

Mike Cohen Box #3 of 4

Goals 2000 Materials List
Goals 2000 Act Summary
Goals 2000
Goals 2000 Protection from Fed. Intrusion
Nat. Ed. Goals Panel
Goals 2000 State Allocation
Goals 2000 FY97
Goals 2000 Educate America Act State Profiles
POTUS & Goals 2000
Goals 2000 FY96 Appropriations
Goals 2000 Report to Congress
Goals 2000 FY97Specter Q&A
Generic Letter to Chiefs
Nat. Ed. Goals Panel
East Stroudsburg
Goals 2000 Press
Testing 2pger OLD
7/18/97 Meeting
Back-Up Copies
Faxes Sent
4th Grade TIMMS Announcement
CBEST Info
Testing 2pgers NEW
City and State Stats
Political Attacks

ENCLOSURES FILED OVERSIZE ATTACHMENTS

17159

NAAA 14396

Diane Rogers

6708-5547

MEMORANDUM
OF CALL

Previous editions usable

TO:

410-821-7592

☐

YOU WERE CALLED BY--

☐

YOU WERE VISITED BY--

Kevin E Davis

OF (Organization)

Towson, MD 21286

☐

PLEASE PHONE

☐

FTS

☐

AUTOVON

Jeff Tibbels

Ed Sawyer, Ed Dept.

☐

WILL CALL AGAIN

☐

IS WAITING TO SEE YOU

☐

RETURNED YOUR CALL

☐

WISHES AN APPOINTMENT

MESSAGE

Student

Re: Loan was supposed
to go him & was sent to
school & being billed interest.

Bob Erlich
Helen Bentley sent original
letter w/prob made def.

RECEIVED BY

DATE

TIME

1983-111 NSN 7540-00-634-4018
U.S.G.P.O.:1994-300-891/00003

OPTIONAL FORM 363 (Rev. 1-84)
Prescribed by GSA

Innovative Tennessee School Could Teach the Nation a Thing or Two

RONALD BROWNSTEIN

WASHINGTON OUTLOOK

MURFREESBORO, Tenn.—At the witching hour of 3 p.m., when most schools are rolling up the gym mats and dimming the lights, the Cason Lane Academy here is exploding into a second shift of activity.

In Rebecca Jones' science club, a small group of students is dissecting a dogfish shark. Down the hall, students are working through piano lessons, drafting articles under the eyes of a former journalist and assembling recipe books with a cooking instructor. Kindergartners are gleefully preening in a puppet class. Outside, a dozen older kids are whacking golf balls with a seventh-grade teacher-turned-coach. "The bicycle club is going on today too," says Dave Burnham, who supervises Cason Lane's after-hours program, "but you've got to catch those as they pass by."

Welcome to the school of the 21st century. Cason Lane Academy is neither rich nor exclusive; it's a sparkling new public school serving middle-class students from kindergarten through the eighth grade. But it applies the Tower Records approach to education: It is open at least 12 hours daily every weekday of the year, except the six major holidays. With Americans worried about both the quality of education and the availability of day care, Cason Lane's comprehensive service points toward an obvious answer: Open the schools longer, for any student who needs—or wants—to be there.

"We need a school day and a school year that fit the needs of the modern economy and the modern home," said John Hodge Jones, the school superintendent who has championed the reform in this community of 55,000, located 30 minutes southeast of Nashville. "But the schools haven't faced

competition, and they haven't changed."

Indeed, the standard seven-hour school day and nine-month calendar, originally constructed around the rhythm of the farm, hasn't changed much in a century. Meanwhile, the world has passed it by. In the past generation, the share of children living in single-parent families has doubled; so has the percentage of married mothers with young children who work outside the home. The result: About 24 million school-age children need afternoon day care. And while that need is burgeoning, most schools are dark after 3 and slumbering in the summer. "The buildings are there, the stuff is there, the kids need a place to be, but the connections just aren't being made," said Susan Gendrich-Cameron, the principal at Ca-

Murfreesboro offers a beacon to a bolder vision: modernizing the school so that an extended day is available for every parent and student who needs it.

son Lane.

Cason Lane isn't the only school making that connection. Cities from Los Angeles and New York to Madison, Wis., and Flint, Mich., keep some schools open late, particularly in low-income communities. But overall, government figures show that only about 30% of public schools offer any before- or after-school program—and many of those amount to little more than babysitting.

Cason Lane shows how the extra time can produce extra opportunity. Two breakthroughs set it apart: the breadth of its extended-day offerings and the extent of their integration into the basic school day. Like most after-school programs, Cason Lane uses college students, volunteers and teachers' assistants to supervise some classes after 3

But Gendrich-Cameron has reorganized teacher schedules so that as many as half of them also teach in the extended day. "We are a seamless program," she said.

The result is a modular vision of education that allows parents and students to customize their schedules. Cason Lane opens at 6 a.m. for parents on the early shift, but relatively few students arrive before 7—when band practice fires up and the cafeteria begins serving breakfast. From 8 a.m. to 3 p.m. the school offers a comprehensive academic program for all students. Then at 3, those who remain can choose from some 65 different classes—from remedial math to music, cooking, sports and a Lego club for the youngest.

Relatively few students remain after 5, but residual day care is available for parents who need it. At night, kids who have gone home for dinner buzz back into the building for basketball, soccer and baseball leagues. When the school is closed for vacation—it runs on a quarter schedule with four breaks spaced through the year—it fills the gap with academic, sports and specialty camps.

The menu is sufficiently intriguing that it attracts many parents who don't need to order from it. On any given day, about half of the school's 950 students participate in the extended-day activities. Parent surveys have shown that just over half of those students need day care; the rest simply want the extra academic and recreational opportunities. Many parents find both motivations equally compelling.

"It provides me with the extra child care I need," said Mary L. Austin as she picked up her son, Graham. "And even if he could go home, it's much more creative than sitting in front of the Nintendo and the TV."

Does more time in school usurp the family? No student is required to attend beyond the normal 8 a.m.-3 p.m. day. And for many kids, the alternative isn't basking with mom; it's bonding with Super Mario. "It's not the Beaver Cleaver model of what the day is in the



WILLIAM GRAHAM HALL / For The Times

life of a child," admitted Bill Shacklett, the school's parent-teacher organization president. "But we don't live in that world anymore. If the kids are at school, you know they're safe and they're being [watched] by people who care about them."

