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AUTHOR Reed, Suellen K.
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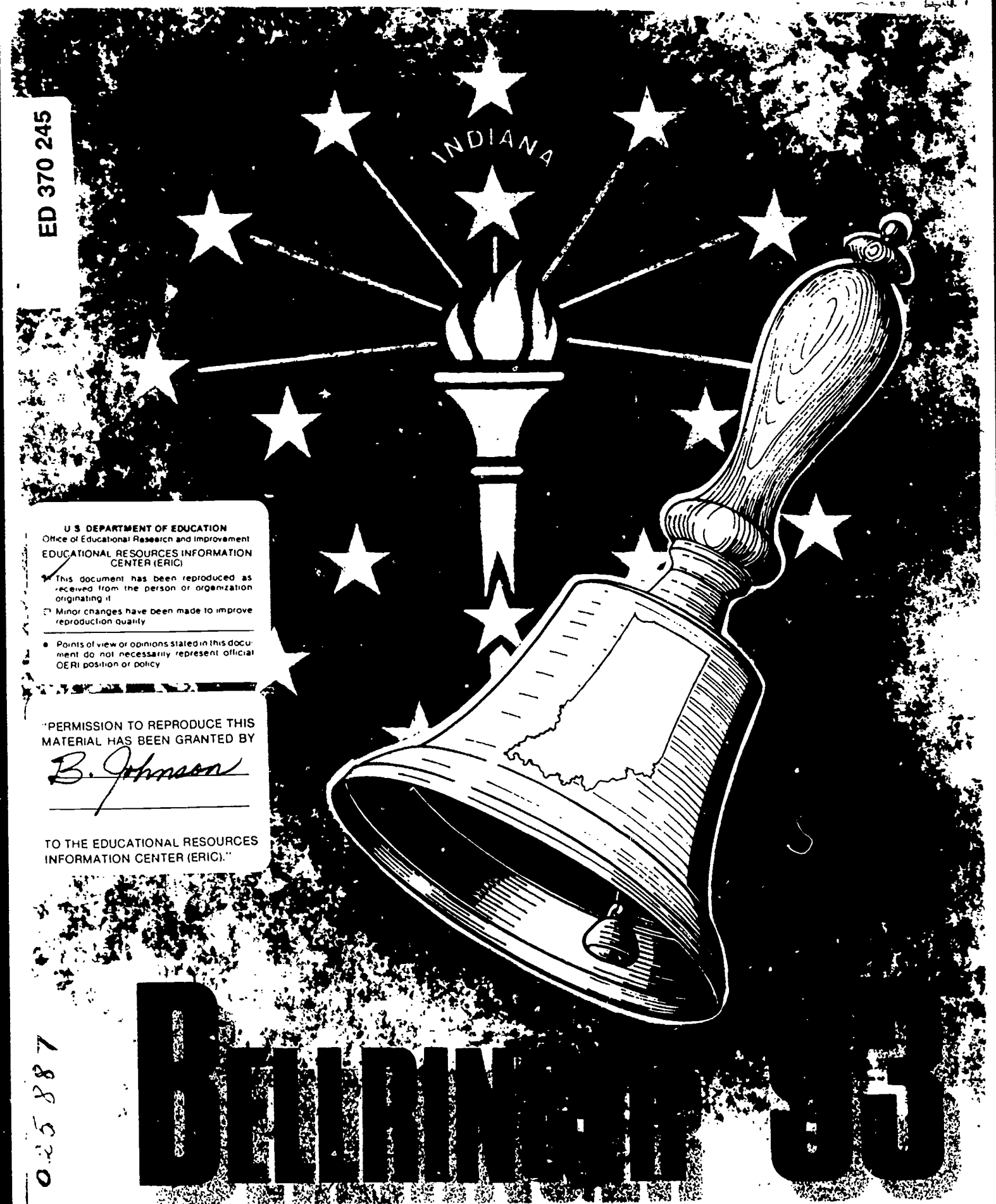
ABSTRACT

During 1993, various teachers and schools in Indiana were recognized for high achievement with awards called "Bellringers," for educational efforts that truly "ring the bell." This "report card" documents the activities of the Indiana Department of Education for the 1992-1993 school year. The first section offers an assessment of the educational progress made by the state during 1993. Information is provided on the following areas: National Education Goals; incentives and awards; performance-based accreditation; enrollment; expenditures; technology loans; teacher salaries; Department of Education staff; distance learning; Odyssey of The Mind; and Japanese/Chinese language curricula. The second section describes the activities of the Indiana State Department of Education, including the Center for Administration and Financial Management; the Center for Assessment, Research, and Information Technology; the Center for Community Relations and Special Populations; and the Center for School Improvement and Performance. Awards and grants to the Indiana Department of Education for 1993 are described in the third section. The final section lists members of the Indiana State Board of Education. (LMI)



BELLRINGER

A Progress Report to the Citizens of Indiana • Indiana Department of Education • December 1993

The entire object of

T R U E E D U C A T I O N

is to make people not merely to do
the right things, but enjoy them;
not merely industrious, but to love
industry; not merely learned, but
to love knowledge; not merely pure,
but to love purity; not merely just,
but to hunger and thirst after justice.

—John Ruskin
1819 - 1900

INDEX

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Bellringer 1993: A Report on Indiana Schools and Education

Dr. Suellen K. Reed
Superintendent of Public Instruction

By DR. SUELLEN K. REED
Superintendent of Public Instruction

Over the past year, Indiana teachers and schools were chosen for the spotlight from time to time to recognize an extra effort or high achievement with awards that we call "Bellringers"—for education that "truly rings the bell."

"Bellringers" also is the theme of this annual "report card" to tell you how we're doing in education in Indiana. We proudly ring our bell for education in the belief that nothing but education means so much to children in achieving happy and successful lives.

More and more, Indiana students are stepping up their educational efforts. And more and more—with the support and backing of teachers and parents—they are successfully ringing the bell. We want Indiana schools to provide every student with an opportunity to be a Bellringer. This report spells out some of the successes and accomplishments in providing opportunities, as well as summarizing other activities of the year in the Indiana Department of Education.

Bellringer awards are meant to recognize some of those unique moments when children's eyes glisten with the excitement and the realization of their own capacities to learn. Those moments might never occur without the unmatched belief in education held by families and parents who are aided by our state's professional teachers—all people whose influence and guidance play major roles in creating opportunities for the bells of education to ring.

Along with parents, teachers are unswerving in the belief that education can make a difference. Traveling the state the past year, I frequently repeated Chris Van Allsburg's story of "The Polar Express" about the magic in the sweet sound of Santa's sleigh bells—bells of Christmas that can be heard only by "true believers." Most of us hear Santa's bells when we are young, but as years pass, the sound of the bells is lost. Those bells still ring only for those who truly believe.

For too many adults, the bells of education no longer ring. Learning is no longer a part of their lives, because they choose it not be so. They no longer believe. I became a teacher because I believe in learning, in the joys of discovery, and in the ability to grow beyond one's self.

Today, everything we do in our profession to reinvent education and to restructure schools must be directed to make the ringing of the bells an everyday occurrence. As parents and as teachers, we must believe that our efforts make a difference in helping students achieve happy and successful lives. Each of us must believe in the message of the bells.

Each of us must believe in the message of the bells.

Seldom have I been so proud of the teaching profession as I was this year in announcing the state's Teacher of the Year Award, and then to have the pleasure to discover the same teacher was included among the four receiving our state's first $25,000 Milken Family Foundation National Educator Awards.

These four Milken Education Award teachers—as well as our Teacher of the Year runner-up David Thompson of Peru—are exceptional educators, and I want to emphasize the significance of their selections. They are:

—Francis Kemba Mustapha, 1994 Indiana Teacher of the Year, biology teacher at South Side High School in Fort Wayne, Fort Wayne Community School Corporation, Allen County.

—Debra Paulson, teacher on special assignment, at North Side Middle School in Anderson, Anderson Community School Corporation, Madison County.

—Sarah Ainsworth Powley, English teacher at McCutcheon High School in Lafayette, Tippecanoe School Corporation, Tippecanoe County.

—Ray Seale, physics and chemistry teacher at North Montgomery High School at Linden, North Montgomery Community School Corporation, Montgomery County.

Two principals also were chosen for Milken National Educator Awards, and their contributions to education encompass backgrounds as teachers as well as administrators. They are Richard Anderson, principal at East Noble High School in Kendallville, East Noble School Corporation, and Terrance Levenda, principal at William Fegely Middle School in Portage, Portage Township Schools.

As representatives of hundreds of other educators, they deserve knighthood as educational Bellringers and hold honored places in Indiana education in 1993.

This 1993 "report card" documents the activities of the Indiana Department of Education as its staff worked with schools to help all teachers be the best they can be. This was my first year as the state Superintendent of Public Instruction, and I also committed myself to speaking engagements all across Indiana. I wanted to meet teachers in their classroom as well as in public auditoriums, and to reinforce their commitment to the challenges of education.

Teacher of the Year Francis Mustapha

"The Advocate," Indiana State Teachers Association

By the middle of December, I had visited at least 55 schools in 46 of the state's 92 counties and I have every intention of going to every county before the end of my term.

What I can tell you since my traveling and conversations is that the Hoosiers I meet do hold education in high regard. That's true everywhere I have been, all across and up and down our state—from Fremont in the northeast corner to Evansville in the southwest, and from Madison in the southeast to Gary and the Calumet Region in the northwest. Audiences were attentive, responsive, and enthusiastic. And we welcome every idea and suggestion we get.

I have talked about reinventing schools and restructuring, about the need to find ways other than the property tax to fund schools, about transmitting common values of our culture to a new generation, and about developing a sense of community around the schools as one deterrent to violence in our society. And I talk about lifelong learning, that our schools must be

open to all the community and not limited to education that stops with a high school diploma.

At the same time, to provide adequate foundations for learning over a lifetime, we must upgrade such services as counseling and guidance. Surveys that looked at Indiana schools, students, and education during the past year included two conducted under auspices of the Indiana Youth Institute with funding from Lilly Endowment, Inc., and the Annie E. Casey Foundation. Some of the findings:

Indiana students lag behind almost every state in the union in study of academic or "core" courses . . .

—"The State of the Child in Indiana II" and "KIDS COUNT Data Book 1992" are updated summaries of statistical information on education as well as family economics, child abuse and neglect, health and well-being, and high-risk behaviors. Four broad themes reiterated findings of the initial 1988 study on the "State of the Child" that Indiana needs (1) an improved infrastructure of services that are available, accessible, and affordable for children, youth, and families; (2) recognition of the value of professionals who serve youth; (3) more consistent data collection and information about "whole" children, and (4) a voice for young people on issues that affect their lives.

—"High Hopes, Long Odds" is based on personal interviews with middle school and high school students. These students express high aspirations for top-rung careers, but they are taking the wrong courses even to gain college admission, let alone to achieve professional success. Indiana students lag behind almost every state in the union in study of academic or "core" courses such as science, mathematics, language arts, foreign language, social studies, and fine arts. "High Hopes, Long Odds" found, for example, that among high school seniors who say they want to be professionals— doctors, lawyers, etc.—28 percent are not taking a full college-preparatory course of study and won't be qualified to enter college. In fact, expectations of entering a profession were related by 39 percent of the students enrolled in non-college "general" programs and 20 percent of those enrolled in vocational courses.

For students who plan no four-year college study, legislation already is in effect to replace the "general" course of study with "Tech Prep," but this program has not been funded by the General Assembly. The Tech Prep curriculum integrates academic subjects, such as math and science with hands-on applications, computer skills, and group projects. Its importance in preparing young Hoosiers for the future is unquestioned, and so is the need to encourage other students to meet the challenges of high-level academic and advanced placement courses.

You can see what happens in the average scores recorded by Indiana students on the Scholastic Assessment Test (renamed this year from Scholastic Aptitude Test, but still known as the SAT). Average scores of Indiana students are well below national averages although they moved up one point in the mathematics section but remained the same in the verbal section in 1993. The Indiana math average of 460 compares to 478 among the 22 states using the SAT, and the Indiana verbal average of 409 compares to 424 in those other states.

Indiana continues to rank fourth from last in national average SAT scores, and the low averages can be blamed only partly on our having the 13th highest percentage of graduates taking the test. More significant is the fact that Indiana students are not as well prepared in academic subjects as are those in most other states. Indiana students lag behind in their years of study in academic subjects—that is, mathematics, science, language arts, social studies, foreign languages, and music/arts. Indiana students also take fewer honors courses.

In the American College Testing (ACT) program, Indiana students averaged 21.0 for a second year in comparison to 20.7 nationally. Significantly, Indiana students with a rigorous, academic core curriculum in high school classes scored 22.9 while those with less of the core curriculum scored 19.2.

In elementary level testing nationwide for both mathematics and reading, Indiana's fourth graders performed "slightly better" than national averages, just as eighth graders did, although tested only in mathematics. The National Assessment of Education Progress (NAEP)—sometimes called "the nation's report card"—showed Indiana's fourth graders were outperformed in mathematics in only six of the 37 participating states; eighth graders were outperformed in math in only seven. In NAEP tests of reading skills, Indiana fourth graders ranked significantly higher than students in 19 of the 41 participating states with an average score of 222 compared to the national average of 216 in reading.

INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS (ISTEP): Dramatic shifts are not the norm in test scores, of course. Small changes, however, can be observed over a period of years as reflecting trends such as the broad upward movement in scores on the statewide assessment program, ISTEP.

ISTEP scores in 1993 were slightly lower than in 1992, but it marked the first time since ISTEP's inception in 1987 that scores did not improve from one year to the next. Students in Grades 2, 3, 6, 8, and 9 are tested each March. Summer remediation and subsequent retesting are required for elementary level students who score below a percentage level set by the General Assembly and below achievement standards set by the Indiana State Board of Education. Comparing 1992 and 1993, the percentage of students qualifying for the additional assistance of summer remediation increased from 7.4 percent of all students tested to 7.99 percent. The number of students demonstrating achievement below the State Board of Education standards also increased from 40.2 percent to 40.9 percent.

Changes by the General Assembly in ISTEP's evolution will enhance the program during the 1995-96 school year, but we cannot expect ISTEP by itself to improve education. ISTEP remains important to identify students who are in need of extra help, and funding for remediation will continue to be a major component of our state assessments.

