



CAMPAIGN FOR
CHSE
HIGH SCHOOL EQUITY

A Plan for Success

Communities of Color Define Policy Priorities for High School Reform

- Make All Students **Proficient and Prepared** for College and Work
- Hold High Schools **Accountable** for Student Success
- **Redesign** the American High School
- Provide Students With the **Excellent Leaders and Teachers** They Need to Succeed

A Plan for Success

Communities of Color Define Policy Priorities for High School Reform

- Invest Communities in Student Success
- Provide Equitable Learning Opportunities for All Students
- Ensure Every Student has an Effective Teacher
- Create Innovative and Effective Expandable Learning Opportunities for All Student
- Implement Common Core State Standards to close the Achievement Gap



Rep. Elijah Cummings (D-MD)



Robin Butterfield



Rep. Danny Davis (D-IL)



Maya Rockeymoore



Wade Henderson



John Trasvina



Rosa Rosales



Cynthia Matus Morriss





Governor Bob Wise



Michael Wotorson



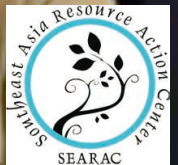
Stephanie Jones

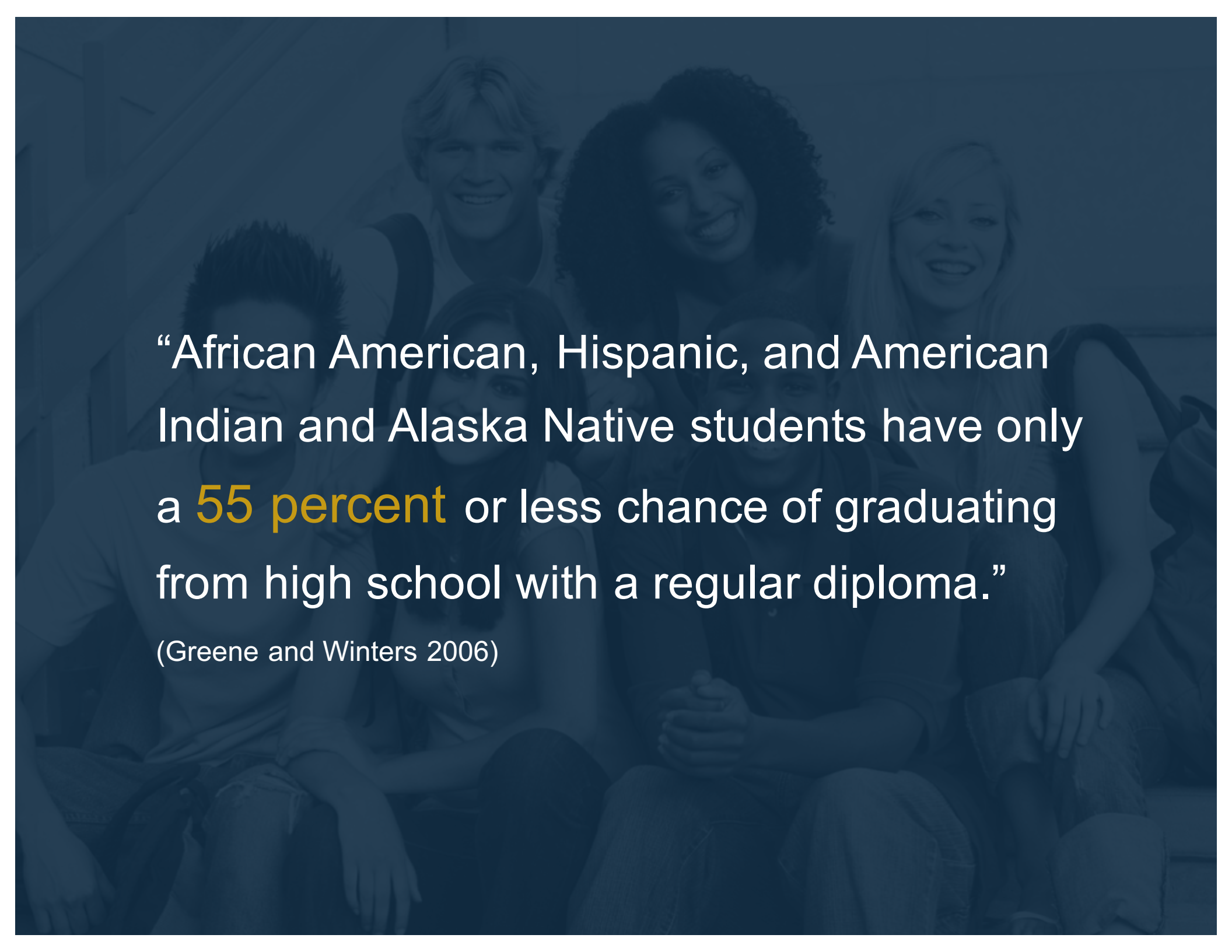


National
Urban League



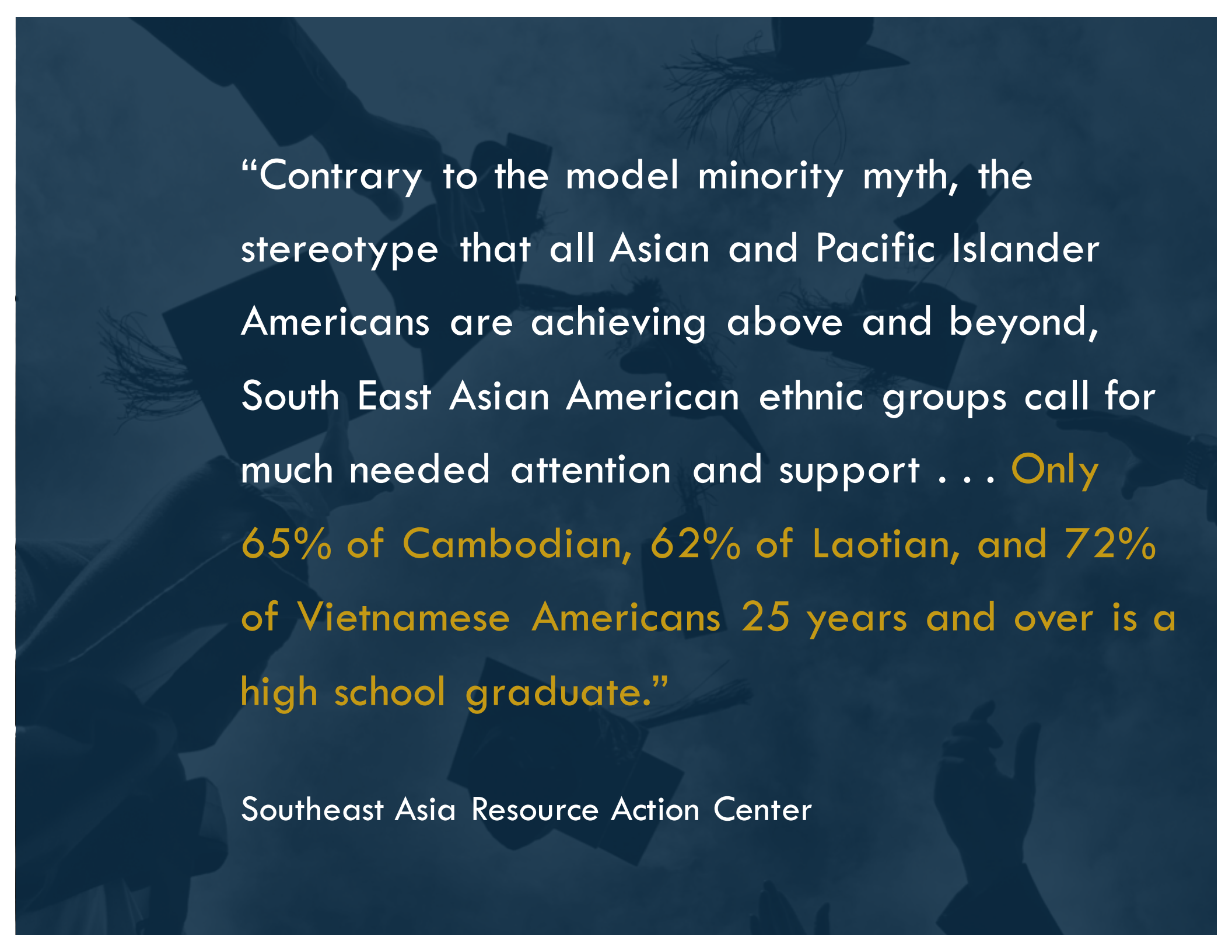
Doua Thor





“African American, Hispanic, and American Indian and Alaska Native students have only a **55 percent** or less chance of graduating from high school with a regular diploma.”

(Greene and Winters 2006)



“Contrary to the model minority myth, the stereotype that all Asian and Pacific Islander Americans are achieving above and beyond, South East Asian American ethnic groups call for much needed attention and support . . . **Only 65% of Cambodian, 62% of Laotian, and 72% of Vietnamese Americans 25 years and over is a high school graduate.**”

Southeast Asia Resource Action Center

San Francisco Chronicle

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415-777

Should No Child Left Behind Act be reauthorized?

While Congress stalls, students of color fall through the cracks

By Marc Morial and John Traviña

The prospect of Congress waiting until after the 2008 elections to improve and renew the No Child Left Behind Act is bad news for anyone committed to educational quality and equity. If parents, students, educators and community leaders do not come together in early 2008 to re-shape this law, the nation — including the children who are most disadvantaged and underserved in US schools — will suffer.

The benefits of a sound education are considerable. Well-educated Americans earn more in wages, vote more frequently, experience better health and contribute more to our nation's leadership in the world. America has long held out the promise of an appropriate public education for all, but we are not meeting this promise for millions of our children, and the consequences for these students and the nation are enormous.

Given that only 70 percent of all high school students actually graduate, NCLB must be reformed and well-funded. Congress urgently needs to respond to the fact that our nation's public high schools are graduating only about half of their African American and American Indian students and slightly more than 50 percent of Hispanic students. Further, about 2,000 of the nation's 22,000 public high schools produce roughly half of the nation's high school dropouts, and not surprisingly, these "dropout factories" serve mostly students of color. Substantial NCLB reforms are necessary to put an end to the dropout crisis and improve the state of American public education.

