

TESTIMONY OF CONGRESSWOMAN SHIRLEY CHISHOLM
BEFORE THE SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION ON THE REAUTHORIZATION OF ESEA, TITLE I
AND H. R. 9968 "TITLE I AMENDMENTS ACT OF 1977"

IT IS A PLEASURE TO AGAIN JOIN MY COLLEAGUES ON THE EDUCATION AND LABOR COMMITTEE. I AM HERE TODAY TO TESTIFY ON THE REAUTHORIZATION OF LEGISLATION WHICH IS OF GREATEST CONCERN TO ME. I HAVE THE GOOD FORTUNE TO BE JOINED BY TWO DISTINGUISHED COLLEAGUES: MR. SOL PELAVIN, SENIOR POLICY ANALYST OF STANFORD RESEARCH INSTITUTE, AND PHYLLIS MCCLURE OF THE NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, WHO WILL MAKE STATEMENTS FOLLOWING MINE.

IN THE COMING MONTHS, THIS SUBCOMMITTEE WILL BE DEVELOPING LEGISLATION TO REAUTHORIZE TITLE I - COMPENSATORY EDUCATION. TITLE I IS RECOGNIZED AS OUR MAJOR FEDERAL EFFORT TO IMPROVE EDUCATIONAL ACHIEVEMENT AND OPPORTUNITY FOR DISADVANTAGED CHILDREN.

CLEARLY, TITLE I IS RECEIVING MORE CONGRESSIONAL INTEREST AND ATTENTION THAN AT ANY POINT SINCE ITS ENACTMENT. LAST THURSDAY, I INTRODUCED H. R. 9968, MY PROPOSAL FOR AMENDING AND IMPROVING TITLE I. I HOPE TO SHARE WITH YOU SOME OF THE CONCERNS WHICH PROMPTED THIS LEGISLATION, AS WELL AS ITS SPECIFIC PROVISIONS.

THE TITLE I PROGRAM IS A GOOD ONE, AND IN MANY RESPECTS IT HAS BEEN A SUCCESS. AT THE SAME TIME THOUGH, IT IS IMPORTANT TO UNDERSTAND THAT TITLE I HAS NOT YET CLOSED THE ACHIEVEMENT GAP BETWEEN DISADVANTAGED CHILDREN AND THEIR MORE ECONOMICALLY ADVANTAGED PEERS, FURTHERMORE, WE ARE NOT GETTING THE MAXIMUM POTENTIAL OUT OF TITLE I.

I SHOULD EMPHASIZE THAT WHEN CONGRESS PASSED THE ELEMENTARY AND SECONDARY EDUCATION ACT IN 1965, IT RECOGNIZED THE IMPACT THAT CONCENTRATIONS OF POOR FAMILIES CAN HAVE ON THE ABILITY OF LOCAL EDUCATIONAL AGENCIES TO CONDUCT AND SUPPORT ADEQUATE EDUCATIONAL PROGRAMS. SINCE THAT TIME, TITLE I HAS WORKED TO PROVIDE EDUCATIONALLY DEPRIVED CHILDREN, WHO LIVE IN POOR AREAS, WITH THE SUPPLEMENTAL SERVICES NECESSARY EDUCATIONAL GROWTH, ESPECIALLY WHEN, AS IS SO OFTEN THE CASE, THESE CHILDREN FROM POOR FAMILIES ATTEND SCHOOLS WITH LARGE NUMBERS OF OTHER POOR AND EDUCATIONALLY DISADVANTAGED PUPILS.

I AM DEEPLY CONCERNED BY THE PROPOSAL ARTICULATED BY OUR RESPECTED COLLEAGUE, REP. QUIE, THAT WE SHOULD SHIFT THE CRITERIA FOR ALLOCATION OF TITLE I FUNDS TO A SOLE MEASURE OF EDUCATIONAL DEPRIVATION. IT IS TRUE THAT EVERY POOR CHILD IS NOT A DUMB CHILD, BUT MORE IMPORTANTLY WE MUST REALIZE THAT YOUNGSTERS FROM MIDDLE AND UPPER INCOME BACKGROUNDS WHO FAIL TO EXCEL ACADEMICALLY DO NOT FACE THE SAME OBSTACLES AS LOW-INCOME, EDUCATIONALLY DISADVANTAGED CHILDREN. ADOPTION OF EDUCATION DEPRIVATION CRITERION WOULD TURN TITLE I INTO LITTLE MORE THAN A PROGRAM OF GENERAL AID.

