

Principles on Integration -- DRAFT August 2, 1997

Some have questioned whether we should continue to seek to integrate our schools.

However, we must continue to strongly support integration.

We need to keep our eyes on the ideal of a nation where children of all races go to school with one another and can learn from each other, and work hard to make that ideal reality

Integration is critical to improving education and to helping us learn together as a large, increasingly diverse nation

Integration is important to education because diversity challenges our childrens to see problems and issues from a wider frame of reference.

Integration can help to insure that our society has the same high standards for all our children, and that no school is shortchanged when it comes to resources to help children meet those challenges.

Integration is also important to helping us learn to understand, and appreciate, and enjoy, and work with people who look different from us and may have different cultural backgrounds from us. Integrated schools help us to create a cohesive society and help our nation be prepared for a 21st century where to succeed we will have to deal with every country on the globe.

In many places, integration has not succeeded. To a very great extent, integration has failed less because of the racism of majority families but because many of our urban and rural schools have come to be perceived as not safe enough and not challenging enough academically. Breakdowns in society have been reflected in breakdowns in our schools. In order to integrate our schools, we need to turn around our urban schools and we need to make sure every child has a safe, drug free learning environment. To this end, making the following proposals:

1. Urban initiative to invest resources and change policies to raise standards and dramatically improve urban schools (on top of urban test and urban teachers)
2. Overhaul safe and drug free schools program to target more funds to low-income urban and rural schools where the need is greatest and to provide the rest of funds on a competitive basis so we can learn more about what works.
3. Major push on charter schools for public schools with high standards and open to children of all backgrounds.

Many have asked, do you still support busing? In some cases, busing may still be necessary. But the real question, over the long run, is what are we going to do to improve every school, so that every family wants their child to be there. We need integration to improve our schools, but we also need to improve our schools for integration to work.

Race initiative

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

08-Aug-1997 08:35am

TO: (See Below)
FROM: Laura Emmett

SUBJECT: Team Leader Meetings on Race

Message Creation Date was at 8-AUG-1997 08:31:00

There will be no team leader meeting on race this Friday, August 8; instead the race issue will be discussed on Monday's team leaders meeting.

However, from now on, there will be a team leaders meeting on race every Friday morning at 9:00 am in room 211. Thanks.

Distribution:

TO: Elena Kagan
TO: Cynthia A. Rice
TO: Jose Cerda III
TO: Thomas L. Freedman
TO: Michael Cohen
TO: Christopher C. Jennings
TO: Jennifer L. Klein

CC: COOPER L
CC: BALDERSTON A
CC: Cathy R. Mays
CC: Sarah A. Bianchi

Agenda for Race/Urban Education Mtg

Bill to call/Maria to chair?
- go over agenda w/ her beforehand?

Complete walk through issues

Discuss process on Hispanic concerns?

Discuss urban concept paper?

Back to School event/package
Race package
Dem Ed package

~~Presentations~~ Provide paper/discuss on
Priority of minority - focused Administrative
priorities? (Shirleen out)

- ED?
- Doc?
- OMB?

Integration discussing process? —

Thornika out.

Control Impact/POVUS status
process on developing policy
What about status on Civil Rights
...Parental and reform?

Pursue
COS
COS

Ask Bruce
What's
relevant

Dennis Hayashi

Director

Office for Civil Rights

HHHS

Int. Thursday mtg
on education

B/K

Veronica : 619-0118

Mike C/Tam F/
Bill K

Andrew J. Mayock
07/28/97 04:33:30 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: FYI: USA Today

Attached are two very interesting articles about affirmative action that Ann Lewis found in USA Today (last week), but which were not in the clips last week. Jeremy Gold was kind enough to track it down for electronic transmission. Read up.

Race-blind policies signal segregational shift

By Mary Beth Marklein, USA TODAY

Boston University's law school offered Marisa Salazar a \$10,000 scholarship. Notre Dame and Baylor accepted and Georgetown.

But the law school Salazar really wanted, at the University of Texas at Austin, didn't want her.

"I am the Hopwood fallout," says Salazar, 22, of San Antonio, referring to Hopwood vs. Texas, the case that prompted the ban this year on racial preferences in admissions to Texas public institutions.

In Los Angeles, however, 18-year-old Danielle Smith has avoided getting caught up in the fallout from the University of California's policy banning affirmative action.

Smith, valedictorian of her Crenshaw High School class, was accepted at highly selective UC Berkeley and UCLA but enrolled at private Pitzer College in Claremont, Calif., which gave her a scholarship. She says the buzz over the affirmative action ban, which goes into effect next year for undergraduates but is already spurring changes in UC admissions, "really didn't have any effect on my final decision."

The experiences of Salazar and Smith illustrate how difficult it is to draw sweeping conclusions about the new rules on affirmative action and how they'll affect minority students. But when enrollment figures are tallied this fall in Texas and the UC system, one thing is certain: There will be more white and more Asian-American students than last year, and there will be fewer - in some cases dramatically so - underrepresented minorities, including blacks, Hispanics and Native Americans.

Opponents continue to fight the bans: The U.S. Education Department recently told civil rights groups in California, for instance, that it would investigate whether the new admission policies at three UC law schools discriminate against blacks and Hispanics.

But should affirmative action rollbacks continue, many fear the gap could widen more, creating "a fairly dramatic segregation," says Thomas Kane, a professor in Harvard's John F. Kennedy School of Government. "Elite colleges would become even more dominated by whites and Asian-Americans, (and) black and Hispanic enrollments at less selective public and private institutions would then increase."

And not just in California and Texas, bellwether states whose affirmative action bans in college

admissions have begun to influence other states.

Enrollment numbers could change, but early figures show:

None of the 14 black students admitted to the University of California-Berkeley law school plans to enroll, but one black student who had deferred admission last year has enrolled this year. Neither of the two admitted Native Americans will enroll.

At the University of Texas law school, the percentage of underrepresented minorities has dropped from 15% last year to 5% this year among first-year students.

90% of students admitted to UCLA's law school are white or Asian-American, compared with 78% last year. About half of the underrepresented minorities admitted - 10 of 21 blacks, 41 of 73 Hispanics, and none of four American Indians - have said they will enroll.

At the flagship Austin campus of the University of Texas, a state where 39% of the population is of Hispanic origin or black, the freshman class, based on 7,074 deposits paid to date, will be 15% black and Hispanic, compared with nearly 19% last year.

The numbers trouble those who believe diversity of cultures enhances higher education. But there are compounding problems, too, says Drew University president Thomas Kean, a member of President Clinton's race commission.

