in the spring have not started the year at the school), educating students of disparate abilities and levels of English-language proficiency, integrating all of the school's new resources into the classroom-based curriculum, and providing planning time and professional development opportunities that enable teachers to implement the challenging integrated curriculum. good

The Bailey's Approach

Despite some community members' vocal opposition to sending their students to a school where the majority of students do not speak English as their native language, Bailey's took the bold step of choosing to integrate all students, exposing them to the same curriculum and resources. Bailey's staff developed goals to reflect their commitment to provide students with a first-rate education. These goals are to:

- Maintain a learning environment that communicates high expectations for all students
- Meet every child's educational needs at their developmental level, using a diverse array of instructional strategies as needed
- Give students many different types of opportunities to demonstrate what they have learned and can do
- Give staff members responsibility for developing and implementing appropriate strategies and programs
- Allow students a voice in their own education

Ingrained in the school's culture is the unwritten goal of maximizing cross-cultural interaction and understanding. This commitment is reflected in almost everything the school does, from the way it puts together its classroom rosters to its choice of curriculum and instructional strategies. When Bailey's became a magnet school, the staff decided to integrate its out-of-boundary students rather than

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create a special program for them. So far, the school's efforts have produced not only strong academic results, but broad-based community support for the school. The school's educational strategies enable it to use its diversity as a strength.

Classroom Rosters

Bailey's commitment to building a truly integrated school community begins with its classroom rosters. In accordance with its ethic of equity, the school resists isolating students based on their race/ethnicity or academic ability. The school categorizes every student in the school according to multiple criteria, not to segregate them, but to promote diversity in every classroom so that students learn to work with peers from all backgrounds and abilities. Some of the categories used include students' English proficiency, race/ethnicity, gender, academic skill level, native language, special education status, and more. This approach allows the school to ensure that every classroom contains a mix of students from all categories. Both native English speakers (who learn about other nations and languages) and English language learners ("The kids need English-speaking role models," commented a teacher) benefit from this approach.

Spanish-Language Immersion and English-as-a-Second Language (ESL)

Bailey's Spanish Partial-Immersion program, which predates its magnet status by three years, serves about 150 students in grades 1-5. Students enrolled in the program receive reading/language arts and social studies instruction in English, and math, science, and health instruction in Spanish. Two program features reflect Bailey's commitment to building cross-cultural contact, and distinguish this program from similar programs in other schools. First, the program welcomes native Spanish speaking students so that they can model fluent Spanish for non-native Spanish speakers. Second, students in the partial-immersion program are not kept together for the subjects they study in English. Instead, they are scattered in classrooms throughout the school as part of Bailey's approach to ensuring diversity in all classrooms, thus preventing an elitist atmosphere within the partial-immersion program.

Bailey's applies similar principles to its English as a Second Language (ESL) program. Students eligible for ESL services are assigned to all classrooms. Only those speaking very little English (typically those students who have just arrived in the United States) leave the classroom for ESL instruction. First-graders are not pulled out at all for ESL instruction. Bailey's also blurs the distinction between classroom teachers and teachers who provide ESL instruction; several teachers who

provide ESL instruction have their own classrooms, with a mixture of students from all backgrounds and language proficiency levels.

Professional Staff

Bailey's relies heavily on its teachers' professionalism to ensure that the school meets all students' needs. Though not as diverse as their students—the vast majority of classroom teachers are White women—it is only through teachers' shared commitment to developing and successfully implementing Bailey's imaginative curriculum and their appreciation for the opportunities presented by their students' diversity, that Bailey's can provide its students with an appropriate education. The principal recruits teachers based on their desire and ability to work with diverse populations (some have experience teaching, living, or studying in other cultures). She also looks for candidates with a knowledge of appropriate instructional strategies or a desire to learn those strategies through opportunities provided by the county or other organizations.

"Empowering teachers makes a lot more happen than holding the power yourself."