Is it expensive? Jones directed Cason Lane's administrators to provide the extra time without exceeding the district's existing per-pupil cost, \$4,600, well below the national average. They've met his challenge by adjusting teacher schedules, pruning elsewhere (the school doesn't offer bus service; it gets by with one assistant principal instead of two), and charging parents a nominal fee: \$1.25 an hour for the first child, \$1 for each sibling. "You can't

beat the deal," Austin said.

In last year's presidential campaign, one of Bill Clinton's most appealing formulations was his promise to help parents succeed at work and at home. Yet he provided only modest proposals toward that end. Murfreesboro offers a beacon to a bolder vision: modernizing the school so that an extended day is available for every parent and student who needs it. That's a cause large enough to unite parents needing help, schools needing revitalization and a president needing direction for the remainder of his term.

Ronald Brownstein's column appears in this space every Monday.

CAPITAL ROUNDUP

Clinton suggests 'V-chip' to block Internet porn



Clinton: V-chip 'is the answer'

AP

President Clinton, resuming his public campaign for national education standards, said Thursday that a "V-chip" should be developed to enable parents to protect their children from pornography on the Internet.

At a "town hall meeting" in Clarksburg, W.Va., Clinton suggested that a computer chip like that now being devised for television might also be used in cyberspace. "There are a lot of things on there that we wouldn't want our children to see" Clinton said. Last year he signed the Communications Decency Act, which banned indecent material on the Internet. Court challenges have sent that law to the Supreme Court.

The president's statement signals "a really important and positive change in policy," said Daniel Weitzner of the Center for Democracy and Technology, a group which has challenged the ban on indecent material. "It focuses on empowering parents to make choices rather than having the federal government make one choice for every single family." Weitzner also noted that software already exists to help parents limit Internet material.

— by Susan Page and Leslie Miller

Promoting Internet Links for All Students, Clinton Suggests 'V-Chip'

By Peter Baker

Washington Post Staff Writer

CLARKSBURG, W. Va., May 22—First it was steamy television. Now it's smutty computer imagery. As he pushes to wire every public school to the Internet, President Clinton said today he wants to develop a "V-chip"-style device that would block out pornography and other material inappropriate for students.

At an education town meeting beamed from here around the world via the Internet, Clinton told a parent worried about what his child might be exposed to that he shared the concern and said his administration was working to develop technology to screen out "a lot of things on

there that we wouldn't want our children to see."

"I think that is the answer, something like the V-chip for televisions," Clinton said. "And we're working on it. I think it's a serious potential problem myself."

Yet the president hastened to add that such concerns should not be used as an excuse for not following through on his goal of linking every classroom to the global computer network by the year 2000. "Let me say it would be a serious potential problem if they were not in the schools," he said. "Because the kids are normally under supervision, you have a far less likelihood that the Internet will be abused or that the children will be exposed to some-

thing they shouldn't see during the school hours... than at home."

Clinton's remarks came during his first town meeting of his second term as he returned to the road to promote his education program. Chatting with a specially selected crowd in the auditorium of Robert C. Byrd High School here, Clinton announced that West Virginia and Massachusetts have agreed to adopt his plan for new standardized tests and he offered rhetorical support for a longer school year if localities can afford it.

The television V-chip became a major thematic element in Clinton's first-term agenda, partly because it helped him co-opt the family values issue from Republicans and partly because it came to symbolize his

scaled-down approach to domestic policy in a period when, as he declared, "the era of big government is over."

But the V-chip is easier promised than delivered. So far it has yet to become available for televisions and the rating system devised in advance to accompany it has run into a torrent of criticism for being too vague. Creating a foolproof V-chip for the Internet would be infinitely more complicated, because virtually anyone can post material on a Web site.

"A V-chip is a simplistic thought that just isn't going to be appropriate," said Gary Arlen, president of Arlen Communications, a Bethesda-based research firm specializing in information technology. "Adding a so-called V-chip in a world where

there are hundreds of thousands of content suppliers—not just a few dozen television broadcasters—and getting each of them to monitor its material... would be not only unmanageable but unthinkable."

In recent years, a number of commercial software programs have hit the market catering to parents looking for help, including SurfWatch, CyberPatrol, CyberSitter and Net Nanny. These programs generally prevent users from gaining access to sites deemed sensitive because of certain key words like "sex" or "drugs" or through one of several rating systems. In some cases, companies add specific sites discovered by their programmers or customers and update them regularly.

However, while manufacturers

'Type Limits

FRIDAY, MAY 23, 1997 A13

believe they screen out the vast bulk of objectionable material, such programs cannot block everything a parent or teacher might want. And they have led to unintended consequences, such as the early versions that blocked sites dealing with breast cancer because of the word "breast" or one that even screened out the White House Web site because it used the word "couples."

Marc Kanter, vice president for marketing of Solid Oak Software Inc., of Santa Barbara, Calif., said its CyberSitter program blocks out tens of thousands of sites and provides considerable protection for parents. But he added, "There's absolutely no way that any filtering program will ever get 100 percent of the material out there."

In a School Gym, Professor Clinton Presides

By JAMES BENNET

CLARKSBURG, W.Va. May 22 — Equipped with a passage from "Charlotte's Web," a mathematical word problem and his studiously fatherly manner, President Clinton played teacher in a high school gymnasium here today, leading a hand-picked crowd through a seminar on his proposals for improving education.

In answer to questions from his audience, Mr. Clinton endorsed extending the school year, provided such a change was affordable. He also embraced the idea of applying a V-chip to the Internet, to protect children from information objectionable to their parents. Such technology will soon be applied to television sets, and the White House said application to home computers was in development.

Returning to the town-hall format he built upon during the 1992 campaign, Mr. Clinton spoke before about 160 business and academic leaders, along with a smattering of children, seated on staggered platforms arranged in a horseshoe.

He devoted most of his presentation to his plan for voluntary national testing of the English skills of fourth graders and the math skills of eighth graders. West Virginia and Massachusetts announced today that they would adopt the tests by 1999, bringing the number of participating states to five.

"It's scary," Mr. Clinton said in explaining one reason why some people oppose his tests. But, he said, "this is not an instrument of failure, it's an instrument of accountability and a pathway to success."

The President, though still recovering from his two-month-old knee injury, did not seem to need his glossy black cane as he walked the gym floor, gesturing broadly to point at charts displaying sample reading and math questions.