In the not-too-distant future, minorities will make up the majority of the nation's workforce, he says. Yet a new Rand Corp. report says unless institutions control soaring tuitions, millions of students will be shut out of college by 2015. Most denied would be poor and minority students.

That, Kean says, is "not only a threat to the economy, but a threat to democracy itself."

Not everyone believes the situation is so dire. "Everybody's going to find a college. It's just not going to be the one they might have gone to," says Roger Clegg, general counsel of the Center for Equal Opportunity in Washington.

Community colleges, for example, which serve nearly half of all minority students in college, are working harder to reach minorities who might not have gone to college at all, says Norma Kent of the American Association of Community Colleges in Washington.

Also, some high school counselors in California and Texas noted heavier recruiting of their most talented minority students by schools unaffected by racial preference bans.

"The one good thing this whole affirmative action thing has done is made kids look beyond the UC system," says Cassandra Roy, counselor at Crenshaw High School, where 95% of students are black.

Many colleges, too, have a "heightened sense of awareness" of the effects of affirmative action, says Victoria Valle, admission director at the historically black Spelman College in Atlanta. She says the school's recruiting efforts in California and Texas didn't change a lot but adds, "It would be foolish of us not to talk about what's going on."

Even if recruiters said nothing, some students got the message. The University of Michigan, Ann Arbor, courted Jos e Pompa Garza of San Antonio with phone calls, videos and a handsome financial aid package. Garza, 18, enrolled at the University of Texas at Austin - his top choice - but the attention from Michigan almost changed his mind. "I thought I might be more appreciated somewhere else," he says.

His mother, Elizabeth Pompa Garza, a doctoral student at the University of Texas, is proud of her son but says he is lucky he had the choice. "When you've been discriminated against historically as a

group, your opportunities are not the same," she says.

And, those opportunities narrow over time, says education professor Gary Orfield, co-director of the Harvard Civil Rights Project.

Professional schools, for instance, increasingly choose candidates from the nation's most selective undergraduate schools. And state flagships like those in Austin, Los Angeles and Berkeley tend to produce community leaders, Orfield says. If the schools grow overwhelmingly white and Asian, the future leaders graduating are "going to become very disconnected" from communities they serve, he says. Research shows, for instance, that minority doctors and lawyers are far more likely to serve minority clients and patients.

Moreover, Orfield says, growing resegregation, primarily of blacks and Hispanics in inner-city public schools, already threatens college access.

"When you put kids in schools that are less competitive, have fewer college prep courses and less-well-prepared teachers, those kids will be much less prepared for college. So you're raising the barrier for college and lowering the preparation at the same time," he says.

Terry Pell, an attorney for the nonprofit Center for Individual Rights in Washington, which represented the Hopwood plaintiffs, isn't convinced a ban on racial preferences hurts minorities. But he says college administrators have only themselves to blame for creating an atmosphere that sends "a very strong signal to minority youth that they can't possibly get in" without a boost.

There's no question the ban on affirmative action has been "a public relations nightmare," acknowledges Bruce Walker, admission director at the University of Texas at Austin. "It sort of ended up with us being the bad guys" even though the school fought the ban, he says.

He's encouraged, though, by this statistic: Although fewer underrepresented minorities applied this year compared with last year, the school admitted nearly the same proportion of black applicants - 54% compared with 55% last year - and a larger proportion of Hispanics, whose admission rate increased 6 percentage points, to 71%.

The same pattern appears to be occurring at UC Berkeley graduate programs (excluding the law school), where the number of underrepresented minorities admitted fell 17% from last year, but the admission rate of those who applied is down only 3%.

Some high school and college admission counselors interpret that as meaning the universities of California and Texas must convince minority students they're still welcome. But Salazar suggests that opportunity is lost.

"They could have been more outspoken about the injustice" of the Hopwood ruling, she says of the University of Texas, adding, "I don't really want to be at a school that isn't fighting for people's rights."

Ultimately, Harvard's Kane says, the solution will require an "unavoidable tradeoff. Everything else equal, I think we would all prefer race blindness. But then we see the results - dramatic segregation - and it concerns us," he says. "Rather than swing from one extreme to another, the trick is finding the level of segregation along with the degree of race consciousness that we're willing to live with."

Many other factors in college choice

By Mary Beth Marklein, USA TODAY

Lots of variables come into play when a student - of any race or background - chooses a college.

Copy to Maria

race & the internet
Hale Comm Conf Nov 11

Race and Urban Education Issues Preliminary Description of Issues

WORK ALREADY UNDERWAY

1. Raising Standards

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

Urban systemic reform building on ED's 1996 proposed urban initiative (ACE) which focused on accountability, choice and excellence through an urban grants program.

Reconstitution of failing schools focused effort that would stimulate and support efforts to turn around failing schools

2. Improving Teaching

Teacher Recruitment and Preparation initiative proposed under Title V of HEA *see Preliminary research*

3. Providing Safe Places Before and After School

Community Schools Program in ED's FY 1998 budget *look in H, U Senate*

After School Programs in proposed amendment to Juvenile Justice bill

1 child care (conf) HUD

4. School Construction

Action needed depends upon outcome of budget reconciliation

→ 5. Expanding Access to Higher Education

Addressed in decision memo in response to Chaka Fattah proposal

6. Hispanic Education Initiative

NEC leading effort on this

7. HBCU's

POTENTIAL AREAS OF NEW WORK

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

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

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

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

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

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

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

2. Racially Identifiable Schools - *integration* -

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

School Takeovers and Voting Rights Act

High Stakes Testing and Title VI

Teacher Testing and Title VII

4. School Finance Equity

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

5. Tribal Schools

By JUNE KRONHOLZ

Staff Reporter of THE WALL STREET JOURNAL

WASHINGTON — If the number of blacks admitted to the University of California's law schools suddenly drops, is it because of discrimination?

And if the U.S. Department of Education investigates, is it merely following the law or aggressively flouting it?

As the courts and public opinion force affirmative action into steady retreat, one of the hottest skirmishes is taking place at California's law schools — and it's not just about admissions. By serving notice that it is investigating the university for possible discrimination, the Education Department has inserted itself into one of the most politically sensitive issues confronting the Clinton administration.

Norma Cantu, director of the department's Office of Civil Rights, says she was responding to citizens' complaints — "and we are obligated by Congress to respond to complaints" — when she began the investigation of the university system's admissions practices earlier this month.

But opponents of affirmative action see the investigation instead as an attempt by the government to force racial preferences on the university, despite a mounting array of federal appeals-court cases holding preferences impermissible. "The Clinton administration has taken the approach that the Southern segregationists took in the '50s after Brown vs. Board of Education," says Gerald Reynolds, president of the conservative Center for New Black Leadership, referring to the landmark school-desegregation suit. "They are willing to make an end run around the law."