ISTEP remains important to identify students who are in need of extra help, . . .

As part of the process to prepare for an enhanced ISTEP to be administered in 1995 in the fall rather than in spring, the State Board of Education sought recommendations during 1993 and approved "Essential Skills Content Standards" in mathematics and language arts for Grades 3, 4, 8, 10, and 12. These standards specify what Indiana students are expected to learn, and are being used in development of the new ISTEP.

One of the higher priorities in 1993 was to begin work on this comprehensive student assessment system that will link curriculum, instruction, and assessment. As a result of the changes made by the General Assembly in 1992 and 1993, new state assessments being developed for Grades 3, 4, 8, 10, and 12 are in a mixed-format approach, such as constructed response questions, rather than exclusive multiple-choice format found in the current ISTEP.

Beginning with the graduating class of 1998, a passing score will be required on the Grade 10 test, known as the Gateway Exam, before a diploma is awarded. Other new components under development include the use of student portfolios, development of local diagnostic assessment instruments, development of student career plans, a college preparatory curriculum, and the continued phase-in of the state's Tech-Prep curriculum.

Many hours of behind-the-scenes development work in 1993 will begin to bear fruit in 1994. The Department of Education will undertake a multi-year contract soon with a major assessment contractor to develop and implement the new comprehensive assessment system. In addition, the new college prep curriculum that has been under development throughout 1993 will be ready soon for adoption

by the State Board of Education. This planning was among our higher priorities in 1993 and will continue to be at the top of our workplan for 1994 and into 1995.

NATIONAL GOALS FOR EDUCATION, the targets set up by America's governors in 1989 to be achieved by the Year 2000, continued to guide many of our state's reform and restructuring policies. I joined Governor Evan Bayh in December in reporting on some of the accomplishments aimed toward the six National Goals.

Bud Kraft, Louisville Courier-Journal

The six National Goals for Education for the Year 2000 are:

All children in America will enter school ready to learn.

The high school graduation rate will increase to at least 90 percent.

American students will leave Grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, history, and geography.

U.S. students will be first in the world in mathematics and science achievement.

Every American will be literate and possess knowledge and skills necessary to compete in a global economy.

Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Some of the achievements in our state's effort to meet the goals:

—Breakfast programs operate at 27 percent of all Indiana schools to help insure that children have proper nutrition for learning. New state legislation also requires breakfasts in schools if as much as 25 percent of total enrollment meets federal guidelines for free or reduced-price lunches.

—High school graduation rate on a statewide average basis reached 85.05 percent in 1993, up from 79.6 percent five years ago.

—Dropouts in Grades 7-12 declined from 13,408 in 1991-92 to 12,711 in 1992-93.

—Statewide attendance rate increased from 95.27 percent in 1991-92 to 95.30 percent in 1992-93.

—Fifteen percent of the Class of 1993 earned the Academic Honors Diploma that was offered the first time five years ago and requires rigorous courses. At the same time, 12,135 adults passed the tests of General Educational Development (GED) in 1992, although they represent only 1.25 percent of those without a diploma.

As another indicator of public interest in education, enrollment of our high school graduates at postsecondary institutions increased by 30,000 between 1987-88 and 1991-92. The state Commission for Higher Education reports similar increases were recorded in other states, however, and Indiana still ranks 46th in the percentage of adult population 25 or older with four or more years of college. Although Indiana's figure increased by 25 percent from 12.4 percent of adults with four years of college in the 1980 Census to 15.3 in 1990, the national average rose to 21.3.

INCENTIVES for schools to improve continued in 1993, the recipients selected partly on the basis of ISTEP scores. Two of them were:

—Indiana School Incentive Awards, the only program to reward schools financially for improvement, totaled $4.9 million in 1993 and were shared by 1,192 schools that showed improvement beyond their own performances the previous year in at least two of four areas: attendance, mathematics proficiency, English/language arts

proficiency, and overall **ISTEP** scores. Another 402 schools qualified for nonmonetary awards by improving at least in one of the four areas.

—Four-Star School awards were presented to 169 schools for ranking in the top 25 percent of all schools in the same categories as used for the School Incentive Awards. Four-Star School awards are based on achieving excellence rather than on showing improvement over the previous year.

PERFORMANCE-BASED ACCREDITATION visits and reviews were completed during 1993 in the last of five cycles to accredit one-fifth of all schools every five years. Based on the PBA reviews completed the previous year, the State Board of Education in 1993 granted full five-year accreditation status for 326 schools, full accreditation status with review in two years for 25 schools, and probationary accreditation status for five schools with review again in one year. Schools are reviewed on performance measures that include attendance and graduation rates, as well as ISTEP scores, on legal standards and resources requirements, and on completion of a school improvement plan.

ENROLLMENT STATEWIDE in public schools is on an upward trend that we forecast will continue through the 1996-97 school year. Enrollment for 1992-93 was 959,876 students, an increase of 4,200 from the previous year. Enrollment bottomed in 1989-90 at 952,247, but is expected to rise by as many as 5,500 students in some years before topping out in 1996-97 at 977,559. Increases in the number of pupils attending home schools may reflect improved reporting, as well as the lack of state regulation.

Student Population	1987-88	1991-92	1992-93
Public Schools	962,653	955.676	959,876
State-Operated Schools	1,864	1,977	1,157
Nonpublic Schools	101,941	96,571	97,143
Home Schools	667	1,965	2,555
Totals	1,067,125	1,056,189	1,061,001

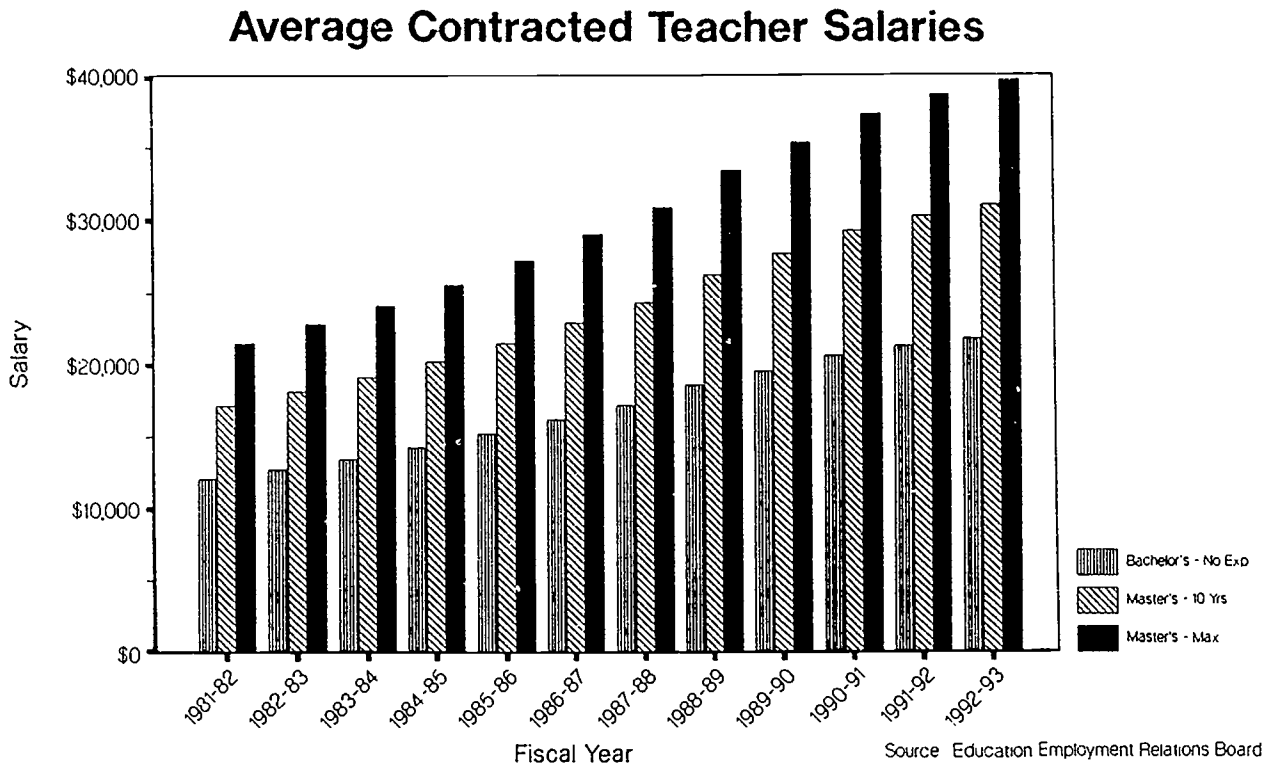
Enrollment statewide in public schools is on an upward trend that we forecast will continue through the 1996-97 school year.

EXPENDITURES per pupil by Indiana public schools increased to $4,655 during Fiscal Year 1992, up $93 from the previous year's total of $4,563. Figures include transportation and federal grant expenditures. National Education Association data on each state's per-pupil spending in 1992-93 ranks Indiana 21st, right at the national average. Indiana ranked 26th in the prior year.

TECHNOLOGY LOANS: In a significant decision, annual interest rates were set at 1.0 percent by the State Board of Finance on $6.1 million in technology loans from the Common School Fund. Rates are the lowest in the 10-year history of the technology program. In contrast, interest rates were set at 4.25 percent for $29.15 million in 25-year loans from the Common School Fund for construction projects at seven Indiana school corporations.

The 1 percent loans reflect the General Assembly's decision to expand the School Technology Advancement Account and low interest loans by an additional $25 million to help schools buy instructional equipment. The additional money comes at a time when international studies show that United States schools lead the world in computers but our equipment is often outdated. The five-nation comparison by the International Association for the Evaluation of Educational Achievement found 99 percent of United States schools had computers in 1992, but it said United States students in Grades 8 and 11 lag behind in computer knowledge when compared to their contemporaries in Germany, Austria, and The Netherlands although they are ahead of students in Japan. For Indiana schools, the General Assembly also is requiring five-year plans for integration of technology into the curriculum, for inservice training, and for maintenance and replacement.

TEACHER SALARIES in Indiana during the 1992-93 school averaged $36,097, according to data compiled by the National Education Association (NEA), or $35,068, according to the American Federation of Teachers (AFT). Both figures were slightly below the national averages calculated by the two unions, but both ranked Indiana salaries 21st in the nation. Neighboring states that ranked higher than Indiana were Michigan (sixth at $42,831) and Illinois (11th at $39,901). Ohio was 23rd at $35,100 and Kentucky was 29th at $32,349.



In the previous year, when the AFT reported Indiana salaries averaging $34,015, it ranked the salary fourth best in the nation after adjusting for cost-of-living factors. For 1992-93, the adjusted rank dropped Indiana to eighth.

DEPARTMENT OF EDUCATION staff members totaled 307 as of November 30, 1993—four fewer than the 311 employees at the same time a year ago. (A year ago the official total was 327 but included 26 persons whose employment was being transferred from the DOE to the Professional Standards Board that was created July 1, 1992, to assume responsibility for teacher education and teacher licensing.) Reductions in the state staff from a total of 347 employees in 1985 were possible in part as a result of DOE emphasis on computerization to increase office efficiency.

Other activities to which we can point with pride during the past year:

ODYSSEY OF THE MIND world championship in Maryland was won in "Pit Stop" competition among 47 teams by Boonville High School students, and Lisa

Vananda of Castle High School was cited as the Outstanding OM competitor. Both are part of the Warrick County School Corporation.

DISTANCE LEARNING, the delivery of instruction beyond the classroom, advanced in Indiana during 1993 with $186,000 in grants awarded to implement 11 projects and create plans for 36 others. Distance learning uses video technology to present instruction over telephone lines.

JAPANESE/CHINESE language and culture curriculum continued to attract national attention as 24 young teachers from Japan visited at Indiana schools where Asian languages are taught and lived for a month as guests of students' families. *Fortune* magazine mentioned in an October report on nationwide interest in Asian languages that 40 of Indiana's high schools offer Japanese. A University of Illinois study earlier placed Indiana fourth in the nation in teaching Japanese, ranked behind only the Pacific states of Hawaii, Oregon, and Washington.

* * *

In this summary, we can touch only a part of the year's highlights involving Indiana's public schools. More activities in each of the professional centers of the state Department of Education are described in the following sections of this annual "report card."

. . . education never ends . . . not with a diploma . . . not with a college degree. It continues throughout a lifetime.

Our effort all year long was to focus on high quality schools and educational strategies as we moved nearer to the start of the 21st Century. Whether we are students, parents, grandparents, or teachers, we all can recognize that one primary task is to use education in insuring that today's quality of life can be equaled or excelled by each new generation.

Progress continues. With the guidance of parents and the counsel of teachers, more and more students can be made aware that the successful lives they envision are possible only if they aspire to higher levels of learning.

This level of learning requires a lifelong commitment to the ethic of hard work and dedicated, persistent effort. It means that students must acquire thinking skills to help them be problem-solvers. It means they must not only have a superior command of the English language, but that they also are likely to need knowledge of a second language. And it means that education never ends . . . not with a diploma . . . not with a college degree. It continues throughout a lifetime.

Center for Administration and Financial Management

• Division of School Traffic Safety and Emergency Planning

Training for school bus drivers and for motorcycle operators highlighted activities the past year in the Division of School Traffic Safety and Emergency Planning.

School buses operated by Indiana public school corporations during the 1992-93 school year transported 686,492 students on 11,657 vehicles operated by 15,209 drivers. Buses traveled 81,407,525 miles on daily routes, field trips, athletic events, and to serve summer school programs. The 1993 totals involve about 7,800 more students than a year ago, 866 more vehicles, and 1,740,000 more miles—but 98 fewer drivers.