Carol Franz, Principal

The school's professional atmosphere is sustained through weekly grade-level meetings (which include the Spanish Immersion, special education, and ESL teachers), a monthly Teacher Research group, paid planning time during the summer, and informal interactions among teachers. All these opportunities allow teachers to exchange ideas, explore and suggest alternative strategies for teaching diverse groups of students, and pursue their own personal and professional growth. "What I've learned about teaching I learned here," one teacher assured us. The 20 members of Bailey's teacher research group select their own research questions, conduct research, and share their findings through articles and presentations. According to one member, the group provides "a time for us to be reflective practitioners. We can really think about what we're doing in our classroom." It comes as little surprise, then, that three Bailey's teachers recently completed the challenging requirements for earning national certification from the National Board for Professional Teaching Standards.

Curriculum and Instruction

Bailey's unique educational program, developed and refined by teachers and parents at the school, is designed to both take advantage of and account for students' diversity. The curriculum

revolves around conceptual units that include substantial hands-on and interactive learning activities that help students master the necessary knowledge and skills. Students are quick to point out the benefits of this approach: "You actually get to do something instead of just sitting down and reading a book," said one student enthusiastically. Teachers develop lessons that include a conceptual base that all students are expected to master, a second tier that students are expected to understand according to their different developmental levels, and a third level designed for the most advanced students. The units require students to work together, conduct some basic research, and use varied materials and strategies to demonstrate what they learn. At the conclusion of some units, classes create and display an "exhibit" about what they have learned. The school has a display area reserved for the exhibits so that students throughout the school can learn from their peers in other classes and grades.

this is how they handle students differently in the same class

This instructional approach has ³ two primary advantages for Bailey's students. First, it encourages students to work together, creating supportive relationships that help all students learn. Indeed, teachers and students alike told us that students often take the initiative in helping new students become acclimated to their classes and in working together to solve problems. Second, the use of multiple instructional strategies, including hands-on teaching strategies and demonstrations, gives all students alternative modes for learning the subject matter. For students who learn better by engaging in hands-on activities and demonstrating what they learn in tangible ways, teachers' use of hands-on learning helps reinforce the skills and knowledge learned through reading and other means. Students with limited English proficiency may derive the greatest benefits from this approach: Compared with learning through reading or listening, learning through doing and showing relies less on language proficiency. The multi-level unit designs give all students the opportunity to learn and grow according to their talents, efforts, and skills.

Resource Areas

Although the resources available to students and teachers at Bailey's are (truly significant) remarkable, the school's policy of giving all students and teachers equal access to those resources is also important to its mission. For instance, not only do all fifth-grade students rotate through the school's television studio to produce a morning news report on closed-circuit television, but all are encouraged to play different roles, including anchor, cameraperson, and various technical roles. Besides the television studio, the

may distinguish it from other schools of fewer resources

"Resource areas provide a richness to the program and provide an opportunity for our second language learners to be more experiential. It's like an enrichment program for everybody."

Carol Franz, Principal

other resource labs, each staffed by a teacher or instructional assistant, exist only to enrich and enhance classroom instruction. Instead of offering a separate curriculum apart from what students are learning in their classes, resource labs work with classroom teachers to build upon what students are learning in their classrooms. For example, second graders use the science lab to dissect invertebrates once they learn about them in class, and teachers use the performing arts stage to arrange small-scale class performances based on books that their students have read in class. Classroom teachers schedule time in a lab according to their need, not according to a predetermined schedule. Weekly schedules distributed by resource staff alert classroom teachers to gaps available to be filled on short notice.

Class Meetings

Almost all classes in grades 3-5 hold class meetings regularly to allow students to share good news with their classmates and teachers and to discuss issues affecting students either individually or collectively. Each room has a box into which only students can drop suggestions for issues to discuss during class meetings; at each meeting, the teacher draws one or more suggestions from the box for the group to discuss during the meeting. Although a variety of topics are discussed, issues related to interpersonal relations are common. During one meeting in particular, the students sat in a circle on the floor to encourage participation by all students. The meeting began with students sharing positive observations about their classmates. They then spent 15 minutes discussing possible solutions to the problem of students tripping over bookbags left on the floor. Another teacher recounted that he drew a card from the suggestion box on the first day of school from a student who did not wish to sit next to another student because "her skin is black." The teacher reported that he had to give very little direction to the discussion because students in his class were eager to express their disapproval. While this discussion no doubt has deeper social consequences than the bookbag problem, perhaps of greater significance than the specific topics that students discuss is the fact that through these meetings, students from all backgrounds become accustomed to working together to solve problems. According to one teacher, class meetings are an asset because "the walls fall down--you're building a classroom community."

