

THE WHITE HOUSE
WASHINGTON

May 21, 1997

EDUCATION TOWN HALL

DATE:	May 22, 1997
LOCATION:	Robert C. Byrd High School Clarksburg, West Virginia
EVENT TIME:	1:00 pm - 2:15 pm
FROM:	Bruce Reed

I. PURPOSE

To highlight what national standards are and why they are important. You will announce that West Virginia and Massachusetts have agreed to participate in your national standards and testing initiative, and that the National Alliance of Business has endorsed it.

II. BACKGROUND

You will be holding a town hall meeting at the Robert C. Byrd High School attended by 160 students, parents, teachers, principals, school administrators, and other individuals interested in education from throughout the state. Bob Kittle, the Superintendent of Harrison County Schools, will serve as the moderator, and he will call on individuals to ask you questions. You should feel free to pose questions to the audience and call on individuals yourself at anytime. (You should also know that Bob Kittle's mother passed away two days ago, and he will be attending her funeral following this event.)

You will conclude your opening remarks by viewing slides with the audience and walking through a fourth grade reading and an eight grade math standards question. The rest of the program will be a question and answer session between you and members of the audience.

The Robert C. Byrd School is an excellent school which provides many advanced courses and extensive extra-curricular activities. The school is technologically advanced and has a satellite down link site that offers distance learning. Robert C. Byrd is developing a Community Environmental Learning Center which has an outdoor lab that is available to all students and teachers in the County.

The Harrison County School District is one of the 19 partners benefitting from a Department of Education "Education Technology Challenge Grant," which was awarded in October, 1996 for \$4.1 million over five years. The purpose of the grant is to increase

computer skills of students, teachers, and community members, and it will fund the creation of Technology Opportunity Centers in each district. These Centers are computer labs where people can go to learn basic computer skills. The Bridgeport High School is the first school in Harrison County to house a Technology Opportunity Center.

III. PARTICIPANTS

Bob Kittle, Superintendent of Harrison County Schools
Mary Helen Shields, Robert C. Byrd High School Senior Student
Hannah Galey, Fourth Grade Student, Nutter Fort Intermediate School
Jeremy Thompson, Student at Bridgeport High School and National Merit Finalist
Danny Phares, Robert C. Byrd Student Body President (***will introduce you to overflow audience in theater following the event.**)

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

Outline of Event attached.
(*Following the Town Hall Meeting, you will make brief remarks to overflow audience.)

VI. REMARKS

To be provided by speech writing.

VII. ATTACHMENTS

- Outline of Event.
- Sample Reading and Math Questions (to be incorporated in your remarks).
- Background on Education in West Virginia.
- Suggested Questions from President to Audience.
- Q&A.

OUTLINE OF EVENTS -- EDUCATION TOWN HALL

MAY 22, 1997

1:00-1:05 **MODERATOR BOB KITTLE**, Superintendent of Harrison County Schools, will welcome audience and introduce Mary Helen Shields, senior at the Robert C. Byrd High School.

STUDENT MARY HELEN SHIELDS, will introduce the President.

1:05-1:15 **THE PRESIDENT MAKES OPENING REMARKS: EXPLANATION OF STANDARDS/POLICY ANNOUNCEMENTS.**

THE PRESIDENT will make remarks about education standards and announce new support for national standards and testing initiative.

THE PRESIDENT will present and walk-through a sample 4th grade reading question which will be displayed for the audience on an overhead projector. **THE PRESIDENT** will invite 4th grade student Hannah Galey to read a passage from Charlotte's Web.

THE PRESIDENT will present a sample 8th grade math question, which will be displayed by overhead projector. **THE PRESIDENT** will then bring this section of the program to a close.

1:15 - 1:35pm **MODERATOR WILL CONVENE THE TOWN HALL MEETING:** The Moderator will call on each participant in the town hall.

THE PRESIDENT responds to questions/asks questions.

1:35-1:40 **MODERATOR HIGHLIGHTS TEACHER**
Moderator calls on Donna Rose, Reading teacher at the Lost Creek Elementary School, who speaks about Title I reading programs at her school and asks the President if there are other programs that would help her school.

1:45-2:00 **THE PRESIDENT** responds to questions/asks questions.

2:00-2:05 **THE MODERATOR HIGHLIGHTS STUDENT**
Moderator calls on Jeremy Thompson, National Merit Finalist from the Bridgeport High School, who talks about how high standards/good education has helped him.

2:05-2:15 **THE PRESIDENT** responds/asks questions. (*Moderator calls last question.)

THE PRESIDENT CLOSSES PROGRAM by reviewing again the sample math question -- this time giving the answer, and explaining how U.S. students compared to students in other countries.

**NATIONAL EDUCATION STANDARDS:
FOURTH-GRADE READING**

BASIC:

- CAN RECOGNIZE MOST WORDS, IDENTIFY MOST IMPORTANT INFORMATION

PROFICIENT:

- CAN SUMMARIZE PASSAGE, FIND SPECIFIC INFORMATION, DESCRIBE THE WAY AUTHOR PRESENTS INFORMATION

ADVANCED:

- CAN PROVIDE A MORE DETAILED AND THOUGHTFUL EXPLANATION

SAMPLE PASSAGE FROM E.B. WHITE'S *CHARLOTTE'S WEB*:

HAVING PROMISED WILBUR THAT SHE WOULD SAVE HIS LIFE, SHE WAS DETERMINED TO KEEP HER PROMISE. CHARLOTTE WAS NATURALLY PATIENT. SHE KNEW FROM EXPERIENCE THAT IF SHE WAITED LONG ENOUGH, A FLY WOULD COME TO HER WEB; AND SHE FELT SURE THAT IF SHE THOUGHT LONG ENOUGH ABOUT WILBUR'S PROBLEM, AN IDEA WOULD COME TO HER MIND. FINALLY, ONE MORNING TOWARD THE MIDDLE OF JULY, THE IDEA CAME. "WHY HOW PERFECTLY SIMPLE!" SHE SAID TO HERSELF. "THE WAY TO SAVE WILBUR'S LIFE IS TO PLAY A TRICK ON ZUCKERMAN. IF I CAN FOOL A BUG," THOUGHT CHARLOTTE, "I CAN SURELY FOOL A MAN. PEOPLE ARE NOT AS SMART AS BUGS."

UNDERSTANDING *CHARLOTTE'S WEB*:

Q: BASED ON THE ABOVE PASSAGE, HOW WOULD YOU DESCRIBE CHARLOTTE TO A FRIEND?