We have a moral imperative to hold schools accountable — it is our responsibility to provide every child with an excellent education so that they can grow to be productive and prosperous adults. And there are economic implications as well. The cost of dropping out is paid first by the individual who fails to graduate, and then ultimately by all Americans. If the high school graduation rates of students of color were raised to the current level of whites by 2020, and if those minority graduates went on to postsecondary education at rates similar to whites, the potential increase in personal income across the country would, by conservative estimates,



BARRIE MAGUIRE / NEWSART.COM

add more than \$310.4 billion to the US economy. Beyond the economic impact, only about 30 percent of students entering high school today are reading at grade level, resulting in only a third being fully prepared for college and work when they leave high school. Unless these troubling trends are reversed, our high schools will become increasingly complicit in creating a permanent underclass of individuals who cannot provide for themselves and their families and are prevented from actively wielding the levers of democracy.

Let's ensure America's global competitiveness by fully investing in the success of all children so that they reach their full potential. NCLB is not perfect, but it is the best national vehicle we've got for ensuring that more students of color leave high school with a diploma in hand.

Education is a core civil right and, at a minimum, NCLB must be reframed to make college and work preparedness for all students a top priority. It must hold

high schools accountable for student success, ensure that all students have excellent teachers and leaders, and ensure that equitable learning conditions exist for all students. Setting aside the reauthorization of NCLB until after the elections risks closing the door on thousands of high school students, who will eventually drop out because their schools are not being held accountable for their educational success. Congress must strengthen NCLB and reauthorize it early in 2008 before yet another class of promising students is left behind.

Marc Morial is president and CEO of the National Urban League and John Traviña is president and general counsel of the Mexican American Legal Defense and Educational Fund. Both organizations are managing partners of the Campaign for High School Equity.

We need a new definition of accountability

By Anthony Cody

America's schools have fallen into a giant trap. This trap is epic in its dimensions, because the people capable of leading us out of it have been silenced, and the initiative that could help us is being systematically squashed.

Policymakers and the public have been seduced by a simple formulation. No Child Left Behind posits that we have troubled schools because they have not been accountable. If we make teachers and schools pay a price for the failure of their students, they will bring those students up to speed.

But schools are NOT the only factor determining student success. Urban neighborhoods are plagued by poverty and violence and recent reports

in *The Chronicle* show that as many as 30 percent of the children in these neighborhoods suffer from post-traumatic stress disorder. Fully 40 percent of our students are English learners, but these students must take the same tests as native English speakers. Moreover, a recent study provides strong evidence that family-based factors such as the quality of day care, the home vocabulary and the amount of time spent reading and watching television at home account for two-thirds of the difference in academic success for students. Nonetheless, NCLB holds on to the schools accountable.

Teachers are realizing that this is a raw deal. We can't single-handedly solve these problems, and we can't bring 100 percent of our students to proficiency in the next six years, no matter how "accountable" the law makes us, and no matter the punishments it metes out. But if we speak up to point out the injustice and unreasonableness of the demands on our schools, we are shouted down, accused of making excuses for ourselves and not having high expectations for our students. Thus, teachers have been silenced, our expertise squandered.

The fatal flaw of NCLB was that it assumed that teachers were obstacles to change, that we had to be coerced to set higher standards for ourselves and our students. As a result we have state-mandated standards, standardized tests — even scripted curriculum to tell us what to say in class. All of this has demoralized teachers by making us into the problem,

rather than a big part of it. But educators have not been completely immobilized. We can learn in spite of the conditions, and have discovered

► Although student success is influenced by other factors, a teacher can make a difference.

► Teachers who are able to assess student learning can promote rapid growth. Timely feedback and tailoring to meet students' needs are key.

► Teachers who collaborate to develop common standards can share techniques and learn from each other to push their students to higher levels.

► Teachers are capable of designing assessments that reflect the skills and knowledge desired by the communities — and this is a higher level of student engagement, as can be seen at www.nde.state.ne.us/foia/index.html.

► Teachers must be able to influence educational policy decisions. Our insights and suggestions on paper will not translate into real-world solutions.

While the recent proposal of NCLB contained some good ideas, the law remains flawed, and does not deserve to be reauthorized. We need to step back and create a new vision of accountability from the classroom up. We need to be accountable for the difference — that is why we are in the profession. But we must also be able to reflect the face of our students and the needs of our communities. We need to be given a voice in designing the role of our students and the standards and resources in our schools. We need to be allowed to influence the high quality of our education. We need to succeed.

When we are asked to be ready to help show the way, we need to be there, still teachers, after all.

Anthony Cody, a member of the Teacher Leaders Network, National Board certified, works as a science coach at Oakland Unified School District.





INDIAN COUNTRY

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TODAY

WEDNESDAY, JULY 23, 2008

Indian kids deserve a fair chance

WILLARD SAKIESTEWA GILBERT

For all the worthy debate over the relative merits of the No Child Left Behind Act, let's not lose sight of the goal on which we can agree: to better educate and prepare our nation's students. A recent study by the Center on Education Policy documented improvements in American Indian and Alaska Native students' reading and math achievement since NCLB was enacted in 2002. From the perspective of this educator, such results reinforce the importance of NCLB as a significant source of data to better understand student progress,

STUDENTS EXCEL IN THE CLASSROOM WHEN CONTENT AREA, NATIVE LANGUAGE AND CULTURE INTERSECT.

but a work in progress in terms of achieving equality for all high school students in the U.S.

The inequities and indignities that darken the history of public school treatment of American Indians and Alaska Natives are a national tragedy. Even though the CEP report indicates recent improvements, findings specific to Native students were presented with caution. Challenges in data reporting of American Indian, Alaska Native and Native Hawaiian students muddy the projection of their success and cloud the stark

reality of the dismal graduation rates that afflict our young people.

Fewer than half of all American Indian students graduated from high school during the 2003 - 04 school year, compared to more than three-quarters of white students. And American Indian and Alaska Native students

who stay in school read below grade level at rates higher than their white peers. What awaits these students who don't achieve in school and don't graduate? All too often the answer is poverty, incarceration, suicide, teen birth or substance abuse.

By and large, our neighborhood

schools are not serving American Indian and Alaska Native students academically or culturally. We must demand policy changes that prepare schools to support and nurture tomorrow's leaders. A reauthorized NCLB should include requirements for teaching that takes culture into account, improving teacher quality and reporting of data in such a way that we can



PHOTO COURTESY NATIONAL INDIAN EDUCATION ASSOCIATION

WILLARD SAKIESTEWA GILBERT,
 BOARD PRESIDENT AT NIEA

THE INEQUITIES AND INDIGNITIES THAT DARKEN THE HISTORY OF PUBLIC SCHOOL TREATMENT OF AMERICAN INDIANS AND ALASKA NATIVES ARE A NATIONAL TRAGEDY.

make meaningful comparisons among and across subgroups. The next CEP report should paint a clearer picture of success for American Indian and Alaska Native students.

Students excel in the classroom when content area, Native language and culture intersect. For example, the Native Science Connections Research Project at Northern Arizona University, which is funded by the National Science Foundation, successfully integrates Native language, culture and traditions into schools' science elementary curriculum. Ongoing analysis reveals increased student mastery of science and math concepts, deeper levels of student engagement in science and math, and increased student achievement in math and science. In a Navajo

immersion school, Tse'hootsooi Dine' Bi'olta', third- and fifth-graders are performing at higher levels than their peers in the state reading, writing and math assessments. These types of innovative solutions should be encouraged and adequately resourced.

The quality of teachers also affects the success of American Indian and Alaska Native students. From the small numbers of teachers who represent similar cultural backgrounds as their students to an inability to recruit subject-matter trained teachers for schools in remote or isolated communities, students are paying the price.

Finally, the way in which data are reported by high schools confounds efforts to improve student achievement. Without a requirement by NCLB to disaggregate data by ethnic subgroup, the progress or lack thereof made by American Indian, Alaska Native and Native Hawaiian students will continue to be overlooked, rendering an inaccurate perception of the reality. Unless educators and school officials have the capacity to hone in on problem areas, how can they be expected to address them? It's like planning in the dark.

American Indian, Alaska Native and Native Hawaiian students deserve a fair chance to succeed. With NCLB reauthorization that requires culturally based teaching, teacher quality and data disaggregation, we can provide our students with that opportunity. **[E]**

Willard Sakiestewa Gilbert, Hopi, is the board president of the National Indian Education Association. NIEA is a member of the Campaign for High School Equity, a civil rights coalition that strives for education policy that prepares all students to be successful in work and life.




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AMERICAN EDUCATION'S NEWSPAPER OF RECORD

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Letters To The Editor

It's No Surprise NCLB Has Lowered the Bar

To the Editor:

That states may have lowered standards for student proficiency in order to meet the requirements of the federal No Child Left Behind Act comes as no surprise ("Test Rigor Drops Off, Study Finds," *Nov. 4, 2009*). The fiscal consequences they face should their students fail to meet the standards they set are, in effect, an incentive for lower state standards, validated by the lack of consistent proficiency guidelines.

The University of California, Berkeley, professor Goodwin Liu's 2006 research revealed that the states with the highest variation between student scores on the National Assessment of Educational Progress and state assessments were disproportionately those with a large share of low-income, nonwhite, and English-learning students. Allowing such diminished expectations to endure will continue to place students

endure will continue to place students of color and those from low-income neighborhoods at a disadvantage.

High, common standards are a critical first step in reforming the American education system. If designed and implemented effectively, fairly, and with the input of communities of color, common academic standards hold great potential for addressing the achievement and dropout crisis, which is most pronounced among minority student populations.

Lowering the bar may increase the number of children declared proficient. But it will do nothing to graduate more students ready for work, equipped for college, and prepared to succeed. Common standards should be part of the solution.

Michael T.S. Wotorsen
Executive Director
Campaign for High School Equity
Washington, D.C.