Parent and Community Involvement

Bailey's uses a Total School Approach grant¹ from FCPS to employ a full-time Hispanic parent liaison. The liaison's primary responsibility is to reach out to the school's Hispanic parents, but in reality she provides all parents with valuable information and access to

various services, all in an environment of friendship and support. For example, she helped one parent secure a job as a custodian in the school, providing a reference on his behalf to the county employment office. Working out of a large trailer that serves as a Parent Center, she arranges presentations to parents by county agencies that provide family services, helps parents find jobs, and manages a food and toy "boutique" that consists of donated items. The county also offers adult ESL classes in the trailer. According to the liaison, "Parents in the area know that they can come here and ask for help and get it." The parent liaison has worked hard to develop activities that bring parents of all backgrounds together. For example, twice a month, she invites parents to a potluck breakfast that includes a presentation or discussion of interest to them. This Breakfast Club, as she calls it, gives parents an opportunity to meet one another, try foods from different countries, and discuss or learn about the particular theme for that breakfast. Through the Breakfast Club program, parents have shared their family histories and cultural differences and similarities. As one parent observed, "If we know each other, we get along better." The welcoming atmosphere generated by the parent liaison also encourages parents to become more involved. For example, parents volunteer in classrooms, serve as chaperones on field trips, and help with special events such as stage productions (by sewing costumes) and the school's International Fair (by furnishing food, clothing, and music from their respective countries).

Staff members are also invested in making parents feel welcome. Parents are invited to join their children for breakfast and lunch, and many do. On the day of our visit, several parents had come to enjoy the special "Thanksgiving lunch" with their children. According to the principal, "The school is very open, and parents can come and go through the building without a prearranged visit." Parents are also encouraged to speak with staff about any problems. "When I come to find solutions to problems," one parent confirmed, "I am not brushed aside. The staff works to help parents solve problems. You can't ask for more than that. We work together to come up with solutions." Parents

¹Total School Approach grants replaced the school district's Minority Student Achievement discretionary grants, which had been a key component of the county's efforts to raise the academic achievement of minority students.

are also encouraged to become familiar with what their children are learning through Family Science Nights, Family Literacy Nights, and "tool kits" consisting of educational materials and games sent home with first graders on a rotating basis. In addition, office staff and parent volunteers compile folders containing student work, letters to parents, lunch menus, and calendars that are sent home with every student each Thursday.

Cut or explain why

The Bailey's Parent-Teacher Association

(PTA) has an active membership that is composed of parents of all races, religions, and nationalities, but its officers tend to be parents of out-of-boundary students. The PTA provides

books for the Reading Is Fundamental program, sponsors Teacher Appreciation Week, funds cultural assemblies, and provides each teacher with a \$50 gift annually in appreciation for their hard work during the year. According to the PTA president, teachers may spend the money however they choose, but most decide to spend it on school supplies and instructional materials. To better communicate with parents at the school, the PTA publishes its newsletter in five languages. Some PTA members adopt families who are new to the United States, helping them to settle into their new homes, find employment, enroll their children in school, and gain access to the services they need.

We wanted to send our children to a school that looks like America.

Bailey's parent

Bailey's principal and PTA members forge partnerships with community organizations in order to enhance the resources and services available to Bailey's students and families. For example, nursing students from George Mason University not only enrich the school's health curriculum but also offer health screenings and home-based follow-ups. Some parents establish ties with social service agencies to provide clothing and furniture for families new to the country. U.S. Forest Service employees serve as mentors, and students from nearby J.E.B. Stuart High School tutor Bailey's students in the after-school Homework Center. These additional services are a testament to the school's commitment to meeting its students' needs.

Evidence of Success

Bailey's efforts have yielded a vibrant and integrated school community as well as impressive academic outcomes. In 1996-97, the first year that Fairfax County administered the Stanford Achievement Test Ninth Edition (Stanford 9), Bailey's fifth-graders scored, on average, at the 70th percentile in reading and the 74th percentile in math. Those scores fell just below the districtwide averages, but far exceeded both the state and national averages. The school was unable to provide

scores according to students' race/ethnicity and language proficiency for 1996-97. In earlier years, however, scores on the district's Program of Studies math tests for non-native English speakers at Bailey's were on a par with the scores of native English speakers. Despite these positive results, however, disparities still exist: On the Iowa Test of Basic Skills administered from 1990 to 1995, White students at Bailey's scored considerably higher in all subject areas than did African American and Hispanic students.