But as he sat occasionally in a gray swivel chair to entertain questions, he struck a thoughtful pose by folding his hands and resting them at the top of the cane, where it bends like a shepherd's crook.

Mr. Clinton has often been accused of adopting the techniques of Oprah Winfrey or Phil Donahue. But, as his session today illustrated, such comparisons are inapt: far from seeking conflict or unscripted, powerful emotion, the ratings fodder of daytime television, he aims for an atmosphere of amiable conversation as banks of television cameras record it.

The dozen questions today were all

friendly. Referring to his testing plan, Mr. Clinton's first questioner asked him "how we as educators and parents and community leaders can help you address this important initiative."

To illustrate the texts that pupils might be tested on, Hannah Galey, a fourth grader from a nearby school, read from "Charlotte's Web" a passage in which the spider contemplates tricking a farmer to save a

The President takes his education crusade on the road, to West Virginia.

pig. "People are not as smart as bugs," Hannah read.

In response to another question, Mr. Clinton said he liked the idea of a standardized test before graduation from high school, as part of a broader effort to insure that students know the basics.

The President said he had come to West Virginia to highlight the state's progress in raising the math performance of its students. And he called West Virginia "the nation's leader in putting technology in schools."

To underscore that point, he made his remarks at Robert C. Byrd High School, named for the Senator who has brought so much Federal money to his home state. The \$24 million school, which opened in January 1996, has at least one computer per classroom, seven computer laboratories and a virtual-reality lab, students said. Sharing a plateau among steep green hills with a stadium and several tennis courts, it serves more than 1,000 students from two former high schools.

Mr. Clinton had previously advanced his testing plans in speeches to state legislatures. But his aides seemed delighted with today's town-hall approach, which they said better reaches parents and teachers. The forum was broadcast on public television stations around West Virginia and was transmitted over the Internet.

Mr. Clinton was the first incumbent President to visit Clarksburg since Harry S. Truman, and hundreds of residents lined the motorcade route to the high school to welcome him. American flags dangled outside small clapboard homes.

"We Pray for You," declared the red-brick Evangel Baptist Church in its sign welcoming the President, while a Midas shop lauded his prized Ford: "Bill, Dig Your Mustang."

On the way back to the airport, Mr. Clinton, who said he was "deeply touched" by the crowds, stopped to greet children along his route.



At Robert C. Byrd High School in Clarksburg, W.Va., President Clinton sought voluntary national testing of the English skills of fourth graders and the mathematics

Urban Strategy for Test -- Mathematics

Overall plan: we can ask the Eisenhower Consortia, Clearinghouse and Math Center to put together a package of materials for urban districts.

Specific Resources to:

1. Help develop and explain challenging standards and raise expectations

What have now: TIMSS Toolkit

What Developing: Newsletter on math test (content, items, student work)
Strategies in NSF-ED plan (item of the week, PSAs, etc...)
ERIC Clearinghouse on Assessment and Evaluation is compiling a resource book on developing and implementing local education standards. (need to get more information)

2. Help districts determine how to integrate tests into other assessments

??

3. Improve teaching

What have now: TIMSS Toolkit
Mathline (via satellite)
Kay Tolliver Files (video tapes)
Star Schools network
OERI Partnership on Teaching (new cooperative agreement on math; currently being competed)

What developing: "What works" guide for in-service
"What works" guide for teacher preparation
Possible challenge to universities to improve pre-service programs
Materials on how to use test results for instructional improvement
High quality tools for professional development

4. Improve curriculum

What have now: Guides to outstanding math programs
TIMSS Toolkit

What developing: OERI expert panel reviews of curriculum materials

5. Promote effective use of Technology

What have now: Technology challenge grants
Technology Literacy Challenge fund

What developing: Instructional materials on-line

6. Provide after-school learning opportunities

What developing: 21st Century Learning Centers
Possible mathematics partnership activity

7. Help mobilize local partners

What developing: Partnership strategy

8. Establish networks of key district people to help learn from each other

What have now: Eisenhower Consortia do this often

9. Provide Technical Assistance

What have now: Eisenhower Consortia
Eisenhower National Clearinghouse
Regional Technology Centers
Regional Labs

10. Fund development or implementation of local strategies with new resources or strategic use of existing resources

What developing: NSF-ED action plan items



Council of the Great City Schools

Council of the Great City Schools

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MEMORANDUM

To: Michael Cohen, Special Assistant to the President
The White House

From: Michael Casserly, Executive Director
Council of the Great City Schools

Date: June 3, 1997

Subject: Great City School Participation in National Tests

This memo gives the status of phone calls made by the Council of the Great City Schools to selected members soliciting their interest in participating in the National Tests.

Great City School	Status As Of May 29, 1997	Contact
Atlanta	Could make no commitment but indicated interest in receiving more information. Expressed only marginal interest and concern about school board approval. Information mailed by Council.	Ben Canada, Superintendent
Boston	Indicated strong interest. Would like to have broad cooperation in city. Expressed some concern with current state-wide test; alignment issues; and use of results. Information mailed by Council.	Tom Payzant, Superintendent
Broward County	Indicated strong interest. Described role of assessment and standards in district. Felt national tests were consistent.	Frank Petruzielo, Superintendent
Chicago	No response yet.	Paul Vallas, CEO
Cincinnati	Indicated strong interest. Described role of assessment in current local reform efforts. Expressed some concern with use of results to make unfavorable comparisons; alignment issues; overlap with state assessments in same grades; and mixed messages to states and locals about own tests. Information mailed by Council.	Michael Brandt, Superintendent

Atlanta
Baltimore
Birmingham
Boston
Broward County
Buffalo
Charlotte
Chicago
Clark County
Cleveland
Columbus
Dade County
Dallas
Dayton
Denver
Detroit
El Paso
Fort Worth
Fresno
Houston
Indianapolis
Long Beach
Los Angeles
Memphis
Milwaukee
Minneapolis
Nashville
New Orleans
New York City
Newark
Norfolk
Oakland
Oklahoma City
Omaha
Philadelphia
Pittsburgh
Portland
Providence
Richmond
Rochester
St. Louis
St. Paul
San Diego
San Francisco
Seattle
Toledo
Tucson
Washington, D.C.