Wade Henderson



Peter Zamora



Bethany Little

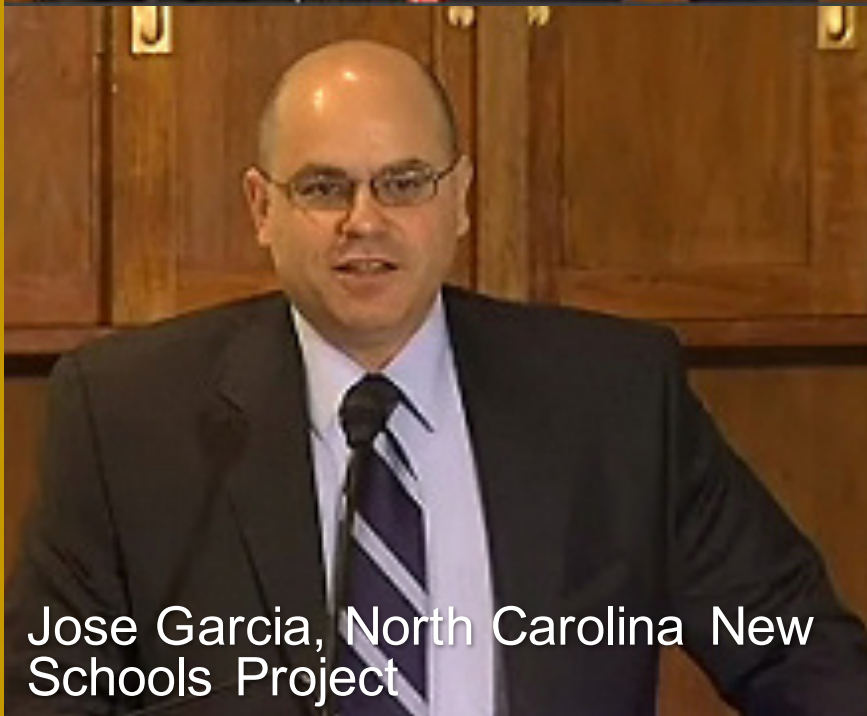




Sen. Richard Burr (R-NC)



Raul Gonzalez



Jose Garcia, North Carolina New
Schools Project



Gary Huggins, Commission on
NCLB


“Congress must build on the successes of NCLB and learn from its shortcomings; anything less will amount to rolling back the clock on the civil rights reformation.”

— Wade Henderson, President and CEO,
Leadership Conference on Civil Rights





Common Core State Standards Leadership Training

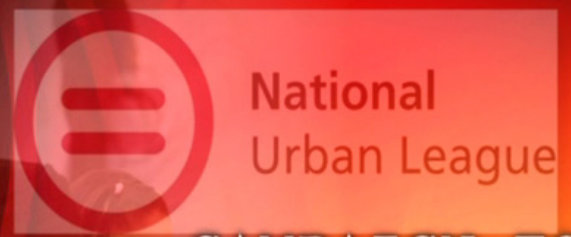


“Reducing by half the number of students of color who failed to graduate with their peers in the Class of 2008 would generate **17,450 new jobs and add \$3.1 billion to the economy.**”

(Alliance for Excellent Education 2010)

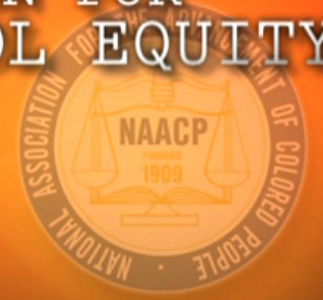
OURWORLD

WITH BLACK ENTERPRISE



National
Urban League

CAMPAIGN FOR HIGH SCHOOL EQUITY



Marc Morial
President & CEO, National Urban League



June 9, 2010

Opinion: Expecting More From Our Kids Is a Winning Solution

By Michael T.S. Wotorson, Special to BET.com

In every corner of the U.S., big-league cities shouldering unemployment rates near or higher than the national 9.5 percent rate need an economic shot in the arm. In Atlanta, the jobless rate has soared to 9.8 percent. In New York the rate stands at 9.4 percent, and in Chicago, it's at 10.7 percent and counting. These sobering figures represent no less than a percentage-point increase from a year ago. And in Philadelphia, the rate is climbing even faster—to 9 percent compared to 7.5 percent at this time last year.



Michael T.S. Wotorson

This isn't the first major downturn in our economy and it won't be the last. But we can minimize the damage if we invest now in the long-term future of our children. A high school diploma is a prerequisite for success in our country, and helping more young people experience success is certainly a requirement for economic viability.

Unfortunately, far too many of our young people miss the chance to don a graduation cap—

because expectations are low, because not every student has access to an effective teacher, and because the way achievement data are collected and reported leaves some communities and decision makers in the dark.

In Atlanta, New York, Chicago and Philadelphia alone, nearly 40,000 African American students failed to graduate with their peers in the class of 2008. If that number were cut in half, the positive difference it would make in our economy cannot be ignored. Their collective earning power would increase by an additional \$267.9 million and they'd spend \$186.8 million more than they would without a diploma, much of it in their hometowns.

These figures are an accurate reflection of the national picture: If only half of the estimated 600,000 students who dropped out in 2008 had graduated, this single class of new graduates would likely earn as much as \$4.1 billion in additional income, and they'd spend an additional \$2.8 billion to pump up the country's economy.

But graduation rates remain far too low and may only decline. Of all incoming ninth-graders, a staggering one-third will drop out, and another third will graduate without the skills they need to succeed in college and the business world. The figures are even more alarming for our young people. Only about half of African American students graduate from high school on time with a



Rep. Rubén Hinojosa (D-TX)



Phitsamay Uy



Rep. Mike Honda (D-CA)



Brent Wilkes





Doua Thor




Quinton Roman Nose



Dr. Charity Smith, Arkansas
Department of Education



A blue-tinted photograph of three people, likely students or professionals, looking at a computer screen. The image is used as a background for the text.

“The plight of Asian Pacific American immigrant, refugee, and English language learner students are often obscured and overshadowed and **only when data is disaggregated do some of the needs of this population become more apparent.**”

— Doua Thor, Executive Director,
Southeast Asia Resource Action Center

ISSUES

Editorials
Columns
& Letters



tnnessean.com THE TENNESSEAN Sunday, July 6, 2008 15A

SUNDAY, JULY 6, 2008

Fewer dropouts = dreams fulfilled

High schools must engage kids of all colors, incomes

By **GLORIA SWEET-LOVE**
and **MICHAEL T.S. WOTORSON**

A close examination of high schools in the United States today will reveal a system very much in crisis.

Every year, approximately 1.2 million American students drop out of high school. In Tennessee, more than 22,000 students dropped out in 2007 and, unfortunately, the majority of those students were minority and low-income.



SWEET-LOVE



WOTORSON

Across our nation, students of color are more likely to attend "dropout factories" — high schools where no more than 60 percent of the entering freshman class make it to their senior year three years later — than white students. In Tennessee, more than one in 10 of our 289 high schools are considered dropout factories.

Lest we forget, it is our high schools that are preparing tomorrow's leaders. All of us pay a price when students drop out of high school. If the 22,000 high school dropouts from the Class of 2007 had instead earned their diplomas, Tennessee's economy would have seen an additional \$5.7 billion in wages over these students' lifetimes, according to the Alliance for Excellent Education in Wash-

ington, D.C.

In fact, researchers from the alliance have found that if high school dropouts who currently are heads of households in Tennessee had obtained their diplomas, the state economy would have benefited from an additional \$2 billion in wealth accumulation by those families. Most striking is the fact that, if Tennessee raises the graduation rates of its minority students to the level of its white students by 2020, we could add an additional \$1.5 billion to our state economy.

The evidence is crystal-clear, and the time to take action is now!

Too many of our high schools are failing to engage and develop young adults, especially students of color. However, if we join together and set ambitious state goals for education, and if we commit to raising the graduation rates of students of color, we can turn this crisis around.

Another civil rights milestone

We should never forget that in 1954 and again in 1957, Americans of all backgrounds eventually came together for one common purpose: providing unfettered and high-quality education to all students. We are on the precipice of another great challenge, and Tennesseans should face it boldly, together.

Today, as we grapple locally with this crisis, there exists a real opportunity to turn things around through federal policy. If properly modified to address the needs

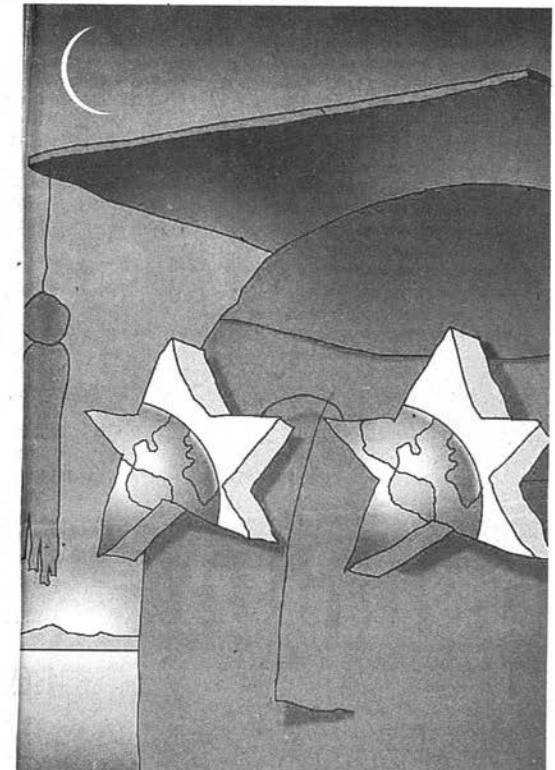
of high school students, the No Child Left Behind Act (NCLB) could help our state increase its overall graduation rate and ensure that more young Tennesseans are adequately prepared for college and work. But while we wait for Congress to take action to improve NCLB, there are some things we can do locally.

For starters, we can all become more engaged in local and state efforts to improve graduation rates, like the Dropout Prevention Task Force headed by Nashville Mayor Karl Dean. We can also insist our state policymakers make the Memphis Graduation Coach program a statewide and fully funded initiative.

These types of efforts, combined with preventive initiatives such as "early warning systems" to quickly identify students in danger of dropping out and helping to create individualized graduation plans that integrate mentors into a student's life, will help our young people graduate on time and be prepared for college, work and life.

America's youth in general and Tennessee youth in particular deserve a fair chance to succeed. With the right local efforts, we can give Tennessee's students that fighting chance and we can strengthen our nation.