Just as important as Bailey's academic achievement is its success in bringing together children and families from all backgrounds. A fifth-grader from the Philippines told about the day she needed a partner to edit something she had written. The only person available was an African American student with whom she did not get along. After working together, the two became good friends, and now they hope one day to become a famous singing duet. The community meetings, Breakfast Club, and the International Fair reflect the school's commitment to forging a shared experience for all students.

Several students confirmed teachers' views that students help newcomers settle into their new environments. When asked how they communicate with students who don't speak the same language, one student said, "We're like their friends, but we can't really communicate with them. We use tone of voice, signs with our hands, acting out. It feels sometimes like you're the teacher." Students were pleased with their experiences at Bailey's. "It would be very boring to have people from the same country," one student commented. "That's why my mother lets me come here," explained another.

"You learn about different countries and cultures just by being friends with the person sitting next to you."

Bailey's student

"In second grade, I didn't speak English and they did hard motions to me. In third grade, I understood more English. Now, in fifth grade, I help students who don't speak English."

Bailey's student

Lessons for Other Schools

There is no question that most schools will never match the material resources available to students at Bailey's or that those resources have contributed greatly to the school's success. Nevertheless, there is still much that other schools serving diverse student populations can learn from Bailey's. (As a member of the site visiting team who attended Bailey's for almost four years in the 1970s can verify, the school has worked hard to become the multicultural haven that it is today.) Twenty years ago, Bailey's was still a neighborhood school with a student body that was predominantly White and African American, but it was experiencing an influx of Hispanic and Asian students.

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What was it
20 yrs ago

Students who were not fluent in English often missed out on much of the learning that occurred in the classroom. For large portions of each day, these students left the room to learn English, and when they returned, they often could not follow the lesson; what's more, they received little or no help from their fellow students. Cross-cultural tensions also existed among students, and occasionally manifested themselves in fights, name-calling, and more. According to every administrator, teacher, student, and parent with whom we spoke, Bailey's enjoys a whole new culture of cross-cultural respect and academic excellence 20 years later that has emerged from the staff's hard work and thoughtful implementation of educational strategies designed to use diversity as a strength.

The first lesson that other schools can learn from Bailey's is the importance of creating a commitment to building a community of learners in which all students are represented and appreciated. This begins with its policy of developing representative class rosters and, to the extent possible, + *commitment high stan* meeting all students' educational needs in the classroom rather than pulling students out of class. It includes maintaining high expectations for all students and adopting a curriculum that enables all students, not just those proficient in English, to master important skills and content. Finally, it entails a recognition of the value of diversity in the classroom, inviting students to share their stories and experiences while encouraging cross-cultural teaming.

Another key to Bailey's success has been the principal's focus on recruiting skilled and dedicated teachers, and on creating a professional atmosphere in which those teachers have access to the material and professional resources they need to serve their students. Without the skill that Bailey's teachers bring to the job, the school's educational program would struggle under the tremendous challenges facing the school. The principal identifies and hires teachers who welcome the opportunity to teach in a multicultural setting and finds ways to support them professionally. She musters resources that help keep teachers informed about the varied cultural norms they encounter in their classrooms. She also provides them with opportunities to grow as professionals by collaborating with their peers. Funding from the magnet program has enabled teachers to meet for one or two weeks each summer to develop and fine-tune a curriculum suited to their students. Other schools wishing to replicate this approach might turn to funding from any of several U.S. Department of Education programs, including Title I, the Eisenhower professional development program, or Goals 2000. The Teacher Research group, which teachers run on their own initiative and time, speaks to their commitment to staying abreast of the latest research in their profession and to maintaining an environment that welcomes the open exchange of ideas.