El Paso	Indicated marginal interest initially and wanted to consult with district test director. Subsequently indicated preliminary interest. Expressed concern with overlap with state assessment (TASS) and inclusion of limited English proficient children. Information mailed by Council.	Stan Paz, Superintendent
Fresno	Indicated preliminary interest but will be retiring this summer. Decision should go to unpicked successor. Expressed concerns with how to include LEP students, reporting of data, definitions for levels of attainment, staff training on administering and use of tests, and reporting. Information mailed by Council	Charles McCully, Superintendent
Houston	Indicated preliminary interest but did not want to be only city administering tests. Information mailed by Council.	Rod Paige, Superintendent
Long Beach	Indicated strong interest. Wants to involve board president and others in city. Information mailed by Council.	Carl Cohn, Superintendent
Los Angeles	Indicated preliminary interest but will be retiring this summer. Decision should go to successor, Ruben Zacharias, during transition. Wants to involve the board and others. Information mailed by Council.	Sidney Thompson, Superintendent
Memphis	Gave no commitment but did indicate interest in receiving subsequent phone call. Indicated desire to consult with district test director. Information mailed by Council.	Gerry House, Superintendent
Milwaukee	Indicated preliminary interest but will be retiring this summer. Decision should go to unpicked successor. Information mailed by Council.	Robert Jasna, Superintendent
New Orleans	Indicated preliminary interest. Information mailed by Council.	Morris Holmes, Superintendent
New York City	Hold	Rudy Crew, Chancellor

Philadelphia	Indicated strong interest. Described role of assessments in current local reform efforts and thought national tests were consistent. Information mailed by Council. (Hoped that any public announcement would not occur between July 3-20)	David Hornbeck, Superintendent
San Antonio	Indicated preliminary interest. Wants to involve board and teachers. Expressed some concern with alignment with state assessment (TASS). Information mailed by Council.	Diana Lam, Superintendent
San Francisco	No response yet.	Bill Rojas, Superintendent
Seattle	No response yet.	John Stanford, Superintendent

In general, the interest expressed by Great City School Superintendents in participating in the National Tests was strong to tentative. It is clearly viable to expect a dozen or so cities being able to commit publicly within the foreseeable future. Concerns expressed generally included issues with alignment with current state or local testing, over-testing, participation of limited-English proficient children. There was a strong desire to build broad local support, particularly with teachers and the board. Some were interested in directly involving the Mayor, others were less enthusiastic.

The Council of the Great City Schools recommends proceeding with the next round of discussions.

I. Selected Characteristics of Targeted Great City Schools

Great City School	Teacher Bargaining Union	Total Enrollment 1996-97	4th Grade Enrollment 1993-94	8th Grade Enrollment 1993-94	LEP Percent of Enrollment
1. Atlanta	NEA	59,281	4,890	4,770	0.9%
2. Boston	AFT	65,698	5,045	4,556	24.4
3. Broward County		217,218	15,166	13,415	8.0
4. Chicago	AFT	421,334	30,542	30,474	14.2
5. Cincinnati	AFT	51,520	4,090	4,246	
6. El Paso	NA	64,605	5,119	4,936	27.5
7. Fresno	NEA	78,110	6,303	5,703	31.5
8. Houston	NA	209,610	15,926	15,356	25.3
9. Long Beach	NEA	83,408	6,303	5,703	33.9
10. Los Angeles	UTLA	682,251	52,949	47,908	45.6
11. Memphis	NEA	109,784	8,403	8,208	1.3
12. Milwaukee		106,261	7,714	7,825	
13. New Orleans	AFT	84,343	6,008	5,652	
14. New York	AFT	1,075,752	73,356	69,661	15.2
15. Philadelphia	AFT	217,383	15,625	15,789	3.0
16. San Antonio	NA	66,093	5,688	5,484	
17. San Francisco		61,313	5,463	4,943	28.7
18. Seattle	NEA	44,672	3,617	3,463	11.3
Totals					

II. Selected Characteristics of Targeted Great City Schools

Great City School	Current Reading Test	Grades Administered	Current Math Test	Grades Administered
1. Atlanta	Iowa Test of Basic Skills and Test of Achievement and Proficiency	1,2,4,6,7,9, 10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	3,5,8, 11
2. Boston	Metropolitan Achievement Test, 6th edition	1-12	Metropolitan Achievement Test, 6th edition	1-12
3. Broward County	Stanford Achievement Tests	3-9	Stanford Achievement Tests	3-9
4. Chicago	Iowa Test of Basic Skills	3-8	Iowa Test of Basic Skills	3-8
5. Cincinnati				
6. El Paso		3-11		3-11
7. Fresno	Individual Tests of Academic Skills	1-12	Individual Tests of Academic Skills	1-12
8. Houston		3-11		3-11
9. Long Beach				
10. Los Angeles	Comprehensive Test of Basic Skills	1-11	Comprehensive Test of Basic Skills	1-11
11. Memphis	Comprehensive Test of Basic Skills	1-8,10	Comprehensive Test of Basic Skills	1-8,10
12. Milwaukee	Iowa Test of Basic Skills and Test of Achievement and Proficiency	5,7,10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	5,7,10
13. New Orleans	California Achievement Test	1,3,4,5,6	California Achievement Test	1,3,4,5,6

14. New York	Degrees of Reading Power	2-10	California Achievement Test	2-8
15. Philadelphia	Comprehensive Test of Basic Skills	1-12	Comprehensive Test of Basic Skills	1-12
16. San Antonio				
17. San Francisco	Comprehensive Test of Basic Skills	1-11	Comprehensive Test of Basic Skills	1-11
18. <u>Seattle</u>	<u>California Achievement Test</u>	<u>1-11</u>	<u>California Achievement Test</u>	<u>1-11</u>
Totals				

TO - Meredith Elliott

FROM - MARTI ELLIOTT

To 202-456-7431

FROM 617-576-3848

5 pages

1 "Sec. 303. Maintenance of effort.
2 "Sec. 304. Identification of State-imposed requirements.
3 "Sec. 305. Out-of-State relocations.
4 "Sec. 306. Entitlement.
5 "Sec. 307. Definitions.

6 "DECLARATION OF POLICY, FINDINGS, AND PURPOSE

7 "SEC. 2. (a) DECLARATION OF POLICY --The Congress declares it to be the policy of
8 the United States that, in order to meet new economic challenges brought about by technology,
9 increasing international economic competition, and changes in production ^{process} technologies and the
10 organization of work, the Nation must enable every student to obtain the academic, technical, and
11 other skills needed to prepare for, and make a transition to, postsecondary education, further
12 learning, and a wide range of opportunities in high-skill, high-wage careers.