Gloria Sweet-Love is president of the Tennessee Conference of NAACP Branches; Michael T.S. Wotorson is director of the Campaign for High School Equity, a Washington, D.C.-based coalition of national civil rights organizations representing communities of color.



NEWSCOM

A person wearing a white lab coat and safety goggles is working in a laboratory. They are holding a pipette and looking down at it. The background is a bookshelf filled with books. The image has a dark blue overlay.

Every dollar invested in education
results in a return of five dollars.

(U.S. Department of Education)



Dr. Luis A. Vazquez
New Mexico State University



Willard Sakiestewa Gilbert



Dr. Sheryl Denbo
Mid-Atlantic Equity Center



Rushern Baker III
Community Teachers Institute

Congressional Briefing -Culturally Based Teaching: A Model for Student Success



Sandy Boyd, Achieve



Russlynn Ali, Education Trust-West



Delia Pompa

NCLR
NATIONAL COUNCIL OF LA RAZA

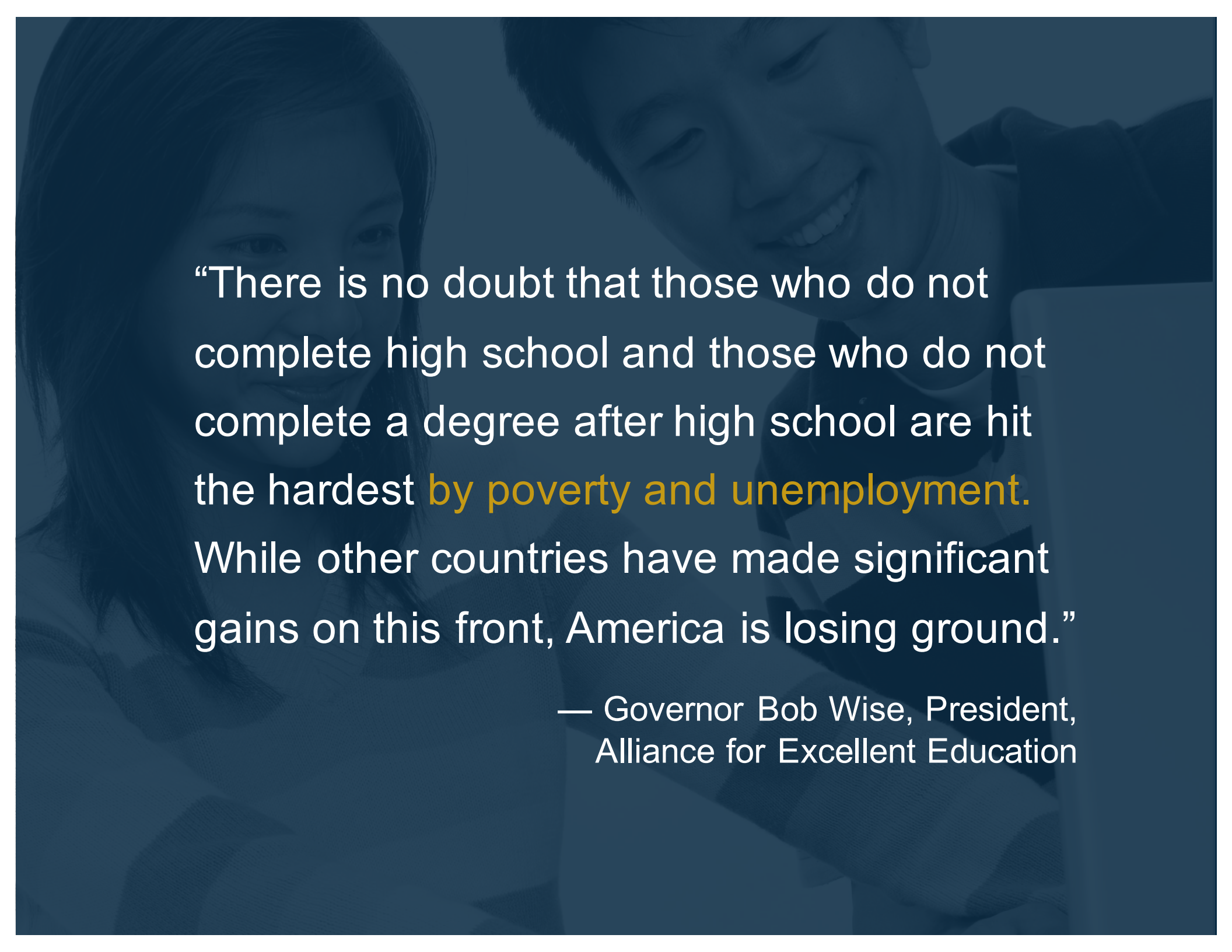


Joel Vargas, Jobs for the Future

Access to Rigor and Aligning Standards to College and Work Readiness







“There is no doubt that those who do not complete high school and those who do not complete a degree after high school are hit the hardest **by poverty and unemployment.** While other countries have made significant gains on this front, America is losing ground.”

— Governor Bob Wise, President,
Alliance for Excellent Education




DROPOUT CRISIS

**10% OF CALIFORNIA SCHOOLS
"DROPOUT FACTORIES"**

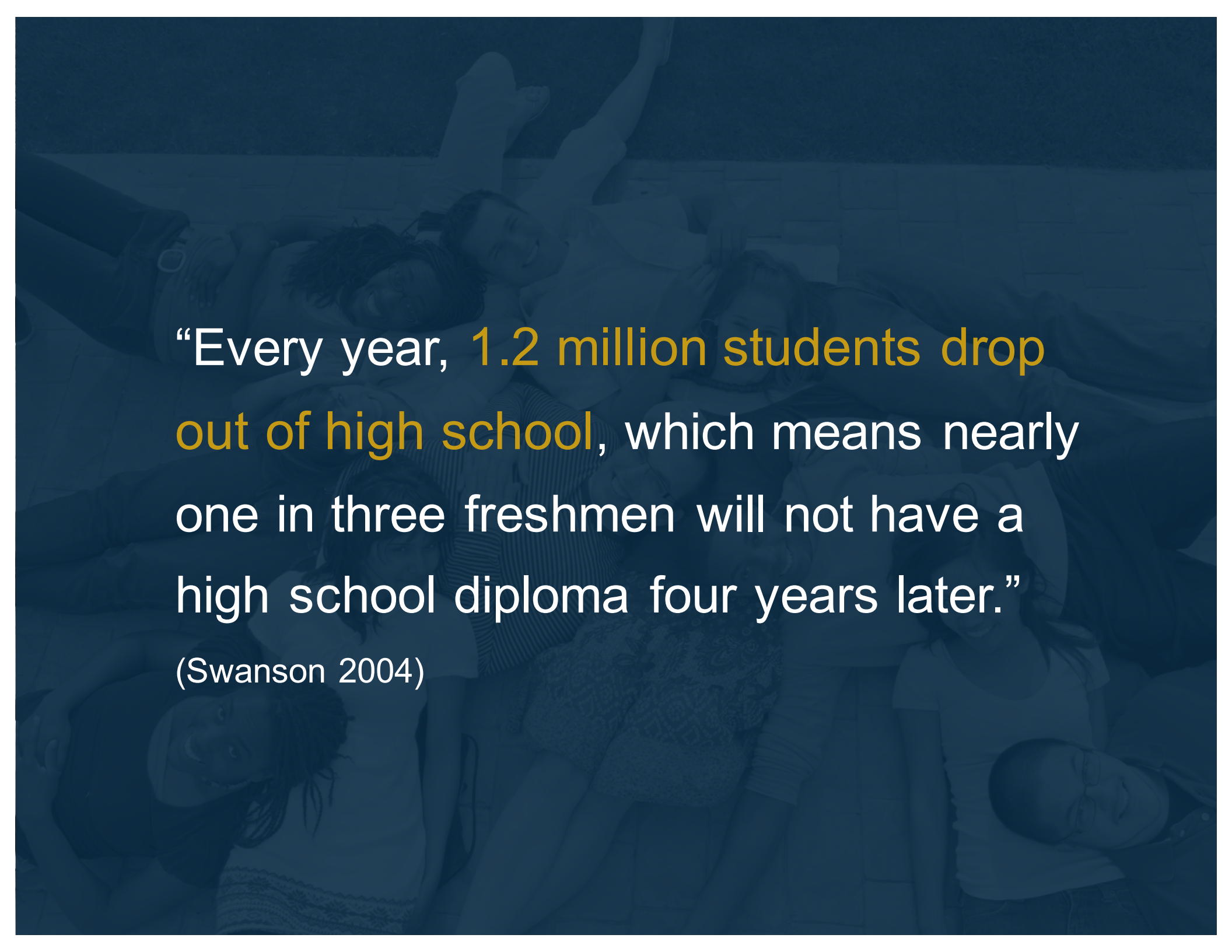
**60% OF FRESHMEN AT THOSE
SCHOOLS DON'T GRADUATE ON TIME**

**2 OUT OF 5 AFRICAN AMERICAN &
LATINO STUDENTS DO NOT GRADUATE**

**SOURCE: CAMPAIGN FOR
HIGH SCHOOL EQUITY**







“Every year, **1.2 million students drop out of high school**, which means nearly one in three freshmen will not have a high school diploma four years later.”

(Swanson 2004)



THE HILL

THE HILL'S Congress Blog

Where lawmakers come to blog

Bail Out America's High Schools

By Campaign for High School Equity - 02/12/09 06:38 AM ET

President Barack Obama and Congress moved quickly to address the nation's economic crisis through a \$789 billion economic stimulus package, which includes much-needed money for public schools. However, the omission of funding specifically geared to high schools, Title III, Title VII, TRIO, GEAR UP and other programs that support students of color and English language learners (ELLs) is significant in its failure to address the pressing civil rights issues that cause American schools to fail these young people.

Here's what I consider to be a crisis: more than 50 years after Brown v. Board of Education outlawed racial discrimination in public schools, 60 percent or fewer students of color graduate from high school on time with a regular diploma. It is critical for Congress to focus on improving educational opportunities for all students now, or we risk long-term economic decline and will be complicit in the creation of a permanent underclass. While stimulus bill provisions that require states to develop and use longitudinal data systems, improve assessments for ELLs and children with disabilities, and encourage standards that prepare students for the expectations of college and work are good steps toward improving education -- much more dramatic improvement in federal support for public education is needed to restore America's long-term economic viability.

