



NAAPAE Newsletter

National Association for Asian and Pacific American Education

September 1988

1989 Federal Education Program Ready to Roll

The Hawkins-Stafford School Improvement Act, passed by Congress last April, will become effective October 1, 1988. The House and Senate are now in the final stages of negotiating funding appropriations for it, expected to reach \$22 billion.

Chapter 1, the largest of the federal education programs, will receive about \$500 million over its past allotment in order to provide remedial instruction to all eligible educationally disadvantaged students. Right now the program serves less than half of those who are eligible.

Math and science teacher training, Chapter 2 block grants, magnet schools, and bilingual education programs will all receive increased funding as well. Several senators raided \$26 million from Chapter 2 funds, \$8 million of which will go to an adult LEP literacy program.

In addition to increasing spending for existing programs, the School Improvement Act will also fund several new programs, such as: Chapter 1 high school dropout prevention programs, a Chapter 1 preschool/illiterate parents Even Start program, a local innovative grants program for school district/outside agencies, and a teacher involvement grants program.

Educational accountability to be emphasized

Under the new law the main focus in setting education priorities will shift from fiscal accountability to *educational* accountability. For example, every school that receives Chapter 1 funds will have to demonstrate that the increase in the number of children participating in the program is proportional to its educational achievement. Schools showing no improvement for one year must work with their districts to improve the following year. And should they fail to improve for a second year, their districts will be forced to work with their respective state departments of education during the third year. The nature

of the district/state department of education aid must be negotiated on a case-by-case basis.

After having expressed dissatisfaction with the Department of Education's Office of Educational Research and Improvement (OERI), Congress will separate the National Center for Educational Statistics (NCES) from OERI and make it an independent agency with its own funding authority. In addition, NCES will have authority over the National Assessment of Educational Progress, which will be similarly expanded.

In another attempt to depoliticize educational research, Congress will channel all remaining educational research funds to existing educational R&D centers and labs.

Congress will also make several major changes intended to lessen administrative burdens, again with the goal of increasing educational accountability. Schools serving at least 75 percent poor children, for example, will be able to use Chapter 1 funds for the entire school without having to match the federal funds. Because of this previous funding match requirement, only some 800 elementary schools in the nation were able to take advantage of this part of Chapter 1 program in the past. From now on all schools with 75 percent poor children will be able to qualify.

Another provision will set aside 5

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71 votes put him over the top

Woo Wins Nomination for Senate Race

Delaware Lieutenant Governor S.B. Woo, the highest elected Chinese state official in the U.S., will represent the Democratic Party in the Senate race against the Republican incumbent William W. Roth Jr. Woo defeated investment banker Samuel Beard in a close race, whose outcome has been under dispute for a week after the September 10 primary.

Beard was declared the winner originally, but a few days later Woo was told that a computer error had credited his opponent with 2,800 votes too many. The final recount had Woo ahead by a margin of 71 votes — or one-tenth of one percent of the total vote.

With the November election a little more than a month away, however, former rival Beard has rallied behind Woo, and even joined his campaign as an honorary chairman.

Woo, a scientist born in China, was elected Delaware's Lieutenant Governor four years ago. If elected to the U.S. Senate, the 51-year old Woo would be the only Chinese-American member of Congress. For that reason he is attracting significant financial support from within the Asian American community nationwide.

Woo's Republican opponent is running for his fourth Senate term, and has the edge at the moment. A recent poll in the state, however, shows Roth with less than 50% of the electorate, which may indicate that his support is soft.

percent of each district's Chapter 1 funds for innovative programs without linking the decision over how to use it to the federal 100 percent targeting regulations.

Furthermore, state departments of education will no longer dictate how local school districts can use Chapter 1 funds, short of demanding compliance with state teacher certification laws already in effect. Any additional state regulations that are imposed must be clearly designated as state rather than federal regulations.