13 "(b) DECLARATION OF FINDINGS --The Congress finds that--

14 "(1) in order to be successful workers, citizens, and learners in the 21st century,
15 individuals will need a combination of strong basic and advanced academic skills; computer and
16 other technical skills; theoretical knowledge; communications, problem-solving, and teamwork
17 skills; and the ability to acquire additional knowledge and skills throughout a lifetime;

18 "(2) though employment and earnings increasingly depend on educational
19 attainment and the ability to acquire and transfer skills among jobs in broad clusters of
20 occupations or industry sectors, a majority of high school graduates in the United States do not
21 complete a rigorous course of study that prepares them for completing a two-year or four-year
22 college degree or for entering careers with high-skill, high-wage potential;

23 "(3) community colleges are an important component of our Nation's system of

1 life-long learning, offering students a gateway to higher education, access to quality occupational
2 certificates and degrees that increase their skills and earnings, and continuing education
3 opportunities necessary for professional growth;

4 ^{many} ~~group~~ of whom ~~of whom~~ (4) today's community colleges face a number of challenges: serving a diverse
5 group of adult students who enter unprepared for academic and technical work without first
6 completing remedial and developmental education; ensuring that the academic and occupational
7 skills gained by students adequately prepare them for the workforce; and enhancing connections
8 with employers and obtaining sufficient resources so that students have access to state-of-the-art
9 programs, equipment, and support services necessary for completion of their chosen courses of
10 study;

11 ^{many} (5) ~~certain~~ individuals (including students who are members of special
12 populations) often face great challenges in acquiring the academic knowledge and occupational
13 skills needed for successful employment and thus may need additional assistance and services to
14 allow them to participate fully in career preparation activities;

15 (6) State initiatives to develop challenging State academic standards for all
16 students are helping to establish a new framework for education reform;

17 ^{in communities} (7) States have begun to develop ~~statewide~~ ^{in communities} school-to-work ~~opportunity~~ ^{industry} systems ^{skot}
18 that offer opportunities for all students to participate in school-based, work-based, and connecting
19 activities leading to postsecondary education, further learning, and first jobs in high-skill, high-
20 wage careers;

21 (8) students in the United States can achieve challenging academic and technical
22 skills, and may learn better and retain more, when they learn in context, learn by doing, and have

1 an opportunity to learn and understand how academic and technical skills are used outside the
2 classroom;

3 “(9) local, State, and national programs supported under the Carl D. Perkins
4 Vocational and Applied Technology Education Act, which has assisted many students in obtaining
5 technical and academic skills, as well as employment, can be more effective when these programs
6 are part of the larger education reforms taking place in States and localities;

7 “(10) education reform efforts at the secondary level are creating new American
8 high schools that are committed to high academic standards for all students, and that--with the
9 active support of business and parents--ensure that all students have the academic and technical
10 knowledge and skills needed to pursue postsecondary education, provide students with
11 opportunities to explore careers, use technology to enhance learning, and create safe, supportive
12 learning environments;

13 “(11) technical preparation (tech-prep) education has promoted the integration of
14 academic and vocational education, reinforced and stimulated improvements in classroom
15 instruction, and forged strong secondary-postsecondary connections that serve as a catalyst for
16 the reform of vocational education and the development of school-to-work ^{systems} *systems*;

17 “(12) the active involvement of employers, parents, and labor and community
18 organizations in planning, developing, and implementing career preparation education increases its
19 effectiveness;

20 “(13) when aligned with broader State and local education reforms, this Act can
21 enhance the capacity of States, communities, and postsecondary institutions to enable every
22 student to achieve to challenging academic standards and industry-recognized skill standards and

1 prosper in a highly competitive, technological economy;

2 “(14) while current law has promoted important reforms in vocational education, it
3 contains numerous setbacks and special programs and requirements that may inhibit further
4 ^{improvement} ~~reforms~~ as well as the proper implementation of performance management systems needed to
5 ensure accountability for results;

6 “(15) the Federal Government can ^{and should} -- through a performance partnership with
7 States and localities based on clear programmatic goals, increased State and local flexibility,
8 improved accountability, and performance goals, indicators, and incentives -- provide to States
9 and localities financial assistance for the improvement and expansion of career preparation
10 education ^g ~~in all States~~, as well as for services and activities that ensure that every student,
11 including those with special needs, has the opportunity to achieve the academic and technical
12 knowledge and skills needed to prepare for postsecondary education, further learning, and a wide
13 range of careers; and

14 “(16) the Federal Government can also assist States and localities by carrying out
15 nationally significant research, program development, demonstration, dissemination, evaluation,
16 capacity-building, data collection, professional development, and technical assistance activities
17 that support State and local efforts to implement successfully programs, services, and activities
18 that are funded under this Act, as well as those supported with their own resources.

19 “(c) DECLARATION OF PURPOSE --The purpose of this Act is to assist all students,
20 through a performance partnership with States and localities, to acquire the knowledge and skills
21 they need to meet challenging State academic standards and industry-recognized skill standards,
22 and to prepare for postsecondary education, further learning, and a wide range of opportunities in

1 high-skill, high-wage careers. This purpose shall be pursued through support for State and local
2 efforts that--

3 “(1) build on the efforts of States and localities to develop and implement
4 education reforms based on academic standards;

5 “(2) integrate reforms of vocational education with State reforms of academic
6 preparation in schools;

7 “(3) promote, in particular, the development of services and activities that
8 integrate academic and occupational instruction, link secondary and postsecondary education, and
9 promote school-based and work-based learning and connecting activities;

10 “(4) increase State and local flexibility in providing services and activities designed
11 to develop, implement, and improve career preparation education, including tech-prep education,
12 and in integrating these services and activities with services and activities supported with other
13 Federal, State, and local educational funds in exchange for clear accountability for results;

14 “(5) provide every student, including those who are members of special
15 populations, with the opportunity to participate in the full range of career preparation education
16 programs, services, and activities;

17 “(6) integrate career guidance and counseling into the educational processes, so
18 that students are prepared to make informed education and career decisions, find employment,
19 and lead productive lives; and

20 “(7) benefit from national research, program development, demonstration,
21 dissemination, evaluation, capacity-building, data collection, professional development, and
22 technical assistance activities supporting the development, implementation, and improvement of