Today's high school students will soon become the nation's workforce and contributors to our nation's economy. But, of incoming ninth graders, two-thirds will not graduate with the skills they need to be successful in college and work. As students of color and ELLs continue to grow as a proportion of the total student population and future workforce, improving their educational outcomes must be a national priority.

The economic viability of our nation demands structural reform to public schools. The 111th Congress can make an impact through reauthorization of the No Child Left Behind Act. New education policies, coupled with funds to support change, can provide students of color and youth from low-income neighborhoods with access to a high-quality education that will prepare them to be the civic and business leaders of our future. Education is a core civil right, but our neighborhood schools don't deliver. Congress has opened the door and now they, and we, must finish the work begun by those on whose shoulders we stand.



Dr. David Beaulieu
Arizona State University



Brent A. Wilkes



Gene Wilhoit, Council of Chief State
School Officers



Denise Forte, U.S. House Committee
on Education and Labor





Rep. Donald M. Payne (D-NJ)



Betsy Brand
American Youth Policy Forum

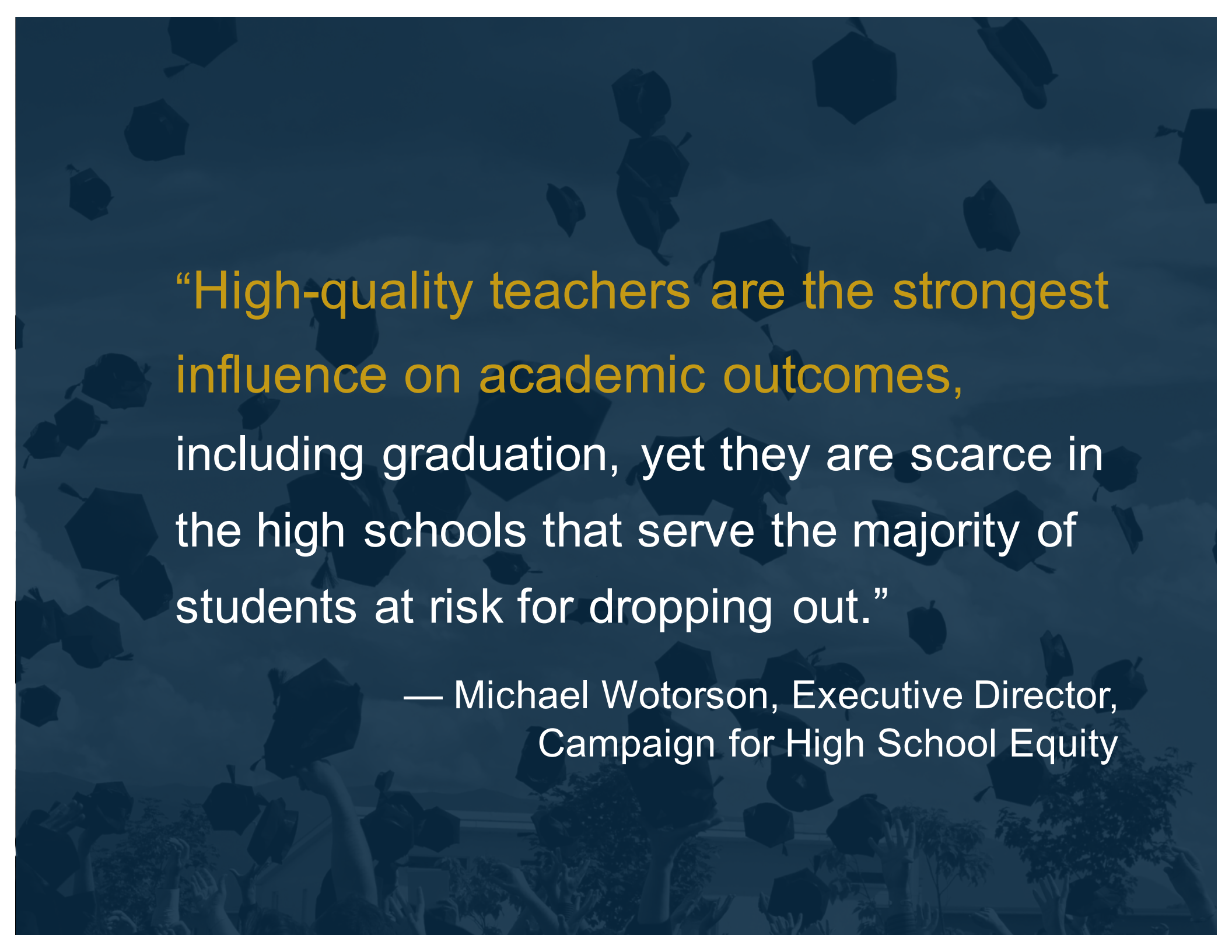


Kelvin Sherman
Higher Achievement Scholar



Beth Glenn



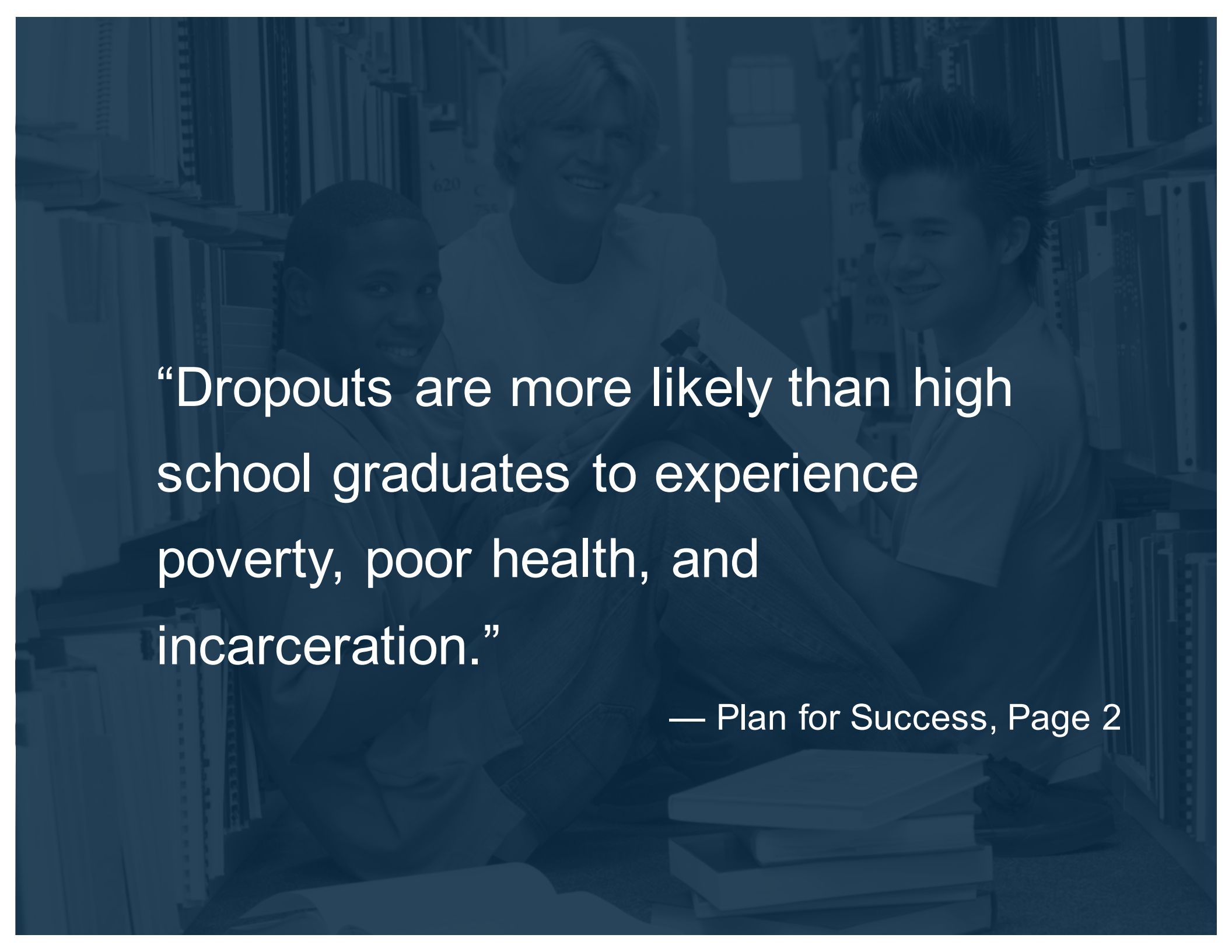
The background of the slide is a dark blue, semi-transparent image of a graduation ceremony. It shows numerous graduates in white gowns and black caps, with many caps being tossed into the air. The scene is captured from a low angle, looking up at the graduates, creating a sense of height and movement. The overall tone is celebratory and significant.

“High-quality teachers are the strongest influence on academic outcomes, including graduation, yet they are scarce in the high schools that serve the majority of students at risk for dropping out.”

— Michael Wotorson, Executive Director,
Campaign for High School Equity








“Dropouts are more likely than high school graduates to experience poverty, poor health, and incarceration.”