ALREADY, BECAUSE OF UNDERFUNDING, TITLE I IS ABLE TO SERVE LITTLE MORE THAN 60% OF THE CHILDREN WHO ARE CURRENTLY ELIGIBLE. IF THE ELIGIBILITY WERE TO BE EXPANDED IN THE EXTENSIVE MANNER MR. QUIE HAS PROPOSED, IT WOULD TOTALLY DISSIPATE THE IMPACT THAT THIS PROGRAM CAN HAVE ON EQUALIZING EDUCATIONAL OPPORTUNITY FOR POOR CHILDREN. IN EFFECT, THIS CRITERION COULD WORK TO

PENALIZE SUCCESSFUL TITLE I PROGRAMS IN POOR COMMUNITIES. TAKE FOR EXAMPLE AN EFFECTIVE PROGRAM IN A POOR COMMUNITY WHICH, OVER A TWO YEAR PERIOD HAS RAISED THE ACHIEVEMENT LEVEL OF SOME OF THE PARTICIPATING CHILDREN TO AN AVERAGE RATE OF PROGRESS. UNDER MR. QUIE'S PROPOSAL THE NEXT YEAR, FUNDING FOR THE SPECIAL PROGRAMS IN READING AND MATH FUNDED FROM TITLE I WOULD BE REDUCED, EVEN THOUGH THE SCHOOL STILL ENROLLED A HIGH CONCENTRATION OF STUDENTS FROM POOR FAMILIES AND MOST WERE YET BELOW NORMAL ACHIEVEMENT LEVEL. TO MAKE THIS VICIOUS CYCLE COMPLETE, ONLY AFTER A COUPLE OF YEARS WITHOUT THESE ESSENTIAL TITLE I SERVICES, WHEN THE STUDENTS' ACADEMIC ACHIEVEMENT HAD SUFFICIENTLY REGRESSED, WOULD THEY AGAIN BE COUNTED IN DETERMINING THE SCHOOL DISTRICT'S TITLE I FUNDS. THIS ELIGIBILITY CRITERION, IF ADOPTED, WOULD BECOME A LIVING NIGHTMARE FOR POOR COMMUNITIES ACROSS THE COUNTRY. I HOPE YOU WILL BE WATCHFUL OF THE WORTH-WHILE INTENTIONS OF TITLE I AS EXPRESSED IN ITS LEGISLATION SINCE 1965, AND I URGE YOU TO PRESERVE THEM.

IN 1974, ALMOST ALL OF THIS COMMITTEE'S TIME WAS SPENT ARGUING OVER THE FORMULA, AND AS REGIONAL DIFFERENCES FLARED, VERY LITTLE WAS DONE TO IMPROVE TITLE I'S QUALITY AND MANAGEMENT. FOR THESE REASONS MY LEGISLATION DOES NOT DEAL WITH THE DIVISIVE ISSUE OF THE FORMULA, AND INSTEAD RETAINS THE FRAMEWORK OF TITLE I, AND FOCUSES ON CHANGES WHICH I BELIEVE CAN MARKEDLY IMPROVE ITS QUALITY, MANAGEMENT, AND IMPACT.

I WOULD LIKE TO BRIEFLY OUTLINE THE THREE MAIN AREAS OF MY LEGISLATION: ENFORCEMENT, PARENT INVOLVEMENT, AND PROGRAM IMPROVEMENT:

ENFORCEMENT

"THE FEDERAL ADMINISTRATION OF THE REQUIREMENTS GUARANTEEING THE SUPPLEMENTARY NATURE OF THE PROGRAM IS NEITHER CLEAR NOR CONSISTENT. SOME OFFICE OF EDUCATION OFFICIALS ADMINISTER THE SAME REQUIREMENTS IN DIFFERENT WAYS AT DIFFERENT TIMES. FURTHERMORE, OFFICIALS AT VARIOUS LEVELS IN THE OFFICE OF EDUCATION HIERARCHY ADMINISTER THE RELEVANT REQUIREMENTS DIFFERENTLY, AND THE FINDINGS OF PROGRAM REVIEW TEAMS AND OFFICIAL AUDITS ARE OFTEN REVERSED. AS A RESULT, THE LEVEL OF OE MONITORING AND ENFORCEMENT HAS DECLINED SIGNIFICANTLY IN RECENT YEARS; STATES AND LEAs NOW RECEIVE LITTLE CLEAR GUIDANCE AND ARE NOT EFFECTIVELY SUPERVISED IN THEIR USE OF TITLE I FUNDS. THESE FINDINGS SUGGEST THAT THE PROVISIONS OF THE LEGAL FRAMEWORK GUARANTEEING THE SUPPLEMENTARY NATURE OF TITLE I ARE LOSING THEIR EFFECTIVENESS."