BASIC

- CHARLOTTE KEEPS HER PROMISE

PROFICIENT

- CHARLOTTE WORKS HARD TO KEEP HER PROMISE

ADVANCED

- CHARLOTTE PLANS TO KEEP HER PROMISE TO SAVE WILBUR'S LIFE BY TRICKING ZUCKERMAN

**MEETING NATIONAL STANDARDS IN FOURTH GRADE READING:
HOW AMERICA IS DOING**

BELOW BASIC: 40%

BASIC: 30%

PROFICIENT: 23%

ADVANCED: 7%

**NATIONAL EDUCATION STANDARDS:
EIGHTH-GRADE MATH**

A CAR HAS A FUEL TANK THAT HOLDS 15 GALLONS OF FUEL. THE CAR CONSUMES 5 GALLONS OF FUEL FOR EVERY 100 MILES DRIVEN. A TRIP OF 250 MILES WAS STARTED WITH A FULL TANK OF FUEL. HOW MUCH FUEL REMAINED IN THE TANK AT THE END OF THE TRIP?

- A. 2.5 GALLONS
- B. 12.5 GALLONS
- C. 17.5 GALLONS
- D. 5.0 GALLONS

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THE CORRECT ANSWER IS A

PERCENTAGE OF STUDENTS ANSWERING SIMILAR QUESTION CORRECTLY:

UNITED STATES: 34%

KOREA: 50%

SINGAPORE: 70%

BACKGROUND ON EDUCATION IN WEST VIRGINIA

SCHOOL REFORM EFFORTS

West Virginia's reform efforts have been piecemeal rather than comprehensive, but nevertheless have received high marks from outside observers. As both one of the nation's poorest states and one of its most rural, West Virginia faces some unusual challenges in education. Efforts to overcome these challenges in the past fifteen years have included a substantial investment in information technology for the classroom; raising teacher salaries to near the national average (when adjusted for cost of living); a statewide effort to replace and renovate decaying schools; and, most recently, a restructuring of the high school curriculum to focus on job skills and vocational training as well as academics. If the 1996 National Assessment of Educational Progress in Mathematics results are any guide, West Virginia's schools are improving. The state tied for third in improvement over 1992 in both 8th grade and 4th grade scores.

Standards and Testing

West Virginia has not made a substantial investment in development of its own standards. This year, students will be taking the nationally normed Stanford Achievement Test. State Superintendent Henry Marockie suggests that with adequate norm-referenced tests available, state education funds can be better spent in other areas. He says West Virginia has spent less than \$100,000 on its standards program, whereas its neighbor, Kentucky, has spent nearly \$29 million.

Rather than establishing academic standards and then developing tests aligned to the standards, West Virginia started with the test first. Once selected the Stanford Achievement Test, the state developed specific instructional objectives for each subject area, based on the content of the test.

School Finance

In April 1997, a West Virginia judge held that the state has not complied with a 1982 decision ordering higher quality and greater statewide equity in schools. The original decision, which included unusually detailed specifications for curriculum, personnel, materials, equipment and facilities in 16 academic areas as well as in guidance, health services and transportation, served as a catalyst for many of the reforms that have been enacted in the past 15 years. However, although the state attempted to equalize funding among districts by guaranteeing a minimum per-pupil allocation to every district, substantial inequities remain because districts may impose excess levies on their residents to generate higher per-pupil spending.

Technology

Both Gov. Caperton and now Gov. Underwood have made technology a major priority in education. As a result, West Virginia is a national leader in the use of technology in classrooms. In 1989, the legislature launched the computer-assisted basic skills program, a ten-year effort to place computers in every elementary school classroom. Since then, the state has purchased

19,500 computers for local districts and expects to meet its ten-year goal. The state's 11-to-1 student-computer ratio in elementary schools is one of the lowest in the nation, and in 1996 the legislature appropriated \$8.8 million to increase technology in middle and high schools. To date, 14,000 educators have been trained to use computers for basic skills instruction.

Forty percent of West Virginia's schools are now connected to the Internet, and state officials plan to reach 85% in 1997. Bell Atlantic has been a major partner in this effort, called WORLD SCHOOL. The state has 320 distance learning downlink sites across the state. Students may take a number of courses through the system, including advanced placement and foreign language classes.

In February 1997, West Virginia received a Technology Innovation Challenge Grant from the U.S. Department of Education, which will help 152 schools in eight county school districts (including Harrison County, in which Clarksburg is located), the West Virginia High Technology Consortium Foundation, and several other partners increase the use of computers in the classroom. Part of the grant will also support Technology Opportunity Centers, at which students, parents and displaced workers can receive computer training and use computers for job searches.

Teachers

West Virginia teacher salaries in 1990 were the among the lowest in the country, but are now 17th in the nation when adjusted for cost of living. The state's student-teacher ratio, at about 15-to-1, is one of the lowest anywhere. Last year the West Virginia Education Fund, a statewide fund established by business leaders in 1983 to foster innovation and excellence in the public schools, helped overhaul West Virginia University's teacher education program. Students now will study for five years and will earn a bachelor's degree in a subject area and a master's degree in education. Students also will receive three years of internship experience through "professional development schools" run by colleges and universities.

School Construction

A 1989 law created the statewide School Building Authority (SBA) to fund the construction and renovation of schools. The SBA has funded the construction of 61 new schools and renovations or additions to 780 schools.

Full-day Kindergarten

In 1993, the state legislature required all districts to offer full-day kindergarten classes to all eligible students by 1996. A 1996 law allowed the state superintendent to grant extensions to systems with significant school building projects or sizable enrollment growth.

Jobs Through Education Act

A 1996 law requires teachers and counselors to work with eighth grade students to establish five-year job skills plans. High schools must offer students choices of career clusters, each incorporating both academic and vocational skills. The state's Certificate of Proficiency will be replaced by a CD-ROM electronic portfolio containing students' academic records, awards, test scores and exemplary work. Some groups oppose the reform due to its emphasis on early career preparation, and a bill has been introduced in the legislature to repeal the law.

1997 Legislative Session

There were no new initiatives proposed or enacted in the last legislative session. The Governor's major education priority was continued support for technology implementation.

One controvertial issue that arose during the legislative session pertained to funding for 4yr olds in kindergarten. The state's school finance formula provides addition funds for 4yr olds who participate in kindergarten programs. During the legislative session it became apparant that a number of local superintendents were using this financial incentive to aggressively recruit 4yr olds in order to boost state funding. Several legislators threatened to cut off this program because they viewed the local behavior as an abuse of the funding mechanism. As a compromise, the legislature delayed the termination of this component of the formula until school year 98-99, since student placement and teacher hiring decisions had already been made for the coming school year.