Regents' Resolution

The law in this case is a 1995 resolution by the California Board of Regents to stop giving admissions preferences to minorities and women who want to attend the state's universities. That resolution takes effect for graduate-school admissions this fall and for undergraduate admissions in 1998.

So far, only California's law schools have announced their admissions data, but those have been doleful: 14 blacks have

been accepted by the Berkeley law school, compared with 20 last year — but none has decided to enroll. At the Los Angeles campus, 21 blacks were accepted, down from about 30 last year — but only 10 have said they will attend.

Even before those numbers were announced, though, six civil-rights groups filed a complaint with the Education Department, contending that admissions criteria, including undergraduate grades and standardized-test scores, were biased against women and minorities. For example, they contended that a high grade-point average from a largely white university was given more weight than one from a largely black school.

Moreover, while admissions officers couldn't consider race and sex, they still could take into account whether an applicant was a veteran, disabled, economically disadvantaged or the offspring of an alumnus — preferences in their own way, contends Martha Jimenez, a lawyer for the Mexican American Legal Defense and Education Fund, which was among the groups that filed the complaint.

The regents' resolution hasn't been challenged in court, but other recent court rulings have gone against affirmative action. This spring, the federal appeals court in San Francisco upheld the constitutionality of Proposition 209, the California voter initiative that prohibits the granting of racial or gender preferences. That measure came a year after the regents' resolution and was largely modeled on it.

Ruling Involving Texas

Similarly, the federal appeals court in New Orleans ruled last year that the University of Texas couldn't consider race in admitting students to its law school, a ruling that has caused minority admissions to plunge there, too. The Supreme Court refused to review that case, meaning that while the decision applies to Texas, Louisiana and Mississippi, affirmative action remains an unsettled issue elsewhere.

It was the Texas case, Hopwood vs.

University of Texas, that drew conservatives' ire to Ms. Cantu. In March, Ms. Cantu's office told the university that its federal funding was at risk if it dropped its affirmative-action programs, a notice that put the university in the position of either defying a federal court or losing \$500 million a year.

The Education Department was forced to back down amid furious protests by Texas House and Senate members, and Ms. Cantu insists now that "there was no threat to withhold funds. It was a misunderstanding."

The department said in March that it hadn't consulted the White House before writing to the University of Texas, and Ms. Cantu says she is "pretty sure" she also didn't talk with White House counselors before beginning the California investigation, although she did consult the Department of Justice. Indeed, David Merkowitz of the American Council on Education, an association of colleges and universities, calls the California investigation "straightforward." With the Hopwood decision and regents' resolutions taking effect only with this year's class, he says, "it was no secret the department was going to be monitoring these [admissions] results very closely."

Political Hot Potato

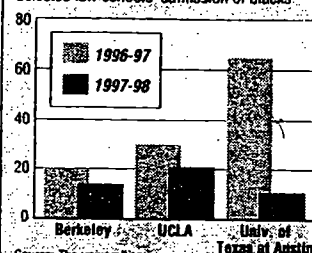
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POLITICS & POLICY

Education Agency Holds Political Hot Potato By Involving Itself in Affirmative-Action Issue

Less Acceptance

Selected law schools' admission of blacks



nia regents as a way to show his commitment to affirmative action. In that light, many people see the investigation as a way for the administration to regain its political footing on the issue.

Jorge Amselle, a lawyer for the conservative Center for Equal Opportunity, sees "an administration on the run" over affirmative action and turning to its executive powers to sidestep the courts. Adds Jennifer Nelson of the American Civil Rights Institute, a conservative outgrowth of the Proposition 209 campaign: "What the Clinton administration is doing — because they're losing in court — is using their bureaucratic powers to get what they want."

If the department proves that California's admissions practices are discriminatory—for example, by showing that whites have greater access to cram courses that raise their scores on standardized tests—it

could order the university to take remedial action, even reinstate its preferences or face a possible cut in the \$1.1 billion it receives yearly in federal funds.

California's universities can ignore both Proposition 209 and the regents' resolution if, by dropping admissions preferences, they would face a cut in federal funding, both provisions say. That gives the Education Department a degree of leverage that Tom Wood, the author of Proposition 209 calls "thuggery."

Ms. Cantu denies that the department is seeking to bypass the courts, and says loss of funds is "very, very rare." But the Hopwood controversy and a dispute over a minority-contracting case in Houston suggest the charge isn't unfounded. In that case, the administration was forced to back down after threatening to withhold federal highway funds from Houston's transit authority if it didn't restore an affirmative-action program. A federal judge had earlier ordered the transit authority to drop that program.

Likewise, a district-court judge in Colorado this summer blasted the administration for "flagrantly" defying his order to dismantle a minority-preference program involving highway funds—even though the Supreme Court had used the case to set guidelines limiting affirmative-action programs two years earlier.

Meanwhile, the Education Department says it is using "a good-sized team" on the investigation, and its goal is to finish its study by the end of the semester.

NATIONAL

1. The Wall Street Journal

07/30/97 Section: Politics & Policy;

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By June Kronholz

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2. The New York Times

07/30/97; Edition: Late Edition - Final; Section: Section A; National Desk; Page 16, Column 1

THE BUDGET DEAL: Highlights Of Some Provisions Covering Taxes and Tax Provisions to Aid College Students

By PETER APPLEBOME

President Clinton has made education a centerpiece of his second term, and education was the first issue he cited in hailing the budget agreement announced yesterday.

What he called "the most significant increase in education funding in more than 30 years" would provide tax relief for students from the first year of college onward, plus a number of new benefits or expansion of existing ones to make higher education more affordable.

The most publicized aspect of the education benefits has been Mr. Clinton's Hope Scholarship tax credit of up to \$1,500 a year for the first two years of college. The credit would be phased out for

single people earning more than \$50,000 and for families filing joint returns earning more than \$100,000.

But equally significant is what is being described as a lifelong learning tax credit, a 20 percent tax credit on up to \$5,000 of tuition and fees that could be used for any year of education after the first two. It has the same income caps. The two together would provide about \$31 billion in aid over the next five years.

The education package includes an increase (already approved) to \$3,000 from \$2,700 in the Pell Grant program for low-income students; lets individuals deduct up to \$2,500 over four years for interest paid on student loans and extends for three years a provision that allows

students to deduct from their taxable income up to \$5,250 in tuition costs paid by employers. The provision applies to undergraduates.