At the federal level, the Department of Education cannot issue any Chapter 1 regulations until and unless regional meetings are first held with local educators, parents and community members. Rules negotiations must take place in Washington D.C. with regional input before new regulations are finalized. The Department of Education must answer requests for guidance in writing within 90 days.

Finally, the Department of Education's audit review processes will be substantially revised. Full-time administrative law judges will replace the current audit appeal board, and, for the first time, mitigating circumstances will be cited as a basis of overturning audit decisions.

Joint Senate and House funding for bilingual education has been set at \$197.4 million for the 1989 budget.

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The Department of Education's top research priorities for the next two funding years are: (1) the teaching of language skills to LEP students and (2) the impact of family, culture and community on education.

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President Reagan has appointed Linda Chavez as chair of the National Commission on Migrant Education. Chavez, the president of U.S. English, is well known for her opposition to bilingual education.

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New Jersey Education Commissioner Saul Cooperman has prohibited Asian and White students in the town of Englewood Cliffs from withdrawing from nearby Morrow High School, a mostly Black and Hispanic school. Asian and White parents claim that Morrow High is educationally deficient. Cooperman says that withdrawal would have significant negative impact on racial balance and education quality.

The Department of Education admits that four of its panel reviewers for the Clearinghouse on Reading and Communication lacked expertise in reading, and that one of them was biased. The National Council of Teachers of English (NCTE) has challenged the Department of Education's awarding of the Clearinghouse to Indiana University, but its challenge was rejected. NCTE claimed that the Department of Education was biased against it because it had opposed the Department of Education on several issues in the past.

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The U.S. General Accounting Office (GAO) has found that at least 232 Reagan Administration employees will remain in permanent civil service positions when the administration retires. Thirteen of these appointees will go to the Department of Education, eleven of whom will have no competition.

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Up to 450 Arab-American students in the Dearborn, Michigan, public school system will be bused to four schools that have low enrollment of this population. Dearborn has the nation's largest Arab-American population.

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APA Educator Sues Regents and University Leadership

Associate Professor Janet Wang from the West Virginia University School of Nursing has filed an \$11 million discrimination suit against the state Board of Regents and school officials for alleged violation of her constitutional right to due process and equal protection.

The suit alleges that Lorita Jenab, the Dean of the nursing school, has tried to fire Wang four times, but each attempt was overruled by WVU institutional hearing committees. According to Wang, however, Jenab has continued to violate her rights, and as a result she was "harassed, defamed and singled out for unequal and discriminatory treatment" throughout her employment at the school. Dr. Wang has been employed at the school since 1980. She is a Fulbright scholar and has a Ph.D.

The suit also alleges that WVU President Neil Bucklew and John Jones, vice president for health sciences, knew about Jenab's discriminatory practices and that Jones has violated her rights "under color of law."

Sobering Thoughts for Educators

In the 1950's it took 17 workers to support one Social Security recipient. In the 1990's there will be only three workers to do the same, and at least one of them will be Black or Hispanic.

APA educators thus have a vested interest in helping all at risk youths if they expect to receive Social Security themselves.

Communication-Based Teaching Supported by Foreign Language Test Results

Test results from Connecticut, the nation's only state that tests students in foreign languages, confirm what many language educators have known for a long time: that communication-based teaching is the most effective method to teach a foreign language. Listening to and speaking foreign languages are more effective methods of developing language proficiency than learning grammar and writing.

Developed by the Educational Testing Service, the tests were administered in French, German, Italian, Spanish, and Latin. Test subsections include assessment in listening, reading, writing, and culture/history, the latter in English. In addition, a subset of students were tested for half an hour on speaking skills by teachers specifically trained for inter-rater reliability. Proficiency guidelines were set by the American Council on the Teaching of Foreign Languages.

Female students generally outperformed males in listening, reading and writing, and inner-city students outperformed their non-urban counterparts in all languages except Spanish. The speculation is that the Spanish-speakers tend to be native speakers who use non-standard Spanish at home. Finally, students who studied foreign languages before high school outperformed those who did not, as did those who indicated their intention to continue their foreign language studies.