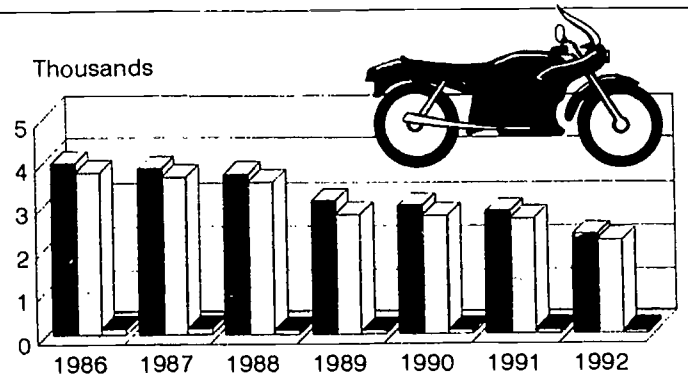
Improved training programs for school bus drivers continued in 1993, and 54 summer safety workshops were conducted with nearly 20,000 school bus drivers being recertified. One highlight of the workshops was a presentation concerning the new federal drug and alcohol tests that will be required for school bus drivers within the next two years. State police officers also explained their new inspection manual. The 1992 General Assembly tightened inspection regulations and now subjects buses 12 years of age or older to two annual inspections.

The Motorcycle Safety Program took advantage of an increase in funding and trained 807 more riders in 1993 than in 1992—2,271 as compared with 1,464. The waiting list for 1994 already exceeds 600. Annual funding was increased from about $190,000 to about $475,000 after an increase from $2 to $5 in fees for motorcycle license plates was dedicated to the Motorcycle Safety Program.

Motorcycle accidents and injuries have declined for six consecutive years since 1987 when the General Assembly established the Motorcycle Safety Program in the Department of Education (see chart). Accidents are down 45 percent and injuries are down 42 percent from totals recorded in 1987. Motorcycle fatalities have declined dramatically with the fewest fatalities in 20 years during 1989 and 1992, and the only five-year period on record with fewer than 100 motorcycle fatalities in 1988-92.

MOTORCYCLE ACCIDENTS

1986 - 1992



	1986	1987	1988	1989	1990	1991	1992
Accidents	3.951	3.808	3.683	3.056	2.949	2.81	2.279
Injuries	3.729	3.619	3.498	2.748	2.72	2.655	2.152
Fatalities	0.134	0.131	0.09	0.068	0.082	0.087	0.072

Indiana State Police, Indiana Department of Education

Since the Motorcycle Safety Program was created, more than 13,000 Hoosiers have taken motorcycle rider education courses. The program, its contractors, instructors, and participating motorcycle dealers have received 50 national awards for their efforts to reduce motorcycle accidents, injuries, and fatalities.

• Division of School Facility Planning

Responsibility for evaluating all school sites, reviewing proposed building projects, and administering both the Veterans Memorial School Construction Fund and the Common School Fund is assigned to the Division of School Facility Planning.

Distributions of state funds to local public school corporations will total more than $2.4 billion . . . about $61 million higher than in FY93.

From November 1, 1992, through October 31, 1993, the division received and processed 587 requests to remodel, add to, or construct new facilities. These requests resulted in visits to about two-thirds of the state's 296 public school corporations.

As part of the responsibility to evaluate school sites and to review proposed building projects, division personnel reviewed more than 180 preliminary and final plans for major remodeling, additions, and new construction. They also reviewed and approved use of 47 relocatable classrooms, 15 more than in the prior year.

In providing financial assistance to local school corporations for construction, the division received and evaluated 18 applications for advancements from the Common School Fund under the school building construction program.

One advance for $1,100,000 was awarded under the educational technology program. The total amount awarded under the provisions of this program was $73,440,000.

Under the disaster provisions of the Veterans Memorial School Construction Fund, the Southern Wells Community School Corporation was awarded an advancement of $430,000.

During the 1992 session of the General Assembly, legislation was enacted that would provide additional monies to the Common School Fund through the sale, transfer, or liquidation of agreements concerning the right of the State Board of Education to make deductions from state school tuition support to repay advancements. A bond sale for the purpose of purchasing agreements took place August 26, 1993. Proceeds from this sale will provide $108,421,798 for school building construction advances. Included in that amount is $25 million for technology programs.

Indiana law requires the State Board of Education to review its rules concerning per-pupil space and window requirements at least every two years. Since the rules were last updated in 1978, the division petitioned the board for permission to revise existing rules, and began the process in December 1991 by presenting proposed new rules to a select committee of educators for review. With the group's assistance, the division submitted a final draft to the state board in March 1992. Public comments were invited in June 1992. From April through September of 1993, public forums were held in five regions, and it is anticipated that the promulgation process will begin early in 1994.

• Division of School Finance

Distributions of state funds to local public school corporations will total more than $2.4 billion for basic grants and other state programs during Fiscal Year 1994, according to data gathered in the Division of School Finance. The total is about $61 million higher than in FY93.

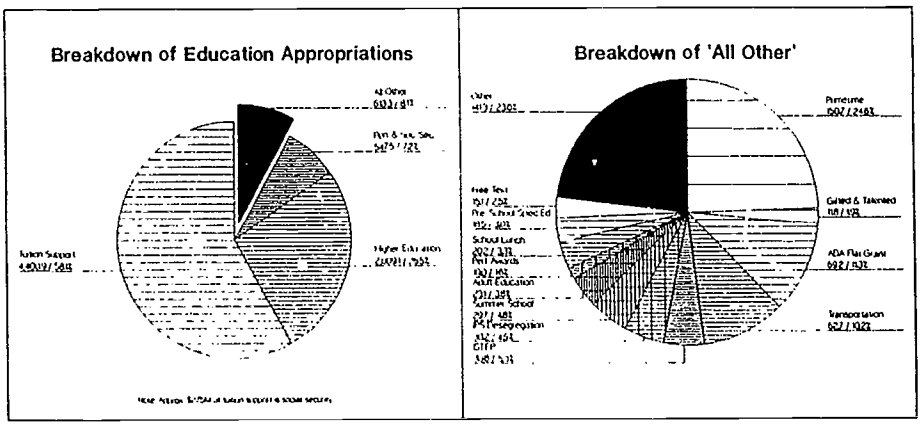
The Division of School Finance is responsible for calculating each local public school corporation's share and for distributing the funds. It also administers the

required legal publication of each school corporation's annual report in local newspapers, and it keeps the reports on file for public inspection at the Department of Education Professional Library.

State support is designated primarily in the basic grant to each school and the Average Daily Attendance (ADA) flat grant. Allocations also are made for such programs as the Indiana School Incentive Awards, mentor teachers in the Beginning Teacher Internship Program, textbook reimbursement to assist students who qualify also for the federal free lunch program, PRIME TIME teachers and aides to reduce the pupil-teacher ratio in primary grades, remediation classes that are part of Indiana Statewide Testing for Educational Progress (ISTEP), and for regular summer school programs, adult education, special education preschool programs, desegregation and transfer tuition claims, Social Security payments, and transportation costs.

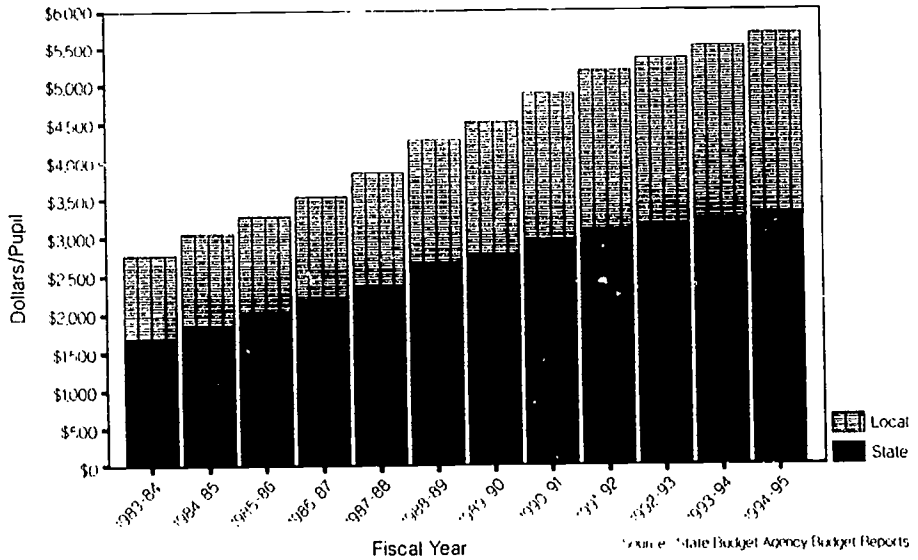
State Education Operating Appropriations
General and Dedicated Funds

1993-95 Biennium



Source: State Budget Agency Budget Reports

Primary and Secondary Education
State and Local Per Pupil Revenue



Source: State Budget Agency Budget Reports

Details of the basic grant, local levy, flat grant, and special education preschool distribution formula are available to school administrators and to the public electronically via telephone modems on the statewide toll-free computer bulletin board system, IDEAnet (Indiana Department of Education Access Network). Local school officials may use the IDEAnet on-line calculation program with their own computers to estimate their allocations.

Staff members in the division also have responsibility for collecting and auditing school corporation financial information on a biannual basis. Most corporations submit the financial information electronically over IDEAnet, reducing the time required to process the Biannual Financial Report.

• Division of School and Community Nutrition Programs

. . . the total number of breakfasts was up about 10,000 and total number of lunches was down about 25,000.

Renamed last year, the Division of School and Community Nutrition Programs was formerly the Division of School Food and Nutrition Programs, and it continues to administer the U.S. Department of Agriculture's Child Nutrition and Food Distribution Programs in Indiana.

The division is expanding its training programs to meet the increasing and changing needs of Indiana children of preschool age, as well as school age. Training helps schools, child care centers, and other institutions to enhance the quality of meals and meet the challenges presented by the standards in the recently issued "Dietary Guidelines for Americans." The division's quarterly publication, "The A to Z," offers updates to food service personnel, school and child care center administrators, teachers, and health professionals.

Child and Adult Care Food Program

Public emphasis on child care makes the Child and Adult Care Food Program the division's fastest growing operation. This chart shows growth in CACFP:

Year	Sponsors	Centers	Homes	Inquiries
1991	228	429	1,599	
1992	250	539	1,979	131
1993	281	719	2,141	145
1994	282	709	2,220	5

CACFP provides federal dollars to child care programs, based either at a child care center or at a home, to help care givers to serve a variety of foods and teach children healthy eating habits. The division staff provides on-site technical assistance with administrative detail.

School Nutrition Programs

While the National School Lunch Program administered by the division continued to serve about 50,000 breakfasts and 550,000 lunches daily to Indiana school children during the past year, the total number of breakfasts was up about 10,000 and total number of lunches was down about 25,000. Other changes in the past year:

—State legislation now mandates the School Breakfast Program in public schools that serve lunch and also have more than 25 percent of the children enrolled who are eligible for free and/or reduced price meals. Breakfast programs in those schools must be established by October 1, 1994. The division expects 389 schools to be affected, and will provide implementation aid to any school requesting it.

—Workshops have addressed the need for the National School Lunch Program to be responsive to dietary requirements of students with special needs owing to medical and/or handicapping conditions.

—Fulfillment of the requirements in "Dietary Guidelines for Americans" continues to be a focus of concern. The division offers assistance and guidance to school corporations that buy "Sante" computer software for nutritional analysis to help meet the dietary guidelines.

Nutrition Education and Training Program

The Nutrition Education and Training Program (NET) awarded 12 one-year minigrants of $3,000 to $5,000 during the past year to six school food authorities and six child care centers. Applicants for the grants agreed to produce an end product that can be duplicated and used by other schools or child care centers.

NET workshops conducted in various regions of the state during the year included the following:

—"The Food Guide Pyramid" and meal requirements were topics of summer sessions for sponsors of the Child and Adult Care Food Program.

—Training on food service sanitation practices were conducted at 11 sites and attended by 447 food service employees.

—Hands-On Training Workshops, Levels I-IV, were held at schools for food service managers. Topics included merchandising, commodity food preparation, meal-costing, and labor-saving techniques.

—A seminar on the dietary needs of special needs children drew an audience of 200.

—Two national satellite teleconferences were viewed by hundreds of principals, child care center personnel, food service directors, and cafeteria personnel. Others are continuing during the 1993-94 school year.

Coming up will be the Healthy E.D.G.E. Training Program to show food service personnel how to incorporate "Dietary Guidelines for Americans" into school meals while emphasizing reduced amounts of fat and sodium.

Food Distribution Program

A new challenge for the Food Distribution Program is to provide more fresh fruits and vegetables to sponsors of the Child Nutrition Programs to help them meet the "Dietary Guidelines for Americans." Talks are ongoing among federal, state, and local agencies to move the program toward that goal.

During the past year, the program provided 812,703 cases of products to sponsors statewide in the National School Lunch, School Breakfast, and Child and Adult Care Food programs, as well as to charitable institutions. Value of the donated commodity food was estimated at $14 million. For a second year, the totals were down from the previous year when 860,899 cases of products were distributed at a value estimated at $18 million.

Center for Assessment, Research, and Information Technology

• Division of School Assessment

During 1993, important modifications were made by the General Assembly to a new assessment program created in 1992 as the next step in the evolution of ISTEP (Indiana Statewide Testing for Educational Progress). Activity in 1993 focused on bringing about these modifications and undertaking the initial steps to implement the new comprehensive statewide assessment system, most of which will go into effect in the 1995-96 school year.

The new program, created by the General Assembly in Public Law 19, is known as the P.L.19 Statewide Assessment System, "the new ISTEP."

Beginning in the 1995-96 school year, Indiana students will participate in the new assessment system for mathematics and English/language arts.

One particularly significant activity in implementing the new assessment system has been preparation of a Request for Proposals (RFP) specifying the requirements of the system.

The new assessment system represents a more comprehensive evolution of ISTEP than did the 1992 plan. ISTEP will continue to be administered in the 1993-94 and 1994-95 school years, but will be enhanced to provide teachers and students familiarity with the kinds of exercises that will characterize the new assessment system.

The Division of School Assessment is responsible for designing and implementing programs to assess individual educational achievement and school performance. It has administered both ISTEP and the Indiana School Incentive Awards Program, and will administer the new P.L.19 Assessment System.

The P.L.19 Assessment System has the same essential goals as ISTEP; that is, to improve educational opportunities for Indiana students by assessing student achievement. However, it will differ in several ways. The new state assessments will be designed explicitly to assess knowledge and skills determined by educators, business and labor leaders, and others to be essential. The total system will consist not only of state assessments, but will also include measures to strengthen classroom assessment, including the development and use of diagnostic assessments designed to pinpoint individual students' particular educational needs and including, also, the use of portfolios in the classroom.