WHAT I JUST QUOTED WAS AN EXCERPT FROM THE NATIONAL INSTITUTE OF EDUCATION'S REPORT ON THE ADMINISTRATION OF COMPENSATORY EDUCATION. IT IS A HARSH CRITICISM OF ADMINISTRATIVE MISMANAGEMENT OF TITLE I AT THE HIGHEST FEDERAL LEVELS. THERE HAVE BEEN STARK DIFFERENCES IN THE WAY THE DIVISION ADMINISTERING TITLE I, AND HIGHER ADMINISTRATION OFFICIALS IN THE OFFICE OF EDUCATION SEE TITLE I. ACCORDING TO THIS STUDY, THE DIVISION

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FOR THE EDUCATION OF THE DISADVANTAGED SEES TITLE I AS THE FEDERAL GOVERNMENT'S MAJOR CONTRIBUTION TO EDUCATIONAL REFORM, WHILE HIGHER ADMINISTRATORS HAVE SEEN IT AS THE FEDERAL GOVERNMENT'S MAJOR CONTRIBUTION TO EDUCATIONAL FINANCE OR SUPPORT.... MONEY IS TO BE USED TO FINANCE SERVICES ABOUT WHICH WE HAVE LITTLE TO SAY.

AS AN EXAMPLE OF THE CONFUSION, NIE CITED THE RESOLUTION OF THREE RECENT HEW AUDIT ALLEGATIONS. ALTHOUGH THERE WERE STRIKINGLY SIMILAR VIOLATIONS IN EACH CASE, FOR ALL THREE, THE OUTCOMES WERE DIFFERENT. OKLAHOMA HAS NOT RECEIVED A LETTER OF FINAL DETERMINATION ON A \$1 MILLION DOLLAR AUDIT EXCEPTION AND THE STATUTE OF LIMITATIONS ---STATES MUST BE NOTIFIED WITHIN FIVE YEARS OF THE OCCURENCE OF A VIOLATION --- IS RUNNING OUT. IN KANSAS, STATE OFFICIALS RECEIVED THE LETTER OF FINAL DETERMINATION, BUT IT CAME SO LATE FOR CERTAIN FINDINGS THAT THE STATUTE OF LIMITATIONS PREVENTED THE COLLECTION OF MISSPENT FUNDS. IN PASADENA, THE STATE WILL HAVE TO PAY THE FULL \$200,000 AMOUNT OF THEIR AUDIT EXCEPTION.

AS IT CURRENTLY STANDS, EACH SEPARATE MANAGEMENT LEVEL OF THE OFFICE OF EDUCATION MUST SUSTAIN THE REPORT OF THE AUDIT AGENCY BEFORE A LETTER OF FINDINGS CAN BE ISSUED TO THE STATE. AS DESCRIBED IN THE NIE STUDY, THE OFFICE OF EDUCATION PERSONNEL OFTEN CANNOT AGREE ON THE PROVISIONS OF THE AUDIT REPORT, AND THIS CAN SIGNIFICANTLY DELAY ITS ISSUANCE. THE STATUTE OF LIMITATIONS HAS ALLOWED MANY STATES TO GET OFF THE HOOK BECAUSE

OF LONG DELAYS IN COMING TO RESOLUTION ON AUDIT FINDINGS. FIVE YEARS IS CERTAINLY A REASONABLE GOAL FOR ISSUANCE OF AUDIT FINDINGS, SO I BELIEVE THAT IT IS APPARENT THAT THERE NEEDS TO BE SOME STREAMLINING OF THE AUDIT PROCEDURE. WHO IS IT THAT IS BEING ROBBED BY THESE VIOLATIONS? IT IS NOT THE GOVERNMENT, BUT IN REALITY THE POOR CHILDREN WHO HAVE BEEN DEPRIVED OF THE EDUCATIONAL SERVICES THAT THE LAW SAYS THEY ARE ENTITLED TO.