There was also an unsuccessful move in the legislature to end the state's participation in the federal School-to-Work program, which has come under attack by far right groups. Supporters of School-to-Work were able to turn this effort back.

WEST VIRGINIA SCHOOLS STATISTICAL OVERVIEW

SIZE

Enrollment: 310,511 (95% White, 4% Black, less than 1% all other groups)

School Districts: 55

Public Schools: 848

STATE DEMOGRAPHICS

Population: 1.8 million

Children in Poverty: 29%

Single Parent Families: 24%

SCHOOL SPENDING

State Spending: \$1.783 billion

Per Pupil: \$5,713 (1993-94 school year)

STUDENT ACHIEVEMENT

MATH:

West Virginia's 4th and 8th graders have improved their performance in mathematics during the 1990's.

1996 4th Grade NAEP Math

Proficient or Advanced -- 19% (Nation: 20%)

At or above basic -- 63% (62%)

Below basic -- 37% (38%)

Average public school 4th grade math scores increased significantly from 1992 to 1996; in 1996 students performed near the national average. The percentage at or above proficient increased from 12% to 19%.

1996 8th Grade NAEP Math

Proficient or Advanced -- 14% (Nation: 23%)

At or above basic -- 54% (Nation: 61%)

Below Basic -- 46% (Nation: 39%)

Average public school 8th grade math scores increased significantly from 1990 to 1996, and from 1992 to 1996, although average student performance remained below the national average. In addition, the percentage of students at or above proficient increased from 1990 to 1992, and from 1992 to 1996.

READING:

On reading, West Virginia performed about the same in 1992 and 1994. Students performed near the national average.

1994 4th Grade NAEP Reading

Proficient or advanced -- 26% (Nation: 28%)

At or above basic -- 58% (Nation: 59%)

Below Basic -- 42% (Nation 41%)

SCIENCE:

1996 8th Grade NAEP Science

Students performed near national average (Test is not yet nationally normed)

DROPOUTS AND STUDENT ACHIEVEMENT

16-19-Year-Old Dropout Rate: 10.6% (National: 11.2%)

College Attendance Rate: 49.5% (National: 57.5%) (Estimates)

QUESTIONS FROM PRESIDENT TO AUDIENCE:

Student Expectations and Parent/Teacher Support

West Virginia recently adopted new instructional goals in core subject areas (its own effort at standards); education is improving steadily. In 1996, the state tied for 3rd in improvement over 1992 in both 8th grade and 4th grade math -- very impressive, since it is 49th in per capita income.

Q: A recent survey of high school students by Public Agenda showed that more than 70% felt students would pay more attention to school and learn more if standards were raised and enforced. Do you think we are challenging our students enough, or expecting too little?

Q: [To students:] Do your teachers and parents push you to work as hard as you can? Is schoolwork more interesting when the teachers demand more, or just harder? Could most of your classmates learn more if they worked harder?

Q: [To teachers:] How can parents help teachers achieve higher standards for students? What can teachers do to help parents be more supportive?

Q: What are some of the ways that parents are involved in schools here -- and do you think that role needs to increase?

Q: [To parents:] How do you find the time to know what your child is doing in school, and to help them? How do you let them know that they must work hard and do well? What could the schools do to help you do a better job? Will it be useful for you to have the kinds of individual test results for your child that our standards plan will provide?

Teaching

West Virginia has one of the lowest student-teacher ratios anywhere (15 to 1). Teacher salaries, among the lowest in the nation in 1990, have been raised to 17th in the nation -- the biggest 3-year salary increase in the country.

Q: What do you do in this community to attract the best teachers and reward excellence in teaching?

Q: What do you do about the few teachers who aren't effective in the classroom?

Q: [To teachers:] Were you adequately prepared by your teacher training programs for the challenges you face in the classroom? Do you get the kind of support you need to stay current, grow professionally, and become more effective?

Q: [To students:] Tell me about your best teachers. What makes them so good?

Accountability

Q: How can we reward schools that are doing a good job?

Q: What do you do here in Clarksburg, and throughout West Virginia, if there is a school that is not meeting standards? How do you give a school the help it needs to improve?

Technology

West Virginia is a national leader in the use of technology in schools – well on its way to your goal of a computer in every elementary classroom by 1999. By the end of this year, 85% of all schools will be connected to the Internet. So far, 14,000 teachers have been trained to use computers to teach basic skills.

Q: How do computers in the classroom help prepare students? What do they enable teachers and students to do?

Q: How are classrooms making use of the Internet? What kinds of resources and Web sites are useful for students and teachers?

Q: Can new technology play a role in teaching the basic subjects, such as reading and math?

Q: Does it make a difference to have that background in technology for life after school?

Q: What kind of special training do teachers need to use technology in the classroom? Who provides it, and how can more teachers get involved?

Community Support

Examples: Last year, a new statewide fund (the West Virginia Education Fund) established by business leaders overhauled the state's teacher education program to make it more rigorous. A partnership between Bell-Atlantic and the state's Department of Education is giving all public schools access to the Internet. West Virginia is one of the top 10 states in offering service learning opportunities to students.

Q: What is the larger community doing to improve education here?

Q: What do higher standards and better education in the basics mean to West Virginia's businesses? What can the business community do to help raise standards?

Q: I've been asking America's colleges to encourage their students to work as reading tutors, to help 8-year-olds learn to read. Are there other ways in which colleges and universities can play a role in K-12 education in West Virginia?

MAJOR ACCOMPLISHMENTS IN EDUCATION IN WEST VIRGINIA

1) Education Week Report Card

- West Virginia posted the highest marks of any state in the first *Education Week* State-by-State Report card. West Virginia led the nation in the *Quality Counts* report that graded states in categories that most affect student achievement.

2) National Assessment of Educational Progress

- **1992 NAEP Reading:** West Virginia 4th graders ranked 19th of 39 states tested. West Virginia score was 214; higher than the national average of 213; higher than other southeastern states average of 209.
- **1996 NAEP Math:** West Virginia 4th and 8th graders improved eight points and six points, respectively, over 1992 scores. West Virginia was one of top three states in improvement. West Virginia 4th graders ranked 9th nationally; 8th graders ranked 15th nationally. These scores are most impressive since West Virginia ranks 49th in per capita income and since family income is often used as a predictor of student achievement.