— Plan for Success, Page 2



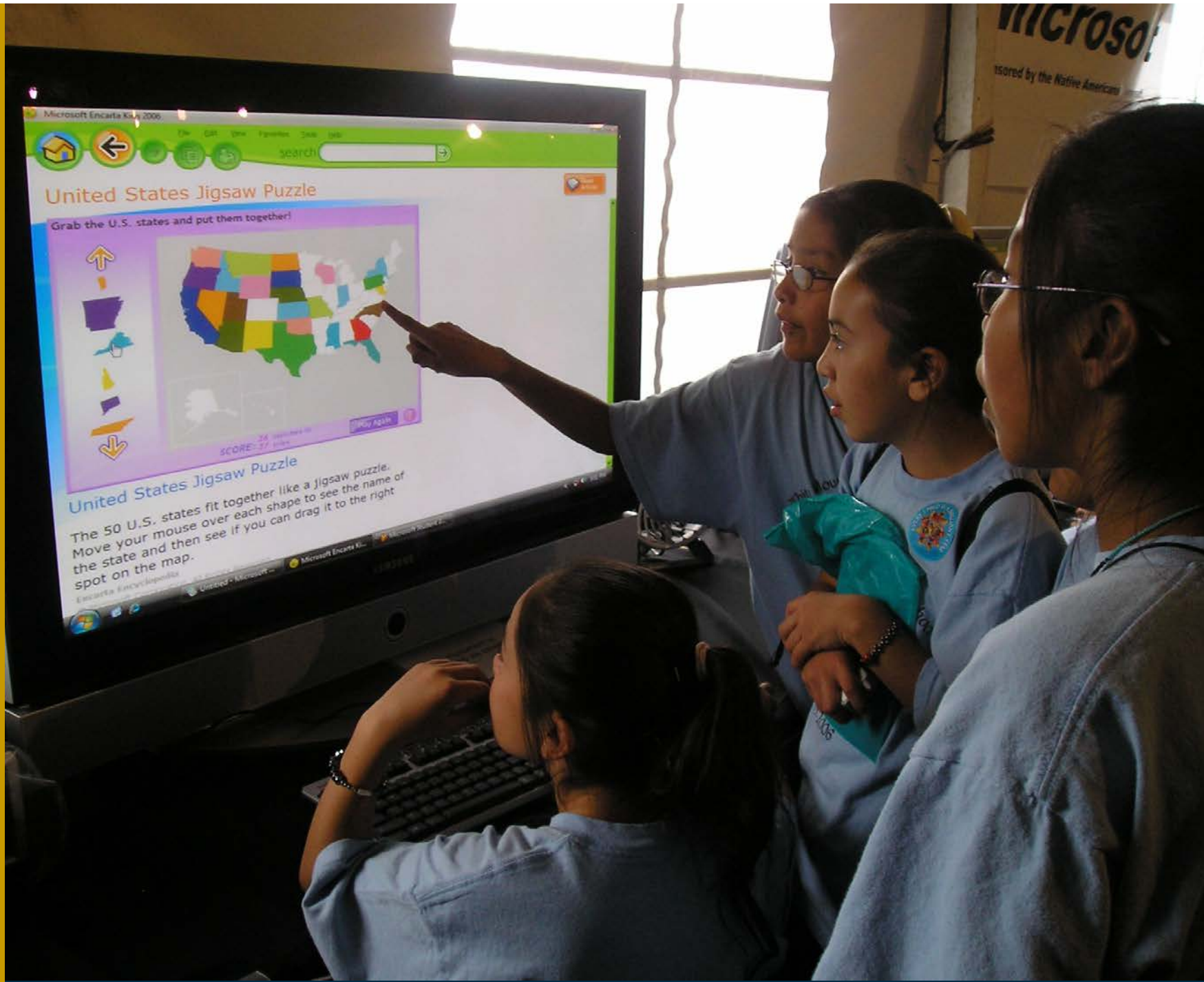
Congressional Testimony: ESEA Reauthorization - Addressing the Needs of Diverse Students



“Native Americans have the civil right to a first class education that enables them to reap all of the opportunities of a 21st century U.S. citizen. Their education should foster a strong sense of their **unique Native identity**, and should be grounded in their language, culture, and traditional values.”

– Colin Kippen, Executive Director,
National Indian Education Association





EDUCATION DAILY®

The education community's independent daily news service

STIMULUS FUNDING

Groups urge ED to change charter school language

They say Race to the Top guidance should be expanded

By Frank Wolfe

Education Secretary Arne Duncan has made expanding the supply of quality charter schools a

A: The way that a lot of federal policies — particularly in education — have been crafted, the reality is that the perspectives of those most adversely affected haven't found their way into the discourse.

and assessments; improving teacher effectiveness and achieving equity in teacher distribution; improving collection and use of data; and turning around struggling schools. ED designated a thorough approach toward all four areas as an "absolute priority" for states for them to be eligible for winning RTF grants.

Although the ED guidance allows flexibility in how states address the problem of the poorest-performing schools, including differentiated instruction and expanded learning time, one of the conditions that ED evaluators will examine — and one that Duncan has often mentioned — is a state's approach to charter schools.

Yet Duncan's goal of vaulting the performance of the lowest-performing 1 percent of schools is likely to be the most nettlesome of the four reform areas.

For example, the National Education Association, in its public comments on the guidance, decried what it termed ED's narrow focus on charters "as the only model of reform for schools worthy of serious attention."

And the American Educational Research Association asserted in its public comments on the guidance that a "weak research base" for the efficacy of charters and other school turnaround strategies indicates that ED should revise the guidance to

(See **CHARTER** on page 4)

Today's Highlights

Vol. 42, No. 150 • Thursday, September 3, 2009

STIMULUS FUNDING

Suggestions abound for ARRA funding guidance from OSEP Page 3

Daily Briefing Page 4

• Special ed vouchers lower disability diagnoses.

By James Michael Brodie

Campaign for High School Equity Executive Director Michael Wotorson has spent more than 15 years as a researcher, advocate and policy analyst pushing for equity in education for traditionally underserved communities of color.

Wotorson led a coalition of civil rights advocates in July to urge policymakers to ensure the needs of minority and low-income students are included in the national standards discussion.

Wotorson was also among education advocates who criticized Louisiana's new "career diploma" legislation, signed in July by Gov. Bobby Jindal, which would allow students who don't want to attend college to pursue less rigorous career tracks. Supporters said that concept would reduce the number of students dropping out of school, but Wotorson and others warned it would increase the achievement gap for at-risk students.

AT CHSE, Wotorson works on education outreach programs with such groups as the National Urban League, the National Council of La Raza, the Mexican American Legal Defense and Educational Fund, the Alliance for Excellent Education, the National Indian Education Association,

(See **WOTORSON** on page 2)

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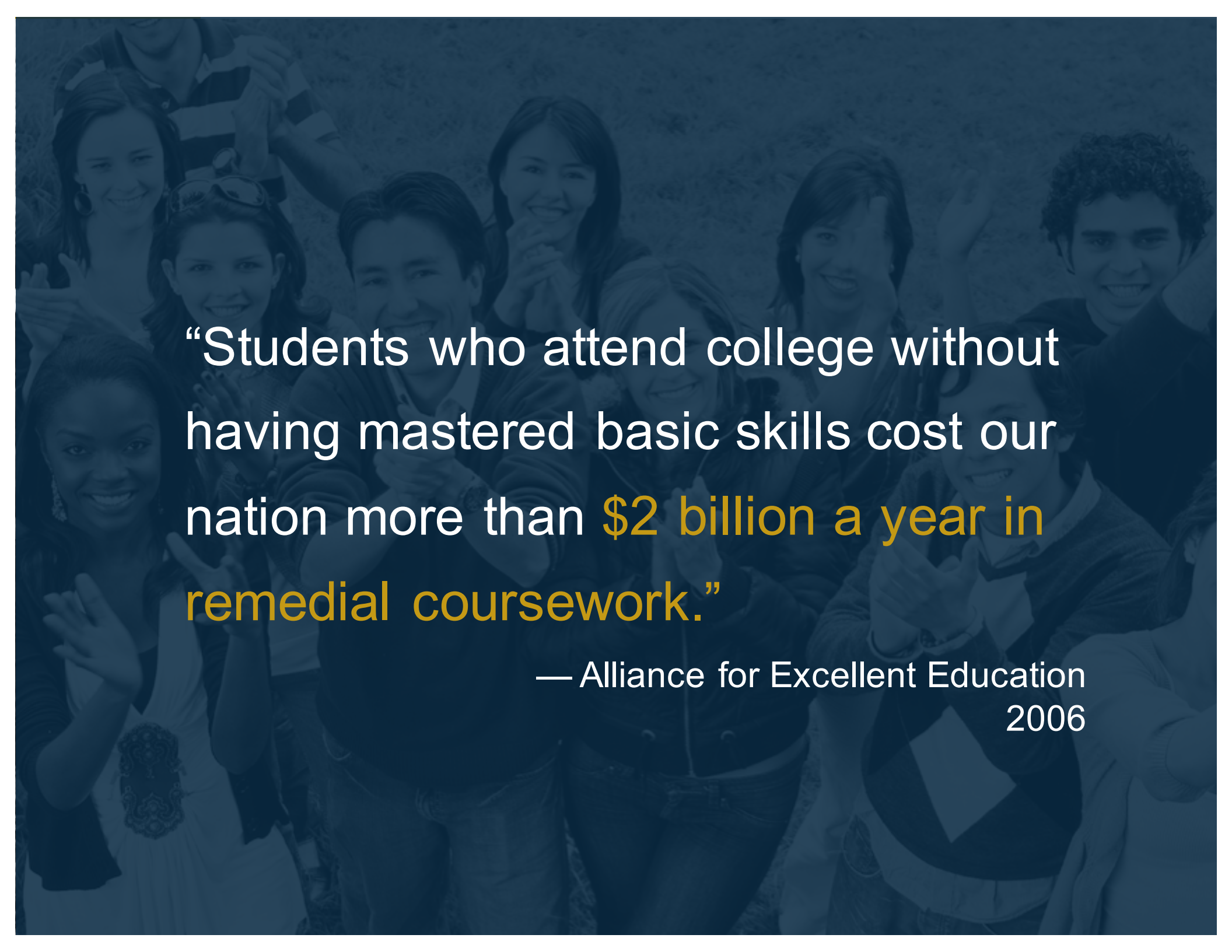