MY LEGISLATION WOULD ADD A SECTION TO TITLE I WHICH SPECIFIES THE AUDIT RESOLUTION PROCEDURES. IT ALSO REQUIRES THE COMMISSIONER TO DEVELOP A STEP-BY-STEP PROCESS, INCLUDING DEFINITE DEADLINES FOR COMPLETING EACH STEP. THERE ARE REQUIREMENTS FOR THE DEVELOPMENT OF PROCEDURES AT THE LOCAL, STATE AND FEDERAL LEVELS. I BELIEVE THAT THIS WILL PROVIDE SOME SYSTEMIZATION FOR THE ENFORCEMENT OF TITLE I, WHICH IS SORELY NEEDED.

AUDITS THOUGH, ARE ONLY ONE ASPECT OF THE ENFORCEMENT PROCESS, THE MOST POLITICALLY VOLATILE, BUT CERTAINLY NOT THE PRIMARY MEANS OF ENFORCEMENT.

IMPROVED PRE-EXPENDITURE CONTROL SHOULD BE DESIGNED TO UNCOVER PROBLEMS BEFORE THE MONIES FLOW, THEREBY REDUCING THE NUMBER OF INSTANCES WHERE THE OFFICE OF EDUCATION MUST INSTITUTE ACTION TO RECOUP MISSPENT FUNDS.

UNDER THE CURRENT SYSTEM, STATES ARE SIMPLY REQUIRED TO SUBMIT TO THE COMMISSIONER AN "ANNUAL PROGRAM PLAN" CONTAINING A SERIES OF ASSURANCES OR PROMISES. A RECENT HEW STUDY OBSERVED THAT, "SINCE SEAs SUBMIT ONLY ASSURANCES IN TITLE I,

THERE IS NO APPLICATION REVIEW IN THE NORMAL SENSE OF THE WORD, THEREFORE, PRE-EXPENDITURE CONTROL IS LIMITED AT THE FEDERAL LEVEL." (DHEW SANCTIONS STUDY).

MY LEGISLATION ADDRESSES THE PROBLEMS IDENTIFIED IN THE HEW STUDY ON SANCTIONS, BY REQUIRING THAT THEY DESCRIBE THE PROCEDURES FOR MONITORING TITLE I PROGRAMS IN THE STATE, INCLUDING TIMETABLES FOR RESOLVING COMPLAINTS AND AUDITS. IN ADDITION, THE STATE APPLICATION WOULD INCLUDE PLANS FOR MONITORING AND AUDITING TITLE I PROGRAMS, INCLUDING ON-SITE VISITS TO LEAs, AS WELL AS A DESCRIPTION OF THE OUTCOME OF COMPLAINTS, MONITORING AND AUDITING ACTIVITIES IN THE PRIOR YEAR. WHILE MANY OF MY COLLEAGUES ARE CONCERNED ABOUT THE PAPERWORK, I STRONGLY CONTEND THAT A LITTLE THOUGHTFULNESS, ATTENTION, AND REVIEW OF EXISTING WRITTEN PROCEDURES CAN AND WILL SAVE MANY STATES, LEAs, AND THE OFFICE OF EDUCATION FROM A GREAT DEAL MORE EXPENSE, PAPERWORK, AND TROUBLE. IN FACT, THIS LEGISLATION AUTHORIZES THE COMMISSIONER TO PROVIDE THE STATES WITH AN INCREASE IN THEIR ADMINISTRATIVE EXPENDITURES TO DEVELOP AND DOCUMENT THESE NECESSARY PROCEDURES.

H. R. 9968 ALSO CALLS FOR THE COMMISSIONER OF EDUCATION TO SUBMIT A REPORT TO CONGRESS EACH YEAR DETAILING ENFORCEMENT PROCEDURES AND ACTIVITIES FOR TITLE I. WE SHOULD NO LONGER HAVE TO RELY ON THE REVELATION OF HORROR STORIES REGARDING FEDERAL FUNDS AS A MEANS OF ACCOUNTABILITY.