3) Technology

- **Basic Skills/Computer Education Program:** 10-year initiative begun in 1989 to use technology to improve student achievement. Over 19,500 computers in K-6 classrooms.
- **Project SUCCESS** is second phase of basic skills program for grades 7-12.
- **Internet/WORLD SCHOOL:** Partnership between West Virginia Department of Education and Bell-Atlantic WV to give all public schools direct access to Internet.
- 689 of state's 873 schools connected; program just received Computerworld Smithsonian Award

4) School Building Authority

- Provides funding for construction and maintenance of school facilities. Over \$800 million (combined with local funds) has been spent on school construction since 1989. Includes 61 new schools, 780 additions or renovations affecting over 70% of West Virginia students.

5) Staff Development

- Major emphasis, millions spent on teacher/administrator staff development.
- Since 1990, over \$300 million committed to teacher salaries that raised national ranking from 49th to 32nd. Largest three-year salary increase in the nation.

6) Healthy Schools

- \$6 million grant from Centers for Disease Control for statewide implementation of Healthy Schools Program. West Virginia is National Training and Demonstration Center for Comprehensive School Health Programs. State has trained individuals from 47 states and territories.

7) Assessment/Standards

- West Virginia recently adopted new instructional goals and objectives for the core content areas. Objectives are aligned with state assessment benchmarks as well as National Assessment of Educational Progress frameworks and standards published by national associations.

8) Community Service

- According to Corporation for National Service, West Virginia is one of top 10 states that offer unique service-learning opportunities for students including those with disabilities.

**West Virginia Department of Education
Dr. Henry Marockie,
State Superintendent of Schools**

◆ **EDUCATION WEEK REPORT CARD: Highest Marks in Nation**

West Virginia posted the highest marks of any state according to the first *Education Week* State-by-State Report Card! West Virginia led the nation in this *Quality Counts* report on public education in the 50 states released in mid-January. The report graded each state in categories that most affect student achievement: rigorous academic standards; a commitment to high-quality teaching; a school culture that supports learning; and adequate and equitable funding.

In the summary of each state, West Virginia was lauded for its high priority in increasing student achievement; commitment to increasing teacher salaries; low student-teacher ratio; technology initiatives including the basic skills/computer education program, distance learning and Internet access; and SB 300, the Jobs Through Education legislation.

West Virginia's success in education reform initiatives and the outstanding progress in achieving our state education goals are documented on the following pages.

WEST VIRGINIA'S EDUCATION SUCCESS

GOAL 1:

***All students will have
equal educational
opportunities and will be
ready for the first grade***

Instructional Goals and Objectives

West Virginia recently adopted new instructional goals and objectives for the core content areas. The objectives are aligned with state assessment benchmarks as well as National Assessment of Educational Progress frameworks and national standards documents. Every educator in the state received a personal copy.

Basic Skills/Computer Education Program

10-year initiative begun in 1989 to use technology to improve student achievement. Over 19,500 computers in K-6 classrooms. Project now moving into secondary level.

Internet/WORLD SCHOOL

Partnership between West Virginia Department of Education and Bell-Atlantic-WV to give all public schools direct access to Internet.

•689 of state's 873 schools connected

Program received Computerworld Smithsonian Award for inclusion in 1997 Innovation Collection housed at Smithsonian Institute's Permanent Research Collection

West Virginia Microcomputer Educational Network

Toll-free statewide electronic bulletin board for 9,000 educational and community users. Provides electronic mail, bulletin and conference areas, public domain software, general communication.

Distance Learning

More than 300 downlink sites for satellite-delivered courses.

Microsoft Partnership

Over \$2 million worth of software has been provided by Microsoft including multimedia reference tools, creative writing and art programs.

West Virginia Education Information System

An administrative management information and communication system for schools and county boards of education.

IBM Reinventing Education Grant

West Virginia—one of 10 national sites selected to receive grant to design, test and implement instructional activities using Internet

Teach/Reteach

West Virginia's unique organizational instructional framework to assure all students will be able to read, write and solve mathematical problems. Student-focused approach that calls for adjusting instructional time for mastering basic skills

GOAL 2:

Student performance will equal or exceed national averages with an emphasis on science and mathematics achievement. Performance measures for students in the lowest quartile will improve by 50 percent.

National Assessment of Educational Progress

West Virginia fourth and eighth graders made substantial gains in 1996 math assessment over 1992 scores: one of top three states in improvement. Fourth grade scores up eight points; eighth grade scores up six points. West Virginia students ranked 9th nationally; eighth graders ranked 15th nationally. These scores are most impressive since West Virginia ranks 49th in per capita income and since family income is often used as a predictor of student achievement.

American College Testing

West Virginia students earned their highest composite score ever with a 20.0. Substantial increases were noted for students in non-core curriculum.

New Graduation Requirements

New State Board policy that increases graduation requirements to include additional math, science and fine arts; increases levels of courses required; eliminates watered-down curriculum and requires higher level courses such as algebra.

National Science Foundation Grant

\$4.1 million comprehensive teacher enhancement grant to improve content knowledge and pedagogical skills of science teachers grades 7-10. Project CATS: Coordinated and Thematic Science promotes National Science Education Standards and the goals of Project 2061 of the American Association for the Advancement of Science

Appalachian Rural Systemic Initiative

West Virginia is one of six states to join forces to enhance educational opportunities within rural Appalachian communities. Fourteen counties targeted to improve science, mathematics and technology education

GOAL 3:

The best personnel will be recruited, retained, provided professional development to improve their skills and will be compensated with competitive salaries and benefits.

Teacher Salaries

In 1990, over \$300 million committed to increasing teacher salaries that raised their national ranking from 49th to 32nd. It was the largest three-year salary increase in the nation.

Staff Development

Leaders of Learning Conference

Annual conference for statewide teachers and principals featuring concurrent sessions on the latest education initiatives conducted by state presenters

Center for Professional Development

Provides quality training programs in teaching and management with an emphasis on technology. Also conducts Principals' Academy for leadership and management training.

GOAL 4:

Ninety percent of ninth grade students will graduate from high school with the knowledge and skills necessary for college, other postsecondary education or gainful employment. The number of high school graduates will increase by 50 percent.

Principal Seminars

Spring and fall sessions for principals, assistant principals, vocational administrators to provide quality staff development

Workshops/Conferences

Over 24,000 state educators attend various department-sponsored sessions throughout the year to address issues and concerns of educational reform.

Faculty Senates

Established in 1990 to give empowerment to educators on school governance issues.

Senate Bill 300: Jobs Through Education Act/State Board Policies

1996 legislation and revised State Board policies that strengthen academics and increase graduation requirements. Establishes "warranty" requirements (recognition by county board that graduate has mastered basic skills) of 50th percentile for an entry level position in the workplace; 70th percentile for advanced level position in the workplace or postsecondary education.

High Schools That Work

West Virginia has highest percentage of schools in the Southern Region Education Board (SREB) participating in the High Schools That Work Program. Program has posted outstanding results in student achievement.