SEARAC Outreach Visits on Capitol Hill





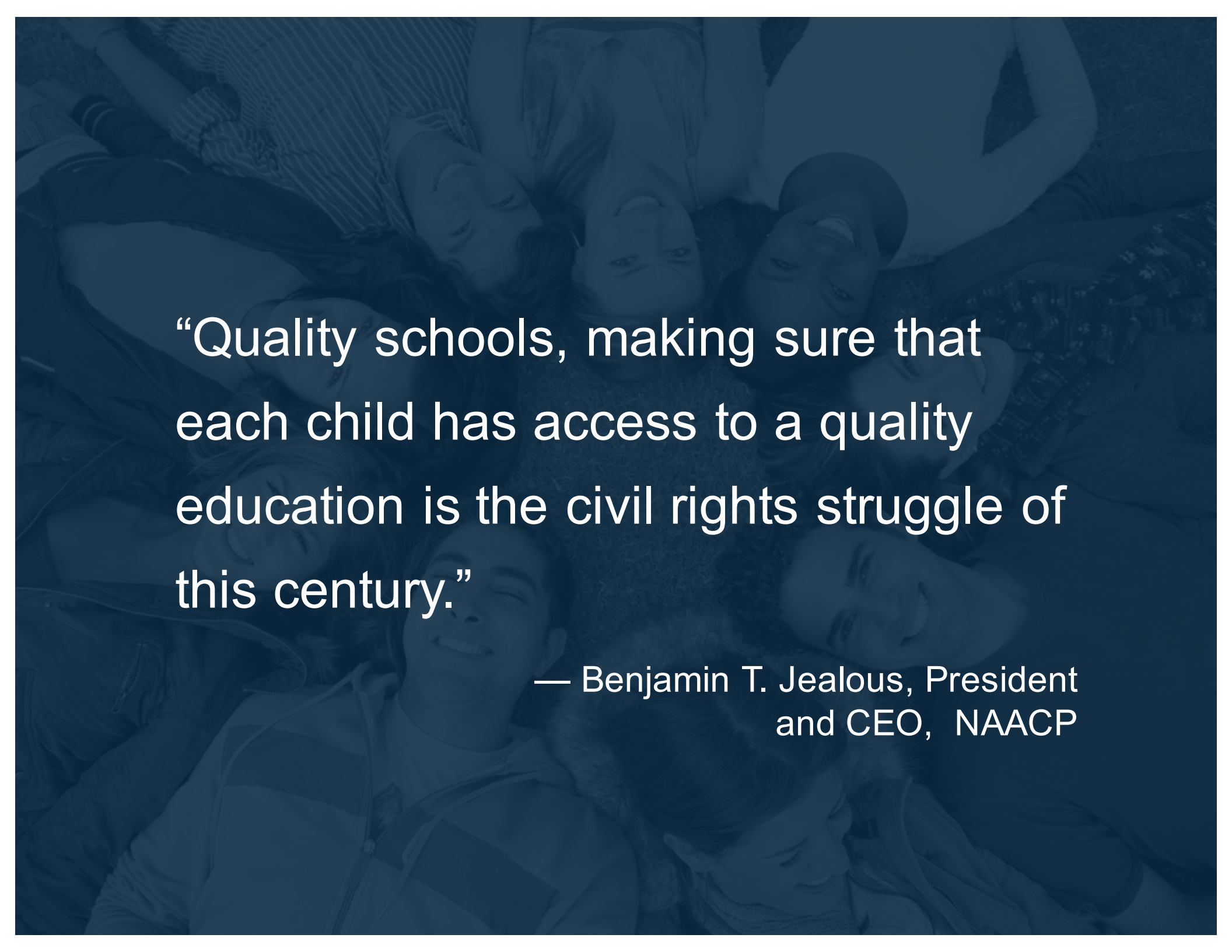
CHSE/LULAC Policy Training on Common Core State Standards: Springfield, Illinois



“Students who attend college without having mastered basic skills cost our nation more than **\$2 billion a year in remedial coursework.**”

— Alliance for Excellent Education
2006



A group of diverse children of various ethnicities and ages are lying on their stomachs on the ground, looking up towards the camera. The image is overlaid with a semi-transparent dark blue filter. The children are arranged in a circle, and their expressions are neutral to slightly smiling.

“Quality schools, making sure that each child has access to a quality education is the civil rights struggle of this century.”

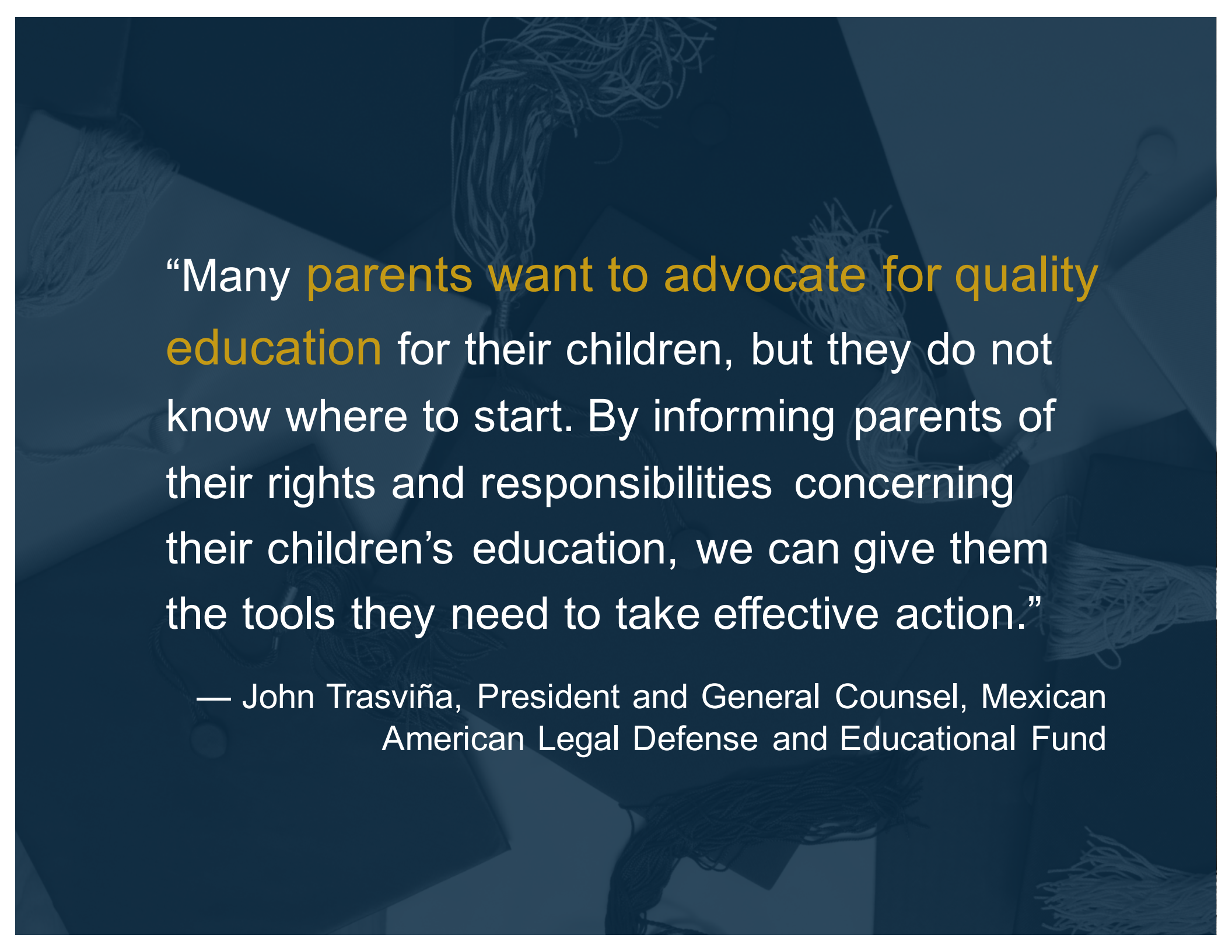
— Benjamin T. Jealous, President
and CEO, NAACP



National School Boards Association



MALDEF Parent School Partnership Advocacy Reception



“Many **parents want to advocate for quality education** for their children, but they do not know where to start. By informing parents of their rights and responsibilities concerning their children’s education, we can give them the tools they need to take effective action.”

— John Trasviña, President and General Counsel, Mexican American Legal Defense and Educational Fund