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PARENT INVOLVEMENT

ONE OF THE ASPECTS OF TITLE I WHICH I BELIEVE IS THE MOST IMPORTANT, YET RECEIVES THE LEAST AMOUNT OF RECOGNITION, MUST LESS APPRECIATION, IS PARENT INVOLVEMENT. MANY OF MY COLLEAGUES FEEL THAT IT IS AN UNNECESSARY INCUMBRANCE TO SCHOOL ADMINISTRATORS, AND OF LITTLE SUBSTANTIVE VALUE. AS SOMEONE WHO AS AN EDUCATOR LONG BEFORE I BECAME A LEGISLATOR, I SUPPORT PARENT INVOLVEMENT WHOLEHEARTEDLY. PARENTS ARE AN ESSENTIAL ELEMENT IN ENCOURAGING THE EDUCATIONAL SUCCESS OF THEIR CHILDREN. I WAS MOVED DEEPLY IN READING THE RECENT TESTIMONY OF A TITLE I PARENT BEFORE THE SENATE EDUCATION SUBCOMMITTEE. MRS. CONNIE GOMES IS A PARENT WITH FOUR CHILDREN, FROM PROVIDENCE, RHODE ISLAND. HERS IS A WONDERFUL STORY OF THE PERSONAL DEVELOPMENT WHICH OCCURRED THROUGH HER ACTIVE AND WELCOMED PARTICIPATION IN ENHANCING THE EDUCATION OF CHILDREN IN HER COMMUNITY. SHE RECOUNTS HER PARTICIPATION ON THE DISTRICT PARENT ADVISORY COMMITTEE:

"IN 1968, I JOINED A PARENT ADVISORY COUNCIL IN PROVIDENCE, RHODE ISLAND. I HAD HAD SOME EXPERIENCE WITH THE SCHOOL BUREAUCRACY DUE TO THE FACT OF HAVING A LEARNING DISABLED CHILD. AT THE TIME OF JOINING THE GROUP, I HAD MADE UP MY MIND THAT FOR MY CHILDREN'S SAKE, AS LONG AS THEY WOULD BE IN THE PUBLIC SCHOOL SYSTEM, I WOULD BE INVOLVED TO ENSURE THAT THEY RECEIVED THE BEST EDUCATION POSSIBLE. I HAD ATTENDED PTA GROUPS BUT FOUND THAT THEIR AGENDAS WOULD NOT ALLOW ME TO PARTICIPATE IN

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DETERMINING WHAT KIND OF EDUCATIONAL PROGRAMS MY CHILDREN WOULD BE RECEIVING. THE TITLE I PAC SEEMED LIKE A GROUP THAT COULD PROVIDE THAT KIND OF AN OPPORTUNITY FOR ME TO PARTICIPATE IN THE WAY THAT I PERCEIVED MEANINGFUL PARTICIPATION.

"I BEGAN TO QUESTION THE EDUCATION PLANS THAT WERE PUT BEFORE US BY THE SCHOOL DISTRICT. I LEARNED TO ASK WHO, WHEN, WHERE, AND WHAT. WHAT ONCE WAS AN OBSCURE IMAGE TO ME BEGAN TO BECOME A REAL THING; THAT BEING THE FEDERAL GOVERNMENT'S ROLE IN EDUCATION. I LEARNED THAT ALONG WITH THE FUNDS PROVIDED BY THE GOVERNMENT, THERE WERE ALSO RULES AND REGULATIONS THAT ASSURED OUR CHILDREN THE OPPORTUNITY TO HAVE PROGRAMS PROVIDED THAT WOULD MEET THEIR SPECIAL EDUCATIONAL NEEDS."

IN FACT, AS SHE CONTINUES, THIS PARTICIPATION HAS HAD A PROFOUND EFFECT ON HERSELF AND HER FAMILY. SHE BECAME MORE ACTIVE IN HER COMMUNITY, AND SHE DECIDED TO FURTHER HER OWN EDUCATION. SHE COMPLETED A LONG DELAYED HIGH SCHOOL EDUCATION, AND HAS SINCE ENROLLED IN COLLEGE. FURTHERMORE, HER CHILDREN WILL BENEFIT FROM HER INCREASED INTEREST AND AWARENESS. BESIDES THE PERSONAL BENEFITS FROM MEANINGFUL PARENTAL INVOLVEMENT THE PROGRAMS THEMSELVES ARE NOTICEABLY BETTER, BECAUSE PARENTS CARE.