School-to-Work

West Virginia was awarded a five-year, \$14.6 million implementation grant under the National School-to-Work Opportunities Act.

GOAL 5:

All school facilities will provide a safe, disciplined environment and meet the educational needs of all students.

Health Initiatives

In addition to the Claude Worthington Benedum Foundation grant that funded a health education model in five demonstration counties, West Virginia received a five-year, \$6 million grant from the Centers for Disease Control in 1992 for statewide implementation of a Healthy Schools Program. West Virginia is the National Training and Demonstration Center for Comprehensive School Health Programs and has provided training to individuals from 47 states and territories.

Physical Fitness

Passage rate for West Virginia on the President's Physical Fitness Test has increased from 17.7% to 22.3%.

Breakfast Participation

West Virginia ranks first in the nation in school breakfast participation.

School Facilities

In 1989, the West Virginia Legislature created the School Building Authority to facilitate and provide state funds for the construction and maintenance of school facilities. The sale of state bonds, combined with local funds, has generated more than \$800 million in school construction. Sixty-one new schools have been built and 780 additions and renovations have been completed affecting over 70% of West Virginia students.

School Bus Safety

West Virginia school bus drivers are required to attend more annual training than in any other state. WV was cited in a national publication as the only state that regulates outside employment of bus drivers. Drivers cannot operate a bus without a minimum of six hours off-duty time.

Safe School Initiatives

Through federal monies from the Safe and Drug Free Schools initiative, West Virginia has launched outstanding programs including Peer Conflict Mediation and the Responsible Student Program. Schools utilizing the Responsible Student Program have reported a 50% decrease in student confrontations and an average increase of 4.21 points on student scores on the statewide standardized test.

Goal 6:

All working-age adults will be functionally and technically literate. We will use schools, colleges and universities as centers for life-long learning.

West Virginia Literacy Council

Offers scholarship program for GED graduates to pursue college or technical training; offers \$25,000 in literacy grants to libraries, homeless shelters, school systems.

Adult Basic Education

Over 26,000 participate annually in career planning, GED test preparation, communication skills.

Community Service-Learning Projects

According to Corporation for National Service, West Virginia is one of top 10 states that offer unique service-learning opportunities to all students including those with disabilities.



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

MEMORANDUM TO KRIS BALDERSTON

SPECIAL ASSISTANT TO THE PRESIDENT FOR
CABINET AFFAIRS

FROM: Frank S. Holleman III *[Signature]*
Chief of Staff

DATE: May 19, 1997

SUBJECT: Background Briefing on West Virginia Education
Issues

SCHOOL REFORM EFFORTS

West Virginia's reform efforts have been piecemeal rather than comprehensive, but nevertheless have received high marks from outside observers. As both one of the nation's poorest states and one of its most rural, West Virginia faces some unusual challenges in education. Efforts to overcome these challenges in the past fifteen years have included a substantial investment in information technology for the classroom; raising teacher salaries to near the national average (when adjusted for cost of living); a statewide effort to replace and renovate decaying schools; and, most recently, a restructuring of the high school curriculum to focus on job skills and vocational training as well as academics. If the 1996 National Assessment of Educational Progress in Mathematics results are any guide, West Virginia's schools are improving. The state tied for third in improvement over 1992 in both 8th grade and 4th grade scores.

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In April 1997, a West Virginia judge held that the state has not complied with a 1982 decision ordering higher quality and greater statewide equity in schools. The original decision, which included unusually detailed specifications for curriculum, personnel, materials, equipment and facilities in 16 academic areas as well as in guidance, health services and transportation, served as a catalyst for many of the reforms that have been enacted in the past 15 years. However, although the state attempted to equalize funding among districts by guaranteeing a minimum per-pupil allocation to every district, substantial inequities remain because districts may impose excess levies on their residents to generate higher per-pupil spending.

Technology

West Virginia is a national leader in the use of technology in classrooms. In 1989, the legislature launched the computer-assisted basic skills program, a ten-year effort to place computers in every elementary school classroom. Since then, the state has purchased 19,500 computers for local districts and expects to meet its ten-year goal. The state's 11-to-1 student-computer ratio in elementary schools is one of the lowest in the nation, and in 1996 the legislature appropriated \$8.8 million to increase technology in middle and high schools. To date, 14,000 educators have been trained to use computers for basic skills instruction.

Forty percent of West Virginia's schools are now connected to the Internet, and state officials plan to reach 85% in 1997. The state has 320 distance learning downlink sites across the state. Students may take a number of courses through the system, including advanced placement and foreign language classes.

Teachers

West Virginia teacher salaries in 1990 were the among the lowest in the country, but are now 17th in the nation when adjusted for cost of living. The state's student-teacher ratio, at about 15-to-1, is one of the lowest anywhere. Last year the West Virginia Education Fund, a statewide fund established by business leaders

schools, helped overhaul West Virginia University's teacher education program. Students now will study for five years and will earn a bachelor's degree in a subject area and a master's degree in education. Students also will receive three years of internship experience through "professional development schools" run by colleges and universities.

School Construction

A 1989 law created the statewide School Building Authority (SBA) to fund the construction and renovation of schools. The SBA has funded the construction of 61 new schools and renovations or additions to 780 schools.

Full-day Kindergarten

In 1993, the state legislature required all districts to offer full-day kindergarten classes to all eligible students by 1996. A 1996 law allowed the state superintendent to grant extensions to systems with significant school building projects or sizable enrollment growth.

Jobs Through Education Act

A 1996 law required teachers and counselors to work with eighth grade students to establish five-year job skills plans. High schools must offer students choices of career clusters, each incorporating both academic and vocational skills. The state's Certificate of Proficiency will be replaced by a CD-ROM electronic portfolio containing students' academic records, awards, test scores and exemplary work. Some groups oppose the reform due to its emphasis on early career preparation, and a bill has been introduced in the legislature to repeal the law.