The P.L.19 Assessment System does not replace ISTEP; rather, it builds upon ISTEP and reflects what we have learned about statewide assessments over the past six years.

The P.L.19 Assessment System does not replace ISTEP; rather, it builds upon ISTEP and reflects what we have learned about statewide assessments over the past six years. Under the P.L.19 Statewide Assessment System, the successful educational improvement initiatives undertaken by the legislature in 1987, such as Performance-Based Accreditation and Indiana School Incentive Awards, will be enhanced and strengthened.

Yet, the differences between ISTEP and the new assessment system are significant. Of particular importance are the following four fundamental changes that will be made:

A. Development of a Statewide Assessment System

While ISTEP can be characterized as state assessment or a state test, the programs created by P.L.19 are better described as creating a statewide

assessment system. This distinction is important, because P.L.19 incorporates not only state assessments, but also assessments implemented at the classroom level.

It may be tempting to focus heavily on the state assessments, and even more tempting to focus particularly on the Grade 10 Gateway assessment, which students will have to pass in order to graduate from high school.

P.L.19 assessments . . . will be totally criterion-referenced.

However, the classroom assessment components of the new system are every bit as important—if not more so—as the state tests. The total system—including classroom performance assessments, local diagnostic assessments, and teacher-designed assessments—is aimed at increasing the likelihood that high school students will meet the rigorous standards of the Gateway assessment.

B. Exclusive Use of Criterion-Referenced Assessments

In the world of assessment, there are two basic types of tests: 1) norm-referenced tests and 2) criterion-referenced tests. Norm-referenced assessments measure how well a student performs compared to other students. Norm-referenced tests are not designed to measure students' knowledge and skills relative to "what they should know." Criterion-referenced tests, in comparison, are designed to measure student achievement compared to a predetermined consensus about what students at specific stages of development should know and be able to do.

P.L.19 assessments—both state assessments and classroom assessments—will be totally criterion-referenced.

Although ISTEP has contained a criterion-referenced component in the past, it has always been dominated by a larger nationally norm-referenced component. There has been no assurance that the knowledge that has been tested by the norm-referenced part of ISTEP has been either what Indiana citizens believe students should know or what students have actually been taught in their schools.

A criterion-referenced assessment clearly cannot be created, however, unless a prior determination is made of what students should know. Identification of these "essential skills," as they are called in P.L.19, is the necessary first step.

Essential skills—i.e., clear statements of what knowledge and skills all students should master at particular levels—were formally adopted by the State Board of Education in July 1993. For high school students, the essential skills standards adopted by the board resulted from recommendations made by the State Standards Task Force, a group of business, labor, and educational leaders from around the state, after intensive study and deliberation. Thus, the first crucial step for meaningful criterion-referenced assessment is completed.

C. Mixed Assessment Format

Except for a writing assessment, which was eliminated as a result of funding reductions, ISTEP has consisted entirely of multiple choice test questions. Although multiple choice assessment items can do a good job of measuring many aspects of student achievement, they have inherent limitations. Even more important, however, is the fact that total reliance on any single form of test creates the possibility that teaching strategies will change to correspond to a particular assessment format.

The P.L.19 assessment system is designed to eliminate that possibility. All state assessments for K-12 students will be developed using a mixture of types of test items, including multiple choice items, constructed response items (i.e., items in which a student must construct the answer, rather than picking the best answer among several choices), and performance assessment items, through which students will be required to demonstrate their ability to apply the individual mathematics and language skills they have acquired to understand complex situations and to solve complex problems.

D. Establishment of Mastery Performance Standards

The criterion-referenced component of ISTEP includes a subset of items called "essential skills items." Using this subset of items, standards for student achievement have been established by the State Board of Education. These standards, which were originally defined as expectations for marginal students, were raised in 1992 to reflect the achievement that should be expected of a proficient student at each grade level. Although the results have been contained in ISTEP reports, student achievement relative to the State Board standards has received little public attention.

All of Indiana's public schools have now participated in the PBA process (that) . . . focuses on school improvement and provides a structure to accredit schools on the basis of educational outcomes . . .

In order to qualify for participation in the summer remediation program, a student must fail to meet not only this board standard, but must also fall below an established percentile level on ISTEP's norm-referenced component. It is this small percentage of students failing to meet both standards (fewer than 9 percent) that has been widely observed and reported. However, between 32 percent and 54 percent of students taking ISTEP (depending on grade level) have failed to meet the State Board standards. The State Board ISTEP standard is the same type of mastery standard that will characterize the P.L.19 Assessment System.

Since all of the P.L.19 state assessments will be criterion-referenced, a much more inclusive assessment base will exist for establishing similar mastery standards. Based on this broader criterion-referenced content coverage, the P.L.19 assessment will establish mastery performance standards similar to the State Board standards established for ISTEP.

• Division of Performance-Based Accreditation

During 1993, the fifth and final year of the first five-year cycle of Performance-Based Accreditation (PBA) was completed. In each cycle, about one-fifth of the state's public schools are examined for accreditation.

Beginning in 1994, nonpublic schools will participate fully in PBA for the first time. During 1993, 12 nonpublic schools participated in PBA to test the system's applicability to nonpublic schools.

All of Indiana's public schools have now participated in the PBA process and have been awarded accreditation at one of two levels—full accreditation status or probationary accreditation status. All public schools within a district are accredited during the same year. Those given probationary accreditation status or full accreditation for less than five years are eligible for state-funded technical assistance to improve their effectiveness.

Prior to 1988, Indiana had monitored the effectiveness of its schools on the basis of a school and school district's ability to provide resources and to meet legal standards. The PBA model focuses on school improvement and provides a structure to accredit schools on the basis of educational outcomes, as well as specific legally required input standards, such as certification of professional staff and requirements dealing with health and safety.

Development of a school improvement plan, required at each building, provides the opportunity to focus on assessing needs, setting goals, and developing strategies in relation to school effectiveness.

The outcomes of interest from "expected performance" information—specifically student achievement of proficiency in mathematics and language arts—are important indicators of school effectiveness and allow the school community to monitor these indicators.

• Division of Educational Information Systems

The continued development of its statewide computer network as a source for administrative efficiency and instructional improvement has been the single most important activity of the Division of Educational Information Systems in 1992.

The system—called IDEAnet or Indiana Department of Education Access Network—provides toll-free telephone service for computer modem connections to exchange or examine educational data or to provide teacher-to-teacher, student-to-teacher, or student-to-student communications via its electronic bulletin board.

The most significant development in the division during 1993 was in obtaining access to the worldwide Internet through IDEAnet. Because of this accomplishment, Indiana educators and students now have access to data, libraries and other educational resources, and electronic mail services on a worldwide basis.

Tyler Klassen, The Elkhart Truth

Center for Community Relations and Special Populations

• Division of Special Education

Collaboration, communication, and training marked the 1992-93 school year for the Division of Special Education, and Indiana's three-year plan for special education 1994-96 was given full approval by the U.S. Department of Education in August 1993, making Indiana one of the few states to earn full approval.

More than 115,000 Indiana students were recorded in the federal unduplicated count as receiving special education services, for which the state's schools receive about $50 million annually from federal sources.

The special education child count, formerly a pencil-and-paper activity, became nearly 100 percent electronic during the past year, relieving the state staff of nearly eight weeks in verification procedures. Collaboration and training have enabled local schools to collect data in electronic formats, then transmit it directly to the Division of Special Education for compilation and federal reports. Although only "directory" information is transmitted electronically to the state staff, nearly 100 items of information are collected about each child for local planning and decision making.

Preschool special education services, offered statewide for the first time in the fall of 1991, reached 4,004 children of ages 3 or 4 that first year. Enrollment jumped 44 percent in the second year with 5,758 reported in the 1992-93 child count. Projections based on incidence figures and experience in other states indicate an ultimate enrollment near 8,000. Transportation was one of the greatest areas of concern as schools had little experience in transporting young children with disabilities. Collaboration with the Division of School Traffic Safety in the state Department of Education and hard work on the part of schools and drivers resulted in safe and efficient transportation for these children.

"Wrap-around" services that are available through several agencies for students with severe disabilities are facilitated in Indiana through a unique concept involving 15 individuals who are called Child Service Coordinators. Coming from backgrounds in guidance, social work, general education, special education, administration, welfare, mental health, and juvenile justice, these coordinators are able to collaborate and communicate among multiple agencies to arrange for a child's individual needs.

"Inclusion" means providing special services . . . in general education settings of neighborhood schools.

"Inclusion" is a frequently heard term in Indiana schools and is often misunderstood here and across the nation. "Inclusion" means providing special services, wherever appropriate, in general education settings of neighborhood schools. It is related to the Least Restrictive Environment concept which has been in regulations for many years.

Inclusion Pilot Sites for training and training-related activities were authorized by the Indiana General Assembly under a $200,000 appropriation. Chosen from among 30 applicants, the 10 Inclusion Pilot Site Grant Award Recipients are as follows:

Garrett-Keyser-Butler School Corporation
Greater Clark County Schools
Indianapolis Public Schools
Jay County School Corporation
Lawrenceburg Community Schools
Michigan City Area Schools
Mishawaka/Penn-Harris-Madison

MSD of Washington Township
North Spencer Community Schools
South Montgomery School Corporation

To clarify the inclusion concept, a televised broadcast was presented by the Division of Special Education on October 8, 1992. Titled "Inclusion in Indiana . . . Parent and Professional Perspectives," it proved so popular that 500 copies of the videotape recording were requested by Indiana educators. The broadcast, part of a larger series of training broadcasts, helped the division establish a national reputation for effective and innovative training. The interactive video and distance learning projects use the facilities of direct-broadcast satellites and the Indiana Higher Education Television System (IHETS).

In 1992-93, 1,507 adults took part in the televised series to prepare for the GED.

• Division of Adult Education

For the first time, sites other than school buildings were used for a majority of classes funded during 1992-93 through the Division of Adult Education. It was one sign of development in the adult education delivery system to ensure that services are accessible throughout Indiana communities—in a county jail or at a worksite, wherever needs are greatest.

The extent of need was demonstrated by the Indiana Adult Literacy Survey that showed 40 percent of Indiana adults are probably not prepared to make decisions on major purchases because of their functional literacy levels, and they are unlikely to have learned the skills required for the jobs of today and tomorrow.

To reach adults unable or unwilling to leave home to improve their skills, the state continued support for the television production, "GED on TV." In 1992-93, 1,507 adults took part in the televised series to prepare for the test of General Educational Development (GED).

In addition, 110 local adult basic education (ABE) and secondary credit programs were funded through the Division of Adult Education in the program year ending June 30, 1993. The total is up from 83 in the prior year. Funding for these programs included local commitments of more than $12.5 million, an appropriation of $11.5 million by the Indiana General Assembly, and two federal grants—$5.5 million for Adult Basic Education and $430,562 for basic education of homeless adults.

In the past year, the following accomplishments were recorded among the 51,884 adult learners enrolled in ABE and secondary credit courses: 12,124 passed the GED, placing Indiana above the national average for adults succeeding on the test; another 1,769 earned a high school diploma; 5,585 entered other educational or training programs; 3,374 were able to obtain employment; 80 received United States citizenship; 1,755 retained their present jobs or advanced in their jobs; and 813 were removed from public assistance.

To stretch resources in reaching target populations, educators are in the third year of a peer evaluation program in which local teachers and adult education directors are trained as evaluators and mentors. The Division of Adult Education is developing an Indicators of Program Quality to measure gains in recruitment, retention, and learning in the federally funded ABE programs, and they are collaborating with other agencies and organizations, as well as the criminal justice system. The IMPACT Partnership Model, developed with the Division of Families and Children, involves education, employment, and training and reaches into every county. Joint planning between the Department of Education and the Department of Workforce Development has established priorities for future coordination under the Job Training Partnership Act.

• Division of Language Minority and Migrant Programs

A 43 percent growth was recorded since 1989 in the enrollment of children from families where languages other than English are used. Indiana schools in 1989 reported 13,949 language minority students. For 1992-93, the total was 19,950.

More than half (51.7 percent) were enrolled in the regular instructional program, and nearly half (49.8 percent) were enrolled in various Chapter 1 programs—especially in reading.

. . . students with limited English proficiency . . . speak a total of 187 native languages, 11 more than recorded in 1989.

At he same time, students with limited English proficiency increased 50 percent over the last five years, from 3,387 to 5,017.

These children speak a total of 187 native languages, 11 more than recorded in 1989. They reside in 83 of Indiana's 92 counties. Eighty-one percent of Indiana's 296 school corporations reported enrolling language minority students, and the total of 239 corporations is up 11 in the past five years.

The 10 most common native languages and the number of students recorded as language minorities:

1.	Spanish	10,022	6.	German	343
2.	German (Amish)	2,241	7.	Arabic	337
3.	Japanese	550	8.	Greek	313
4.	Korean	547	9.	Mandarin	313
5.	Vietnamese	487	10.	Gujarati	294

The top 10 counties with the largest number of language minority students in the 1992-93 school year:

1.	Lake	6,372	6.	Allen	889
2.	Marion	1,918	7.	Tippecanoe	717
3.	St. Joseph	1,682	8.	Porter	428
4.	Elkhart	1,239	9.	Monroe	408
5.	LaGrange	1,035	10.	Hamilton	363

To assist teachers, the Division of Language Minority and Migrant Programs maintains the state's largest library of professional and instructional materials to help these students master English and succeed in other subject areas. The division's staff offers training and technical assistance for local schools' personnel.

Migrant students who received the division's supplemental instructional services in 1993 totaled more than 6,000. Tutors travel to migrant camps to work on oral language and communication skills that are linked closely to those in the child's home state. Students' education and health records are transferred to each new school via a national data bank.