The agreement killed a provision approved by the House that would have imposed a tax on the tuition waivers that many institutions give to graduate teaching assistants and to the children of faculty and staff members.

Other provisions include a \$500-a-child Individual Retirement Account deduction for families making up to \$160,000 a year and a provision allowing tax-free status for scholarship programs awarded as part of community service programs.

Some advocates for the poor say the program is weighted to the middle class. ■

55. San Diego Union-Tribune

July 31, 1997

Minority totals fall at UCSD med school

Drop marks end of affirmative action

By Jeff Ristine

STAFF WRITER

None of the 196 black applicants for UC San Diego's School of Medicine has been accepted for next fall's entering class, reflecting the demise of affirmative action in the UC system.

"We didn't anticipate this and we're not particularly happy about it," said Dr. Robert Resnik, dean of admissions for the medical school.

Offers of admission to Mexican-American and other Hispanic students for next fall's 122 first-year slots also were down precipitously, at less than a third of last year's levels. And there will be no new American Indian students in 1997: 27 applied, but none was accepted.

The UC's five medical schools have a "rolling admissions" process which, in San Diego's case, isn't final until orientation in mid-September.

But "the way it looks now there will not be any additional underrepresented minority students" for fall, said Resnik, a forecast based on the rankings of students on the waiting list for any slots that open up.

At UCSD, the School of Medicine considers grades, test scores, interviews, references, socio-economic background, extracurricular activities and volunteer work, among other factors, in making its admissions decisions. Until this year, race also could be considered, in the interest of maintaining a diverse student body.

The UC Board of Regents two years ago banned extending admissions preferences on the basis of race, ethnicity or gender, effectively ending the system's era of affirmative action.

The change, described by supporters as intended to eliminate discrimination, was adopted amid predictions that admissions of qualified underrepresented minorities would plummet as a result. In the medical schools, underrepresented minorities are primarily blacks, Mexican-Americans and other Hispanics.

The policy was enacted into law by voters as part of ballot Proposition 209, which banned preferential treatment for minorities in public hiring, contracting

and education. The measure's enforcement has been delayed by a federal court review.

The regents' ban took effect for UC's professional and graduate schools with the fall 1997 class, but won't kick in for undergraduate ranks until next spring.

Jerry Cook, a self-employed computer consultant from San Diego who helped trigger the review of changes in minority admissions, said he is not surprised by the results.

"I expected exactly this to happen," he said when told about UCSD's fall admissions, "because what they were doing in the past was admitting people on the basis of race. It was so rampant that you would expect this."

Cook and his wife, Ellen, helped draw regents' attention to affirmative action issues in 1994 with their number-crunching on medical school admissions. The Cooks' son, who is white, applied to the UCSD medical school in 1991 but was rejected. He later enrolled at the UC Davis medical school.

The Cooks said the UC was violating a U.S. Supreme Court ruling against reverse discrimination.

Dr. Sandra Daley, assistant dean of student development and community affairs at the School of Medicine, said some of the disparities in admissions of various racial and ethnic groups reflect differences in educational preparedness.

"There are a multitude of factors that an individual must measure up to in order to get one of these coveted 122 slots," Daley said. Differences in two of the factors that measure preparedness — grades and test scores — are "not huge," she said, "but we only have 122 slots, so that little bit of difference can make it or break it."

Underrepresented minorities who make it to the School of Medicine have a 97 percent graduation rate, Daley said — a couple of percentage points better than the overall national rate for all medical students.

Officials at most of the UC medical schools, including San Diego's, said they

began a transition to a new admissions system last year, when admissions figures for some underrepresented minorities began to dip. This year, the number of applications to the five medical schools from underrepresented minorities was down more than 20 percent, so an additional decline in admissions was expected.

According to preliminary figures that may change slightly over the next month, fewer underrepresented minority students were accepted at the medical schools of UC San Francisco and UC Irvine, but some of the numbers at UCLA and the Davis campus are moderately higher.

For now, the Irvine campus has no black students confirmed for enrollment in the fall; it accepted only one of the 171 who applied, compared to four last year. It has accepted seven Mexican-Americans so far, compared to 13 last year. Only one of the Mexican-Americans accepted this year has enrolled to date.

At San Francisco, applications from underrepresented minorities dropped 22 percent and offers of admission are down about 20 percent at this point for a class of 141 entering students, said Dr. Michael Drake, associate dean of medicine.

"I'm expecting that we'll have something like a 15 percent decrease in the number of underrepresented minorities that enroll in the fall," Drake said — about six students. In 1996, he added, "we had a 25 percent decrease in the number that enrolled."

"This is what we were worried about," Drake said.

"The doomsday projections were (that UC would be) cutting the size of the underrepresented minority pool of matriculated students, and that was met with great skepticism," he added. "But I think it's going to end up being roughly like that if you mix us all together. We're going to be half in 1997 what we were in 1994."

Dr. Richard O. Butcher, a San Diego physician, said the trend in admissions

53. Los Angeles Times

* 07/31/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-4

Carson University Gets Grant to Aid Minority Children

Cal State Dominguez Hills has been awarded a \$600,000 federal grant for a project to recruit and train teachers from diverse ethnic backgrounds to work with disabled and at-risk children with similar backgrounds.

The university plans to create a program this fall that would train 40 teachers and 32 related-services personnel with

linguistics backgrounds to work with children from infancy to age 5. Educators hope the extended one-on-one relationships that would be formed would allow the children to enter general education classes at elementary schools.

The program is believed to be one of the first culturally diverse special education

efforts.

"Programs to train personnel for early childhood education programs at the local, state and national levels must be developed," said Doris Okada, the program's director. "The shortage is especially critical for minority and linguistically diverse personnel to serve similarly diverse populations in California and Los Angeles County." ■

54. Richmond Times-Dispatch

July 31, 1997

State aces curriculum standards again

BY MICHAEL HARDY Times-Dispatch Staff Writer

VIRGINIA EDUCATION

One of the nation's largest teachers' unions has awarded Virginia straight A's on the state's new curriculum standards pushed by the Allen administration.

The American Federation of Teachers, in a national survey, ranked Virginia as the only state establishing "exemplary" standards in all core subjects of mathematics, science, English and social studies.

This is the second year in a row that the state has won the highest honors.

The organization's report, titled "Making Standards Matter," concluded that Virginia's beefed-up standards of learning are "extraordinarily clear, focused and well-grounded in content . . ."

"They reflect some tough choices about what is most important for students to learn, rather than trying to cover everything," the report said.

Gov. George Allen and the

Democrat-dominated legislature battled over the standards and new statewide testing on the basic subjects before approving and financing them.