WV SCHOOLS STATISTICAL OVERVIEW

SIZE

Enrollment: 310,511 (95% White, 4% Black, less than 1% all other groups)

School Districts: 55

Public Schools: 848

STATE DEMOGRAPHICS

Population: 1.828 million

Children in Poverty: 29%

Single Parent Families: 24%

SCHOOL SPENDING

State Spending: \$1.783 billion

Per Pupil: \$5,713 (1993-94 school year)

STUDENT ACHIEVEMENT

1994 4th Grade NAEP Reading

Proficient or advanced -- 26%

Basic -- 32%

Below Basic -- 42%

Students performed near national average

1996 8th Grade NAEP Math

Proficient or Advanced -- 12%

Basic -- 48%

Below Basic -- 52%

Students performed near national average

1996 8th Grade NAEP Science

Students performed near national average (Test is not yet nationally normed)

16-19-Year-Old Dropout Rate: 10.6% (National: 11.2%)

College Attendance Rate: 49.5% (National: 57.5%) (Estimates)

FEDERAL FUNDING LEVELS -- SELECTED PROGRAMS

TITLE I

1996-97 \$69,048,088

1997-98 \$70,013,005

SCHOOL-TO-WORK

1994 State Development Grant: \$420,000

1995 State Implementation Grant: \$2,300,000

1996 State Implementation Grant: \$4,600,000

1995 Urban/Rural Opportunity Grants: \$429,870

GOALS 2000

1994: \$779,620

1995: \$2,799,259

1996: \$2,788,423

1997: \$3,818,889 (Estimate)

PROGRAM EXAMPLES

WV 1997 TITLE I RECOGNITION SCHOOLS

Madison Elementary School (Wheeling, WV): The Madison Title I program uses parent involvement, early intervention, extended learning time and innovative internship/externship programs to prepare students for success in school and the workplace. A "Parents as Teacher" instructor works year-round with parents and their children from birth to age five, visiting their homes and teaching them appropriate learning activities and parenting skills. Title I summer school offers students a two week session at the end of each year to review and extend learning and a two week session before school starts to give students a "jump start" on learning; after-school tutoring provides help with homework year-round. Title I students sharpen math, business and life skills by working at the "Madison General Store" in the morning, and fifth grade students spend half a day "shadowing" a business leader to learn work skills.

Jefferson Elementary Center (Parkersburg, WV): The Jefferson Title I schoolwide program emphasizes staff development and community involvement. The administration holds frequent on-site

training, and teachers are encouraged to attend training programs off site. Community volunteers and business partners help to provide students with personalized attention and incentives to achieve. The school reports a significant increase in student achievement over the past three years.

Lost Creek Grade School (Lost Creek, WV): The Lost Creek program emphasizes community involvement, individual attention and family learning. In the Family Connections program, preschoolers receive basic instruction while their parents learn GED subjects, computer skills and life skills, and ultimately participate in job internships. Students and adults also learn skills through organizing and participating in volunteer community service projects.

SCHOOL-TO-WORK

Wayne High School, in Wayne County in southern West Virginia, enrolls 750 students in grades 9-12. In 1994, English and vocational teachers developed a project that would blend high-level academic studies with challenging vocational studies. The result was the "The Pioneer Castle," a project designed to involve all vocational teachers at Northern Wayne Vocational-Technical School and their students enrolled in literature classes at Wayne High School. At the vocational-technical school drafting students drew plans for a scale model of the castle, and electrical, heating and air conditioning, ornamental horticulture and building construction students contributed to its design. Business students studied the occupations involved in building and maintaining a castle and the economic impact of construction and maintenance. Working in groups, the students built several small castle models. They also wrote reports and gave oral presentations on the project in their English classes.

GOALS 2000

See attachment from SEA's report.

**EDUCATION FIRST: OUR FUTURE DEPENDS ON IT
INNOVATION GRANT AWARDS
SCHOOL IMPROVEMENT CATEGORY**

County**Project Title and Summary****BOONE****VOICES FOR CHOICES**

will provide an Alternative After School Program for students who would benefit from organizational and time management skills. LSICs will appoint a community-based panel of parents, teachers and business partners to develop a philosophy, prioritize goals, and establish guidelines.

BRAXTON**LSIC FAMILY LITERACY PROJECT**

will establish a Parent Center, a summer enrichment program, and offer additional instruction to 'at risk' students in order to increase reading comprehension levels for all students at Burnsville Elementary School as well as strengthen the bond between the community and the school.

CLAY**WRITING FOR SUCCESS**

will improve student writing achievement through prescribed district-wide and school-based activities based on needs identified by Local School Improvement Councils (LSICs).

FAYETTE**FAYETTE COUNTY SCHOOL IMPROVEMENT PROJECT**

will implement extended year programs, increase accessibility to computers and/or tutorial software by 5%, and create a student recognition program for continued overall improvement. This will improve overall classroom performance, functional and technical literacy, and state /national test scores.

GREENBRIER**GOOD STUDY SKILLS BUILD BETTER STUDENTS**

will improve the grades of students by developing a study skills program, providing parents with training to assist their children with homework, and giving after school tutoring sessions.

HARRISON**LINKAGES FOR LIFELONG LEARNING**

will better prepare students for further education and employment by strengthening the relevancy of school work to eventual careers. The program will be overseen by the Harrison County School Improvement Council and will involve parents, school business partners, and additional community resource people who will provide guidance and supplement classroom exercises..

JACKSON**PAIDEIA: QUALITY EDUCATION FOR ALL**

uses a 12 principle model to prepare all students to participate actively in a democratic government, become lifelong learners, and to earn a living successfully. Teachers will be trained and use didactic, coaching, and seminar teaching techniques to implement the Paideia model of instruction in every PreK-12 classroom.

KANAWHA**A MATTER OF CHARACTER**

will define descriptors of character education with clear community support and implement appropriate character education strategies embodying youth risk behaviors by providing researched based, technical support to all 88 schools in Kanawha County and the University of Charleston.

MARION**UMBRELLA OF CHANGE**

focuses on the unification of professional development schools under one umbrella of change and the creation of the Marion County School Improvement Council (MCSIC). The consortium of professional development schools will draft a Unified School Improvement Plan for the MCSIC so that mini-grants can be awarded.

MASON**PROJECT TAIR (Technology Assisted Individual Remediation)**

will offer individualized remediation to each student falling below the 40th percentile on CTBS tests. Computer labs at each of the three high schools will have extended hours for students and adults.

MINERAL

BUILDING THE HEALTHY CHILD

is a parent training project to promote the total development of the child. A series of training workshops corresponding to the individual needs and problems the community is experiencing will help parents and educators provide a safe, disciplined environment to meet the needs of all students.

MINGO

PROJECT B.A.S.I.C.S.

is committed to basic skills education and specifically to improve the performance of Mingo county students on achievement tests by using the Teach/Reteach comprehensive item analysis and the Schools to Work Program at Satellite Family Learning Centers and the Mingo County Leadership Institute.

MONONGALIA

PARTNERSHIP 2000

will provide professional development to assess a school's needs; restructure and develop methodologies; develop and deliver after school and summer programs for children; provide programs to assist parents in helping their children; and extend technology into rural homes.