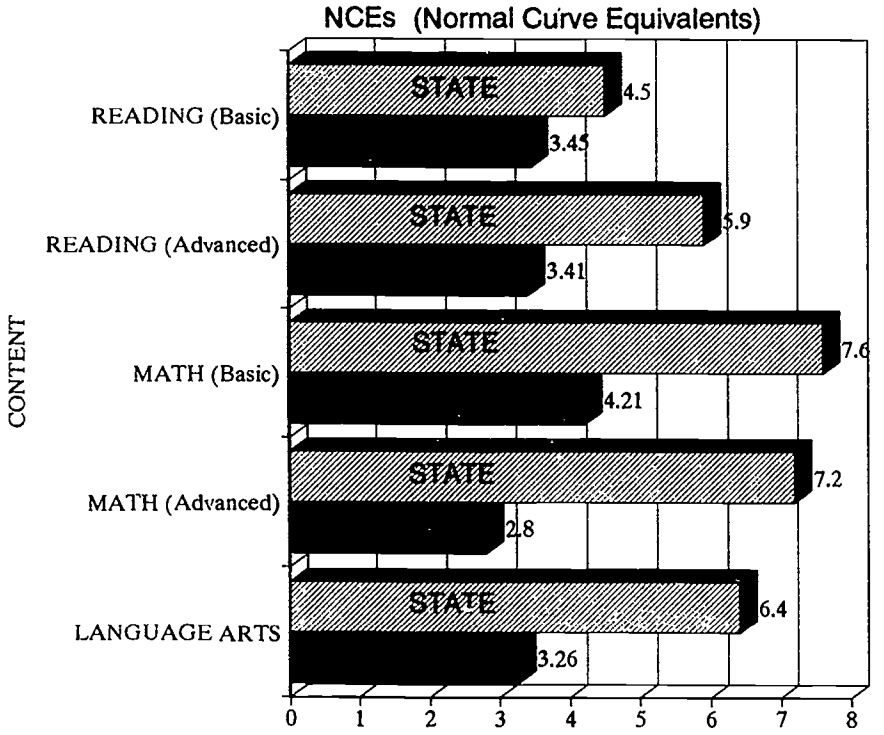
The division staff provides supportive services that include nutrition, health care, and dental care. A staff member dressed as "Clifford," a big red dog from children's literature, visited migrant children at camps and schools as part of the Reading Is Fundamental (RIF) program, and each child receives easy-to-read books. One Indiana summer project was cited by the U.S. Secretary of Education for outstanding service to disadvantaged children.

• Division of Compensatory Education/Chapter 1 Programs

Using more than $94 million in federal funds annually, Chapter 1 programs are in place in all but three of Indiana's 296 schools corporations. Chapter 1 supplements local programs in reading, mathematics, and language arts for educationally disadvantaged children from prekindergarten through Grade 12. Chapter 1 also

provides for student support services, professional development for teachers, parent involvement, and networking.

Through the collaborative efforts involving parents, classroom teachers, and Chapter 1 staff, Indiana students performed above national levels in all content areas in Grades 2-12 as shown on the accompanying graph.



For a seventh year, "College for a Day" workshops were conducted at eight regional locations to help parents, teachers, and administrators learn to become more effective partners in educating children while improving their self-concepts. More than 7,000 persons attended the one-day workshops at New Albany, Vincennes, Gary, South Bend, Fort Wayne, Greencastle, Muncie, and Indianapolis.

Three regional "effectiveness conferences" were attended by 3,895 parents and educators at South Bend, Indianapolis, and Clarksville. Local educators offered effective instructional practices to improve reading and mathematics achievement as well as ways to increase parental involvement. Several presentations were highlighted in the division's bimonthly "Bulletin."

To examine current Chapter 1 efforts and to establish a research-based plan of action to enhance future programs, 1,272 persons also took part in a series of Program Improvement Institutes.

• Division of Educational Equity Services

Collaborating with local educational agencies and with other state agencies, the Division of Educational Equity Services provides technical assistance to school corporations to ensure racial and gender equity in their instructional and personnel policies and practices. Staff resources are available to statewide equity programs when requested.

Technical assistance in the past year included: Aid to staff personnel in 27 school districts with 241,078 students to develop and implement equitable educational programs for female and minority students; review of Title IX gender equity

compliance in eight requesting districts with total student enrollment of 30,856, and coordination of the annual Indiana Teacher of the Year program under a $5,000 grant from Encyclopaedia Britannica.

The division conducted a state conference for 1,757 persons on multicultural education, titled "Schools of Many Voices," and it provided resources for three other conferences: the annual Indianapolis Public Schools two-day African-American History Conference, the eighth annual Women and Work Conference, and the second Future Educators Conference attended by 350 students with Indiana Teacher of the Year Diane Cutshall as keynote speaker.

The School Violence Prevention Committee, established in 1990 by the division, continued inservice sessions for 500 persons in the areas of conflict mediation and violence prevention. The committee's purpose is to bring together city government, law enforcement, and judicial officials with school personnel to combine energies to stem gang influence on students.

. . . other states have adopted Indiana's materials . . . to raise public awareness and dispel myths about homeless people . . .

Project SET (Student Exploratory Teaching) was extended to an additional 17 schools in the past year to encourage consideration of careers in education, especially among minority students and males. This educator development program involves 800 junior high/middle school and senior high school students, about 20 percent of whom are minorities and 10 percent males. Participating school districts are Elkhart, Evansville, Fort Wayne, Gary, Mishawaka, Penn-Harris-Madison, and Indianapolis, as well as the Metropolitan School Districts of Decatur, Lawrence, Perry, Pike, Warren, and Wayne Townships of Marion County.

• Education of Homeless Children and Youth

A total of 715 students received services under 14 local grants funded during the 1992-93 school year through the federal Stewart B. McKinney Homeless Assistance Act. More than 2,000 are expected to benefit during 1993-94. The grant projects all are collaborative efforts to link homeless children and their families with schools and communities to address educational needs specifically. Typical projects help in funding a tutor to work with children at local shelters for the victims of domestic violence.

The number of Indiana grant sites increased during 1992-93 from four to 14, and total funding increased from $35,000 to $315,000.

The Indiana Department of Education has taken a leadership role to raise awareness in the public and among school personnel about the multiple difficulties faced by homeless students, and to provide intervention strategies to reduce homelessness. Several other states have adopted Indiana's materials, such as a brochure designed to raise public awareness and dispel myths about homeless people, booklets to assist with inservice training of school personnel, and a reference manual for school corporations. One Indiana Department of Education project to collect school supplies for homeless students is serving as a model across the country.

• Educational Opportunity Program for At-Risk Students

Students who are "at-risk" are described as "running the risk of not acquiring the knowledge, skills, and attitudes needed to become productive adults." That definition fits 17.6 percent of all Indiana students. They are "at-risk" of academic failure or dropping out of school.

In Indiana during the past year, 228,382 students—169,002 of them considered to be at-risk—were involved in their local school corporations' intervention and prevention programs that are financed in part with annual $20 million appropriations from the General Assembly. Local schools added another

$9.6 million from local tax revenues during 1992-93 as many have done since the first state at-risk appropriation in 1988-89.

The statute creating the Education Opportunity Program for At-Risk Students permits the funds to be used for one or more types of programs from a list of 10. Mentoring was added in 1989-90 to the original list that limited use only to preschool programs, full-day kindergarten, parental and community involvement programs, transitional programs, tutoring, remedial programs, expanded use of school counseling (including drug/alcohol abuse counseling and school/home advisers), individualized programs, and model alternative education programs (including after-school enrichment, vocational emphasis, and student health).

Most common local use of at-risk funding is to expand counseling programs, often in elementary schools. As shown on the accompanying chart, local schools chose tutoring programs next most often, and model alternative education programs third. The three represent nearly 70 percent of all programs created under the statute, and they account for an average of $14 million from each year's $20 million appropriation.

Five Year Summary of Indiana's At-Risk Programs and Local Funding

	1988-89	1989-90	1990-91	1991-92	1992-93
Total Number of Students in Indiana Public Schools*	959,078	952,247	953,172	955,676	959,876
Number of State School Corporations	302	297	297	297	293
Number of Programs	759	723	642	681	606
Total Students Involved	211,118	220,424	242,938	211,697	228,382
At-Risk Students	124,460	124,529	163,893*	156,372	169,002
Not At-Risk Students	86,658	95,895	80,045	55,041	59,379
Total of Local Funding Added** to State Grant	$2.5M	$7M	$13.5M		$9.6M
State At-Risk Allocation	$20M	$20M	$20M	$20M	$20M

Most Common At-Risk Program Types

	1988-89	1989-90	1990-91	1991-92	1992-93
Expanded Use of School Counseling	27%	33%	32%	37%	37%
Tutoring Programs	19%	19%	18%	15%	14%
Model Alternative Education Programs	22%	11%	13%$	14%	12%
Remediation	9%	8%	7%	9%	8%
Transitional Classrooms	6%	6%	6%	6%	5%
Mentoring Programs	*	*	2%	4%	9%

Over the past five years, the "at-risk student program" has identified and aided an annual average of 147,651 students who are considered most in need of additional resources and special assistance.

In addition, as part of the Educational Opportunity Program for At-Risk Students, the state Department of Education has organized (1) an annual conference for more than 400 educators to highlight outstanding local programs and to hear national speakers, and (2) collaboration among local schools, mental health agencies, welfare departments, juvenile justice offices, and youth service bureaus.

Stephan A. Harmon, The Times, Frankfort

Center for School Improvement and Performance

• Program Development and PRIME TIME Unit

INDIANA 2000 SCHOOLS: Restructuring of education continued under the Indiana 2000 statute with the Program Development Unit coordinating workshops to heighten awareness about the need to restructure. By year-end, 138 schools had requested and been granted Indiana 2000 designation by the State Board of Education as authorized by the General Assembly in 1991. Under the statute, Indiana 2000 schools exercise "expanded management authority" and may invoke waivers from state board rules to reschedule class hours, adopt innovative curriculum, or make other curriculum changes.

Five regional centers to assist Indiana 2000 schools were established at Decatur, Gary, Indianapolis, New Albany, and Terre Haute. The Indiana 2000 application process was revised during the year to award a planning grant to assist in the design and development process in advance of a school's application.

Re:LEARNING: With more than three-quarters of Indiana 2000 schools investigating the potential for a restructuring under the Re:Learning concepts developed by Dr. Ted Sizer at Brown University, the Program Development Unit took part in networking activities that also involve the Coalition of Essential Schools and the Education Commission of the States. Grant money was used over the summer for educators to attend intensive, week-long staff development workshops on curriculum, instruction, and change.

FOREIGN LANGUAGE EDUCATION: The Chinese/Japanese Initiative, a state-funded project created in the A+ Program of 1987, continues as the impetus for Asian language and culture programs in Indiana schools. Twenty-four Japanese teachers visited in the fall of 1993, spending six weeks in Indiana classrooms and living within school communities where Japanese is taught. About 40 Indiana high schools conduct a Japanese program, and 11 have a Chinese program. In a national study, more Indiana schools are reported to offer Asian language classes than in all other states except Hawaii, Oregon, and Washington. Indiana also supports middle school and elementary programs.

Under the federal Foreign Languages Assistance Program, a competitive grant award for $625,213 over three years supports 12 Indiana school districts in Chinese, Japanese, and Russian language instruction.

About 45 percent of all Indiana students in Grades 9-12 were enrolled in foreign language courses during 1992-93. Highest total was in Spanish with 67,287. Next were French, 29,310; German, 16,326; Latin, 5,690; Japanese, 1,386; Russian, 276; and Chinese, 176. In Grades 7 and 8, Spanish leads the list with 4,466; French, 2,621; German, 1,005; Chinese, 110; Japanese, 110. Although some elementary level classes are conducted, no enrollment data is available. At least one "immersion" program is conducted in Spanish at Lindley Elementary School in Fort Wayne, and a second in Spanish is to open at the new international school in the Metropolitan School District of Lawrence Township in the fall of 1994.

About 45 percent of all Indiana students in Grades 9-12 are enrolled in foreign language courses . . .

Revised proficiency guides are being developed by the state Foreign Language Curriculum Task Force for distribution in the spring of 1995. A set of assessment tasks, or performance-based test items, was developed on the basis of the proficiency guides and will be disseminated to schools during 1994.

LANGUAGE ARTS: Beginning in January 1993 with distribution of the new English/Language Arts Proficiency Guide, teachers began reviewing and discussing

the nature of language arts curriculum that also is affected by the Essential Skills Content Standards adopted by the State Board of Education to guide performance-based testing in language arts in 1995. The staff also conducted regional workshops on portfolios as a part of the new assessment system under Public Law 19.

With adoption of new reading texts scheduled in 1995 and adoption of language arts texts in 1996, a cadre of 40 language arts teachers was formed to meet for a week in June 1993 to examine the strategies for language instruction in all parts of the school curriculum and the importance of building on multiple intelligences and the natural literacy of each student. The cadre members lead inquiry groups at their own schools and in meetings around the state to read, study, and discuss current issues in language arts with other teachers.

Change in the definition of a "textbook" means . . . laser discs, computer software, and video or audio tape may be adopted . . .

CURRICULUM PROFICIENCIES: In addition to refining current proficiencies described in the *Indiana Curriculum Proficiency Guide*, educational consultants in the Department of Education also have developed "essential skills content standards" in mathematics and language arts. The essential skills content standards describe what is expected of students at various points of transition in their schooling.

MATHEMATICS: From all grade levels across the state, 75 teachers are involved in a mathematics classroom assessment pilot project called MATHA, trying a variety of assessment techniques with students and then sharing information with colleagues about what works. These teachers will train others over the summer at a series of mathematics assessment workshops. In addition, the staff conducted "graphing calculator" workshops and prepared booklets of classroom activities.

FINE ARTS: Revisions of the state proficiency guides for music and for visual arts were completed during 1992-93 and will be distributed to all music and art teachers at elementary and middle school levels. Regional workshops are planned in January to introduce the new guides and offer "hands-on" sessions for new instructional strategies. High school portions of the guides will be revised in 1994 and mailed to arts educators for their review. Drafts of the theater arts proficiency guide for Kindergarten through Grade 12 were mailed to teachers at the end of 1993 for review before printing in July 1994.

The third semi-annual Music and Art in the State House Day was observed in March as part of Celebrate the Arts in Our School Month. Student artwork was on display and music ensembles from across the state performed March 15-18.