Next spring, the state will start testing students on the subjects in the third, fifth and eighth grades and with end-of-course examinations in high school.

"Once again, the AFT has recognized the excellence of Virginia's standards of learning, and the importance and role that these standards play in ensuring high academic standards in English, math, science and history," Gallen said yesterday. He has been in Las Vegas to attend the annual meeting of the nation's governors.

Matt Gandal, the author of the report for the organization with almost 1 million members, said that Virginia is "truly a model for other states."

Although Virginia is a star student on standards, AFT flunked the state in another critical area.

It pointed out that Virginia was among

three-quarters of the states in failing to provide intervention and help to students who struggle to make the grade on the standards.

Much of the latest education dispute between Allen and his critics centers on Allen's and his State Board of Education's proposals to make sex education a local option for school divisions.

Additionally, they have clashed over another Allen attempt to permit school divisions to hire reading specialists instead of counselors in elementary schools.

It appears likely that the General Assembly, which will begin meeting next January just days before Allen must step down, will try to rewrite and stop what some contend has been Allen's ideological assaults on local school operations.

Critics also say school divisions will be saddled with having to pay the costs to implement the new standards. ■

"really has significant implications for the profession." Part of the reason medical schools used affirmative action, he added, was to narrow the gap between the nation's minority populations and the percentage of minority doctors.

"Many of us tend to practice in areas where the population is more similar to us," said Butcher, former president of the National Medical Association, a professional group for black physicians.

"My office is in southeast San Diego," he said. "I would not say that every single African-American that is graduated is going to come to southeast San Diego. But if we get 10 or 12 in the medical school, we've got a chance of enticing one or two to come out here to practice. ... If you have zero, you don't have any chance."

Resnik said all students benefit from a

diverse classroom.

"The students themselves have expressed the feeling that they are not in as realistic an environment when there's a dearth of students of various cultures and ethnicities," he said. "That's the population that they're going to be taking care of in California."

The UCSD medical school in 1995 accepted 11 black applicants, of whom five enrolled. In 1996, seven were accepted and three enrolled.

This year, it's zero and zero. A spokeswoman said the school doesn't have readily accessible records on whether that has ever happened before.

The seven Mexican-American applicants who were accepted resulted in two enrollments, compared to seven last year. Among other Hispanic ethnicities, 143 applied, four were accepted. Three

plan to attend, one-third the figure for last year's class.

Like most of the nation's medical schools, UCSD's is engaged in a variety of outreach efforts designed to promote health and science education in grades K-12 and to increase the number of applicants from underrepresented minorities.

One program gives high school students a chance to conduct research in a faculty member's lab; another provides science fair and curriculum consultations.

But Resnik and officials at other medical schools worry the drop in admissions will have a ripple effect, discouraging qualified underrepresented minorities from even applying.

"We're going to have to recruit that much harder for next year," Resnik said. ■

56. Washington Times

July 31, 1997

Reporter for The Times had bruises

By Jim Keary

THE WASHINGTON TIMES

Two days after she was attacked at the Marcus Garvey Public Charter School, a reporter for The Washington Times had numerous bruises on her legs and arms, her doctor testified yesterday.

Dr. Robert Comunale also testified in D.C. Superior Court that Susan Ferrechio had a sprained neck when he examined her on Dec. 5.

Dr. Comunale testified that the bruises he found on Miss Ferrechio, 28, were "not everyday [bruises]. Not to the degree, not to the size and multiple areas."

"These bruises could be consistent with being kicked," he said under cross-examination by an attorney for Garvey Principal Mary A.T. Anigbo.

Miss Ferrechio has testified that Mrs. Anigbo struck her and took her note pad Dec. 3 while students and staffers hit and kicked the reporter in the school office, then forcibly ejected her from the school at 101 T St. NE.

About an hour later, according to

testimony, Mrs. Anigbo and her staffers scuffled with two investigating officers who entered the school followed by Miss Ferrechio, another reporter and a photographer for The Times.

A grand jury on Dec. 19 indicted Mrs. Anigbo, 55, teacher Serena Smith, 41, and school office manager Brenda Gatlin, 36, on charges of simple assault and taking property without right in the incident. Another teacher, Barrington Smith, 39, was charged with simple assault on a police officer.

All four have pleaded not guilty to the misdemeanor charges.

Miss Ferrechio has testified that during the scuffle she was kicked by Garvey students wearing heavy work boots, which are part of the school's uniform.

Under cross-examination by Mrs. Anigbo's attorney, Dr. Comunale testified that the bruises he saw on Miss Ferrechio could have been made by such work boots and by people grabbing the reporter during the attack.

Another reporter for The Times,

Barrington Salmon, testified yesterday that he and Clifford Owen, a photographer for the newspaper, met Miss Ferrechio after the attack and returned to the school with police who had been called to the scene.

Mr. Salmon testified that he, Mr. Owen and Miss Ferrechio followed police back into the school when the officers went inside to begin their investigation. When Mr. Owen began taking pictures, he said, Mrs. Smith and Mrs. Gatlin charged him.

Mr. Salmon said he saw Mrs. Smith grab Mr. Owen's camera, but one of the officers got it back and returned it. Mrs. Smith immediately complained that she had been hit during the melee, and her husband, Mr. Smith, lunged at the officers.

Mr. Salmon testified that he was left in the office when Mrs. Anigbo pushed the police, Mr. Owen and Miss Ferrechio out and that Mr. Smith showed him that his wife had a split lip. But he testified that he did not see who hit Mrs. Smith in the first place. ■

57. Los Angeles Times

* 07/31/97; Edition: Home Edition; Section: Metro Desk; Page A-1

Debt Payoff Steers State Toward No-Frills Budget

Controller agrees to make \$1.36-billion payment. Negotiators are expected to begin looking at cuts.

By DAN MORAIN
TIMES STAFF WRITER

SACRAMENTO — With Controller Kathleen Connell agreeing Wednesday to pay a \$1.36-billion legal judgment, Gov. Pete Wilson and legislators now must turn their attention to fashioning a pared-down budget that will include no tax cuts and few new spending initiatives.

It is now evident, barring an eleventh-hour compromise, that Wilson and many Democrats in the Legislature have decided that a bare-bones budget, in which both sides lose more than they win, is preferable to the alternative: a protracted stalemate with no prospects of a state budget any time soon.

A joint Senate-Assembly conference committee is expected to meet Friday to begin the chore of cutting money from a variety of programs.