A third element of Bailey's success is its dedication not just to informing and involving parents, but to offering them whatever assistance they need to be effective and better parents. Its efforts are

rewarded by parents' active involvement in the school, which only serves to enrich the learning environment. The centerpiece of the school's effort, of course, is the parent liaison. Without full-time attention to parents' needs, schools quickly find that parent support and involvement lags. Other schools that receive federal Title I funds and that wish to increase their parent involvement would do well to replicate the position of parent liaison by using the portion of Title I funds reserved for parent involvement activities.

Add Questions

DRAFT
President's Initiative on Race
Advisory Board Meeting Discussants
December 17, 1997

Morning Panel

Confirmed:

Harold Hodgkinson, Director, Center for Demographic Policy, Institute for Educational Leadership

Ann Jolly, former teacher of the year from Alabama

James Comer

Invited or planning to invite:

Lisa Delpit, Professor and Author *Other People's Children*

David Smith or Paul Schwarz, current and former Principal Central Park East, NYC or Debra Meyer, Principal Mission Hill Charter School

Jonathon Kozol

Bill Rojas, Supt San Francisco (recommended by NASSP, ED)

Thomas Sowell, author

parent

student from school hosting

Declined:

Ramon Cortines

Hugh Price

Linda Darling Hammond

Diane Ravitch

Other Possibilities:

Tony Alvarado, Supt District 2, NYC (recommended by Mike Smith)

Gerry House, Supt of Memphis (recommended by NASDC and Cortines)

Beverly Hall, Supt Newark (recommended by Cortines)

Jim Banks, Director Multicultural Education Center, University of Washington or Sylvia Hurtado, University of Michigan

William Raspberry, columnist Washington Post

Supt of Springfield, MA

Johnetta Cole

Michael Nettles, Patterson Institute, UNCF Fairfax, (recommended by Darling-Hammond, Plisko)

James Bishop, Cornell - testing (recommended by Ravitch)

Linda Chavez, columnist Washington Times, runs foundation?

Paula Evans, Annenberg Institute, researcher on teaching (recommended by Cortines)

Afternoon Panel**Confirmed:**

Wendy Puriefoy, Executive Director, Public Education Network

Diana Lam, Superintendent San Antonio

Robert Moses, Director, The Algebra Project

Carol Franz, Principal, Bailey's Elementary School, Fairfax County, VA

William Bennett, Former Secretary of Education

Gary Orfield, Professor Harvard University

Invited or planning to invite:

Someone from Facing History and Ourselves project

Someone from Upward Bound-like project

Student from program that brings together youth from different schools

Other Possibilities:

E.D. Hirsch

Jack Hasegawa, Associate Commissioner of Education, CT, responsible for multicultural education programs (recommended by Shirley Hune)

ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

*The New Executive Office Building
Washington, DC 20503
202/395-1010*

DRAFT/12.1.97/8:00 a.m.

MEMORANDUM

TO: Judith A. Winston
Lin Liu
Audrey Hutchinson
Allison King
Grace Garcia

FROM: Michele Cavataio
Scott R. Palmer

SUBJECT: Draft Proposal for December 17 Advisory Board Meeting

DATE: December 1, 1997

Based on our research and on numerous conversations with government officials and education leaders, the following is a proposed outline for the December 17 Advisory Board meeting, which will focus on issues related to race in public primary/secondary education. We want to emphasize that this document is a work in progress and is intended primarily as a solid but flexible set of ideas to lead discussion. This proposal is based on several criteria:

- To the extent possible, the Advisory Board meeting should focus on both the tangible racial disparities in educational opportunity (e.g., differences in resources and expectations by race) and the more interpersonal racial divides in education (e.g., self-segregation of students by race).
- The meeting should have a national focus but should include the experiences of Fairfax County public schools where appropriate (in part to address the President's charge regarding Fairfax).¹

¹ Fairfax will be included prominently on the agenda. However, because this is the only time that the Board will be in Fairfax, we recommend including a more direct Fairfax follow up event in conjunction with the Board meeting. Our proposal, developed with other Initiative staff,

- There are numerous racial issues in public education that merit attention, but there is limited time on the agenda; therefore, we should address the most salient subset of racial issues within a single, coherent theme.
- We should balance the need to present a substantive message with the need to produce an engaging show. This requires focusing as much as possible on dialogue and innovative presentation strategies.
- Learning from prior experiences, we should be certain to include all perspectives and promote open dialogue, but we should avoid unnecessary controversy that detracts from the overall agenda.