1 “(1) providing comprehensive professional development (including initial teacher
2 preparation) for vocational, academic, career guidance, and administrative personnel that--

3 “(A) will help such teachers and personnel to meet the goals established by
4 the State under section 106; and

5 “(B) reflects the State's assessment of its needs for professional
6 development, as determined under section 2205(b)(2)(C) ^{of} the Elementary and Secondary
7 Education Act of 1965, and is integrated with the professional development activities that the
8 State carries out under title II of that Act;

9 “(2) developing and disseminating curricula that are aligned, as appropriate, with
10 challenging State academic standards and industry-recognized skill standards;

11 “(3) monitoring and evaluating the quality of, and improvement in, services and
12 activities conducted with assistance under this Act;

13 “(4) promoting equity in secondary and postsecondary education and, to the
14 maximum extent possible, ensuring opportunities for all students, including students who are
15 members of special populations, to participate in education activities that are free from sexual and
16 other harassment and that lead to high-skill, high-wage careers;

17 “(5) supporting tech-prep education activities, including, as appropriate, activities
18 described under part B of this title;

19 “(6) improving and expanding career guidance and counseling programs that assist
20 students to make informed education and career decisions;

21 “(7) improving and expanding the use of technology in instruction;

22 “(8) supporting partnerships of local educational agencies, institutions of higher

1 “(1) comply with the requirements of this Act and the provisions of the State plan;
2 and

3 “(2) provide for the fiscal control and fund accounting procedures that may be
4 necessary to ensure the proper disbursement of, and accounting for, funds paid to the State under
5 this Act.

6 “(f) REVISIONS.--When changes in conditions or other factors require substantial
7 revision to an approved State plan under subsection (a), the State shall submit revisions to the
8 State plan to the Secretary after the State plan revisions have been approved by the agencies
9 responsible for approving the plan under subsection (b).

10 “LOCAL ACTIVITIES

11 “SEC. 104. (a) GENERAL REQUIREMENTS.--Each recipient of a subgrant under this
12 part shall--

13 “(1) conduct career preparation education programs, services and activities that
14 further student achievement of academic, technical, and other knowledge and skills;

15 “(2) provide services and activities that are of sufficient size, scope, and quality to
16 be effective;

17 “(3) give priority under this part to assisting schools or campuses that serve the
18 highest numbers or percentages of students who are members of special populations; and

19 “(4) ^lpromote equity in career preparation education and, to the maximum extent
20 possible, ensure opportunities for every student, including those who are members of special

1 populations, to participate in education activities that are free from sexual and other harassment
2 and that lead to high-skill, high-wage careers.

3 “(b) AUTHORIZED ACTIVITIES.--Each recipient of a subgrant under this part may use
4 funds to--

5 “(1) provide programs, services, and activities that promote the priorities described
6 in section 101(b), such as--

7 “(A) developing curricula and assessments that are aligned, as appropriate,
8 with challenging State academic standards, as well as industry-recognized skill standards, and that
9 integrate academic and vocational instruction, school-based and work-based instruction and
10 connecting activities, and secondary and postsecondary level instruction;

11 “(B) acquiring and adapting equipment, including instructional aids;

12 “(C) providing professional development activities, including such activities
13 for teachers, mentors, counselors, and administrators, and board members;

14 “(D) providing services, directly or through community-based or other
15 organizations, that are needed to meet the needs of students who are members of special
16 populations, such as mentoring, opportunities to participate in student organizations, tutoring,
17 curriculum modification, equipment modification, classroom modification, supportive personnel,
18 instructional aids and devices, guidance, career information, English language instruction,
19 transportation, and child care;

20 “(E) supporting tech-prep education services and activities, career
21 academies, and public charter, pilot, or magnet schools that have a career focus;

*Is this
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elsewhere?*

22 “(F) carrying out activities that ensure active and continued involvement of

1 and other interested parties, the Secretary shall publish in the Federal Register performance
2 indicators (including the definition of relevant terms) described in paragraph (2) that State and
3 local recipients shall use in measuring or assessing progress toward achieving the State's
4 performance goals under subsection (a).

5 "(2) The Secretary shall publish performance indicators for programs, services, and
6 activities under this Act in the following areas:

7 "(A) achievement to challenging State academic standards, such as those
8 established under ^{the} Goals 2000: Educate America Act, and industry-recognized skill standards;

9 "(B) receipt of a high school diploma, skill certificate, and postsecondary
10 certificate or degree;

11 "(C) job placement, retention, and earnings, particularly in the student's field o.
12 study, and

13 "(D) such other indicators as the Secretary determines.

14 "(c) TRANSITION.--A State shall use the performance goals and indicators established
15 under subsections (a) and (b) not later than July 1, 1999. In order to provide a transition for State
16 evaluation activities, each State receiving funds under this title shall use the system of standards
17 and measures the State developed under section 115 of the Carl D. Perkins Vocational and
18 Applied Technology Education Act as in effect prior to the enactment of this Act during the
19 period that the State is establishing performance goals under subsection (a).

20 "(d) TECHNICAL ASSISTANCE.--The Secretary shall provide technical assistance to
21 the States regarding the development of the State's performance goals under subsection (a), as
22 well as use of uniform national performance data. The Secretary may use funds appropriated for

1 5 percent of its grant under section 108(e) for each fiscal year for administering its State plan,
2 including developing the plan, reviewing local applications for subgrants under this part and
3 part B, supporting activities to ensure the active participation of interested individuals and
4 organizations, and ensuring compliance with all applicable Federal laws.

5 “(2) Each State shall match, from non-Federal sources and on a dollar-for-dollar
6 basis, the funds used for State administration under paragraph (1).

7 “(c) STATE LEADERSHIP.--The State shall use the remainder of its grant under
8 section 108(e) for each fiscal year for State leadership activities described in section 102.

9 “(d) DISTRIBUTION OF PART A FUNDS AT THE SECONDARY LEVEL.--(1)
10 Except as provided in subsections (f), (g), and (h), each State shall, each fiscal year, distribute to
11 local educational agencies, or consortia of such agencies, within the State funds under this part
12 available for secondary level education programs, services, and activities that are conducted in
13 accordance with the priorities described in section 101(b). Each local educational agency or
14 consortium shall be allocated an amount that bears the same relationship to the amount available
15 as the amount that the local educational agency or consortium was allocated under subpart 2 of
16 part A of title I of the Elementary and Secondary Education Act of 1965 in the preceding fiscal
17 year bears to the total amount received under such subpart by all the local educational agencies in
18 the State in such fiscal year.