Workshops during the year included two in computer graphics for visual arts teachers, one for two weeks for beginners and one for one week for advanced users, and the third annual Seminar for Beginning Music Teachers. Indiana also is part of the State Collaborative on Assessment and Student Standards to development assessment tools for statewide and nationwide use in the arts.

TEXTBOOK ADOPTION: More than 500 teachers, parents, and administrators were involved in 1992-93 in reviewing instructional materials for the "miscellaneous" category in the textbook adoption process. Subject areas include visual arts, music, driver education, business and marketing, industrial arts, industrial technology, and home economics.

Change in the legislative definition of a "textbook" means that instructional materials issued in formats other than hardcover books can be included on the official state adoption lists. Programs that contain laser discs, computer software, and video or audio tape may be adopted instead of traditional texts.

PHYSICAL EDUCATION: *The Adaptive Physical Education Handbook* was completed for distribution in 1993 to assist teachers in conducting inclusion practices for special needs students. Also completed during the year were Physical

Education Teacher Competencies that were presented to the Indiana Professional Standards Board to use in higher education teacher preparation programs. They replace the current "two standards" for teacher education. Updating of the *1987 Physical Education Proficiency Guide* was completed by incorporating the latest research and adding essential skills standards in Kindergarten and Grades 2, 4, 6, 8, 10, and 12. Workshops to introduce the new guide were conducted at nine sites and attended by 500 teachers.

A series of 10 workshop begun in 1993 will be continued in 1994 to introduce electronic technology to physical education classes, more effective classroom management techniques, and encourage greater emphasis on building self-esteem in all students. By the end of 1995, it is expected that 1,200 of the state's 3,200 physical education teachers will have attended a workshop designed to improve the quality of programs by emphasizing a healthy lifestyle rather than preparation for sports.

SERVICE LEARNING: With Indiana named by the Council of Chief State School Officers as one of five states for special assistance in the development of service learning projects in schools and communities, a 1993 evaluation shows the year-old program already involves 6,100 youth who performed 42,000 hours of service. Teachers and public service agency coordinators reported conducting more than 57,000 hours of classroom activities related to the services provided by youth.

Indiana received a federal grant of $300,000 from the Commission on National and Community Service in June 1993, and 34 schools and community-based organizations received subgrants to develop service learning practices at their sites. The service learning concept blends community service and learning goals so that each is enriched by the other. Youth taking part in the service learning process perform needed community service that builds and uses a framework for academic and civic skills.

PRIME TIME PROGRAMS: In addition to its primary mission to increase student achievement by reducing class size in Kindergarten through Grade 3, Indiana's PRIME TIME program includes professional development experiences, summer camps, regional teaching and learning workshops, instructional partnership workshops, and *Kindergarten Guide* workshops for teachers, administrators, and instructional assistants. Focus of workshops is on developmentally appropriate, integrated, holistic classroom practices to engage a child actively in learning.

The PRIME TIME program goal is a school corporation average of 18 students per teacher in Kindergarten and Grade 1, and 20 in Grades 2 and 3. School corporations receive state funding to hire classroom teachers and assistants to meet those target ratios.

MONITORING FEDERAL PROGRAMS: Seventy-three school corporations were visited during 1992-93 to monitor federal programs under Chapter 2 of the Elementary-Secondary Education Act, under the Drug-Free Schools and Communities Act, and under the Dwight D. Eisenhower Title II Mathematics and Science grant. Schools to be visited were selected at random, purchases and inventories were checked for legal compliance, and interviews were conducted with teachers.

Mike McArdle, The Vidette-Messenger, Valparaiso

In Indiana, local school corporations most commonly use Chapter 2 money to acquire instructional and educational materials. One

far-reaching example is a Terre Haute reading program called STP (Students, Teachers, Parents). A set of books matched to an annual theme is purchased for libraries at each of 22 elementary schools. Students who read a specified percentage of the books are entitled to vote on a favorite for the year and to attend a pizza party or celebration tea hosted by the program's mascot, a tiger named Simon Toliver Parsons (STP).

Another common use of Chapter 2 money is in professional development and training for such areas as classroom management, math manipulatives, and science higher-order thinking skills. Teachers in math and science also benefit from the Eisenhower grants that help finance such items as overhead graphing calculators and laser disc equipment used in conjunction with newly adopted bar-coded textbooks.

• School Assistance Unit

Schools looking for help don't call "911." They call "232-9141"—the number at the School Assistance Unit where the staff urges schools to dial "9-1 FOR ONE of us." The staff's goal is to help, not just offer advice, and to visit classrooms or schools when needs arise.

Programs administered by the School Assistance Unit range from those for Economic Education and Summer School to Outdoor Education and Earth Forever/Recycling, as well as Blue Ribbon Schools Recognition and the Christa McAuliffe Fellowships.

An "Ideas and Innovations Conference" attracted 400 teachers to learn about interdisciplinary instruction, uses of electronic technology in all areas of the curriculum, expanding use of manipulatives, literature-based curriculum, and other alternative instructional strategies.

Adviser/Advisee workshops were conducted for 600 educators at three sites to assist local middle schools in developing and implementing adviser/advisee programs to help build students' positive perceptions of themselves.

Highlights of the year in the School Assistance Unit are as follows:

ECONOMIC EDUCATION PROGRAM: As expansion continued, the staff conducted workshops and inservice training, as well as sponsoring the first annual Tri-State Conference on Economic Education at Indianapolis. It was attended by 150 teachers from Kentucky and Ohio, as well as Indiana. Minigrants were awarded to 36 school corporations to implement innovative economic education projects. The document, *Profiles*, summarized individual grant projects. Booklets were published during the year on the middle/high school curriculum, *Energy, Economics, and the Environment*, and work was begun on an elementary curriculum. The curriculum is designed to help students analyze energy and environmental issues with an economics perspective.

SUMMER SCHOOL: Enrollments increased nearly 5,000 students in regular summer school classes conducted by local school districts with state reimbursement totaling $19.4 million, about 73 percent of the cost as compared with 77 percent the previous summer. Enrollment in 9,195 classes involving 6,217 teachers was 131,701 in 1993, compared with 126,817 in 1992.

OUTDOOR EDUCATION: More than 350 nature centers and/or outdoor classrooms have been developed on school property in this program to encourage use of forests, streams, parks, reservoirs, and wilderness areas to teach concepts of science and ecology. Working with the Project Learning Tree and Project WILD in the state Department of Natural Resources, more than 10,000 teachers have attended inservice training.

More than 350 nature centers and/or outdoor classrooms have been developed on school property . . .

EARTH FOREVER: More than 80 school districts took on the 1993 challenge for teachers and students to design environmental action programs in their schools and communities, and 100 are expected in 1994. Participants receive EARTH DAY flags, certificates, environmental field guides, and educational packets. Partners in sponsoring the program are the National and Indiana Wildlife Federations, National Audubon Society, Sierra Club, Indiana Department of Natural Resources, and the U.S. Department of Agriculture.

RECYCLING: In addition to workshops attended by 200 teachers on recycling and environmental science, two publications offering classroom activities on recycling were issued under the titles, "Waste Reduction in Indiana Schools" and "Completing the Cycle: It's Up to You." Collaboration with the Indiana Department of Environmental Management and its 61 solid waste districts also was begun in the overall program to encourage teachers, students, and their families to begin thinking about recycling issues.

PRESIDENTIAL AWARDS FOR EXCELLENCE IN SCIENCE AND MATHEMATICS TEACHING: Now in its tenth year, Indiana's recognition of these award-winning teachers has established a national model. The six science teachers and six mathematics teachers (three each from elementary schools, three each from secondary schools) are honored annually as state finalists at a luncheon and presented with checks for $500 to be spent on their classroom projects. The awards and the luncheon are funded by Indiana's four major electrical utility companies—Northern Indiana Public Service Company (Nipsco), Indiana and Michigan Power, Indianapolis Power and Light Company (Ipalco), and PSI Energy. Four later are selected as national award winners.

State finalists in 1993 (with national award winners marked with an asterisk) and a listing of recipients over the last ten years are as follows:

Science
(Elementary)

Helen Brown
Woodburn Lutheran School
Woodburn
Principal: Norman McNally

*Cheryl Cowan
Mayflower Mill Elementary School
Lafayette
Principal: Tim Schirack

William Schmidt
Emmaus Lutheran School
Fort Wayne
Principal: Ross King

Science
(Secondary)

Philip McKinley
Lawrence North High School
Indianapolis
Principal: Allen Essig

*Stephen H. Randak
Jefferson High School
Lafayette
Principal: Dennis Blind

Elaine Wolfe
Guion Creek Middle School
Indianapolis
Principal: Timothy Smith

Mathematics
(Elementary)

Richard Callan
Bunker Hill Elementary School
Indianapolis
Principal: Mark Harper

Jolee Garis
Spring Mill Elementary School
Indianapolis
Principal: Jeannie Leininger

*Sheridan Rayl
Leach Elementary School
Anderson
Principal: William Cole

Mathematics
(Secondary)

David Bahr
Concordia Lutheran High School
Fort Wayne
Principal: David Widenhofer

*Priscilla Donkle
South Central Jr/Sr High School
Union Mills
Principal: John Arnett

James Mayes
Elkhart Memorial High School
Elkhart
Principal: Carolyn Cook

Indiana National Awardees 1983-1992
Presidential Awards for Excellence in Science and Mathematics Teaching

1983	Mathematics (Secondary)	Robert Lovell	Fort Wayne
1983	Science (Secondary)	Cheryl Mason	San Diego, CA
1984	Mathematics (Secondary)	Martha Wilson	Wilmington, DE
1984	Science (Secondary)	Nevin Longenecker	South Bend
1985	Mathematics (Secondary)	Donald Luepke	Fort Wayne
1985	Science (Secondary)	Carole Goshorn	Columbus
1986	Mathematics (Secondary)	Glen Ellis	Deceased
1986	Science (Secondary)	Gordon Mendenhall	Indianapolis
1987	Mathematics (Secondary)	Allan Weinheimer	Indianapolis
1987	Science (Secondary)	Diane Burnett	West Lafayette
1988	Mathematics (Secondary)	Mary Lou Derwent	South Bend
1988	Science (Secondary)	Gladysmae Good	Indianapolis
1989	Mathematics (Secondary)	Gary Emmert	Indianapolis
1989	Science (Secondary)	Joseph Ruhl	Lafayette
1990	Mathematics (Elementary)	Janell Uerkwitz	Dayton
1990	Mathematics (Secondary)	Mark Miller	Columbus
1990	Science (Elementary)	Rick Crosslin	Indianapolis
1990	Science (Secondary)	Kathleen Kaye	Indianapolis
1991	Mathematics (Elementary)	Graceann Merkel	Indianapolis
1991	Mathematics (Secondary)	Dale Nowlin	Columbus
1991	Science (Elementary)	Sheryl Braile	West Lafayette
1991	Science (Secondary)	Sam Chattin	Scottsburg
1992	Mathematics (Elementary)	Anna Grimes	Indianapolis
1992	Mathematics (Secondary)	Carolyn Mayes	Elkhart
1992	Science (Elementary)	Monica Ellis	Indianapolis
1992	Science (Secondary)	John Kasting	Columbus

NATIONAL YOUTH SCIENCE CAMP: Indiana's two students chosen to attend the 1993 Youth Science Camp with scientists, engineers, and environmentalists in the mountains of West Virginia were Emily Holmes, Columbus East High School, and Kirby Wing-Kay Lee, Southport High School. The

three-week, expense-paid summer program includes three days in Washington, D.C., to meet with congressional leaders and policymakers.

HIGH SCHOOL SUMMER INSTITUTES FOR ENERGY: Seven Indiana high school students are selected annually for two-week institutes sponsored by the U.S. Department of Energy for state-of-the-art instruction in a wide range of sciences. Students chosen in 1993 and their fields of study:

—August Raphael Wohlt, Muncie Central High School, Super-computer Honors Program, Livermore, California.

—Samantha Edgington, Penn High School, Mishawaka, Particle Physics, Fermi National Accelerator, Chicago.

—Julie Lizer, Northrop High School, Fort Wayne, Environmental Sciences, Oak Ridge National Laboratories, Oak Ridge, Tennessee.

—Ellen Wight, Chrysler High School, New Castle, Ecology, Sandia National Laboratory, Albuquerque, New Mexico.

—Sarita James, Homestead High School, Fort Wayne, National Synchrotron Light Source, Brookhaven National Laboratory, Upton, New York.

—Prasad Krishnamurthy, Marion High School, Life Sciences, Lawrence Berkeley Laboratory, Berkeley, California.

—Matthew Brown, Connersville High School, Materials Science, Argonne National Laboratory, Batavia, Illinois.

READING IS FUNDAMENTAL (RIF): Minigrants to 43 schools helped to promote recreational reading and provided about 32,000 books free to 10,600 students in Grades 1-12. For each $1 of local funding, RIF provided another $3 toward book purchases. Grants were limited to $1,000 per school per program. Each grant recipient conducted three book distributions for students to select a book of their own choice to keep.

READ-ALOUDS TOO GOOD TO MISS: Consulting with a panel of teachers, librarians, professors—and with the owners of stores dealing in children's books—a collection of "classroom tested" titles that are to be read aloud was prepared and distributed on 315,000 bookmarks. The bookmark lists are classified for five age groups—Kindergarten to Grade 2, Grades 3-5, 6-8, 9-12, and Ageless Picture Books—with each bookmark listing 12 books "Too Good To Miss."

BLUE RIBBON SCHOOLS RECOGNITION PROGRAM: Exemplary public and nonpublic schools are identified in this federally sponsored program as models for other schools and communities seeking high quality education. Elementary schools are recognized one year, secondary schools the next. Indiana schools selected for blue ribbon recognition in 1993 (with national award winners designated by an asterisk) were:

Benjamin Rush Junior High School, Rushville
Center Grove Middle School, Greenwood
Clyde T. Fulton Junior High School, Indianapolis
Eastern Junior/Senior High School, Greentown

* Jefferson High School, Lafayette
* Kesling Middle School, LaPorte
Maxwell Middle School, Maxwell
North High School, Evansville
* Roncalli High School, Indianapolis
Stonybrook Junior High School, Indianapolis
* Trinity School at Greenlawn, South Bend

CHRISTA McAULIFFE FELLOWSHIP PROGRAM: Selected as Indiana's 1993 Christa McAuliffe Fellow was Michelle Cline, fourth grade teacher at Cumberland Elementary School in the West Lafayette Community Schools. The federally funded fellowship, equal to the national average of a year's teaching salary, is named in honor of the teacher/astronaut who died in the 1986 Challenger space shuttle explosion. It provides a year's sabbatical with the opportunity for research, study, and work on special projects with the state Department of Education. Ms. Cline travelled the state to provide hands-on teacher training workshops in mathematics and science.