Based on these criteria, we recommend that the Advisory Board meeting focus on some question like, “How do we promote equity and excellence in primary/secondary education for all Americans?” In addressing this question, we recommend that the Advisory Board meeting include two “sessions.” The first session will present the varying experiences and challenges (or dilemmas) facing public primary/secondary education and explain how they affect different racial groups. The second session will select a few of the challenges or dilemmas identified in the first session and present promising practices that are overcoming those racial disparities and divides. The message that we intend will emerge from these two sessions is something like the following:

Education of our youth is the key to creating One America. Today, there are widely varying faces of educational opportunity in America. For example, the experiences of urban primary/secondary education often differ greatly from those of suburban education, which differ from those of rural education. These different faces of education present different (or different degrees of) challenges, including racial segregation, limited expectations, limited resources (in terms of teachers, facilities, materials, and/or curricula), intergroup relations issues, and/or multilingual issues. These challenges often affect students of color disproportionately. If we can bridge these racial disparities in educational opportunity and use the tool of racial diversity effectively, we can overcome the racial divides in America and promote educational excellence.

In greater detail, we envision the agenda for the Advisory Board meeting developing along the following lines:

I. Introductory Matters

is to have some Advisory Board members (including at least Linda Chavez Thompson) visit Bailey’s Elementary School in Fairfax on December 15 or 16 and meet with focus groups of parents and perhaps students to discuss their experiences with race in work and school environments. The Bailey’s case study could be formally released at that time.

II. Roundtable Topic: How do we promote / what are the challenges to ensuring equity and excellence in primary/secondary education for all Americans?

- A. Brief Introduction: Dr. Franklin will briefly introduce the Roundtable Topic, describe the format, and introduce the moderator for the morning session.
- B. Introduction by Moderator: Our vision is that we will have one “expert” who will provide a brief overview of the experiences and challenges of primary/secondary education (following the urban/suburban/rural model) and how those experiences and challenges differ by race. The moderator will present key data on racial disparities and divides in education, including the underrepresentation of minority youth who complete primary/secondary education ready for college.

Potential topics/data to cover (either in the morning or afternoon sessions):

- Participation in early literacy activities
 - Access to resources (e.g. teacher quality, technology, facilities, safe environment)
 - Curriculum access and challenging coursework
 - Reading and math achievement
 - Drop out rates
 - College enrollment
 - Segregation, desegregation, and integration
 - Tracking, remedial education, and other policies with discriminatory effects
 - Community involvement / parent involvement
 - The role of multicultural education
 - School choice
 - Pipeline programs (e.g. Fattah proposal)
 - Bilingual education and related issues
- C. Video Presentation: There are apparently several videos that illustrate the varying experiences of education in America and the extent to which those experiences differ by race. (Gary Orfield has recommended one by Jonathan Kozol, which he is sending to me.) We should consider showing one brief film to set the stage for the day.
- D. Morning Discussion Session: The Varying Experiences and Challenges of Education
1. Overview: The moderator will introduce a panel discussion on the varying experiences and challenges of primary/secondary education. The purpose of the panel is to make real in people’s minds the different educational

experiences that exist in America and the extent to which those experiences differ by race.

2. Format: The panel will consist primarily of the Advisory Board members (each of whom will have visited a primary/secondary school in his/her community prior to the meeting) and "real people" with real stories from primary/secondary education in urban, suburban, and rural settings, including teachers, parents, students, and administrators (perhaps six total). Also, in order to promote inclusion of all perspectives, we should consider including additional "experts" on the panel who have diverse views about the racial issues in primary/secondary education (perhaps three total).

In order to maximize dialogue, no panelist will make a prepared statement. However, we should consider having the moderator recognize one "real person" at the beginning of the discussion from each of the urban, suburban, and rural settings and ask him/her to describe his/her educational experience and the challenges he/she faced. This will set the stage for wider discussion. Finally, to maximize participation, we should consider taking questions for the panel from the audience, perhaps on note cards to the moderator.