19 “(2) In applying the provisions of paragraph (1), the State shall--

20 “(A) distribute those funds that, based on the distribution formula under
21 paragraph (1), would have gone to a local educational agency serving only elementary schools, to
22 the local educational agency that provides secondary school services to secondary school students

*What about
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Do this provision
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provision?

subsection (d) or (e) equals or exceeds \$50,000.

“(B) The State may waive the requirement in subparagraph (A) in any case in which the eligible institution--

“(i) enters into a consortium with one or more other eligible institutions to provide services and activities conducted in accordance with the priorities described in section 101 and the aggregate amount allocated and awarded to the consortium equals or exceeds \$50,000; or

“(ii) is a tribally controlled community college.

“(h) PART A SECONDARY-POSTSECONDARY CONSORTIA.--The State may distribute funds available for part A in any fiscal year for secondary and postsecondary level services and activities, as applicable, to one or more local educational agencies and one or more eligible institutions that enter into a consortium in any case in which--

“(1) the consortium has been formed to provide services and activities conducted in accordance with the priorities described in section 101(b); and

“(2) the aggregate amount allocated and awarded to the consortium under subsections (a), (b), and (c) equals or exceeds \$50,000.

“(i) REALLOCATIONS.--The State shall reallocate to one or more local educational agencies, eligible institutions, and consortia any amounts that are allocated in accordance with subsections (d) through (f), but that would not be used by a local educational agency or eligible institution, in a manner the State determines will best serve the purpose of this Act and be in accord with the priorities described in section 101(b).

“(j) ECONOMICALLY DISADVANTAGED STUDENTS.--For the purposes of this

1 “(A) provide for effective employment placement activities or for the
2 transfer of students to 4-year baccalaureate degree programs;

3 “(B) are developed in consultation with business, industry, labor
4 organizations, and institutions of higher education that award bachelor’s degrees;

5 “(C) address effectively the needs of special populations; and

6 “(D) demonstrate the use of tech-prep education programs as a ~~primary~~
7 strategy for ~~systemic~~ educational reform. *(based on challenging academic standards.)*

8 “EVALUATION, IMPROVEMENT AND ACCOUNTABILITY

9 “SEC. 115. (a) LOCAL EVALUATION. --(1) Each recipient of a subgrant under this
10 part shall --

11 “(A) annually evaluate, using the performance goals and indicators
12 described in section 106, as appropriate, and report to the State regarding, its use of funds under
13 this part to develop, implement, or improve tech-prep education programs described under
14 section 111; and

15 “(B) biennially evaluate and report to the State regarding, the effectiveness
16 of its services and activities supported under this part in achieving the purposes of this Act,
17 including the progress of students who are members of special populations.

18 “(2) Such recipient may evaluate portions of its entire tech-prep education
19 program, including portions that are not supported under this part. If such recipient does so, it
20 need not evaluate separately that portion of its entire tech-prep education program supported with
21 funds under this part.

1 of assistance between urban and rural areas of the State.

2 "TITLE II--NATIONAL SUPPORT FOR STATE AND LOCAL REFORMS

3 "AWARDS FOR EXCELLENCE

4 "SEC. 201. The Secretary may, from the amount reserved under section 3(b)(1) for any
5 fiscal year after the fiscal year 2000, and through a peer review process, make performance
6 awards to one or more States that have--

7 "(1) exceeded in an outstanding manner their performance goals or expected level
8 of performance under section 103(d)(2)(B);

9 "(2) implemented exemplary career preparation education programs, services, or
10 activities in secondary and postsecondary schools in accordance with the priorities described in
11 section 101(b), or

12 "(3) provided exemplary career preparation education programs, services, or
13 activities for students who are members of special populations.

14 "NATIONAL ACTIVITIES

15 "SEC. 202. (a) GENERAL AUTHORITY.--(1) In order to carry out the purpose of this
16 Act, the Secretary may, directly or through grants, contracts, or cooperative agreements, carry
17 out research, development, dissemination, evaluation, capacity-building, and technical assistance
18 activities in accord with the purposes of this Act, such as activities relating to--

19 "(A) challenging State academic standards and industry-recognized skill

1 under section 106, are effective.

2 “(c) REPORT.--The Secretary shall submit to the Congress an interim report on or before
3 July 1, 2001, and a final report on or before July 1, 2002.

4 “NATIONAL RESEARCH CENTER

5 “Sec. 204. (a) GENERAL AUTHORITY.--(1) The Secretary may, through grants,
6 contracts, or cooperative agreements, establish one or more national centers in the areas of--
Career preparation education

7 “(A) applied research and development; and

8 “(B) dissemination and training.

9 “(2) The Secretary shall consult with States prior to establishing one or more such
10 centers.

11 “(3) Entities eligible to receive funds under this section are institutions of higher
12 education, other public or private nonprofit organizations or agencies, and consortia of such
13 institutions, organizations, or agencies.

14 “(b) ACTIVITIES.--(1) The national center or centers shall carry out such activities as the
15 Secretary determines to be appropriate to assist State and local recipients of funds under this Act
16 to achieve the purpose of this Act, which may include activities in such areas as--

17 “(A) the integration of vocational and academic instruction, secondary and
18 postsecondary instruction, and work-based and classroom-based instruction and connecting
19 activities;

20 “(B) effective inservice and preservice teacher education that assists career

1 to extending an award to such recipient beyond 5 years.

2 "DATA SYSTEMS

3 "SEC. 205. (a) IN GENERAL.--The Secretary shall maintain a data system to collect
4 information about, and report on, the condition of career preparation education and on the
5 effectiveness of State and local programs, services, and activities carried out under this Act in
6 order to provide the Secretary and the Congress, as well as Federal, State, local, and tribal
7 agencies, with information relevant to improvement in the quality and effectiveness of career
8 preparation. The Secretary shall periodically report to the Congress on the Secretary's analysis of
9 performance data collected each year pursuant to this Act.

10 "(b) CONTENTS.--The data system shall--

11 "(1) provide information on the participation and performance of students,
12 including students who are members of special populations;

13 "(2) include data that are at least nationally representative;

14 "(3) report on career preparation in the context of education reform; and

15 "(4) be based, to the extent feasible, on data from general purpose data systems of
16 the Department or other Federal agencies, augmented as necessary with data from additional
17 surveys focusing on career preparation education.