The cuts will hit everything from prisons and parks to aid to local government, while Wilson will lose his proposed business, banking and income tax cuts. Meanwhile, the legislative analyst's office for the first time has raised the possibility that legislators could make budget savings by reducing public school spending—something Democrats are unlikely to do.

The ongoing budget drama comes amid a dizzying series of turns during the past few days, beginning when Wilson ended negotiations with Democrats over California's month-late \$68-billion budget after he concluded that Democrats never would agree to his plan to cut personal income taxes \$1 billion.

Had he won the tax cut, Wilson said, he would have been willing to grant Democrats one of their main goals—wage increases for more than 200,000 state employees, who have not received a raise since January 1995.

But when Democrats refused to bend to his demand, Wilson broke off separate talks with the state employees' pension fund to settle a \$1.36-billion debt by paying it off over the next decade, and decreed that the entire bill should be paid

now.

That decision, compared to a fiscal "neutron bomb," effectively removes all extra money from the new budget. Legislators must trim an additional \$600 million to bring the budget into balance, as demanded by the state Constitution.

The prospects of reaching a last-minute budget compromise appear faint. The elements of such a deal would require Wilson and the Democrats to give on positions such as the tax cut, school funding and pay raises for state workers that appear encased in hardened concrete. Those involved in the negotiations, which ended last weekend, say neither side is willing to hammer away any longer and that it is time to move on.

The legal judgment stems from a lawsuit by the Public Employee Retirement System over a budget-balancing scheme during 1992 and 1993 in which Wilson and legislators delayed payments into the pension fund.

For a few hours Wednesday, lobbyists for labor unions, local government and others with a stake in the 1997-1998 state spending plan held out hope that they could reopen budget talks and negotiate for extra money.

They had been encouraged when Connell held a news conference early in the day to announce that she was delaying making the pension fund payment. Her reason: Wilson had failed to deliver a letter to her properly stating that he was certifying that the money had been appropriated.

Holding out hope that they might wrest money from Wilson for state worker raises, representatives of several unions scrambled to make offers that they hoped would meet the governor's demands.

Among their offers, union lobbyists said they would agree to Wilson's original plan to settle the retirement system lawsuit by structuring a 10-year payment schedule and waiving \$650 million in interest on the debt in exchange for an extra \$700 million in retirement benefits.

But the Wilson administration shut down the Capitol hallway talks when

finance Director Craig Brown held a news conference to say that although the letter Connell requested was not necessary, he would send one anyway.

"She asked for certification. She got certification," Brown said.

Connell replied a few hours later.

"I am paying it," she said. "I think it's unfortunate that we've come to this state in the political process."

Connell's payment was for slightly more than \$1.2 billion, with the rest to come later. The state still owes \$300 million in interest—a sum that has grown by \$20 million since the judgment was affirmed in May and Wilson set about trying to negotiate a settlement, said Patricia Macht, spokeswoman for the retirement board. Legislators must make a separate appropriation to pay off the interest.

"Hopefully," Macht said, "it will make pension raids not an endangered species, but extinct."

Any effort to scuttle what appeared to be the final piece in this year's budget deal seemed to evaporate when Connell said the money would be transferred to the retirement system by the end of Wednesday.

"We are cleaning up the wreckage and trying to salvage as much as we can of some pretty valuable programs," said Assemblyman Wally Knox (D-Los Angeles), a labor lawyer who had been struggling to find a way to block the immediate payment.

The news that Connell had transferred the money left union lobbyists and their members dejected.

"What can you say?" said Chris Voight, who represents state scientists, attorneys and administrative law judges. "The chance of coming up with a long-overdue pay raise this year is remote. Our members have worked without a raise for 2 1/2 years. They haven't whined about it. They won't whine about it. We're extremely upset, but we have a job to do and we'll do it."

The Department of Finance and legislative staff members conferred in an effort to come up with lists of programs to trim and eliminate in order to draft a

best," the center said. "However, fairly simple considerations can guide assessment planning."

One of the most extensive systems NCRVE examined is California's Career-Technical Assessment Program (C-TAP), a standards-based assessment designed to improve instruction of career skills and to review how well students are prepared for entry-level jobs and postsecondary education and training.

"Three-Pronged Approach"

C-TAP has three parts — the portfolio, the project and the written scenario — with each addressing academic skills, general workplace skills and job specific skills.

— Portfolios are collections of the students' work that show knowledge, skills and achievements, and may include work samples; official school records; and resumes.

— Projects are a hands-on requirement in which students plan and develop a product or event related to the career interest; and

— Written scenarios are 45-minute tests that present students with real-life problems in their career area.

"Time v. Results"

California already requires 80 schools with tech prep programs to use C-TAP to assess students' progress, NCRVE said. But because the program is not used across the state as a formal student certification system, it hasn't been implemented in a standard way at all schools.

And helping students develop portfolios takes extra time, the center said.

"Simple Form"

NCRVE said one model that most

schools could easily adapt is used by the Vocational/Industrial Clubs of America (VICA), a national group for high school and postsecondary school students in some 60 vocational fields.

VICA holds an annual skills championship that focuses on performing job-specific skills on realistic projects. The written test portions are mostly multiple choice, and industry practitioners judge students' hands-on technical performance using specific task-related criteria.

"Using Alternative Assessments in Vocational Education," MDS-946, is \$16 from National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800)637-7652. —Matthew Dembicki■

22. Education Daily

July 31, 1997

ED LIBRARY SERVICES DIVISION MOVES TO NEW AGENCY

Federal library program staff will be doing business at the Institute of Museum and Library Services as of tomorrow.

The move of library services from the Education Department is not just a physical one, but is administrative as well.

The transfer is part of the Library Services and Technology Act that Congress passed last fall (ED, Feb. 20).

IMLS, a new independent federal agency that sprang from the Institute of

Museum Services, officially takes over library duties Oct. 1.

The new law lets libraries adapt new technologies to identify, preserve and share library information across institutional, local and state boundaries. It will encourage collaborations among public and school libraries that had their duties separated under prior laws.

And states, which administer the federal library grants, now can include school libraries in programs that may not have been eligible for funding under the

old law.

Despite the move, many ED programs through which school libraries have received funds, such as Technology Literacy Challenge Grants, will continue under the department.

For more information, contact the Institute of Museum and Library Services, Office of Library Services, 1100 Pennsylvania Ave. NW, Room 802, Washington, DC 20506, (202)606-5226.

— Regina Lightfoot-Clark■

LOCAL

23. Associated Press

07-31 4:31a

UC San Diego medical school accepts no black applicants for fall term

SAN DIEGO (AP) - With nearly 200 black students applying for admission to the University of California San Diego's medical school, not one will attend this

fall's session.