EVERY ONCE IN A WHILE AN INDIVIDUAL COMES ALONG TO PUT AN ENTIRE ISSUE INTO PERSPECTIVE, AND I THINK MRS. GOMES DOES

AN EXCELLENT JOB. THE TITLE I PROGRAM IS MUCH, MUCH MORE THAN JUST MONEY FOR SCHOOLS. IT IS OUR EFFORT TO MAKE A MEANINGFUL CHANGE FOR OUR CHILDREN AND FOR OUR SOCIETY. PARENTS CAN AND MUST CONTINUE TO PLAY AN IMPORTANT ROLE.

WHEN YOU HEAR A STORY SUCH AS MRS. GOMES' IT IS EVEN HARDER TO UNDERSTAND WHY SO MANY SCHOOL ADMINISTRATORS WORK SO DILIGENTLY TO SHUT PARENTS OUT FROM THE DECISION MAKING PROCESS.

MY LEGISLATION LAYS OUT SOME GUIDELINES FOR THE ORGANIZATION OF PARENT ADVISORY COMMITTEES WHICH HAS BEEN MADE NECESSARY BY SCHOOL OFFICIALS' FAILURE TO CARRY OUT THE SPIRIT OF OUR 1974 AMENDMENTS RESPECTING PARENT INVOLVEMENT. IT ALSO SPECIFIES THAT PACs MUST BE GIVEN PROGRAM TRAINING DESIGNED BY THE LEA IN CONSULTATION WITH THE PARENT MEMBERS OF THE COUNCIL. I ALSO KNOW THAT ACCESS TO INFORMATION IS IMPORTANT TO MEANINGFUL PARENT INVOLVEMENT, SO MY BILL CALLS FOR THE COMMISSIONER TO PREPARE AND DISTRIBUTE TO ALL OF THE PACs A TITLE I POLICY MANUAL WHICH, "IN A CLEAR AND UNDERSTANDABLE MANNER" OUTLINES THE REGULATIONS, LEGISLATION, AND AUDITING AND PROGRAM REVIEW PROCEDURES.

FURTHERMORE, I WANT AN LEA'S TITLE I APPLICATION TO BE ACCOMPANIED BY COMMENTS SUBMITTED BY THE PARENT ADVISORY COUNCIL, ALONG WITH A SET OF WRITTEN ASSURANCES THAT THE LEA HAS MET ALL OF THE REQUIREMENTS FOR PARENT INVOLVEMENT IN THE LEGISLATION. THE ASSURANCE MUST BE APPROVED OR SIGNED

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BY THE COUNCIL.

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AGAIN, I BELIEVE THAT I HAVE BUILT UPON THE SOLID EXISTING FRAMEWORK FOR PARENT INVOLVEMENT, AND MANDATED PROVISIONS, WHICH WILL INSURE THAT THIS INVOLVEMENT IS MEANINGFUL.

PROGRAM IMPROVEMENT

THE LAST MAJOR AREA OF MY LEGISLATION INVOLVES MEASURES WHICH I BELIEVE CAN SUBSTANTIALLY IMPROVE THE QUALITY OF TITLE I PROGRAMS ACROSS THE COUNTRY. MY LEGISLATION FOR THE FIRST TIME EVER, AUTHORIZES A SPECIAL PROJECTS SECTION WITH A SEPARATE FUNDING AUTHORIZATION OF \$600 MILLION DOLLARS TO ENCOURAGE INNOVATIVE AND DEMONSTRATION COMPENSATORY EDUCATION PROGRAMS.

AS I HAVE STATED, ACCORDING TO THE RESEARCH, TITLE I IS A SUCCESSFUL PROGRAM -- FOR EACH MONTH A STUDENT IS IN TITLE I, HE OR SHE MAKES APPROXIMATELY ONE MONTH OF ACADEMIC PROGRESS. UNFORTUNATELY THOUGH, LONGITUDINAL STUDIES CONDUCTED BY STANFORD RESEARCH INSTITUTE HAVE SHOWN THAT DURING SUMMER VACATION, WHEN TITLE I STUDENTS ARE NO LONGER RECEIVING THIS EDUCATIONAL ENRICHMENT AND STIMULATION, THIS PROGRESS REVERSES, AND THEY TEND TO LOSE FROM ONE TO THREE MONTHS OF THE ACADEMIC PROGRESS THEY HAD MADE.