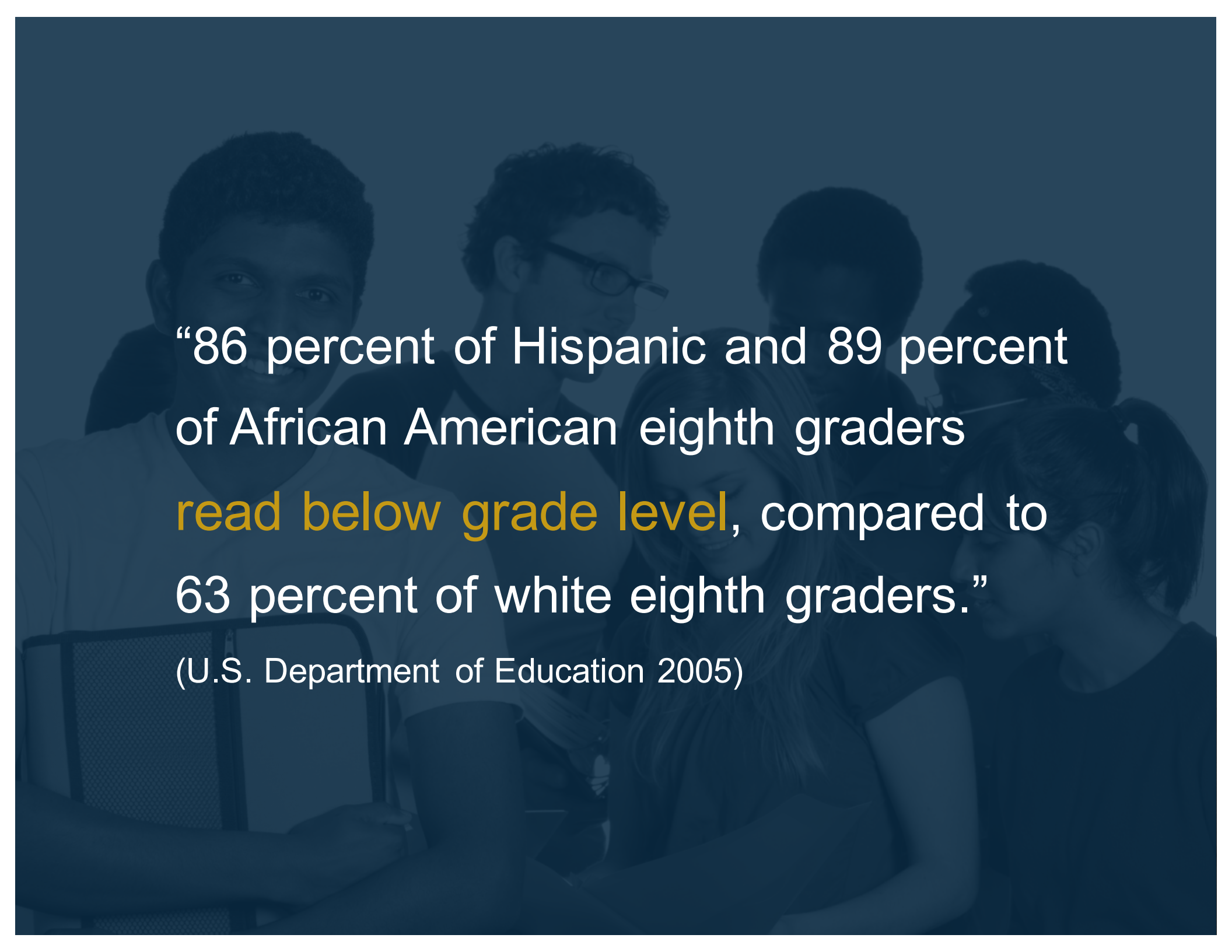




Effective Implementation of Common Core State Standards : Atlanta, Georgia





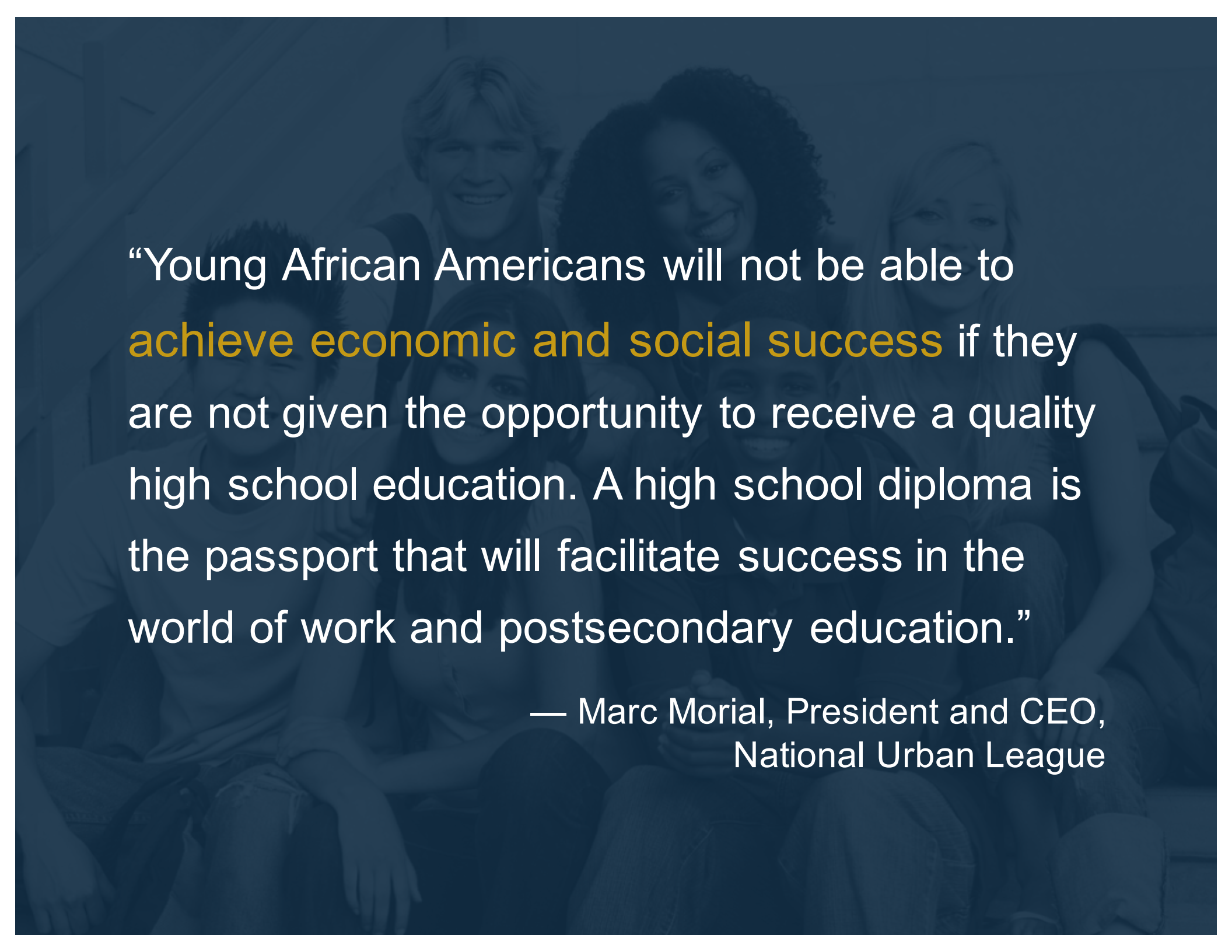
A group of diverse eighth graders sitting at a table, looking at a book together. The image is overlaid with a dark blue semi-transparent filter. The text is centered over the image.

“86 percent of Hispanic and 89 percent of African American eighth graders **read below grade level**, compared to 63 percent of white eighth graders.”

(U.S. Department of Education 2005)



LULAC visits the Illinois Statehouse: Springfield, IL



“Young African Americans will not be able to **achieve economic and social success** if they are not given the opportunity to receive a quality high school education. A high school diploma is the passport that will facilitate success in the world of work and postsecondary education.”

— Marc Morial, President and CEO,
National Urban League



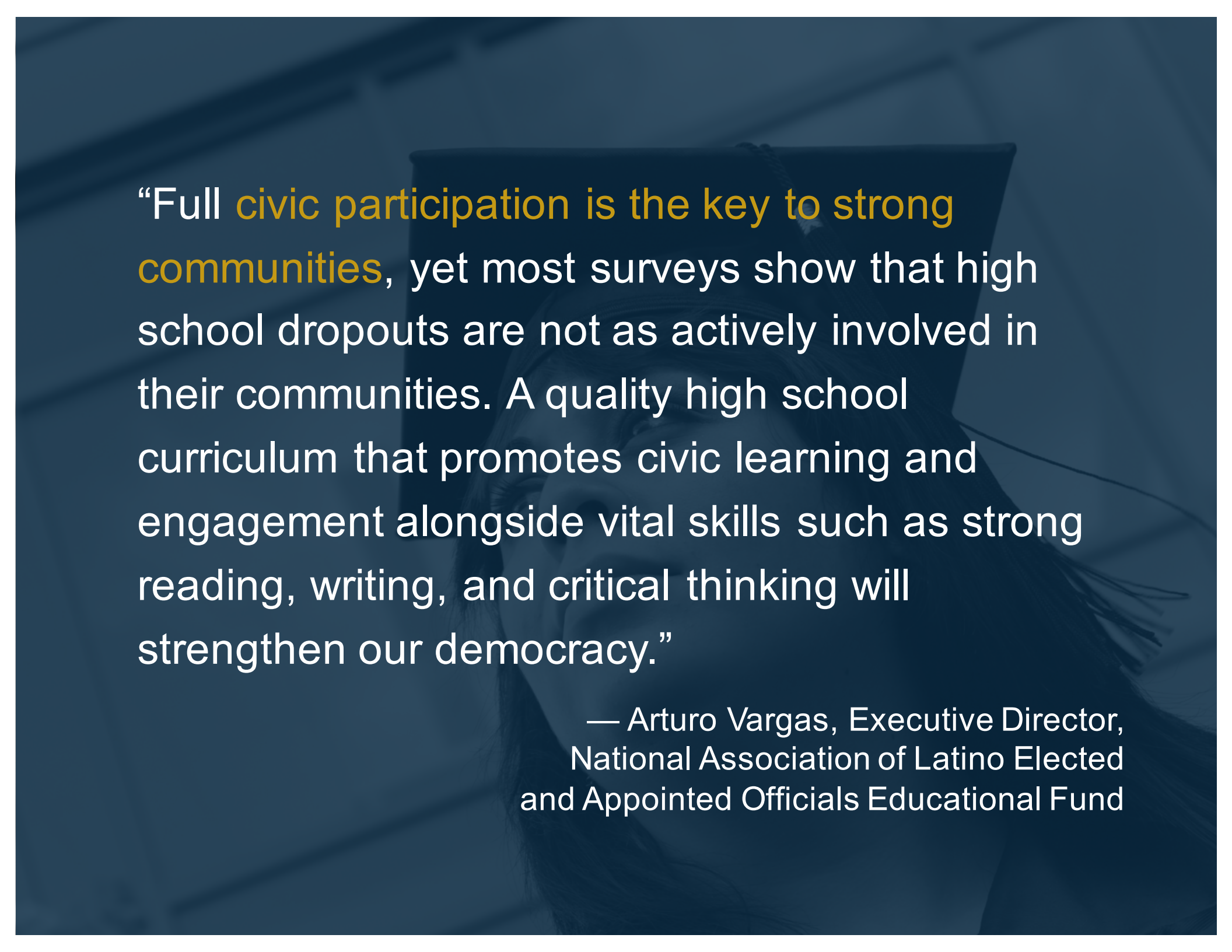


LULAC visits Illinois Statehouse: Springfield, IL









“Full civic participation is the key to strong communities, yet most surveys show that high school dropouts are not as actively involved in their communities. A quality high school curriculum that promotes civic learning and engagement alongside vital skills such as strong reading, writing, and critical thinking will strengthen our democracy.”

— Arturo Vargas, Executive Director,
National Association of Latino Elected
and Appointed Officials Educational Fund



“Parents and communities play a key a role
in strengthening educational opportunities and
ensuring the success of young Latino students.
We must make this critical link between
parents, communities, and schools to prevent
more dropouts and increase the number of
graduates prepared for college, work, and life.”

— Rosa Rosales, President,
League of United Latin American Citizens



Rep. Rubén Hinojosa (D-TX)



Rep. Donald M. Payne (D-NJ)



Rep. Mike Honda (D-CA)



Rep. Robert C. "Bobby" Scott
(D-VA)

Honorables



We pledge our commitment...

...to working within our communities to raise awareness of solutions like these that will close the achievement gap for students of color, and to building support among policymakers, advocates, and community leaders for policies that will effect this change.