None of the 196 black applicants for UC San Diego's School of Medicine has been accepted. The San Diego Union-Tribune reported Thursday.

"We didn't anticipate this and we're not particularly happy about it," said Dr. Robert Resnik, dean of admissions for the medical school.

The school considers grades, test

scores, interviews, references, socio-economic background, extracurricular activities and volunteer work, among other factors, to make admissions decisions.

Until this year, race also could be considered to maintain a diverse student body.

But school officials voted in 1995 to ban race, ethnicity and gender in admissions. The policy first took effect with the graduate school classes entering in the fall of 1997. It will apply to undergraduates next year.

California voters later endorsed a similar initiative with passage of Proposition 209. The measure, which is tied up in court, banned the preferences in public hiring, contracting and education.

Plummeting minority enrollment at three UC law schools has prompted a federal investigation into the school system's new race-blind admissions policy.

If the government finds a problem, it could withhold \$1.2 billion in federal funds for the university, which has a 1996-97 budget of \$8.5 billion.

At the UC medical school, offers of admission to Mexican-American and other Hispanic students for next fall's 122 first-year slots also were down to less than a third of last year's levels.

Of the 27 new American Indian students who applied, none was accepted.

The UC's five medical schools have a "rolling admissions" process which, in San Diego's case, isn't final until orientation in mid-September.

But "the way it looks now, there will not be any additional underrepresented minority students," Resnik said.

That forecast is based on the rankings of students on a waiting list, he said.

In the medical schools, underrepresented minorities are primarily blacks, Mexican-Americans and other Hispanics.

A study released in May by the University of California at San Francisco, found a glut of doctors in California - but far too few black and Hispanic doctors.

The report criticized Proposition 209 and the UC Regents' decision to do away with affirmative action, saying minority enrollment decreased 20 percent at UC campuses from 1995 to 1996 and by 16 percent at private medical schools such as Stanford.

That leaves those populations underserved because members of ethnic minority groups tend to provide more treatment to those communities, researchers said.

Differences in admissions of various racial groups reflect in educational preparedness, said Dr. Sandra Daley, an assistant dean at the School of Medicine.

"There are a multitude of factors that an individual must measure up to in order to get one of these coveted 122 slots," Daley said.

"But we only have 122 slots, so that little bit of difference can make it or break it."

According to preliminary figures that may change slightly over the next month, fewer underrepresented minority students were accepted at the medical schools of UC San Francisco and UC Irvine, but some of the numbers at UCLA and the Davis campus are moderately higher.

The Irvine campus has no black students confirmed for enrollment in the fall; it accepted one of the 171 who

applied. Seven Mexican-Americans were accepted, but only one has enrolled to date.

At San Francisco, applications from underrepresented minorities dropped 22 percent and offers of admission are down about 20 percent for a class of 141 entering students, said Dr. Michael Drake, associate dean of medicine.

"This is what we were worried about," Drake said.

Dr. Richard O. Butcher, a San Diego physician, said the trend in admissions has significant implications for the profession.

"Many of us tend to practice in areas where the population is more similar to us," said Butcher, former president of the National Medical Association, a professional group for black physicians.

Resnik said all students benefit from a diverse classroom.

"The students themselves have expressed the feeling that they are not in as realistic an environment when there's a dearth of students of various cultures and ethnicities," he said. "That's the population that they're going to be taking care of in California."

Like most of the nation's medical schools, UCSD's have programs to promote health and science education in grades K-12 and to increase the number of applicants from underrepresented minorities.

But Resnik worries the drop in admissions will have a ripple effect, discouraging qualified minorities from even applying.

"We're going to have to recruit that much harder for next year," Resnik said. ■

24. St. Petersburg Times

07/30/97; Edition: 0 SOUTH PINELLAS; Section: FLORIDIAN; Page 2D

Bankruptcy may not cancel loan

I have not been able to get a straight answer on whether student loans are dischargeable under a Chapter 7 bankruptcy. Several lawyers have been given me different opinions. They range from "Yes, but not sooner than seven years from the date that they first became due" to "No, they are never dischargeable under any circumstances" to "Yes, they may be dischargeable if the borrower can prove that to continue to pay them would be a hardship," etc.

Due to the nature of my question and the possible negative ramifications regarding my employment, I cannot provide my name and address. Nonetheless, I hope you can still provide the information through the Action column. I need to know the definitive legal answer. S.R.

Response: There's some truth in all the responses you were given. The answer, straight from the U.S. Department of Education, is that student loans may be

discharged or canceled in some cases. Seven years must have elapsed between the date the loan became due and the date the borrower files for bankruptcy. Deferment or forbearance periods are not counted. The only way that debt cancellation is possible if seven years have not passed is if the bankruptcy court rules that repayment would cause undue hardship. The bottom-line answer is that the court makes decisions case by case.

Stephanie Babyak of the public affairs

MEMORANDUM

TO: ELENA KAGAN
FROM: TOM FREEDMAN, MARY L. SMITH, BILL KINCAID, JULIE MIKUTA
RE: RECOMMENDATIONS FOR HOPWOOD/PROPOSITION 209
DATE: JULY 31, 1997

SUMMARY

The Administration is investigating options to ensure diversity in higher education in light of some of the effects of the Hopwood decision and Proposition 209. There are two approaches to the problem with one aspect being litigation to reverse the decision and/or law and the other being policy initiatives. This memo is not concerned with the litigation strategy, but rather with some possible policy initiatives that could be implemented both long-term and short-term.

This memo contains a set of possible proposals to investigate further, grouped in the following categories: (1) pre-kindergarten; (2) kindergarten through eighth grade; (3) high school; and (4) access opportunities, regardless of age. Following the outline of policy proposals, this memo lists some possible participants in a planning meeting and proposes a tentative time line for planning and implementation.

I. PRE-KINDERGARTEN

- Revamp HeadStart to become more focused on school readiness and reading skills.
- Child care initiatives.