NICHOLAS

THE WORLD AT OUR FINGERTIPS

will establish computer labs at the four secondary schools so students will have access to basic skills remediation, academic enrichment, practice in comprehensive test taking processes and career awareness. Students will also have Internet training and the entire school community will be able to take advantage of the labs after school hours.

PENDLETON

COMPUTERS FOR THE CLASSROOM AND THE COMMUNITY

provides the latest in computer technology so teachers can combine technology with their curricula. It will also allow students to establish nationwide mentorships via the Internet and increase parent and public support for involvement by offering lab hours after school.

PLEASANTS, RITCHIE, TYLER

ALTERNATIVE LEARNING CENTER

establishes a learning center for at-risk youth who need a different learning environment in academics, vocational/technical studies, and work-based experience.

POCAHONTAS

UNIFYING ENGINES FOR STUDENT SUCCESS

will aid in the county's unified plan of instruction by developing instruction to promote lifelong learning, providing continuous staff development, holding workshops for parents and the community, and instructing students on informational resources.

PRESTON

TODAY'S LEARNING COMMUNITY...

MOVING ON DOWN THE LINE

will allow the Local School Improvement Councils of Tunnleton-Denver Elementary and Valley Elementary to improve student performance through before and after school tutoring and parenting support sessions.

RANDOLPH

A PATHWAY TO THE FUTURE...

TECHNOLOGY

will provide computer equipment so that K-12 students will learn desktop publishing, how to input data into tables, graphs, etc., the Internet, and how to increase their overall knowledge by accessing information through the computer.

ROANE

GETTING LSICs INVOLVED

will create a dynamic, student-centered learning environment where students take an active role in their own education and participate in academic or community-based learning activities. This will also help to fully develop the capacity of all Local School Improvement Councils.

TAYLOR

CREATING INFORMATION LITERATE STUDENTS

will provide funds for technological awareness, training and integration for teachers, students and parents. Individual schools will also be allowed to submit proposals for a portion of the available monies to enhance specific curriculums.

TUCKER**REACHING LEVELS OF HIGH ACHIEVEMENT
THROUGH SCHOOL COMMUNITY
INITIATIVE**

will seek to meet the goals of the Tucker County Strategic Plan by funding a summer preschool language program, the analysis of curricular effectiveness for planning purposes, multimedia classrooms, and more strategic planning.

UPSHUR**COMPUTER SUPPORTED PERFORMANCE
ASSESSMENT PORTFOLIOS**

will transfer manually-maintained assessment portfolios onto an information system database. Through the use of multi-media tools the system will be placed directly in the classroom making it easy for students and teachers to use.

WAYNE**WAYNE COUNTY ALTERNATIVE SCHOOL**

will provide "retention prevention" to at-risk middle-school-aged children by improving behavior, academic performance, and attendance.

WETZEL**SCHOOL CURRICULUM IMPROVEMENT AND
RESTRUCTURING**

will initiate the strategic planning process essential to the restructuring effort in implementing a School to Work Program.

WIRT**WE CAN TOO: FAMILY-SCHOOL-
COMMUNITY PARTNERSHIP FOR
EDUCATIONAL INVOLVEMENT**

targets preK-4 children with special emphasis paid to those who are at-risk and have special needs to be a part of an early childhood development center. The center will offer computer training to students and parents, with the opportunity for families to have computers loaned to them.

WOOD**DEBITS TO CREDITS: SCHOOLS IN CHANGE**

will provide the vehicle for a consistent system-wide test data utilization process that will be the foundation for base data and raise student achievement by identifying and remedying specific student skill weaknesses.

RESA-I, RALEIGH, MARSHALL,
LOGAN, AEL)

LEADERSHIP TO UNIFY SCHOOL
IMPROVEMENT EFFORTS (LUISE)

will establish a process for leadership development, using the latest research and thinking from the literature on organizational development, the process of change, and school transformation. The working consortium of three school districts will learn from each other and develop Unified School Improvement Plans.

**EDUCATION FIRST: OUR FUTURE DEPENDS ON IT
INNOVATION GRANT AWARDS
CONTINUATION CATEGORY**

County

Project Title and Summary

BRAXTON

PARENTS ALL VALUE EDUCATION (PAVE)
is a tutoring program that has been made available to any Davis elementary School parent/guardian who desire to further their education, whether it be literacy, GED, or computer skills, etc. It encourages parents to increase literacy and reading skills, to continue lifelong learning, and to reduce the dropout rate of children.

CLAY

PROJECT CHALLENGE
is an extended school year and day, offering enrichment and remediation activities devoted to the core academic areas of the curriculum for students in grades 1-5.

GRANT

PROJECT INFUSION -- PHASE II
will use the integration of technology at Petersburg High School to help those students with deficiencies on CTBS tests, to give students computers skills to succeed in the twenty-first century, and to provide adults with the opportunity to enhance technology skills to increase their employability.

GREENBRIER

STUDENT SUCCESS FOR THE 21ST CENTURY
will provide an enrichment program with opportunities for all students in the arts technologies, sciences, math, and languages; a tutoring program; and an after school setting for children of working parents.

HAMPSHIRE

RIVER NET
targets the student and staff of Hampshire High School as well as other members of the community who have an interest in the telecommunication of environmental research. Activities include the use of telecommunications for research and information sharing by students and faculty with the community.

JEFFERSON

**TEAM EFFORT ASSURES MATH SUCCESS
(TEAMS)**

will broaden the scope of the program from math computation to include math concepts and applications and begin implementing what is learned at other schools in the district. Expansion of TEAMS will lead to measurable improvement in math for all students.

KANAWHA

LIGHTHOUSE OF LEARNING

seeks to expand the year-round education concept to include the acute awareness and essential training to selected feeder schools established on the belief that our success will necessarily need to flow beyond the elementary grades and on to the secondary levels.

LINCOLN

THE HARTS OF THE COMMUNITY

will provide a parent involvement program, use of schools for adult education, a community library, a tutoring program, a preschool program, and computer labs that will have the capacity to instruct everyone in the community in an effort to create a community of lifelong learners.

MARSHALL

**MARSHALL COUNTY COMMUNITY
SCHOOLS PROGRAM**

will combine families, community, and business in partnership with education to provide students with a network of community support, and expansion and enhancement of home learning opportunities, and the enrichment of school community learning events at Park View Elementary and McNinch Elementary.

MERCER

DOUBLE SHOT

targets fifth through eighth grade students in the areas of mathematics and spelling to apply basic skills and concepts to real life problem situations and learn accurate spelling to communicate effectively.

MORGAN**ARTS IN THE SCHOOLS OF MORGAN COUNTY -- A COLLABORATIVE PROJECT**

will continue the activities started during the first year of the project and expand the program to include another school, two more artists, and the necessary upgrading of computer hardware.