TO ME THIS DEMONSTRATES THE NEED FOR "SUMMER BRIDGE" PROGRAMS WHICH, THROUGH CONTINUED ENRICHMENT AND STIMULATION, PROTECT THE ACADEMIC PROGRESS A STUDENT HAS, AND INSURES THAT THIS LEVEL OF ACHIEVEMENT IS CARRIED OVER TO THE NEXT SCHOOL YEAR.

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I BELIEVE THAT AUTHORIZATION OF THESE "SUMMER BRIDGE" PROGRAMS IS KEY TO SUSTAINING THE POSITIVE IMPACT OF THE TITLE I YEAR LONG PROGRAMS. WITHIN THESE BRIDGE PROGRAMS THERE IS A PROVISION THAT THE COMMISSIONER MAY USE UP TO 5% OF THE FUNDS TO CONDUCT PILOT YEAR-ROUND SCHOOL PROGRAMS, WHICH HAVE BEEN RECEIVING MUCH INTEREST. BY 1982, THE COMMISSIONER WOULD HAVE TO REPORT TO CONGRESS ON THE IMPACT OF THESE PROGRAMS.

ANOTHER SECTION OF THE SPECIAL PROJECTS PART OF THE BILL PROVIDES FUNDS FOR PARENT EDUCATION PROGRAMS FOR TITLE I. IT HAS BEEN SHOWN THAT WHEN SCHOOLS WORK TO MAKE PARENTS AN ACTIVE PARTNER IN PROMOTING ACADEMIC PROGRESS, THE CHILD DOES SUBSTANTIALLY BETTER. IN MANY OTHER COUNTRIES, THERE ARE GOVERNMENT SPONSORED PROGRAMS OF PARENT EDUCATION OR 'PARENTING' TO TEACH THE SKILLS OF BEING A GOOD PARENT. REALIZING THE IMPORTANT ROLE OF THE HOME IN STIMULATING A CHILD'S INTELLECT, I BELIEVE THAT TITLE I SHOULD ENCOURAGE MODEL PROGRAMS WHICH BUILD PARTNERSHIPS BETWEEN PARENTS AND TEACHERS, AND ALSO MAKE PARENTS AWARE OF THE WAYS IN WHICH THEY CAN USE THE HOME TO ACCELERATE THEIR CHILD'S ACADEMIC ACHIEVEMENT.

THE THIRD PART OF THE SPEICAL PROJECTS SECTION ENCOURAGES MODEL COMPENSATORY EDUCATION PROGRAMS FOR JUNIOR HIGH SCHOOL AND HIGH SCHOOL STUDENTS. PRESENTLY, 80% OF TITLE I FUNDS ARE GOING TOWARD STUDENTS IN GRADES K-6. (MR. PELAVIN WILL PRESENT DATA ON THE IMPACT THAT THIS HAS ON OVERALL ACHIEVEMENT).

MUCH OF THIS TARGETING IS NECESSITATED BY THE UNDERFUNDING OF TITLE I. IN MANY SCHOOL DISTRICTS, THE TITLE I PROGRAM HAS TO END AT THE 3RD OR 4TH GRADE DUE TO LIMITED FUNDING. OBVIOUSLY, THE SPECIAL EDUCATIONAL NEEDS WHICH DISADVANTAGED CHILDREN HAVE DO NOT STOP MERELY BECAUSE A STUDENT HAS GONE FROM THE 4TH TO THE 5TH GRADE.

IN THE FINAL AREA OF SPECIAL PROJECTS, I INTEND TO AUTHORIZE FUNDS FOR THE RETRAINING OF EDUCATIONAL PERSONNEL, SO THAT THEY MAY DO A MORE EFFECTIVE JOB OF DEVELOPING READING, WRITING, AND MATHEMATIC SKILLS IN DISADVANTAGED CHILDREN.

OVERALL, H. R. 9968 WILL BRING ORDER AND SYSTEMIZATION TO TITLE I. I BELIEVE THAT IT WILL MARKEDLY IMPROVE THE QUALITY OF COMPENSATORY EDUCATION, AND I HOPE THAT YOU WILL SERIOUSLY CONSIDER ITS PROVISIONS.

I WOULD LIKE TO NOW ALLOW MR. PELAVIN AND MS. MCCLURE TO MAKE THEIR PRESENTATIONS, AFTER WHICH WE WILL BE HAPPY TO ANSWER YOUR QUESTIONS.

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