- E. Lunch: Advisory Board members should once again have interactive lunches to promote wider discussion of the issues of race in primary/secondary education. Our vision is to have each Advisory Board member eat and talk with a different class of students or sit with a different table of students in the cafeteria. (Another vision is to add teachers, parents, etc., to the mix, but we feel that students should be the primary participants.) We are working to get the First Lady, the Vice President, or Mrs. Gore to join the Board for this portion of the day. We should consider allowing press to attend these talks and have press availability following lunch.
- F. Afternoon Discussion Session: Promising Practices for Bridging Racial Divides in Education
 1. Overview: We envision that this session will focus on two or three of the dilemmas of primary/secondary education highlighted in the morning session and present promising practices that can bridge those racial divides. In selecting the two or three challenges to address, we should recall the criteria listed earlier in this memorandum. We should also consider whether we have possible policy announcements relevant to the problems and practices identified. Three issues seem especially appropriate to address:

- a. Racial Disparities in Educational Resources: A disproportionate number of minority students are educated in environments with inadequate resources (e.g., without access to the best teachers, facilities, materials, or curricula). There are, however, a number of promising practices working to bridge these racial divides. Furthermore, there are several possible policy announcements here, including the reintroduction of the school construction bill.
 - b. Racial Disparities in Educational Expectations: A disproportionate number of minority students are educated in environments with low expectations for success (e.g., without guidance counseling or mentoring). There are, however, a number of promising practices working to bridge these racial divides, including so-called pipeline programs. Furthermore, there are several possible policy announcements here, including a proposal that the White House is developing along the lines of Congressman Fattah's existing proposal.
 - c. Managing Increasing Diversity and Making Diversity an Asset: Many school systems are seeing dramatic increases in student diversity. These increases present both challenges and opportunities. There are a number of promising practices working to make diversity an asset in primary/secondary education, including several programs in Fairfax County. Furthermore, there are perhaps some policy announcements here. We could also feature the case study we commissioned of Bailey's Elementary School.
2. Format: We could have more traditional panel presentations here (though shorter and more dynamic than before), or we could follow a slightly abridged version of the panel discussion described above. We recommend the panel discussion model with moderator. The moderator would begin by recognizing each promising-practice representative to explain at the outset his/her program. The moderator would then solicit questions from the audience and probe more deeply; Advisory Board members would be free to interrupt with questions and/or comments at any time.

Finally, in order to promote full dialogue and to include opposing views, we may want to include with the promising-practices folks several "experts" with diverse views on what the "solutions" are to the challenges outlined in the morning. For example, we could include on the panel the principal of Bailey's Elementary School in Fairfax County to describe how Bailey's has used foreign language immersion and other programs to make

its linguistic diversity an asset. Then perhaps we should also include one proponent and one opponent of bilingual education. Or we could have a representative from Bailey's discuss the role of magnet schools in creating diversity and include a proponent of building neighborhood schools as opposed to desegregation.

Discussion Points
Meeting with Department of Education Officials and President's Initiative on Race
November 24, 1997

Key areas of racial disparity:

- Participation in early literacy activities
- Access to resources (e.g. teacher quality, technology, facilities, safe environment)
- Curriculum access and challenging coursework
- Reading and Math
- Drop out rates (Hispanic)
- College Enrollment

Issues:

1. Bilingual education and related issues
- ✖ 2. Segregation, desegregation, and integration
- ✖ 3. Tracking, remedial education, and other policies with discriminatory effects
4. Community involvement / parent involvement
- Ⓟ 5. Racial impact of national testing (i.e., high stakes outcomes)
6. The role of multicultural education
7. The role of civic education
8. Pipeline programs (e.g. Fatah proposal)
9. School choice



Lin Liu

10/08/97 03:06:46 PM

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Subject: PIR Staff

I have used the DPC policy teams as the basic structure to assign individuals on my Policy Planning and Research staff to different policy areas as follows:

Education – David Campt and Scott Palmer

Economic Opportunities (including housing) – John Goering and Ana Lopez

Health – David Campt

Administration of Justice – John Goering

These are preliminary assignments but I think it will help us get started. Please include me in the various subgroup meetings for the time being so that I can get a broad sense of where we are going. But I will generally depend on our staff here for more detailed feedback. Thanks. We are all looking forward to working with you on these issues.

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