McDOWELL**PROJECT McDOWELL COMMUNITY 2001**

will continue after school tutoring, computer literacy classes, MEGA skills, GED classes, recreational activities, college campus visits, and college students visiting home schools at War Elementary School, Kimball Elementary School, and Big Creek High School.

NICHOLAS**CHERRY RIVER CLASS (COMMUNITY LEADERS ASSISTING STUDENT SUCCESS)**

will use monies to progress toward the six identified goals of Cherry River's unified plan. Specifically a mentoring program will be sponsored to help emotionally and academically needy students.

PUTNAM**EARLY CHILDHOOD CAREER AWARENESS**

utilizes the help of a counselor to help students create a keener sense of appreciation for the career opportunities available to the students at Poca Elementary School.

RALEIGH**SUCCESSFUL CONSOLIDATION FOR EXCELLENCE IN ESTABLISHING A NEW SCHOOL: A STRATEGIC PLAN FOR REDUCING ANXIETY**

will plan activities to reduce the possible negative impacts of consolidating Stratton Junior High School and Beckley Junior High School.

RITCHIE**THE RITCHIE COUNTY COMMUNITY EDUCATION CENTER**

will build on the success of the first year of the center by keeping the center open after hours for enrichment and tutorial opportunities for at-risk students and to help teachers learn and practice technology that will be used in the classroom.

RESA-V

BUILDING THE TECHNOLOGY FOUNDATION

seeks to provide more intensive training to Site-Based Specialists at the regional and county level as well as develop and provide useful resources to county/school technology teams.

**EDUCATION FIRST: OUR FUTURE DEPENDS ON IT
INNOVATION GRANT AWARDS
MASTERS OF TIME CATEGORY**

County**Project Title and Summary****BERKELEY****YEAR-ROUND SCHOOLS FEASIBILITY STUDY**

will initiate a feasibility study of the positive and/or negative aspects of the implementation of a year-round schools program. A task force made up of representatives from every area of the school community will conduct the study and analyze the data.

CABELL**TURN UP THE HEET -- HIGHER EXPECTATIONS AND ENRICHED TEACHING**

will aid in extending the academic day by five hours a week. This will especially benefit those students in need of remediation because invitational teaching techniques will be used during this time. Also summer enrichment programs will be provided at selected elementary schools.

FAYETTE**THE FAYETTEVILLE CONSORTIUM TUTORING/PARENT SUPPORT PROGRAM**

aims to improve student academic achievement and parent involvement by creating an after school tutoring program at five targeted schools in the county.

MINERAL**MINERAL COUNTY EVENING HIGH SCHOOL PROGRAM**

will allow adults to work toward a high school diploma in the evening hours. The program would also focus on those students that are not having success in the daytime program or need a non-traditional time schedule. Evening instructional hours will be held at the Mineral County Vocational-Technical Center.

MONONGALIA**MOUNTAINVIEW SUMMER PROGRAM**

will provide continued learning experiences for high risk students during six weeks of the summer.

MONROE

RURAL COMMUNITY RESOURCE CENTER
located in the Monroe County Technical Center will encourage bisynchronous learning in the whole school community. The RCRC will coordinate specific services for community partnerships which include the Parent Resource Centers, School Improvement Councils, and a One Stop Career Center.

McDOWELL

FAMILY APPROACHES TO SKILLS AND TECHNOLOGY (FAST)
is an after school program for at-risk students and their families. The program will use local agencies to help offer peer tutoring, recreation, nutrition, counseling, career awareness, career development, computer literacy, telecommunications, parenting, field trips and hands on activities.

PRESTON

FAMILY INVOLVEMENT PROJECT
will help preschool children at Bruceton School attain requisite skills needed for starting school by involving their siblings and parents. The after school tutoring program will turn parents into adult learners and give them the skills to help promote literacy in their children.

PUTNAM

PROVIDING RELATIVE INSTRUCTIONAL MANAGEMENT IN EDUCATION TO INCREASE MASTERY AND ENRICHMENT (PRIME TIME)
will provide, through the use of modern technology, a variety of educational opportunities for enrichment, extension, and remediation of basic skills during and after school at Hometown Elementary.

RANDOLPH

EXTENDED TIME EXTENDED LEARNING
will offer after school programs that will reinforce basic skills, and enrichment program for grades 1-5, and the opening of a media/science center. It will also sponsor a five week summer program.

SUMMERS

STUDENTS MIRRORING SUCCESS

is an after school program that emphasizes a safer working and learning environment, encouraging students to become lifelong learners and lead a healthy lifestyle, and improving student achievement in all areas.

UPSHUR

PROJECT SUCCEED

is an effort to respond to the needs of at-risk students by providing an after school technology based tutorial program, support during school hours, mentors, and services for parents of at-risk students.

**EDUCATION FIRST: OUR FUTURE DEPENDS ON IT
INNOVATION GRANT AWARDS
PROFESSIONAL DEVELOPMENT CATEGORY**

County**Project Title and Summary****MARION****READING FIRST – A COLLEGE AND PUBLIC
SCHOOL CONNECTION**

will develop and implement a model school based pre-service training program in reading for students in the elementary teacher program at Fairmont State College. This will improve the reading achievement of all first grade students at East Park School by providing additional classroom assistance for first grade teachers in order to provide more help for individual students.

MONONGALIA**PARTNERSHIPS WITH PARENTS**

establishes a rural school consortium for five high schools which will promote teacher awareness of the value of home/school partnerships, explore the best ways to improve parent/teacher relationships, and develop family partnerships with the school.

WOOD**THE 13TH YEAR INITIATIVE**

increases student achievement by providing staff development in using base data that identifies needs through school centered activities. The project is integrated with the county school system's strategic planning process and shares the same goal for skill attainment at the post grade twelve level (13th year).

RESA-I**CREATING COMMUNITIES OF
OPPORTUNITY**

is a career guidance and workplace skills development program that links RESA-I administrations, teachers, service personnel, and Concord College in a "train-the-trainer" curriculum design and delivery network. It will help facilitate the implementation of "School to Work" in the 148 schools served by RESA-I.

RESA-II

**SWITCHING ON REGION II CLASSROOMS: A
COMMITMENT TO TEACHING AND
LEARNING**

will provide one member of each of RESA-II's 152 schools along with Marshall University (MU) student teachers, selected MU students from methods classes, and their professors/instructors with 45 hours of intensive training and follow-up technical assistance. This will empower teachers to become skilled in the use of technology within the classroom setting and increase student expectations and performance.