. . . plans include a more formal effort to rethink and redefine gifted/talented education programming.

• Gifted/Talented Education Unit

Grants administered by the Gifted/Talented Education Unit funded programs during the 1992-93 school year for 85,192 students in the 265 school corporations requesting grants. The total of students is up 8,249 from 76,943 the previous year. Grants may be used for planning, implementation, or continuation.

Over the past year, the staff provided technical assistance and funding for the state's nine Educational Service Centers in development of their resources to serve highly able students. Resources include professional libraries, as well as 129 workshops and inservice training sessions attended by 3,526 teachers to encourage them in using challenging classroom activities.

Incentive grants for arts activities and leadership totaled 124, up from 93 the previous year. Seventy-five leaders in visual and performing arts have been encouraged through the Artistically Talented Program begun in 1990 under contract with Indiana University at Bloomington. Over the last three years, teachers have been offered summer scholarships and have been trained in development of gifted/talented curriculum, have set up pilots of their programs, and have trained others to implement the curriculum.

In addition to current activities, state and local plans include a more formal effort to rethink and redefine gifted/talented education programming.

Contracted services during 1992-93 included the following:

ODYSSEY OF THE MIND: A national program and competition that promotes teamwork and creative problemsolving, Odyssey of the Mind involved 169 teams in Indiana.

SHARED INFORMATION SERVICES (SIS): Four mobile and stationary lending libraries offer teachers, administrators, and parents a variety of commercial and locally developed material in a number of formats for gifted/talented programs. The SIS centers average 500 on-site visits annually to individual schools, and they average 1,000 visitors at each of the four center locations.

MODEL SITE EXTENSION PROGRAMS: Of an original ten model sites, six continue to extend their state training and local experience to an average of 1,000 educators from other Indiana school corporations by providing (1) curriculum workshops, (2) telephone consultations, (3) on-site consultations, and (4) evaluations of locally developed curriculum plans.

• Learning Resources Unit

"Information empowerment" is the way the mission is described in the Learning Resources Unit. Its staff supports the Department of Education concept of a learning process that educates students for lifelong learning so that they are able to recognize the occasions when information is needed, then know how to locate, process, and use the information effectively. The unit offers leadership in developing instructional practices in schools in all areas of school library, media, and instructional technology.

DISTANCE LEARNING: Inviting the world into the classroom brings unique opportunities to rural schools through the concept of distance learning by use of technology-based communications via telephone lines using two-way video and audio, as well as computers and modems.

Planning grants up to $2,500 each were awarded to 36 school corporations for staff release time, stipends, and travel to investigate and plan curriculum for distance learning programs. Another 11 grants were awarded for implementation at Adams Elementary School, Marion-Adams Schools at Sheridan; Belzer Middle School, Metropolitan School District of Lawrence Township, Indianapolis; Center Grove Middle School, Center Grove Community School Corporation; Crown Point High School and elementary schools, Crown Point Community School Corporation; Eastern Pulaski Community School Corporation at Winamac; Northwest High School of the Indianapolis Public Schools, and IPS elementary schools separately; Plainfield High School, Plainfield Community School Corporation; Vigo County School Corporation at Terre Haute; Wapahani High School, Liberty-Perry Community School Corporation at Selma; and Yorktown High School, Mt. Pleasant Township Community School Corporation.

David Snodgress, Bloomington Herald-Times

THE TECHNOLOGY CONNECTION TO TEACHING AND LEARNING: Based on a training model developed in 1991 at the North Adams Community Schools at Decatur, the Indiana Department of Education funded grants at 12 school corporations for applying the model to train library media coordinators, technology coordinators, and administrators who then train teachers at 36 schools. The teachers train other teachers in using the appropriate and most effective learning resources to support curriculum and instruction to help students. The 12 school corporations involved in 1992-93 were Anderson Community School Corporation, Anderson; East Noble School Corporation, Kendallville; Lakeland School Corporation, LaGrange; Marion Community Schools, Marion; Middlebury Community Schools, Middlebury; Metropolitan School District Southwest Allen County, Fort Wayne; Mt. Pleasant Township Community School Corporation,

Yorktown; Peru Community Schools, Peru; Richmond Community School Corporation, Richmond; Union School Corporation, Modoc; Warsaw Community Schools, Warsaw; and West Noble School Corporation, Ligonier.

PRINCIPALS' TECHNOLOGY LEADERSHIP TRAINING: Administrators call it "an agent of change," and one of the most rewarding and professionally productive training series they have attended. For a third year during 1992, 160 principals and other administrators from 102 Indiana school corporations were trained for five days in small groups with hands-on sessions offering a full range of hardware and software to identify the resources needed in their successful use of electronic technologies. Each participant's school also receives $500 to be spent on computer hardware or software. Sessions focus on issues beyond technology and tie principals through the electronic IDEAnet system into a collegial network to share information, concerns, and successes.

. . . Indiana's unique Buddy System was extended to 27 schools in 1992-93, serving some 4,000 students and their families.

TECHNOLOGY ASSOCIATES: As Indiana educators discover they can increase their effectiveness through the use of computers and related technology, the Technology Associates program offers a cadre of other educators who can present technology-related workshops on topics requested at individual schools and corporations. Sponsored by the state Department of Education, the Technology Associates presented more than 100 workshops for more than 1,000 teachers during the 1992-93 school year, and reached another 800 in the summer of 1993. The associates receive an honorarium from the Department for each workshop. Highlight of the year was the Computer Art Discovery Course created jointly by the Technology Associates and visual arts specialists who set up intensive beginning and advanced classes at the Spencer-Owen Community Schools using three computer platforms and training 65 teachers.

WRITING WITH COMPUTERS: Fifty-eight three-day workshops funded by the state Department of Education for a fourth year gave 1,400 teachers a hands-on opportunity to learn strategies for using computers with writing across the curriculum. Workshops focus on the integration of (1) process-based writing, (2) cooperative learning strategies, and (3) management of student learning with computers.

BUDDY SYSTEM: Created in 1987 with a vision for putting computers into the homes of every student beginning in Grade 4, Indiana's unique Buddy System was extended to 27 schools in 1992-93, serving some 4,000 students and their families. The take-home computer vision encompasses family involvement in students' learning, as well as offering equal access to families of all backgrounds to share educational opportunities of the information age. Evaluations show students use their computers at home an average of 66 minutes a day, effectively lengthening the day's learning (plus another 82 minutes a day on weekends). Seventy-five percent of mothers use the Buddy System computer regularly, 49 percent of fathers, and 68 percent of other siblings.

INDIANA CLEARINGHOUSE FOR EDUCATIONAL TECHNOLOGY: Funded by the state Department of Education on the campus of Indiana University-Purdue University at Indianapolis (IUPUI), the clearinghouse provides teachers and schools with information and evaluations on software and on planning strategies, and it also maintains a Preview Center where 1,700 software titles are available for hands-on trial and evaluation on Apple, Macintosh, IBM, and "clone" computers. In addition, it has evaluation copies of CD-ROM and videodisc material, resources guides, and publications on technology and learning.

TECHNOLOGY ADOPTION: Seventy grants were made to schools to defray costs of implementing technology projects on the 1992-93 adoption list, and 642 teachers were trained by the teachers who developed the original projects. Some projects involve specific curriculum areas, such as music and foreign language;

others involve telecommunications, using computer bulletin board systems with modems on telephone lines. Some integrate CD/ROM and HyperCard technologies. CD/ROM is an acronym for Compact Disk/Read-Only Memory. HyperCard is a data base management system.

Programs on the 1992-93 adoption list and their developers:

—The Rural Connection, a telecommunications project, developed at the County School Corporation of Brown County, Nashville, by Tom Bauer.

—SITE (Student Integration of Telecommunications into Education), developed at the Pleasant View Elementary School, Eagle-Union Community School Corporation, Zionsville, by Peggy Buchanan.

—MIDI MUSIC, (MIDI is Musical Instrument Digital Interface), developed at the Crown Point Community School Corporation, Crown Point, by Joyce Abbott and Jane Lang.

—INTERACTIVE VIDEODISC FOR FOREIGN LANGUAGE, developed at Mt. Pleasant Township Community School Corporation, Yorktown, by Barbara Underwood.

—ANONYMOUS GROUP DECISION-MAKING, developed at Linton-Stockton Elementary School, Linton-Stockton School Corporation, Linton, by Dee Woodruff.

—HyperLEARN, developed at the Perry Central Community Schools Corporation, Leopold, by Antoinette Kranning and Francie Wagner.

—Project LINK, Linking New Knowledge, developed at the Tippecanoe School Corporation, Lafayette, by Joanne Troutner.

—Interdisciplinary Instruction Using Technology, developed at Perry Meridian High School, Metropolitan School District of Perry Township, Indianapolis, by Connie Mitchell.

—SHOK (Students Helping Other Kids), developed at the Franklin Township Community School Corporation, Indianapolis, by Helen Straubinger.

TECHNOLOGY FOR RESTRUCTURING INSTITUTE: To investigate technological solutions to restructuring issues, the Center for Excellence in Education at Indiana University-Bloomington and the state Department of Education conducted a summer institute for educators involved in leadership roles in restructuring at their own schools. Video conferences with national authorities made use of the IU facilities and distance-learning technology in examining such issues as authentic assessment, outcome-based education, student-as-worker, and thematic instruction. The draft of the institute's concluding report said in part:

. . . educators must not assume that technology alone will change teaching and learning.

"Although technology is a tremendous source of support for restructuring efforts, educators must not assume that technology alone will change teaching and learning. It is the educator's ability to recognize the importance of using technology to support changes in traditional roles and relationships, curriculum, pedagogy, and the learning environment that will make a difference."

PROJECT 4R's GRANTS: In the three years through 1993, 403 public schools in 204 of Indiana's 296 school corporations received grants under PROJECT 3R's or PROJECT 4R's to extend educational technologies to kindergarten and first grade students. The project is not about technology, but about benefits to students in improved learning that results from integration of technology into the elementary curriculum. Ninety-five school corporations have received grants for all of their eligible schools.

SCHOOL TECHNOLOGY ADVANCEMENT ACCOUNT: Loans totaling $5 million with rates at 1 percent annual interest were granted in September 1993 to 33 school corporations from the School Technology Advancement Account. In ten years since the project was created by the General Assembly as part of the Common School Fund, 135 districts have received $50 million in low-interest loans to buy computers and related software or to implement technology projects. In addition, a $1.1 million loan was approved in 1993 for the School Town of Highland under the newly enacted, longer-term Educational Technology Program.

NATIONAL LIBRARY WEEK: "Libraries Change Lives" was the theme for the 1993 National Library Week observance in April, and selected school library media specialists were asked to describe their favorite student-oriented activities while parents and students were asked to tell about their own "Great Library Success Stories." Twenty-eight schools submitted 38 reports on activities and scores of personal success stories. One from U.S. Senator Richard G. Lugar recalls his "special appreciation for the wonderful resource of our school libraries." "I became heavily absorbed in biographies of people in many callings of political, military, educational, and scientific leadership," he said. "I have no doubt that the lessons of these lives, made possible through wonderful school and neighborhood libraries staff by librarians who took almost a parental relationship in my education, made a remarkable difference in my life." Indiana's Library Week campaign attracted attention in a national brochure issued by the American Library Association. The backdrop for a Library Week display at the State House was a 150-square "Literacy Quilt" completed in 1992 by Indiana students from 79 classrooms at 16 schools.

As part of the program for "Read-Alouds Too Good To Miss," 30 school library media specialists across the state nominated 142 titles from which 50 will be selected for the program's fifth year in 1994-95.

SCHOOL LIBRARY MEDIA AUTOMATION WORKSHOPS: Working with the Indiana Cooperative Library Services Authority (INCOLSA), the Learning Resources Unit offered four workshops for 100 beginners on automation. The workshops at Ferdinand, North Vernon, South Bend, and Terre Haute addressed the hardware options, local area networks, information retrieval, state automation standards, and funding. Additional workshops are planned at Lafayette, Merrillville, Muncie, and Vincennes.

Bud Kraft, Louisville Courier-Journal

SCHOOL LIBRARY MEDIA SUMMER CONFERENCE: The annual two-day summer conference attracted 175 individuals this year at Beech Grove High School.

MATERIALS DIRECTORY: Updated both in spring and autumn 1993, the Indiana Department of Education Materials Directory is a 34-page listing of available free and inexpensive booklets, pamphlets, posters, book marks, kits, films, videotapes, and catalogs.

INSTRUCTIONAL VIDEO SERVICE: Low-cost, high-quality instructional materials are made available to both public and nonpublic schools. Nearly 18,000 items of curriculum-related instructional material—printed guides, computer software,

and laser discs, as well as videotapes—were distributed to schools at prices averaging less than 6 percent of the cost to acquire the material directly from commercial sources. A new catalog was mailed to schools in autumn 1993 with listings and descriptions for more than 1,200 items, 127 of them available for the first time. In the past four years, IVS provided materials to 269 of the state's 296 school corporations in all but three of the state's 92 counties.

PROJECT REAP and READING for REAL: Project REAP (Reading Excitement And Paperbacks) provides grants to 30 schools to establish large collections for independent reading, to engage students in reading, and to heighten teachers' awareness of literature-based instruction. The program is funded by the Lilly Endowment, Inc. Project REAP staff members visited each of the schools in spring 1993 and sponsored a Site Coordinators' Workshop in November 1993. They plan a statewide reading conference for teachers in Grades 4-9 in February 1994.

In the Reading for Real project—also funded by Lilly Endowment, Inc., and being used in about 80 Indiana schools—130 teachers were trained during summer 1993. The grant ends in December 1993, but a continuation grant is planned through Butler University as Developing Thoughtful Readers.