18 "(c) COORDINATION.--(1) The Secretary shall consult with a wide variety of experts in
19 academic and occupational education, including individuals with expertise in the development and
20 implementation of career preparation education, in the development of data collections and

1 "TITLE III--GENERAL PROVISIONS

2 "WAIVERS

3 "SEC. 301. (a) REQUEST FOR WAIVER.--Any State may request, on its own behalf or
4 on behalf of a local recipient, a waiver by the Secretary of one or more statutory or regulatory
5 provisions described in this section in order to carry out more effectively State efforts to reform
6 education and develop, implement, or improve career preparation education, including tech-prep
7 education, in the State.

8 "(b) GENERAL AUTHORITY.--(1) Except as provided in subsection (d), the Secretary
9 may waive any requirement of any statute listed in subsection (c), or of the regulations issued
10 under that statute, for a State that requests such a waiver--

11 "(A) if, and only to the extent that the Secretary determines that such
12 requirement impedes the ability of the State to carry out State efforts to ^{improve} ~~reform~~ education and
13 develop, implement, or improve career preparation education in the State;

14 "(B) if the State waives, or agrees to waive, any similar requirements of
15 State law;

16 "(C) if, in the case of a statewide waiver, the State--

17 "(i) has provided all local recipients of assistance under this Act in
18 the State with notice of, and an opportunity to comment on, the State's proposal to request a
19 waiver; and

20 "(ii) has submitted the comments of such recipients to the



THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE DEPARTMENT

STATE HOUSE • BOSTON 02133

(617) 727-3600

WILLIAM F. WELD
GOVERNOR

ARGEO PAUL CELLUCCI
LIEUTENANT-GOVERNOR

May 21, 1997

Richard W. Riley
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Room 4181
Washington, DC 20202

Dear Secretary Riley:

The Commonwealth is pleased to participate in the new national assessment of student achievement in reading at grade 4 and mathematics at grade 8, scheduled to begin in 1999. We look forward to this federal effort to raise achievement by setting high standards for what students should know in the critical areas of numeracy and literacy.

Our experience in Massachusetts has shown that it is crucial for the state to lead the effort to set rigorous academic standards for all students, and we are in the process of implementing the higher academic standards which are part of the Massachusetts Education Reform Act of 1993. This far-reaching legislation has helped increase expectations of student performance among educators and parents, and the measure of our success will be in our new state-wide assessment program for fourth, eighth, and tenth grade students, scheduled to begin in full in the spring of 1998.

In recent years, Massachusetts has been an active partner in many of the federal government's education initiatives. The GOALS 2000 legislation and the School-to-Work program have benefited many of the Commonwealth's schools. Federal support for Massachusetts charter schools is another important instance where federal-state partnership has helped improve public education. This new assessment initiative will provide important information about student achievement, and will further enhance the Commonwealth's efforts to improve our schools. Commissioner of Education Robert Antonucci stands ready to work with you and your staff to implement these measures.

Again, we are pleased to join with the Clinton Administration in supporting this new assessment program to raise the level of student learning, throughout the Commonwealth and across the nation.

Sincerely,

Bin Weld

William F. Weld

Argo Paul Cellucci
Argo Paul Cellucci

OFFICE OF THE GOVERNOR

The Honorable Richard Riley
Secretary of Education
United States Department of Education
Washington, D.C. 20202

May 21, 1997

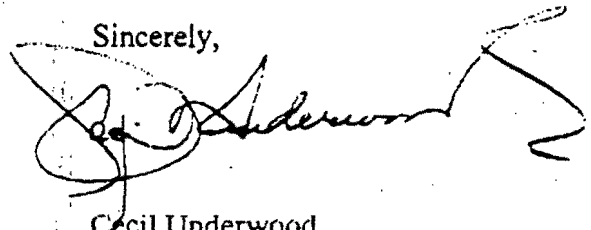
Dear Secretary Riley:

As Governor of the State of West Virginia, and on behalf of Dr. Henry Marockie, State Superintendent of Schools and Ms. Cleo Mathews, President, and the West Virginia Board of Education, I would like to express the State's support for President Clinton's proposed plan to develop a national testing program for all students in grades four and eight. We believe that our citizens deserve the best information possible regarding the effectiveness of the school system's efforts to provide a high quality education for all children and welcome the opportunity to demonstrate that such is the case.

At great personal sacrifice the people of West Virginia have consistently voted to support state and local schools with a greater percentage of their income than do most other states. We believe that those dollars have been well spent as evidenced by the improved performance of state students, on the National Assessment of Educational Progress (NAEP) and other measures. Unlike NAEP, the proposed program would provide an annual assessment in the critical areas of mathematics and reading by testing all students in grades four in reading and all students in grade eight in mathematics. The information gleaned from this assessment would establish the means to document for the first time what educational progress is being made--state by state and in the nation as a whole-- and provide West Virginia with national benchmarks of achievement.

We look forward to working with you in the coming months to make this proposal a reality. From our experience with a statewide testing program, we have learned just how valuable information gleaned from a systematic assessment program is to an effective and efficient school improvement process.

Sincerely,



Cecil Underwood
Governor of West Virginia



NEWS RELEASE

contact: Milt Goldberg
202/289-2944

Business leaders endorse President Clinton's initiative to develop voluntary national tests

Washington, DC (May 21, 1997) - James F. Orr III, chairman and CEO of UNUM Corporation and chairman of the National Alliance of Business (NAB), today announced the endorsement of the Alliance for efforts supporting the initiative to develop voluntary national tests, originally proposed by President Clinton in his 1997 State of the Union address, to measure student reading skills in the 4th grade and mathematics skills in the 8th grade. The Alliance believes these voluntary tests could be used by state and local school districts to measure the progress of American students in these core subjects.

The Alliance recently surveyed its members on this issue and an overwhelming number supported the initiative to develop the voluntary national tests.

The Alliance works cooperatively with over 300 state and local business/education coalitions in partnership with school leaders, parents, and teachers to improve the quality of American education.

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The National Alliance of Business is a nonprofit, business-led organization dedicated to building a quality workforce by improving American education, forging a smooth transition from school to work, expanding life-long learning opportunities for incumbent workers and fostering strategies that simultaneously address worker security and employer flexibility. The Alliance is chaired by James F. Orr III, chairman and CEO of UNUM Corporation.