II. KINDERGARTEN THROUGH GRADE 8

- Math and reading strategies
 - Pass/fund America Reads
 - Push aggressively to sign-up college-work study tutors, esp. in TX and CA
 - Encourage business community and others to recruit tutors in CA and TX
 - Establish additional ED-organized reading pilot sites in TX and CA for next summer
 - Organize regional meetings and target other information on best practices in reading and math in TX and CA
 - Increase funding for ED and NSF programs targeted on improving middle school math in urban areas per math strategy

- Possible math partnership with private sector and other agencies, with challenging math problems, and encourage “coaching” activities in high need areas, esp. CA and TX
- Urban testing initiative which signed up 15 urban schools systems to participate in national tests and to form a network with the Department of Education and NSF to share information about promising practices and resources to prepare students to meet the standards.
- Urban systemic reform which builds on the Department of Education’s 1996 proposed urban initiative (ACE) which focused on accountability, choice and excellence through an urban grants program.
- Teacher Recruitment and Preparation initiative proposed under Title V of HEA.
- Community Schools Program in Department of Education’s FY 1998 budget.
- After School Programs in proposed amendment to Juvenile Justice bill.
- School Construction (action needed depends upon outcome of budget reconciliation).
- Summerbridge is a national program in which high school and college students teach summer school to middle school students. Summerbridge is in 36 cities. Students who teach the course have a high rate of college attendance, and many go into education.
- Technology
 - Press private sector to complete job of outfitting and connecting up schools in poor areas in TX and CA
 - Possible initiative on teacher professional development re: technology?

III. HIGH SCHOOL

Initiatives in California

- The University of California system has created a partnership with the 50 low-performing high schools that will help students achieve better test scores and grades in order to help qualify for university admissions on academic merit.
- SCORE is a program at Buena Park High School, CA, which was established in 1991. Students take field trips to various university campuses, attend classes, have lunch and get an overview of the programs offered. College students visit the high school and discuss their experiences. [Orange County Register, 1/23/97]

- Advancement via Determination is a program in which 47 schools in the Colton Unified School District participate. This program focuses on study skills and goal-setting with minority and low-income students.
- Cal Grants :
 Grant A: from \$600 to \$4,500 to help low-income residents of the state cover tuition and fees at colleges-- renewable for up to 3 years.
 Grant B: from \$600 to \$1,200 as a living allowance to low-income students.
 Grant C: to help vocationally-oriented students obtain marketable job skills.

Initiatives in Texas

- Automatically admit the 10% of all seniors to attend any state university (proposed in Texas).
- Ethnic Recruitment Program in which Texas residents may apply for grants up to \$1,000. Applicants must have a 2.75 GPA and 900 SATs. The awards may be used at any school in which their minority group constitutes less than 40% of total enrollment. [The Big Book of Minority Opportunities]

Other Initiatives

- Courses to help prepare for the college admissions tests like the SAT.
- Expand grants to pay for Advanced Placement (AP) testing (this was in our budget proposal).
- Urban systemic reform which builds on the Department of Education's 1996 proposed urban initiative (ACE) which focused on accountability, choice and excellence through an urban grants program.
- Teacher Recruitment and Preparation initiative proposed under Title V of HEA.
- Community Schools Program in Department of Education's FY 1998 budget.
- After School Programs in proposed amendment to Juvenile Justice bill.
- School Construction (action needed depends upon outcome of budget reconciliation).
- Upward Bound is a federally funded program for low-income high school students which was started in 1965 under the Higher Education Act. Through the program, students attend summer courses and after-school or Saturday classes throughout

the year either at their school site or at a college. Some Upward Bound programs also give the students financial assistance for college preparatory activities such as paying for the SAT processing fee.

- Aid with processing of forms associated with going to college -- Some for-profit companies target minorities with programs that will identify scholarships available to them, assist them in their completion of forms and even college entrance essays.

IV. ACCESS OPPORTUNITIES

- Insert a proposal in the higher education reauthorization bill that would create a one-stop shopping approach to make future students aware of all the possible financial aid that is available.
- Aggressively promote, in California, Texas-like legislation on admissions to upper-tier universities for students graduating in the top percentage of their class.
- Issue of early Pell grant proposal (Rep. Chaka Fattah).
- Bully pulpit and Department of Education activity to promote HOPE scholarship and federal student financial aid, especially with students and parents in CA and TX.
- Creation of an interactive Website that would provide a customized list of financial aid available.
- Using existing resources and programs (Title I, Safe and Drug Free Schools, Technology Literacy Challenge, e-rate, Goals 2000, School-to-Work, Vocational Education) to more effectively support the improvement of urban education, by:
 - greater targeting of resources to urban areas through appropriations requests, formula changes, or regulatory changes;
 - increased flexibility in the use of formula funds to support local improvement strategies;
 - better information on effective practices for addressing urban issues with federal program funds;
 - targeted technical assistance to help small number of districts use program funds and R&D to strengthen reforms, with a special emphasis on reading and math standards;
 - accessing resources in EZ's/EC's to support education improvement; and
 - targeting funds for National Board for Professional Teaching Standards to provide support to urban and rural teachers preparing for board certification and/or

incentives for board-certified teachers to teach in high poverty urban and rural schools.

- Programs to improve the scores of minorities on the SAT
 - Organizations, businesses, schools and colleges across the country are sponsoring SAT study groups for disadvantaged students. For example, in Atlanta, the local chapter of an African-American fraternity, the NAACP, and the school board run a course that costs \$75 instead of the \$700 fee of a commercial course. Prince George's County schools work with Maryland's Bowie State University. The program offers an intensive, 14-week SAT-preparation course for 150 high school students, with the goal of increasing college-entrance rates. The university and private businesses are paying for the program; the school system is picking up the tab for transportation.
 - Kaplan works with volunteer organizations to train SAT tutors. It also goes into high schools with needy students to offer services for free or at a reduced charge to the youths. Financial aid for disadvantaged students is also available.
 - The Princeton Review Foundation, the nonprofit arm of the Princeton Review, runs reduced-cost programs in conjunction with local foundations for about 1,500 students nationwide and has distributed books and trained tutors in local groups.
 - Stanford Testing Systems makes SAT-test preparation materials available at a relatively low cost. Some of their test-prep programs are free on the Internet.
 - The University of California at Riverside recently started a two-week program to raise the SAT scores of black high school students. Students receive individual tutoring, two hours of computer work each day, and an hour of group instruction each day.
- Hispanic Education Initiative (NEC is leading the effort on this).
- Racially Identifiable Schools (busing, integration)
- Tribal Schools with reforms to come.
- Historically Black Colleges and Universities (HBCU)
- Outreach to minority students generally.
- Fixing failing schools.

- Support on-going research on alternative admissions policies for gaining a diverse student body.
- Retention at college: Several colleges run programs designed to increase the retention of economically disadvantaged and under represented students.

POSSIBLE PARTICIPANTS FOR PLANNING MEETING

- Leslie Thornton, Department of Education
- other participants from the Department of Education
- Civil Rights Division, DOJ

POSSIBLE TIME TABLE

1. Initial planning meeting in early August.
2. Proposals from all participants by early September.
3. Implementation of certain selected initiatives by December 1997 so that they can used during the next college admission cycle.