• Student Services Unit

. . . a central registry is being created for information on substantiated child abusers . . .

The dual mission of the Student Services Unit is health promotion and career development. Health, which encompasses mental, as well as physical well-being, is promoted through a comprehensive curriculum in addition to the specialized services provided by nurses, counselors, social workers, and psychologists. Academic and career education is conceived as a responsibility of the entire school community led by the principal and guidance personnel.

Particular emphasis is given to education about drug abuse and HIV/AIDS because of substation federal funding to support programming. During the current school year of 1993-94, special focus is on school violence and conflict mediation.

Career education benefits from recent action by the General Assembly to require career education in Grades 1-12 as of 1995. The Student Service Unit will collaborate with the Vocational Education Unit to develop curriculum framework and teacher guides to help schools implement the new law. In addition, adviser-advisee programs at middle school level will receive increased attention as a means to offer career education.

SCHOOL ATTENDANCE: In coordination with the Indiana Department of Family and Social Services, a central registry is being created for information on substantiated child abusers for use in screening applicants for jobs that place them in positions of trust with children. In addition, the staff conducted five Regional Attendance Workshops to clarify school attendance policies and answer questions and plans four more during the 1993-94 school year. Five hundred principals, assistant principals, administrators, and school attendance officers attended the first five and every Indiana principal will be offered an opportunity to attend.

STUDENT ASSISTANCE PROGRAMS: Training for 304 staff members from 51 local school corporations was provided in the first 11 months of 1993 to help them in skill-building and counseling with students whose behavior interferes with successful completion of school work. School districts are encouraged to send three to five staff members to receive practice in team process, as well as information about the philosophy of student assistance programs, policies, and procedures.

HEALTH EDUCATION WORKSHOPS: Five hundred educators representing more than half the state's 296 school corporations took part during fall 1993 in one of five health education workshops at Chesterton, Clarksville, Indianapolis, Muncie,

and Vincennes. Topics included sexually transmitted diseases, AIDS-related services, smoke-free school policies, student assistance, and health education.

HEALTH OCCUPATIONS EDUCATION: Curriculum with new course titles and descriptions is being developed by a committee for students who want to prepare for opportunities in the health care field. Teacher inservice training is being conducted during the 1993-94 school year.

Bud Kraft, Louisville Courier-Journal

SUMMER SCHOOL TEAM TRAINING FOR ALCOHOL AND OTHER DRUGS: Teams totaling 115 educators from 30 school corporations took part in July 1993 in training emphasizing risk and protective factors, as well as components of an effective school program. Another 274 educators took part in a skill-based conference on resiliency, and three conferences were conducted to assist schools in preparing federal grant applications under the Drug-Free Schools and Communities Act.

FEDERAL RECOGNITION FOR DRUG PROGRAMS: Recognized for their Drug-Free Schools programs in September 1993 were Hanover Junior/Senior High School at Cedar Lake and the St. Barnabas Elementary School at Indianapolis. They were among only 81 schools in the nation to be cited at the White House for comprehensive prevention and intervention programs to prevent or reduce use of alcohol, tobacco, and other drugs, to avert disruptive behavior and violence, and maintain plans to keep the schools safe and drug free.

• Administrative Support Unit

ACADEMIC COMPETITION: More than 120 top academic students statewide applied for five positions on the Indiana team that competes annually in the Panasonic Academic Challenge at Disney World in Orlando, Florida. The Indiana team was competitive but lost in the semi-final round of the national event.

NATIONAL SCIENCE SCHOLARS: Two students from each of Indiana's ten congressional districts are selected for these scholarship awards on the basis of their academic achievement and promise for continued performance in fields of physical, life, and computer sciences and in mathematics or engineering. The awards may be renewed if the student continues to excel in pursuit of a college degree in one of these areas.

• Vocational Education Unit

INDUSTRIAL TECHNOLOGY EDUCATION: With ten years of change and evolution in the Industrial Technology Education movement, Indiana is considered one of the leading states in the development and delivery of technology education.

To assist students in understanding the technology of the 21st Century, the Industrial Technology Curriculum Committee has developed course titles, descriptions, proficiencies, and a model for the program area. The middle

school/junior high school curriculum has been published and teachers trained to use the new materials during the 1993-94 school year. Curriculum writers are completing high school level courses expected to begin in 1994-95.

The curriculum committee's vision for technology education reads: "All students in Indiana will apply their knowledge in appropriately designing, selecting, producing, and using current and future technology and in assessing their impacts."

TECH PREP CURRICULUM: Hundreds of Indiana educators visited the five Tech Prep demonstration sites during 1992-93 in preparing to implement the curriculum in their own schools by fall 1994. Overall, 355 high schools and their postsecondary partner-institutions used $2.4 million in federal funds to form 14 regional consortiums for planning and coordinating Tech Prep in 1992-93.

Tech Prep is designed for students who previously would have been enrolled in general and unfocused high school programs. It provides an academic, as well as a technical foundation, with a core curriculum that is taught through real-life application of such subjects as mathematics, science, English/language arts, economics of business, and computer literacy.

Two major publications produced in 1993 by Department of Education staff members are "Indiana Tech Prep-Secondary School Core Curriculum Competencies" and "Tech Prep Curriculum Progress Sheet."

Early reports from the five demonstration sites, which were set up with grants ranging from $55,000 to $70,000, indicate more students are staying in school and graduating, and more are enrolling in postsecondary education. Higher levels of mathematics and science courses are being taken, and less remedial coursework is necessary in postsecondary study.

Tech Prep . . . provides an academic, as well as a technical foundation . . . taught through real-life application . . .

The five demonstration sites are at Columbus East High School, Bartholomew Consolidated School Corporation; Ben Davis High School, Metropolitan School District of Wayne Township in Marion County; Bloomington High School North, Monroe County Community School Corporation; North Montgomery High School, North Montgomery Community School Corporation; and Mishawaka High School, School City of Mishawaka.

HIGH SCHOOLS THAT WORK: For a second year, four Indiana sites were pilots of the High Schools That Work consortium that focuses on raising the academic and occupational achievement of career-bound high school students.

Strategies that appear to be working involve higher-level applied academic curriculum, instructional collaboration of academic and vocational teachers, increased parent and community involvement, reduction or elimination of lower level general track courses. Pilot sites report increased enrollment in higher-level academic courses, increased academic achievement, improved attendance, fewer dropouts, and improved effort and self-esteem in career-bound students.

The four pilot high schools and their companion area vocational schools are: Center Grove High School/Central Nine Area Vocational School, Lawrence North High School/McKenzie Career Center, F.J. Reitz High School/Evansville-Vanderburgh Area Vocational Programs, and Shelbyville Central High School/Blue River Career Programs.

APPLIED ACADEMIC CURRICULUM: Twenty-four high schools and area vocational cooperatives were funded as demonstration sites to use instructional materials for Applied Biology/Chemistry, Principles of Technology (applied physics), and Workplace Readiness: Education for Employment. These 24 sites, and others funded in the past, have increased the applied, hands-on, laboratory-based instruction for more than 1,200 career-bound students.

. . . 15 program sites were funded through the Indiana Gender Equity Leadership Consortium.

READING ACROSS THE CURRICULUM: Workshops on improvements in reading strategies offered training to 74 teachers in instructional techniques to improve vocational students' abilities to read and comprehend textbook information and technical materials. Using a distance learning approach, the workshop series is being repeated during 1993-94 by Department of Education staff members who also plan a workshop for teachers on strategies to improve vocational students writing skills.

SCHOOL TO WORK TRANSITION FOR SPECIAL POPULATIONS: About 9,000 special population students completed vocational education programs in 1992-93 and received some type of transition service in moving from school to work. Students include those with disabilities or with limited English proficiency and those who are academically or economically disadvantaged or enrolled in a vocational program that is nontraditional for their gender. Services include counseling, job-shadowing, development of employability skill, and job search.

BUSINESS AND MARKETING EDUCATION: The state proficiency guides for Practical Arts Business Education, Vocational Business Education, and Marketing Education were completed during 1992-93. Accompanied by introductory workshops, they were distributed to all secondary schools. Course title revisions and descriptions were completed and adopted by the State Board of Education in October 1992.

AGRICULTURE EDUCATION CURRICULUM: A new direction from production agriculture to one of agriculture science and business was established in revamping of the agricultural education curriculum for secondary schools. Completed in February 1993, the change deleted 67 course titles while adopting 11 new ones—four in agricultural science, six in agricultural business, and one in fundamentals. Foundation proficiencies for agriculture science and business were completed by the state Agriculture Education Advisory Committee and will be recommended to the Workforce Proficiency Panel.

CONSUMER AND HOMEMAKING EDUCATION: More than $650,000 in federal funds were available to local schools to improve, expand, and update consumer and homemaking education programs. About one-fourth of the funding was used in professional development for teachers and curriculum development, the rest for equipment, software, and other instructional technology materials. Workshops were conducted for 455 teachers at 12 locations to offer information and new teaching techniques for education of the homeless, prevention of family violence, and health and family wellness issues, such as HIV/AIDS.

GENDER EQUITY: Continuing to refine and implement the "Indiana Equity Through Change" model for improving gender equity in vocational programs, 15 program sites were funded during 1992-93 through the Indiana Gender Equity Leadership Consortium. These included nine demonstration sites, four impact sites, and one technical assistance project. Four additional projects were funded for a total of $195,514 to provide gender-nontraditional workplace internships for secondary and postsecondary vocational education personnel, including guidance counselors. Educators were exposed to nontraditional careers for their gender, and each developed a presentation about that experience to share with students in the fall semester.

VOCATIONAL TEACHER EDUCATOR PROFESSIONAL DEVELOPMENT: Twenty-one educators from Indiana's teacher training institutions were provided opportunities by the Department of Education to take part in seminars and conferences on issues affecting the preparation of vocational teachers. Through the efforts of the DOE, seven educators who prepare vocational education teachers also were invited to take part in a winter workshop in Tulsa, Oklahoma. The theme was "Preparing Vocational Teachers to Integrate Related Academic Content Into

Vocational Courses and Instruction." The workshop was designed to spur change in existing preservice curriculum and to build communication between secondary schools' vocational programs and postsecondary institutions.

JOINT SCHOOL AND COMMUNITY-BASED ORGANIZATIONS: With $433,099 in federal funding under Title III of the Carl D. Perkins Vocational and Applied Technology Act, at least 954 students were directly served by ten joint school and community-based organization projects during Fiscal Year 1993. Target groups, both rural and urban, included students with disabilities and parenting teens, as well as students who were pregnant, economically and/or educationally disadvantaged, out of school, and juvenile offenders. An individualized career/education plan was developed for each student.

Bud Kraft, Louisville Courier-Journal

SECONDARY VOCATIONAL PROGRAMS: More than $11 million in federal basic grant funds were distributed by the Department of Education during 1992-93 to 47 area vocational districts for collaborative vocational programs, services, and activities that involved all of the state's 296 school corporations. Funds were provided under the Carl D. Perkins Vocational and Applied Technology Act as amended in 1990, and were distributed after DOE review and approval of plans submitted by each area vocational district. Analysis of Fiscal Year 1993 reports showed the majority of funds were used for career counseling and guidance, curriculum improvement and new programs, replacement of outdated vocational equipment, and staff development. Federal funds overall were used to meet objectives of the Perkins Act for improved access and success by special population students, updated vocational curriculum and course offerings, and integration of academic and vocational education.

1993 Awards and Grants To the Indiana Department of Education

New Grant Awards from the U.S. Department of Education for Fiscal Year 1993-94:

Indiana Transition Initiative/Special Education	$	489,076
Christa McCauliffe Fellowship Program	$	33,407
Migrant Education ACE Project	$	85,920

Renewal of Grant Awards from the U.S. Department of Education for Fiscal Year 1993-94:

Technical Assistance for Desegretation of Public Schools	$	467,176
Education of Children with Disabilities in State-Operated or State-Supported Schools	$	3,276,474
Special Education CSPD (Computer Training)	$	181,000
State Grants for the Education of Children with Disabilities	$	47,531,918
Special Education Preschool	$	6,566,579
ESEA Chapter 2	$	9,557,186
Title II Critical Skills (Math/Science)	$	3,378,164
Alcohol and Drug Abuse Education/Prevention Programs	$	7,990,531
Robert C. Byrd Honors Scholarship Program	$	216,000
Foreign Languages Assistance	$	268,840
Migrant Education Basic State Grant	$	2,107,246
Title VII Bilingual Education	$	75,600
Adult Education Basic State Grant	$	5,407,968
Stewart B. McKinney Homeless Assistance Act/ Adult Education	$	430,562
Stewart B. McKinney Homeless Assistance Act/ Homeless Children State Grants	$	376,142
Even Start Family Literacy State Grants	$	1,320,668
Chapter I Neglected and Delinquent Children	$	638,756
Chapter I State Program Improvement Grants	$	370,878
Chapter I Capital Expense/Private Schools	$	787,859
Chapter I State Administration	$	882,148
Chapter I Grants to LEAs	$	94,136,601

Renewal of Grant Awards from the U.S. Department of Health and Human Services for Fiscal Year 1993-94:

National and Community Service Act, Serve-America	$	313,684
State and Local AIDS School Health Education	$	169,142

Non-Federal Grants

Indiana Soft Drink Association, Environmental Curriculum Project; for development of waste reduction curriculum and teacher guide including printing and distribution	$	30,348
Lilly Endowment, Inc., for continuation and extension of Project REAP (Reading Excitement And Paperbacks) (1992-1995)	$	610,000
Educational Development Center of California for staff development of 60 teachers during the summers of each 1992 and 1993 to implement The Literacy Project, a middle-school project using quality, substantive children's novels published as trade books in a literature-based curriculum (1992-1993)	$	42,848
Carnegie Corporation of New York, Middle-Grade School State Policy Continuation grant; for implementation of state policy reforms in middle-grade education	$	25,000
Encyclopaedia Britannica and the Council of Chief State School Officers, for the State Teacher of the Year Program (One of only 17 awards)	$	5,000
William Randolph Hearst Foundation, for expenses incurred to administer the U.S. Senate Youth Program	$	1,000

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Policy Notification Statement

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with Title IX may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, DC; **Dr. Suellen Reed, State Superintendent of Public Instruction**.