Connecticut school officials concluded that foreign language teachers and students should speak foreign languages in class as much as possible, and that instructional materials should employ every-day vocabulary. The use of English to explain should be avoided in favor of emphasizing the usefulness of foreign languages as communication devices.

In 1989 New York State will require students to take foreign language tests as part of its Board of Regents high-school diploma program.

NAAPAE NEWS

1989 NAAPAE Conference

Excellence and Empowerment through Active Participation is the theme of the 11th Annual NAAPAE Conference, to be held on April 27-29, 1989 at the Holiday Crown Plaza in Rockville, Maryland. Presentation proposals are being accepted until November 15, 1988.

For more information about the conference or the call for papers, please call Jeannette Kwok, conference co-chair, at (703) 425-0896.

Executive Council Meeting

The next meeting of the NAAPAE Executive Council will be held Satur-

day, October 15, 1988 at the Oakland Airport Hilton in Oakland, California. The room rate is \$59.00 a night if you wish to stay at the hotel. For more information please call Sally Chou at (818) 308-9842.

New Region I Rep

Fred Dow, Director of the Asian American Research Workshop, has been appointed NAAPAE's Regional Representative for Region I, which includes the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont. His involvement in NAAPAE represent an asset to our organization, and we welcome him on the Executive Council.

Grant Opportunitites

ESEA Title VII Grants

The deadline for submission of ESEA Title VII applications for most projects for FY 1989-1990 has just been postponed. The public notice with the original October deadlines was published in the August 19, 1988 issue of the Federal Register. Make sure to check with the California Department of Education (916/445-2872) for the dates for individual projects. The State Management Institute has been postponed until January 1989. An institute for new projects will be held in Washington, D.C. on October 17-20, 1988.

For more information regarding these projects, contact the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education at (202) 732-1843.

Fund for Improvement of Post-Secondary Education

The Comprehensive Program is an annual grants competition conducted by the Fund for Improvement of Post-Secondary Education (FIPSE) of the

U.S. Department of Education. The program is geared toward local education improvements and reforms. Depending on their nature, the projects are being funded for periods of one to three years. About 75 awards will be made this year for projects that will begin after August 15, 1989. Last year FIPSE made 58 awards, which ranged from \$21,000 to \$149,000 per year.

Proposals may be submitted by two and four-year colleges and universities, community organizations, trade and technical schools, non-profit organizations, local government agencies, student organizations and other associations.

The application deadline for the Comprehensive Program proposal is Tuesday, October 18, 1988. Applicants invited to submit a final proposal will have until March 1, 1989 to do so.

For more information about the program or application procedure, please contact the U.S. Department of Education at (202) 732-5750, or write: Comprehensive Program, ATTN: 84.116A, U.S. Department of Education, Application Control Center, Room 3633, Washington, D.C. 20202-4725.

English Literacy Grants Among Programs Funded

Thanks to efforts by Senator Jeff Bingaman (D-N.M), the English Literacy Grants Program, included in the School Improvement Act, will receive a compromise figure of \$4.8 million in funding. The money will be transferred from the Chapter 2 State Education Block Grant program.

The English Literacy Grants Program will provide English literacy instruction to limited English proficient adults. The original appropriations of both houses of Congress provided no funding for the program. But Senator Bingaman, the chief Senate sponsor of the original English Proficiency Act, submitted an amendment directing \$8 million to the program, of which

\$4.8 was accepted by the House-Senate Conference Committee.

Bilingual education (Title VII) programs received a total of \$197.4 million under the compromise. Most programs funded increased or at least maintained the funding levels from last fiscal year.

Other programs receiving funding for Fiscal Year 1989 include bilingual teacher training, English as a Second Language, vocational education, adult education, and library literacy programs. At the same time, however, funding for foreign language instruction programs was cut, and the Foreign Language Assistance Act was not funded at all.

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